

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

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

Central Europe: running out of steam

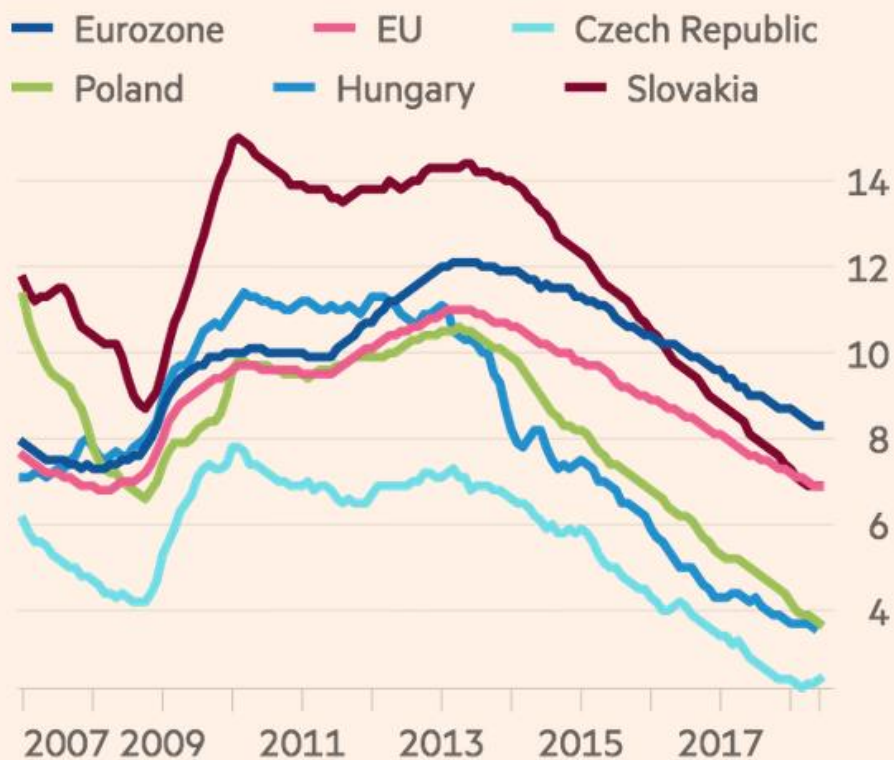
James Shotter in Poznan AUGUST 27, 2018

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

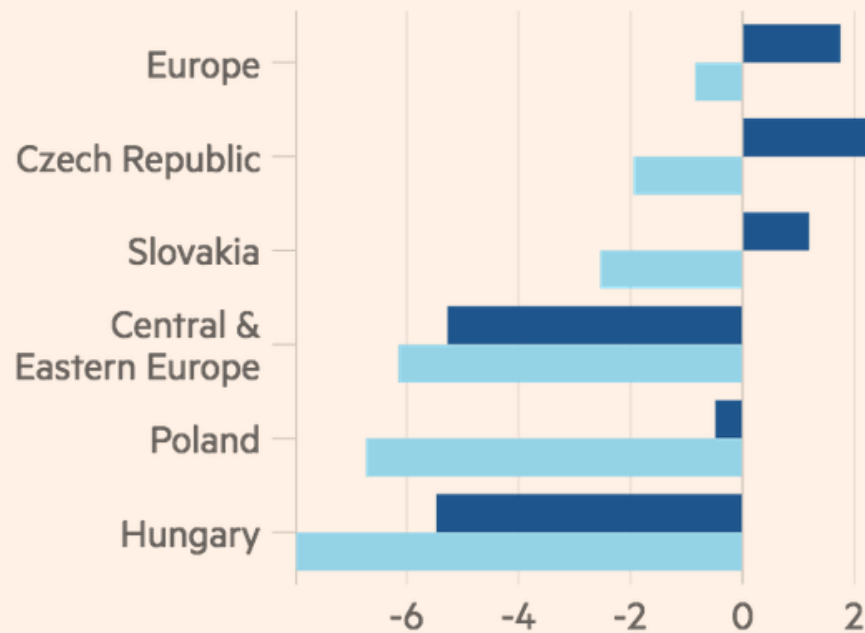
%



The region's population is shrinking

% change

■ 1990 - 2015
■ 2015 - 2035 (forecast)



