

# What Future for European VET systems? Cedefop's Scenarios 2035

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3s, Vienna, Austria



3s

Online Mid-term Conference Skills and Jobs in the Future-Proven  
Steel Industry in Cooperation with European Steel Technology Platform  
(ESTEP), 27th & 28th of May 2021 Online ZOOM Meeting

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The Big Read **Visegrad**[+ Add to myFT](#)

# Central Europe: running out of steam

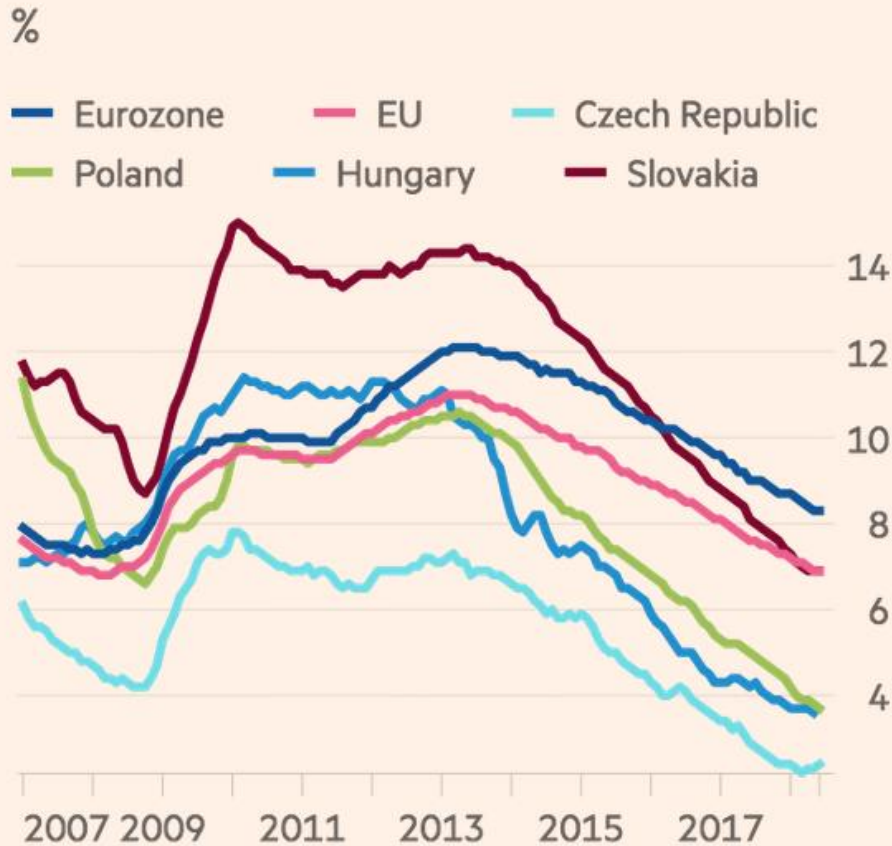
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James Shotter in Poznan AUGUST 27, 2018

After 20 years of growth, labour shortages threaten to shake up the region's economic model

