

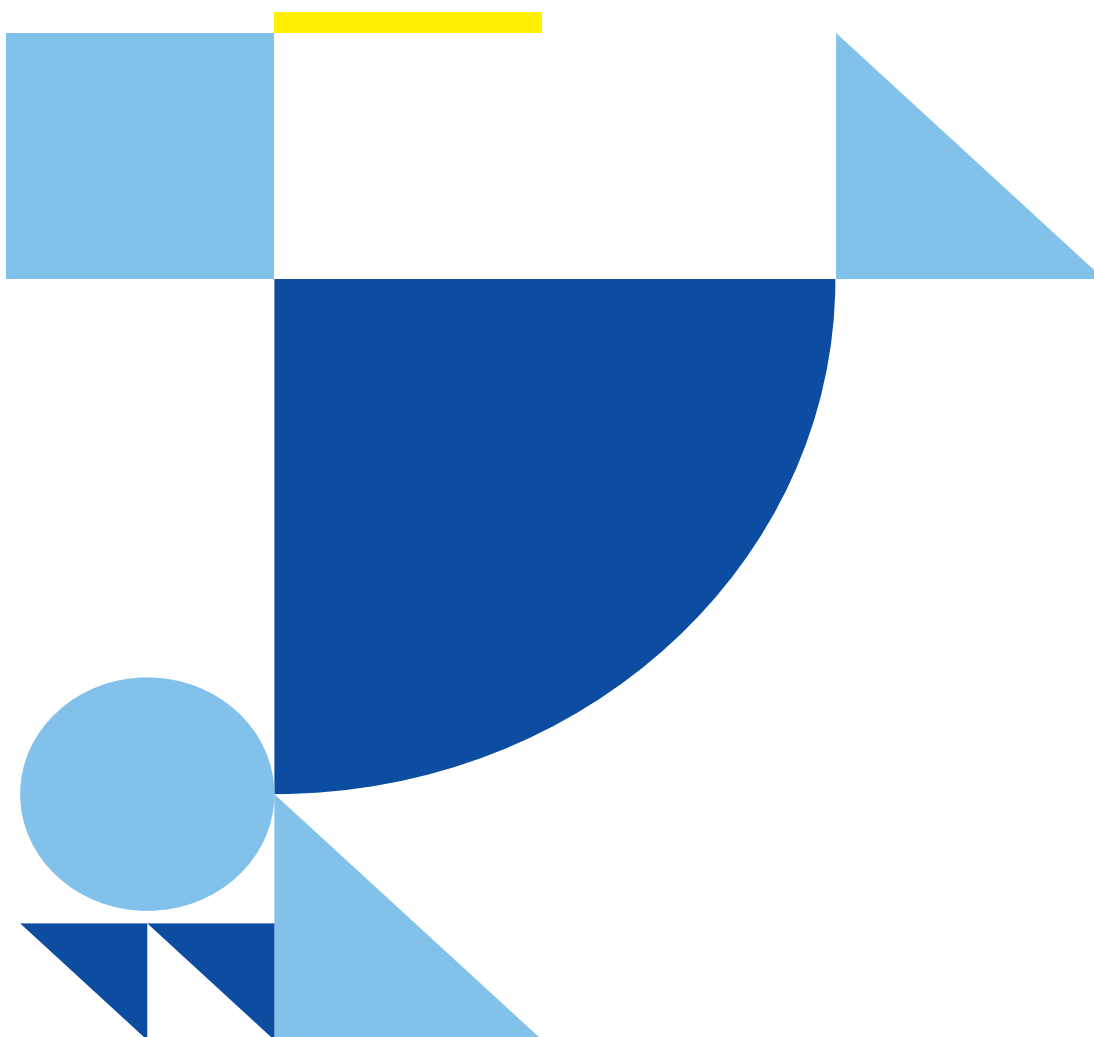


RESEARCH PAPER

No 45

# On the way to 2020: data for vocational education and training policies

Country statistical overviews  
2014 update







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## Foreword

This report provides an update of Cedefop's statistical overview of vocational education and training (VET) and lifelong learning in European countries. It illustrates progress on 33 indicators selected for their policy relevance and contribution to Europe 2020 objectives. These also provide a review of progress in key areas of education and training policy in Europe, using country-based evidence: access, attractiveness and flexibility of initial and continuous VET; investment, skill developments and labour market relevance in VET; and labour market transitions and employment trends.

The report is an updated edition of the Cedefop publication, *On the way to 2020: data for vocational education and training policies: country statistical overviews* (2013). This third edition results from Cedefop's continuing efforts to update, review and improve key indicators as new and better quality data become available. It helps disseminate relevant data on VET in a concise and user-friendly way.

There is new evidence from the European statistical system (ESS), including data from latest rounds of the continuing vocational training survey (CVTS) and adult education survey (AES), as well as recent updates from the EU labour force survey (EU LFS) and Unesco-OECD-Eurostat (UOE) joint data collection on education. Latest data from Cedefop skills supply and demand forecasts are also included.

Data is based on internationally comparable statistics, including 33 selected indicators, providing policy-relevant and useful information on European VET priorities and lifelong learning policies. This information is supplemented by a chart and short text highlighting particularly interesting findings in each country.

This publication should be regarded as a valuable tool to help policy-makers better understand VET developments in each country.

Joachim James Calleja  
*Director*

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# Introduction

## Aim

European policy-making and analysis in vocational education and training (VET) need to be informed and supported by sound qualitative and quantitative information.

This report, as a follow up to Cedefop publication *On the way to 2020: data for vocational education and training policies: country statistical overviews* (Cedefop, 2013) updates and complements a concise set of core statistical indicators, quantifying key aspects of VET and lifelong learning to help describe, monitor and compare European countries and their progress.

The indicators, selected for their policy relevance as well as their importance for achieving the objectives of the Europe 2020 strategy, have been updated. They now incorporate new hard evidence from the European statistical system, including the latest rounds of the continuing vocational training survey and adult education surveys, as well as most recent updates from the EU labour force survey and the UOE data collection on education systems. Data from Cedefop skills supply and demand forecasts are also considered.

Taking 2010 as the baseline year, to coincide with the launch of the strategy and the revised European VET policy framework, 33 core indicators are published as 'statistical overviews' of each country: the 28 European Union (EU) Member States and, where data are available, for the former Yugoslav Republic of Macedonia, Iceland, Norway, Switzerland and Turkey. The format is intended to be easy to use and data are supplemented with a commentary highlighting interesting points for each country.

The core indicators do not claim to assess national systems or policies. Statistics have their limitations: they can oversimplify complex issues; to be understood properly they must be read in context; and there are inevitable time lags. The core indicators are headline figures for summary overviews. Detailed monitoring requires much more data, detailed breakdowns and thorough analysis.

## Selecting and grouping core indicators

The key questions for the core indicators were what they should show and which data sources to use. European VET policy priorities and benchmarks are wide ranging (see Box) and context issues that influence VET, such as demographic

trends, general education and labour market and socioeconomic situations, are also important.

**Box: European VET policy: quantitative benchmarks and qualitative priorities**

Needing to modernise education and training systems, the European Union (EU) launched the Copenhagen process in 2002 to strengthen cooperation in VET. To build on progress, in 2010, at Bruges, the European Commission, the Member States and social partners established a new framework for European VET policy for 2010-20, with qualitative priorities to support the Europe 2020 <sup>(a)</sup> strategy for smart, sustainable and inclusive growth. The European strategy also provides for a number of quantitative benchmarks.

**Quantitative benchmarks**

The quantitative benchmarks are target EU averages for 2020: they are not national goals. Member States consider how and to what extent they can contribute to the collective achievement of the European benchmarks. Accordingly, Member States can also set their own national targets for 2020 <sup>(b)</sup>.

Europe 2020 benchmarks for employment, education and training are:

- an employment rate of at least 75% for 20 to 64 year-olds;
- early leavers from education and training should be less than 10%;
- at least 40% of 30 to 34 year-olds should complete tertiary-level education.

Quantitative benchmarks for education and training on the quantitative targets set in Education and Training 2020 (Council of the European Union, 2009) are:

- at least 15% of adults should participate in lifelong learning <sup>(c)</sup>;
- low-achieving 15-year-olds in reading, mathematics and science should be less than 15%;
- at least 95% of children between the age of four and starting compulsory primary education should participate in early childhood education;
- at least 40% of 30 to 34 year-olds should complete tertiary-level education <sup>(d)</sup>;
- early leavers from education and training <sup>(e)</sup> should be less than 10%.

Other quantitative benchmarks agreed for 2020 (Council of the European Union, 2011; 2012) are:

- employed graduates (20 to 34 year-olds) leaving education and training no more than three years before the reference year should be at least 82% <sup>(f)</sup>;
- at least 20% of higher education graduates should have a period of related study or training (including work placements) abroad <sup>(g)</sup>;
- at least 6% of 18 to 34 year-olds with an initial VET qualification should have had a related study or training period (including work placements) <sup>(h)</sup>.

**Qualitative priorities**

Europe 2020 and Education and Training 2020 also set priority areas which Member States agreed to work on to improve. These were supplemented by the Bruges communiqué (Council of the European Union; European Commission; 2010), which set out 22 short-term deliverables, or intermediate objectives, contributing to European VET policy strategic goals for 2020. The qualitative priorities of European VET policy can be summarised as:

- making initial VET an attractive learning option with high relevance to labour market needs and pathways to higher education;
- easily accessible continuing VET for people in different life situations simplifying skill development and career changes;
- widening accessibility to VET making it more inclusive;
- flexible systems based on recognition of learning outcomes, including diplomas, and supporting individual learning pathways;
- supporting permeability and making it easier to move between different parts of the education and training system;
- cross-border mobility as an integral part of VET practice;
- skill development;
- language learning <sup>(1)</sup>;
- improving VET quality;
- encouraging investment in VET;
- technological innovation;
- entrepreneurship.

<sup>(a)</sup> See *Europe 2020: a strategy for smart, sustainable and inclusive growth*.

<sup>(b)</sup> See [http://ec.europa.eu/europe2020/pdf/targets\\_en.pdf](http://ec.europa.eu/europe2020/pdf/targets_en.pdf).

<sup>(c)</sup> The percentage of the population aged 25 to 64 participating in education and training during the four weeks prior to the survey (Eurostat, labour force survey).

<sup>(d)</sup> Percentage of those aged 30 to 34 who successfully completed tertiary-level education at ISCED levels 5 and 6 (Eurostat/Unesco/OECD/Eurostat database).

<sup>(e)</sup> The share of the population aged 18 to 24 with only lower secondary education or less and no longer in education or training (Eurostat, labour force survey).

<sup>(f)</sup> Measured as the share of the employed population aged 20 to 34 who graduated up to three years before and who are not currently enrolled in any further education or training activity.

<sup>(g)</sup> The period of study or training should represent a minimum of 15 European credit transfer scheme credits or last a minimum of three months.

<sup>(h)</sup> The period of study or training should last a minimum of two weeks, or less if documented by Europass.

<sup>(i)</sup> Work continues to develop a language learning benchmark (Council of the Ministers responsible for higher education; 2009).

Taking these priorities and context issues, and using the European and international statistical infrastructure <sup>(1)</sup>, more than 140 ideal qualitative and quantitative indicators were identified. Ideal indicators include those that would be desirable to improve monitoring of VET and lifelong learning, but for which data are not available.

From the identified 140, 31 core indicators were initially selected with an additional one added in the second edition and another in this third. The selection was based on three factors. First, the indicators should be quantitative, from

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<sup>(1)</sup> The European and international statistical infrastructure is the combined data collections, surveys and related data production processes carried out at European and international levels to provide statistical information on VET and/or lifelong learning.

available good-quality data. Qualitative progress, for example legislative or other policy changes introduced by Member States to reform VET, is important but best covered in policy reports rather than a restricted set of indicators. Second, the indicators should focus on VET and its contribution to European VET policy and Europe 2020 employment, education and training benchmarks. Third, the indicators should be complementary. The definition of each and its data source are in the annex.

The core indicators do not have a one-to-one relationship with different policy themes; such a link is not always helpful as some themes overlap. Others are too complex to be reduced to one or two indicators while, for other themes, data are unavailable or poor quality. Instead, to ensure their coherence and relevance to European VET policy as a whole, the core indicators have been grouped under the three broad headings discussed below.

### **Access, attractiveness and flexibility**

Core indicators in this group cover participation in initial and continuing VET by various target groups, chosen as the best proxy for the attractiveness of VET as a learning option. Only one indicator is available to capture those who wish to participate in VET but are unable to do so; current data do not capture the esteem associated with participating in initial VET. Indicators for initial VET consider school and work-based learning <sup>(2)</sup>. The core indicators for continuing VET cover employer-sponsored training, both on courses and on the job <sup>(3)</sup>. Participation in on-the-job training provides some insight into the flexibility of employers' training arrangements and the importance of work-based continuing training in enterprises.

Core indicators under this heading also include the proportion of enterprises providing training, giving a clearer picture of opportunities and participation.

Participation by adults in lifelong learning is also a core indicator as it is a specific European policy benchmark. Core indicators also consider particular breakdowns of participation rates by age, labour market status and educational

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<sup>(2)</sup> The primary source of these data is the annual UOE data collection. Alternative sources, the continuing vocational training survey (CVTS) and the labour cost survey, which also provide figures on apprenticeships, were considered, but these are less frequent. CVTS3 data on initial VET were not regarded as of sufficient quality for a core indicator.

<sup>(3)</sup> Although these are not the only forms of employer-provided training, they are the most important according to participation levels, as derived from the third continuing vocational training survey, which is the main data source.

attainment to give an impression of how inclusive the VET system is and to reflect policy priorities for adult learners (aged 25-64), the unemployed, people with low levels of education and older workers (aged 50-64) <sup>(4)</sup>.

One indicator is included to account for the share of job-related learning carried out by adults as part of their non-formal education and training. Even though not expressed in head count terms, and even though not properly accounting for the formal component, this is intended to provide an indication of the contribution of CVET to lifelong learning.

### **Skill developments and labour market relevance**

This group includes core indicators on VET expenditure, the level of which can be related to the importance that governments, employers and individuals attribute to VET as a means for developing skills. Such investment, although important, is difficult to measure accurately: available data do not give total public, private and individual expenditure on VET. For instance, public expenditure on initial VET understates the contribution of employers, particularly in countries with dual-system initial VET such as Germany. The core indicators public expenditure on initial VET <sup>(5)</sup> and enterprise expenditure on continuing VET (training courses) <sup>(6)</sup> are the best available. Specific data on individual investment in VET are lacking, especially for initial VET. Being from different sources, the figures cannot be properly aggregated.

Other core indicators under this heading provide insights into VET's contribution to different types of learning and educational attainment. The skills covered by the core indicators are all of policy interest and relevance: studies of science, technology, engineering and maths subjects, language learning and technological innovation <sup>(7)</sup>. The educational attainment core indicators aim to reflect VET's contribution to the Europe 2020 benchmark of the proportion of 30 to 34 year-olds having tertiary education. This is done using ISCED 5b qualifications (practical, technical, professional qualifications) as a proxy of VET at tertiary education level.

In considering labour market relevance, the core indicators focus on possible labour market benefits arising for those participating in initial and continuing VET.

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<sup>(4)</sup> All indicators on lifelong learning come from the European labour force survey.

<sup>(5)</sup> Data come from the UOE data collection on education systems.

<sup>(6)</sup> Data come from the continuing vocational training survey.

<sup>(7)</sup> Data on field of study come from the UOE data collection and data on technological innovation come from the community innovation survey.

Core indicators on the benefit of IVET consider employment rates of 20 to 34 year-old IVET graduates who are no longer in formal education <sup>(8)</sup>. Employment rates are preferred over more traditional unemployment rates not only because, from a technical perspective, they reduce problems of sample sizes, but also because they are positive measures and are used for the European Commission's employability benchmark and the Europe 2020 employment benchmark. The age group selection and the exclusion of those in further education are also in line with the employability benchmark. Data for young people better suit information needs related to the policy priority on transitions from school, work-based initial VET or other learning to work. Focus on the young may also give earlier indications of the impact of initial VET reform.

Core indicators compare employment rates of initial VET graduates aged 20 to 34 with two groups of the same age; first with the employment rate of general education graduates and then with the employment rate of those with low levels of education. All the indicators exclude individuals in further formal education. The aim is to examine any added value of studying initial VET compared to general education or leaving school early.

Core indicators under this heading also include continuing VET impact on a person's ability to perform their job, providing data on the extent to which employees believe that continuing VET has enabled them to do their job better. This indicator is preferred to one on training impact on career prospects as other factors can affect them more than VET. The final indicator in this group looks at whether employees believe that they have the right skills for their job, to derive some idea about skill mismatch among workers <sup>(9)</sup>.

### **Overall transitions and employment trends**

Core indicators in this group do not relate strictly to VET, but more broadly to education, training and the labour market. They provide information on the context in which the VET system operates, which is important from a policy perspective.

Core indicators here include other Europe 2020 benchmarks not covered elsewhere, such as early leavers from education and training, tertiary-level educational attainment for 30 to 34 year-olds, and adult employment rates. In this update, the benchmark on recent graduates' employment rate has also been

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<sup>(8)</sup> Data come from the 2009 ad hoc module of the EU labour force survey, which for the first time in the EU context distinguished the orientation (general or vocational) of the highest level of education attained.

<sup>(9)</sup> Data are selected from the 2010 European working condition survey.

added as a new indicator. These are complemented with indicators on other policy priorities such as the unemployment rate for the young, the proportion of 18 to 24 year-olds not in education training or employment, and the proportion of the adult population with low education levels <sup>(10)</sup>. A particular version of the youth unemployment rate has been adopted: while it is generally calculated and presented for those aged 15 to 24, the rate selected here focuses on 20 to 34 year-olds. This is done to extend the age group, also considering later entrances in the labour market due to increasingly longer stay in initial education and training, and to exclude the age group 15 to 19, where active labour market participation is relatively low (with many individuals in education and training). The final indicator in this group is the projected share of total employment which will be accounted for by individuals with medium- or high-level qualifications in 2020 <sup>(11)</sup>.

## Improving and complementing core indicators

It is important that work continues to improve the core indicators, either by improving existing or developing new sources of data.

While acknowledging the importance of tertiary-level initial VET, the core indicators on IVET focus on medium-level education (upper secondary and/or post-secondary non-tertiary). The 2011 version of the international standard classification of education (ISCED 2011), which also provides for a distinction between professional and academic tertiary education, could offer the occasion for establishing a conceptual, methodological and operational basis for better identification of VET at tertiary education level. As a minimum developmental target, it would be desirable to capture the distinction between general and vocational orientation for education at ISCED 2011 level 5.

ISCED 2011 has also given high prominence and visibility to orientation of education at medium level. Appropriate implementation of ISCED 2011 in household surveys, particularly in the EU labour force survey (LFS), will offer options to distinguish initial VET background and make visible the link between initial VET and other aspects of interest, such as employment, lifelong learning and careers, as well as VET's contribution to medium-level educational attainment. The 2009 ad hoc module of the LFS, supporting analysis for young people, proved that this can be reliably and usefully done. The OECD experience

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<sup>(10)</sup> All these indicators come from the European labour force survey.

<sup>(11)</sup> Data from Cedefop's skills forecast.



(and data regularly published in *Education at a glance*) shows that this can be extended to support analysis relevant for all adults, including older cohorts.

Given absence of panel data, which could allow tracking of individual trajectories, cross-sectional variables from the adult education survey (AES) could be used to assess usefulness and outcomes of adult learning based on self-reported assessment by interviewees. Variables targeting individual satisfaction with learning activities and the use of acquired skills, which are important dimensions of VET quality, are also included in the AES questionnaire, even though improvement could be pursued.

Absence of longitudinal and more objective data is a limitation. Better exploitation of the survey on income and living conditions, and/or of the EU LFS waves approach could be a way forward, especially for continuing VET.

To identify better VET's contribution to lifelong learning there is a need to single it out from other types of learning. Developments could include looking at employer-sponsored training and or job-related learning, ideally in the LFS or, more pragmatically speaking, in AES. This should be done in terms of headcounts since the benchmark on lifelong learning is expressed this way and should account for a contribution to the overall level of education and training, i.e. not excluding the formal component.

Improvements could be made to data on VET contribution to reducing early leaving from education and training, such as measuring how many young people stay in education because of VET, as well as early leavers who drop out of VET streams. Further, data could usefully distinguish between early leavers who never started upper secondary education and those who started but dropped out. These data are not collected in the EU LFS, which is the source for the indicator on early leaving. The AES started collecting such data but improvements are needed, given current limitations: sample sizes, optional status of relevant variables, limited or optional coverage of 18 to 24 year-old population, as well as degree of alignment with the LFS variables for 18 to 24 year-olds not in education or training.

One of the major challenges facing the EU economy is that of skill mismatches. This has been highlighted in a number of recent reports including Cedefop's *The skill matching challenge: analysing skill mismatch and policy implications* report from 2010. There are currently several indicators in the report which capture skill mismatch to some degree: indicators 2090 (employment premium for IVET graduates over general stream), and 2100 (employment premium for IVET graduates over low-educated ones), capture the extent to which the demand for VET skills, and the level at which they are acquired, are rewarded in the labour market. Indicator 2120 (workers with skills matched to

their duties) demonstrates the extent to which the supply of skills and employer demand for them are matched. At the moment, because of the paucity of available EU-wide data on the subject, there is no indication of the extent to which there are skill surpluses or skill shortages. This can be addressed from either an employer or employee perspective. The European Skills Survey (EU-skills) (a survey of employees) and Cedefop's forecasting activities may be able, at some future point, to provide data germane to shortages and surpluses.

Core indicators can be supplemented by other readily available data. For example, the core indicator gives the forecast for the share of total employment which will be accounted for by individuals with medium- or high-level qualifications, but there are data providing breakdowns by sector, occupation and education level. Other examples of supplementary information include participation in tertiary-level VET, outflows of graduates from VET and annual expenditure on education institutions.

Updates of the data and core indicators are planned for the future.

## Reading the country statistical overviews

The country statistical overviews cover the EU Member States and selected EFTA and candidate countries <sup>(12)</sup>. The core indicators are presented in the same format for each country in a statistical overview.

A chart compares the situation of the country with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for a country is 100, then its performance equals the EU average. If the index is 90, the country's performance is 90% of (or 10% below) the EU average. If the index is 200, the country's performance is twice (or 200%) the EU average. For some indicators, such as early school leavers from education and training, a country is performing better if its index is below that of the EU average. If country level data for a given indicator are not available or of limited reliability, they are not shown in the chart.

EU average data are based on 28 countries. In some cases only aggregate EU-27 data are available and there are no scores for Croatia to calculate an EU-28 score; where this occurs, EU-27 scores are used as a proxy for EU-28 scores.

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<sup>(12)</sup> The selection of the candidate and EFTA countries is driven by data availability. Countries were excluded when available data were scarce for drawing a reasonably complete statistical overview. Of the countries whose ministers signed the Bruges communiqué, only Liechtenstein is not covered.

In some cases, EU averages were not directly available from the Eurostat online database and have been estimated as weighted averages of available country data (annex). In doing this, countries for which data were not available in all years have been excluded.

Data on which the index scores are calculated are presented in a country table, which also shows changes over time. Comments are provided to help read the data and highlight key points. In addition to country data, comments also refer to EU averages and, in some instances, to EU benchmarks (targets set for the EU averages and to be met by 2020), as well as to 2020 national targets <sup>(13)</sup>. This is done to contextualise country data and to offer a basis for comparisons. There is no intention to identify EU averages or EU benchmarks as concrete target values for the countries. Even national targets, which could be more naturally interpreted in this sense, should be read with caution because they are objectives to be met by 2020 and not at present. A technical definition of each indicator is in the annex, which also includes the years used to calculate each indicator.

To provide some idea of trends, data from the baseline year of 2010 are compared in the table with the most recent update (if available). For 2006, 2010 and the most recent update, country data are shown alongside the EU average. In the next column, trend data over 2010 to the most recent update (in most cases expressed as percentage point increase or decrease) are shown for both the country and the EU. The most recent update relates to 2011, 2012 or 2013, but there is no update for some indicators. Not all data or indicators are updated annually: some are provided from periodic surveys. In some cases comparisons are not possible owing to changes in data series.

Where the break in series occurs in 2011, 2012, or 2013, neither data for 2006 and 2010, nor the change between 2010 and the most recent update are presented. If the break in series occurs between 2006 and 2010, the data for 2006 are not shown. A new type of flag has been introduced in the Eurostat database, indicating a change in definition. Data where there is a change in definition are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are not presented because comparability over time is also affected.

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<sup>(13)</sup> National targets have been set for benchmark indicators considered in the Europe 2020 strategy. They include the indicator on employment as well as those on education and training (early leaving and tertiary level attainment). These two are also considered in the Education and training 2020 framework. The targets at EU and national level can be found at:  
[http://ec.europa.eu/eurostat/documents/34179/4410680/Europe\\_2020\\_Targets.pdf](http://ec.europa.eu/eurostat/documents/34179/4410680/Europe_2020_Targets.pdf)

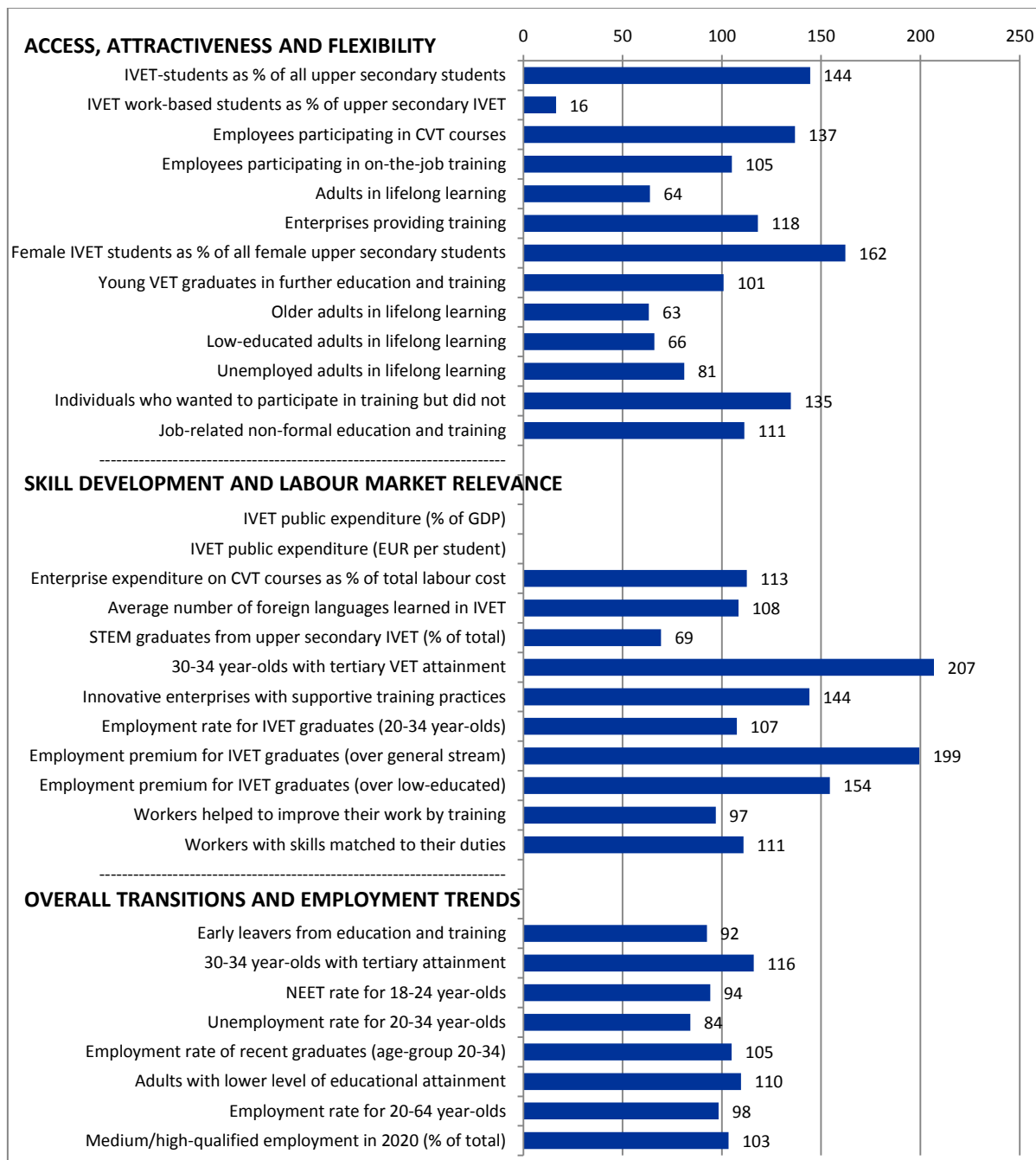
Country tables do not present data when they are not available and offer additional information on data points which can be affected by quality issues (flags and footnotes).

# Part I

## Member States of the European Union

# 1. Belgium

## VET indicators for Belgium for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.

Belgium's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Belgium with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Belgium is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Belgium's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

The percentage of all upper secondary students participating in IVET in Belgium at 72.8% is higher than the corresponding EU average of 50.4% (in 2012). Only 4.3% of upper secondary IVET students are in combined work- and school-based programmes compared with 26.5% for the EU as a whole. Belgium has proportionally fewer people involved in lifelong learning (6.7%) than the EU as a whole (10.5%) (data for 2013). Participation in employer-sponsored CVT courses (2010 CVTS data) is higher (52% of all employees in all enterprises surveyed) than in the EU (38%). The share of enterprises providing training is also higher (78% for Belgium compared with 66% for the EU as a whole). Older people, those with relatively low-level education, and the unemployed are less likely to be enrolled in lifelong learning in Belgium than in the EU as a whole. Participation of these groups in lifelong learning has decreased since 2010.

### **Skill development and labour market relevance**

The main differences between Belgium and the EU in skill development and labour market relevance are set out below.

Students in IVET are less likely to graduate in STEM subjects (in 2012 20.3% of IVET upper secondary students graduated in STEM subjects compared with 29.2% in the EU). In contrast, the percentage of 30 to 34 year-olds who have completed tertiary-level VET (ISCED 5b) is relatively high (17.9%, compared with 8.7% in the EU in 2013). The percentage of enterprises providing training to support innovation (60.0% of innovative enterprises) is also significantly higher than the EU average (41.6%) (in 2010).

The employment rate for IVET graduates (aged 20-34) at ISCED 3-4 at 85.0% is higher than the EU average of 79.1%. IVET graduates in Belgium enjoy a positive premium on their employment rate compared to graduates from general education at the

same ISCED level, as well as to graduates at a lower ISCED level. They have an employment rate 11.2 percentage points higher than their counterparts from general education (above the EU average premium of 5.6 percentage points) and 26.9 percentage points higher than those with lower-level qualifications (also above the EU average premium of 17.4 percentage points). All these employment figures relate to 2009 and exclude young people in further education.

### **Overall transitions and employment trends**

In this section all data refer to 2013 unless otherwise stated.

The share of early leavers from education and training (11.0%) is slightly lower than the EU average (11.9%). Although this figure showed a 0.9 percentage point decrease between 2010 and 2013, it is still above the national target (9.5%) and the EU-average target set by the Europe 2020 strategy (10%).

The percentage of the 30 to 34 year-olds with tertiary-level education is 42.7%; higher than the EU-average of 36.8%. Belgium is above the Europe 2020 average target (40%), but has not yet surpassed the national target (47%).

The percentage of adults with low-level educational attainment is higher than in the EU (27.2% compared with 24.8% in the EU). The unemployment rate for 20 to 34 year-olds at 12.7% is lower than the EU-average of 15.1%. And the NEET rate at 16.0% is lower than the EU-average of 17.0%. A slight increase in these two indicators was observed in Belgium between 2010 and 2013.



### Score on VET indicators in Belgium and in the EU, 2006, 2010 and 2011/12/13 updates (where available)

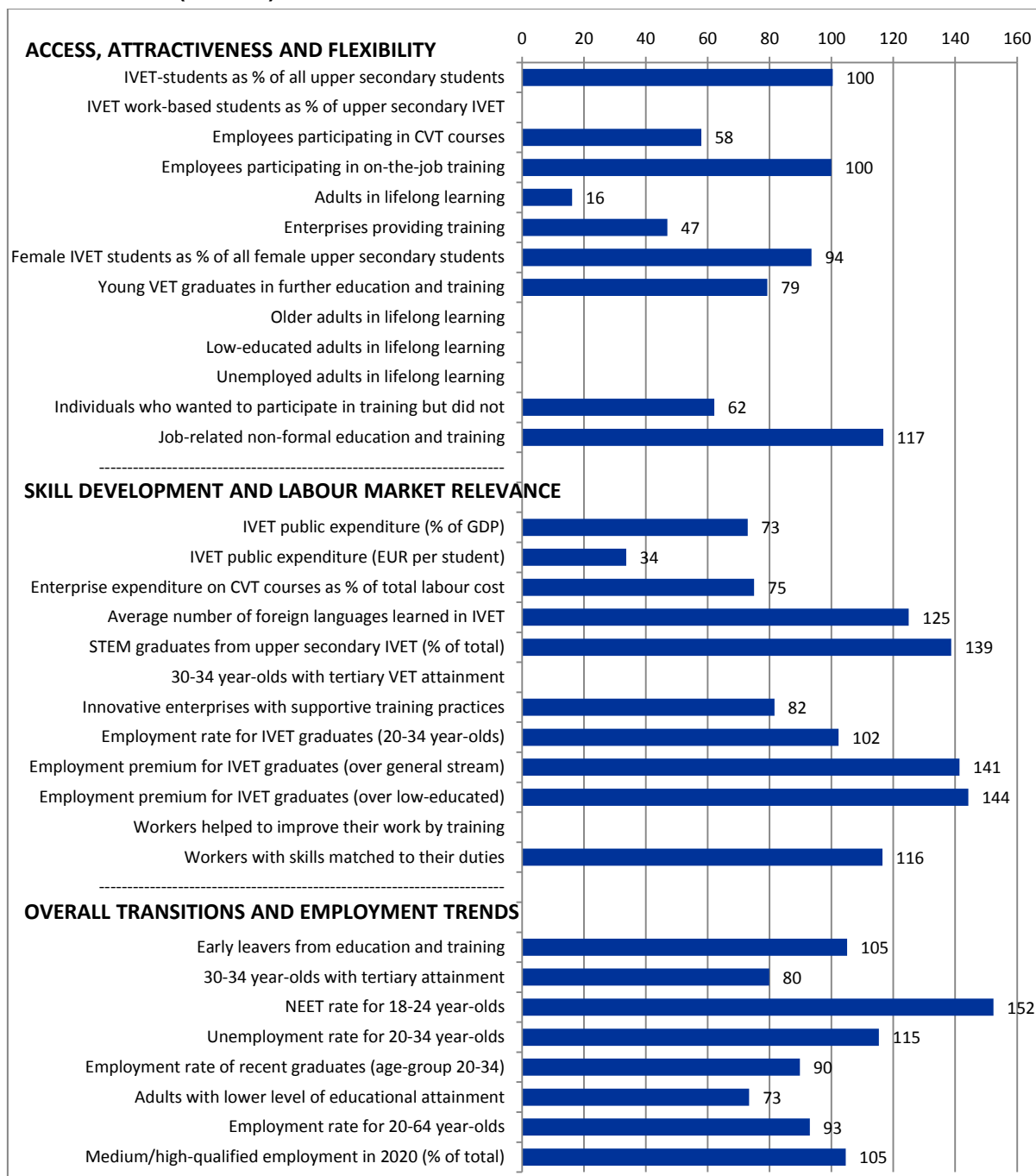
Indicator label	2006		2010		Last available year			Change 2010-last available year	
	BE	EU	BE	EU	BE	EU		BE	EU
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students	69.5	51.9	73.0	50.1	72.8	50.4	(2)	-0.2	0.3
IVET work-based students as % of upper secondary IVET	5.0	27.2	4.3	27.4	4.3	26.5	(2)	0.0	-0.9
Employees participating in CVT courses (%)	40	33	52	38					
Employees participating in on-the-job training (%)	21	16	21	20					
Adults in lifelong learning (%)	7.5		7.2		6.7	10.5 <sup>(b)</sup>	(3)	-0.5	
Enterprises providing training (%)	63	60	78	66					
Female IVET students as % of all female upper secondary students	68.3	46.5	72.9	44.4	73.0	45.0	(2)	0.1	0.6
Young VET graduates in further education and training (%)			31.0	30.7					
Older adults in lifelong learning (%)	4.5		4.6		4.2	6.6 <sup>(b)</sup>	(3)	-0.4	
Low-educated adults in lifelong learning (%)	3.0		3.1		2.9	4.4 <sup>(b)</sup>	(3)	-0.2	
Unemployed adults in lifelong learning (%)	10.4		9.0		8.1	10.0 <sup>(b)</sup>	(3)	-0.9	
Individuals who wanted to participate in training but did not (%)	17.2	14.2	12.8	9.5					
Job-related non-formal education and training (%)			89.3	80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)		0.67		0.71		0.68	(1)		-0.03
IVET public expenditure (EUR per student)		7 033		8 558		8 586	(1)		28
Enterprise expenditure on CVT courses as % of total labour cost	0.6	0.9	0.9	0.8					
Average number of foreign languages learned in IVET	1.3		1.3	1.2 <sup>(d)</sup>	1.3	1.2	(2)	0.0	0.0
STEM graduates from upper secondary IVET (% of total)	23.5	32.0	19.1	28.7	20.3	29.2	(2)	1.2	0.5
30-34 year-olds with tertiary VET attainment (%)	22.0	7.3	20.7	7.4	17.9	8.7	(3)	-2.8	1.3
Innovative enterprises with supportive training practices (%)	63.3	43.1	60.0	41.6					
Employment rate for IVET graduates (20-34 year-olds)			85.0	79.1					
Employment premium for IVET graduates (over general stream)			11.2	5.6					
Employment premium for IVET graduates (over low-educated)			26.9	17.4					
Workers helped to improve their work by training (%)			87.0	89.8					
Workers with skills matched to their duties (%)			61.2	55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)	12.6	15.4	11.9	13.9	11.0	11.9	(3)	-0.9	-2.0
30-34 year-olds with tertiary attainment (%)	41.4	28.8	44.4	33.4	42.7	36.8	(3)	-1.7	3.4
NEET rate for 18-24 year-olds (%)	14.6	15.1	14.3	16.6	16.0	17.0	(3)	1.7	0.4
Unemployment rate for 20-34 year-olds (%)	11.5	10.6	12.2	13.1	12.7	15.1	(3)	0.5	2.0
Employment rate of recent graduates (age group 20-34) (%)	81.1	79.0	81.3	77.4	79.1	75.4	(3)	-2.2	-2.0
Adults with lower level of educational attainment (%)	33.1	30.0	29.5	27.3	27.2	24.8	(3)	-2.3	-2.5
Employment rate for 20-64 year-olds (%)	66.5	68.9	67.6	68.5	67.2	68.3	(3)	-0.4	-0.2
Medium/high-qualified employment in 2020 (% of total)					85.0	82.3	(3)		

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown;  
d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected;  
u = unreliable; p = provisional;  
(1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).