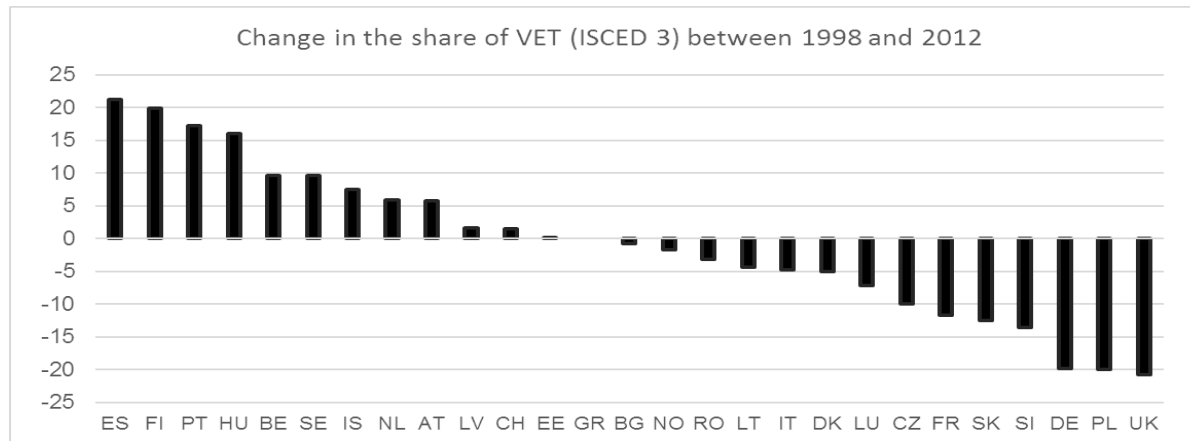
Enrolment in IVET: National differences

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

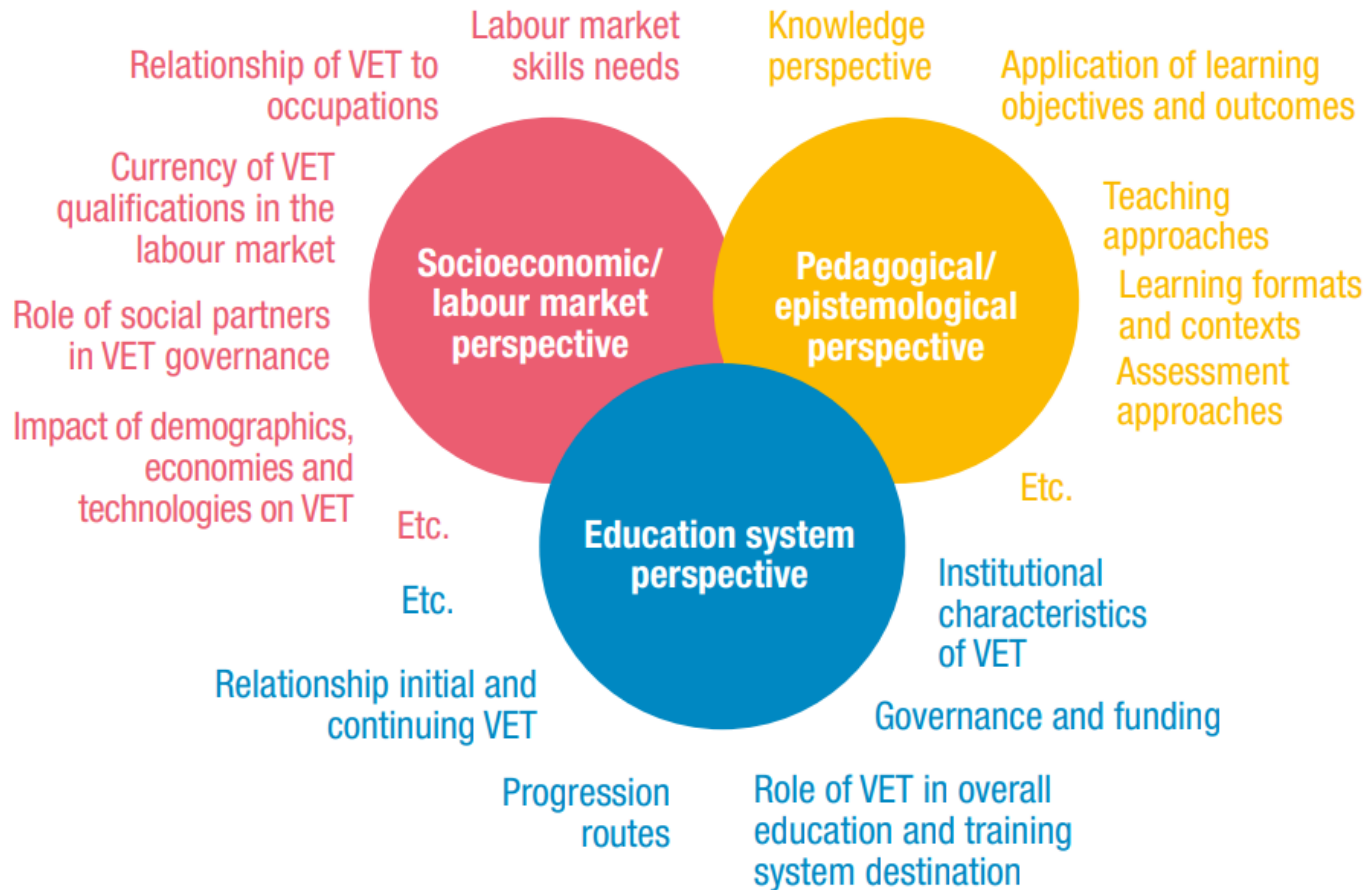
1995

- 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

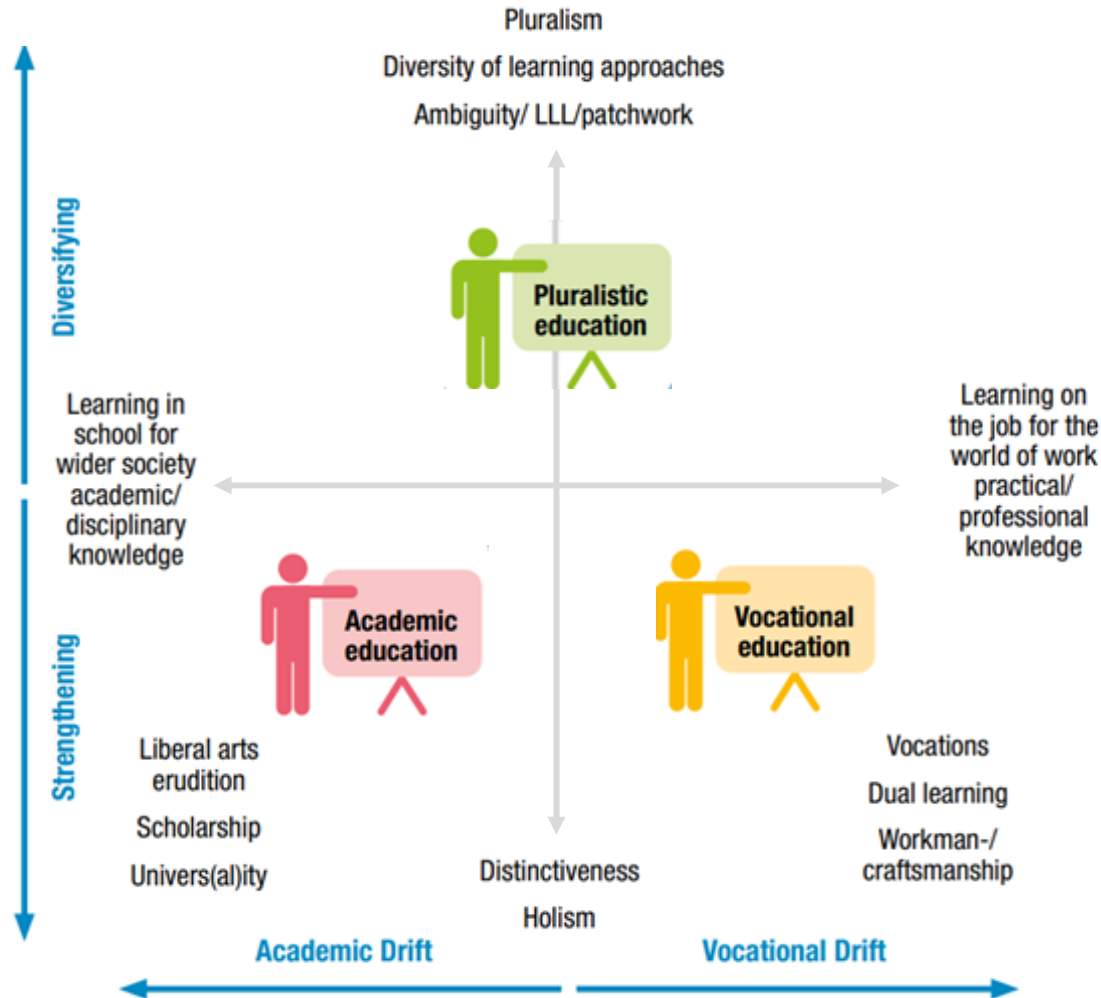
- Increased permeability and fewer dead-ends
- Reorientation to learning outcomes and competences
- Crossing boundaries (school-workplace; general-vocational)
- Fewer qualifications and broadened profiles
- Diversification of target groups, including adults and higher VET
- Broader goals: social as well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

