



DANISH
TECHNOLOGICAL
INSTITUTE

Enrolment in initial vocational education and training in Europe – trends and data

VET in the 21st Century – Future trends and priorities

Cedefop, Thessaloniki 20-21 February 2018

Tine Andersen, DTI www.dti.dk, tian@teknologisk.dk

Content of presentation



DANISH
TECHNOLOGICAL
INSTITUTE

1. Introduction to the assignment
2. Study methodology
3. Presentation of results
4. Preliminary conclusions

The policy context – an uncertain future



DANISH
TECHNOLOGICAL
INSTITUTE

Will emerging shortages of skilled labour stall growth in Europe?



Changing skill demands – can initial vocational education and training keep up?



Do young people increasingly prefer general education to VET?



Objectives of assignment



DANISH
TECHNOLOGICAL
INSTITUTE

- Provide overview of **changes** concerning...
 - *Enrolment rates* at national level
 - *Proportion of upper-secondary students* attending VET at this level
 - *Qualifications* delivered and *occupational areas* covered by VET at this level
 - Main *delivery forms* for VET at this level



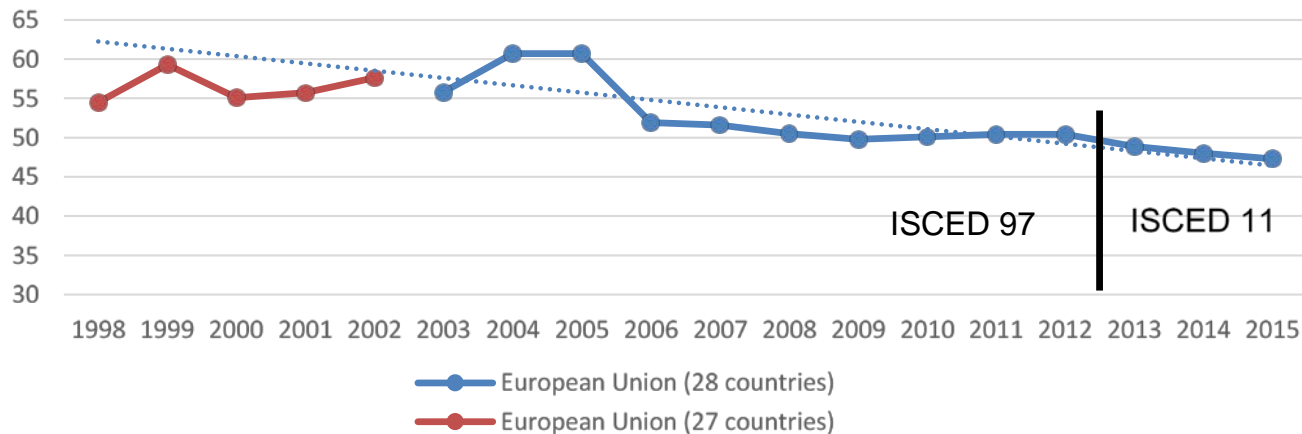
- Eurostat data – time series 1998-2015
 - UOE data – VET and general education at ISCED level 3
 - Demographic data (number of persons 15-29 years old)
- Survey to national experts – to obtain more detailed data
 - Enrolment figures for VET and GE programmes at ISCED level 3 1995-2015 – from national statistical databases
 - Qualitative information about programme destination (occupations) and changes in VET policies

The story told by UOE data



DANISH
TECHNOLOGICAL
INSTITUTE

Enrolment in VET at upper secondary level (ISCED Level 3) as a share of total enrolment in upper secondary education, 1998-2015, %.