## 2. Bulgaria

### VET indicators for Bulgaria for the most recent year available

Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.

Bulgaria's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Bulgaria with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Bulgaria is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Bulgaria's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

The percentage of all upper secondary students participating in IVET in Bulgaria at 50.6% is comparable with the EU average of 50.4% (in 2012). The situation differs for adult participation in lifelong learning; at 1.7% this is much lower than the EU average 10.5% (in 2013). Since 2006, the percentage of adults participating in lifelong learning has increased little in Bulgaria and remains much below the target of 15% set by the strategic framework education and training 2020.

Data from the 2010 CVTS give an indication of the limited extent to which employers provide training to their employees: 31% compared with the EU average of 66%. Consistent with this finding, the survey reports that relatively few employees undertake CVT courses (22% in Bulgaria compared with 38% across the EU). Participation by young IVET graduates in further education and training at 24.3% is also lower than the EU average of 30.7% (in 2009).

### **Skill development and labour market relevance**

Public expenditure on IVET (ISCED 3-4) per student at EUR 2 891 was significantly lower than EU-average of EUR 8 586. Expenditure as a percentage of GDP at 0.50% is lower than the EU average of 0.68% (data for 2011).

The percentage graduating from upper secondary VET with STEM qualifications is higher at 40.5% than the EU average of 29.2%, though this has decreased since 2010 in contrast to the trend across the EU. The percentage of enterprises providing training to support innovation at 34% is below the EU average of 41.6% (in 2010). The percentage of workers with skills matched to their duties is relatively high at 64.3% compared with 55.2% across the EU (data for 2010).

The employment rate for IVET graduates (aged 20-34) at ISCED 3-4 at 80.9% is slightly higher than the EU average of 79.1%. IVET graduates in Bulgaria enjoy a

positive premium on their employment rate compared to graduates from general education at the same ISCED level, as well as to graduates at lower ISCED level. They have an employment rate 7.9 percentage points higher than their counterparts from general education (above the corresponding EU average premium of 5.6 percentage points) and 25.1 percentage points higher than those with lower-level qualifications (also above the EU average premium of 17.4 percentage points). All these employment figures relate to 2009 and exclude young people in further education.

### **Overall transitions and employment trends**

In this section all data refer to 2013 unless otherwise stated.

The rate of early leaving from education and training at 12.5% is slightly higher than the EU average of 11.9%. Although the rate of early leaving has fallen over recent years - with a further drop between 2010 and 2013 by more than one percentage point - it remains above the Europe 2020 average target of 10% and the national target of 11%.

The percentage of 30 to 34 year-olds who have completed tertiary-level education at 29.4% is relatively low compared with the EU average of 36.8%. At 29.4% this indicator remains below the national target (36%) and below the Europe 2020 average target (40%). The percentage of adults with low educational attainment (18.2%) is below the average found across the EU (24.8%). The NEET rate for 18 to 24 year-olds is much higher at 25.9% than the EU average of 17.0%, and the unemployment rate for 20 to 34 year-olds at 17.4% is higher compared with the EU average of 15.1%. The employment rate of recent graduates at 67.7% is lower than the EU average of 75.4%.

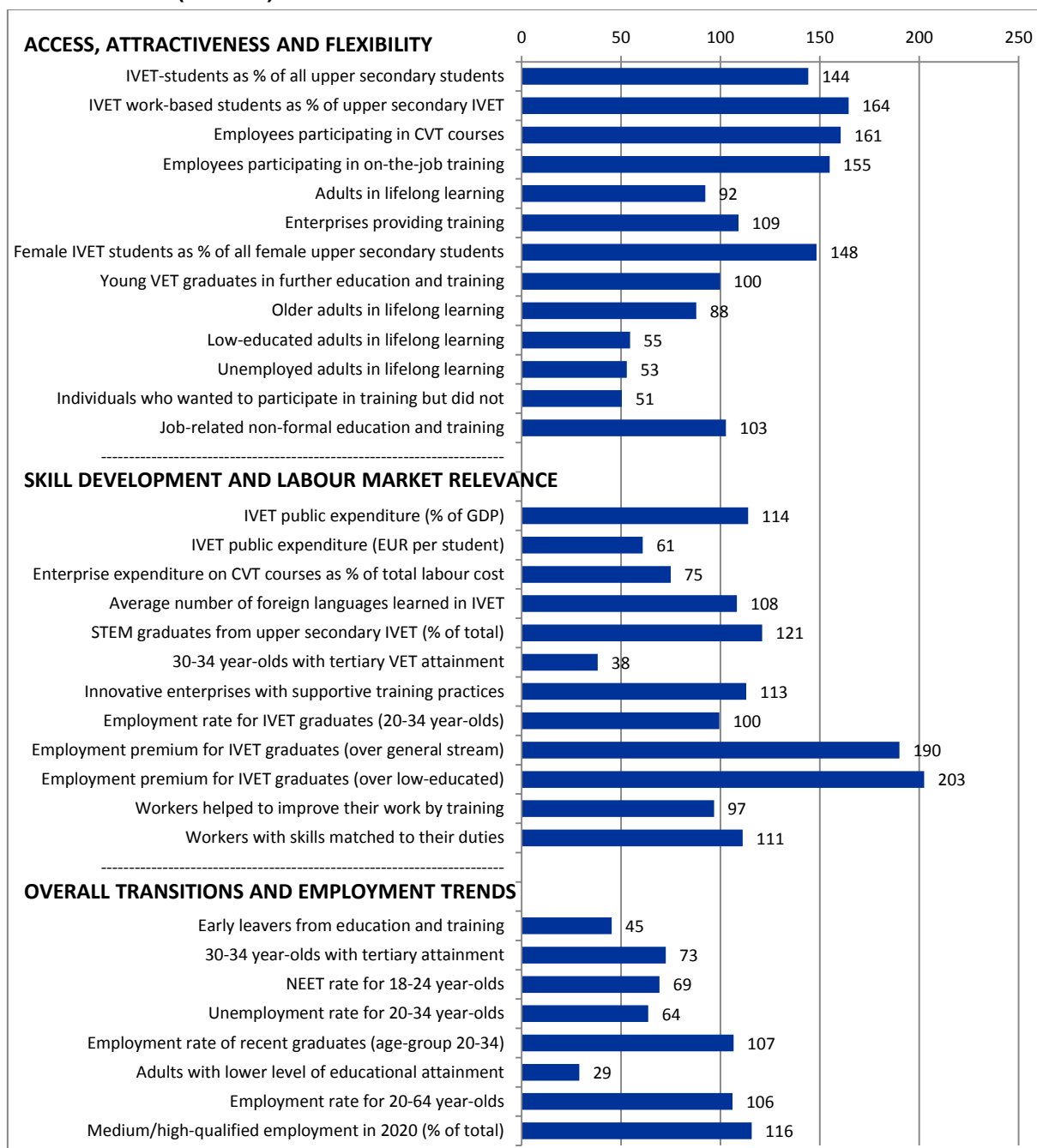
**Score on VET indicators in Bulgaria and in the EU, 2006, 2010 and 2011/12/13 updates  
(where available)**

Indicator label	2006		2010		Last available year			Change 2010- last available year	
	BG	EU	BG	EU	BG	EU		BG	EU
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students	54.0	51.9	52.2	50.1	50.6	50.4	(2)	-1.6	0.3
IVET work-based students as % of upper secondary IVET		27.2		27.4		26.5	(2)		-0.9
Employees participating in CVT courses (%)	15	33	22	38					
Employees participating in on-the-job training (%)	12	16	20	20					
Adults in lifelong learning (%)	1.3		1.2		1.7	10.5 <sup>(b)</sup>	(3)	0.5	
Enterprises providing training (%)	29	60	31	66					
Female IVET students as % of all female upper secondary students	43.0	46.5	42.9	44.4	42.1	45.0	(2)	-0.8	0.6
Young VET graduates in further education and training (%)			24.3	30.7					
Older adults in lifelong learning (%)						6.6 <sup>(b)</sup>	(3)		
Low-educated adults in lifelong learning (%)						4.4 <sup>(b)</sup>	(3)		
Unemployed adults in lifelong learning (%)					1.7 <sup>(u)</sup>	10.0 <sup>(b)</sup>	(3)		
Individuals who wanted to participate in training but did not (%)	5.4	14.2	5.9	9.5					
Job-related non-formal education and training (%)			93.6	80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)	0.58	0.67	0.56	0.71	0.50	0.68	(1)	-0.06	-0.03
IVET public expenditure (EUR per student)	2 097	7 033	3 066	8 558	2 891	8 586	(1)	-175	28
Enterprise expenditure on CVT courses as % of total labour cost	0.7	0.9	0.6	0.8					
Average number of foreign languages learned in IVET	1.2		1.4	1.2 <sup>(d)</sup>	1.5	1.2	(2)	0.1	0.0
STEM graduates from upper secondary IVET (% of total)	51.8	32.0	48.0	28.7	40.5	29.2	(2)	-7.5	0.5
30-34 year-olds with tertiary VET attainment (%)	<sup>(d)</sup>	7.3	1.6 <sup>(u)</sup>	7.4	1.1 <sup>(u)</sup>	8.7	(3)	-0.5	1.3
Innovative enterprises with supportive training practices (%)	23.4	43.1	34.0	41.6					
Employment rate for IVET graduates (20-34 year-olds)			80.9	79.1					
Employment premium for IVET graduates (over general stream)			7.9	5.6					
Employment premium for IVET graduates (over low-educated)			25.1	17.4					
Workers helped to improve their work by training (%)				89.8					
Workers with skills matched to their duties (%)			64.3	55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)	17.3	15.4	13.9	13.9	12.5	11.9	(3)	-1.4	-2.0
30-34 year-olds with tertiary attainment (%)	<sup>(d)</sup>	28.8	27.7	33.4	29.4	36.8	(3)	1.7	3.4
NEET rate for 18-24 year-olds (%)	28.0	15.1	27.8	16.6	25.9	17.0	(3)	-1.9	0.4
Unemployment rate for 20-34 year-olds (%)		10.6		13.1	17.4 <sup>(b)</sup>	15.1	(3)		2.0
Employment rate of recent graduates (age group 20-34) (%)	69.6	79.0	68.7	77.4	67.7	75.4	(3)	-1.0	-2.0
Adults with lower level of educational attainment (%)	<sup>(d)</sup>	30.0	20.6	27.3	18.2	24.8	(3)	-2.4	-2.5
Employment rate for 20-64 year-olds (%)		68.9		68.5	63.5 <sup>(b)</sup>	68.3	(3)		-0.2
Medium/high-qualified employment in 2020 (% of total)					86.0	82.3	(3)		

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown;  
d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected;  
u = unreliable; p = provisional;  
(1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).

### 3. The Czech Republic

#### VET indicators for the Czech Republic for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.

The Czech Republic's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in the Czech Republic with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for the Czech Republic is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, the Czech Republic's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

Participation levels in VET are relatively high. The percentage of upper secondary students participating in IVET at 72.7% is much higher than the EU average of 50.4%. Similarly, the share of IVET students involved in combined work- and school-based programmes (43.6%) is also higher than the EU average (26.5%). Adult participation in lifelong learning (9.7%) is slightly lower than the EU average of 10.5% (data for 2013). The participation rates in lifelong learning of low educated adults (2.4%) and unemployed adults (5.3%) are more substantially below the EU average (4.4% and 10.0% respectively). Enterprise provision of training and employee participation in CVT courses – derived from 2010 CVTS data – are both higher in the Czech Republic than the EU average. For example, 61% of employees participated in CVT courses compared with 38% in the EU, and 72% of employers report providing training compared with 66% in the EU. Similar differences can be found for participation in on-the-job training (31% for the Czech Republic; 20% for the EU as a whole).

### **Skill development and labour market relevance**

The Czech Republic has high values in several indicators in this group.

Public expenditure on IVET (based on 2011 data for ISCED 3-4) as a percentage of GDP (0.78%), is higher than the EU average (0.68%), though the amount spent per student, EUR 5 236, is below the EU average of EUR 8 586. The share of STEM graduates from upper secondary VET is higher than the EU average (35.4% and 29.2% respectively).

The employment rate for IVET graduates (aged 20-34) at ISCED 3-4 (78.7%) is approximately in line with the EU average (79.1%) (data for 2009). IVET graduates in the Czech Republic enjoy a positive premium on their employment rate compared to

graduates from general education at the same ISCED level, as well as to graduates at a lower ISCED level. Their employment rate is 10.6 percentage points higher than that of their counterparts from general education (this is above the corresponding EU average premium of 5.6 percentage points) and 35.2 percentage points higher than that of those with lower-level qualifications (also above the corresponding EU average premium of 17.4 percentage points). All these data relate to 2009 and exclude young people in further education.

### **Overall transitions and employment trends**

In this section all data refer to 2013 unless otherwise stated.

There has been a slight increase in the percentage of early leavers in the Czech Republic between 2010 (4.9%) and 2013 (5.4%). This is still well below the EU average (11.9%) and the Europe 2020 average target (10%), and just under the national target (5.5%). The unemployment rate for 20 to 34 year-olds at 9.6% is below the EU average of 15.1%. Fewer adults have low-level education than in the EU (7.2% compared with 24.8% in the EU). The share of 30 to 34 year-olds with tertiary-level education has increased substantially from 13.1% in 2006 to 20.4% in 2010 and 26.7% in 2013, but is still below the EU average of 36.8%, the Europe 2020 average target of 40% and the national target of 32%. Both the employment rate of recent graduates (80.4%) and that for 20-64 year olds (72.5%) is higher in the Czech Republic than for the EU as a whole (75.4% and 68.3% respectively).



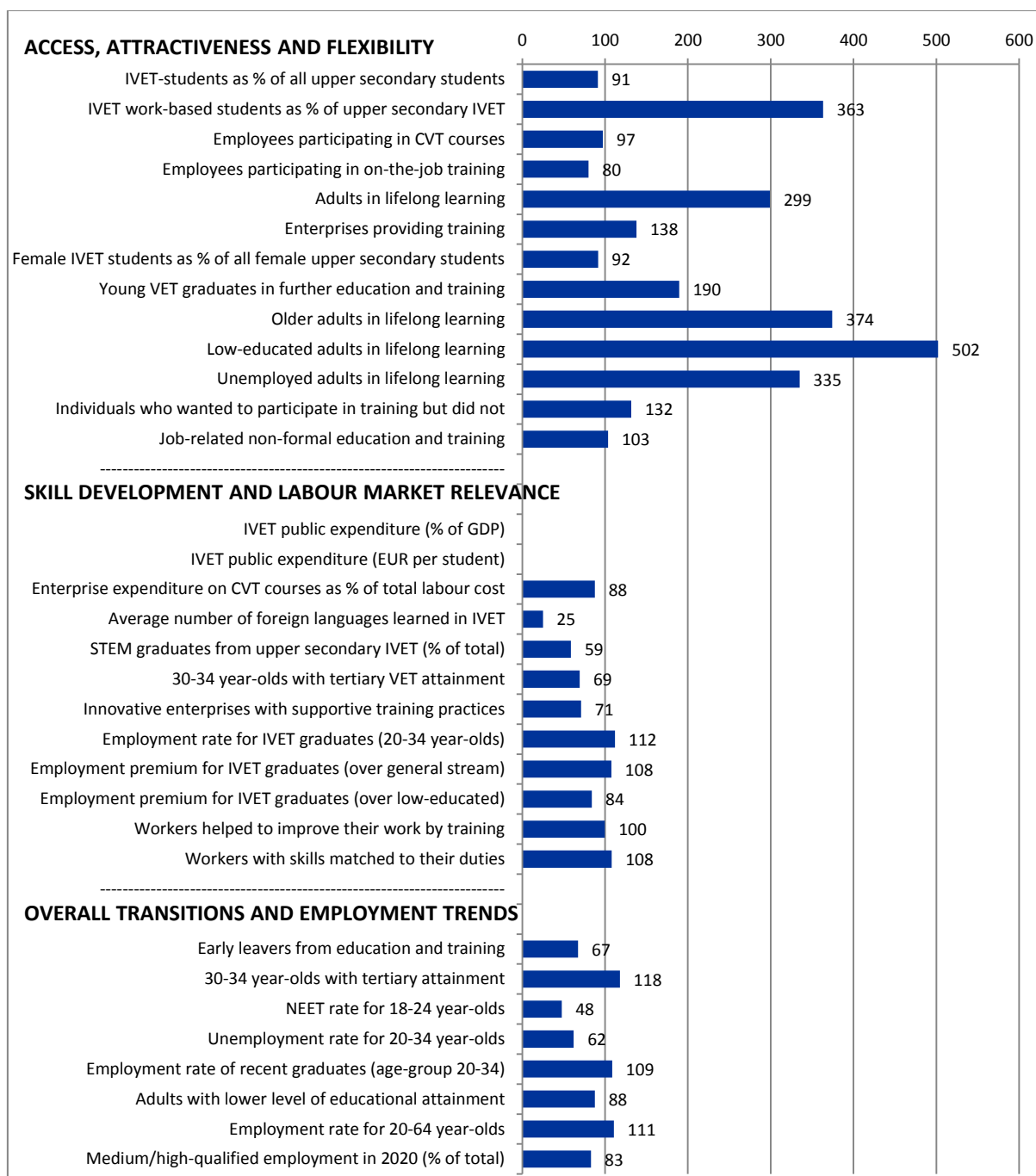
**Score on VET indicators in the Czech Republic and in the EU, 2006, 2010 and 2011/12/13 updates (where available)**

Indicator label	2006		2010		Last available year			Change 2010-last available year	
	CZ	EU	CZ	EU	CZ	EU		CZ	EU
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students	79.3	51.9	73.1	50.1	72.7	50.4	(2)	-0.4	0.3
IVET work-based students as % of upper secondary IVET	43.9	27.2	43.7	27.4	43.6	26.5	(2)	-0.1	-0.9
Employees participating in CVT courses (%)	59	33	61	38					
Employees participating in on-the-job training (%)	32	16	31	20					
Adults in lifelong learning (%)					9.7 <sup>(b)</sup>	10.5 <sup>(b)</sup>	(3)		
Enterprises providing training (%)	72	60	72	66					
Female IVET students as % of all female upper secondary students	74.7	46.5	67.3	44.4	66.8	45.0	(2)	-0.5	0.6
Young VET graduates in further education and training (%)			30.7	30.7					
Older adults in lifelong learning (%)					5.8 <sup>(b)</sup>	6.6 <sup>(b)</sup>	(3)		
Low-educated adults in lifelong learning (%)					2.4 <sup>(b)</sup>	4.4 <sup>(b)</sup>	(3)		
Unemployed adults in lifelong learning (%)					5.3 <sup>(b)</sup>	10.0 <sup>(b)</sup>	(3)		
Individuals who wanted to participate in training but did not (%)	12.8	14.2	4.8	9.5					
Job-related non-formal education and training (%)			82.5	80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)	0.87	0.67	0.80	0.71	0.78	0.68	(1)	-0.02	-0.03
IVET public expenditure (EUR per student)	4 721	7 033	5 218	8 558	5 236	8 586	(1)	18	28
Enterprise expenditure on CVT courses as % of total labour cost	0.9	0.9	0.6	0.8					
Average number of foreign languages learned in IVET	1.3		1.3	1.2 <sup>(d)</sup>	1.3	1.2	(2)	0.0	0.0
STEM graduates from upper secondary IVET (% of total)	36.5	32.0	35.0	28.7	35.4	29.2	(2)	0.4	0.5
30-34 year-olds with tertiary VET attainment (%)	0.9	7.3	1.9	7.4	3.3	8.7	(3)	1.4	1.3
Innovative enterprises with supportive training practices (%)	48.8	43.1	47.1	41.6					
Employment rate for IVET graduates (20-34 year-olds)			78.7	79.1					
Employment premium for IVET graduates (over general stream)			10.6	5.6					
Employment premium for IVET graduates (over low-educated)			35.2	17.4					
Workers helped to improve their work by training (%)			86.9	89.8					
Workers with skills matched to their duties (%)			61.4	55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)	5.1	15.4	4.9	13.9	5.4	11.9	(3)	0.5	-2.0
30-34 year-olds with tertiary attainment (%)	13.1	28.8	20.4	33.4	26.7	36.8	(3)	6.3	3.4
NEET rate for 18-24 year-olds (%)	12.3	15.1	11.4	16.6	11.8	17.0	(3)	0.4	0.4
Unemployment rate for 20-34 year-olds (%)		10.6		13.1	9.6 <sup>(b)</sup>	15.1	(3)		2.0
Employment rate of recent graduates (age group 20-34) (%)	82.8	79.0	81.3	77.4	80.4	75.4	(3)	-0.9	-2.0
Adults with lower level of educational attainment (%)	9.7	30.0	8.1	27.3	7.2	24.8	(3)	-0.9	-2.5
Employment rate for 20-64 year-olds (%)		68.9		68.5	72.5 <sup>(b)</sup>	68.3	(3)		-0.2
Medium/high-qualified employment in 2020 (% of total)					95.2	82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p = provisional; (1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).

## 4. Denmark

### VET indicators for Denmark for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.

Denmark's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Denmark with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Denmark is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Denmark's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

The percentage of upper secondary students in IVET (46.1%) is slightly lower than the EU average (50.4%), though nearly all IVET students are engaged in combined work- and school-based programmes (96.3% compared with 26.5% in the EU, data for 2012).

Data for 2013 show that adult participation in lifelong learning is almost three times the EU average (31.4% compared to 10.5%), and twice the average target (15%) set by the strategic framework education and training 2020. Older adults, those with low-level education, and the unemployed are three to five times more likely to participate in lifelong learning than their counterparts across the EU, though there has been a slight reduction in participation rates recorded by these groups between 2010 and 2013. The percentage of adults who wanted to train, but did not, is relatively high (12.5% in Denmark compared to 9.5% for the EU as a whole).

### **Skill development and labour market relevance**

The percentage of students graduating from IVET in STEM subjects is below the EU average (17.2% in Denmark and 29.2% in the EU, data for 2012).

Based on 2009 data, the employment rate for IVET graduates (aged 20-34) at ISCED 3-4 (88.5%) is higher than the EU average (79.1%). IVET graduates in Denmark enjoy a positive premium on their employment rate compared to graduates from general education at the same ISCED level, as well as to graduates at a lower ISCED level. Their employment rate is 6.0 percentage points higher than that for graduates from general education (approximately in line with the EU average premium of 5.6 percentage points) and 14.6 percentage points higher than that for graduates with lower-level qualifications (though this is below the EU average premium of 17.4 percentage points). All these employment figures relate to 2009 and exclude young people in further education.

### **Overall transitions and employment trends**

Denmark scores favourably in nearly all indicators of this group. The early leaver rate from education and training showed a 3 percentage point decrease between 2010 and 2013, when it stood at 8%, which is lower than the EU average of 11.9%. This value for Denmark is below both the average target set by the Europe 2020 strategy and the national target of 10%. The percentage of 30 to 34 year-olds with tertiary-level education (43.4%) is higher than the EU average (36.8%), and surpasses both the Europe 2020 average target and the national target, both of which are set at 40%. The percentage of adults with low-level education in Denmark is lower than the EU average (21.7% compared with 24.8%).

The employment rate for 20 to 64 year-olds (75.6%) is higher than the EU average (68.3%). The unemployment rate for 20 to 34 year-olds is 9.4%, lower than the EU average (15.1%). The NEET rate is approximately half that in the EU (8.1% compared with 17.0%).

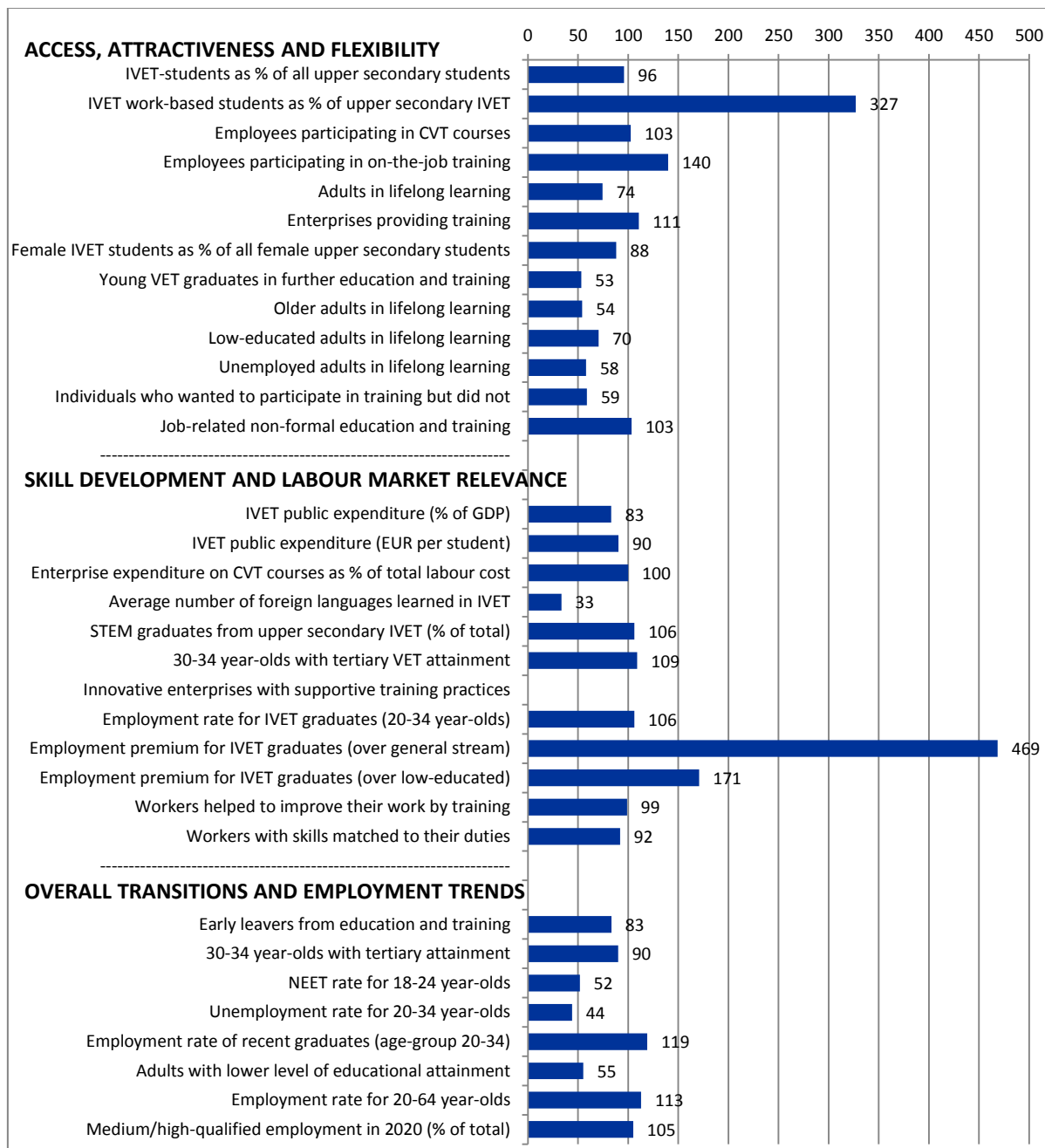
### Score on VET indicators in Denmark and in the EU, 2006, 2010 and 2011/12/13 updates (where available)

Indicator label	2006		2010		Last available year			Change 2010-last available year	
	DK	EU	DK	EU	DK	EU		DK	EU
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students	47.8	51.9	46.5	50.1	46.1	50.4	(2)	-0.4	0.3
IVET work-based students as % of upper secondary IVET	99.7	27.2	97.4	27.4	96.3	26.5	(2)	-1.1	-0.9
Employees participating in CVT courses (%)	35.0	33.0	37.0	38.0					
Employees participating in on-the-job training (%)	25.0	16.0	16.0	20.0					
Adults in lifelong learning (%)	29.2		32.5		31.4	10.5 <sup>(b)</sup>	(3)	-1.1	
Enterprises providing training (%)	85.0	60.0	91.0	66					
Female IVET students as % of all female upper secondary students	40.7	46.5	40.0	44.4	41.2	45.0	(2)	1.2	0.6
Young VET graduates in further education and training (%)			58.2	30.7					
Older adults in lifelong learning (%)	23.3		26.7		24.6	6.6 <sup>(b)</sup>	(3)	-2.1	
Low-educated adults in lifelong learning (%)	18.4		23.5		22.1	4.4 <sup>(b)</sup>	(3)	-1.4	
Unemployed adults in lifelong learning (%)	31.7		33.5		33.5	10.0 <sup>(b)</sup>	(3)	0	
Individuals who wanted to participate in training but did not (%)		14.2	12.5	9.5					
Job-related non-formal education and training (%)			83.0	80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)		0.67		0.71		0.68			-0.03
IVET public expenditure (EUR per student)		7 033		8 558		8 586			28
Enterprise expenditure on CVT courses as % of total labour cost	1.7	0.9	0.7	0.8					
Average number of foreign languages learned in IVET				1.2 <sup>(d)</sup>	0.3	1.2	(2)		0.0
STEM graduates from upper secondary IVET (% of total)	19.9	32.0	20.6	28.7	17.2	29.2	(2)	-3.4	0.5
30-34 year-olds with tertiary VET attainment (%)		7.3	7.4 <sup>(b)</sup>	7.4	6.0	8.7	(3)	-1.4	1.3
Innovative enterprises with supportive training practices (%)		43.1	29.5	41.6					
Employment rate for IVET graduates (20-34 year-olds)			88.5	79.1					
Employment premium for IVET graduates (over general stream)			6.0	5.6					
Employment premium for IVET graduates (over low-educated)			14.6	17.4					
Workers helped to improve their work by training (%)			89.5	89.8					
Workers with skills matched to their duties (%)			59.6	55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)		15.4	11.0 <sup>(b)</sup>	13.9	8.0	11.9	(3)	-3.0	-2.0
30-34 year-olds with tertiary attainment (%)		28.8	41.2 <sup>(b)</sup>	33.4	43.4	36.8	(3)	2.2	3.4
NEET rate for 18-24 year-olds (%)		15.1	8.3 <sup>(b)</sup>	16.6	8.1	17.0	(3)	-0.2	0.4
Unemployment rate for 20-34 year-olds (%)	4.6	10.6	9.7	13.1	9.4	15.1	(3)	-0.3	2.0
Employment rate of recent graduates (age group 20-34) (%)	89.0	79.0	83.5	77.4	81.9	75.4	(3)	-1.6	-2.0
Adults with lower level of educational attainment (%)		30.0	24.4 <sup>(b)</sup>	27.3	21.7	24.8	(3)	-2.7	-2.5
Employment rate for 20-64 year-olds (%)	79.4	68.9	75.8	68.5	75.6	68.3	(3)	-0.2	-0.2
Medium/high-qualified employment in 2020 (% of total)					68.2	82.3	(3)		

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown;  
d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected;  
u = unreliable; p = provisional;  
(1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).

## 5. Germany

### VET indicators for Germany for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.

Germany's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Germany with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Germany is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Germany's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

Data for 2012 show that students in initial vocational education and training account for 48.3% of all upper secondary students. This is close to the EU average of 50.4%. However, the percentage of IVET students enrolled in combined work- and school-based programmes is much higher in Germany (86.8%) than in the EU as a whole (26.5%). In 2009 the percentage of young VET graduates participating in further education and training was lower in Germany (16.4%) than in the EU on average (30.7%). The percentage of adults engaged in lifelong learning (7.8%) is slightly lower than the EU average (10.5% in 2013), and is below the average target (15%) set by the strategic framework education and training 2020. The percentage of older people, the unemployed, and those with relatively low qualifications participating in lifelong learning are all lower in Germany than for the EU as a whole.

CVTS data for 2010 reveal that enterprises are more likely to provide training than in the EU as a whole (73% versus 66%), and that employees are more likely to participate in on-the-job training (28% versus 20%).

### **Skill development and labour market relevance**

Some differences between Germany and the EU average can be noted in this group of indicators. In 2011, public expenditure on IVET (ISCED 3-4) as % of GDP was slightly lower in Germany (0.57%) than in the EU generally (0.68%). Expenditure per student was also lower (EUR 7 757 compared with EUR 8 586). German upper secondary IVET students learn 0.4 foreign languages on average, while the EU average is 1.2 languages (in 2012).

Based on 2009 data, the employment rate for IVET graduates (aged 20-34) at ISCED 3-4 (83.9%) is above the EU average (79.1%). IVET graduates in Germany enjoy a positive premium on their employment rate compared to graduates from general

education at the same ISCED and those at a lower ISCED level. Their employment rate is 26.2 percentage points higher than that for their counterparts from general education (well above the EU average premium of 5.6 percentage points). Their employment rate is also 29.7 percentage points higher than that for graduates with lower-level qualifications (also above the EU average premium of 17.4 percentage points). All these employment figures relate to 2009 and exclude young people in further education.

### **Overall transitions and employment trends**

In this section all data refer to 2013 unless otherwise stated.

In Germany, the share of early leavers from education and training is 9.9% while the EU average rate is 11.9%.

The employment rate for 20 to 64 year-olds (77.1%), and the employment rate of recent graduates (89.7%) are both substantially higher than EU averages (68.3% and 75.4%, respectively). The unemployment rate for 20 to 34 year-olds is lower in Germany than in the EU (6.6% compared with 15.1%). So is the NEET rate for 18 to 24 year-olds (8.8% in Germany, 17.0% in the EU) which, from 2010 to 2013, fell in Germany but rose across the EU. A relatively low share of adults has only low-level education (13.7% versus 24.8% in the EU). At 33.1% the share of 30 to 34 year-olds who have completed tertiary-level education is lower than the EU average of 36.8%.