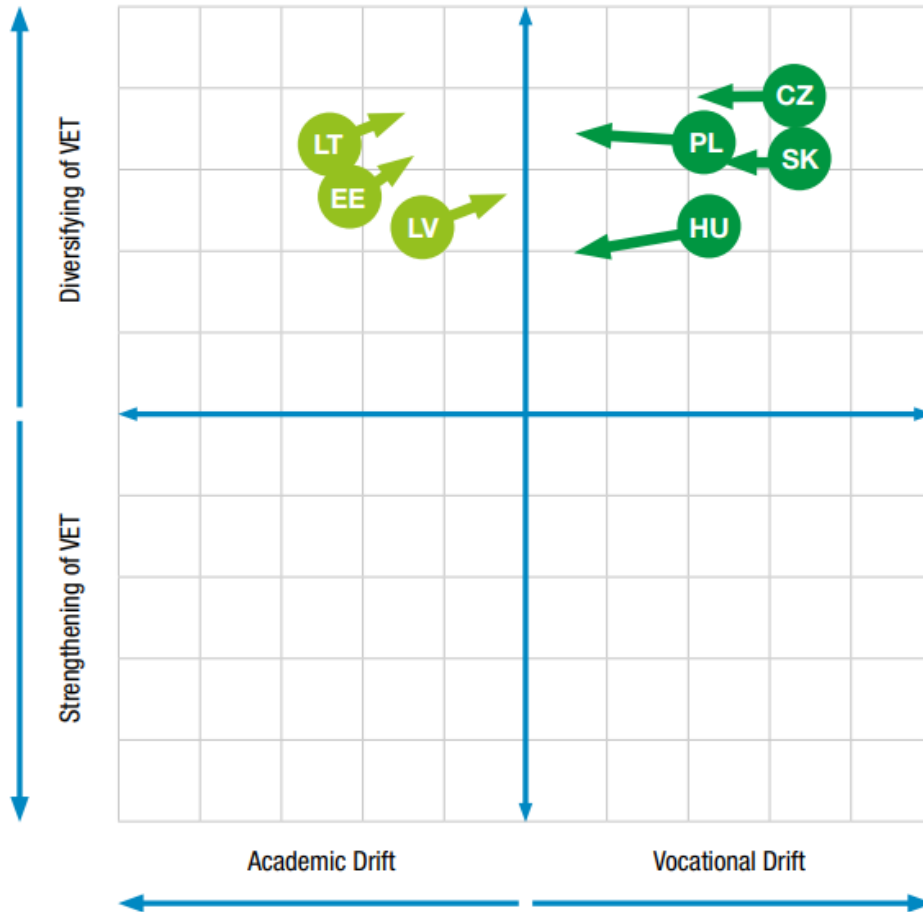
Vocational vs. Academic drift

	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>