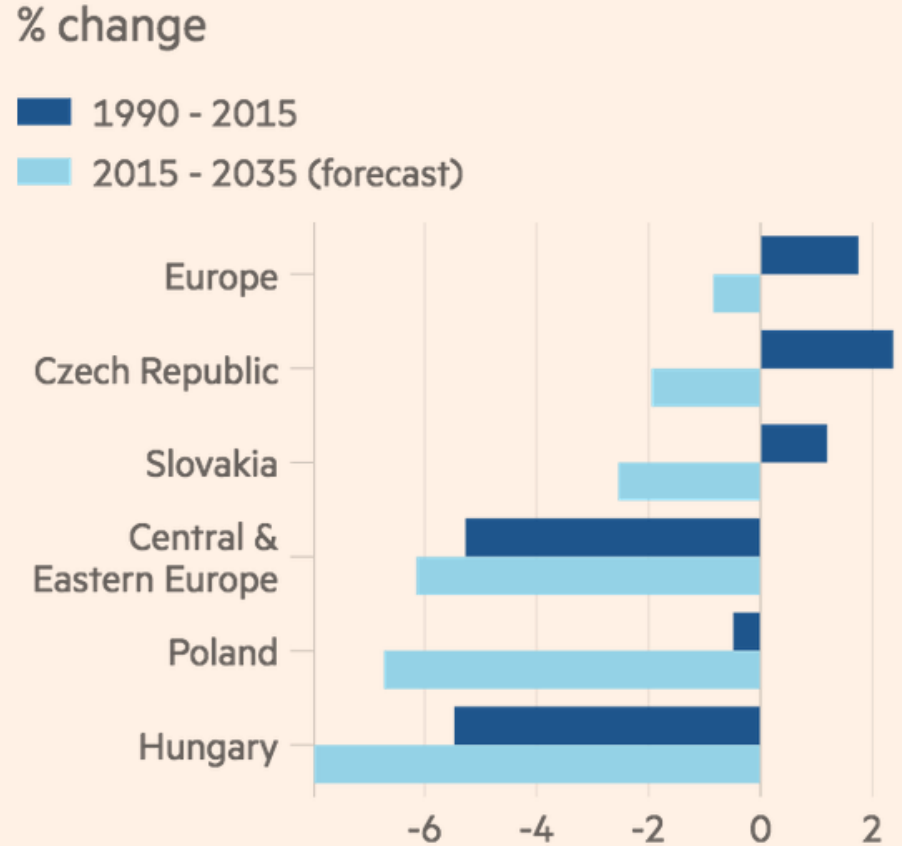
**Even to talk of labour** shortages in central Europe will come as a surprise to many in the rest of the EU, which has seen an [influx of migrants](#) from the region in the past decade and has watched many central European leaders strenuously oppose plans to house [more refugees](#). The large number of workers in the UK from countries such as Poland was one of the key underlying issues in the Brexit referendum.

## Unemployment is lower in central Europe than in most of the EU



Sources: Thomson Reuters Datastream, Eurostat  
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## The region's population is shrinking



Source: UN population projections  
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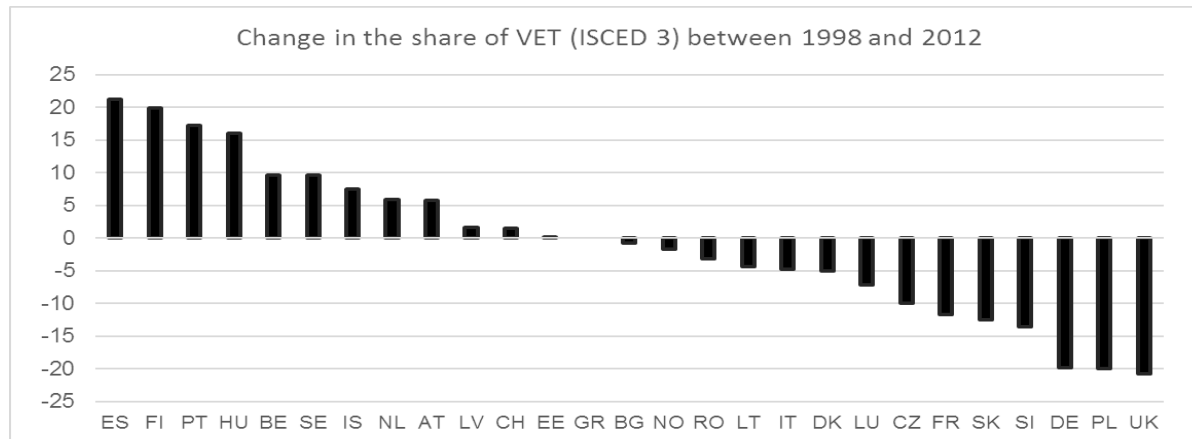
# Enrolment in IVET: National differences

National statistics 1995-2020: [diverse developments](#)

Remarkable growth  
in some  
from a low base  
(e.g. Spain,  
Portugal)

Moderate growth  
in some  
from a moderate base  
(e.g. the Netherlands,  
Austria)

Significant decline in  
a limited number  
from a high base  
(e.g. Germany,  
Poland)