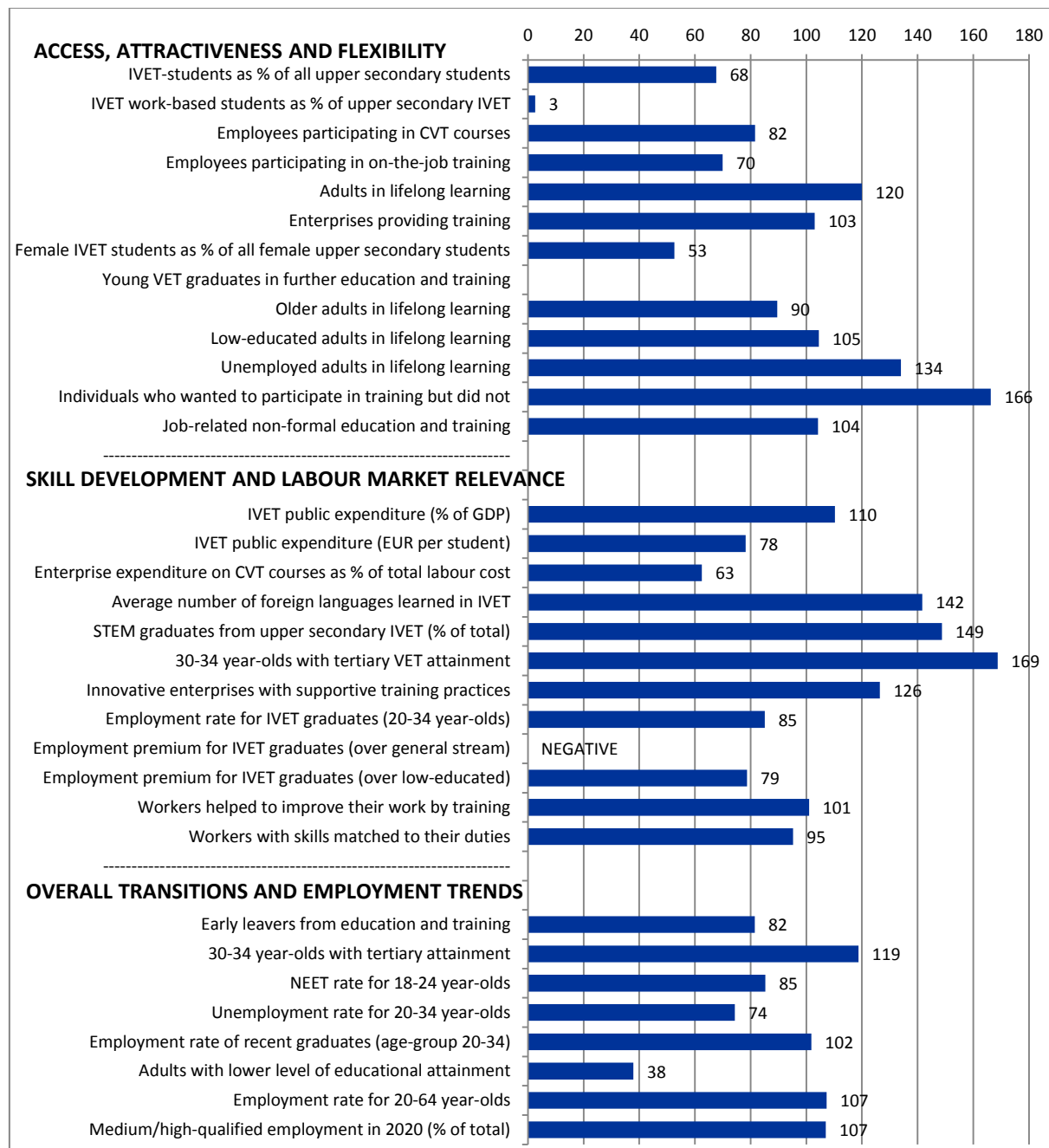
**Score on VET indicators in Germany and in the EU, 2006, 2010 and 2011/12/13 updates  
(where available)**

Indicator label	2006		2010		Last available year			Change 2010-last available year	
	DE	EU	DE	EU	DE	EU		DE	EU
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students	59.4	51.9	51.5	50.1	48.3	50.4	(2)	-3.2	0.3
IVET work-based students as % of upper secondary IVET	74.4	27.2	88.4	27.4	86.8	26.5	(2)	-1.6	-0.9
Employees participating in CVT courses (%)	30	33	39	38					
Employees participating in on-the-job training (%)	26	16	28	20					
Adults in lifelong learning (%)	7.5		7.7		7.8	10.5 <sup>(b)</sup>	(3)	0.1	
Enterprises providing training (%)	69	60	73	66					
Female IVET students as % of all female upper secondary students	53.2	46.5	43.1	44.4	39.6	45.0	(2)	-3.5	0.6
Young VET graduates in further education and training (%)			16.4	30.7					
Older adults in lifelong learning (%)	3.3		3.7		3.6	6.6 <sup>(b)</sup>	(3)	-0.1	
Low-educated adults in lifelong learning (%)	2.6		2.9		3.1	4.4 <sup>(b)</sup>	(3)	0.2	
Unemployed adults in lifelong learning (%)	4.4		5.6		5.8	10.0 <sup>(b)</sup>	(3)	0.2	
Individuals who wanted to participate in training but did not (%)	7.0	14.2	5.6	9.5					
Job-related non-formal education and training (%)			82.9	80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)	0.58	0.67	0.61	0.71	0.57	0.68	(1)	-0.04	-0.03
IVET public expenditure (EUR per student)	6 447	7 033	7 907	8 558	7 757	8 586	(1)	-150	28
Enterprise expenditure on CVT courses as % of total labour cost	0.6	0.9	0.8	0.8					
Average number of foreign languages learned in IVET	0.5		0.4	1.2 <sup>(d)</sup>	0.4	1.2	(2)	0.0	0.0
STEM graduates from upper secondary IVET (% of total)	29.6	32.0	29.6	28.7	31.0	29.2	(2)	1.4	0.5
30-34 year-olds with tertiary VET attainment (%)	7.8	7.3	8.0	7.4	9.4	8.7	(3)	1.4	1.3
Innovative enterprises with supportive training practices (%)	54.9	43.1		41.6					
Employment rate for IVET graduates (20-34 year-olds)			83.9	79.1					
Employment premium for IVET graduates (over general stream)			26.2	5.6					
Employment premium for IVET graduates (over low-educated)			29.7	17.4					
Workers helped to improve their work by training (%)			88.7	89.8					
Workers with skills matched to their duties (%)			50.7	55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)	13.7	15.4	11.9	13.9	9.9	11.9	(3)	-2.0	-2.0
30-34 year-olds with tertiary attainment (%)	25.8	28.8	29.8	33.4	33.1	36.8	(3)	3.3	3.4
NEET rate for 18-24 year-olds (%)	13.8	15.1	11.4	16.6	8.8	17.0	(3)	-2.6	0.4
Unemployment rate for 20-34 year-olds (%)	11.4	10.6	8.4	13.1	6.6	15.1	(3)	-1.8	2.0
Employment rate of recent graduates (age group 20-34) (%)	82.1	79.0	86.1	77.4	89.7	75.4	(3)	3.6	-2.0
Adults with lower level of educational attainment (%)	16.8	30.0	14.2	27.3	13.7	24.8	(3)	-0.5	-2.5
Employment rate for 20-64 year-olds (%)	71.1	68.9	74.9	68.5	77.1	68.3	(3)	2.2	-0.2
Medium/high-qualified employment in 2020 (% of total)					86.6	82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p = provisional; (1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).

## 6. Estonia

### VET indicators for Estonia for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.

Estonia's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Estonia with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Estonia is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Estonia's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

Compared to the EU average (50.4% in 2012), IVET students in Estonia comprise a lower share of the student population at upper secondary level (34.1%). Only a small proportion of these IVET students are in combined work- and school-based programmes (0.7% compared to 26.5% in the EU in 2012). Adult participation in lifelong learning (12.6%), in contrast, is above the EU average (10.5%) in 2013. This rate has increased markedly since 2006 (when it was 6.5%), but is below the average target (15%) set by the strategic framework education and training 2020.

Data from the 2010 CVTS show that 68% of enterprises provided training compared with 66% in the EU, but participation of employees in CVT courses was slightly less favourable (31% in Estonia, 38% in the EU).

### **Skill development and labour market relevance**

In 2013, 14.6% of 30 to 34 year-olds undertook tertiary-level VET (ISCED 5b) compared with the EU average of 8.7%. Between 2010 and 2013, this figure grew at a lower rate than in the EU. The percentage of STEM graduates from upper secondary VET at 43.5% is higher than the EU average of 29.2% (in 2012).

Based on 2009 data, the employment rate for IVET graduates (aged 20-34) at ISCED 3-4 (67.3%) is lower than the EU average (79.1%). The employment rate of IVET graduates is 3.5 percentage points lower than that for graduates from general education (the reverse applies in most EU Member States). It is higher than that for graduates with lower-level qualifications: compared to the latter, they enjoy a considerable employment premium of 13.7 percentage points, though lower than the corresponding EU average premium of 17.4 points. These figures should be interpreted with some caution due to sample size issues. All these employment figures relate to 2009 and exclude young people in further education.

### **Overall transitions and employment trends**

In this section all data refer to 2013 (unless otherwise stated) where there are mixed results. Levels of early leaving from education and training in Estonia are below the EU average (9.7% of 18 to 24 year-olds in Estonia, 11.9% in the EU as whole); this achieves the Europe 2020 average target of 10% and is close to the national target of 9.5%. The share of 30 to 34 year-olds with tertiary-level education is higher than in the EU (43.7% compared with 36.8%). The data indicate that Estonia has now exceeded the Europe 2020 average target (40%) and the national target (also 40%).

Estonia has a relatively small percentage of adults with lower-level educational attainment (9.4% compared with the EU average of 24.8%). The NEET rate is slightly lower than the EU on average (14.5% versus 17.0%) as is unemployment for 20 to 34 year-olds (11.2% versus 15.1%). Both indicators have decreased between 2010 and 2013 in Estonia while they have increased across the EU as a whole. The employment rate of recent graduates decreased between 2006 and 2010, though it has since increased to 76.8% compared to 75.4% in the EU in 2013.

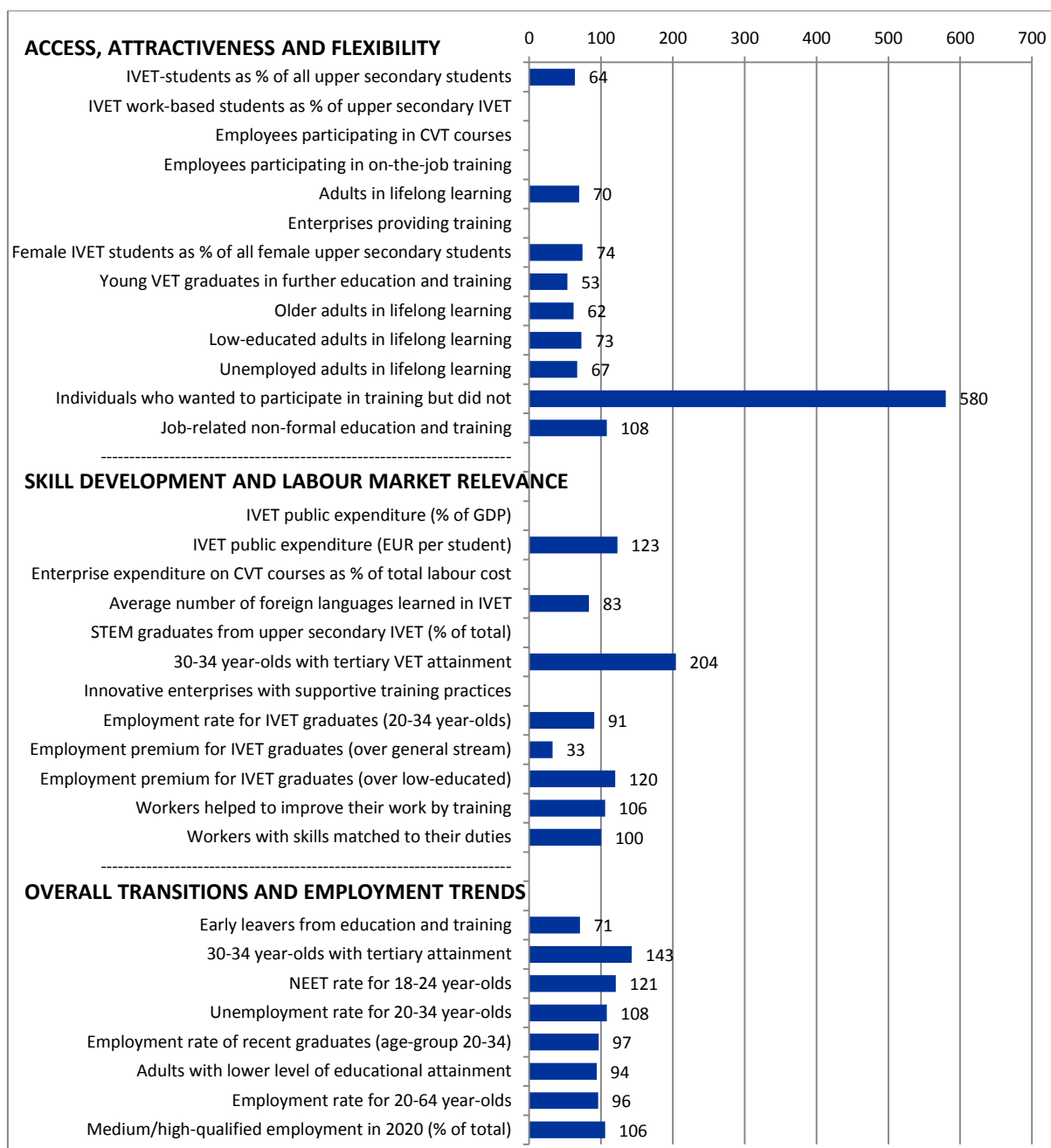
**Score on VET indicators in Estonia and in the EU, 2006, 2010 and 2011/12/13 updates  
(where available)**

Indicator label	2006		2010		Last available year			Change 2010-last available year	
	EE	EU	EE	EU	EE	EU		EE	EU
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students	30.9	51.9	34.2	50.1	34.1	50.4	(2)	-0.1	0.3
IVET work-based students as % of upper secondary IVET		27.2	0.8	27.4	0.7	26.5	(2)	-0.1	-0.9
Employees participating in CVT courses (%)	24	33	31	38					
Employees participating in on-the-job training (%)	16	16	14	20					
Adults in lifelong learning (%)	6.5		10.9		12.6	10.5 <sup>(b)</sup>	(3)	1.7	
Enterprises providing training (%)	67	60	68	66					
Female IVET students as % of all female upper secondary students	20.4	46.5	24.0	44.4	23.7	45.0	(2)	-0.3	0.6
Young VET graduates in further education and training (%)			17.6 <sup>(u)</sup>	30.7					
Older adults in lifelong learning (%)	2.6		5.9		5.9	6.6 <sup>(b)</sup>	(3)	0.0	
Low-educated adults in lifelong learning (%)			2.0 <sup>(u)</sup>		4.6	4.4 <sup>(b)</sup>	(3)	2.6	
Unemployed adults in lifelong learning (%)			7.1		13.4	10.0 <sup>(b)</sup>	(3)	6.3	
Individuals who wanted to participate in training but did not (%)	12.6	14.2	15.8	9.5					
Job-related non-formal education and training (%)			83.6	80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)	0.58	0.67	0.83	0.71	0.76	0.68	(1)	-0.07	-0.03
IVET public expenditure (EUR per student)	4 435	7 033	6 638	8 558	6 719	8 586	(1)	81	28
Enterprise expenditure on CVT courses as % of total labour cost	1.1	0.9	0.5	0.8					
Average number of foreign languages learned in IVET	1.8			1.2 <sup>(d)</sup>	1.7	1.2	(2)		0.0
STEM graduates from upper secondary IVET (% of total)	49.3	32.0		28.7	43.5	29.2	(2)		0.5
30-34 year-olds with tertiary VET attainment (%)	8.6	7.3	14.0	7.4	14.6	8.7	(3)	0.6	1.3
Innovative enterprises with supportive training practices (%)	46.0	43.1	52.6	41.6					
Employment rate for IVET graduates (20-34 year-olds)			67.3	79.1					
Employment premium for IVET graduates (over general stream)			-3.5	5.6					
Employment premium for IVET graduates (over low-educated)			13.7	17.4					
Workers helped to improve their work by training (%)			90.7	89.8					
Workers with skills matched to their duties (%)			52.6	55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)	13.5	15.4	11.6	13.9	9.7	11.9	(3)	-1.9	-2.0
30-34 year-olds with tertiary attainment (%)	32.5	28.8	40.0	33.4	43.7	36.8	(3)	3.7	3.4
NEET rate for 18-24 year-olds (%)	11.4	15.1	19.1	16.6	14.5	17.0	(3)	-4.6	0.4
Unemployment rate for 20-34 year-olds (%)	6.1	10.6	19.5	13.1	11.2	15.1	(3)	-8.3	2.0
Employment rate of recent graduates (age group 20-34) (%)	84.6	79.0	64.5	77.4	76.8	75.4	(3)	12.3	-2.0
Adults with lower level of educational attainment (%)	11.5	30.0	10.8	27.3	9.4	24.8	(3)	-1.4	-2.5
Employment rate for 20-64 year-olds (%)		68.9		68.5	73.3 <sup>(b)</sup>	68.3	(3)		-0.2
Medium/high-qualified employment in 2020 (% of total)					88.1	82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p = provisional; (1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).

## 7. Ireland

### VET indicators for Ireland for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.

Ireland's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Ireland with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Ireland is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Ireland's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

Ireland reports relatively low levels of participation in both IVET and adult learning compared to the EU. The data for 2012 shows the share of upper secondary students enrolled in vocational programmes as lower in Ireland (32.2%) than the EU average (50.4%).

The percentage of adults participating in lifelong learning in 2013 in Ireland (7.3%) is lower than the EU average (10.5%) and below the average target (15%) set by the strategic framework education and training 2020. Participation rates in lifelong learning for older adults, adults with low-level qualifications, and unemployed adults are also lower than in the EU. The percentage of young VET graduates who undertake further education and training (16.3%) is also markedly lower than the EU average (30.7% in 2009).

### **Skill development and labour market relevance**

The share of 30 to 34 year-olds who have completed a tertiary level of VET (ISCED 5b) is higher (17.7%) than the EU average (8.7% in 2013), showing that VET plays an important role in determining the high level of tertiary attainment for 30 to 34 year-olds.

Based on 2009 data, the employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (71.6%) is lower than the EU average (79.1%). IVET graduates in Ireland enjoy a positive premium on their employment rate compared to graduates from general education at the same ISCED level, as well as to graduates at a lower ISCED level. The employment rate of IVET graduates is 1.8 percentage points higher than that for their counterparts from general education (a positive employment premium, even though it is lower than the EU average premium of 5.6 percentage points); the employment rate of IVET graduates is also 20.9 percentage points higher than that for those with lower-level qualifications (this premium is both positive and above the EU average of 17.4

percentage points). All employment figures relate to 2009 and exclude young people in further education.

### **Overall transitions and employment trends**

In this section all data refer to 2013 unless otherwise stated.

In Ireland, the NEET rate for 18 to 24 year-olds and the unemployment rate for 20 to 34 year-olds are higher (20.5% and 16.3%, respectively) than EU averages (17.0% and 15.1%). The employment rate for the 20 to 64 year-olds is 65.5% in Ireland and 68.3% across the EU. All unemployment- and employment-related indicators show a clear improvement since 2010 while the opposite tends to be true for the EU as a whole.

The share of 30 to 34 year-olds with tertiary-level education is higher than the EU average (52.6% versus 36.8%) and the share of early leavers from education and training is lower (8.4% versus 11.9%).



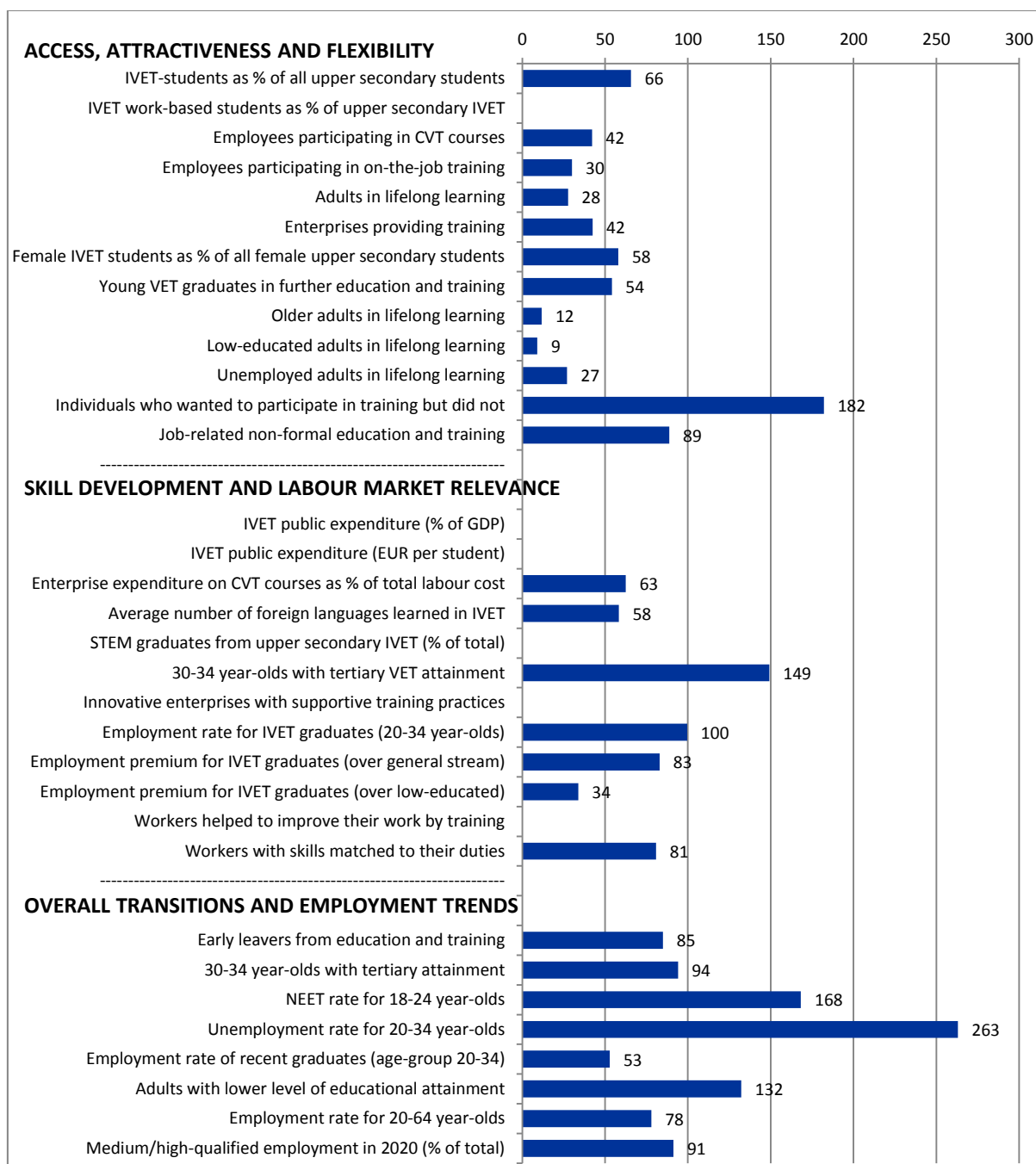
**Score on VET indicators in Ireland and in the EU, 2006, 2010 and 2011/12/13 updates  
(where available)**

Indicator label	2006		2010		Last available year			Change 2010-last available year	
	IE	EU	IE	EU	IE	EU		IE	EU
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students	33.4	51.9	37.5	50.1	32.2	50.4	(2)	-5.3	0.3
IVET work-based students as % of upper secondary IVET	7.3	27.2	13.4	27.4		26.5	(2)		-0.9
Employees participating in CVT courses (%)	49	33		38					
Employees participating in on-the-job training (%)		16		20					
Adults in lifelong learning (%)	7.3		6.8		7.3	10.5 <sup>(b)</sup>	(3)	0.5	
Enterprises providing training (%)	67	60		66					
Female IVET students as % of all female upper secondary students	35.2	46.5	39.0	44.4	33.5	45.0	(2)	-5.5	0.6
Young VET graduates in further education and training (%)			16.3	30.7					
Older adults in lifelong learning (%)			3.9 <sup>(b)</sup>		4.1	6.6 <sup>(b)</sup>	(3)	0.2	
Low-educated adults in lifelong learning (%)	2.7		2.7		3.2	4.4 <sup>(b)</sup>	(3)	0.5	
Unemployed adults in lifelong learning (%)	6.9		7.1		6.7	10.0 <sup>(b)</sup>	(3)	-0.4	
Individuals who wanted to participate in training but did not (%)		14.2	55.1	9.5					
Job-related non-formal education and training (%)			86.6	80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)	0.35	0.67		0.71		0.68	(1)		-0.03
IVET public expenditure (EUR per student)	5 331	7 033	10 910	8 558	10 543	8 586	(1)	-367	28
Enterprise expenditure on CVT courses as % of total labour cost	1.5	0.9		0.8					
Average number of foreign languages learned in IVET	0.9		1.0	1.2 <sup>(d)</sup>	1.0	1.2	(2)	0.0	0.0
STEM graduates from upper secondary IVET (% of total)		32.0		28.7		29.2	(2)		0.5
30-34 year-olds with tertiary VET attainment (%)		7.3	20.0 <sup>(b)</sup>	7.4	17.7	8.7	(3)	-2.3	1.3
Innovative enterprises with supportive training practices (%)		43.1		41.6					
Employment rate for IVET graduates (20-34 year-olds)			71.6	79.1					
Employment premium for IVET graduates (over general stream)			1.8	5.6					
Employment premium for IVET graduates (over low-educated)			20.9	17.4					
Workers helped to improve their work by training (%)			94.9	89.8					
Workers with skills matched to their duties (%)			55.3	55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)	12.1	15.4	11.5	13.9	8.4	11.9	(3)	-3.1	-2.0
30-34 year-olds with tertiary attainment (%)	41.3	28.8	50.1	33.4	52.6	36.8	(3)	2.5	3.4
NEET rate for 18-24 year-olds (%)	11.8	15.1	24.1	16.6	20.5	17.0	(3)	-3.6	0.4
Unemployment rate for 20-34 year-olds (%)		10.6	17.5 <sup>(b)</sup>	13.1	16.3	15.1	(3)	-1.2	2.0
Employment rate of recent graduates (age group 20-34) (%)	88.5	79.0	71.0	77.4	73.0	75.4	(3)	2.0	-2.0
Adults with lower level of educational attainment (%)	33.4	30.0	27.2	27.3	23.3	24.8	(3)	-3.9	-2.5
Employment rate for 20-64 year-olds (%)		68.9	64.6 <sup>(b)</sup>	68.5	65.5	68.3	(3)	0.9	-0.2
Medium/high-qualified employment in 2020 (% of total)					86.9	82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p = provisional; (1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).

## 8. Greece

### VET indicators for Greece for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.

Greece's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Greece with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Greece is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Greece's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

The chart illustrates that Greece has relatively low figures on many indicators in this group compared with the EU average. The share of upper secondary students enrolled in IVET is low (33.1% compared to 50.4% for the EU). Female enrolment figures differ even more: 26.1% of females in upper secondary education are enrolled in IVET compared to 45.0% in the EU in 2012. The percentage of adults involved in lifelong learning in 2013 (2.9%) is also lower than the EU average (10.5%), and far below the average target (15%) set by the strategic framework education and training 2020. Participation in lifelong learning by adults with low-level education (0.4%), unemployed adults (2.7%) and older adults (0.8%) is also lower in Greece than the EU.

Based on 2010 CVTS data, employee participation in CVT courses and on-the-job training suggest that employer-sponsored training is less frequent than in the EU generally. The percentage of young VET graduates participating in further education and training is lower than the EU average (16.6% in Greece and 30.7% for the EU in 2009). The proportion of individuals who wanted to train but did not (17.3%) is higher than the EU average (9.5%) (based on 2011 data).

### **Skill development and labour market relevance**

Data are missing for several indicators of this group; where data are available, the situation in Greece compared to the EU varies. The average number of foreign languages learned in upper secondary IVET is lower in Greece (0.7) than in the EU (1.2). A higher percentage (12.9%) of 30 to 34 year-olds has completed tertiary-level VET (ISCED 5b) than in the EU (8.7% in 2013).

Based on 2009 data, the employment rate of 20 to 34 year-old IVET graduates at medium level of education (ISCED 3-4) differs little from the EU average (78.7% in Greece and 79.1% in the EU). IVET graduates in Greece enjoy a positive premium on

their employment rate compared to graduates from general education at the same ISCED level, as well as to graduates at a lower ISCED level. Their employment rate is 4.6 percentage points higher than that of their counterparts from general education; this is a positive employment premium, even though lower than the EU average of 5.6 percentage points. The employment rate of IVET graduates is 5.9 percentage points higher than those with lower-level qualifications (also a positive employment premium, though much lower than the EU average of 17.4 percentage points). All these employment figures relate to 2009 and exclude young people in further education.

### **Overall transitions and employment trends**

In this section all data refer to 2013 unless otherwise stated.

The NEET rate in Greece (28.6%) and the unemployment rate for 20 to 34 year-olds in the country (39.6%) are much higher than the corresponding EU averages (17.0% and 15.1%, respectively). At 39.8%, the employment rate of recent graduates is less than half the corresponding value for the EU as a whole (75.4%). All unemployment- and employment-related indicators have changed substantially in an unfavourable direction between 2010 and 2013.

The share of 30 to 34 year-olds who have completed tertiary-level education (34.6%) is less than the EU average (36.8%). At this level, it is below the Europe 2020 average target (40%) but above the national target (32%). The share of adults with lower level of education is also markedly higher (32.8%) than in the EU (24.8%).

The early leaver rate from training and education is lower than the EU average (10.1% compared to 11.9%) and it decreased more than in the EU between 2010 and 2013 (3.6 percentage points and 2.0 percentage points respectively). At 10.1%, it is slightly above the Europe 2020 average target (10%) and the national target (9.7%).

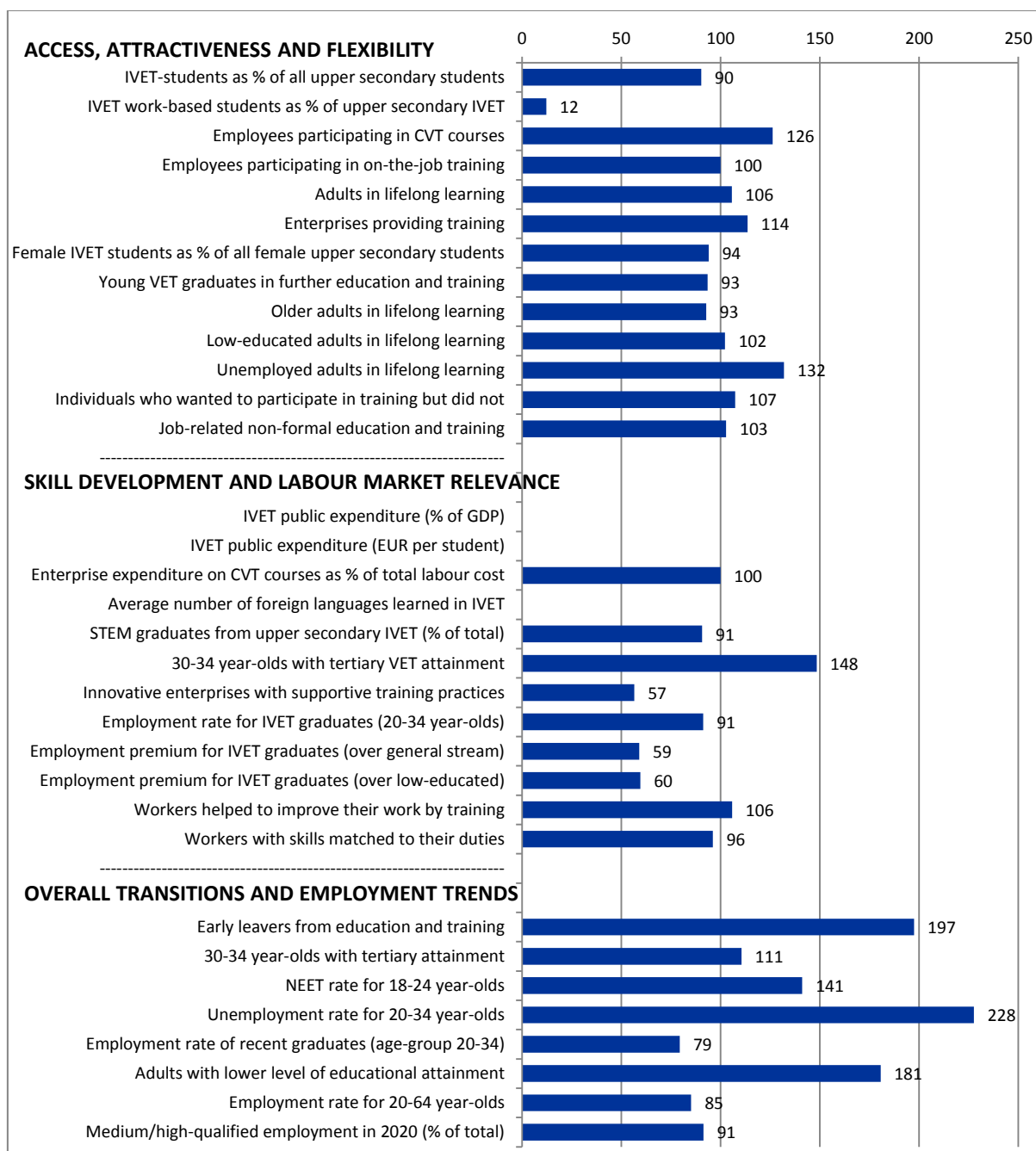
**Score on VET indicators in Greece and in the EU, 2006, 2010 and 2011/12/13 updates  
(where available)**

Indicator label	2006		2010		Last available year			Change 2010-last available year	
	EL	EU	EL	EU	EL	EU		EL	EU
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students	33.9	51.9	30.7	50.1	33.1	50.4	(2)	2.4	0.3
IVET work-based students as % of upper secondary IVET		27.2		27.4		26.5	(2)		-0.9
Employees participating in CVT courses (%)	14	33	16	38					
Employees participating in on-the-job training (%)	4	16	6	20					
Adults in lifelong learning (%)	1.9		3.0		2.9	10.5 <sup>(b)</sup>	(3)	-0.1	
Enterprises providing training (%)	21	60	28	66					
Female IVET students as % of all female upper secondary students	26.1	46.5	22.7	44.4	26.1	45.0	(2)	3.4	0.6
Young VET graduates in further education and training (%)			16.6	30.7					
Older adults in lifelong learning (%)			0.8 <sup>(b)</sup>		0.8	6.6 <sup>(b)</sup>	(3)	0.0	
Low-educated adults in lifelong learning (%)	0.3		0.5		0.4	4.4 <sup>(b)</sup>	(3)	-0.1	
Unemployed adults in lifelong learning (%)	2.2		3.4		2.7	10.0 <sup>(b)</sup>	(3)	-0.7	
Individuals who wanted to participate in training but did not (%)	17.3	14.2	17.3	9.5					
Job-related non-formal education and training (%)			71.2	80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)		0.67		0.71		0.68	(1)		-0.03
IVET public expenditure (EUR per student)		7 033		8 558		8 586	(1)		28
Enterprise expenditure on CVT courses as % of total labour cost	0.3	0.9	0.5	0.8					
Average number of foreign languages learned in IVET	0.8		0.7	1.2 <sup>(d)</sup>	0.7	1.2	(2)	0.0	0.0
STEM graduates from upper secondary IVET (% of total)		32.0		28.7		29.2	(2)		0.5
30-34 year-olds with tertiary VET attainment (%)	7.8	7.3	8.9	7.4	12.9	8.7	(3)	4.0	1.3
Innovative enterprises with supportive training practices (%)		43.1		41.6					
Employment rate for IVET graduates (20-34 year-olds)			78.7	79.1					
Employment premium for IVET graduates (over general stream)			4.6	5.6					
Employment premium for IVET graduates (over low-educated)			5.9	17.4					
Workers helped to improve their work by training (%)				89.8					
Workers with skills matched to their duties (%)			44.6	55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)	15.5	15.4	13.7	13.9	10.1	11.9	(3)	-3.6	-2.0
30-34 year-olds with tertiary attainment (%)	26.7	28.8	28.4	33.4	34.6	36.8	(3)	6.2	3.4
NEET rate for 18-24 year-olds (%)	16.1	15.1	20.6	16.6	28.6	17.0	(3)	8.0	0.4
Unemployment rate for 20-34 year-olds (%)	14.2	10.6	19.4	13.1	39.6	15.1	(3)	20.2	2.0
Employment rate of recent graduates (age group 20-34) (%)	66.6	79.0	58.5	77.4	39.8	75.4	(3)	-18.7	-2.0
Adults with lower level of educational attainment (%)	41.0	30.0	37.5	27.3	32.8	24.8	(3)	-4.7	-2.5
Employment rate for 20-64 year-olds (%)	65.7	68.9	64.0	68.5	53.2	68.3	(3)	-10.8	-0.2
Medium/high-qualified employment in 2020 (% of total)					75.1	82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p = provisional; (1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).

## 9. Spain

### VET indicators for Spain for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.

Spain's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Spain with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Spain is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Spain's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

The percentage of all upper secondary students participating in IVET in Spain is 45.5%, slightly below the EU average of 50.4% (data for 2012). At 3.2%, a small share of IVET students are involved in combined work- and school-based training compared with the EU average of 26.5%. Spain has proportionally more adults (11.1%) involved in lifelong learning than the EU as a whole (10.5%). This figure has been stable between 2010 and 2013 and it is still below the target (15%) set by the strategic framework education and training 2020. The proportions of older adults and adults with relatively low qualifications participating in lifelong learning are comparable to corresponding EU averages. Participation of unemployed adults in lifelong learning is higher than in the EU: 13.2% compared with 10.0% across the EU. Employer provision of training is also higher: it stands at 75% in Spain compared with 66% across the EU (based on 2010 CVRS data). The percentage of employees receiving employer-sponsored CVT courses is 48%, also higher than the EU average of 38%.

### **Skill development and labour market relevance**

In Spain the percentage of 30 to 34 year-olds who have completed tertiary-level VET is high, at 12.9% compared with 8.7% in the EU in 2013. In contrast, training to support innovation is provided by 23.5% of innovative enterprises, which is much lower than the EU average of 41.6% (data for 2010).

