



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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“The Future of VET. The way forward”,
virtual conference, 5-6 December 2022

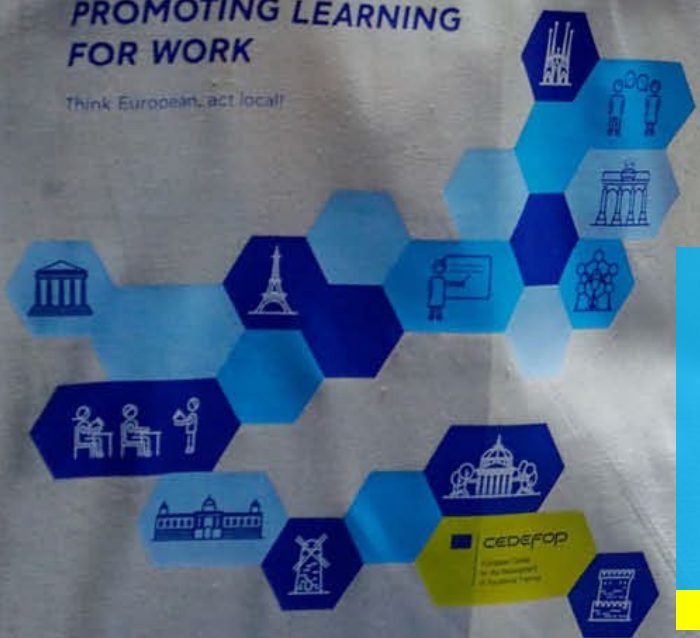


CEDEFOP

European Centre for the Development
of Vocational Training

PROMOTING LEARNING
FOR WORK

Think European. act local



EU-27 + IS, NO, UK

EU-27 + IS, NO, UK

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

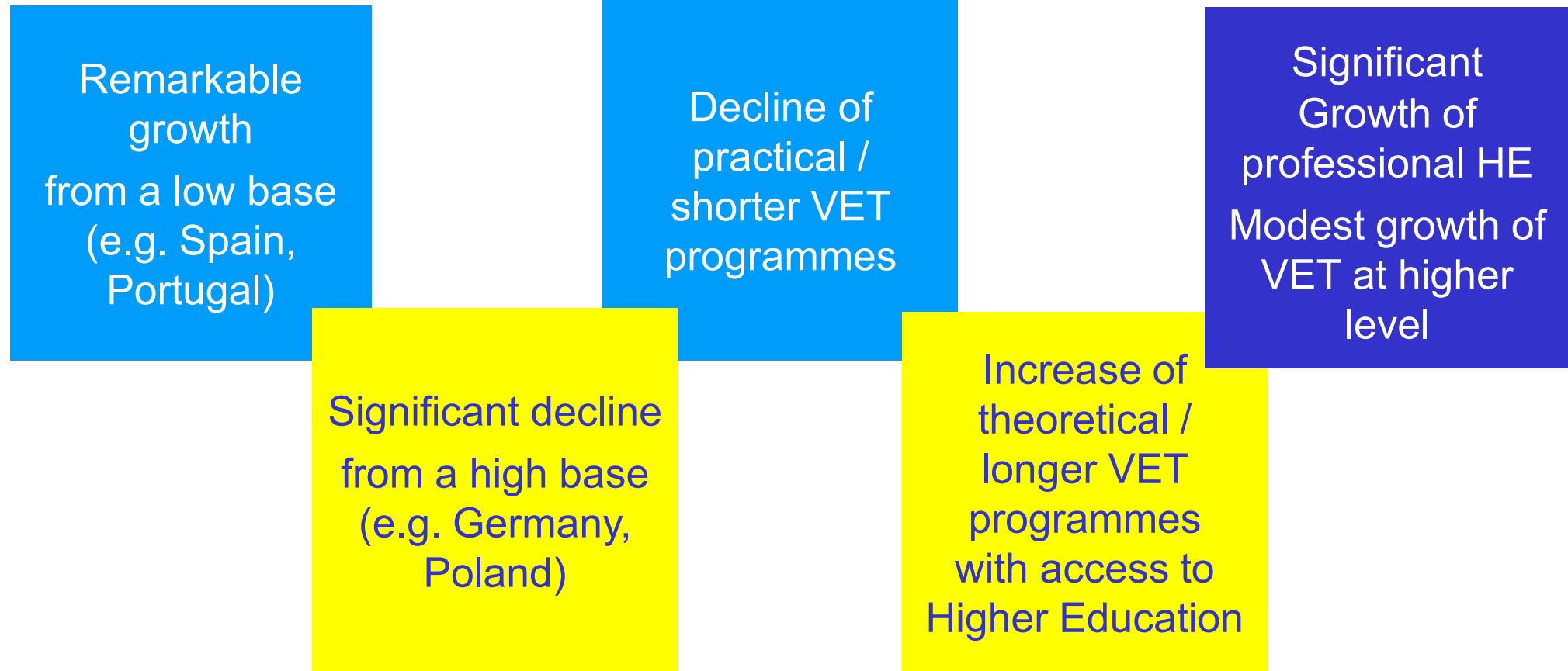
VET is expanding to higher levels and forms the backbone of lifelong learning