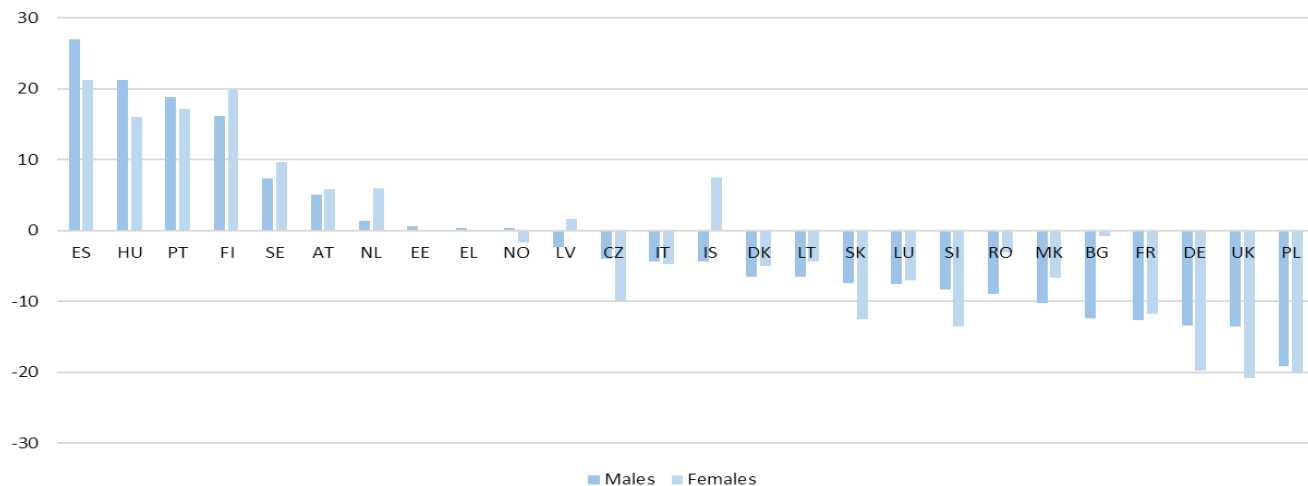


Developments per country vary



DANISH
TECHNOLOGICAL
INSTITUTE

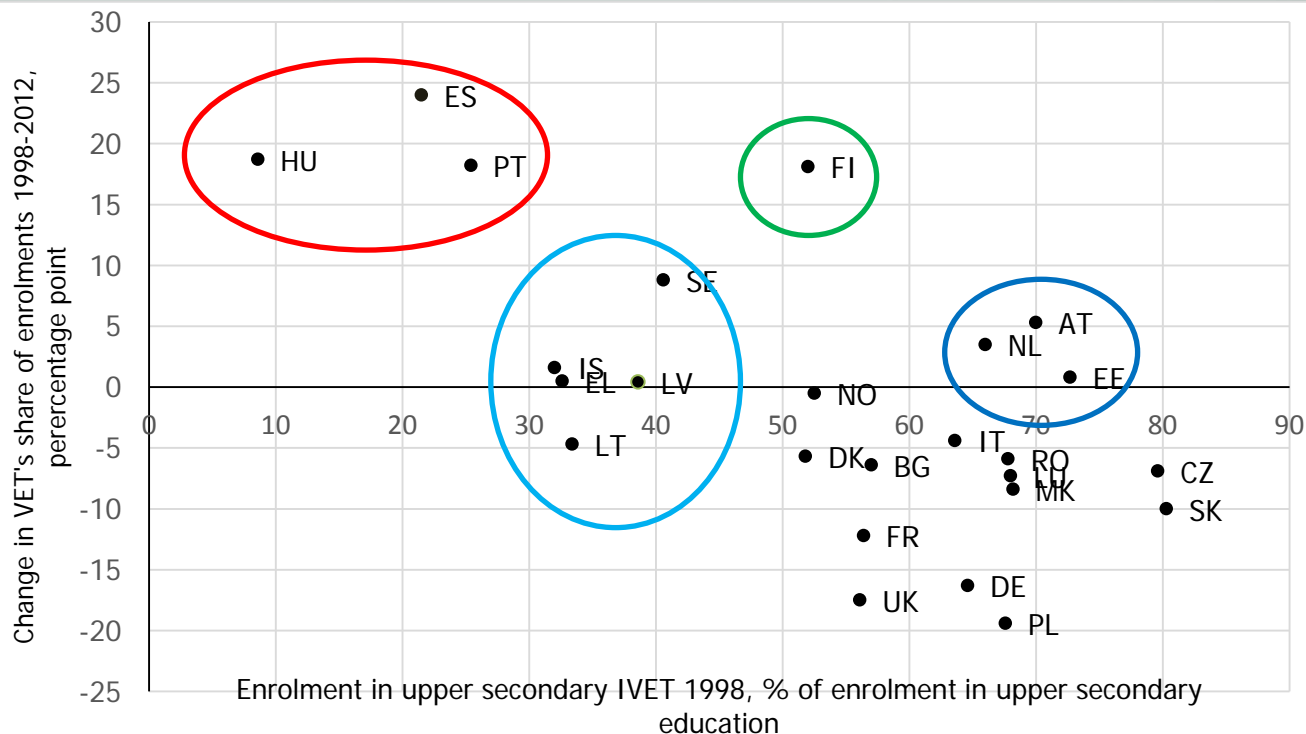
Change in VET's share of enrolment in upper secondary education 1998-2012, males and females



