



Decline or expansion – where is European VET heading?

Key Results from Cedefop's work on the
Future of VET 2015-2022

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“Future of VET in Europe: Trends and lessons for a global
debate”

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CEDEFOP

European Centre for the Development
of Vocational Training

Decline or Expansion?

Where is European VET heading?

The negative story

VET is declining and losing out to general and academic education

Digitalization and job polarization renders VET skills less relevant

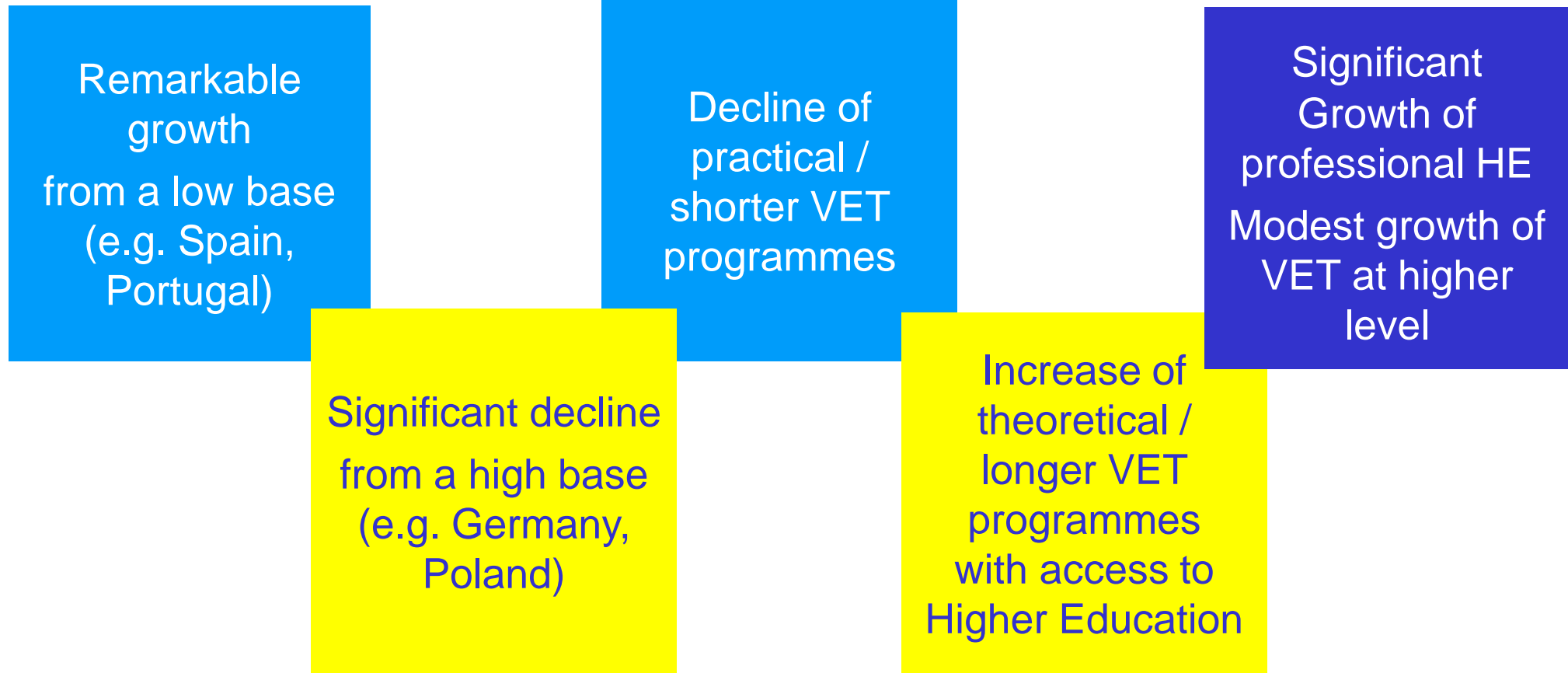
The positive story