# Selected Trends in VET 1995 - 2015

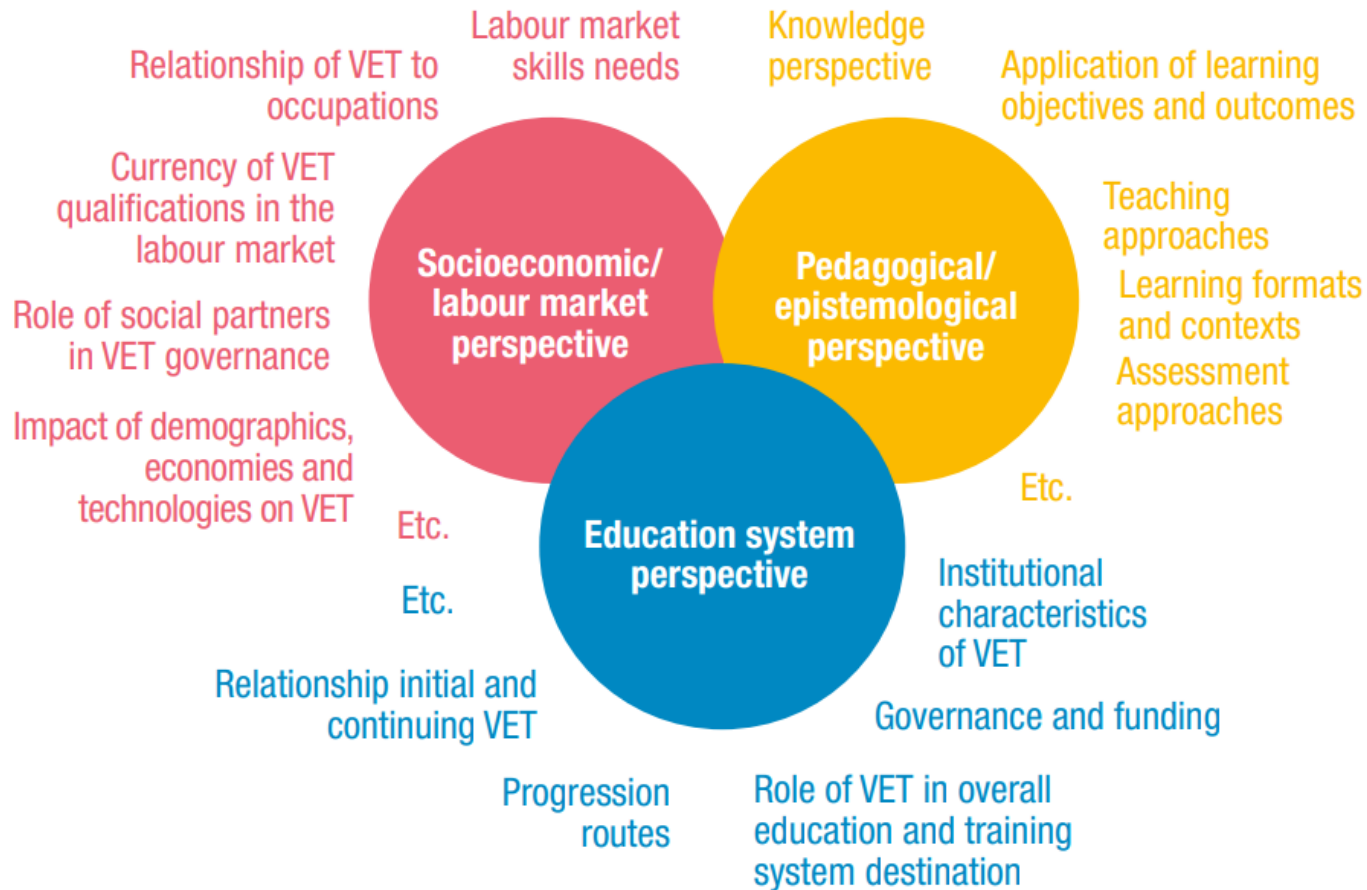
## 1995

- Dead-end programmes with little progression to higher levels
- Much school based IVET 'input driven' and weakly linked to labour market
- VET and general education conceptually distinct
- Programmes and qualifications narrowly defined and specific
- VET narrowly defined as IVET and at medium skill levels
- Limited goals; preparing for job entry and securing skilled labour

## 2015

- Increased permeability and fewer dead-ends
- Reorientation to learning outcomes and competences
- Crossing boundaries (school-workplace; general-vocational)
- Fewer qualifications and broadened profiles
- Diversification of target groups, including adults and higher VET
- Broader goals: social as well as economic; excellence AND integration