The employment rate of IVET graduates at ISCED 3-4 aged 20-34 years is 72.2%, lower than the EU average of 79.1% (data for 2009). In Spain, IVET graduates enjoy a positive premium on their employment rate compared to graduates from general education at the same ISCED level, as well as to graduates at a lower ISCED level. Their employment rate is 3.3 percentage points higher than that of their counterparts from general education (though this is lower than the EU average premium of 5.6

percentage points); their employment rate is 10.4 percentage points higher than for graduates with lower-level qualifications (again a positive premium but lower than the EU average premium of 17.4 percentage points). All these employment figures relate to 2009 and exclude young people in further education.

### **Overall transitions and employment trends**

In this section all data refer to 2013 unless otherwise stated.

At 23.5%, the share of early leavers from education and training is significantly higher than the EU average of 11.9%. Although this percentage has decreased over recent years, it is still above the Europe 2020 average target (10%) and also the national target (15%). The unemployment rate of 20 to 34 year-olds has increased substantially from 25.3% in 2010 to 34.3% in 2013, to stand at a level that is significantly higher the EU average of 15.1%. The employment rate of recent graduates has decreased substantially from 70.6% in 2010 to 59.9% in 2013, to stand at a level that is much lower than the EU average of 75.4%. The employment rate for 20 to 64 year-olds (58.2%) is also lower than in the EU (68.3%), and has been decreasing much faster in Spain than in the EU as a whole. The percentage of adults who have low-level educational attainment (44.8%) is higher than the EU average (24.8%). More favourably, the percentage of 30 to 34 year-olds with tertiary-level educational attainment at 40.7% is higher than the EU average of 36.8%. This parameter is above the Europe 2020 average target (40%) and close to Spain's national target (44%).



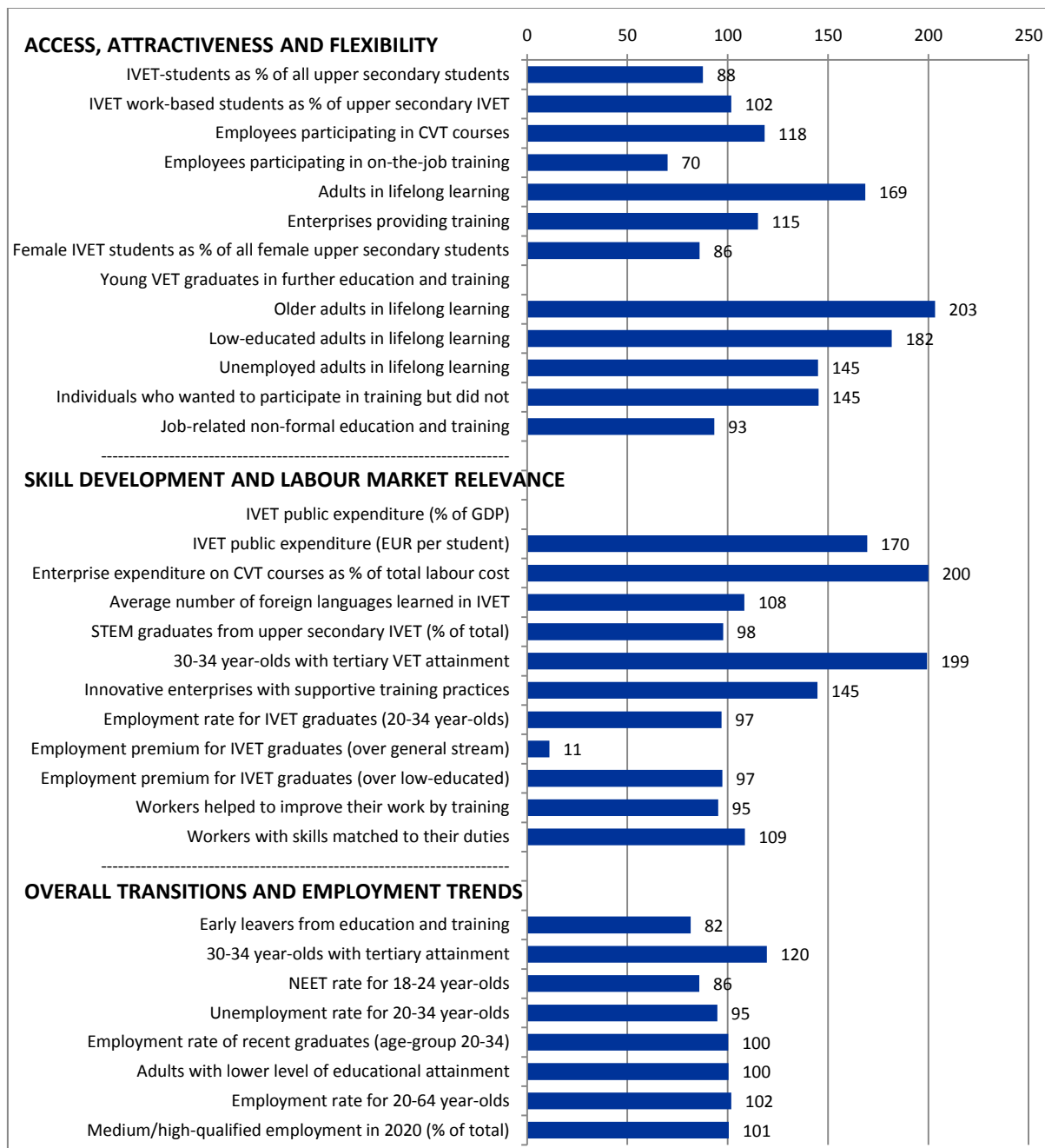
### Score on VET indicators in Spain and in the EU, 2006, 2010 and 2011/12/13 updates (where available)

Indicator label	2006		2010		Last available year			Change 2010-last available year	
	ES	EU	ES	EU	ES	EU		ES	EU
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students	42.5	51.9	44.6	50.1	45.5	50.4	(2)	0.9	0.3
IVET work-based students as % of upper secondary IVET	5.1	27.2	5.0	27.4	3.2	26.5	(2)	-1.8	-0.9
Employees participating in CVT courses (%)	33	33	48	38					
Employees participating in on-the-job training (%)	19	16	20	20					
Adults in lifelong learning (%)	10.6		11.0		11.1	10.5 <sup>(b)</sup>	(3)	0.1	
Enterprises providing training (%)	47	60	75	66					
Female IVET students as % of all female upper secondary students	40.2	46.5	41.2	44.4	42.3	45.0	(2)	1.1	0.6
Young VET graduates in further education and training (%)			28.7	30.7					
Older adults in lifelong learning (%)	5.3		5.8		6.1	6.6 <sup>(b)</sup>	(3)	0.3	
Low-educated adults in lifelong learning (%)	4.4		4.9		4.5	4.4 <sup>(b)</sup>	(3)	-0.4	
Unemployed adults in lifelong learning (%)	15.4		13.3		13.2	10.0 <sup>(b)</sup>	(3)	-0.1	
Individuals who wanted to participate in training but did not (%)	8.4	14.2	10.2	9.5					
Job-related non-formal education and training (%)			82.5	80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)		0.67		0.71		0.68	(1)		-0.03
IVET public expenditure (EUR per student)		7 033		8 558		8 586	(1)		28
Enterprise expenditure on CVT courses as % of total labour cost	0.6	0.9	0.8	0.8					
Average number of foreign languages learned in IVET	1.0			1.2 <sup>(d)</sup>		1.2	(2)		0.0
STEM graduates from upper secondary IVET (% of total)	28.9	32.0	28.9	28.7	26.5	29.2	(2)	-2.4	0.5
30-34 year-olds with tertiary VET attainment (%)	12.6	7.3	12.8	7.4	12.9	8.7	(3)	0.1	1.3
Innovative enterprises with supportive training practices (%)	10.4	43.1	23.5	41.6					
Employment rate for IVET graduates (20-34 year-olds)			72.2	79.1					
Employment premium for IVET graduates (over general stream)			3.3	5.6					
Employment premium for IVET graduates (over low-educated)			10.4	17.4					
Workers helped to improve their work by training (%)			95.0	89.8					
Workers with skills matched to their duties (%)			53.1	55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)	30.5	15.4	28.4	13.9	23.5	11.9	(3)	-4.9	-2.0
30-34 year-olds with tertiary attainment (%)	38.1	28.8	40.6	33.4	40.7	36.8	(3)	0.1	3.4
NEET rate for 18-24 year-olds (%)	13.6	15.1	22.4	16.6	24.0	17.0	(3)	1.6	0.4
Unemployment rate for 20-34 year-olds (%)	10.4	10.6	25.3	13.1	34.3	15.1	(3)	9.0	2.0
Employment rate of recent graduates (age group 20-34) (%)	82.9	79.0	70.6	77.4	59.9	75.4	(3)	-10.7	-2.0
Adults with lower level of educational attainment (%)	50.6	30.0	47.4	27.3	44.8	24.8	(3)	-2.6	-2.5
Employment rate for 20-64 year-olds (%)	68.7	68.9	62.5	68.5	58.2	68.3	(3)	-4.3	-0.2
Medium/high-qualified employment in 2020 (% of total)					75.2	82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p = provisional; (1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).

## 10. France

### VET indicators for France for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.

France's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in France with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for France is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, France's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index scores have been calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

The share of upper secondary students in vocational programmes in France (44.2%) is slightly below the EU average (50.4%; data for 2012). At upper secondary level, participation in combined work- and school-based vocational programmes is in line with the EU average (27.0% in France; 26.5% across the EU). Data for 2013 reveal that the share of adults who participate in lifelong learning is higher (17.7%) than the EU as whole (10.5%). The figure for France now exceeds the average target (15%) set by the strategic framework education and training 2020. The percentages of older, low-educated and unemployed adults participating in lifelong learning are all higher than the corresponding EU averages.

### **Skill development and labour market relevance**

Data for 2011 on VET expenditure give relatively high scores for France. Public expenditure on IVET is EUR 14 554 per student, compared to EUR 8 586 for the EU as a whole. In 2010, company expenditure on CVT courses was 1.6% of labour cost; this was 0.8% for the EU as a whole. The percentage of upper secondary IVET graduates in STEM subjects (28.6%) is slightly below the EU average (29.2% in 2012). The share of enterprises which provide training to support innovation (60.3%) exceeded the EU average share in 2010 (41.6%).

Based on 2009 data, the employment rate for IVET graduates (aged 20-34) at ISCED 3-4 (76.6%) is slightly below the EU average (79.1%). IVET graduates in France enjoy a positive premium on their employment rate compared to graduates from general education at the same ISCED level, as well as to graduates at a lower ISCED level. Their employment rate is 0.6 percentage points higher than that of their counterparts from general education (a positive but small premium and lower than the EU average premium of 5.6 percentage points). The employment rate of IVET graduates is 16.9

percentage points higher than the employment rate of graduates with lower-level qualifications (close to the EU average premium of 17.4 percentage points). All these employment figures relate to 2009 and exclude young people in further education.

### **Overall transitions and employment trends**

In this section all data refer to 2013 unless otherwise stated.

The percentage of early leavers from education and training (9.7%) is lower than the EU average (11.9%). France is below the Europe 2020 average target (10%), but slightly above its national target (9.5%).

The percentage of 30 to 34 year-olds with tertiary-level education is relatively high, and has been rising from 2006 to 2013. The share of adults with lower levels of educational attainment (24.9%) is in line with the EU as a whole (24.8%).

The employment rate for 20 to 64 year-olds (69.5%) and for recent graduates (75.6%), the unemployment rate for 20 to 34 year-olds (14.3%), and the NEET rate (for 18 to 24 year-olds) (14.6%) differ little from those of the EU as a whole.

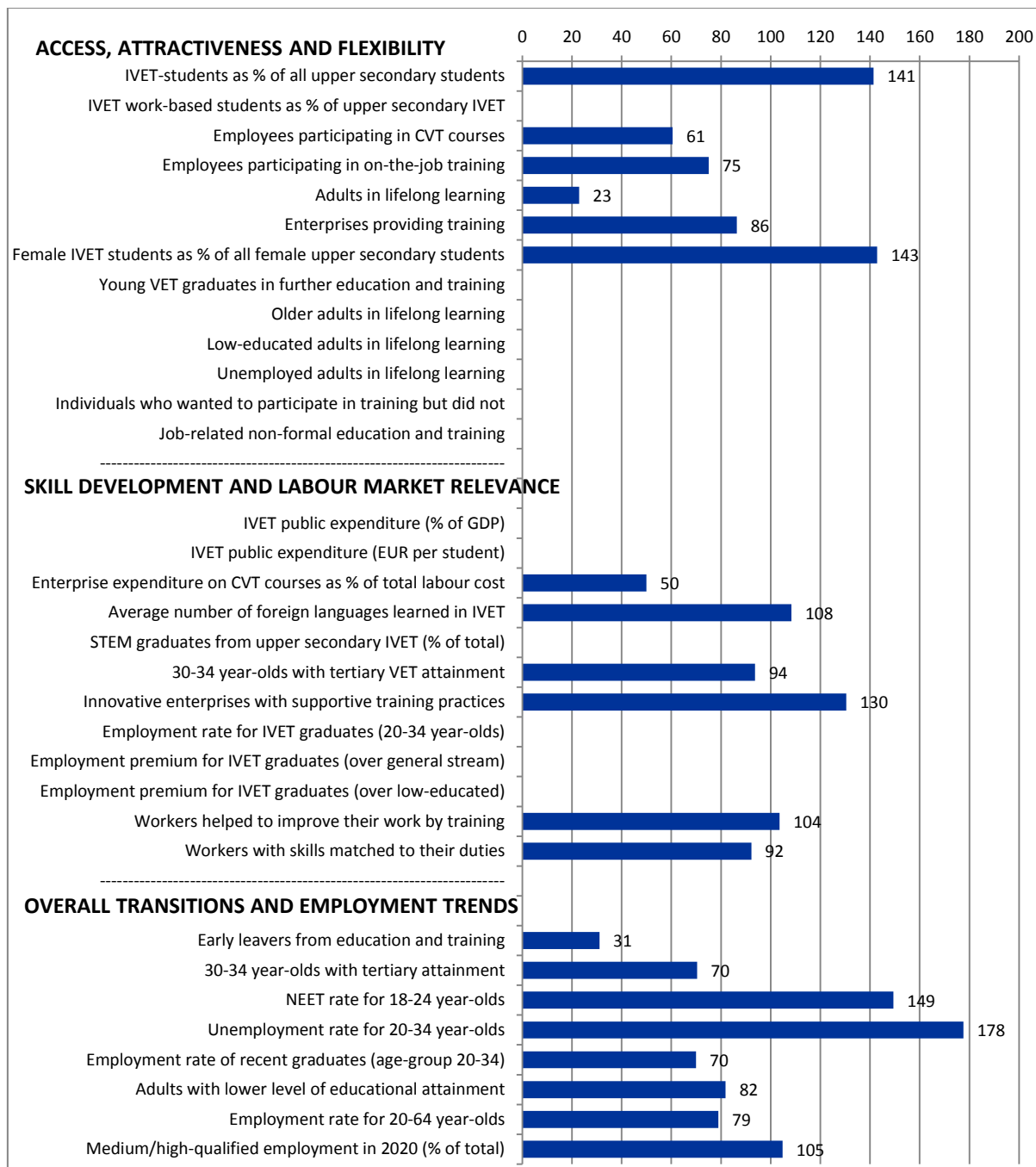
### Score on VET indicators in France and in the EU, 2006, 2010 and 2011/12/13 updates (where available)

Indicator label	2006		2010		Last available year			Change 2010-last available year	
	FR	EU	FR	EU	FR	EU		FR	EU
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students	<sup>(d)</sup>	51.9	44.3	50.1	44.2	50.4	(2)	-0.1	0.3
IVET work-based students as % of upper secondary IVET	26.9	27.2	27.6	27.4	27.0	26.5	(2)	-0.6	-0.9
Employees participating in CVT courses (%)	46	33	45	38					
Employees participating in on-the-job training (%)	7	16	14	20					
Adults in lifelong learning (%)					17.7 <sup>(b)</sup>	10.5 <sup>(b)</sup>	(3)		
Enterprises providing training (%)	74	60	76	66					
Female IVET students as % of all female upper secondary students	<sup>(d)</sup>	46.5	39.2	44.4	38.7	45.0	(2)	-0.5	0.6
Young VET graduates in further education and training (%)				30.7					
Older adults in lifelong learning (%)					13.4 <sup>(b)</sup>	6.6 <sup>(b)</sup>	(3)		
Low-educated adults in lifelong learning (%)					8.0 <sup>(b)</sup>	4.4 <sup>(b)</sup>	(3)		
Unemployed adults in lifelong learning (%)					14.5 <sup>(b)</sup>	10.0 <sup>(b)</sup>	(3)		
Individuals who wanted to participate in training but did not (%)		14.2	13.8 <sup>(b)</sup>	9.5					
Job-related non-formal education and training (%)			74.9 <sup>(b)</sup>	80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)		0.67		0.71		0.68	(1)		-0.03
IVET public expenditure (EUR per student)	12 715	7 033	14 869	8 558	14 554	8 586	(1)	-315	28
Enterprise expenditure on CVT courses as % of total labour cost	1.4	0.9	1.6	0.8					
Average number of foreign languages learned in IVET	1.1		1.2	1.2 <sup>(d)</sup>	1.3	1.2	(2)	0.1	0.0
STEM graduates from upper secondary IVET (% of total)	30.9	32.0	26.0	28.7	28.6	29.2	(2)	2.6	0.5
30-34 year-olds with tertiary VET attainment (%)	16.5	7.3	18.1	7.4	17.3	8.7	(3)	-0.8	1.3
Innovative enterprises with supportive training practices (%)	54.5	43.1	60.3	41.6					
Employment rate for IVET graduates (20-34 year-olds)			76.6	79.1					
Employment premium for IVET graduates (over general stream)			0.6	5.6					
Employment premium for IVET graduates (over low-educated)			16.9	17.4					
Workers helped to improve their work by training (%)			85.5	89.8					
Workers with skills matched to their duties (%)			59.9	55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)		15.4		13.9	9.7 <sup>(b)</sup>	11.9	(3)		-2.0
30-34 year-olds with tertiary attainment (%)	39.7	28.8	43.5	33.4	44.0	36.8	(3)	0.5	3.4
NEET rate for 18-24 year-olds (%)		15.1		16.6	14.6 <sup>(b)</sup>	17.0	(3)		0.4
Unemployment rate for 20-34 year-olds (%)		10.6		13.1	14.3 <sup>(b)</sup>	15.1	(3)		2.0
Employment rate of recent graduates (age group 20-34) (%)	78.6	79.0	77.5	77.4	75.6	75.4	(3)	-1.9	-2.0
Adults with lower level of educational attainment (%)	32.7	30.0	29.2	27.3	24.9	24.8	(3)	-4.3	-2.5
Employment rate for 20-64 year-olds (%)		68.9		68.5	69.5 <sup>(b)</sup>	68.3	(3)		-0.2
Medium/high-qualified employment in 2020 (% of total)					82.7	82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p = provisional; (1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).

## 11. Croatia

### VET indicators for Croatia for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.

Croatia's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Croatia with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Croatia is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Croatia's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index scores have been calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

Croatia has a relatively high proportion of upper secondary students participating in IVET (71.3% compared with 50.4% in the EU in 2012). Of all women in upper secondary education 64.3% are involved in IVET, above the corresponding rate in the EU as a whole (45.0%). At 2.4%, Croatia has proportionately fewer adults involved in lifelong learning than the EU average of 10.5% (2013 data). Data from CVTS 2010 indicate the extent to which employees and enterprises engage in CVET. In 2010 23% of all Croatian employees participated in CVT courses compared with 38% in the EU, and 15% of them took part in of employer-sponsored on-the-job training, compared with 20% across the EU. The percentage of enterprises providing training is 57%, lower than the EU average of 66%.

### **Skill development and labour market relevance**

Data for many of the indicators related to skill development and labour market relevance are unavailable. For most of the available indicators, Croatia's performance is comparable to the respective EU averages. The percentage of 30 to 34 year-olds with tertiary-level VET (ISCED 5b) at 8.1% is slightly lower than the EU average of 8.7% (data for 2013). Enterprise expenditure on CVT courses, as a percentage of total labour costs (0.4%), is half that for Europe as a whole, which is in line with the relatively low levels of enterprise participation in training recorded in the 2010 CVTS. Croatian innovative enterprises are more likely to provide training to support innovation: 54.3% of innovative enterprises compared with 41.6% in the EU (based on CIS data for 2010).

### **Overall transitions and employment trends**

In this section all data refer to 2013 unless otherwise stated.

The share of early leavers from education and training at 3.7% is much lower than the EU average of 11.9%, lower than the Europe 2020 average target of 10%, and slightly lower than the national target (4%). The percentage of 30 to 34 year-olds with tertiary-level education is lower than in the EU (25.9% compared with 36.8% in the EU), and is below the Europe 2020 average target (40%) and the national target (35%). As a result of a steady reduction since 2006, the share of adults who have completed relatively low-level of education at 20.3% is lower than the EU average of 24.8%.

The employment rate of recent graduates (52.7%) is much lower than the EU average (75.4%), following a sharp 17.6% percentage point drop between 2010 and 2013. The unemployment rate for 20 to 34 year-olds is 26.7%, higher than the EU average of 15.1%, and the NEET rate is 25.4%, also substantially higher than the EU figure of 17.0%. The unemployment rate of 20-34 year olds has increased by 8.3 percentage points between 2010 and 2013, and the NEET rate by 6.1 percentage points over the same period.



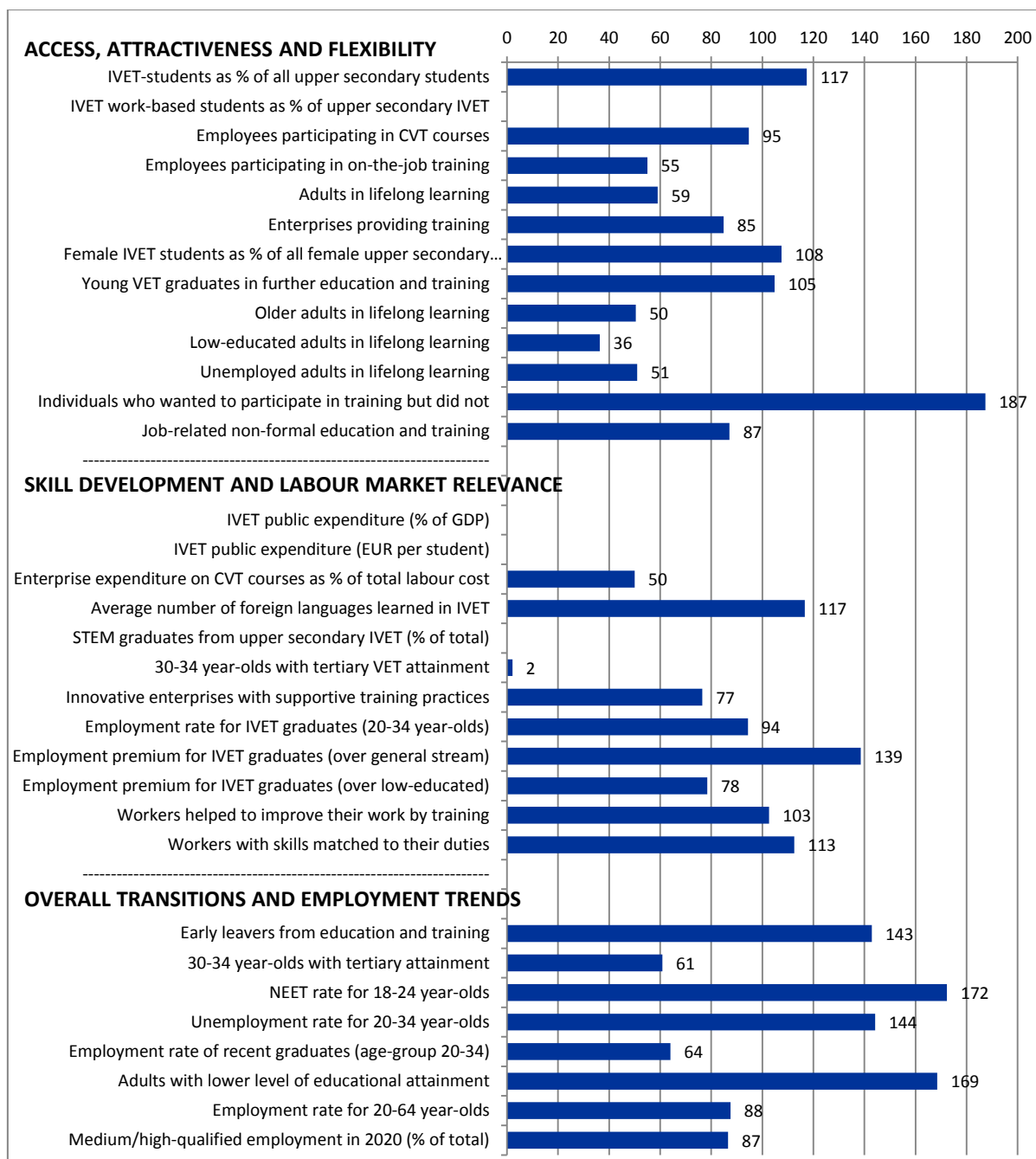
### Score on VET indicators in Croatia and in the EU, 2006, 2010 and 2011/12/13 updates (where available)

Indicator label	2006		2010		Last available year			Change 2010-last available year	
	HR	EU	HR	EU	HR	EU		HR	EU
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students	73.6	51.9	72.1	50.1	71.3	50.4	(2)	-0.8	0.3
IVET work-based students as % of upper secondary IVET		27.2		27.4		26.5	(2)		-0.9
Employees participating in CVT courses (%)		33	23	38					
Employees participating in on-the-job training (%)		16	15	20					
Adults in lifelong learning (%)	2.9		2.2		2.4	10.5 <sup>(b)</sup>	(3)	0.2	
Enterprises providing training (%)		60	57	66					
Female IVET students as % of all female upper secondary students	66.9	46.5	66.1	44.4	64.3	45.0	(2)	-1.8	0.6
Young VET graduates in further education and training (%)				30.7					
Older adults in lifelong learning (%)	0.6 <sup>(u)</sup>		0.2 <sup>(u)</sup>		0.3 <sup>(u)</sup>	6.6 <sup>(b)</sup>	(3)	0.1	
Low-educated adults in lifelong learning (%)						4.4 <sup>(b)</sup>	(3)		
Unemployed adults in lifelong learning (%)	3.2 <sup>(u)</sup>		2.3 <sup>(u)</sup>		1.5 <sup>(u)</sup>	10.0 <sup>(b)</sup>	(3)	-0.8	
Individuals who wanted to participate in training but did not (%)	14.6	14.2		9.5					
Job-related non-formal education and training (%)				80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)		0.67		0.71		0.68	(1)		-0.03
IVET public expenditure (EUR per student)		7 033		8 558		8 586	(1)		28
Enterprise expenditure on CVT courses as % of total labour cost		0.9	0.4	0.8					
Average number of foreign languages learned in IVET	1.2		1.3	1.2 <sup>(d)</sup>	1.3	1.2	(2)	0.0	0.0
STEM graduates from upper secondary IVET (% of total)		32.0		28.7		29.2	(2)		0.5
30-34 year-olds with tertiary VET attainment (%)	6.2	7.3	7.6	7.4	8.1	8.7	(3)	0.5	1.3
Innovative enterprises with supportive training practices (%)	61.9	43.1	54.3	41.6					
Employment rate for IVET graduates (20-34 year-olds)				79.1					
Employment premium for IVET graduates (over general stream)				5.6					
Employment premium for IVET graduates (over low-educated)				17.4					
Workers helped to improve their work by training (%)			93.0	89.8					
Workers with skills matched to their duties (%)			50.9	55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)	4.7 <sup>(u)</sup>	15.4	3.7	13.9	3.7	11.9	(3)	0.0	-2.0
30-34 year-olds with tertiary attainment (%)	16.7	28.8	24.3	33.4	25.9	36.8	(3)	1.6	3.4
NEET rate for 18-24 year-olds (%)	18.6	15.1	19.3	16.6	25.4	17.0	(3)	6.1	0.4
Unemployment rate for 20-34 year-olds (%)	16.1	10.6	18.4	13.1	26.7	15.1	(3)	8.3	2.0
Employment rate of recent graduates (age group 20-34) (%)	71.2	79.0	70.3	77.4	52.7	75.4	(3)	-17.6	-2.0
Adults with lower level of educational attainment (%)	25.9	30.0	23.3	27.3	20.3	24.8	(3)	-3.0	-2.5
Employment rate for 20-64 year-olds (%)	60.6	68.9	58.7	68.5	53.9	68.3	(3)	-4.8	-0.2
Medium/high-qualified employment in 2020 (% of total)					86.2	82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p = provisional; (1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).

## 12. Italy

### VET indicators for Italy for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.

Italy's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Italy with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Italy is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Italy's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

Italy scores highly compared with the EU average for participation in IVET: the share of IVET students as a percentage all upper secondary students is proportionally higher (59.2%) than the EU average (50.4%) (data for 2012). In contrast, data for 2013 show that Italy has fewer adults involved in lifelong learning (6.2%) than the EU as a whole (10.5%). At 6.2% Italy is still below the average target of 15% set by the education and training 2020 strategic framework. Older Italians and those with low-levels of educational attainment are less likely to engage in lifelong learning. The incidence of, and participation in, employer-sponsored training – derived from the 2010 CVTS data – have increased compared with 2005, but still stand below the EU averages. In 2010, 36% of employees participated in CVT courses compared with 38% in the EU, and 56% of employers reported providing training compared with the EU average of 66%. Differences in employee participation in on-the-job training are more pronounced: 11% for Italy compared with 20% for the EU as a whole. The percentage of individuals who wanted to train, but did not do so is also relatively large in Italy (17.8%) compared with the EU (9.5% in 2011).

### **Skill development and labour market relevance**

In Italy the percentage of the 30 to 34 year-olds who have completed tertiary-level VET is particularly low, at 0.2% compared with 8.7% in the EU in 2013 – more than a twenty-fold difference. Enterprise expenditure on CVT courses as percentage of total labour costs also shows a big difference: Italy scores 0.4% compared with 0.8% for the EU (data from CVTS 2010). For other indicators, such as the average number of foreign languages learned in IVET, workers with skills matched to their duties, and workers helped to improve their work by training, the scores are slightly higher than the EU average.

Based on 2009 data, the employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (74.6%) is lower than the EU average (79.1). Their employment rate is 7.8 percentage points higher than for counterparts from general education (they enjoy a positive employment premium and this is above the corresponding EU average premium of 5.6 percentage points); their employment rate is also 13.6 percentage points higher than that of graduates with lower-level qualifications (but this is lower than the EU average premium of 17.4 percentage points). All these employment figures relate to 2009 and exclude young people in further education.

### **Overall transitions and employment trends**

In this section all data refer to 2013 unless otherwise stated.

Comparative indicators for early leavers from education and training (17% in Italy, 11.9% in the EU), the unemployment rate for 20 to 34 year-olds (21.7% in Italy, 15.1% in the EU), and the NEET rate for 18 to 24 year-olds (29.3% in Italy, 17.0% in the EU) are all relatively high. The percentage of early leavers decreased from 18.8% in 2010 to 17.0% in 2013, nearly reaching the national target of 16%. Both the unemployment rate for 20-34 year olds and the NEET rate increased between 2010 and 2013 more than the EU-average. The employment rate of recent graduates decreased by 9.4 percentage points between 2010 and 2013. At 48.3%, this is much lower than the EU average (75.4%).

The percentage of 30 to 34 year-olds who have completed tertiary-level education is lower than the EU-average (22.4% versus 36.8%): this is lower than both the national target (26-27%) and the Europe 2020 average target (40%). Between 2006 and 2010, and between 2010 and 2013, the percentage of people who have completed tertiary-level education increased, but at a lower rate than in the EU as a whole over the same periods.

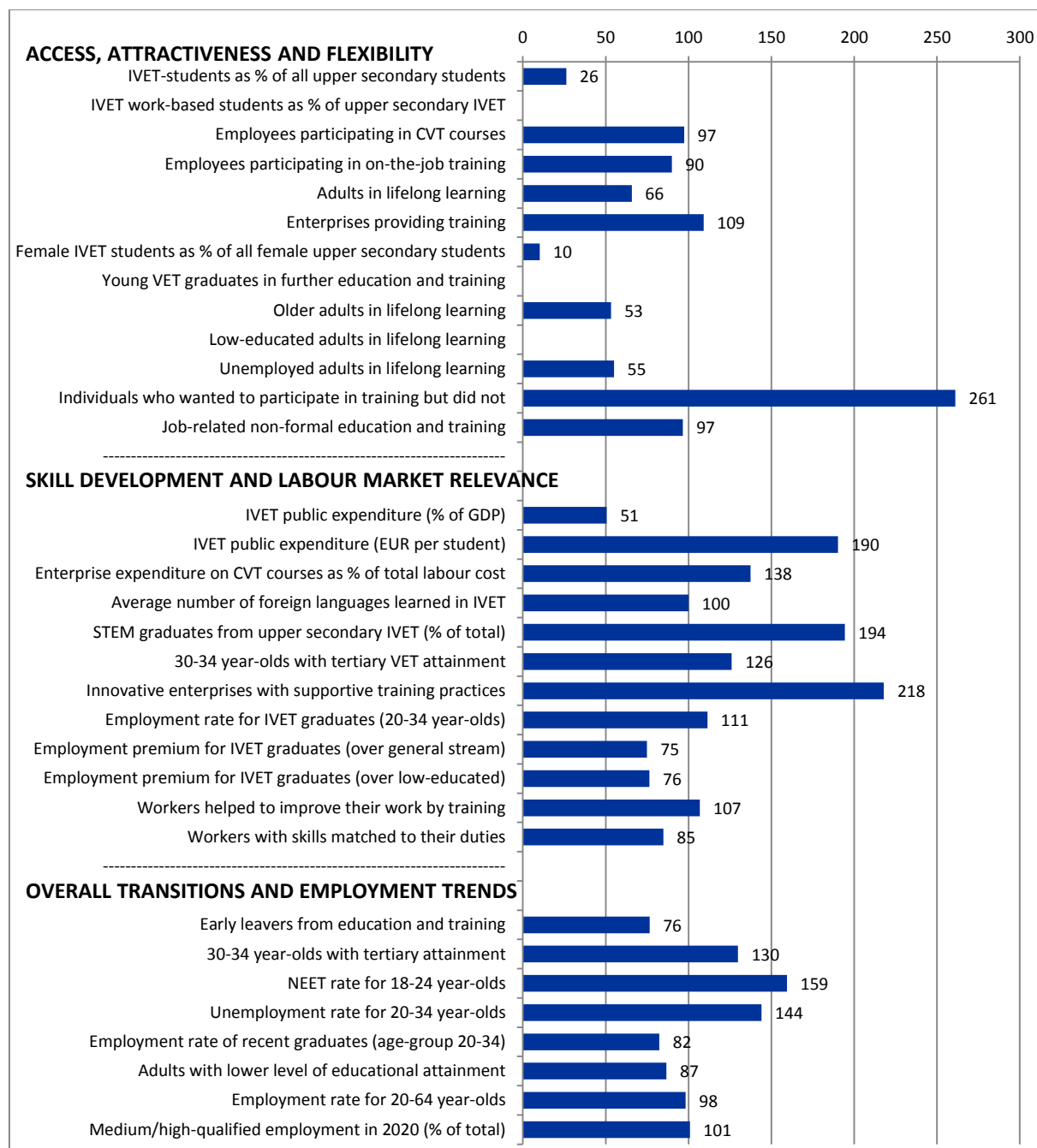
### Score on VET indicators in Italy and in the EU, 2006, 2010 and 2011/12/13 updates (where available)

Indicator label	2006		2010		Last available year			Change 2010-last available year	
	IT	EU	IT	EU	IT	EU		IT	EU
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students	60.5	51.9	60.0	50.1	59.2	50.4	(2)	-0.8	0.3
IVET work-based students as % of upper secondary IVET		27.2		27.4		26.5	(2)		-0.9
Employees participating in CVT courses (%)	29	33	36	38					
Employees participating in on-the-job training (%)	7	16	11	20					
Adults in lifelong learning (%)	6.1		6.2		6.2	10.5 <sup>(b)</sup>	(3)	0.0	
Enterprises providing training (%)	32	60	56	66					
Female IVET students as % of all female upper secondary students	49.4	46.5	49.1	44.4	48.4	45.0	(2)	-0.7	0.6
Young VET graduates in further education and training (%)			32.2	30.7					
Older adults in lifelong learning (%)	2.4		3.0		3.3	6.6 <sup>(b)</sup>	(3)	0.3	
Low-educated adults in lifelong learning (%)	1.1		1.3		1.6	4.4 <sup>(b)</sup>	(3)	0.3	
Unemployed adults in lifelong learning (%)	6.7		6.2		5.1	10.0 <sup>(b)</sup>	(3)	-1.1	
Individuals who wanted to participate in training but did not (%)	19.2	14.2	17.8	9.5					
Job-related non-formal education and training (%)			69.9	80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)		0.67		0.71		0.68	(1)		-0.03
IVET public expenditure (EUR per student)		7 033		8 558		8 586	(1)		28
Enterprise expenditure on CVT courses as % of total labour cost	0.6	0.9	0.4	0.8					
Average number of foreign languages learned in IVET	1.4		1.4	1.2 <sup>(d)</sup>	1.4	1.2	(2)	0.0	0.0
STEM graduates from upper secondary IVET (% of total)		32.0		28.7		29.2	(2)		0.5
30-34 year-olds with tertiary VET attainment (%)	0.7	7.3	0.3	7.4	0.2	8.7	(3)	-0.1	1.3
Innovative enterprises with supportive training practices (%)	45.1	43.1	31.9	41.6					
Employment rate for IVET graduates (20-34 year-olds)			74.6	79.1					
Employment premium for IVET graduates (over general stream)			7.8	5.6					
Employment premium for IVET graduates (over low-educated)			13.6	17.4					
Workers helped to improve their work by training (%)			92.2	89.8					
Workers with skills matched to their duties (%)			62.1	55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)	20.6	15.4	18.8	13.9	17.0	11.9	(3)	-1.8	-2.0
30-34 year-olds with tertiary attainment (%)	17.7	28.8	19.8	33.4	22.4	36.8	(3)	2.6	3.4
NEET rate for 18-24 year-olds (%)	20.6	15.1	24.2	16.6	29.3	17.0	(3)	5.1	0.4
Unemployment rate for 20-34 year-olds (%)	11.2	10.6	14.5	13.1	21.7	15.1	(3)	7.2	2.0
Employment rate of recent graduates (age group 20-34) (%)	66.2	79.0	57.7	77.4	48.3	75.4	(3)	-9.4	-2.0
Adults with lower level of educational attainment (%)	48.7	30.0	44.8	27.3	41.8	24.8	(3)	-3.0	-2.5
Employment rate for 20-64 year-olds (%)	62.5	68.9	61.1	68.5	59.8	68.3	(3)	-1.3	-0.2
Medium/high-qualified employment in 2020 (% of total)					71.3	82.3	(3)		

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p = provisional; (1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).