VET is expanding to higher levels and forms the backbone of lifelong learning

The skills provided by VET are Essential for growth and welfare

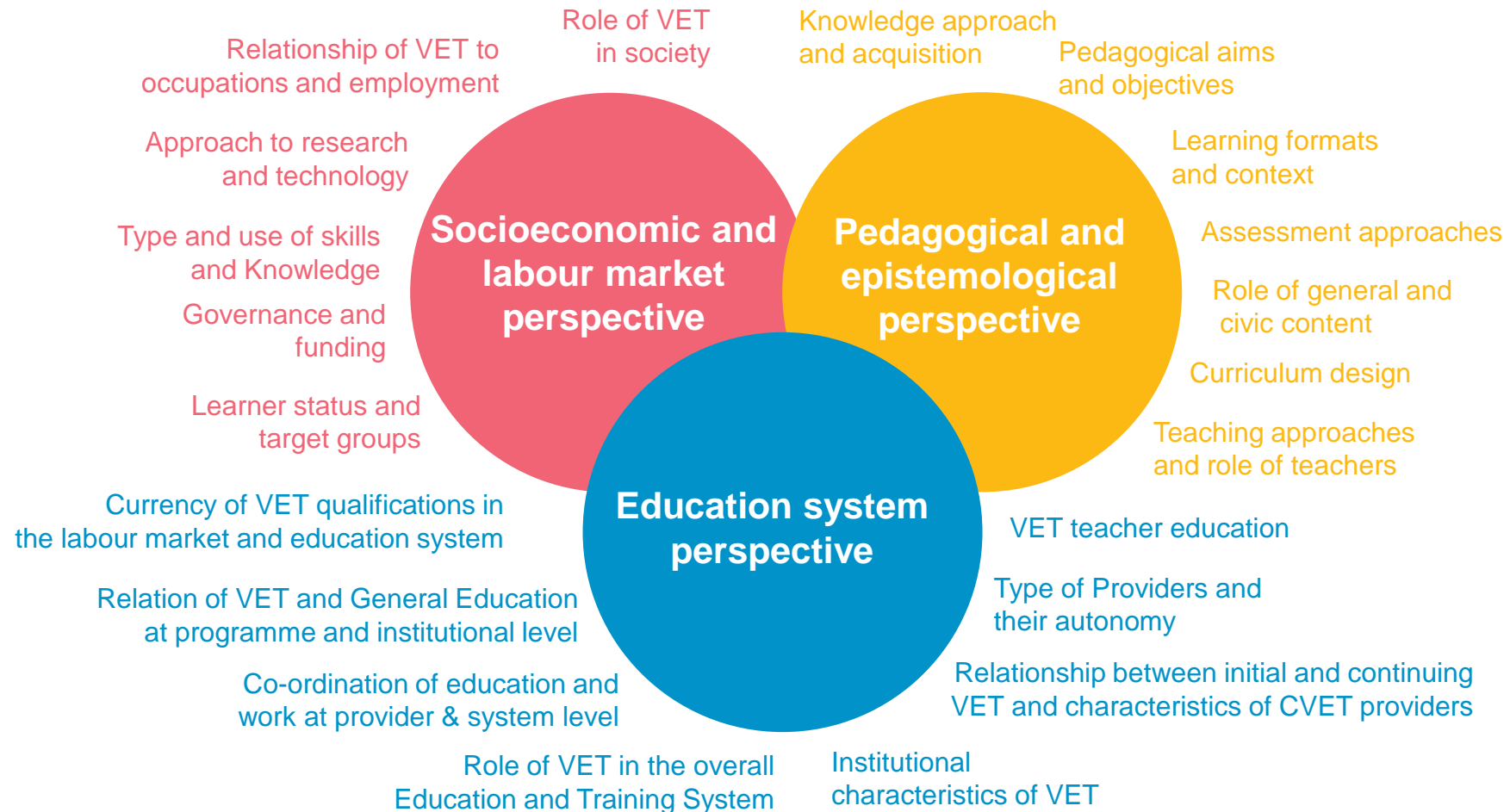
Enrolment in VET

Diverse developments since 1995



The three-perspective model of VET

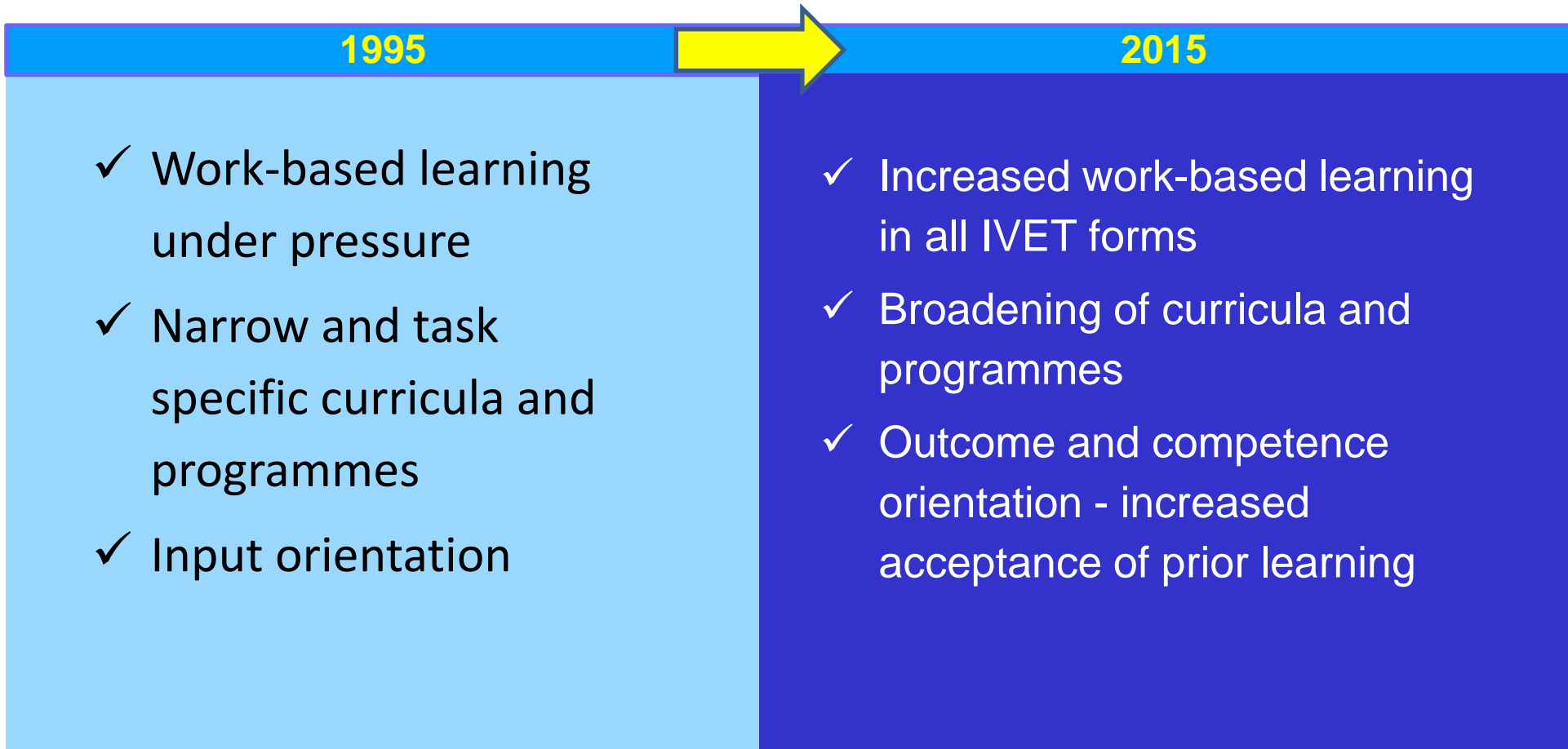
Overlapping lenses





European VET 1995 ➡ 2015