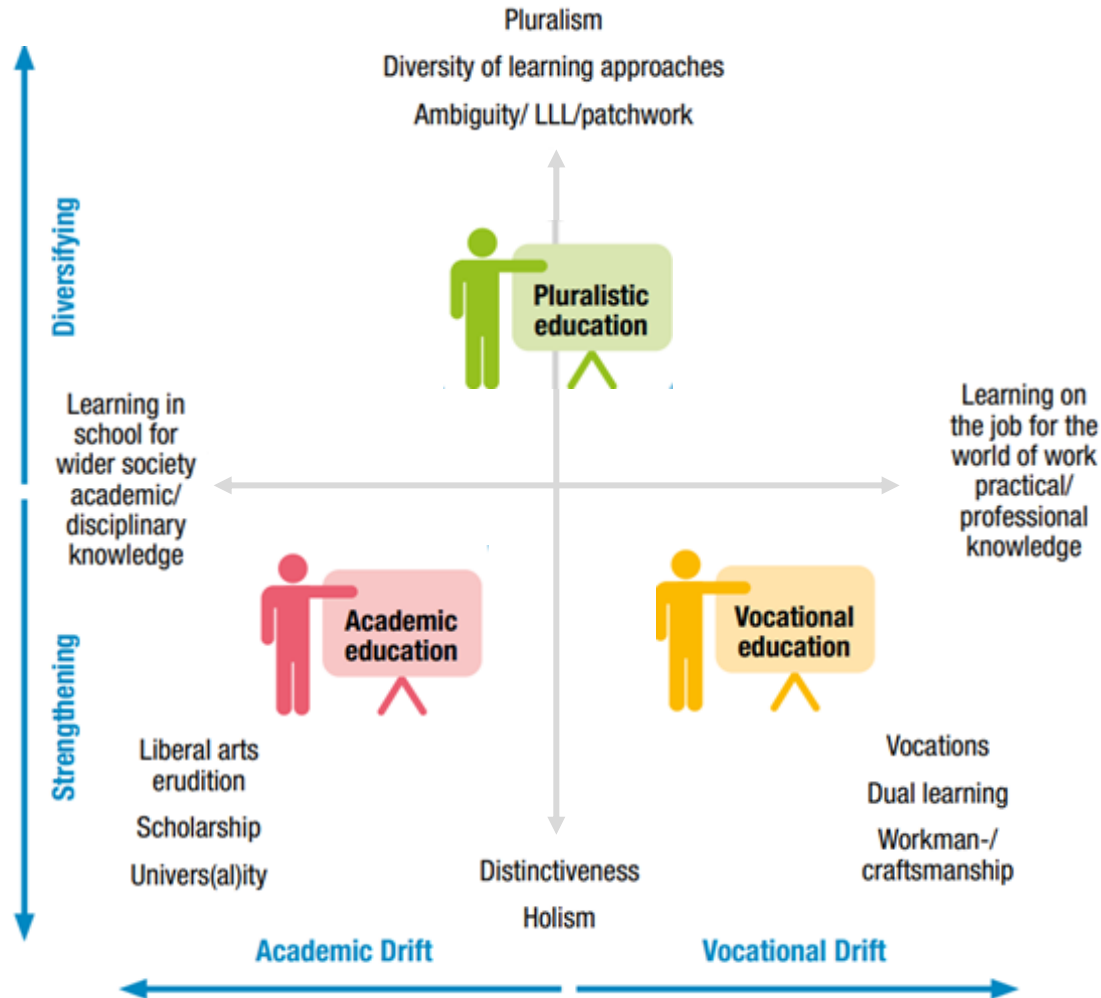
# How to define VET & describe VET systems? Combining three perspectives...