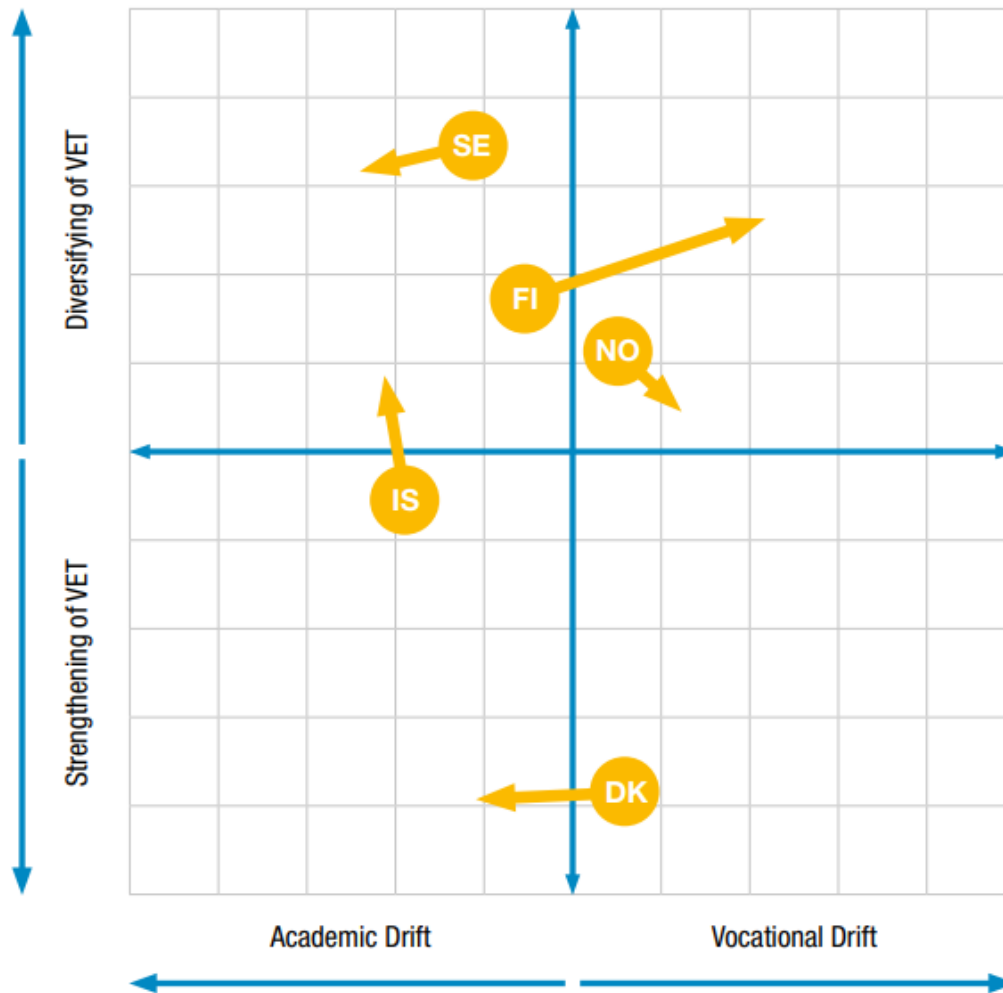
Trajectories for Baltic and Visegrad Countries 1995-2015