Changing pedagogics and content



Changing IVET systems and institutions

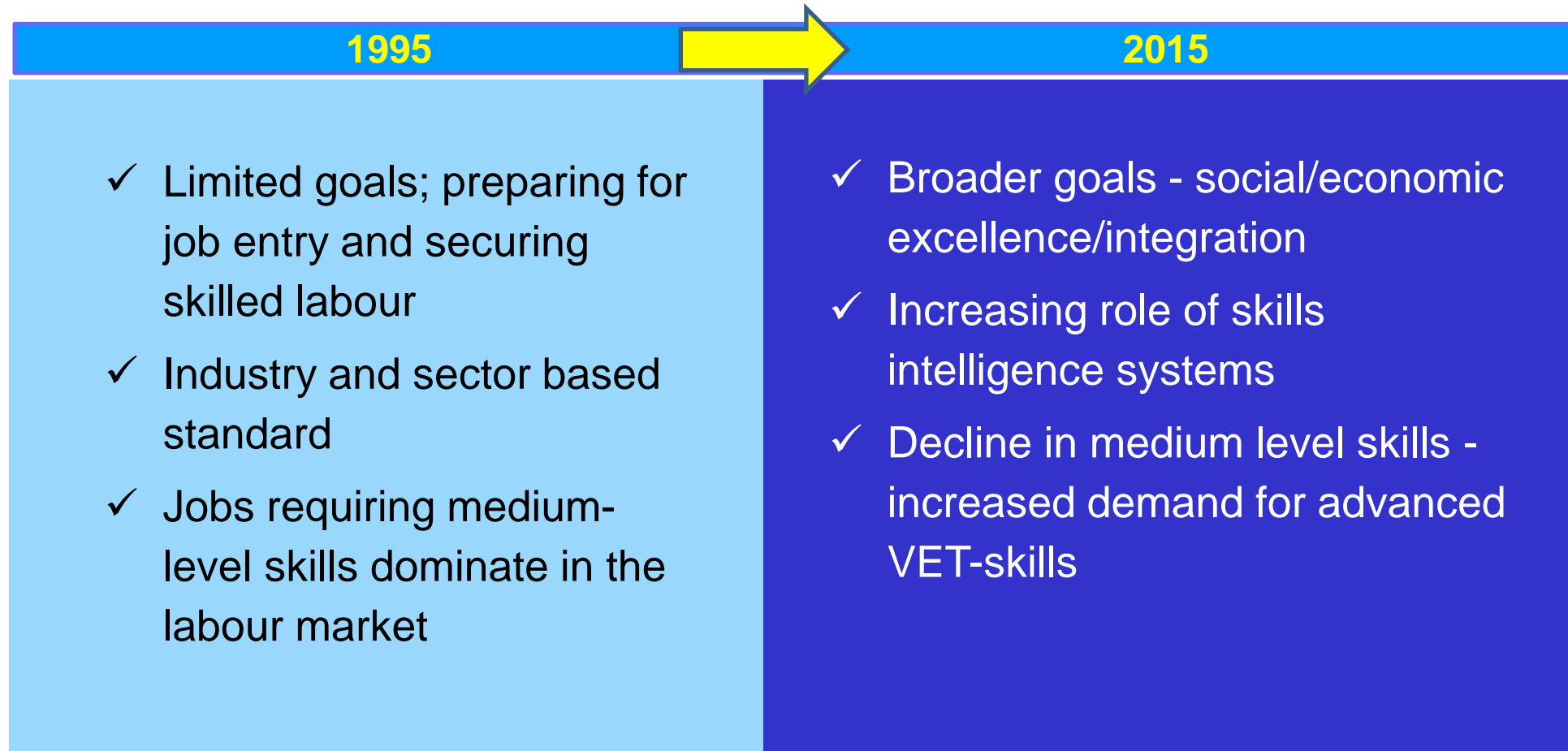
1995

- ✓ Fragmented provision linked to industries, weaker links to overall education and training systems
- ✓ Dead-end programmes, restricted to medium levels
- ✓ VET addressing a narrowly defined target group (16-20 year olds)