Change in the share of VET 1998-2012 as a function of the share of VET in 1998



DANISH
TECHNOLOGICAL
INSTITUTE



From international data to survey



DANISH
TECHNOLOGICAL
INSTITUTE

- International data show considerable variation in enrolment trends
- The different development paths are not easily explained by one single typology (e.g. type of VET system, varieties of capitalism)



- A more fine-grained analysis is called for to understand trends in enrolment



- Survey collecting enrolment data for VET and general education programmes at national level

Survey methodology



DANISH
TECHNOLOGICAL
INSTITUTE

- National experts collected and reported data from national statistical databases
- Challenge: To achieve a certain level of comparability between the reported figures - the understanding of 'a VET programme' used in national statistical databases varies considerably between countries
- Approach: The survey asked experts to report on the programmes reported by Ministries of Education in the ISCED 2011 mappings
- This ensured that at least ISCED level and orientation of programmes could be ascertained

Country groups used in the analysis of survey data



DANISH
TECHNOLOGICAL
INSTITUTE

- Baltic countries (Estonia, Latvia, Lithuania)
- Central European countries (Austria, Belgium, Germany, the Netherlands, Luxembourg, Slovenia)
- Nordic countries (Denmark, Finland, Iceland, Norway, Sweden)
- South East European countries (Bulgaria, Romania, Croatia)
- South Mediterranean countries (Greece, Cyprus, Malta)
- Visegrád countries (Hungary, Slovakia, Poland, the Czech Republic)
- Western Mediterranean countries (France, Spain, Italy, Portugal)
- Western countries (Ireland, the United Kingdom).

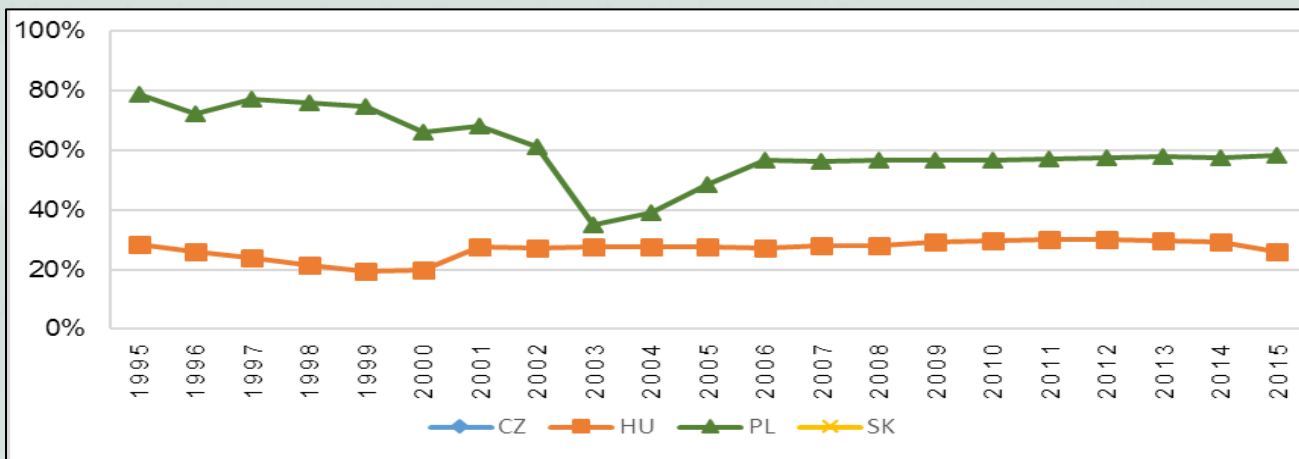
In most countries, VET's share of enrolment has been rather stable