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



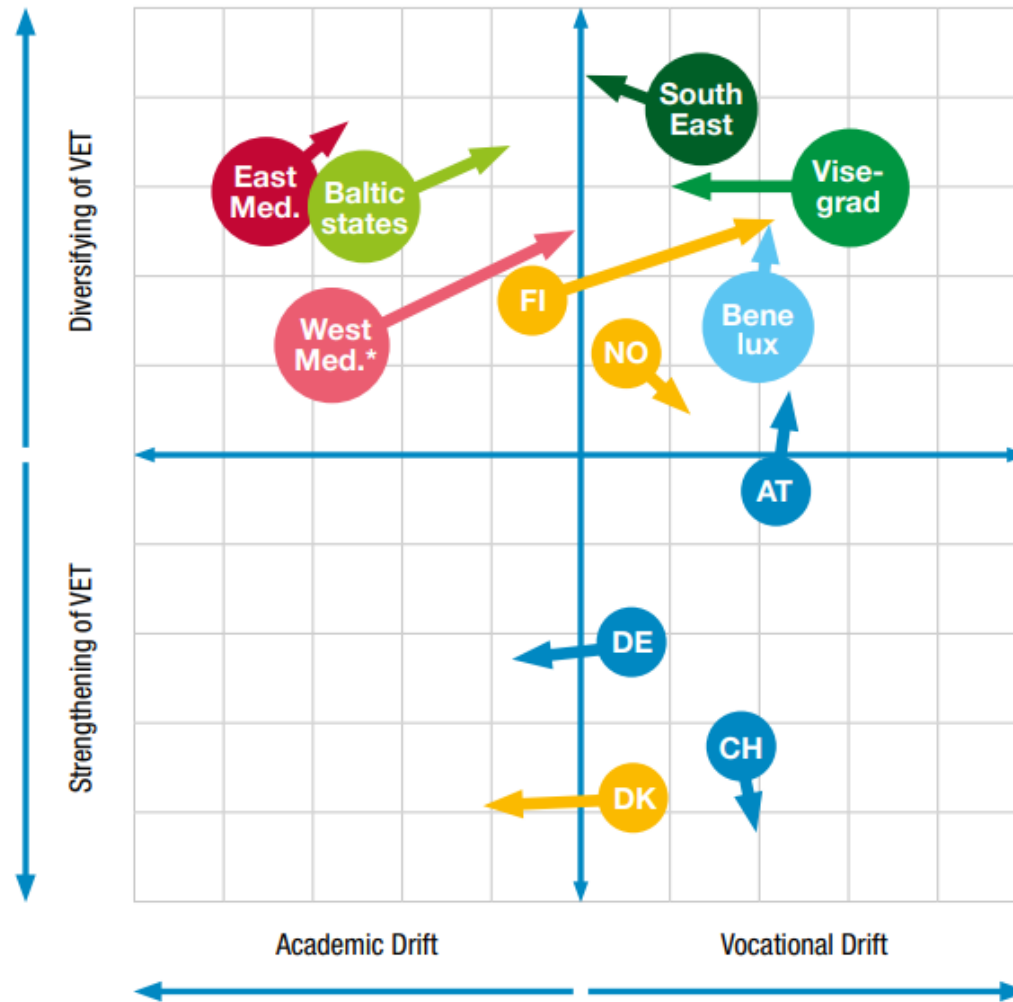
Comparable Welfare systems

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

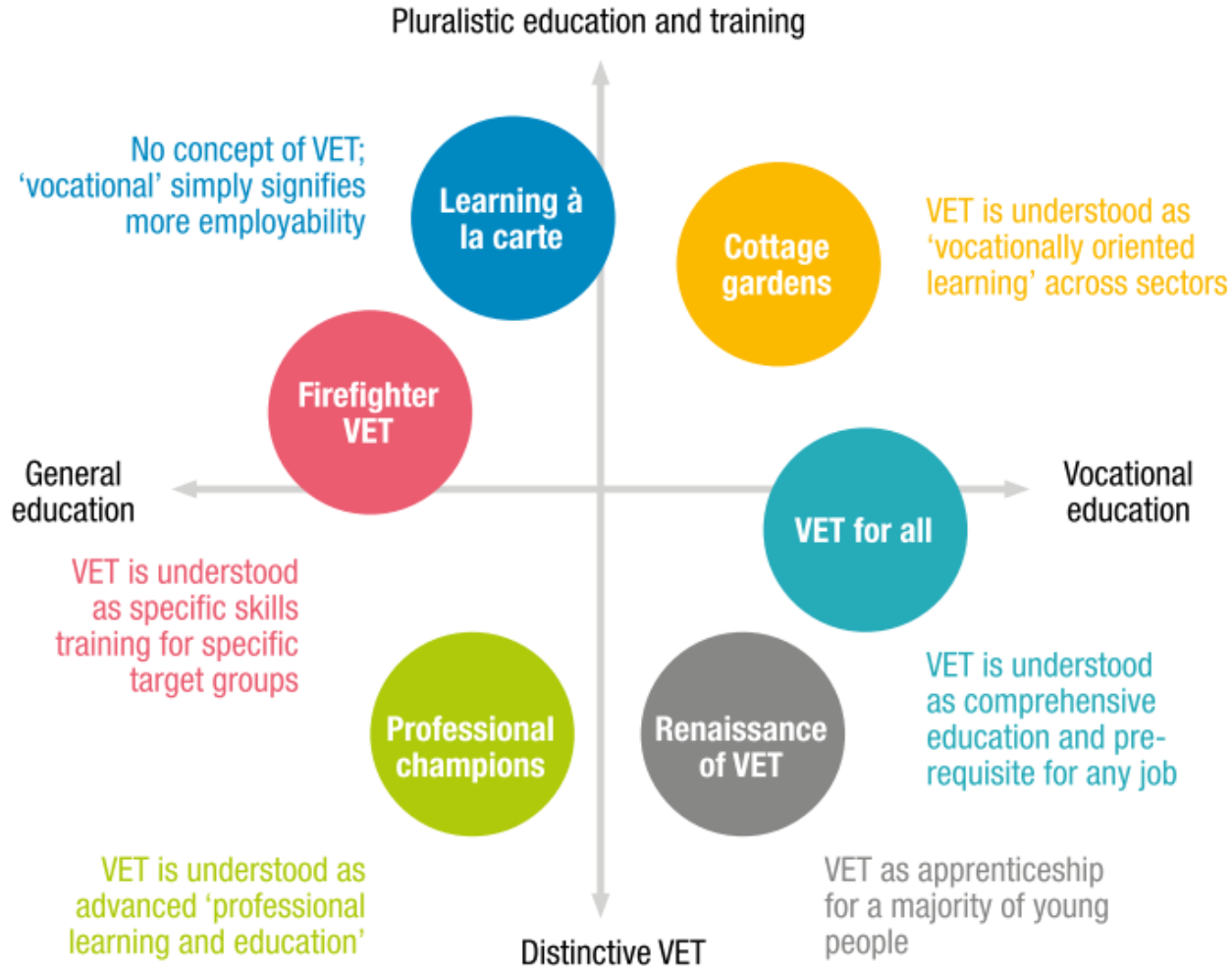
Pluralisation as common trend

No fundamental system change



Reflecting on the future: European VET scenarios 2035

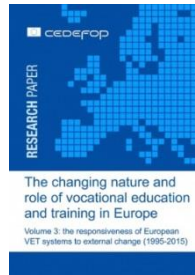
European VET in 2035 – Six Scenarios