2015

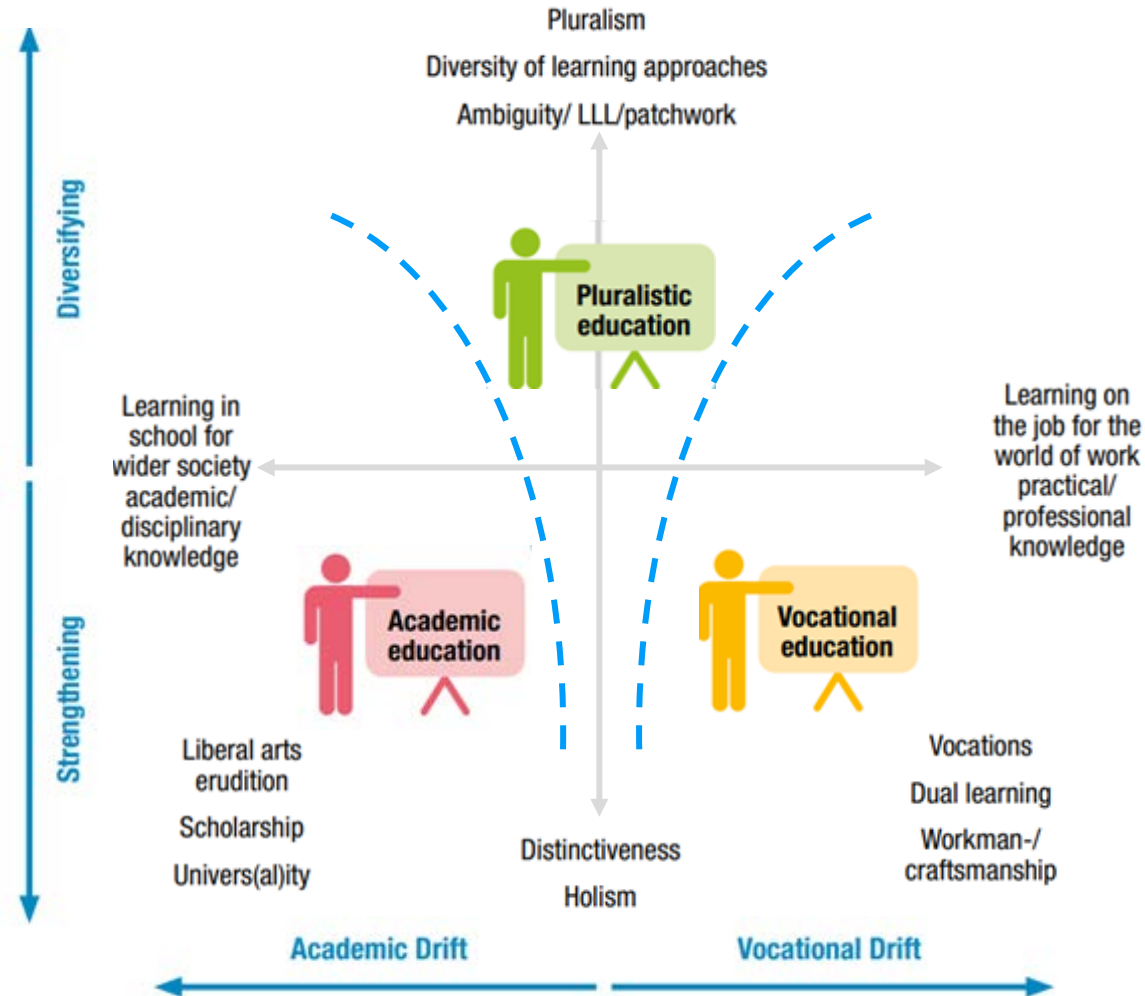
- ✓ More coherent VET systems integrated within the overall education and training systems
- ✓ Increased permeability and fewer dead-ends
- ✓ IVET opening up to adults