DANISH
TECHNOLOGICAL
INSTITUTE

But displaying fluctuations that can only be understood by considering a range of factors, the most important being demography and changing reporting practices

Visegrád Countries: Enrolment in VET, % of enrolment in education programmes at ISCED level 3 and 4



The fluctuations in the figures for Poland



DANISH
TECHNOLOGICAL
INSTITUTE

- Caused mainly by reclassification of programmes and by breaks in time series.
- One example (there are more):
- One general education programme for adults including courses at both primary and secondary schools was reported as VET at level 3 until 2002.
- After this date, the programme was separated into two programmes, one at Levels 1-2 and one at Level 3, both with orientation 'G', thus reducing the enrolment figure for VET as well as for General education at level 3

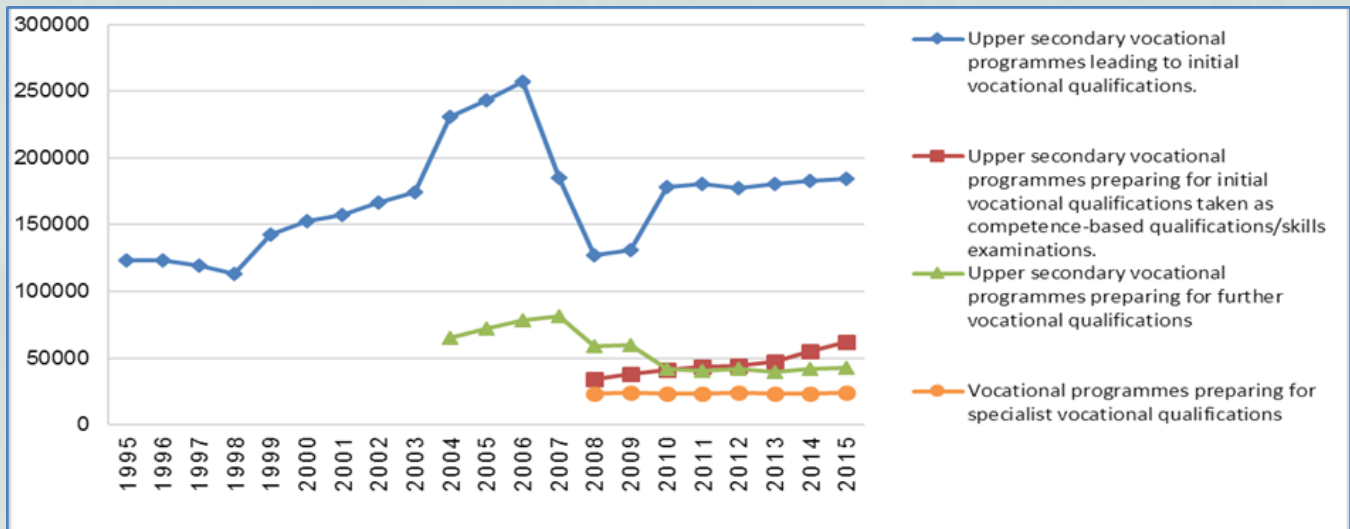
Overall figures mask redistribution between programmes



DANISH
TECHNOLOGICAL
INSTITUTE

- Considerable fluctuations of enrolment at programme level – shifts between programmes