## 13. Cyprus

### VET indicators for Cyprus for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.

The performance of Cyprus on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation of Cyprus with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Cyprus is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, the Cyprus performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

Participation in IVET in Cyprus is relatively low compared with the EU average in 2012. The percentage of upper secondary students enrolled in IVET programmes (13.2%) is significantly lower than the EU average (50.4%). For women the difference is even greater (4.6% for Cyprus; 45.0% for the EU). In 2013, the percentage of adults participating in lifelong learning is 6.9% compared with the EU average of 10.5%.

Data from the 2010 CVTS suggest that the share of enterprises providing training in Cyprus is higher than the EU average (72% Cyprus, 66% the EU); it was lower in 2005. Employees are slightly less likely to participate in on-the-job training (18% Cyprus, 20% the EU in 2010). The proportion of individuals who wanted to train but did not is higher in Cyprus at 24.8% compared with 9.5% in the EU (data for 2011).

### **Skill development and labour market relevance**

Figures for Cyprus are particularly high for several indicators in this group. The percentage of 30 to 34 year-olds who have completed tertiary-level VET (ISCED 5b) is higher than the EU average (10.9% compared to 8.7%, in 2013). The percentage of innovative enterprises providing supportive training (90.7%) is much higher than the EU average (41.6%) (based on 2010 data). The same is true of the proportion of STEM-graduates from upper secondary IVET (56.8% compared with 29.2% for the EU as a whole in 2012).

Based on 2009 data, the employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (88.1%) is also above the EU average (79.1%). In Cyprus, IVET graduates enjoy a positive premium on their employment rate compared to graduates from general education at the same ISCED level, as well as to graduates at lower ISCED level. Their employment rate is 4.2 percentage points higher than that of their counterparts from general education (even though this is slightly lower than the EU average premium of 5.6

percentage points), and the employment rate of IVET graduates is 13.3 percentage points higher than that of graduates with lower-level qualifications. These employment figures relate to 2009 and exclude young people in further education.

Public expenditure on IVET as a percentage of GDP in 2011 (0.35%) is below the EU average (0.68%) but expenditure per student is higher (EUR 16 327 in Cyprus and EUR 8 586 in the EU).

### **Overall transitions and employment trends**

In this section all data refer to 2013 unless otherwise stated.

The unemployment rate for 20 to 34 year-olds is higher than the EU average (21.7% versus 15.1%), and the employment rate for recent graduates is much lower (62.1% versus 75.4%). The unemployment rate for 20-34 year-olds appears to have grown more rapidly in Cyprus than in the EU between 2010 and 2013 (12.9 and 2.0 percentage points, respectively). The same is observed for the NEET-rate. The employment rate for recent graduates has dropped substantially (by 16.3 percentage points) between 2010 and 2013.

The share of early leavers from education and training has decreased by 3.6 percentage points between 2010 and 2013. At 9.1% this share is lower than the Europe 2020 average and national target (both set at 10%). The share of 30 to 34 year-olds with tertiary-level education already exceeds the Europe 2020 average target (40%). At 47.8%, this share has also surpassed the national target (46%).



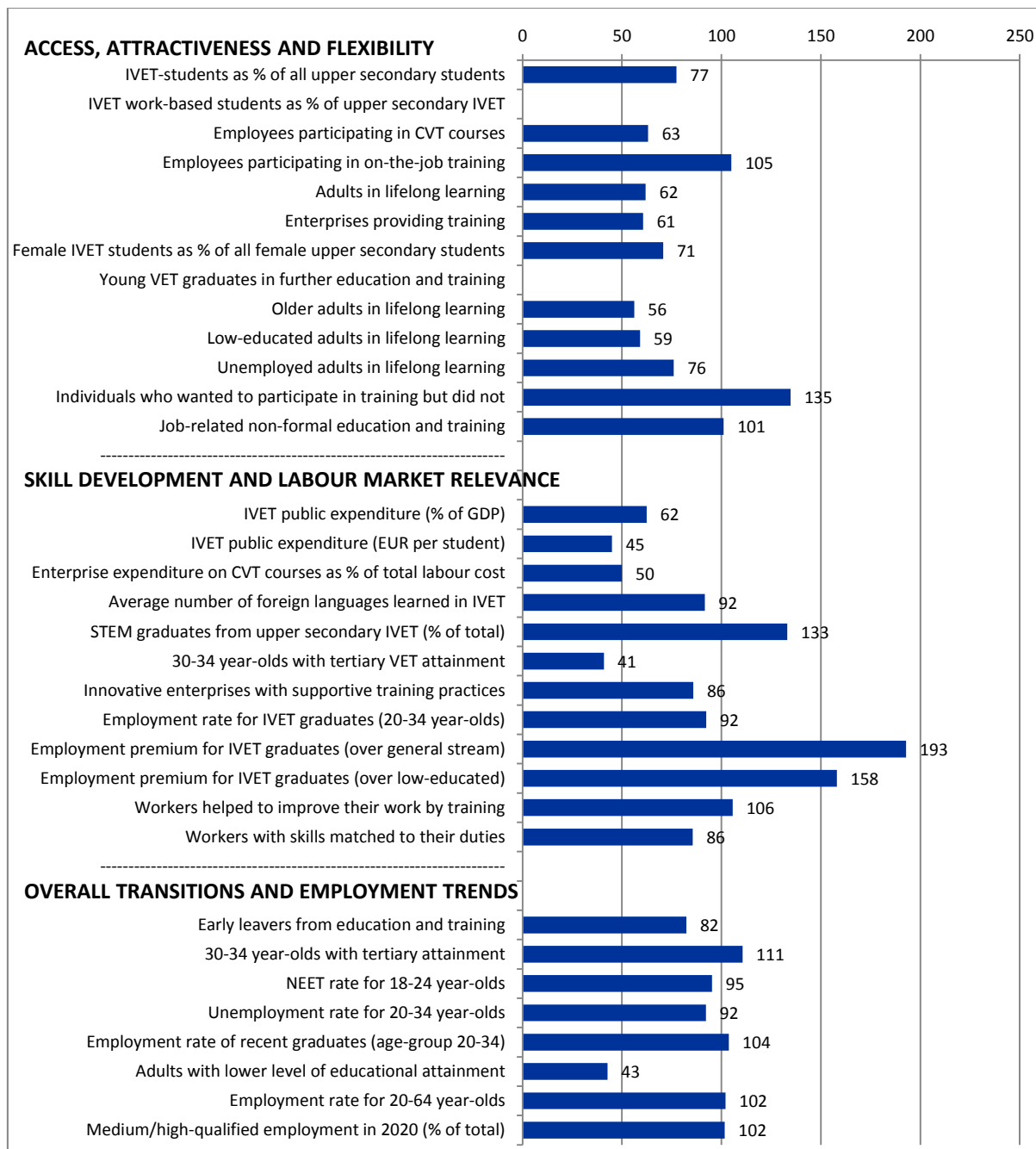
### Score on VET indicators in Cyprus and in the EU, 2006, 2010 and 2011/12/13 updates (where available)

Indicator label	2006		2010		Last available year			Change 2010- last available year	
	CY	EU	CY	EU	CY	EU		CY	EU
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students	13.3	51.9	13.2	50.1	13.2	50.4	(2)	0.0	0.3
IVET work-based students as % of upper secondary IVET		27.2		27.4		26.5	(2)		-0.9
Employees participating in CVT courses (%)	30	33	37	38					
Employees participating in on-the-job training (%)	6	16	18	20					
Adults in lifelong learning (%)	7.1		7.7		6.9	10.5 <sup>(b)</sup>	(3)	-0.8	
Enterprises providing training (%)	51	60	72	66					
Female IVET students as % of all female upper secondary students	4.5	46.5	4.4	44.4	4.6	45.0	(2)	0.2	0.6
Young VET graduates in further education and training (%)			16.5 <sup>(u)</sup>	30.7					
Older adults in lifelong learning (%)			3.8 <sup>(b)</sup>		3.5	6.6 <sup>(b)</sup>	(3)	-0.3	
Low-educated adults in lifelong learning (%)	1.2		1.1 <sup>(u)</sup>		1.1 <sup>(u)</sup>	4.4 <sup>(b)</sup>	(3)	0.0	
Unemployed adults in lifelong learning (%)	5.2 <sup>(u)</sup>		5.4 <sup>(u)</sup>		5.5	10.0 <sup>(b)</sup>	(3)	0.1	
Individuals who wanted to participate in training but did not (%)	32.9	14.2	24.8	9.5					
Job-related non-formal education and training (%)			77.5	80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)	0.34	0.67	0.34	0.71	0.35	0.68	(1)	0.01	-0.03
IVET public expenditure (EUR per student)	13 144	7 033	15 661	8 558	16 327	8 586	(1)	666	28
Enterprise expenditure on CVT courses as % of total labour cost	0.8	0.9	1.1	0.8					
Average number of foreign languages learned in IVET	1.2		1.1	1.2 <sup>(d)</sup>	1.2	1.2	(2)	0.1	0.0
STEM graduates from upper secondary IVET (% of total)	52.7	32.0	57.7	28.7	56.8	29.2	(2)	-0.9	0.5
30-34 year-olds with tertiary VET attainment (%)	20.3	7.3	14.1	7.4	10.9	8.7	(3)	-3.2	1.3
Innovative enterprises with supportive training practices (%)	97.8	43.1	90.7	41.6					
Employment rate for IVET graduates (20-34 year-olds)			88.1	79.1					
Employment premium for IVET graduates (over general stream)			4.2	5.6					
Employment premium for IVET graduates (over low-educated)			13.3	17.4					
Workers helped to improve their work by training (%)			95.9	89.8					
Workers with skills matched to their duties (%)			46.8	55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)	14.9	15.4	12.7	13.9	9.1	11.9	(3)	-3.6	-2.0
30-34 year-olds with tertiary attainment (%)	46.1	28.8	45.3	33.4	47.8	36.8	(3)	2.5	3.4
NEET rate for 18-24 year-olds (%)	14.5	15.1	16.7	16.6	27.1	17.0	(3)	10.4	0.4
Unemployment rate for 20-34 year-olds (%)		10.6	8.8 <sup>(b)</sup>	13.1	21.7	15.1	(3)	12.9	2.0
Employment rate of recent graduates (age group 20-34) (%)	80.5	79.0	78.4	77.4	62.1	75.4	(3)	-16.3	-2.0
Adults with lower level of educational attainment (%)	30.5	30.0	26.0	27.3	21.5	24.8	(3)	-4.5	-2.5
Employment rate for 20-64 year-olds (%)		68.9	75.0 <sup>(b)</sup>	68.5	67.1	68.3	(3)	-7.9	-0.2
Medium/high-qualified employment in 2020 (% of total)					83.0	82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p = provisional; (1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).

## 14. Latvia

### VET indicators for Latvia for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.

Latvia's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Latvia with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Latvia is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Latvia's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

The percentage of upper secondary students enrolled in IVET in Latvia (39.0% in 2012) is lower than the EU average (50.4%). The share of adults participating in lifelong learning (6.5% in 2013) is also lower than the EU average (10.5%): Latvia remains below the average target (15%) set by the strategic framework education and training 2020. Similarly, lifelong learning participation rates for particular subgroups of adults (older (3.7%) and unemployed people (7.6%)) are relatively low when compared with the EU (6.6% and 10.0% respectively). Based on 2010 CVTS data, the percentage of enterprises providing training (40%) is below the EU average (66%), and the percentage of employees participating in CVT courses at 24% is also below the EU average of 38%, while employee participation in on-the-job training is on par.

### **Skill development and labour market relevance**

Indicators on skill development and labour market relevance show a mixed picture. At 0.43%, IVET expenditure as a share of overall GDP is below the EU average of 0.68%. This is also reflected in the lower spend per student (EUR 3 865 compared with the EU average EUR 8 586) (data on expenditure refer to 2011 and to IVET at ISCED 3-4). The percentage of graduates in STEM subjects from upper secondary-level IVET is higher than on average in the EU (38.9% and 29.2% respectively). The share of 30 to 34 year-olds who have completed tertiary-level VET (3.5%) is lower than the corresponding EU average (8.7% in 2013). Data from 2010 reveal that enterprises are less likely to provide training to support innovation (35.7% compared with 41.6% in the EU).

Based on 2009 data, the employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (73.0%) is lower than the EU average (79.1%). In Latvia IVET graduates enjoy a positive premium on their employment rate compared to graduates from general education at the same ISCED level, as well as to graduates at a lower ISCED level.

Their employment rate is 10.8 percentage points higher than that of their counterparts from general education (well above the EU average premium of 5.6 percentage points); their employment rate is 27.5 percentage points higher than that of graduates with lower-level qualifications (also above the EU average premium of 17.4 percentage points). All these employment figures relate to 2009 and exclude young people in further education.

### **Overall transitions and employment trends**

In this section all data refer to 2013 unless otherwise stated.

The percentage of early leavers from education and training (9.8%) is below the EU average (11.9%); it is also below both the Europe 2020 average target (10%) and the national target (13.4%). The percentage of 30 to 34 year-olds with tertiary-level education is higher than the EU average (40.7% and 36.8%) and the percentage of people with low-level education is relatively low (10.6% compared with 24.8% in the EU). By 2013, 30 to 34 year-olds in tertiary-level education (40.7%) had surpassed the national target (34-36%) as well as the Europe 2020 average target (40%). The employment rate for 20 to 64 year-olds (69.7%) is slightly higher than the EU average (68.3%). The employment rate of recent graduates (78.2%) is also higher than the EU-average (75.4%) and has increased by 14.8 percentage points since 2010. The NEET rate (16.2%) is near the EU average (17.0%). The unemployment rate of 20 to 34 year-olds (13.9%) is lower than the EU average (15.1%) and has decreased by 8.9 percentage points since 2010.

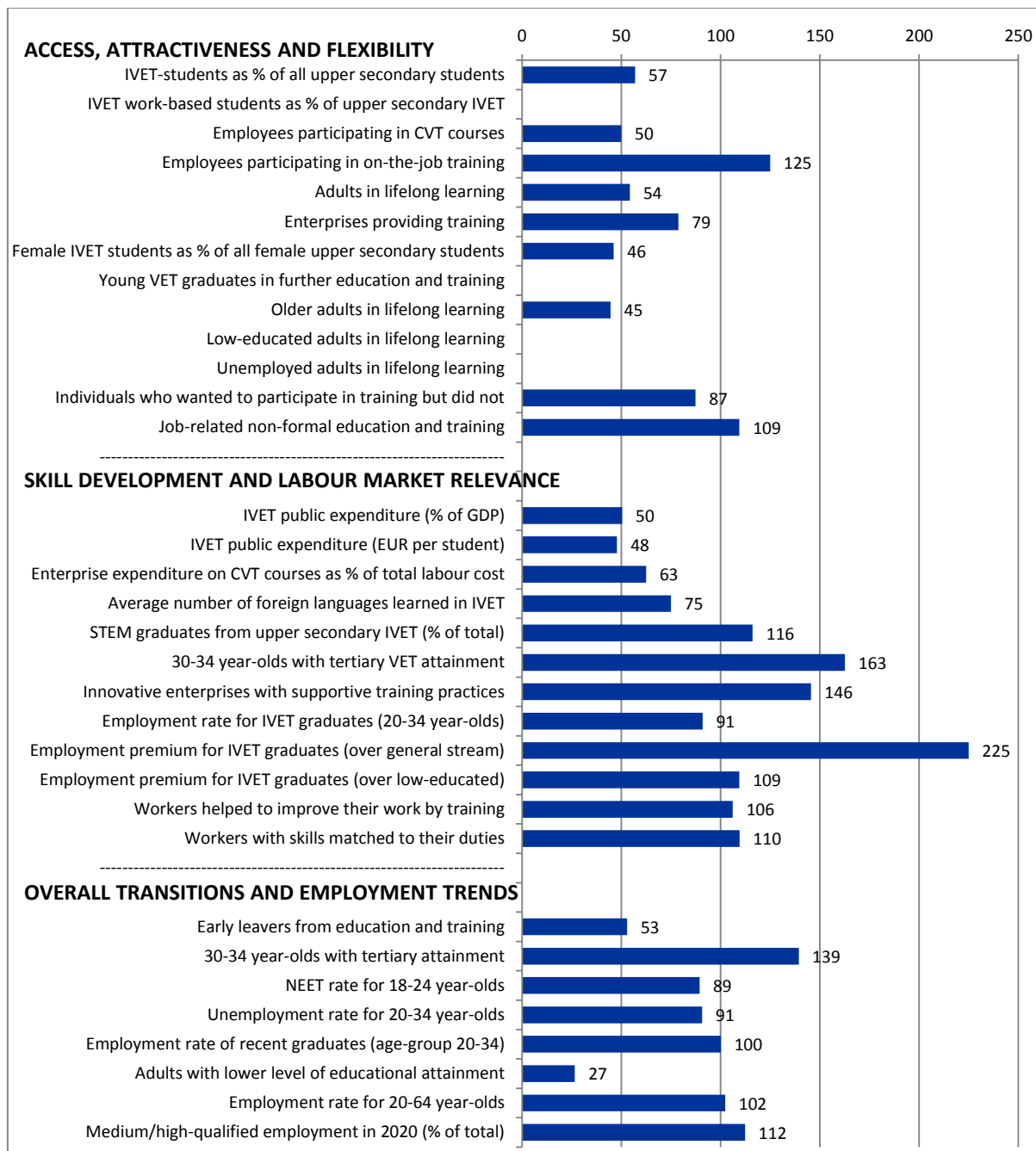
**Score on VET indicators in Latvia and in the EU, 2006, 2010 and 2011/12/13 updates (where available)**

Indicator label	2006		2010		Last available year			Change 2010- last available year	
	LV	EU	LV	EU	LV	EU		LV	EU
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students	34.3	51.9	36.0	50.1	39.0	50.4	(2)	3.0	0.3
IVET work-based students as % of upper secondary IVET		27.2		27.4		26.5	(2)		-0.9
Employees participating in CVT courses (%)	15	33	24	38					
Employees participating in on-the-job training (%)	7	16	21	20					
Adults in lifelong learning (%)					6.5 <sup>(b)</sup>	10.5 <sup>(b)</sup>	(3)		
Enterprises providing training (%)	36	60	40	66					
Female IVET students as % of all female upper secondary students	27.0	46.5	28.9	44.4	31.8	45.0	(2)	2.9	0.6
Young VET graduates in further education and training (%)				30.7					
Older adults in lifelong learning (%)					3.7 <sup>(b)</sup>	6.6 <sup>(b)</sup>	(3)		
Low-educated adults in lifelong learning (%)					2.6 <sup>(b)</sup>	4.4 <sup>(b)</sup>	(3)		
Unemployed adults in lifelong learning (%)					7.6 <sup>(b)</sup>	10.0 <sup>(b)</sup>	(3)		
Individuals who wanted to participate in training but did not (%)	12.0	14.2	12.8	9.5					
Job-related non-formal education and training (%)			81.1	80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)	0.43	0.67	0.42	0.71	0.43	0.68	(1)	0.01	-0.03
IVET public expenditure (EUR per student)	3 123	7 033	3 492	8 558	3 865	8 586	(1)	373	28
Enterprise expenditure on CVT courses as % of total labour cost	0.4	0.9	0.4	0.8					
Average number of foreign languages learned in IVET			1.2	1.2 <sup>(d)</sup>	1.1	1.2	(2)	-0.1	0.0
STEM graduates from upper secondary IVET (% of total)	41.7	32.0	36.3	28.7	38.9	29.2	(2)	2.6	0.5
30-34 year-olds with tertiary VET attainment (%)		7.3		7.4	3.5 <sup>(b)</sup>	8.7	(3)		1.3
Innovative enterprises with supportive training practices (%)	35.8	43.1	35.7	41.6					
Employment rate for IVET graduates (20-34 year-olds)			73.0	79.1					
Employment premium for IVET graduates (over general stream)			10.8	5.6					
Employment premium for IVET graduates (over low-educated)			27.5	17.4					
Workers helped to improve their work by training (%)			94.8	89.8					
Workers with skills matched to their duties (%)			47.2	55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)		15.4		13.9	9.8 <sup>(b)</sup>	11.9	(3)		-2.0
30-34 year-olds with tertiary attainment (%)		28.8		33.4	40.7 <sup>(b)</sup>	36.8	(3)		3.4
NEET rate for 18-24 year-olds (%)		15.1		16.6	16.2 <sup>(b)</sup>	17.0	(3)		0.4
Unemployment rate for 20-34 year-olds (%)		10.6	22.8 <sup>(b)</sup>	13.1	13.9	15.1	(3)	-8.9	2.0
Employment rate of recent graduates (age group 20-34) (%)	78.5	79.0	63.4	77.4	78.2	75.4	(3)	14.8	-2.0
Adults with lower level of educational attainment (%)		30.0		27.3	10.6 <sup>(b)</sup>	24.8	(3)		-2.5
Employment rate for 20-64 year-olds (%)		68.9		68.5	69.7 <sup>(b)</sup>	68.3	(3)		-0.2
Medium/high-qualified employment in 2020 (% of total)					83.6	82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p = provisional; (1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).

## 15. Lithuania

### VET indicators for Lithuania for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.

Lithuania's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Lithuania with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Lithuania is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Lithuania's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

IVET students comprise a relatively low share of the overall upper secondary student population (28.7% compared with 50.4% in the EU in 2012). Data for 2013 show that the percentage of adults participating in lifelong learning (5.7%) is just more than half the EU average (10.5%) and is well below the average target (15%) set by the strategic framework education and training 2020. Based on 2010 CVTS data, the percentage of employers providing training (52%) is lower than the EU average (66%), but has increased from 46% in 2005. The percentage of employees participating in CVT courses at 19% is half the EU average of 38%, but the percentage of employees participating in on-the-job training at 25% is higher than the EU average of 20%.

### **Skill development and labour market relevance**

Data for 2011 show that public expenditure on IVET as a percentage of GDP (0.35%) is just over half the EU average (0.68%). This is also reflected in the relatively low spend per student (EUR 4 111 compared to EUR 8 586 in the EU). These expenditure data refer to 2011 and to IVET at ISCED 3-4. The average number of foreign languages learned by upper secondary IVET students (0.9) is below the EU average (1.2 in 2012). The percentage of graduates in STEM subjects from upper secondary IVET (34.0%) is more than the EU average (29.2%). The percentage of 30 to 34 year-olds who have completed tertiary-level VET (ISCED 5b) is relatively high compared with the EU average (14.1% versus 8.7% in 2013) showing VET as an important determinant of tertiary-level attainment for young people.

Data from 2009 show that the employment rate for IVET graduates (aged 20-34) at ISCED 3-4 (71.9%) is below the EU average (79.1%). IVET graduates in Lithuania enjoy a positive premium on their employment rate compared to graduates from general education at the same ISCED level, and to graduates at a lower ISCED level. Their

employment rate is 12.6 percentage points higher than that of their counterparts from general education (this is above the corresponding EU average premium of 5.6 percentage points); it is 19.0 percentage points higher than that of graduates with lower-level qualifications (this is also a higher premium than the EU average of 17.4 percentage points). All these employment figures relate to 2009 and exclude young people in further education.

### **Overall transitions and employment trends**

In this section all data refer to 2013 unless otherwise stated.

The percentage of early leavers from education and training (6.3%) is lower than the EU average (11.9%) and below the national target (9.0%) and the Europe 2020 average target (10%). Educational attainment is relatively high: the percentage of 30 to 34 year-olds who have completed tertiary-level education (51.3%) is above the EU average (36.8%). This value rose by 7.5 percentage points since 2010 and now it is above the Europe 2020 average target (40%) and the national target (48.7%). The percentage of people with only lower-level educational attainment is relatively low (6.6% compared with 24.8% in the EU).

Of 20 to 64 year-olds, 69.9% are employed, which is greater than the EU average (68.3%). The NEET rate and the unemployment rate for 20 to 34 year-olds are both low relative to the EU averages: the NEET rate is 15.2% compared with 17.0% across the EU and the unemployment rate is 13.7% versus 15.1% for the EU. Both rates decreased in Lithuania between 2010 and 2013 but the figures increased for EU over the same period.



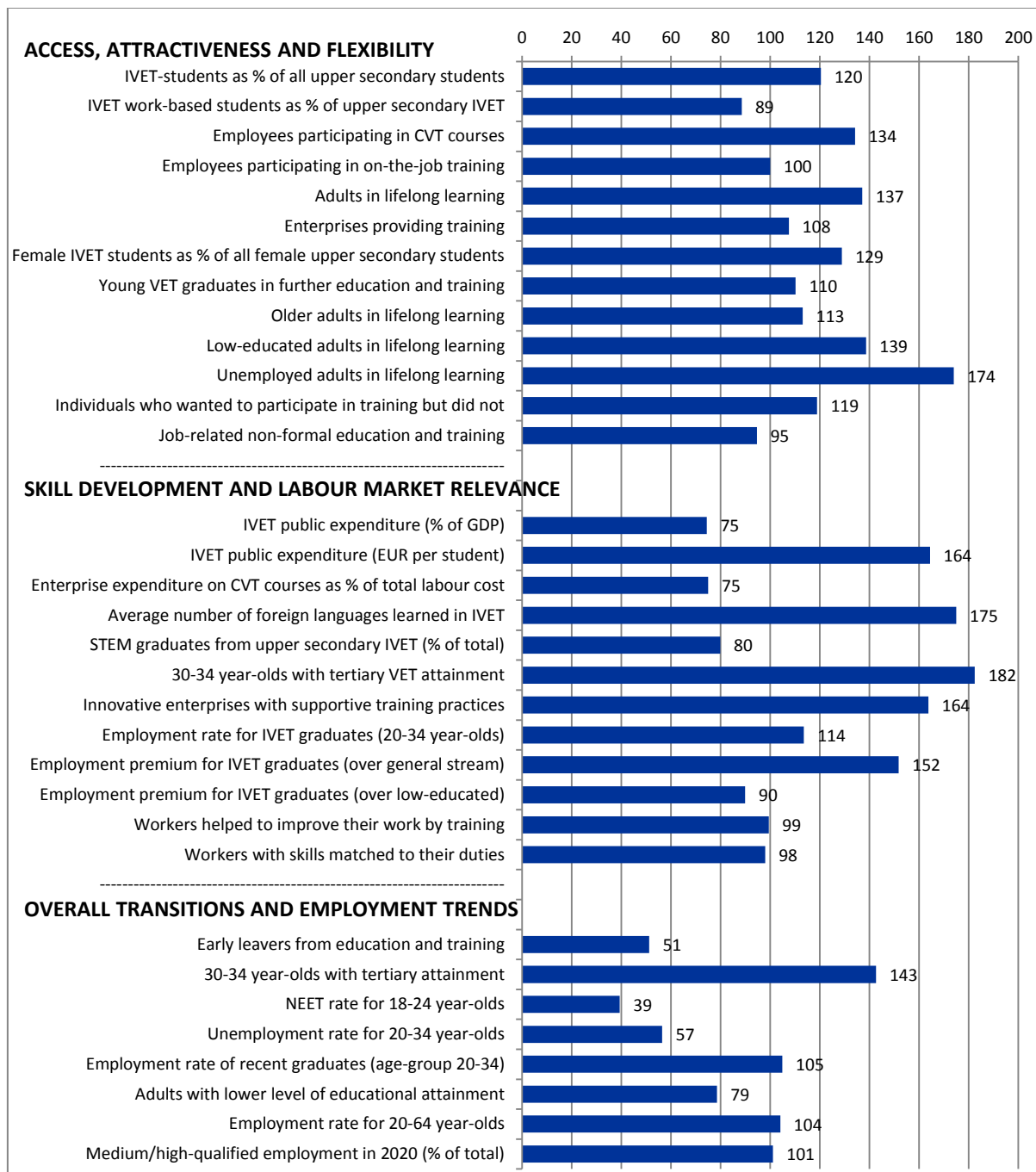
**Score on VET indicators in Lithuania and in the EU, 2006, 2010 and 2011/12/13 updates  
(where available)**

Indicator label	2006		2010		Last available year			Change 2010- last available year	
	LT	EU	LT	EU	LT	EU		LT	EU
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students	25.7	51.9	27.7	50.1	28.7	50.4	(2)	1.0	0.3
IVET work-based students as % of upper secondary IVET		27.2		27.4		26.5	(2)		-0.9
Employees participating in CVT courses (%)	15	33	19	38					
Employees participating in on-the-job training (%)	11	16	25	20					
Adults in lifelong learning (%)	4.7		3.9		5.7	10.5 <sup>(b)</sup>	(3)	1.8	
Enterprises providing training (%)	46	60	52	66					
Female IVET students as % of all female upper secondary students	19.5	46.5	20.0	44.4	20.8	45.0	(2)	0.8	0.6
Young VET graduates in further education and training (%)				30.7					
Older adults in lifelong learning (%)	1.7 <sup>(u)</sup>		1.2 <sup>(u)</sup>		2.9	6.6 <sup>(b)</sup>	(3)	1.7	
Low-educated adults in lifelong learning (%)						4.4 <sup>(b)</sup>	(3)		
Unemployed adults in lifelong learning (%)			3.1 <sup>(u)</sup>		3.2 <sup>(u)</sup>	10.0 <sup>(b)</sup>	(3)	0.1	
Individuals who wanted to participate in training but did not (%)	10.6	14.2	8.3	9.5					
Job-related non-formal education and training (%)			87.8	80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)	0.27	0.67	0.34	0.71	0.35	0.68	(1)	0.01	-0.03
IVET public expenditure (EUR per student)	2 952	7 033	3 672	8 558	4 111	8 586	(1)	439	28
Enterprise expenditure on CVT courses as % of total labour cost	0.7	0.9	0.5	0.8					
Average number of foreign languages learned in IVET	0.9		1.1	1.2 <sup>(d)</sup>	0.9	1.2	(2)	-0.2	0.0
STEM graduates from upper secondary IVET (% of total)	43.8	32.0	32.5	28.7	34.0	29.2	(2)	1.5	0.5
30-34 year-olds with tertiary VET attainment (%)	18.9	7.3	11.9	7.4	14.1	8.7	(3)	2.2	1.3
Innovative enterprises with supportive training practices (%)	47.9	43.1	60.6	41.6					
Employment rate for IVET graduates (20-34 year-olds)			71.9	79.1					
Employment premium for IVET graduates (over general stream)			12.6	5.6					
Employment premium for IVET graduates (over low-educated)			19.0	17.4					
Workers helped to improve their work by training (%)			95.3	89.8					
Workers with skills matched to their duties (%)			60.5	55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)	8.2	15.4	7.9	13.9	6.3	11.9	(3)	-1.6	-2.0
30-34 year-olds with tertiary attainment (%)	39.4	28.8	43.8	33.4	51.3	36.8	(3)	7.5	3.4
NEET rate for 18-24 year-olds (%)	11.4	15.1	18.1	16.6	15.2	17.0	(3)	-2.9	0.4
Unemployment rate for 20-34 year-olds (%)		10.6	21.9 <sup>(b)</sup>	13.1	13.7	15.1	(3)	-8.2	2.0
Employment rate of recent graduates (age group 20-34) (%)	83.1	79.0	73.7	77.4	75.5	75.4	(3)	1.8	-2.0
Adults with lower level of educational attainment (%)	11.7	30.0	8.1	27.3	6.6	24.8	(3)	-1.5	-2.5
Employment rate for 20-64 year-olds (%)		68.9	64.3 <sup>(b)</sup>	68.5	69.9	68.3	(3)	5.6	-0.2
Medium/high-qualified employment in 2020 (% of total)					92.4	82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p = provisional; (1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).

## 16. Luxembourg

### VET indicators for Luxembourg for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.

Luxembourg's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Luxembourg with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Luxembourg is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Luxembourg's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

Participation in IVET and CVET in Luxembourg is relatively high. Participation in IVET by upper secondary students (60.7%) is above the EU average (50.4% in 2012). In upper secondary vocational education, combined work- and school-based programmes account for 23.5% of enrolments (26.5% in the EU). The percentage of employees receiving CVT training courses, as reported by their employer (derived from the 2010 CVTS data), is relatively high compared with the EU average (51% versus 38%). Similarly, indicators on participation in lifelong learning in 2013 for various target groups (such as the unemployed (17.4%), older adults (7.4%) and low-educated adults (6.1%)) are all well above the EU average, even though figures are based on small sample sizes and should be interpreted with caution. As a result of a slight increase since 2010, the overall rate of adult participation in lifelong learning now stands at 14.4% in Luxembourg. This figure is above the EU average of 10.5% and close to the average target (15%) set by the strategic framework education and training 2020.

### **Skill development and labour market relevance**

Luxembourg is above average for several indicators in this group.

At ISCED levels 3-4, public expenditure on IVET per student (EUR 14 117) is significantly higher than the EU average (EUR 8 586) (data for 2011). Although the percentage of 30 to 34 year-olds who completed tertiary-level VET sharply decreased between 2010 and 2013, this share in 2013 is still higher than the EU average (15.8% versus 8.7% in the EU). The same is true for the percentage of innovative enterprises providing supportive training (68.2% versus 41.6% in the EU in 2010). The share of graduates in STEM subjects from upper secondary vocational education is 23.4% (29.2% in the EU in 2012).

The employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (89.8%) is higher than the EU average (79.1%) (data for 2009). IVET graduates in Luxembourg enjoy a positive premium on their employment rate compared to graduates from general education at the same ISCED level, as well as to graduates at a lower ISCED level. Their employment rate is 8.5 percentage points higher than that of their counterparts from general education (this is higher than the EU average premium of 5.6 percentage points); it is 15.6 percentage points higher than that of graduates with lower-level qualifications (17.4 percentage points in the EU as a whole). All these employment figures relate to 2009 and exclude young people in further education.

### **Overall transitions and employment trends**

In this section all data refer to 2013 unless otherwise stated.

A generally favourable picture emerges for Luxembourg, but most data are based on a small sample size and should be interpreted with caution. Levels of education attainment are generally higher than in the EU overall, the unemployment rate of 20 to 34 year-olds (8.5%) is lower (EU 15.1%), the NEET rate (6.7%) is lower (EU 17%), and the employment rate of 20 to 64 year-olds (79.1%) is higher (EU 75.4%). The unemployment rate for 20-34 years olds has taken an unfavourable turn since 2010, rising from 6.2% to 8.5%. The employment rate of recent graduates has shown a 10.4 percentage point fall in the period between 2010 and 2013.