Changing socio-economic context



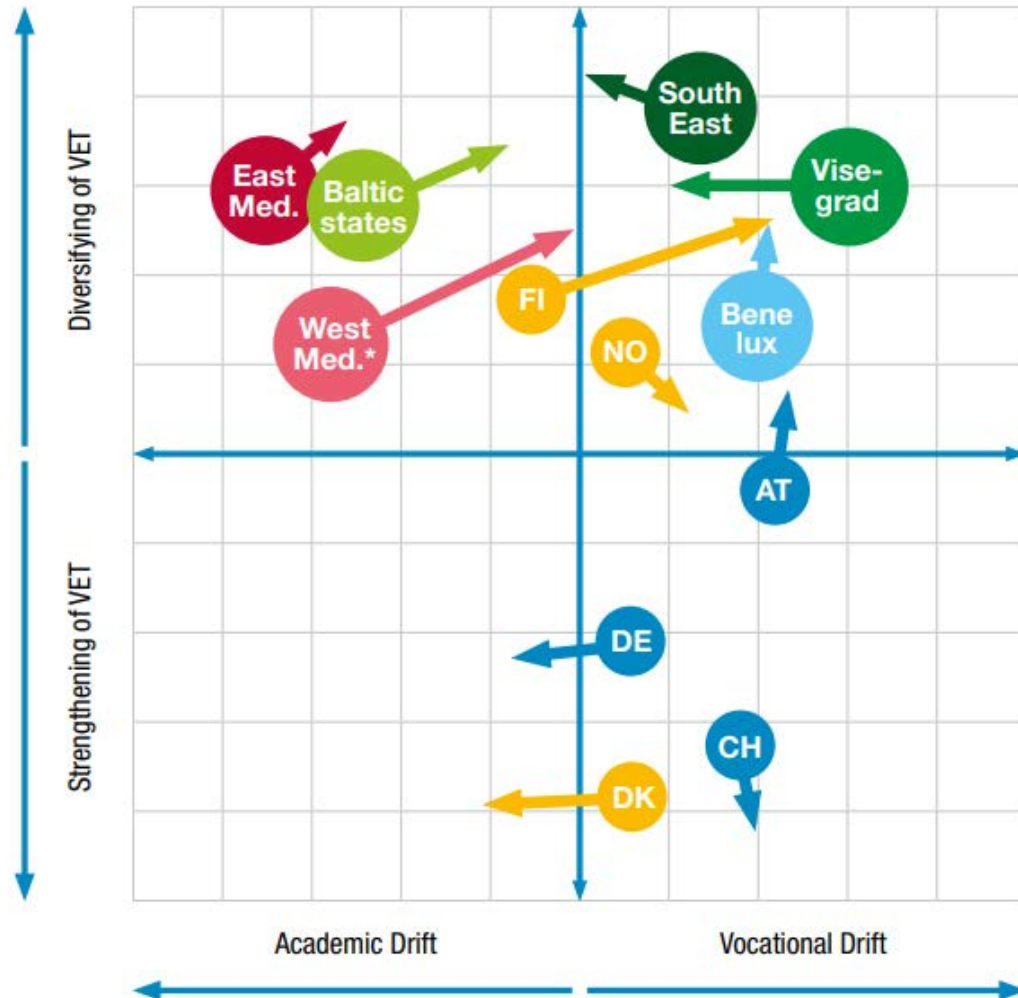
A model to describe the changing role of VET