Source: Cedefop, 2017c



# How to describe changes in VET?



Source: Cedefop 2020

# Vocational vs. Academic drift

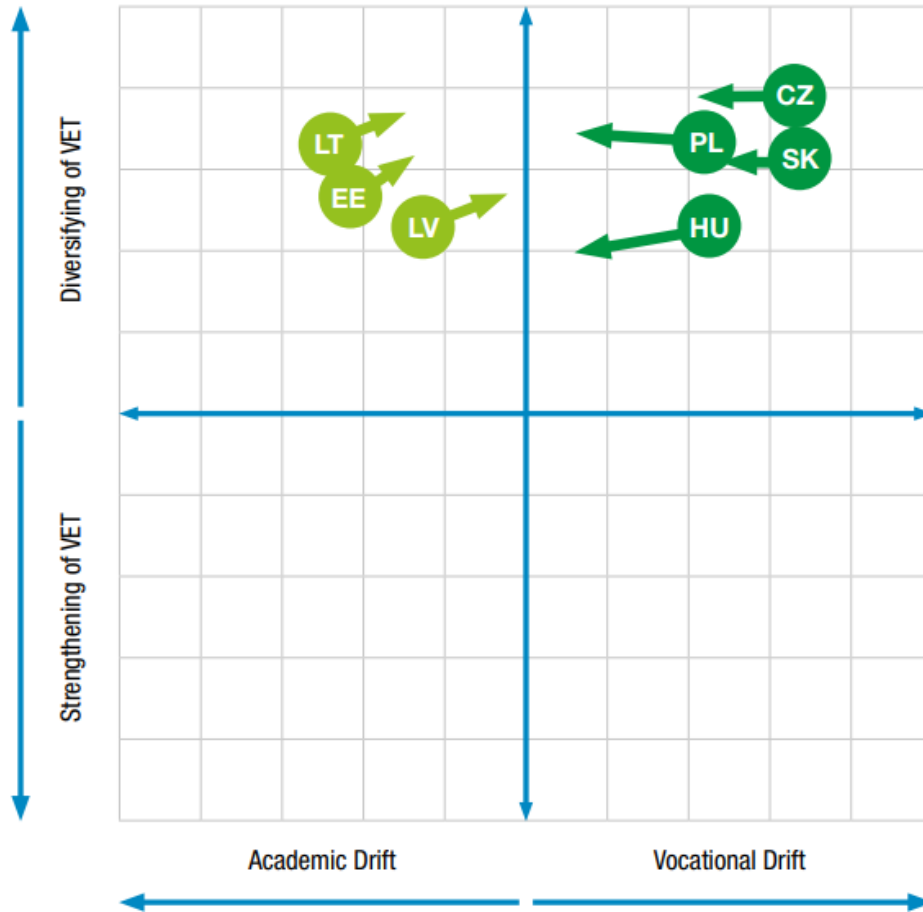
	Vocational drift Increasing significance of VET	Academic drift Decreasing significance of VET
Epistemological/ pedagogical perspective	<p>Increasing work-based elements in school-based VET or HE</p> <p>Increasing esteem of professional knowledge</p> <p>Increasing emphasis on employing teachers with comprehensive work experience</p>	<p>Increasing esteem of academic / disciplinary knowledge</p> <p>Accentuation of theoretical and abstract knowledge</p> <p>Increasing emphasis on the academic qualifications of teachers</p>
Education system perspective	<p>Increasing relative enrolment in vocational education at upper-secondary level</p> <p>Increasing relative enrolment in professional HE and higher VET</p>	<p>Increasing relative enrolment in general education at upper-secondary level</p> <p>Increasing relative enrolment in universities</p>
Labour market perspective	<p>Fostering employer engagement</p> <p>Strengthening role of social partners</p> <p>Increasing attractiveness of vocational education</p>	<p>Increasing attractiveness of general and academic</p>



# Pluralisation vs. Distinctiveness

	More distinctive / strengthening	More pluralistic / diversification
Epistemological / pedagogical perspective	<p>Duality dominates/ increases</p> <p>Vocation as key organising principle and constitutive for self-identity</p> <p>Learning in real-life work environment</p>	<p>Increasing diversity of forms of VET (dual, trial, school-based) and learning approaches</p> <p>Diverse identities</p> <p>Increased blurring of boundaries in terms of knowledge/ content</p>
Education system perspective	<p>Re-emphasis on apprenticeship</p> <p>A distinct higher VET sector</p> <p>VET at all levels clearly separated</p>	<p>An ambiguous sector of higher VET and professional HE</p> <p>Increased crossing of boundaries in terms of education sectors</p> <p>Diversification of providers, programmes and target groups</p>
Labour market perspective	<p>VET as preparation for particular occupations/jobs</p> <p>Focus on job entry and business/economic growth</p>	<p>Various new and additional purposes of VET (e.g. equity)</p> <p>VET as preparation for occupations/jobs AND/OR further education</p>