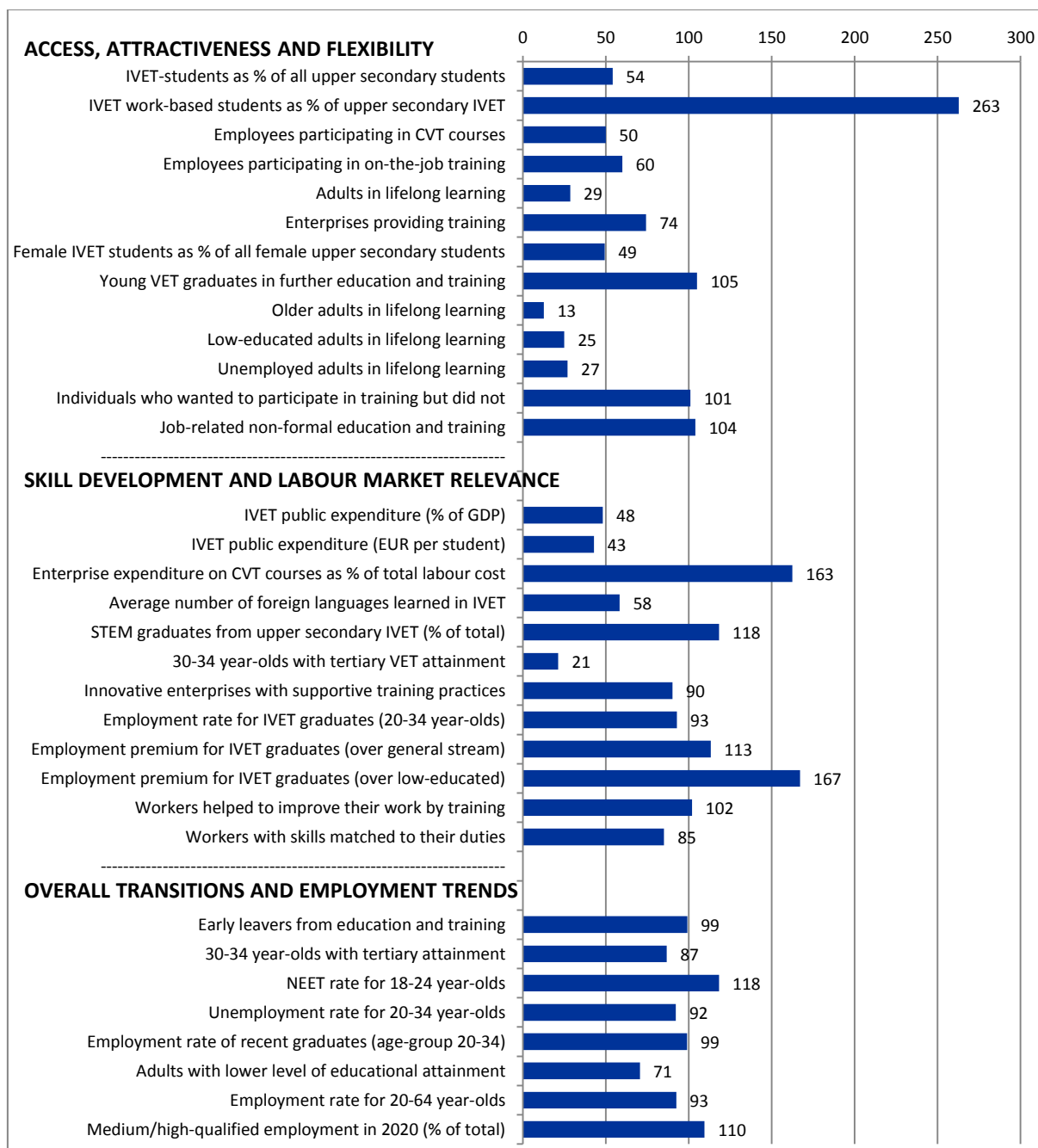
### Score on VET indicators in Luxembourg and in the EU, 2006, 2010 and 2011/12/13 updates (where available)

Indicator label	2006		2010		Last available year			Change 2010- last available year	
	LU	EU	LU	EU	LU	EU		LU	EU
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students	62.9	51.9	61.5	50.1	60.7	50.4	(2)	-0.8	0.3
IVET work-based students as % of upper secondary IVET	22.0	27.2	23.5	27.4	23.5	26.5	(2)	0.0	-0.9
Employees participating in CVT courses (%)	49	33	51	38					
Employees participating in on-the-job training (%)	23	16	20	20					
Adults in lifelong learning (%)			13.4 <sup>(b)</sup>		14.4	10.5 <sup>(b)</sup>	(3)	1.0	
Enterprises providing training (%)	72	60	71	66					
Female IVET students as % of all female upper secondary students	59.4	46.5	58.6	44.4	58.0	45.0	(2)	-0.6	0.6
Young VET graduates in further education and training (%)			33.9	30.7					
Older adults in lifelong learning (%)			7.5 <sup>(b)</sup>		7.4	6.6 <sup>(b)</sup>	(3)	-0.1	
Low-educated adults in lifelong learning (%)			4.7 <sup>(b)</sup>		6.1	4.4 <sup>(b)</sup>	(3)	1.4	
Unemployed adults in lifelong learning (%)			17.2 <sup>(b)</sup>		17.4	10.0 <sup>(b)</sup>	(3)	0.2	
Individuals who wanted to participate in training but did not (%)		14.2	11.3	9.5					
Job-related non-formal education and training (%)			75.9	80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)	0.54	0.67	0.60	0.71	0.51	0.68	(1)	-0.09	-0.03
IVET public expenditure (EUR per student)	15 829	7 033	15 563	8 558	14 117	8 586	(1)	-1 446	28
Enterprise expenditure on CVT courses as % of total labour cost	0.8	0.9	0.6	0.8					
Average number of foreign languages learned in IVET	1.9		2.0	1.2 <sup>(d)</sup>	2.1	1.2	(2)	0.1	0.0
STEM graduates from upper secondary IVET (% of total)	26.2	32.0	25.4	28.7	23.4	29.2	(2)	-2.0	0.5
30-34 year-olds with tertiary VET attainment (%)		7.3	18.7 <sup>(b)</sup>	7.4	15.8	8.7	(3)	-2.9	1.3
Innovative enterprises with supportive training practices (%)	84.5	43.1	68.2	41.6					
Employment rate for IVET graduates (20-34 year-olds)			89.8	79.1					
Employment premium for IVET graduates (over general stream)			8.5	5.6					
Employment premium for IVET graduates (over low-educated)			15.6	17.4					
Workers helped to improve their work by training (%)			89.3	89.8					
Workers with skills matched to their duties (%)			54.1	55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)		15.4	7.1 <sup>(b)</sup>	13.9	6.1	11.9	(3)	-1.0	-2.0
30-34 year-olds with tertiary attainment (%)		28.8	46.1 <sup>(b)</sup>	33.4	52.5	36.8	(3)	6.4	3.4
NEET rate for 18-24 year-olds (%)		15.1	6.9 <sup>(b)</sup>	16.6	6.7	17.0	(3)	-0.2	0.4
Unemployment rate for 20-34 year-olds (%)	6.7	10.6	6.2	13.1	8.5	15.1	(3)	2.3	2.0
Employment rate of recent graduates (age group 20-34) (%)	91.1	79.0	89.5	77.4	79.1	75.4	(3)	-10.4	-2.0
Adults with lower level of educational attainment (%)		30.0	22.3 <sup>(b)</sup>	27.3	19.5	24.8	(3)	-2.8	-2.5
Employment rate for 20-64 year-olds (%)	69.1	68.9	70.7	68.5	71.1	68.3	(3)	0.4	-0.2
Medium/high-qualified employment in 2020 (% of total)					83.2	82.3	(3)		

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p = provisional; (1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).

## 17. Hungary

### VET indicators for Hungary for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.

Hungary's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Hungary with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Hungary is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Hungary's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

The share of all upper secondary students enrolled in vocational programmes in Hungary (27.3%) is a little over than half the EU average (50.4% in 2012). Where students are working towards a vocational qualification, they are more likely to be engaged in combined work- and school-based programmes than in the EU (69.7% versus 26.5%). Since 2010, this rate has shown a 10.1 percentage point increase in Hungary.

Data for 2013 on the share of adults participating in lifelong learning reveal a relatively low score (3.0% compared with 10.5% in the EU). Older people (0.8%), those with relatively low-level education (1.1%) and the unemployed (2.7%) are also much less likely to be in receipt of lifelong learning in Hungary than in the EU as a whole. At 49%, the share of employers providing training is less than the EU average of 66%, and only 19% of employees benefit from employer-sponsored CVT courses, compared to 38% in the EU (CVTS 2010 data).

### **Skill development and labour market relevance**

Public expenditure on IVET as a percentage of GDP (0.33%) is less than half of the EU average (0.68%) (2011 data for ISCED 3-4). The amount spent per student (EUR 3 686) is also significantly lower than average (EUR 8 586). The share of 30 to 34 year-olds who have completed tertiary-level VET (1.9%) almost doubled between 2010 and 2013, yet it is still below the EU average (8.7%). Based on 2009 data, the employment rate for IVET graduates (aged 20-34) at ISCED 3-4 (73.4%) is somewhat below the EU average (79.1%). IVET graduates in Hungary enjoy a positive premium on their employment rate compared to graduates from general education at the same ISCED level, as well as to graduates at a lower ISCED level. Their employment rate is 6.3 percentage points higher than that of their counterparts from general education (this is

higher than the EU average premium of 5.6 percentage points); their employment rate is 29.1 percentage points higher than that of graduates with lower-level qualifications (also above the EU average premium of 17.4 percentage points). All these employment figures relate to 2009 and exclude young people in further education.

### **Overall transitions and employment trends**

In this section all data refer to 2013 unless otherwise stated.

The percentage of early leavers (11.8%) is more or less equal to the EU average (11.9%). After a slight increase between 2010 and 2013 it is still higher than the Europe 2020 average target and the national target (both at 10%). The share of 30 to 34 year-olds who have completed tertiary-level education is relatively low at 31.9%, compared to the EU average 36.8%, but has been increasing, from 19.0% in 2006, to 25.7% in 2010, and then to 31.9% in 2013. This is still short of the Europe 2020 average target (40%), but over the national target (30.3%). The percentage of 30-34 year-olds achieving tertiary-level education has been rising at twice of the average rate of the EU. The percentage of adults with low-level education is comparatively low (17.5% versus 24.8% in the EU). The employment rate for 20 to 64 year-olds (63.2%) is lower than the EU average (68.3%), but has increased between 2010 and 2013 in Hungary, while decreasing in the EU as a whole. The unemployment rate for 20 to 34 year-olds (13.9%) is below the EU average (15.1%) and decreased between 2010 and 2013. In contrast, the NEET rate is slightly higher compared with the EU (20.1% versus 17.0%) and increased more than in the EU between 2010 and 2013.



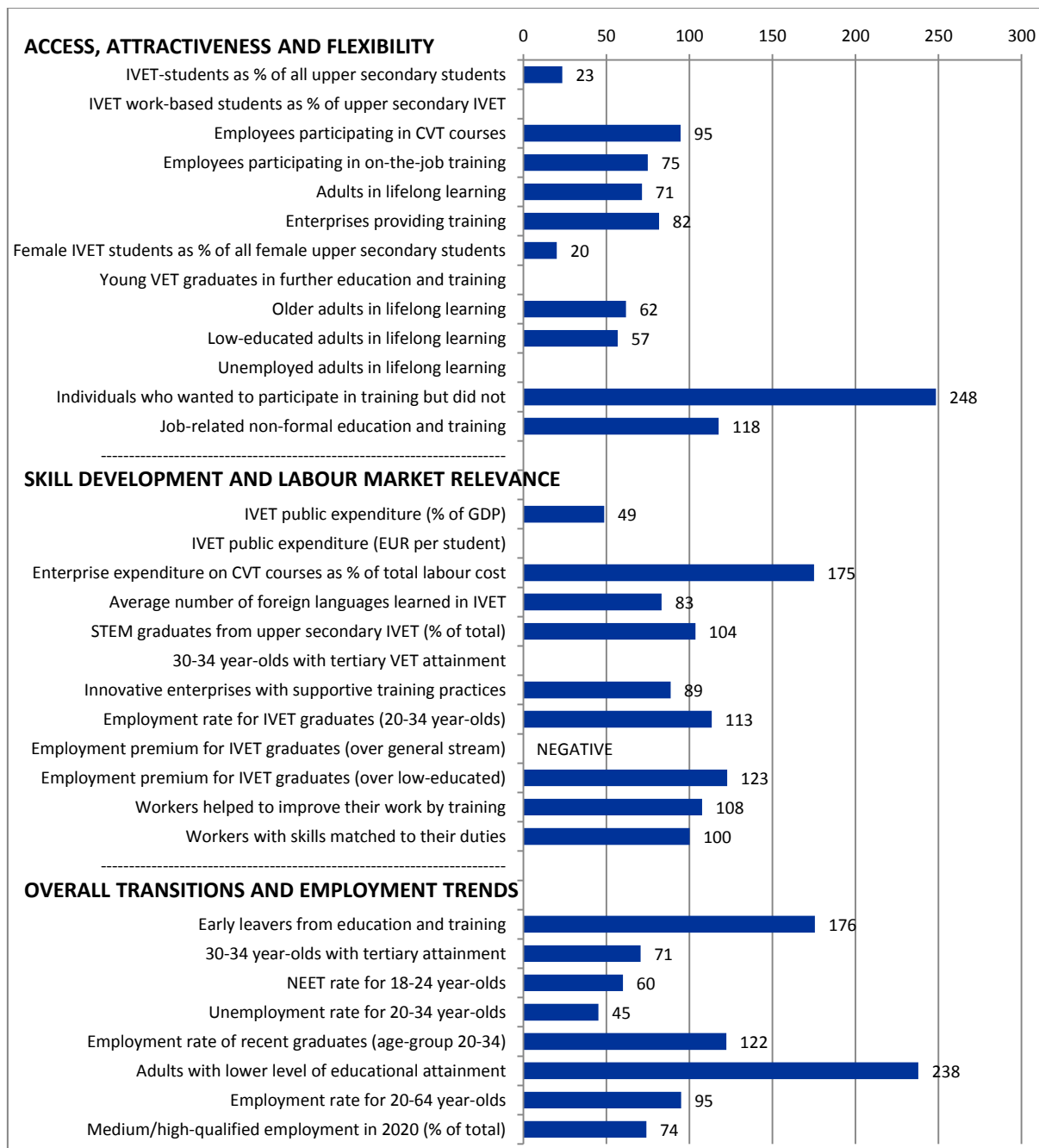
**Score on VET indicators in Hungary and in the EU, 2006, 2010 and 2011/12/13 updates  
(where available)**

Indicator label	2006		2010		Last available year			Change 2010- last available year	
	HU	EU	HU	EU	HU	EU		HU	EU
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students	23.7 <sup>(p)</sup>	51.9	25.8 <sup>(p)</sup>	50.1	27.3 <sup>(p)</sup>	50.4	(2)	1.5	0.3
IVET work-based students as % of upper secondary IVET	54.6	27.2	59.6	27.4	69.7	26.5	(2)	10.1	-0.9
Employees participating in CVT courses (%)	16	33	19	38					
Employees participating in on-the-job training (%)	13	16	12	20					
Adults in lifelong learning (%)	3.8		2.8		3.0	10.5 <sup>(b)</sup>	(3)	0.2	
Enterprises providing training (%)	49	60	49	66					
Female IVET students as % of all female upper secondary students	18.5 <sup>(p)</sup>	46.5	20.4 <sup>(p)</sup>	44.4	22.2 <sup>(p)</sup>	45.0	(2)	1.8	0.6
Young VET graduates in further education and training (%)			32.2	30.7					
Older adults in lifelong learning (%)	0.7		0.6		0.8	6.6 <sup>(b)</sup>	(3)	0.2	
Low-educated adults in lifelong learning (%)	0.7		0.7		1.1	4.4 <sup>(b)</sup>	(3)	0.4	
Unemployed adults in lifelong learning (%)	3.6		2.4		2.7	10.0 <sup>(b)</sup>	(3)	0.3	
Individuals who wanted to participate in training but did not (%)		14.2	9.6 <sup>(b)</sup>	9.5					
Job-related non-formal education and training (%)			83.4 <sup>(b)</sup>	80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)	0.40	0.67	0.32	0.71	0.33	0.68	(1)	0.01	-0.03
IVET public expenditure (EUR per student)	3 765	7 033	3 444	8 558	3 686	8 586	(1)	242	28
Enterprise expenditure on CVT courses as % of total labour cost	1.3	0.9	1.3	0.8					
Average number of foreign languages learned in IVET	0.7		0.8	1.2 <sup>(d)</sup>	0.7	1.2	(2)	-0.1	0.0
STEM graduates from upper secondary IVET (% of total)	36.4	32.0	35.3	28.7	34.6	29.2	(2)	-0.7	0.5
30-34 year-olds with tertiary VET attainment (%)		7.3	1.0	7.4	1.9	8.7	(3)	0.9	1.3
Innovative enterprises with supportive training practices (%)	47.3	43.1	37.6	41.6					
Employment rate for IVET graduates (20-34 year-olds)			73.4	79.1					
Employment premium for IVET graduates (over general stream)			6.3	5.6					
Employment premium for IVET graduates (over low-educated)			29.1	17.4					
Workers helped to improve their work by training (%)			91.6	89.8					
Workers with skills matched to their duties (%)			47.0	55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)	12.6	15.4	10.5	13.9	11.8	11.9	(3)	1.3	-2.0
30-34 year-olds with tertiary attainment (%)	19.0	28.8	25.7	33.4	31.9	36.8	(3)	6.2	3.4
NEET rate for 18-24 year-olds (%)	16.3	15.1	16.5	16.6	20.1	17.0	(3)	3.6	0.4
Unemployment rate for 20-34 year-olds (%)	9.6	10.6	14.6	13.1	13.9	15.1	(3)	-0.7	2.0
Employment rate of recent graduates (age group 20-34) (%)	79.8	79.0	74.4	77.4	74.7	75.4	(3)	0.3	-2.0
Adults with lower level of educational attainment (%)	21.9	30.0	18.7	27.3	17.5	24.8	(3)	-1.2	-2.5
Employment rate for 20-64 year-olds (%)	62.6	68.9	60.4	68.5	63.2	68.3	(3)	2.8	-0.2
Medium/high-qualified employment in 2020 (% of total)					90.1	82.3	(3)		

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p = provisional. Data for indicators 1010 and 1070 underestimates the importance of upper secondary VET compared to national definition and figures. For international statistical purposes, students in general education grades of secondary vocational schools are entirely classified as enrolled in general education, although a combination of general and vocational education is provided to them; (1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).

## 18. Malta

### VET indicators for Malta for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.

Malta's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Malta with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Malta is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Malta's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

Based on 2012 data, the share of upper secondary students enrolled in IVET programmes in Malta is 11.8%. This should be interpreted with caution since, even though with big fluctuations, values for Malta have been much higher before a recent break in series. Malta has proportionately fewer adults involved in lifelong learning than the EU as a whole (7.5% compared with an EU average of 10.5% in 2013). This percentage is below the average target (15%) set by the strategic framework education and training 2020.

### **Skill development and labour market relevance**

Data from 2011 show that public expenditure on IVET as a percentage of GDP (0.33%) is below the EU average (0.68%). Similarly, data from 2010 show that the share of enterprises providing training to support innovation is relatively low (36.9% of innovative enterprises) compared to the EU average (41.6%).

Based on 2009 data, the employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (89.7%) is higher than the EU average (79.1%). IVET graduates in Malta have an employment rate 3.6 percentage points lower than their counterparts from general education; for the EU as a whole, the opposite situation occurs with IVET graduates, enjoying an average positive premium of 5.6 percentage points. However, IVET graduates in Malta have an employment rate 21.4 percentage points higher than those with lower-level qualifications (this is above the corresponding EU average premium of 17.4 percentage points). All these employment figures relate to 2009 and exclude young people in further education.

### **Overall transitions and employment trends**

In this section all data refer to 2013 unless otherwise stated.

The percentage of early leavers from education and training (20.9%) is much higher than the EU average (11.9%), and much higher than the Europe 2020 average and national target (both set at 10%). This figure has decreased by 5.0 percentage points between 2010 and 2013. The percentage of 30 to 34 year-olds who have completed tertiary-level education (26.0%) is lower than the EU average (36.8%). The figure for Malta remains lower than both the national target (33%) and the Europe 2020 average target (40%). There is a much higher share of adults with low-level education in Malta compared with the EU (59.0% versus 24.8%).

The employment rate for 20 to 64 year-olds (64.9%) is lower than the EU average of 68.3%, while the 92.2% employment rate of recent graduates is much higher (75.4% in the EU). The NEET rate is lower than the EU average (10.2% compared to 17.0%) as is the unemployment rate for 20 to 34 year-olds which is much lower in Malta (6.8%) than in the EU (15.1%).

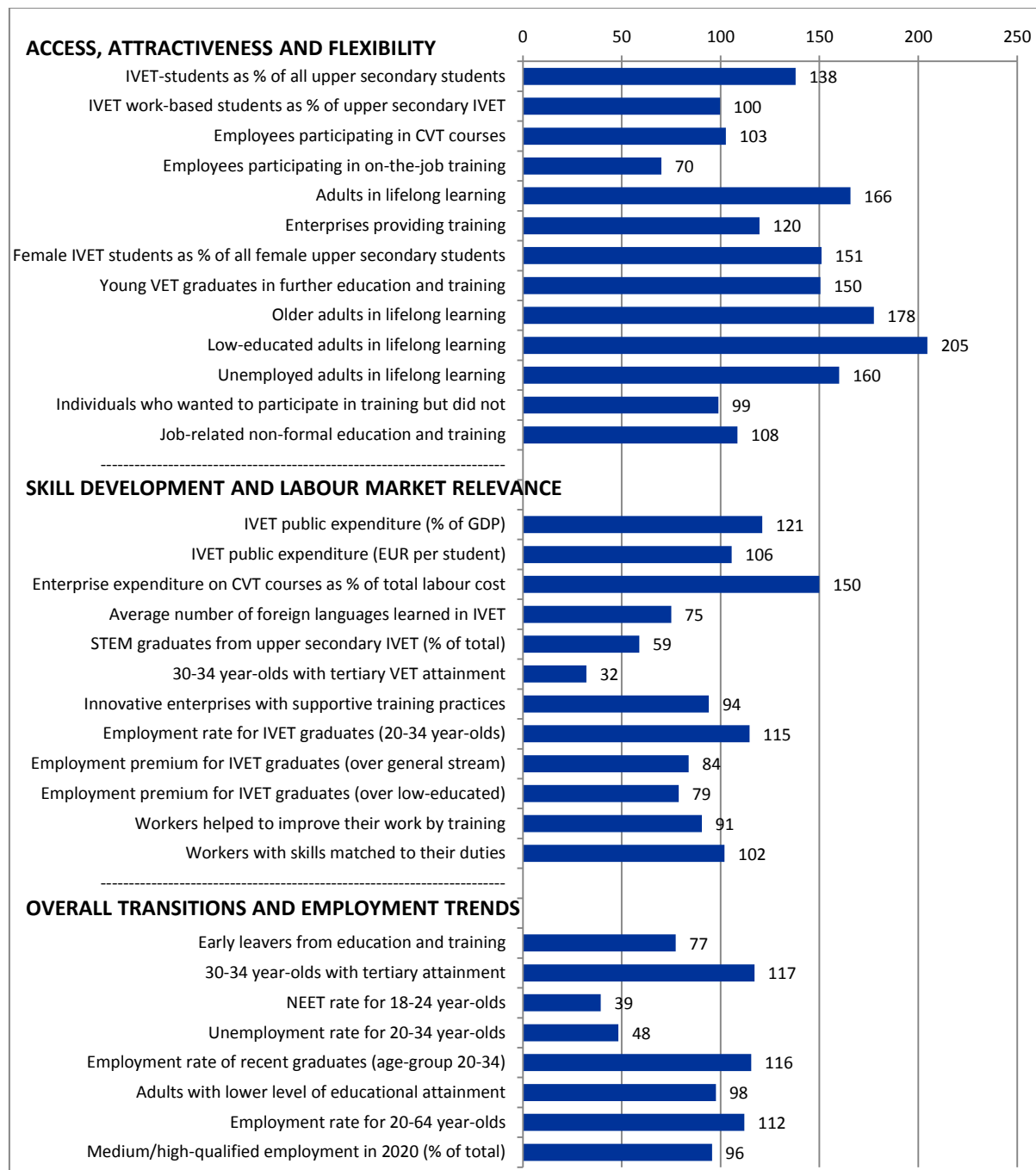
### Score on VET indicators in Malta and in the EU, 2006, 2010 and 2011/12/13 updates (where available)

Indicator label	2006		2010		Last available year			Change 2010- last available year	
	MT	EU	MT	EU	MT	EU		MT	EU
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students		51.9		50.1	11.8 <sup>(b)(p)</sup>	50.4	(2)		0.3
IVET work-based students as % of upper secondary IVET		27.2		27.4		26.5	(2)		-0.9
Employees participating in CVT courses (%)	32	33	36	38					
Employees participating in on-the-job training (%)	17	16	15	20					
Adults in lifelong learning (%)	5.5		6.0		7.5	10.5 <sup>(b)</sup>	(3)	1.5	
Enterprises providing training (%)	46	60	54	66					
Female IVET students as % of all female upper secondary students		46.5		44.4	9.1 <sup>(b)(p)</sup>	45.0	(2)		0.6
Young VET graduates in further education and training (%)				30.7					
Older adults in lifelong learning (%)	2.7		3.2		4.1	6.6 <sup>(b)</sup>	(3)	0.9	
Low-educated adults in lifelong learning (%)	2.9		3.3		2.5	4.4 <sup>(b)</sup>	(3)	-0.8	
Unemployed adults in lifelong learning (%)	10.8 <sup>(u)</sup>		15.2		7.3 <sup>(u)</sup>	10.0 <sup>(b)</sup>	(3)	-7.9	
Individuals who wanted to participate in training but did not (%)	27.4	14.2	23.6	9.5					
Job-related non-formal education and training (%)			94.4	80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)	0.38	0.67	0.46	0.71	0.33	0.68	(1)	-0.13	-0.03
IVET public expenditure (EUR per student)	5 473	7 033		8 558		8 586	(1)		28
Enterprise expenditure on CVT courses as % of total labour cost	1.0	0.9	1.4	0.8					
Average number of foreign languages learned in IVET			1.0	1.2 <sup>(d)</sup>	1.0	1.2	(2)	0.0	0.0
STEM graduates from upper secondary IVET (% of total)		32.0	44.2	28.7	30.3	29.2	(2)	-13.9	0.5
30-34 year-olds with tertiary VET attainment (%)	3.3	7.3		7.4		8.7	(3)		1.3
Innovative enterprises with supportive training practices (%)	38.1	43.1	36.9	41.6					
Employment rate for IVET graduates (20-34 year-olds)			89.7	79.1					
Employment premium for IVET graduates (over general stream)			-3.6	5.6					
Employment premium for IVET graduates (over low-educated)			21.4	17.4					
Workers helped to improve their work by training (%)			96.7	89.8					
Workers with skills matched to their duties (%)			55.3	55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)	33.1	15.4	25.9	13.9	20.9	11.9	(3)	-5.0	-2.0
30-34 year-olds with tertiary attainment (%)	21.6	28.8	21.5	33.4	26.0	36.8	(3)	4.5	3.4
NEET rate for 18-24 year-olds (%)	11.2	15.1	10.6	16.6	10.2	17.0	(3)	-0.4	0.4
Unemployment rate for 20-34 year-olds (%)	7.0	10.6	6.3	13.1	6.8	15.1	(3)	0.5	2.0
Employment rate of recent graduates (age group 20-34) (%)	91.1	79.0	92.9	77.4	92.2	75.4	(3)	-0.7	-2.0
Adults with lower level of educational attainment (%)	68.9	30.0	64.8	27.3	59.0	24.8	(3)	-5.8	-2.5
Employment rate for 20-64 year-olds (%)	57.6	68.9	60.1	68.5	64.9	68.3	(3)	4.8	-0.2
Medium/high-qualified employment in 2020 (% of total)					61.0	82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p = provisional; (1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).

## 19. The Netherlands

### VET indicators for the Netherlands for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.

The Netherlands' performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in the Netherlands with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for the Netherlands is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, the Netherlands' performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

The Netherlands has relatively high scores within this group of indicators. The percentage of IVET students in upper secondary education (69.5%) is higher than the EU average (50.4% in 2012). VET graduates are more likely to continue in further education and training (46.2%) than in the EU (30.7%, data for 2009). Participation in lifelong learning is also relatively high at 17.4% compared with 10.5% in the EU (data for 2013). Older adults are also more likely to participate in lifelong learning (11.7% versus 6.6% in the EU), as are lower-educated people (9.0% versus 4.4% in the EU), and the unemployed (16.0% versus 10.0% in the EU), though the latter two figures have decrease slightly over recent years. The Netherlands also scores highly regarding the proportion of people engaging in job-related non-formal education and training (87.0% versus 80.2% in the EU in 2011).

### **Skill development and labour market relevance**

The performance of the Netherlands on this set of indicators is mixed. Levels of expenditure on training (IVET and CVET) are relatively high, but the percentage of both those graduating from upper secondary school with a STEM qualification (2012) and those aged 30 to 34 with tertiary-VET educational attainment (2013) are relatively low.

The level of expenditure on IVET, at 0.83% of GDP, is higher than the EU average of 0.68%. The average level of expenditure per student at EUR 9 068 is higher than the EU average of EUR 8 586. Expenditure on CVT by enterprises – as a percentage of labour costs – is relatively high at 1.2% compared to 0.8% in the EU (data drawn from CVTS 2010).

The percentage of those graduating from upper secondary school with a STEM qualification (17.2%) is lower than the EU average (29.2%). The percentage of 30 to 34 year-olds with tertiary-level VET attainment (2.8%) is much lower than the EU average (8.7%).

A relatively high percentage of those aged 20 to 34 graduating from the VET stream at medium education level are likely to be in employment (90.6% compared with 79.1% in the EU) (data from 2009). In the Netherlands, IVET graduates enjoy a positive premium on their employment rate compared to graduates from general education at the same ISCED level, as well as to graduates at a lower ISCED level. Their employment rate is 4.7 percentage points higher than that of their counterparts from general education (this is a positive employment premium, but smaller than the EU average premium of 5.6 percentage points); the employment rate of IVET graduates is 13.7 percentage points higher than that of graduates with lower-level qualifications (the corresponding EU average premium is 17.4 percentage points). All these employment figures relate to 2009 and exclude young people in further education.

### **Overall transitions and employment trends**

In this section all data refer to 2013 unless otherwise stated.

The Netherlands scores favourably on nearly all indicators in this group. The percentage of early leavers from education at 9.2% is lower than the EU average of 11.9% and below the Europe 2020 average target of 10%, but still higher than the national target of 8%. The percentage of 30 to 34 year-olds who have achieved tertiary-level education is higher than the EU average: 43.1% in the Netherlands versus 36.8% in the EU. This is higher than both the national target and the Europe 2020 average target of 40%.

The percentage of young people who are NEET at 6.7% is much lower than the EU average of 17.0%, and the employment rate of recent graduates (87.1%) is higher than in the EU (75.4%). It is important to mention that every recent employment-related figure showed a noticeable decline compared with 2010. In spite of this, there is still only one indicator where the performance of the Netherlands is slightly less favourable compared with that of the EU, which is the forecast for 2020 on the proportion of employment which is projected to be medium- or highly-qualified (78.7% versus 82.3%).



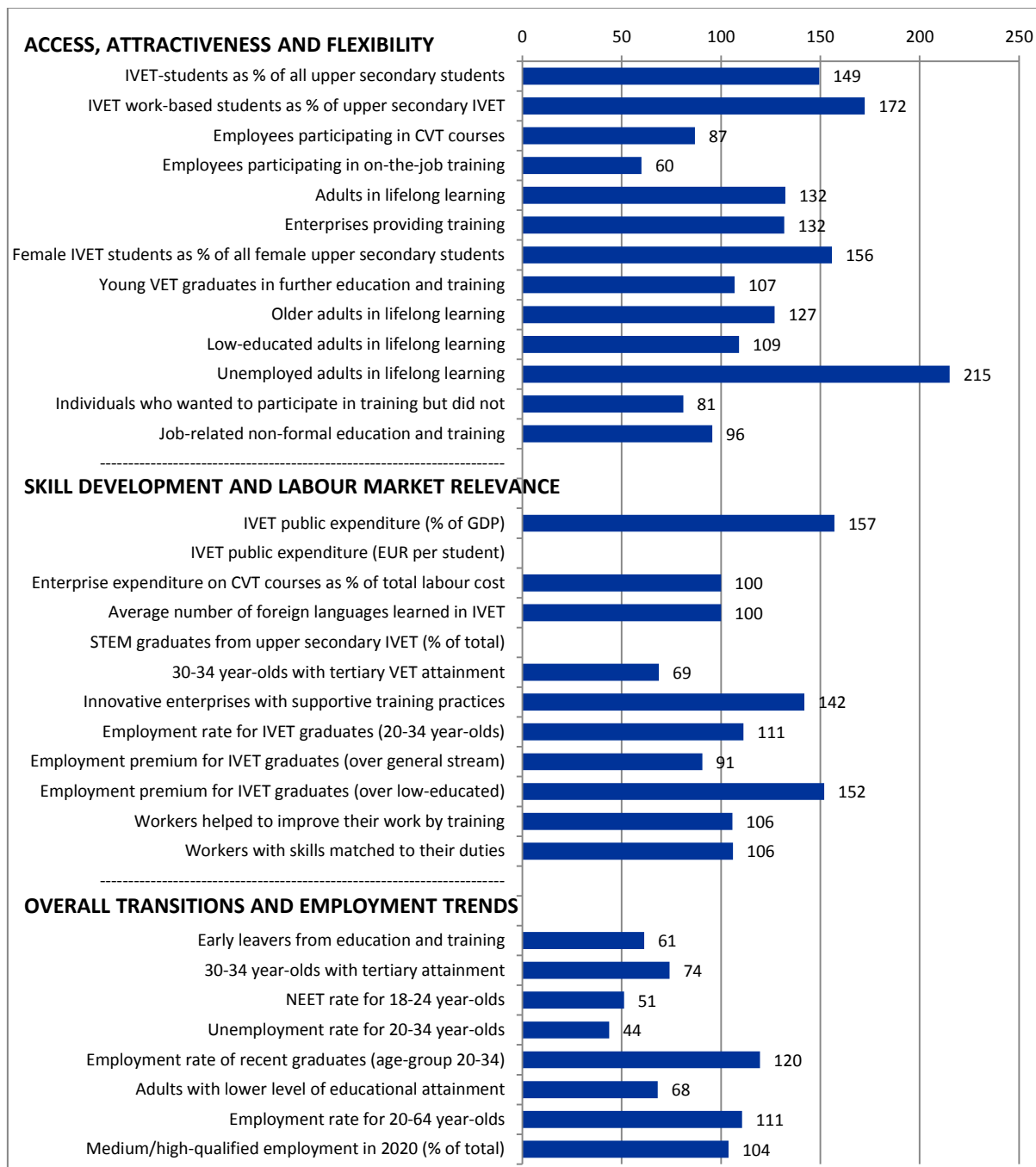
**Score on VET indicators in the Netherlands and in the EU, 2006, 2010 and 2011/12/13 updates (where available)**

Indicator label	2006		2010		Last available year			Change 2010- last available year	
	NL	EU	NL	EU	NL	EU		NL	EU
Access, attractiveness and flexibility									
IVET-students as % of all upper secondary students		51.9		50.1	69.5 <sup>d)</sup>	50.4	(2)		0.3
IVET work-based students as % of upper secondary IVET		27.2		27.4	26.4 <sup>d)</sup>	26.5	(2)		-0.9
Employees participating in CVT courses (%)	34	33	39	38					
Employees participating in on-the-job training (%)	11	16	14	20					
Adults in lifelong learning (%)			16.6 <sup>b)</sup>		17.4	10.5 <sup>b)</sup>	(3)	0.8	
Enterprises providing training (%)	75	60	79	66					
Female IVET students as % of all female upper secondary students		46.5		44.4	68.0 <sup>d)</sup>	45.0	(2)		0.6
Young VET graduates in further education and training (%)			46.2	30.7					
Older adults in lifelong learning (%)					11.7 <sup>b)</sup>	6.6 <sup>b)</sup>	(3)		
Low-educated adults in lifelong learning (%)			9.3 <sup>b)</sup>		9.0	4.4 <sup>b)</sup>	(3)	-0.3	
Unemployed adults in lifelong learning (%)			17.6 <sup>b)</sup>		16.0	10.0 <sup>b)</sup>	(3)	-1.6	
Individuals who wanted to participate in training but did not (%)	9.6	14.2	9.4	9.5					
Job-related non-formal education and training (%)			87.0	80.2					
Skill development and labour market relevance									
IVET public expenditure (% of GDP)	0.77	0.67	0.84	0.71	0.83	0.68	(1)	-0.01	-0.03
IVET public expenditure (EUR per student)	8 538	7 033	8 924	8 558	9 068	8 586	(1)	144	28
Enterprise expenditure on CVT courses as % of total labour cost	1.0	0.9	1.2	0.8					
Average number of foreign languages learned in IVET				1.2 <sup>d)</sup>	0.9	1.2	(2)		0.0
STEM graduates from upper secondary IVET (% of total)	18.9	32.0	15.6	28.7	17.2	29.2	(2)	1.6	0.5
30-34 year-olds with tertiary VET attainment (%)		7.3	2.9 <sup>b)</sup>	7.4	2.8	8.7	(3)	-0.1	1.3
Innovative enterprises with supportive training practices (%)	39.2	43.1	39.2	41.6					
Employment rate for IVET graduates (20-34 year-olds)			90.6	79.1					
Employment premium for IVET graduates (over general stream)			4.7	5.6					
Employment premium for IVET graduates (over low-educated)			13.7	17.4					
Workers helped to improve their work by training (%)			81.3	89.8					
Workers with skills matched to their duties (%)			56.3	55.2					
Overall transitions and labour market trends									
Early leavers from education and training (%)		15.4	10.0 <sup>b)</sup>	13.9	9.2	11.9	(3)	-0.8	-2.0
30-34 year-olds with tertiary attainment (%)		28.8	41.4 <sup>b)</sup>	33.4	43.1	36.8	(3)	1.7	3.4
NEET rate for 18-24 year-olds (%)		15.1	5.8 <sup>b)</sup>	16.6	6.7	17.0	(3)	0.9	0.4
Unemployment rate for 20-34 year-olds (%)		10.6	4.9 <sup>b)</sup>	13.1	7.3	15.1	(3)	2.4	2.0
Employment rate of recent graduates (age group 20-34) (%)	92.7	79.0	92.6	77.4	87.1	75.4	(3)	-5.5	-2.0
Adults with lower level of educational attainment (%)		30.0	27.7 <sup>b)</sup>	27.3	24.2	24.8	(3)	-3.5	-2.5
Employment rate for 20-64 year-olds (%)		68.9	76.8 <sup>b)</sup>	68.5	76.5	68.3	(3)	-0.3	-0.2
Medium/high-qualified employment in 2020 (% of total)					78.7	82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p = provisional; (1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).

