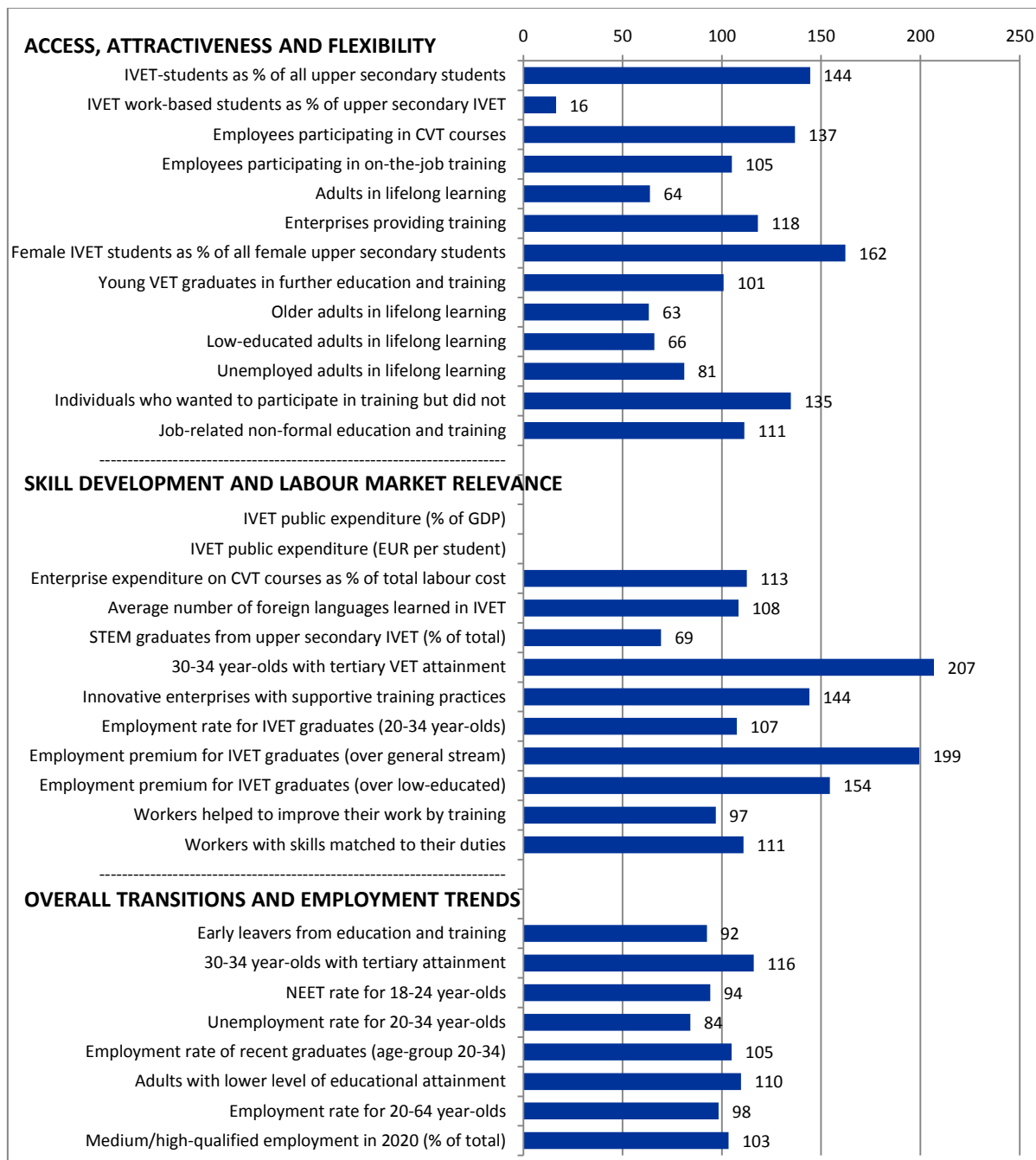


# 1. Belgium

## VET indicators for Belgium for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.

Belgium's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Belgium with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Belgium is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Belgium's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

The percentage of all upper secondary students participating in IVET in Belgium at 72.8% is higher than the corresponding EU average of 50.4% (in 2012). Only 4.3% of upper secondary IVET students are in combined work- and school-based programmes compared with 26.5% for the EU as a whole. Belgium has proportionally fewer people involved in lifelong learning (6.7%) than the EU as a whole (10.5%) (data for 2013). Participation in employer-sponsored CVT courses (2010 CVTS data) is higher (52% of all employees in all enterprises surveyed) than in the EU (38%). The share of enterprises providing training is also higher (78% for Belgium compared with 66% for the EU as a whole). Older people, those with relatively low-level education, and the unemployed are less likely to be enrolled in lifelong learning in Belgium than in the EU as a whole. Participation of these groups in lifelong learning has decreased since 2010.

### **Skill development and labour market relevance**

The main differences between Belgium and the EU in skill development and labour market relevance are set out below.

Students in IVET are less likely to graduate in STEM subjects (in 2012 20.3% of IVET upper secondary students graduated in STEM subjects compared with 29.2% in the EU). In contrast, the percentage of 30 to 34 year-olds who have completed tertiary-level VET (ISCED 5b) is relatively high (17.9%, compared with 8.7% in the EU in 2013). The percentage of enterprises providing training to support innovation (60.0% of innovative enterprises) is also significantly higher than the EU average (41.6%) (in 2010).