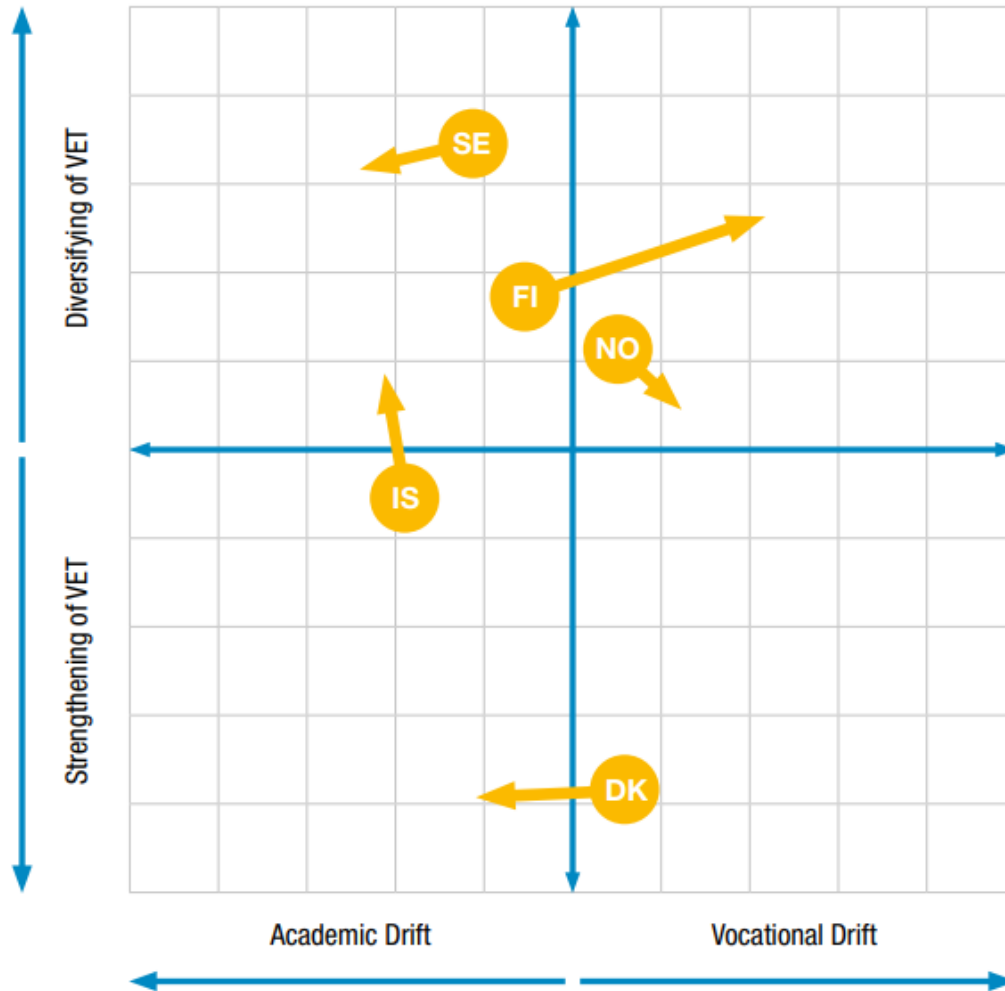
# Trajectories for Baltic and Visegrad Countries 1995-2015



Strong school-based VET in Visegrad countries has lost ground

Academic oriented school systems in Baltic countries have seen some vocational drift

