Vocational education and training in Europe: Taking stock and looking ahead

The changing role and nature of VET in Europe

Vienna, 7 - 8 November 2018
The future of VET in Europe - Main findings from Cedefop’s research

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Team Structure:
Aggregate European statistics: declining trend since 2005

Share of upper secondary students in VET: from 60.7% in 2005 (absolute top) down to 47% in 2015
Going back to national statistics, developments stand out as diverse:

- **Remarkable growth** in some countries (Finland, Greece, Portugal, Spain, Sweden) although from a low base.
- **Significant or moderate decline** in some countries (Germany, Poland), although from a high base.
- We can observe **moderate growth**, from a medium/high level in some countries (Austria, Netherlands)
- In the majority of European countries we observe **growth** or **stability**.

In a majority of countries **IVET upholds its relative position relative to general upper secondary education.**
Change in the share of VET (ISCED 3) between 1998-2012

SOURCE: Eurostat [educ_ipart_s], own calculations, data for Switzerland from 2002, for Belgium from 1999
An analytical model supporting policy dialogue and development
## Changing IVET systems and institutions

<table>
<thead>
<tr>
<th>1995</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provision often fragmented, strong links to industries and sectors, weaker to overall education and training systems</td>
<td>• More coherent VET systems integrated within the overall education and training systems</td>
</tr>
<tr>
<td>• Dead-end programmes, restricted to medium levels with little progression to higher levels</td>
<td>• Increased permeability and fewer dead-ends</td>
</tr>
<tr>
<td>• VET narrowly defined as IVET</td>
<td>• More centralised standards setting</td>
</tr>
<tr>
<td>• VET addressing a narrowly defined target group (16-20 year olds)</td>
<td>• Fewer qualifications and broadened profiles</td>
</tr>
<tr>
<td></td>
<td>• Diversification of target groups, including adults</td>
</tr>
</tbody>
</table>
## Changing content and pedagogics

<table>
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<tbody>
<tr>
<td>VET and general education conceptually distinct</td>
<td>Crossing of boundaries (school-workplace; general-vocational)</td>
</tr>
<tr>
<td>Work-based learning underdeveloped outside apprenticeship systems</td>
<td>Increased work-based learning in all IVET forms</td>
</tr>
<tr>
<td>Much school based IVET ‘input driven’ and weakly linked to labour market</td>
<td>A reorientation to learning outcomes and competences</td>
</tr>
<tr>
<td>Programmes and qualifications narrowly defined and specific</td>
<td>More flexibility in time and place of learning; increased acceptance of prior learning</td>
</tr>
</tbody>
</table>
## Changing socio-economic context

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<tr>
<td>• Limited goals; preparing for job entry and securing skilled labour</td>
<td>• Broader goals – social as well as economic; excellence as well as integration</td>
</tr>
<tr>
<td>• Industry and sector based standard setting and anticipation of needs</td>
<td>• Increasing role of skills intelligence systems</td>
</tr>
<tr>
<td>• Jobs requiring medium level skills dominate in the labour market</td>
<td>• Jobs requiring middle-levels skills starting to decline; future developments contested</td>
</tr>
<tr>
<td>• Digitalization one of several factors influencing VET</td>
<td>• Digitalization a key-driving force</td>
</tr>
</tbody>
</table>
Online Survey: VET 2035

Dear Ladies and Gentlemen,

The European Centre for the Development of Vocational Training (CeDEFOP) is currently working on a project focusing on the "Changing Nature and Role of Vocational Education and Training (VET) in Europe". This research supports the European Commission and the EU Member States in setting objectives for post-2020 European cooperation in this area.

We kindly invite you to actively take part in this project and to share your views with us on the future of VET. For this purpose, we have prepared an online survey on major trends that have existed to different degrees across European countries between 1995 and 2018, which we have identified from our research. This survey will allow us to validate our preliminary findings and to set some parameters in the subsequent development of scenarios for VET in 2035. For more background information see the project website.
2035: Visions of VET

Group 1:
- Larger VET funding
- National VET systems in the EU similar
- More competition between VET providers
- More local autonomy
- VET oriented towards economic needs
- VET more driven by private investment
- A higher VET sector in parallel to HE
- VET a standard pathway for all
- VET as a distinct educational sector

Group 2:
- Smaller VET funding
- National VET systems in the EU diverse
- More cooperation between VET providers
- More centralized VET
- VET oriented towards social needs
- More driven by public investment
- Higher VET as part of the HE sector
- VET targeting specific groups only
- VET as an indistinct part of lifelong learning
The future of VET in Europe
Scenarios to 2035

Introduction on the scenario approach
Loukas Zahilas, Jörg Markowitsch

Presentation of 3 scenario models
Andrew McCoshan
Philippe Grollmann
Anastasia Pouliou
Architecture of the project

Defining VET
- Assignment 1 -

The external factors influencing VET
- Assignment 2 -

- VET at upper secondary level
  - Assignment 3 -

- VET as lifelong learning
  - Assignment 4 -

- VET in higher education
  - Assignment 5 -

Synthesis & VET scenarios for the future
- Assignment 6 -
Scenario Development

1. Developing Scenario Dimensions
2. Scenario Workshop with Experts
3. Further scenario development by core team

Final Scenario

Trend Analysis, WA2+WA5 Reports
Analysis of other scenario projects
Expert Survey on future of VET
**Scenarios Model**

- **pluralistic**
  - Pluralistic VET
- **general**
  - Marginalised VET
- **distinctive**
  - Distinctive VET
- **vocational**

#DiscoverYourTalent
The distinctive model

<table>
<thead>
<tr>
<th>The position of VET in the wider education and training system?</th>
<th>a clearly defined sub-sector of the education and training system</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is VET for?</td>
<td>VET is organised around occupations/professions</td>
</tr>
<tr>
<td>What type of pathways?</td>
<td>Apprenticeships as the ‘gold standard’, offered up to level 8</td>
</tr>
<tr>
<td>What type of provision?</td>
<td>Employer led provision</td>
</tr>
<tr>
<td>How is VET understood?</td>
<td>A modernised version of ‘vocational education and training’</td>
</tr>
</tbody>
</table>
# The pluralist model

| The position of VET in the wider education and training system? | Distinguished by its close education system links rather than as a sector |
| Who is VET for? | Increasing diversity of target groups; organised around qualifications |
| What type of pathways? | Numerous VET pathways operate side by side; strongly individualised |
| What type of provision? | Widening variety of providers |
| How is VET understood? | VET is understood as vocationally oriented learning |
**Special purpose/marginalised model**

<table>
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<th>The position of VET in the wider education and training system?</th>
<th>‘Skills training’ for labour market inclusion</th>
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</thead>
<tbody>
<tr>
<td>Who is VET for?</td>
<td>Mainly adults in need of immediate re- or upskilling or at risk of unemployment and social exclusion</td>
</tr>
<tr>
<td>What type of pathways?</td>
<td>None particular, emphasis on labour market (re) entry</td>
</tr>
<tr>
<td>What type of provision?</td>
<td>Short training courses with some on-the-job training</td>
</tr>
<tr>
<td>How is VET understood?</td>
<td>Training for jobs; reskilling and upskilling</td>
</tr>
</tbody>
</table>
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