The skills provided by VET are Essential for growth and welfare



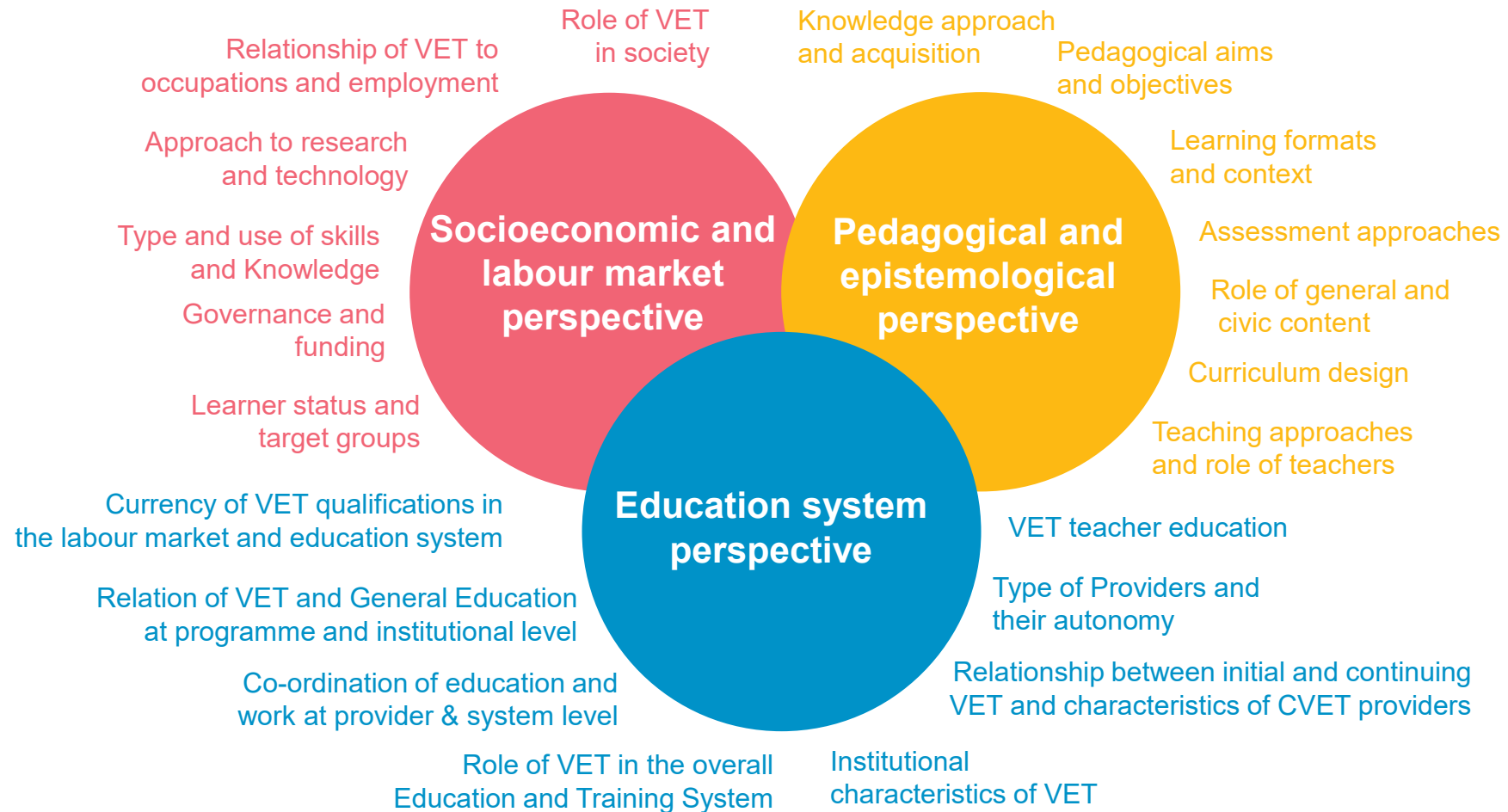