Strengthening vs. Diversifying VET, Academic vs. Vocational Drift



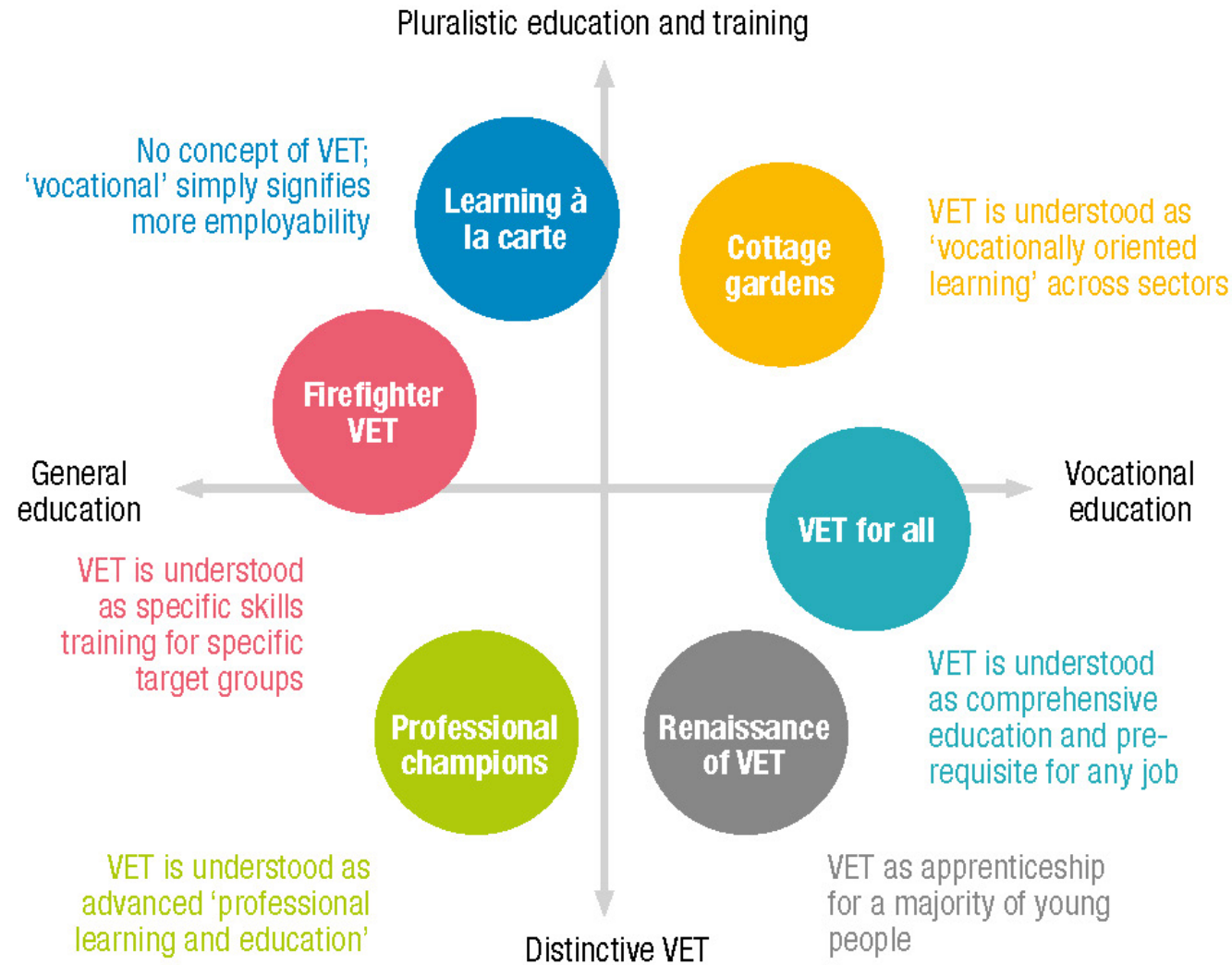
The 'big picture'