Finland. Enrolment in VET programmes at Levels 3 and 4. Absolute figures



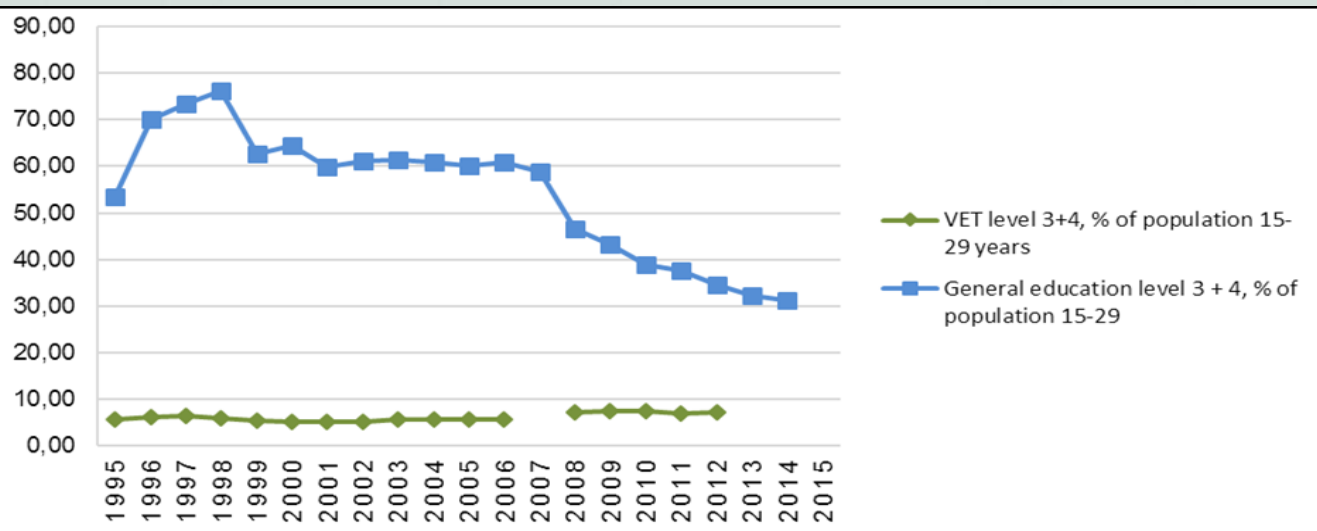
The importance of demography



DANISH
TECHNOLOGICAL
INSTITUTE

- The size of the youth population combined with the propensity of young people to enter education after primary school has implications for enrolment figures

Lithuania: Enrolment in IVET and general education at ISCED Levels 3 and 4, % of population aged 15-29 years



The study has produced two types of findings



DANISH
TECHNOLOGICAL
INSTITUTE

- Findings with consequences for the validity and comparability of international data
- Findings concerning national trends in VET enrolment

Findings with consequences for the interpretation of UOE data



DANISH
TECHNOLOGICAL
INSTITUTE

- Orientation: The study finds several examples of programmes with mixed orientation being categorised in a random manner
- Lack of coherence between data reported to the UOE data collection and data stored in national statistical databases
 - In some countries, education databases do not utilise the ISCED classification - some countries use NQF in national education statistics
- Continuity: Reclassification leading to abrupt (artificial) changes in enrolment figures
- Variable criteria for reporting to the ISCED mappings – and hence to UOE?
 - In particular, single-subject programmes for adults have been reported differently ('Scope UOE' (e.g. BE) or 'Out of Scope UOE' (DK))

Findings concerning national trends in VET enrolment



DANISH
TECHNOLOGICAL
INSTITUTE

- Stating that VET is declining is a simplification that may displace attention from more important issues
- The overall decline is to a large extent a result of decline in major 'VET countries' – in most countries, the share is fairly stable
- Demographic trends are key to understanding enrolment trends - overall, a smaller share of young people than in the 90s are enrolled in upper secondary education
- In most countries, VET programmes tend to develop in a piecemeal fashion – the programme remains, contents (specific programmes and curricula) are changed to reflect external requirements
- Where changes do occur, they indicate that the distinction between VET and general education, and between IVET and CVET has become less clear-cut during the period



DANISH
TECHNOLOGICAL
INSTITUTE

Thank you for
your attention!