Enrolment in VET

Diverse developments since 1995



The three-perspective model of VET

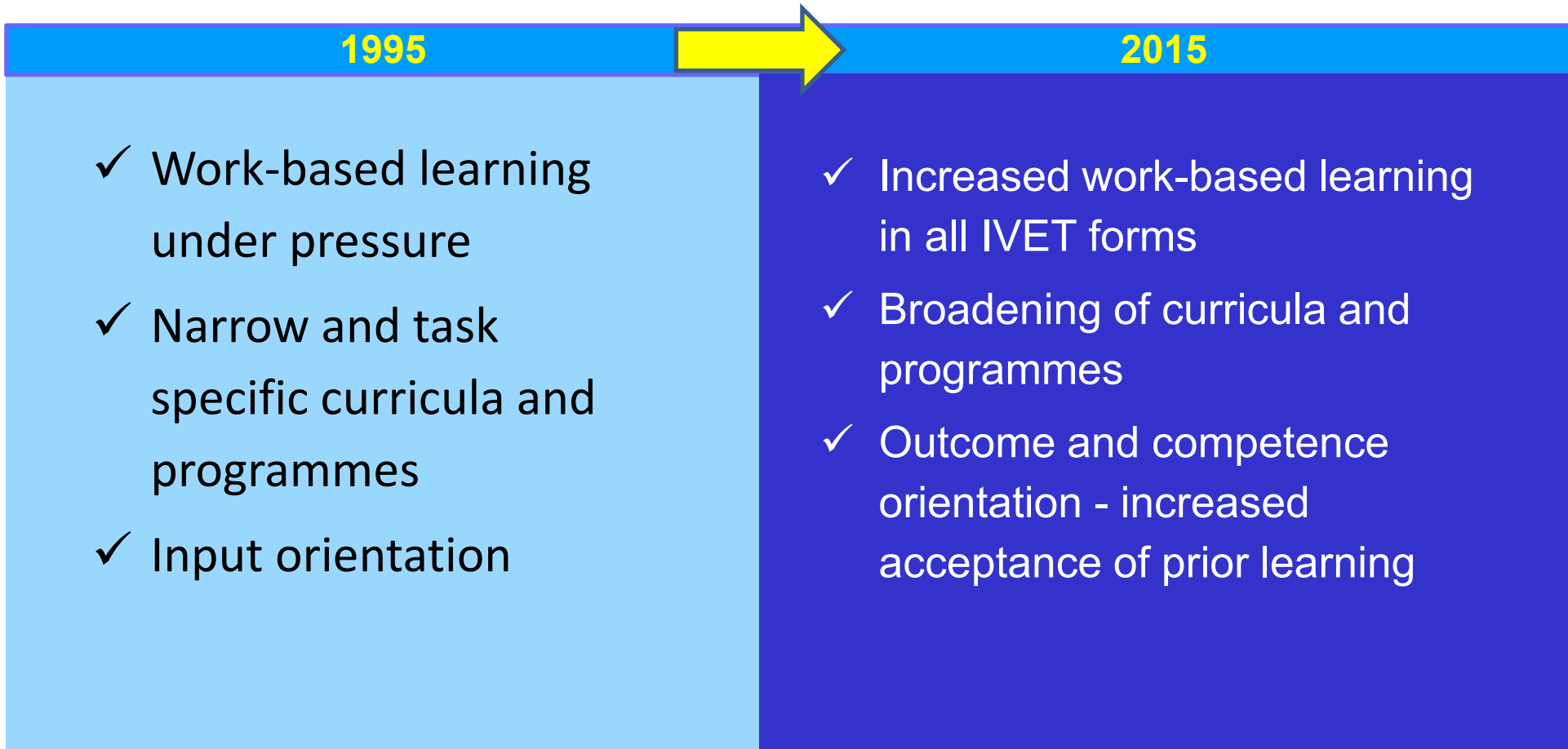
Overlapping lenses



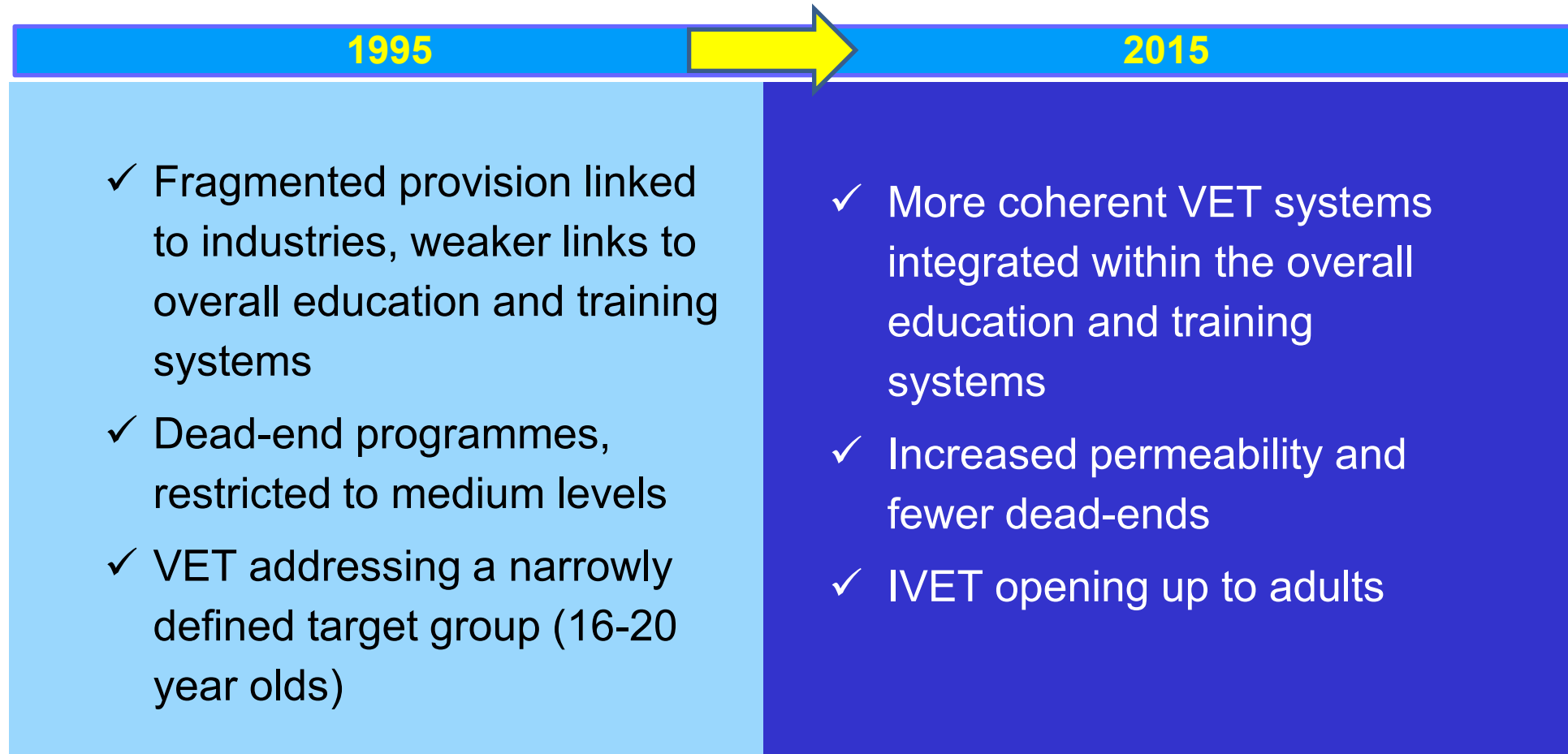