Selected countries' trajectories



- Both academic and vocational drift
- Still large variety between countries
- Some convergence towards balance of VET and GE
- Pluralisation as common trend
- No fundamental system change

Six Scenarios for the Future of VET in 2035



VET in Europe 1995-2035

A vision of VET spanning 40 years, looking into the past and the future



Volume 1: Definitions and conceptions of VET

Volume 2: VET developments 1995-2015

Volume 3: External factors influencing VET

Volume 4: Enrolment patterns in IVET

Volume 5: Education and labour market outcomes of VET

Volume 6: VET at higher education levels

Volume 7: VET from a lifelong learning perspective

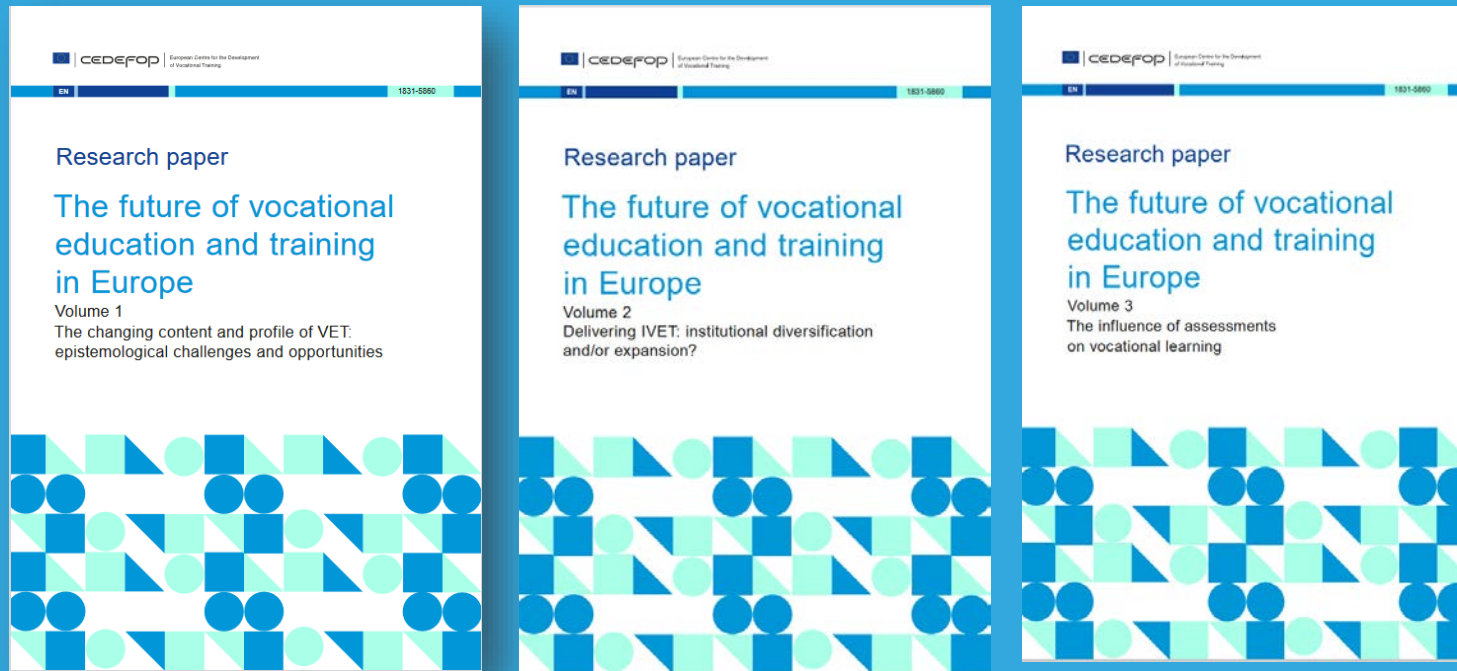


Vocational education and training in Europe, 1995-2035: scenarios for European vocational education and training in the 21st century.
Luxembourg: Publications Office. Cedefop reference series; No 114. <http://data.europa.eu/doi/10.2801/794471>

A young man with long blonde hair, wearing a dark blue knit beanie with a red pom-pom and a grey sweater, is focused on operating a DJ mixer. He is in a dimly lit room, likely a club or event space, with other people and lights visible in the background. A semi-transparent blue banner is overlaid on the right side of the image, containing the title text.

The Future of VET Project 2020-2022

The future of VET in Europe Publications



<https://www.cedefop.europa.eu/en/projects/future-vet/publications>

Already published:

Volume 1: the changing content and profile of VET: epistemological challenges and opportunities

Volume 2: Delivering IVET: institutional diversification and/or expansion?

Volume 3: The influence of assessments on vocational learning





Forthcoming:

Volume 4: On IVET/CVET relationship

Volume 5: Synthesis Report

Analytical Framework

Overview on Empirical Data and Research Activities

-  21 Country & Thematic Case studies
-  VET Provider Survey in 10 Countries
-  ReferNet Survey in 30 Countries
-  2 National Scenario Workshops

Towards the 'cottage garden'?

Institutional diversification, autonomy and expansion

- ✓ The number of VET schools and number of VET qualifications has decreased
- ✓ Hybrid pathways & hybrid schools are more common, but not a major new trend
- ✓ VET retains a strong distinct identity at upper-secondary level
- ✓ Increasing curriculum autonomy of IVET providers



A 'double upgrade'?

More general/transversal skills and work-based learning

- ✓ Increasing emphasis on general subjects and transversal skills
- ✓ Considerable variations in integrating general and transversal skills into VET
- ✓ Increase in work-based learning in IVET curricula has been universal
- ✓ Increasing use of final practical exams and increased assessment of modules



‘Interlocking gears’?

The changing interaction between IVET, CVET and HE

- ✓ IVET in Europe is now less ‘youth-centered’ than it used to be
- ✓ IVET providers mostly provide formal VET programmes to adults
- ✓ Diverse, strengthened links between IVET and CVET
- ✓ Strengthened cooperation with higher education



The 'pendulum effect' in VET

Convergence or Divergence? Harmonisation or Diversity?

- ✓ Changes in curricula reinforce academic or vocational drift
- ✓ Growing number of mixed systems and diversification of pathways
- ✓ But no one-way developments, trends may reverse
- ✓ 'Pendulum effect' as regards VET's aim, academic/vocational drift or assessment



Summary and Trends pointing to the future?

- ✓ Institutional diversification
– mixed pathways
- ✓ Institutional diversification
– higher level VET
- ✓ Institutional autonomy – tailoring VET
to local and individual needs
- ✓ More work based learning
- ✓ Increased importance of general and
transversal KSC
- ✓ Increasing proportion of adults in IVET
- ✓ A changing interaction IVET and CVET –
the basis for lifelong learning

**Trends do not necessarily
continue into the future.
Their continuation
depends on decisions at
local, national and
European level**

Final questions for reflection

- ❖ Are European experiences relevant to other regions?
- ❖ Are there developments in your region differing significantly from Europe?
- ❖ How can collaboration across regions be strengthened?

The Future of VET Project Team



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<https://www.cedefop.europa.eu/en/projects/future-vet>