## 20. Austria

### VET indicators for Austria for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.

Austria's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Austria with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Austria is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Austria's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

Levels of participation in Austria tend to be higher than the EU average, especially for participation in IVET and lifelong learning. The share of upper secondary students enrolled in vocational programmes (75.3%) is higher than the corresponding EU average (50.4%) (data for 2012). Data for 2013 show that Austria has a relatively high share of its adult population participating in lifelong learning (13.9% compared with 10.5% in the EU), even more so for the unemployed (21.5% for Austria versus 10.0% for the EU as a whole). The share of adults participating in lifelong learning increased from 2006 to 2010 and again slightly from 2010 to 2013. Employers in Austria are more likely to report the provision of training (87% of employers do so, compared to 66% in the EU; based on 2010 CVTS data). In contrast, the shares of employees participating in employer-sponsored CVT courses (33% compared with 38% per cent in the EU) and on-the-job training (12% compared with 20%) are both lower in Austria than in the EU as a whole (based on 2010 CVTS data).

### **Skill development and labour market relevance**

Indicators of skill development and labour market relevance tend to show higher levels than the corresponding EU averages. Public expenditure on IVET at ISCED 3-4 accounted for 1.08% of GDP, higher than in the EU (0.68%) (data for 2011). Austria also has a relatively high percentage of innovative enterprises providing supportive training in the workplace (59.1% compared with 41.6% in the EU, based on data for 2010).

The employment rate for young IVET graduates (aged 20-34) at ISCED levels 3 and 4 (88.0%) is also higher than the EU average (79.1%) (data for 2009 excluding individuals in further education). In Austria, IVET graduates enjoy a positive premium on their employment rate compared to graduates from general education at the same ISCED level, as well as to graduates at a lower ISCED level. Their employment rate is

5.1 percentage points higher than that of their counterparts from general education (approximately in line with the EU average premium of 5.6 percentage points); their employment rate is also 26.4 percentage points higher than that of graduates with lower-level qualifications (above the EU average premium of 17.4 percentage points).

### **Overall transitions and employment trends**

In this section all data refer to 2013 unless otherwise stated.

The share of early leavers from education and training (7.3%) is lower than the EU average (11.9%). This percentage has decreased over recent years and is below both the Europe 2020 average target (10%) and the national target (9.5%). The NEET rate (8.7%) and the unemployment rate of 20 to 34 year-olds (6.6%) are below the averages for the EU (17.0% and 15.1% respectively). The employment rate for 20-64 year olds (75.5%) and that of recent graduates (90.2%) are both relatively high compared with the EU (68.3% and 75.4% respectively). The share of adults with a low level of educational attainment is relatively small (16.9% in Austria, 24.8% in the EU). The only indicator where Austria compares less favourably with the EU is the share of 30 to 34 year-olds who have completed tertiary-level education (27.3% in Austria; 36.8% in the EU).

### Score on VET indicators in Austria and in the EU, 2006, 2010 and 2011/12/13 updates (where available)

Indicator label	2006		2010		Last available year			Change 2010-last available year	
	AT	EU	AT	EU	AT	EU		AT	EU
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students	77.9	51.9	76.8	50.1	75.3	50.4	(2)	-1.5	0.3
IVET work-based students as % of upper secondary IVET	42.4	27.2	45.1	27.4	45.7	26.5	(2)	0.6	-0.9
Employees participating in CVT courses (%)	33	33	33	38					
Employees participating in on-the-job training (%)	9	16	12	20					
Adults in lifelong learning (%)	13.1		13.7		13.9	10.5 <sup>(b)</sup>	(3)	0.2	
Enterprises providing training (%)	81	60	87	66					
Female IVET students as % of all female upper secondary students	73.3	46.5	71.9	44.4	70.1	45.0	(2)	-1.8	0.6
Young VET graduates in further education and training (%)			32.8	30.7					
Older adults in lifelong learning (%)					8.3 <sup>(b)</sup>	6.6 <sup>(b)</sup>	(3)		
Low-educated adults in lifelong learning (%)	4.6		4.5		4.8	4.4 <sup>(b)</sup>	(3)	0.3	
Unemployed adults in lifelong learning (%)	18.6		19.4		21.5	10.0 <sup>(b)</sup>	(3)	2.1	
Individuals who wanted to participate in training but did not (%)	9.2	14.2	7.7	9.5					
Job-related non-formal education and training (%)			76.7	80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)	0.97	0.67	1.04	0.71	1.08	0.68	(1)	0.04	-0.03
IVET public expenditure (EUR per student)		7 033		8 558		8 586	(1)		28
Enterprise expenditure on CVT courses as % of total labour cost	0.8	0.9	0.8	0.8					
Average number of foreign languages learned in IVET	1.3		1.2	1.2 <sup>(d)</sup>	1.2	1.2	(2)	0.0	0.0
STEM graduates from upper secondary IVET (% of total)		32.0		28.7		29.2	(2)		0.5
30-34 year-olds with tertiary VET attainment (%)	7.3	7.3	6.2	7.4	6.0	8.7	(3)	-0.2	1.3
Innovative enterprises with supportive training practices (%)	61.6	43.1	59.1	41.6					
Employment rate for IVET graduates (20-34 year-olds)			88.0	79.1					
Employment premium for IVET graduates (over general stream)			5.1	5.6					
Employment premium for IVET graduates (over low-educated)			26.4	17.4					
Workers helped to improve their work by training (%)			94.9	89.8					
Workers with skills matched to their duties (%)			58.5	55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)	9.8	15.4	8.3	13.9	7.3	11.9	(3)	-1.0	-2.0
30-34 year-olds with tertiary attainment (%)	21.2	28.8	23.5	33.4	27.3	36.8	(3)	3.8	3.4
NEET rate for 18-24 year-olds (%)	9.3	15.1	8.8	16.6	8.7	17.0	(3)	-0.1	0.4
Unemployment rate for 20-34 year-olds (%)		10.6		13.1	6.6 <sup>(b)</sup>	15.1	(3)		2.0
Employment rate of recent graduates (age group 20-34) (%)	90.1	79.0	88.7	77.4	90.2	75.4	(3)	1.5	-2.0
Adults with lower level of educational attainment (%)	19.7	30.0	17.5	27.3	16.9	24.8	(3)	-0.6	-2.5
Employment rate for 20-64 year-olds (%)		68.9		68.5	75.5 <sup>(b)</sup>	68.3	(3)		-0.2
Medium/high-qualified employment in 2020 (% of total)					85.4	82.3			

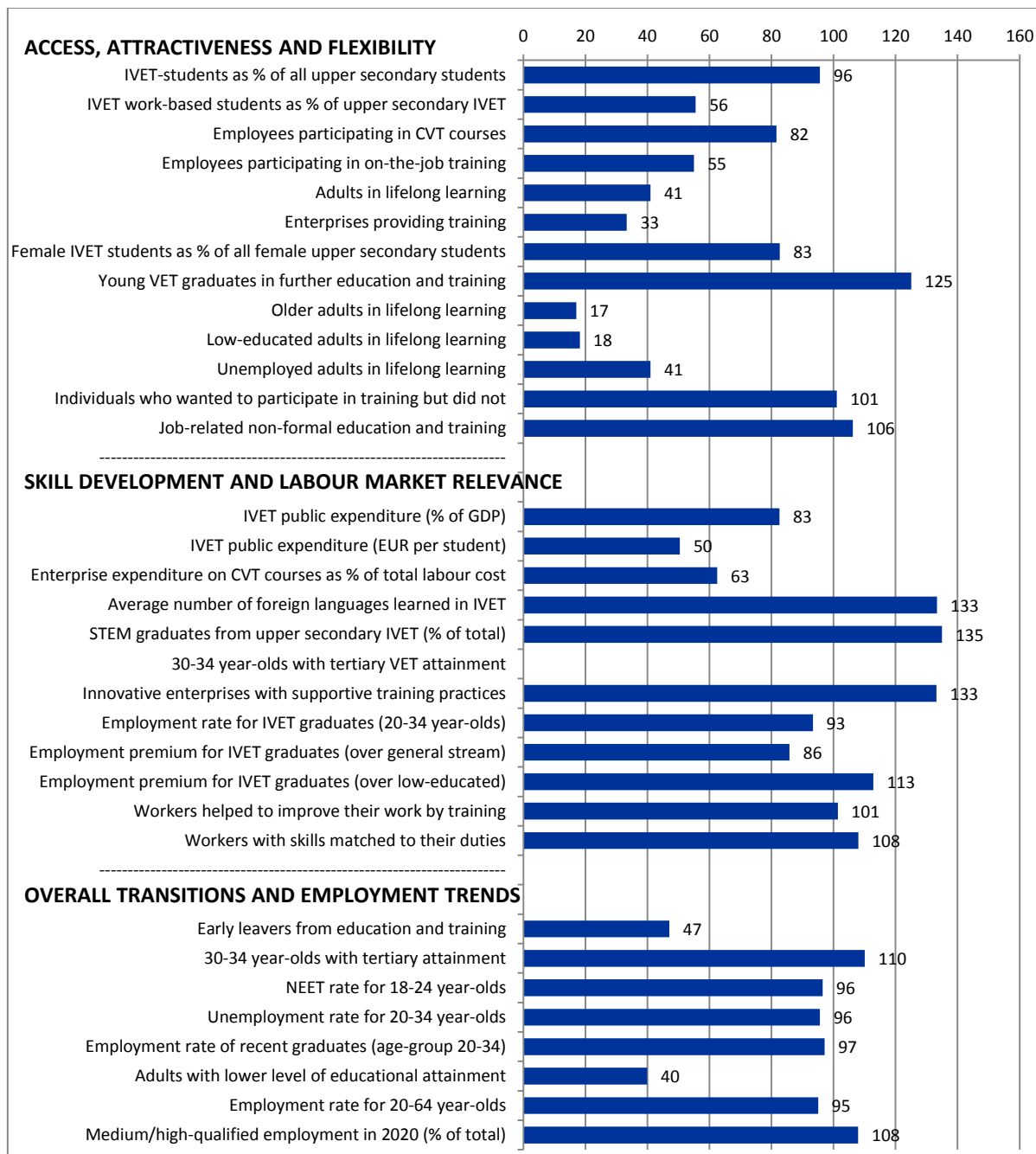
NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected;

u = unreliable; p = provisional;

(1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).

## 21. Poland

### VET indicators for Poland for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.

Poland's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Poland with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Poland is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Poland's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

The percentage of all upper secondary students participating in IVET in Poland is 48.2%, close to the EU average of 50.4%. The share of female upper secondary students participating in IVET is, 37.2%, lower than the EU average of 45.0%. At 14.7%, the share of IVET-students in combined work- and school-based programmes is relatively low compared with the EU average of 26.5%. Young VET graduates are more likely to participate in further education and training (38.4%) than in the EU as a whole (30.7%) (data for 2009).

Adult participation in lifelong learning is much lower in Poland (4.3%) than across the EU (10.5%) (data for 2013). For older (1.1%) and lower-educated adults (0.8%), participation level differences are even more substantial: participation rates are less than a fifth of EU average rates. According to 2010 CVTS data, 22% of employers reported providing training compared with 66% in the EU, and 31% of all Polish employees undertook CVT courses compared with 38% in the EU.

### **Skill development and labour market relevance**

Public expenditure on IVET as a percentage of GDP is 0.57%, lower than the EU average of 0.68% (2011 data). The amount spent per student (EUR 4 330) is also below the EU average of EUR 8 586. STEM graduates account for 39.4% of all graduates from upper secondary VET which is above the corresponding EU average of 29.2%. At 55.4%, the share of Polish innovative enterprises providing training to support innovation is also relatively high compared with the EU average of 41.6%. The average number of foreign languages learned by students in upper-secondary-level IVET (1.6) is higher than the EU average of 1.2.

The employment rate for IVET graduates aged 20-34 at ISCED levels 3-4 is 73.8%, lower than the EU average of 79.1%. IVET graduates in Poland enjoy a positive premium on their employment rate compared to graduates from general education at the same ISCED level, as well as to graduates at a lower ISCED level. Their employment rate is 4.8 percentage points higher than their counterparts from general education (although their premium is lower than the EU average of 5.6 percentage points), and 19.6 percentage points higher than those with lower-level qualifications (above the EU average premium of 17.4 percentage points). All these employment data relate to 2009 and exclude young people in further education.

### **Overall transitions and employment trends**

In this section all data refer to 2013 unless otherwise stated.

The rate of early leaving from education and training is 5.6%, much lower than the EU average of 11.9%. Poland is already below the Europe 2020 average target (10%), but not yet below its national target of 4.5%. At 40.5%, the share of 30 to 34 year-olds who have completed tertiary-level education is higher than the EU average of 36.8%. It has increased faster than in the EU as a whole, and as a result it is higher than the Europe 2020 average target (40%) but still below the national target (45%). The percentage of adults who have completed low-level education (9.9%) is lower than the EU average of 24.8%.

The unemployment rate is 14.4% (15.1% in the EU) and the NEET rate is 16.4% (17.0% in the EU), both slightly lower than in the EU. The employment rate for 20 to 64 year-olds (64.9%) is lower than that of the EU (68.3%).



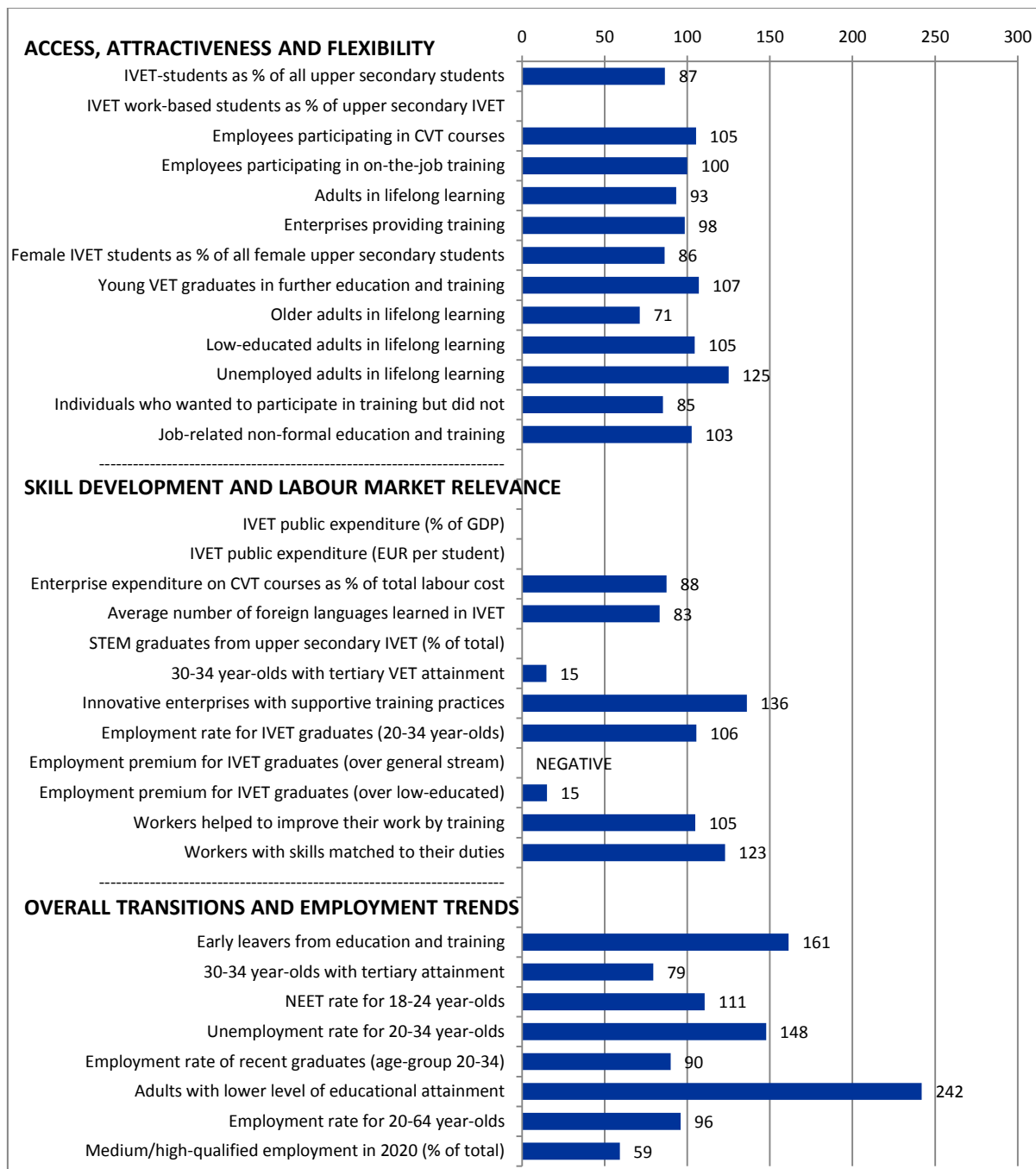
**Score on VET indicators in Poland and in the EU, 2006, 2010 and 2011/12/13 updates  
(where available)**

Indicator label	2006		2010		Last available year			Change 2010- last available year	
	PL	EU	PL	EU	PL	EU		PL	EU
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students	44.0	51.9	48.2	50.1	48.2	50.4	(2)	0.0	0.3
IVET work-based students as % of upper secondary IVET	14.3	27.2	13.7	27.4	14.7	26.5	(2)	1.0	-0.9
Employees participating in CVT courses (%)	21	33	31	38					
Employees participating in on-the-job training (%)	15	16	11	20					
Adults in lifelong learning (%)	4.7		5.2		4.3	10.5 <sup>(b)</sup>	(3)	-0.9	
Enterprises providing training (%)	35	60	22	66					
Female IVET students as % of all female upper secondary students	33.0	46.5	36.9	44.4	37.2	45.0	(2)	0.3	0.6
Young VET graduates in further education and training (%)			38.4	30.7					
Older adults in lifelong learning (%)	1.1		1.4		1.1	6.6 <sup>(b)</sup>	(3)	-0.3	
Low-educated adults in lifelong learning (%)	0.6		0.8		0.8	4.4 <sup>(b)</sup>	(3)	0.0	
Unemployed adults in lifelong learning (%)	3.7		5.8		4.1	10.0 <sup>(b)</sup>	(3)	-1.7	
Individuals who wanted to participate in training but did not (%)	9.0	14.2	9.6	9.5					
Job-related non-formal education and training (%)			85.2	80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)	0.57	0.67	0.55	0.71	0.57	0.68	(1)	0.02	-0.03
IVET public expenditure (EUR per student)	3 041	7 033	3 998	8 558	4 330	8 586	(1)	332	28
Enterprise expenditure on CVT courses as % of total labour cost	0.7	0.9	0.5	0.8					
Average number of foreign languages learned in IVET			1.6	1.2 <sup>(d)</sup>	1.6	1.2	(2)	0.0	0.0
STEM graduates from upper secondary IVET (% of total)	46.0	32.0	40.7	28.7	39.4	29.2	(2)	-1.3	0.5
30-34 year-olds with tertiary VET attainment (%)		7.3		7.4		8.7	(3)		1.3
Innovative enterprises with supportive training practices (%)	54.4	43.1	55.4	41.6					
Employment rate for IVET graduates (20-34 year-olds)			73.8	79.1					
Employment premium for IVET graduates (over general stream)			4.8	5.6					
Employment premium for IVET graduates (over low-educated)			19.6	17.4					
Workers helped to improve their work by training (%)			91.0	89.8					
Workers with skills matched to their duties (%)			59.6	55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)	5.4	15.4	5.4	13.9	5.6	11.9	(3)	0.2	-2.0
30-34 year-olds with tertiary attainment (%)	24.7	28.8	34.8	33.4	40.5	36.8	(3)	5.7	3.4
NEET rate for 18-24 year-olds (%)	17.2	15.1	14.5	16.6	16.4	17.0	(3)	1.9	0.4
Unemployment rate for 20-34 year-olds (%)	17.8	10.6	13.1	13.1	14.4	15.1	(3)	1.3	2.0
Employment rate of recent graduates (age group 20-34) (%)	71.3	79.0	76.3	77.4	73.2	75.4	(3)	-3.1	-2.0
Adults with lower level of educational attainment (%)	14.2	30.0	11.5	27.3	9.9	24.8	(3)	-1.6	-2.5
Employment rate for 20-64 year-olds (%)	60.1	68.9	64.3	68.5	64.9	68.3	(3)	0.6	-0.2
Medium/high-qualified employment in 2020 (% of total)					88.8	82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p = provisional; (1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).

## 22. Portugal

### VET indicators for Portugal for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.

Portugal's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Portugal with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Portugal is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Portugal's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

Portugal's performance has improved and approached or surpassed the European average on several indicators. CVTS data for 2010 show that employee participation in CVT courses (40%) has surpassed the EU average of 38% and enterprise provision of training (65%) and employee participation in on-the-job training (20%) are also close, or equal to the EU average (66% and 20% respectively). The percentage of upper secondary students enrolled in IVET (43.6%) in 2012 is still lower than the EU average of 50.4%, but a substantial increase was observable between 2006 and 2010 (7.3 percentage points) and between 2010 and 2013 (4.8 percentage points).

At 9.8%, adult participation in lifelong learning is close to the EU average of 10.5%. The percentage of young VET graduates in further education and training is above the EU average (32.8% in Portugal; 30.7% in the EU, based on 2009 data).

### **Skill development and labour market relevance**

The percentage of 30 to 34 year-olds with tertiary-level VET qualification (ISCED 5b) stands at 1.3%, much lower than the corresponding EU average of 8.7% (data for 2013). In contrast, at 56.6% (41.6% in the EU) Portugal scores higher than the EU in the percentage of innovative enterprises that support innovation with training practices, and also in the percentage of workers with skills matched to their duties (67.8% compared with 55.2% in the EU).

The employment rate of IVET graduates (aged 20-34) at 83.5% is higher than the EU average of 79.1% (based on 2009 data for ISCED levels 3-4). IVET graduates have an employment rate 1.4 percentage points lower than their counterparts from general education; on average, and in most countries, there is a positive premium attached to IVET. IVET graduates have an employment rate 2.6 percentage points higher than those with lower-level qualifications, but this positive employment premium is lower than that

observed across the EU (17.4 percentage points). All these employment figures relate to 2009 and exclude young people in further education.

### **Overall transitions and employment trends**

In this section all data refer to 2013 unless otherwise stated. For many indicators, data for 2013 cannot be compared with earlier years because of a change in methodology.

The share of early leavers from education and training at 19.2% is nearly twice the EU average of 11.9%. Although it has been strongly decreasing between both 2006-2010 and 2010-2013, the figure for the indicator is still higher than the Europe 2020 average target and the national target (both set at 10%). The percentage of 30 to 34 year-olds who have completed tertiary-level education is 29.2%, relatively low compared with the EU average of 36.8%, and it is still well below the Europe 2020 average target and the national target (both set at 40%). The difference between Portugal and the EU average in the share of adults who have completed lower-level education is substantial (60.0% compared with 24.8% in the EU). Portugal scores above the European average both in the NEET rate for 18-24 year olds (18.8% compared to 17.0% in the EU) and in the unemployment rate of 20-34 year olds (22.3% compared to 15.1% in the EU). At 67.8%, the employment rate of recent graduates is well below the European average of 75.4%.

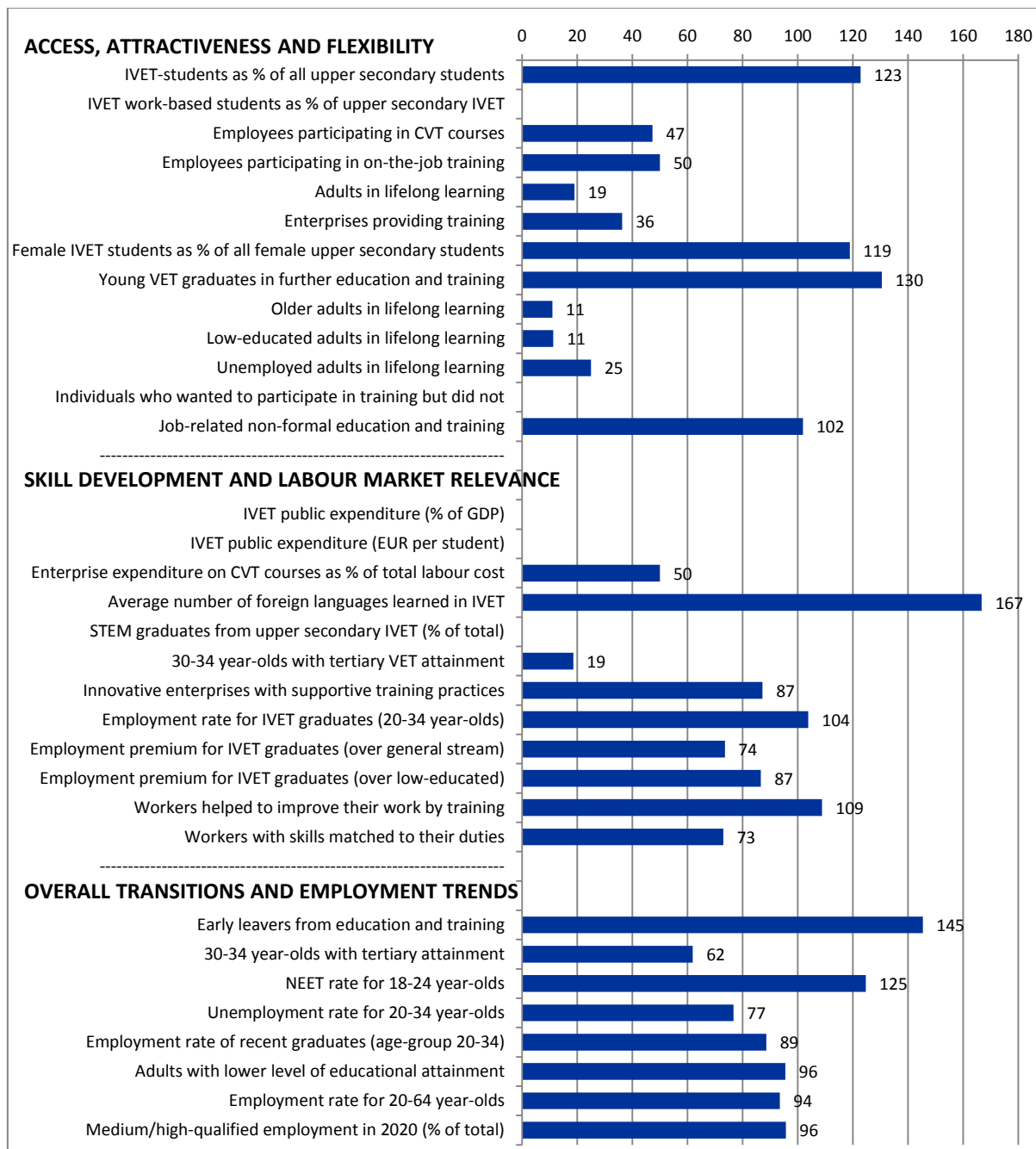
### Score on VET indicators in Portugal and in the EU, 2006, 2010 and 2011/12/13 updates (where available)

Indicator label	2006		2010		Last available year			Change 2010-last available year	
	PT	EU	PT	EU	PT	EU		PT	EU
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students	31.5	51.9	38.8	50.1	43.6	50.4	(2)	4.8	0.3
IVET work-based students as % of upper secondary IVET		27.2		27.4		26.5	(2)		-0.9
Employees participating in CVT courses (%)	28	33	40	38					
Employees participating in on-the-job training (%)	9	16	20	20					
Adults in lifelong learning (%)					9.8 <sup>(b)</sup>	10.5 <sup>(b)</sup>	(3)		
Enterprises providing training (%)	44	60	65	66					
Female IVET students as % of all female upper secondary students	26.0	46.5	36.0	44.4	38.8	45.0	(2)	2.8	0.6
Young VET graduates in further education and training (%)			32.8	30.7					
Older adults in lifelong learning (%)					4.7 <sup>(b)</sup>	6.6 <sup>(b)</sup>	(3)		
Low-educated adults in lifelong learning (%)					4.6 <sup>(b)</sup>	4.4 <sup>(b)</sup>	(3)		
Unemployed adults in lifelong learning (%)					12.5 <sup>(b)</sup>	10.0 <sup>(b)</sup>	(3)		
Individuals who wanted to participate in training but did not (%)	6.5	14.2	8.1	9.5					
Job-related non-formal education and training (%)			82.3	80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)		0.67		0.71		0.68	(1)		-0.03
IVET public expenditure (EUR per student)		7 033		8 558		8 586	(1)		28
Enterprise expenditure on CVT courses as % of total labour cost	0.5	0.9	0.7	0.8					
Average number of foreign languages learned in IVET	0.9		0.7	1.2 <sup>(d)</sup>	1.0	1.2	(2)	0.3	0.0
STEM graduates from upper secondary IVET (% of total)		32.0		28.7		29.2	(2)		0.5
30-34 year-olds with tertiary VET attainment (%)		7.3		7.4	1.3 <sup>(d)</sup>	8.7	(3)		1.3
Innovative enterprises with supportive training practices (%)	54.6	43.1	56.6	41.6					
Employment rate for IVET graduates (20-34 year-olds)			83.5	79.1					
Employment premium for IVET graduates (over general stream)			-1.4	5.6					
Employment premium for IVET graduates (over low-educated)			2.6	17.4					
Workers helped to improve their work by training (%)			94.1	89.8					
Workers with skills matched to their duties (%)			67.8	55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)	39.1	15.4	28.7	13.9	19.2	11.9	(3)	-9.5	-2.0
30-34 year-olds with tertiary attainment (%)		28.8		33.4	29.2 <sup>(d)</sup>	36.8	(3)		3.4
NEET rate for 18-24 year-olds (%)	12.4	15.1	14.8	16.6	18.8	17.0	(3)	4.0	0.4
Unemployment rate for 20-34 year-olds (%)		10.6		13.1	22.3 <sup>(b)</sup>	15.1	(3)		2.0
Employment rate of recent graduates (age group 20-34) (%)	82.9	79.0	80.7	77.4	67.8	75.4	(3)	-12.9	-2.0
Adults with lower level of educational attainment (%)		30.0		27.3	60.0 <sup>(d)</sup>	24.8	(3)		-2.5
Employment rate for 20-64 year-olds (%)		68.9		68.5	65.6 <sup>(b)</sup>	68.3	(3)		-0.2
Medium/high-qualified employment in 2020 (% of total)					48.6	82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p = provisional; (1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).

## 23. Romania

### VET indicators for Romania for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.

Romania's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Romania with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Romania is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Romania's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

Students in IVET programmes account for a relatively high share of all students in upper secondary education (61.9% compared with 50.4% in the EU in 2012). Adult participation in lifelong learning is 2.0%, much lower than the EU-average of 10.5% (data for 2013). The unemployed are less likely to engage in lifelong learning (2.5%) compared with the EU average (10.0%). The same holds for older people (0.7% versus 6.6% in the EU), and low-educated adults (0.5% versus 4.4% in the EU). Data from CVTS 2010 indicate the extent to which employees and enterprises engage in CVET. In 2010, 24% of employers reported providing training compared with 66% in the EU, and 18% of employees undertook CVT courses compared with 38% in the EU. Similarly, a smaller share of employees engaged in on-the-job training: 10% in Romania and 20% in the EU. When the CVTS data of 2010 and 2005 are compared, it shows that the gap between Romania and the EU with regard to employer participation in CVT has increased.

### **Skill development and labour market relevance**

The percentage of 30 to 34 year-olds who have completed tertiary-level VET (ISCED 5b) is 1.6% in 2013, less than fifth of the EU average of 8.7%. Enterprise expenditure on CVT as a proportion of total labour costs (0.4%) is half that for Europe as a whole (data for 2010). The average number of foreign languages learned in upper secondary IVET education is relatively high (2.0 compared with 1.2 in the EU overall).

The employment rate for IVET graduates aged 20-34 years at ISCED levels 3-4 is 82.1%, three percentage points above the EU average of 79.1%. IVET graduates in Romania enjoy a positive premium on their employment rate compared to graduates from general education at the same ISCED level, as well as to graduates at a lower ISCED level. Their employment rate is 4.1 percentage points higher than that of their counterparts from general education (even though this positive employment premium is

lower than the EU average premium of 5.6 percentage points). They also have an employment rate 15.1 percentage points higher than those with lower-level qualifications (lower than the EU average of 17.4 percentage points). All these employment figures relate to 2009 and exclude young people in further education.

### **Overall transitions and employment trends**

In this section all data refer to 2013 unless otherwise stated.

The share of early leavers from education and training is 17.3%, higher than the EU average of 11.9%, and higher than the Europe 2020 average target (10%) and the national target (11.3%). While the percentage of 30 to 34 year-olds with tertiary-level education has increased significantly (from 12.4% in 2006 to 18.1% in 2010, and then to 22.8% in 2013), it is still below the average EU of 36.8%, and the Europe 2020 average target (40%) and the national target (26.7%).

The employment rate of recent graduates (66.8%) is lower than in the EU (75.4%); this rate has also shown a 4.4 percentage points reduction since 2010, which is greater than in the EU (2 percentage points). The NEET rate (21.2%) is higher than in the EU overall (17.0%), but the general unemployment rate of 20 to 34 year-olds (11.6%) is lower (15.1% in the EU). This unemployment rate has increased less rapidly between 2010 and 2013 in Romania than across the EU as a whole (by 0.7 percentage points versus 2.0 percentage points in the EU).