European VET 1995 ➡ 2015

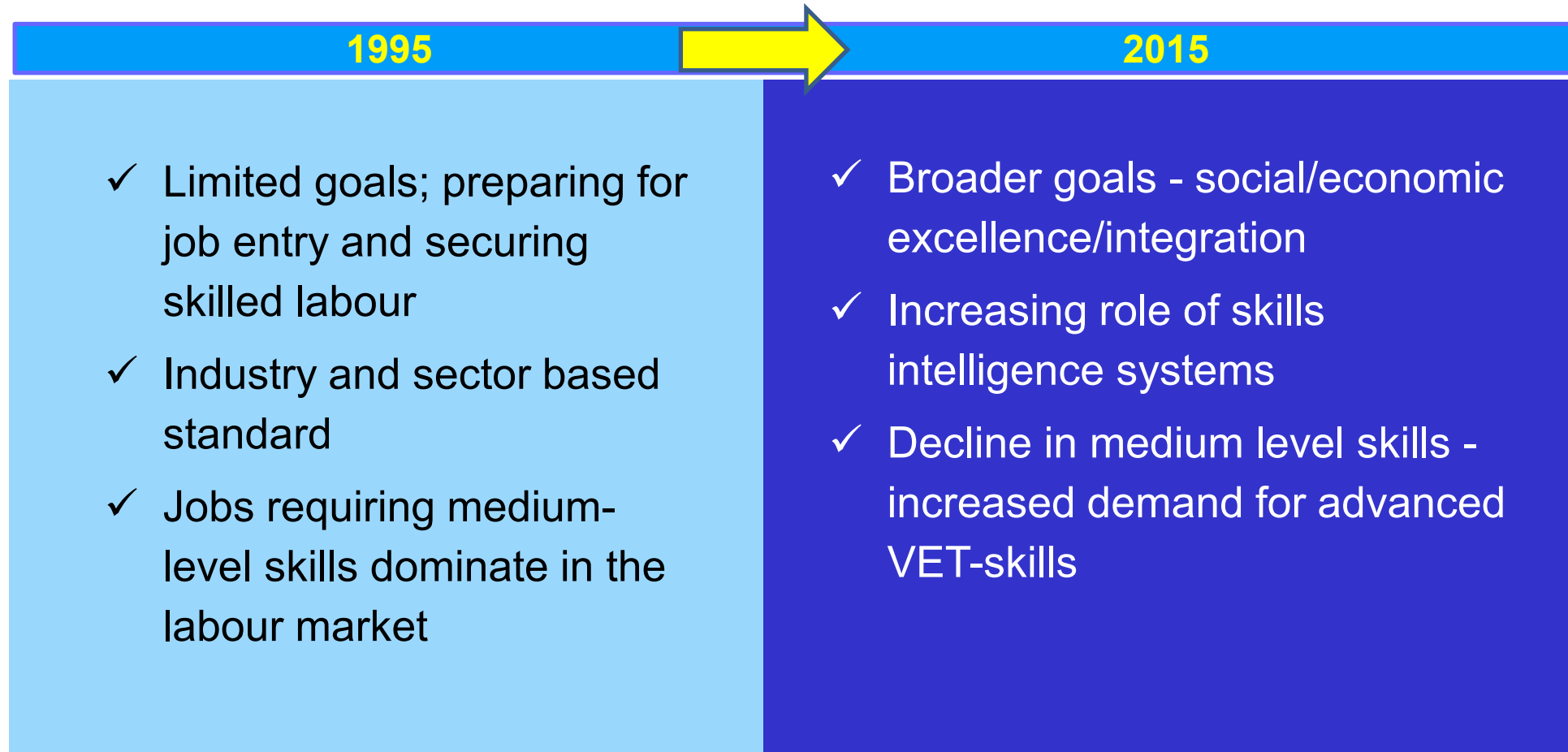
Changing pedagogics and content