# Trajectories for Nordic Countries 1995-2015



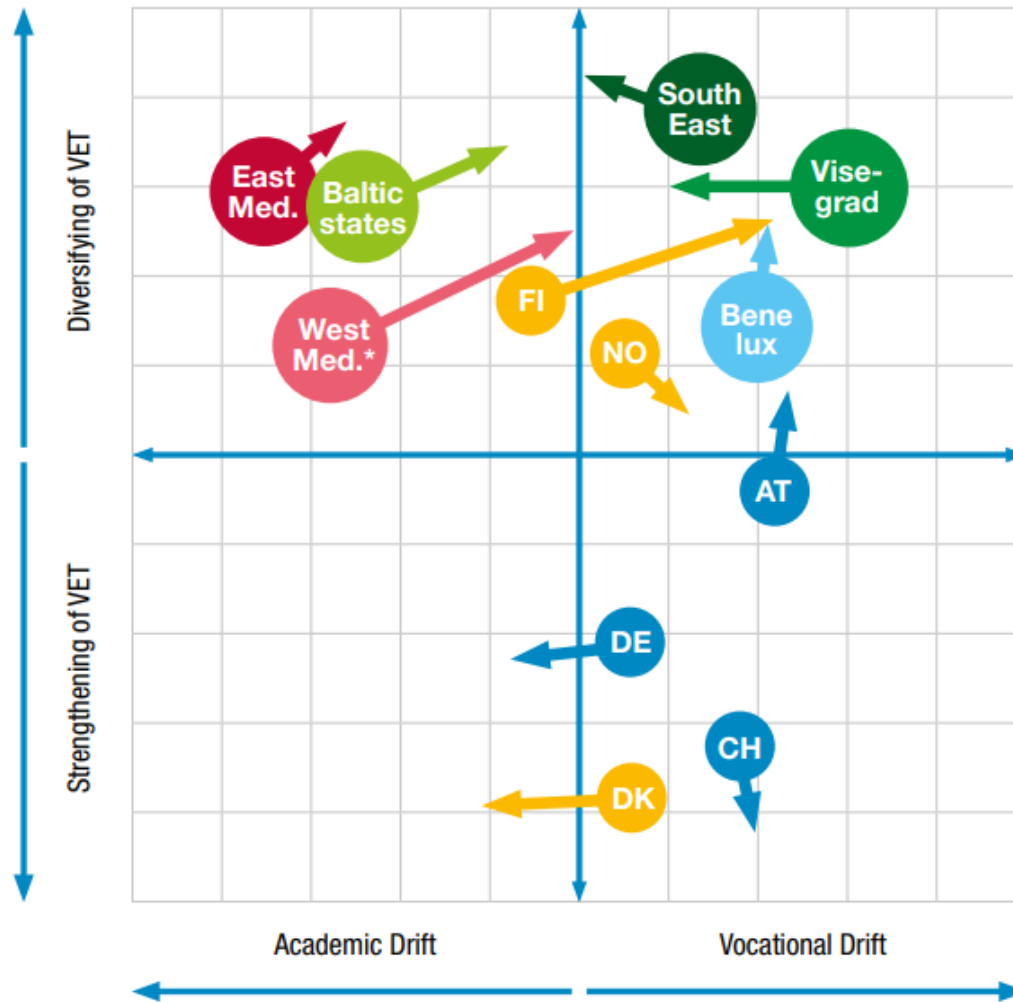
**Comparable Welfare systems**

**Quite different VET systems in 1990ies**

**Different trajectories**

**FI with strongest vocational drift in Europe**

# Selected country trajectories 1995-2015



Both academic and vocational drift

Still large variety

Some convergence towards balance of VET and GE

Pluralisation as common trend