The employment rate for IVET graduates (aged 20-34) at ISCED 3-4 at 85.0% is higher than the EU average of 79.1%. IVET graduates in Belgium enjoy a positive premium on their employment rate compared to graduates from general education at the

same ISCED level, as well as to graduates at a lower ISCED level. They have an employment rate 11.2 percentage points higher than their counterparts from general education (above the EU average premium of 5.6 percentage points) and 26.9 percentage points higher than those with lower-level qualifications (also above the EU average premium of 17.4 percentage points). All these employment figures relate to 2009 and exclude young people in further education.

### **Overall transitions and employment trends**

In this section all data refer to 2013 unless otherwise stated.

The share of early leavers from education and training (11.0%) is slightly lower than the EU average (11.9%). Although this figure showed a 0.9 percentage point decrease between 2010 and 2013, it is still above the national target (9.5%) and the EU-average target set by the Europe 2020 strategy (10%).

The percentage of the 30 to 34 year-olds with tertiary-level education is 42.7%; higher than the EU-average of 36.8%. Belgium is above the Europe 2020 average target (40%), but has not yet surpassed the national target (47%).

The percentage of adults with low-level educational attainment is higher than in the EU (27.2% compared with 24.8% in the EU). The unemployment rate for 20 to 34 year-olds at 12.7% is lower than the EU-average of 15.1%. And the NEET rate at 16.0% is lower than the EU-average of 17.0%. A slight increase in these two indicators was observed in Belgium between 2010 and 2013.

### Score on VET indicators in Belgium and in the EU, 2006, 2010 and 2011/12/13 updates (where available)

Indicator label	2006		2010		Last available year		Change 2010-last available year		
	BE	EU	BE	EU	BE	EU	BE	EU	
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students	69.5	51.9	73.0	50.1	72.8	50.4	(2)	-0.2	0.3
IVET work-based students as % of upper secondary IVET	5.0	27.2	4.3	27.4	4.3	26.5	(2)	0.0	-0.9
Employees participating in CVT courses (%)	40	33	52	38					
Employees participating in on-the-job training (%)	21	16	21	20					
Adults in lifelong learning (%)	7.5		7.2		6.7	10.5 <sup>(b)</sup>	(3)	-0.5	
Enterprises providing training (%)	63	60	78	66					
Female IVET students as % of all female upper secondary students	68.3	46.5	72.9	44.4	73.0	45.0	(2)	0.1	0.6
Young VET graduates in further education and training (%)			31.0	30.7					
Older adults in lifelong learning (%)	4.5		4.6		4.2	6.6 <sup>(b)</sup>	(3)	-0.4	
Low-educated adults in lifelong learning (%)	3.0		3.1		2.9	4.4 <sup>(b)</sup>	(3)	-0.2	
Unemployed adults in lifelong learning (%)	10.4		9.0		8.1	10.0 <sup>(b)</sup>	(3)	-0.9	
Individuals who wanted to participate in training but did not (%)	17.2	14.2	12.8	9.5					
Job-related non-formal education and training (%)			89.3	80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)		0.67		0.71		0.68	(1)		-0.03
IVET public expenditure (EUR per student)		7 033		8 558		8 586	(1)		28
Enterprise expenditure on CVT courses as % of total labour cost	0.6	0.9	0.9	0.8					
Average number of foreign languages learned in IVET	1.3		1.3	1.2 <sup>(d)</sup>	1.3	1.2	(2)	0.0	0.0
STEM graduates from upper secondary IVET (% of total)	23.5	32.0	19.1	28.7	20.3	29.2	(2)	1.2	0.5
30-34 year-olds with tertiary VET attainment (%)	22.0	7.3	20.7	7.4	17.9	8.7	(3)	-2.8	1.3
Innovative enterprises with supportive training practices (%)	63.3	43.1	60.0	41.6					
Employment rate for IVET graduates (20-34 year-olds)			85.0	79.1					
Employment premium for IVET graduates (over general stream)			11.2	5.6					
Employment premium for IVET graduates (over low-educated)			26.9	17.4					
Workers helped to improve their work by training (%)			87.0	89.8					
Workers with skills matched to their duties (%)			61.2	55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)	12.6	15.4	11.9	13.9	11.0	11.9	(3)	-0.9	-2.0
30-34 year-olds with tertiary attainment (%)	41.4	28.8	44.4	33.4	42.7	36.8	(3)	-1.7	3.4
NEET rate for 18-24 year-olds (%)	14.6	15.1	14.3	16.6	16.0	17.0	(3)	1.7	0.4
Unemployment rate for 20-34 year-olds (%)	11.5	10.6	12.2	13.1	12.7	15.1	(3)	0.5	2.0
Employment rate of recent graduates (age group 20-34) (%)	81.1	79.0	81.3	77.4	79.1	75.4	(3)	-2.2	-2.0
Adults with lower level of educational attainment (%)	33.1	30.0	29.5	27.3	27.2	24.8	(3)	-2.3	-2.5
Employment rate for 20-64 year-olds (%)	66.5	68.9	67.6	68.5	67.2	68.3	(3)	-0.4	-0.2
Medium/high-qualified employment in 2020 (% of total)					85.0	82.3	(3)		

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p = provisional; (1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).