Changing IVET systems and institutions

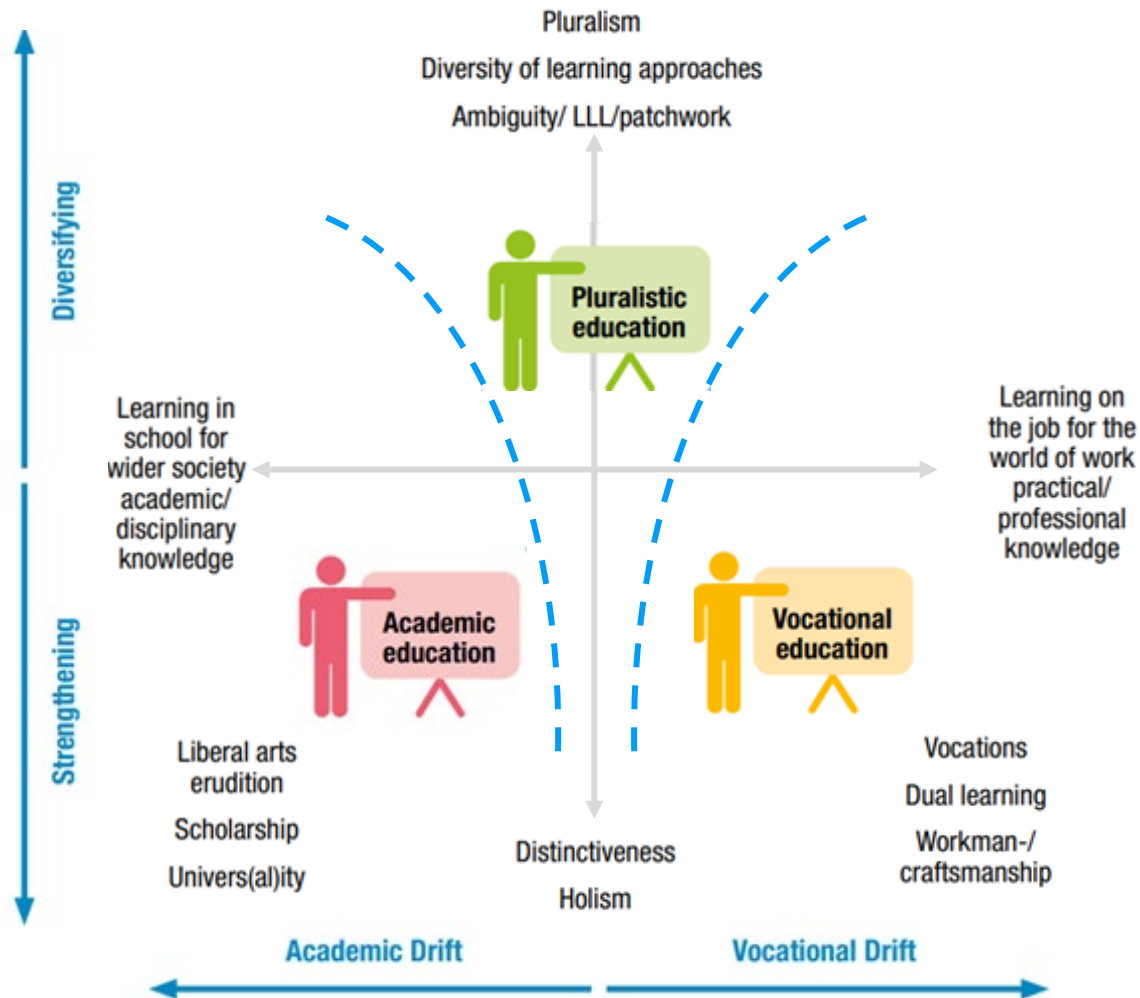


Changing socio-economic context