Source: Cedefop.



Volume 2: VET developments 1995-2015



Volume 3: External factors influencing VET



Volume 4: Enrolment patterns in IVET



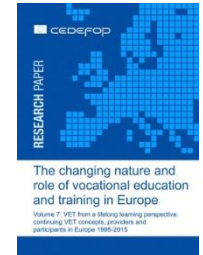
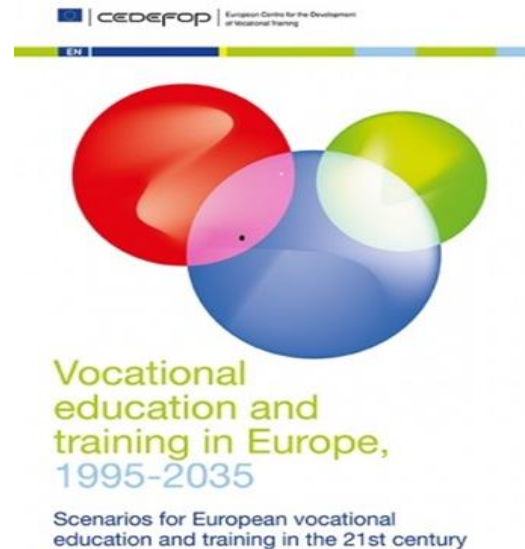
Volume 5: Education and labour market outcomes of VET



Volume 6: VET at higher education levels



Volume 1: Definitions and conceptions of VET



Volume 7: VET from a lifelong learning perspective