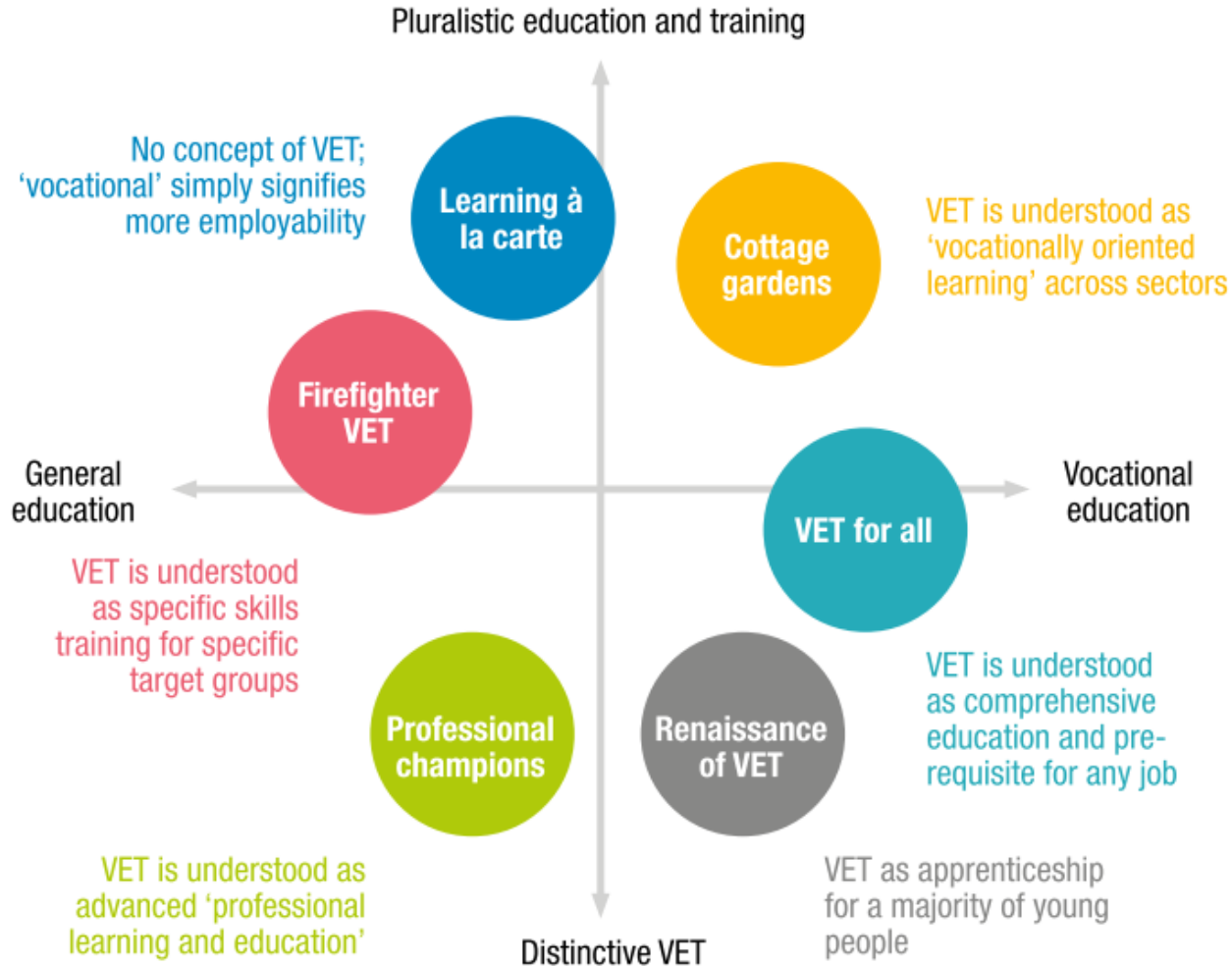
No fundamental system change





Reflecting on the future:  
European VET scenarios 2035

# European VET in 2035 – Six Scenarios

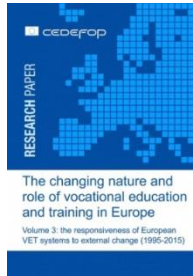


Source: Cedefop.





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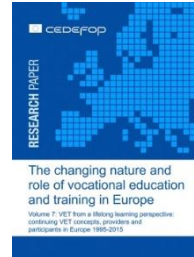
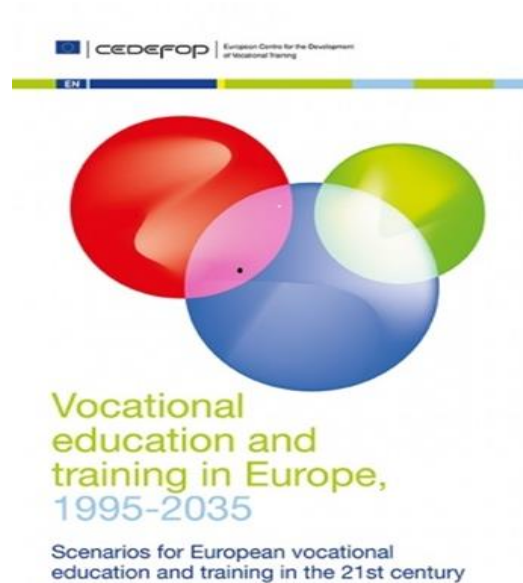
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