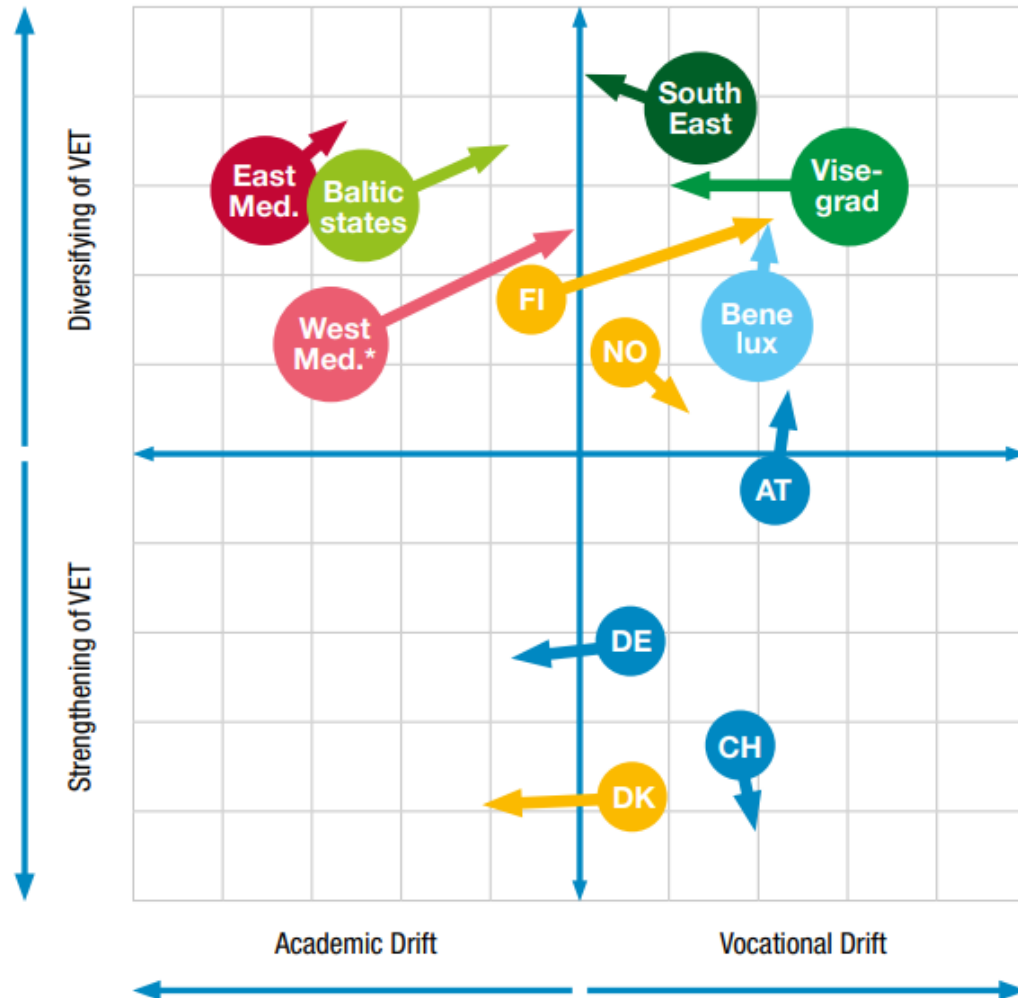
A model to describe the changing role of VET

Strengthening vs. Diversifying VET, Academic vs. Vocational Drift



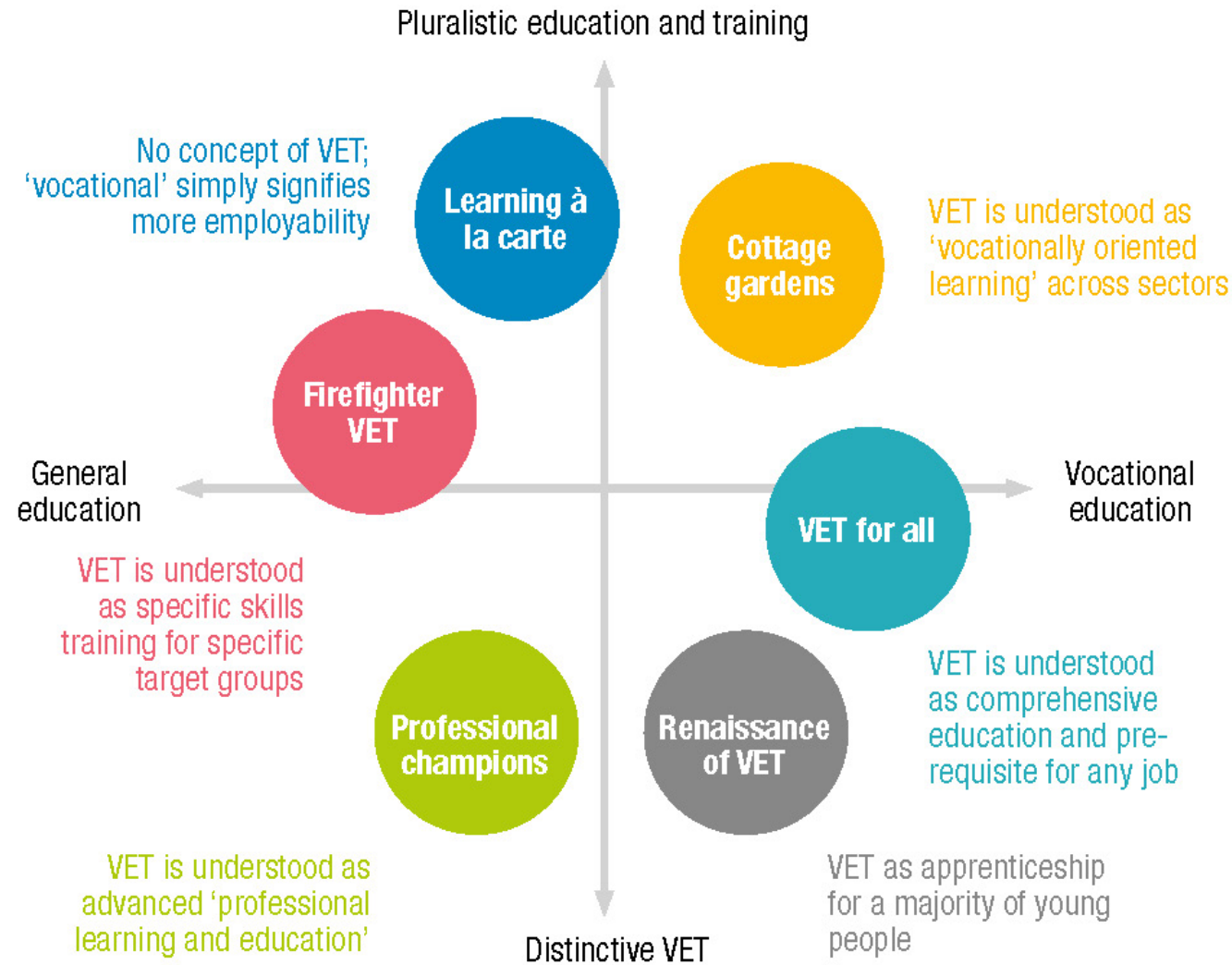
The 'big picture'

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



A background image showing a young man with blonde hair and a blue beanie with a red pom-pom, focused on operating a DJ mixer. He is wearing a grey sweater. To his left, another person in a plaid shirt is partially visible. To his right, a man with a long beard and glasses is looking towards the camera. The scene is dimly lit with colorful bokeh lights in the background.

The Future of VET Project 2020-2022



Overview on Empirical Data and Research Activities



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**

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Thank you

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