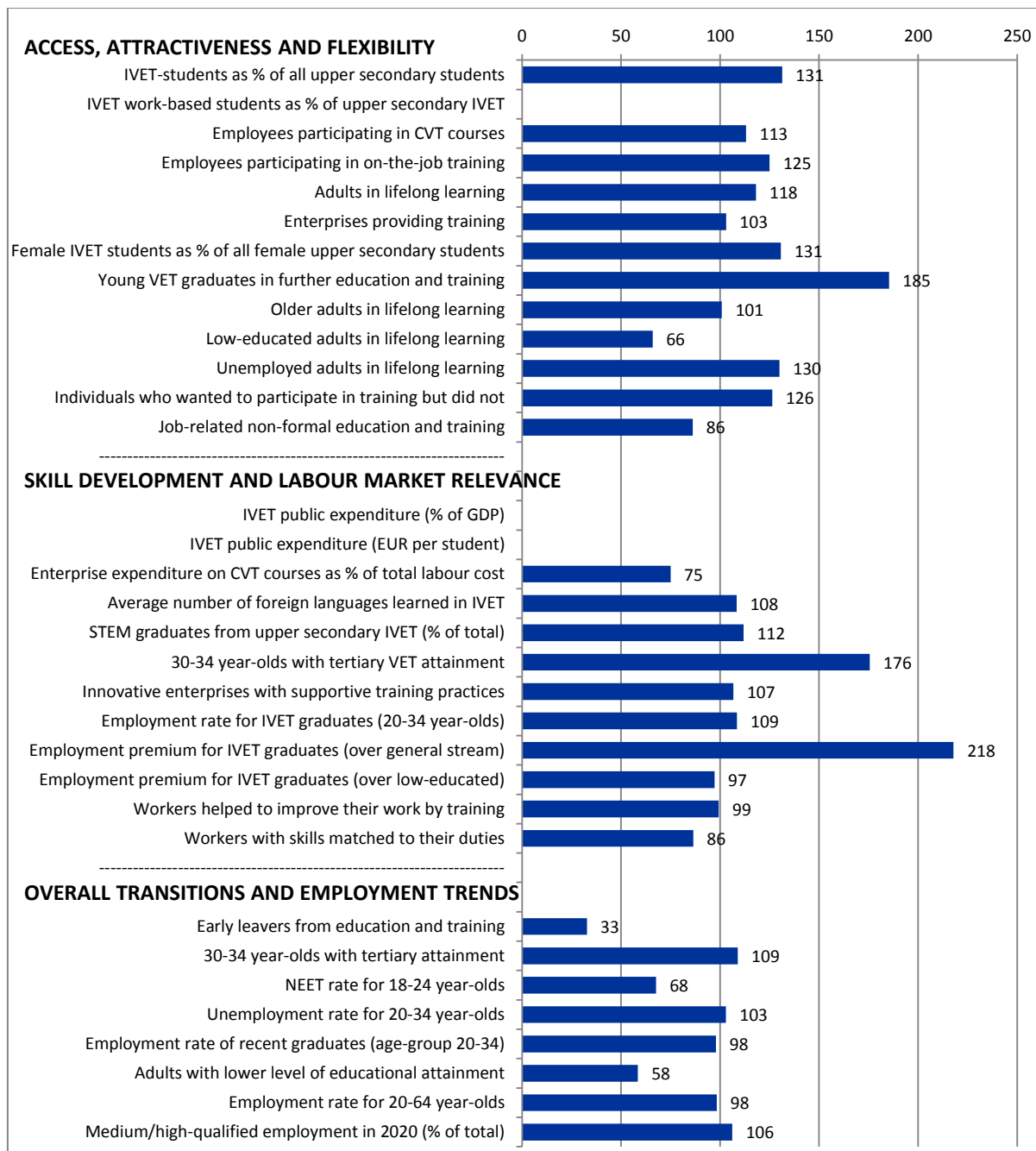
**Score on VET indicators in Romania and in the EU, 2006, 2010 and 2011/12/13 updates  
(where available)**

Indicator label	2006		2010		Last available year			Change 2010-last available year	
	RO	EU	RO	EU	RO	EU		RO	EU
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students	64.9	51.9	63.8	50.1	61.9	50.4	(2)	-1.9	0.3
IVET work-based students as % of upper secondary IVET		27.2		27.4		26.5	(2)		-0.9
Employees participating in CVT courses (%)	17	33	18	38					
Employees participating in on-the-job training (%)	14	16	10	20					
Adults in lifelong learning (%)	1.3		1.3		2.0	10.5 <sup>(b)</sup>	(3)	0.7	
Enterprises providing training (%)	40	60	24	66					
Female IVET students as % of all female upper secondary students	57.6	46.5	56.0	44.4	53.5	45.0	(2)	-2.5	0.6
Young VET graduates in further education and training (%)			40.1	30.7					
Older adults in lifelong learning (%)					0.7	6.6 <sup>(b)</sup>	(3)		
Low-educated adults in lifelong learning (%)					0.5	4.4 <sup>(b)</sup>	(3)		
Unemployed adults in lifelong learning (%)			1.4 <sup>(u)</sup>		2.5	10.0 <sup>(b)</sup>	(3)	1.1	
Individuals who wanted to participate in training but did not (%)	8.5	14.2		9.5					
Job-related non-formal education and training (%)			81.7	80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)		0.67		0.71		0.68	(1)		-0.03
IVET public expenditure (EUR per student)		7 033		8 558		8 586	(1)		28
Enterprise expenditure on CVT courses as % of total labour cost	0.7	0.9	0.4	0.8					
Average number of foreign languages learned in IVET	1.4		1.8	1.2 <sup>(d)</sup>	2.0	1.2	(2)	0.2	0.0
STEM graduates from upper secondary IVET (% of total)	57.1	32.0	55.3	28.7		29.2	(2)		0.5
30-34 year-olds with tertiary VET attainment (%)	2.3	7.3	1.8	7.4	1.6	8.7	(3)	-0.2	1.3
Innovative enterprises with supportive training practices (%)	37.1	43.1	36.3	41.6					
Employment rate for IVET graduates (20-34 year-olds)			82.1	79.1					
Employment premium for IVET graduates (over general stream)			4.1	5.6					
Employment premium for IVET graduates (over low-educated)			15.1	17.4					
Workers helped to improve their work by training (%)			97.7	89.8					
Workers with skills matched to their duties (%)			40.3	55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)	17.9	15.4	18.4	13.9	17.3	11.9	(3)	-1.1	-2.0
30-34 year-olds with tertiary attainment (%)	12.4	28.8	18.1	33.4	22.8	36.8	(3)	4.7	3.4
NEET rate for 18-24 year-olds (%)	18.2	15.1	20.0	16.6	21.2	17.0	(3)	1.2	0.4
Unemployment rate for 20-34 year-olds (%)	10.1	10.6	10.9	13.1	11.6	15.1	(3)	0.7	2.0
Employment rate of recent graduates (age group 20-34) (%)	74.7	79.0	71.2	77.4	66.8	75.4	(3)	-4.4	-2.0
Adults with lower level of educational attainment (%)	25.8	30.0	25.7	27.3	23.7	24.8	(3)	-2.0	-2.5
Employment rate for 20-64 year-olds (%)	64.8	68.9	63.3	68.5	63.9	68.3	(3)	0.6	-0.2
Medium/high-qualified employment in 2020 (% of total)					78.8	82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p = provisional; (1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).

## 24. Slovenia

### VET indicators for Slovenia for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.

Slovenia's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Slovenia with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Slovenia is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Slovenia's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

Participation in IVET is high and above the EU average as measured by the percentage of upper secondary students enrolled in vocational programmes (66.2% in Slovenia, 50.4% in the EU in 2012). Among female upper secondary students, enrolment in VET is lower (58.8%) but still above the EU average (45.0%). In 2010, few students in upper secondary VET are in combined work- and school-based programmes (0.4%) compared with the EU (27.4%).

The percentage of adults participating in lifelong learning (12.4%) is higher than the EU average (10.5% in 2013), even though it has been even higher previously (16.2% in 2010). The percentage of unemployed adults participating in lifelong learning is favourably higher (13.0% for Slovenia, 10.0% for the EU) and the percentage of older adults in lifelong learning is on par with the EU average (both at 6.6%). In contrast, the percentage of low-educated adults in lifelong learning is lower (at 2.9% in 2013) than in the EU (4.4%).

### **Skill development and labour market relevance**

A relatively high percentage of VET students graduate in STEM subjects (32.7% in Slovenia compared with 29.2% in the EU in 2012). The percentage of 30 to 34 year-olds with tertiary-level VET (ISCED 5b) (15.2%) is higher than the corresponding percentage in the EU (8.7%), contributing substantially to tertiary-level education of the young.

Based on 2009 data, the employment rate for IVET graduates (aged 20-34) at ISCED 3-4 (85.8%) is higher than the EU average (79.1%). IVET graduates in Slovenia, enjoy a positive premium on their employment rate compared to graduates from general education at the same ISCED level, as well as to graduates at a lower ISCED level. Their employment rate is 12.2 percentage points higher than that of their counterparts from general education (higher than the EU average premium of 5.6 percentage points);

and it is also 16.9 percentage points higher than that of graduates with lower-level qualifications (EU average premium is 17.4 percentage points). All these employment figures relate to 2009 and exclude young people in further education.

### **Overall transitions and employment trends**

In this section all data refer to 2013 unless otherwise stated.

The percentage of early leavers from education and training (3.9%) is much lower than the EU average (11.9%), and is already below the 2020 national target (5%). Levels of educational attainment overall are high. The percentage of 30 to 34 year-olds with tertiary-level education (40.1%) is above the EU average (36.8%); this figure has increased from 34.8% in 2010. The 2013 level just exceeds both the Europe 2020 average target and the national target (both set at 40%). The percentage of adults with low-level education is lower (14.5%) than in the EU (24.8%).

The employment rates for 20 to 64 year-olds (67.2%) and recent graduates (73.8%) are slightly less than the EU averages (68.3% and 75.4% respectively). The NEET rate (11.5%) is below that of the EU (17.0%). The unemployment rate for 20 to 34 year-olds (15.5%) is slightly higher than the EU average (15.1%). The unemployment rate of 20 to 34 year-olds and the NEET rate have both risen since 2010 and at a higher rate than the EU averages.

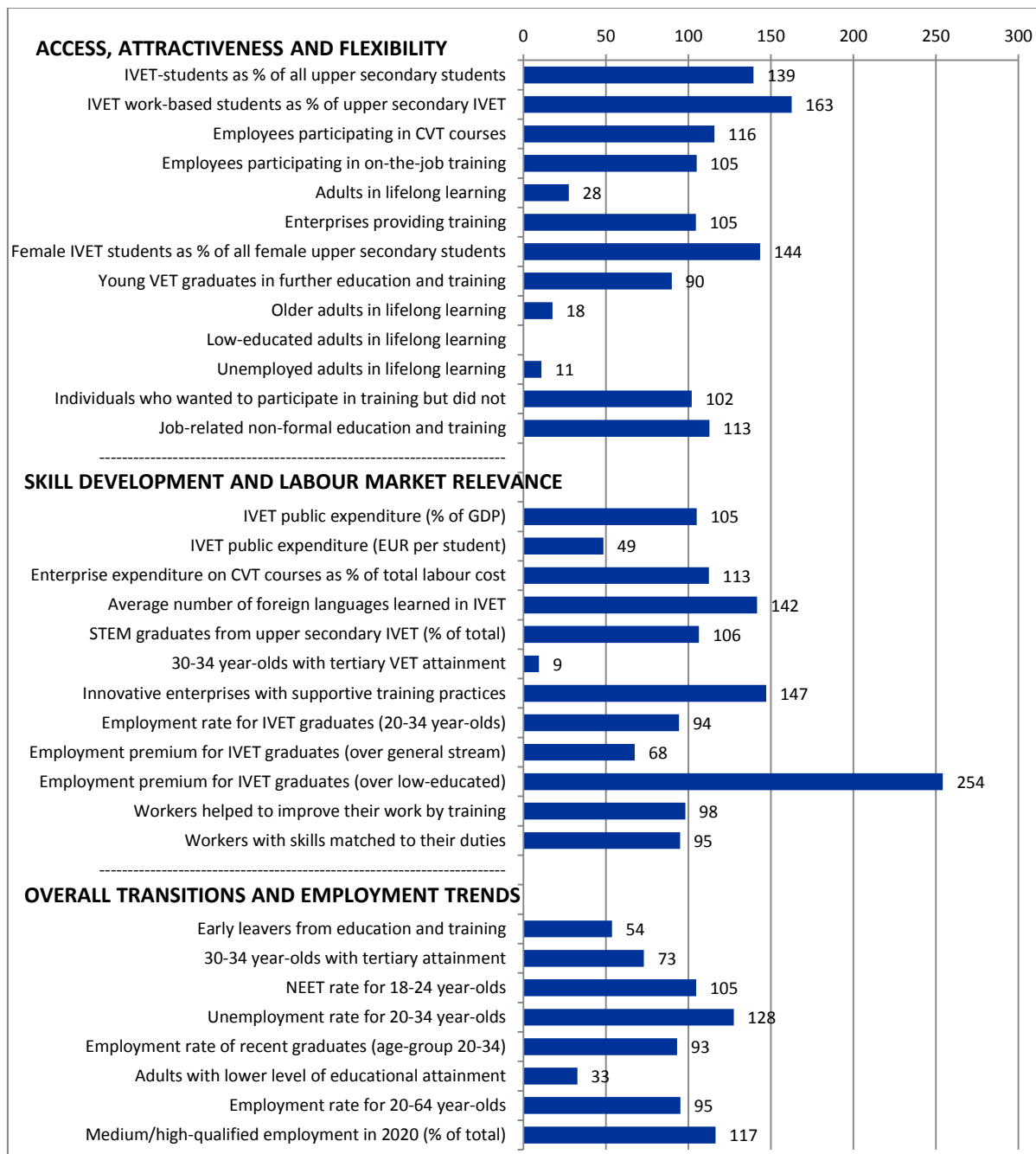
**Score on VET indicators in Slovenia and in the EU, 2006, 2010 and 2011/12/13 updates  
(where available)**

Indicator label	2006		2010		Last available year			Change 2010-last available year	
	SI	EU	SI	EU	SI	EU		SI	EU
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students	66.2	51.9	64.6	50.1	66.2	50.4	(2)	1.6	0.3
IVET work-based students as % of upper secondary IVET		27.2	0.4	27.4		26.5	(2)		-0.9
Employees participating in CVT courses (%)	50	33	43	38					
Employees participating in on-the-job training (%)	20	16	25	20					
Adults in lifelong learning (%)	15.0		16.2		12.4	10.5 <sup>(b)</sup>	(3)	-3.8	
Enterprises providing training (%)	73	60	68	66					
Female IVET students as % of all female upper secondary students	59.7	46.5	56.8	44.4	58.8	45.0	(2)	2.0	0.6
Young VET graduates in further education and training (%)			56.9	30.7					
Older adults in lifelong learning (%)	6.6		7.8		6.6	6.6 <sup>(b)</sup>	(3)	-1.2	
Low-educated adults in lifelong learning (%)	3.8		3.4		2.9	4.4 <sup>(b)</sup>	(3)	-0.5	
Unemployed adults in lifelong learning (%)	19.9		18.4		13.0	10.0 <sup>(b)</sup>	(3)	-5.4	
Individuals who wanted to participate in training but did not (%)	13.1	14.2	12.0	9.5					
Job-related non-formal education and training (%)			69.1	80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)		0.67		0.71		0.68	(1)		-0.03
IVET public expenditure (EUR per student)		7 033		8 558		8 586	(1)		28
Enterprise expenditure on CVT courses as % of total labour cost	1.0	0.9	0.6	0.8					
Average number of foreign languages learned in IVET	1.4		1.3	1.2 <sup>(d)</sup>	1.3	1.2	(2)	0.0	0.0
STEM graduates from upper secondary IVET (% of total)	30.6	32.0	35.8	28.7	32.7	29.2	(2)	-3.1	0.5
30-34 year-olds with tertiary VET attainment (%)	11.5	7.3	13.2	7.4	15.2	8.7	(3)	2.0	1.3
Innovative enterprises with supportive training practices (%)	49.0	43.1	44.4	41.6					
Employment rate for IVET graduates (20-34 year-olds)			85.8	79.1					
Employment premium for IVET graduates (over general stream)			12.2	5.6					
Employment premium for IVET graduates (over low-educated)			16.9	17.4					
Workers helped to improve their work by training (%)			89.2	89.8					
Workers with skills matched to their duties (%)			47.7	55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)	5.6	15.4	5.0	13.9	3.9	11.9	(3)	-1.1	-2.0
30-34 year-olds with tertiary attainment (%)	28.1	28.8	34.8	33.4	40.1	36.8	(3)	5.3	3.4
NEET rate for 18-24 year-olds (%)	10.4	15.1	8.9	16.6	11.5	17.0	(3)	2.6	0.4
Unemployment rate for 20-34 year-olds (%)	9.1	10.6	10.9	13.1	15.5	15.1	(3)	4.6	2.0
Employment rate of recent graduates (age group 20-34) (%)	80.8	79.0	80.7	77.4	73.8	75.4	(3)	-6.9	-2.0
Adults with lower level of educational attainment (%)	18.4	30.0	16.7	27.3	14.5	24.8	(3)	-2.2	-2.5
Employment rate for 20-64 year-olds (%)	71.5	68.9	70.3	68.5	67.2	68.3	(3)	-3.1	-0.2
Medium/high-qualified employment in 2020 (% of total)					87.3	82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p = provisional; (1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).

## 25. Slovakia

### VET indicators for Slovakia for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.

Slovakia's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Slovakia with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Slovakia is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Slovakia's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

Slovakia has a relatively high proportion of upper secondary students participating in IVET (70.3% compared with 50.4% in the EU; data for 2012). Within upper secondary vocational education, the share of IVET students involved in combined work- and school-based programmes (43.1%) is more than one and a half times higher than the EU average (26.5%); this value increased by 2.6 percentage points between 2010 and 2012. Slovakia scores well below the EU average regarding the share of adults involved in lifelong learning (2.9% compared with 10.5% in the EU in 2013); this is lower than the average target of 15% set by the strategic framework education and training 2020. The general picture from 2010 CVTS data on the training activities of employers shows that Slovakian employers are close to, or perform better than, the EU average. Employees are slightly more likely to be in receipt of CVT courses (44% in Slovakia, 38% in the EU) and the percentage of companies providing training is also slightly higher than the EU average (69% versus 66% in the EU). 2011 AES data show that non-formal education and training is more often job-related (90.5%) compared with the situation across the EU (80.2%).

### **Skill development and labour market relevance**

Public expenditure on IVET as a percentage of GDP (0.72%) is slightly higher than the EU average (0.68%), but the amount spent per student (EUR 4 165) is much below the EU average (EUR 8 586) (based on 2011 data for ISCED levels 3-4). The share of 30 to 34 year-olds who have completed tertiary-level VET (ISCED 5b) at 0.8% is less than one-tenth of the EU average of 8.7%.

The employment rate of IVET graduates (aged 20-34) at ISCED levels 3-4 at 74.7% is lower than the EU average of 79.1% (data for 2009). IVET graduates in Slovakia enjoy a positive premium on their employment rate compared to graduates from

general education at the same ISCED level, as well as to graduates at a lower ISCED level. The employment rate of IVET graduates is 3.8 percentage points higher than that of their counterparts from general education (even though this premium is lower than the EU average premium of 5.6 percentage points), and their employment rate is 44.2 percentage points higher than that of graduates with lower-level qualifications (well above the EU average premium of 17.4 percentage points). All these employment figures relate to 2009 and exclude young people in further education.

### **Overall transitions and employment trends**

In this section all data refer to 2013 unless otherwise stated.

The rate of early leaving from education and training (6.4%) is much lower than for the EU as a whole (11.9%). Slovakia has proportionately fewer people with a low-level of education (8.1%) compared with the EU average (24.8%). In contrast, the share of 30 to 34 year-olds with tertiary-level education is lower (26.9%) than the EU average (36.8%). Although this percentage has increased over recent years in Slovakia, it is still below the Europe 2020 average target and the national target (both set at 40%). The unemployment rate of 20 to 34 year-olds (19.2% compared with 15.1% in the EU) and the NEET rate of 18 to 24 year-olds (17.8% compared with 17.0% in the EU) are both higher than in the EU.



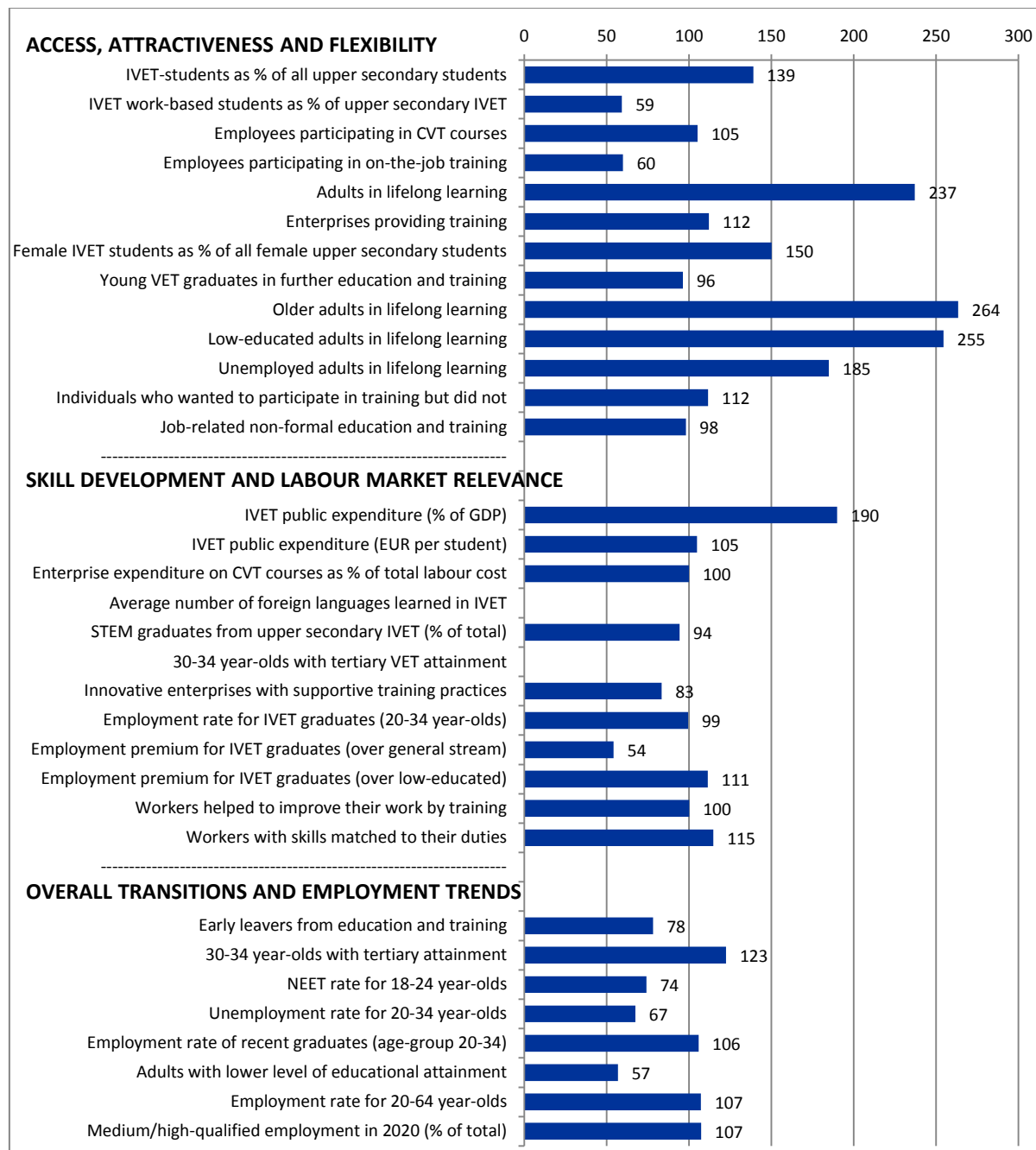
**Score on VET indicators in Slovakia and in the EU, 2006, 2010 and 2011/12/13 updates  
(where available)**

Indicator label	2006		2010		Last available year			Change 2010-last available year	
	SK	EU	SK	EU	SK	EU		SK	EU
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students	73.7	51.9	71.3	50.1	70.3	50.4	(2)	-1.0	0.3
IVET work-based students as % of upper secondary IVET	41.9	27.2	40.5	27.4	43.1	26.5	(2)	2.6	-0.9
Employees participating in CVT courses (%)	38	33	44	38					
Employees participating in on-the-job training (%)	20	16	21	20					
Adults in lifelong learning (%)	4.1		2.8		2.9	10.5 <sup>(b)</sup>	(3)	0.1	
Enterprises providing training (%)	60	60	69	66					
Female IVET students as % of all female upper secondary students	68.6	46.5	65.9	44.4	64.6	45.0	(2)	-1.3	0.6
Young VET graduates in further education and training (%)			27.6	30.7					
Older adults in lifelong learning (%)					1.2 <sup>(b)</sup>	6.6 <sup>(b)</sup>	(3)		
Low-educated adults in lifelong learning (%)						4.4 <sup>(b)</sup>	(3)		
Unemployed adults in lifelong learning (%)	1.6		1.6		1.1	10.0 <sup>(b)</sup>	(3)	-0.5	
Individuals who wanted to participate in training but did not (%)	13.1	14.2	9.7	9.5					
Job-related non-formal education and training (%)			90.5	80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)	0.69	0.67	0.76	0.71	0.72	0.68	(1)	-0.04	-0.03
IVET public expenditure (EUR per student)	2 714	7 033	4 272	8 558	4 165	8 586	(1)	-107	28
Enterprise expenditure on CVT courses as % of total labour cost	0.8	0.9	0.9	0.8					
Average number of foreign languages learned in IVET	1.3		1.5	1.2 <sup>(d)</sup>	1.7	1.2	(2)	0.2	0.0
STEM graduates from upper secondary IVET (% of total)	38.0	32.0	31.5	28.7	31.1	29.2	(2)	-0.4	0.5
30-34 year-olds with tertiary VET attainment (%)	0.8	7.3	0.8	7.4	0.8	8.7	(3)	0.0	1.3
Innovative enterprises with supportive training practices (%)	55.3	43.1	61.3	41.6					
Employment rate for IVET graduates (20-34 year-olds)			74.7	79.1					
Employment premium for IVET graduates (over general stream)			3.8	5.6					
Employment premium for IVET graduates (over low-educated)			44.2	17.4					
Workers helped to improve their work by training (%)			88.1	89.8					
Workers with skills matched to their duties (%)			52.4	55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)	6.6	15.4	4.7	13.9	6.4	11.9	(3)	1.7	-2.0
30-34 year-olds with tertiary attainment (%)	14.4	28.8	22.1	33.4	26.9	36.8	(3)	4.8	3.4
NEET rate for 18-24 year-olds (%)	18.6	15.1	18.6	16.6	17.8	17.0	(3)	-0.8	0.4
Unemployment rate for 20-34 year-olds (%)		10.6		13.1	19.2 <sup>(b)</sup>	15.1	(3)		2.0
Employment rate of recent graduates (age group 20-34) (%)	77.5	79.0	69.4	77.4	70.3	75.4	(3)	0.9	-2.0
Adults with lower level of educational attainment (%)	11.2	30.0	9.0	27.3	8.1	24.8	(3)	-0.9	-2.5
Employment rate for 20-64 year-olds (%)		68.9		68.5	65.0 <sup>(b)</sup>	68.3	(3)		-0.2
Medium/high-qualified employment in 2020 (% of total)					95.9	82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p = provisional; (1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).

## 26. Finland

### VET indicators for Finland for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.

Finland's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Finland with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Finland is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Finland's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

The share of all upper secondary school students enrolled in IVET (70.1%) is much higher than the EU average (50.4% in 2012). Enrolment among women is also higher (67.6% versus 45.0%). The share of students in upper secondary VET enrolled in combined work- and school-based programmes (15.7%) is lower than the EU average (26.5% in 2012). Adult participation in lifelong learning (24.9%) is much higher than the EU average (10.5% in 2013) and well above the average target (15%) set by the strategic framework education and training 2020. Older adults (17.3%), adults with low-level education (11.2%) and the unemployed (18.5%) are all more likely to participate in lifelong learning in Finland than across the EU, and their participation rates have been rising since 2010.

Data for 2010 indicate that enterprises are more likely to engage in training than in the EU (74% versus 66%), but employees are less likely to participate in on-the-job training (12% versus 20%). Participation in employer-sponsored CVT, however, is slightly above the EU average (40% versus 38% in 2010).

### **Skill development and labour market relevance**

Data from 2011 and related to ISCED 3-4 show that public expenditure on IVET as a percentage of GDP is noticeably higher in Finland (1.30%) than in the EU (0.68%), even though expenditure per student (EUR 9 014) is close to the EU average (EUR 8 586). The percentage of graduates in STEM subjects (27.6%) is slightly lower than the EU average (29.2% in 2012). The percentage of enterprises providing training to support innovation is also lower than in the EU (34.7% versus 41.6% in the EU, based on data for 2010). While 63.4% of workers in Finland report that their skills match their duties, only 55.2% do so across the EU.

Based on 2009 data, the employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (78.6%) is about the same as that in the EU (79.1%). IVET graduates in Finland enjoy a positive premium on their employment rate compared to graduates from general education at the same ISCED level, as well as to graduates at a lower ISCED level. Their employment rate is 3.0 percentage points higher than that of their counterparts from general education (even though this premium is lower than the EU average of 5.6 percentage points); their employment rate is also 19.4 percentage points higher than that of graduates with lower-level qualifications (this is higher than the EU average employment premium of 17.4 percentage points). These employment figures relate to 2009 and exclude young people in further education.

### **Overall transitions and employment trends**

In this section all data refer to 2013 unless otherwise stated.

The share of early leavers from education and training (9.3%) is lower than across the EU on average (11.9%); Finland is below the Europe 2020 average target (10%) but still exceeds its national target (8%). Educational attainment is relatively high: 45.1% of the 30 to 34 year-olds have tertiary-level education. This is above the EU average (36.8%). The percentage of people with low-level education (14.1%) is lower than the EU average (24.8%). The employment rate for 20 to 64 year-olds (73.3% for Finland; 68.3% for the EU) and for recent graduates (79.8% for Finland, 75.4% for the EU) are both higher, and the NEET rate and the 20 to 34 year-olds unemployment rate are both lower than for the EU.

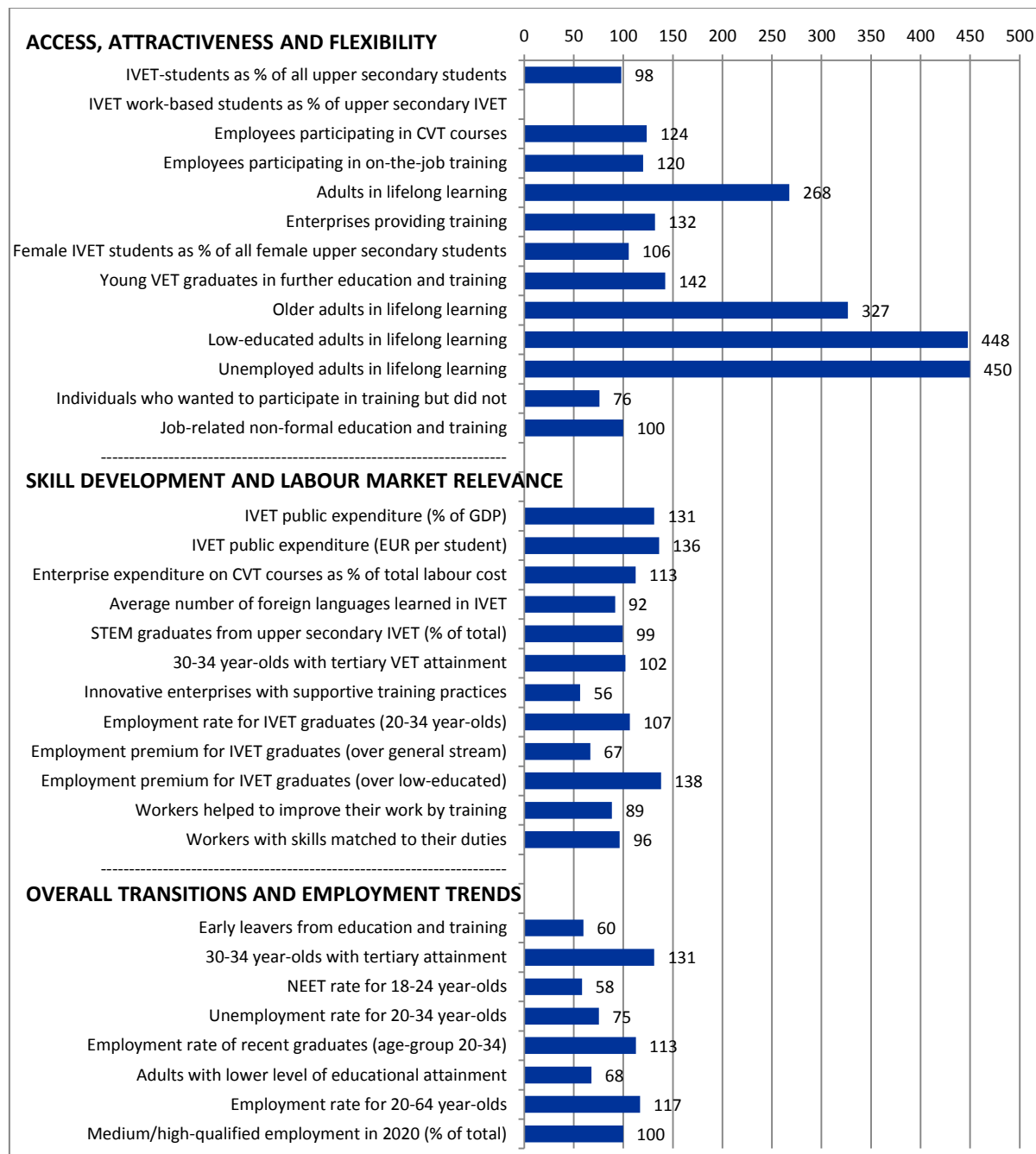
**Score on VET indicators in Finland and in the EU, 2006, 2010 and 2011/12/13 updates  
(where available)**

Indicator label	2006		2010		Last available year			Change 2010-last available year	
	FI	EU	FI	EU	FI	EU		FI	EU
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students	65.4	51.9	69.7	50.1	70.1	50.4	(2)	0.4	0.3
IVET work-based students as % of upper secondary IVET	16.6	27.2	19.2	27.4	15.7	26.5	(2)	-3.5	-0.9
Employees participating in CVT courses (%)	39	33	40	38					
Employees participating in on-the-job training (%)	16	16	12	20					
Adults in lifelong learning (%)	23.1		23.0		24.9	10.5 <sup>(b)</sup>	(3)	1.9	
Enterprises providing training (%)	77	60	74	66					
Female IVET students as % of all female upper secondary students	62.5	46.5	66.7	44.4	67.6	45.0	(2)	0.9	0.6
Young VET graduates in further education and training (%)			29.6	30.7					
Older adults in lifelong learning (%)	15.8		15.3		17.3	6.6 <sup>(b)</sup>	(3)	2.0	
Low-educated adults in lifelong learning (%)	10.6		9.8		11.2	4.4 <sup>(b)</sup>	(3)	1.4	
Unemployed adults in lifelong learning (%)	17.9		16.8		18.5	10.0 <sup>(b)</sup>	(3)	1.7	
Individuals who wanted to participate in training but did not (%)	11.5	14.2	10.6	9.5					
Job-related non-formal education and training (%)			78.7	80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)	1.09	0.67	1.32	0.71	1.30	0.68	(1)	-0.02	-0.03
IVET public expenditure (EUR per student)	7 537	7 033	8 750	8 558	9 014	8 586	(1)	264	28
Enterprise expenditure on CVT courses as % of total labour cost	0.8	0.9	0.8	0.8					
Average number of foreign languages learned in IVET				1.2 <sup>(d)</sup>		1.2	(2)		0.0
STEM graduates from upper secondary IVET (% of total)	29.0	32.0	28.8	28.7	27.6	29.2	(2)	-1.2	0.5
30-34 year-olds with tertiary VET attainment (%)	15.3	7.3	4.9	7.4	0.8 <sup>(u)</sup>	8.7	(3)	-4.1	1.3
Innovative enterprises with supportive training practices (%)	39.4	43.1	34.7	41.6					
Employment rate for IVET graduates (20-34 year-olds)			78.6	79.1					
Employment premium for IVET graduates (over general stream)			3.0	5.6					
Employment premium for IVET graduates (over low-educated)			19.4	17.4					
Workers helped to improve their work by training (%)			89.9	89.8					
Workers with skills matched to their duties (%)			63.4	55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)		15.4	<sup>(d)</sup>	13.9	9.3	11.9	(3)	-1.0	-2.0
30-34 year-olds with tertiary attainment (%)	46.2	28.8	45.7	33.4	45.1	36.8	(3)	-0.6	3.4
NEET rate for 18-24 year-olds (%)		15.1	<sup>(d)</sup>	16.6	12.6	17.0	(3)	0.1	0.4
Unemployment rate for 20-34 year-olds (%)	9.3	10.6	10.3	13.1	10.2	15.1	(3)	-0.1	2.0
Employment rate of recent graduates (age group 20-34) (%)	79.7	79.0	79.7	77.4	79.8	75.4	(3)	0.1	-2.0
Adults with lower level of educational attainment (%)	20.4	30.0	17.0	27.3	14.1	24.8	(3)	-2.9	-2.5
Employment rate for 20-64 year-olds (%)	73.9	68.9	73.0	68.5	73.3	68.3	(3)	0.3	-0.2
Medium/high-qualified employment in 2020 (% of total)					88.3	82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown;  
d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected;  
u = unreliable; p = provisional;  
(1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).

## 27. Sweden

### VET indicators for Sweden for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.

Sweden's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Sweden with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Sweden is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Sweden's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

Sweden differs from the EU average on several indicators in this group. The share of upper secondary students in IVET (49.4%) is slightly below the EU average (50.4%) in 2012 and decreased by 6.7 percentage points since 2010. The percentage of female students in upper secondary education participating in IVET is higher than the EU average (47.5% compared to 45.0% in 2012), although this value also decreased by 5.5 percentage points since 2010 but slightly increased in the EU as a whole.

Data for 2013 show that Sweden compares favourably with EU averages on participation in lifelong learning: the percentage of adults in lifelong learning (28.1%) is much higher than the EU average (10.5%) and well above the average target (15%) set by the strategic framework education and training 2020. Older people (21.5%), unemployed adults (45%) and those with relatively low-level education (19.7%) are all much more likely to participate in education and training than is the case across the EU (the figures for Sweden are around three to four times greater than the corresponding EU averages). The share of adults, in 2011, who wanted to participate in training but did not do so (7.2%) is lower than the EU average (9.5%). Data from the same source (AES) show that non-formal education and training is largely job-related (80.1%, on par with the EU average of 80.2%). Data for 2009 show that the percentage of young VET graduates in further education is relatively high (43.7%) compared to the EU average (30.7%).

### **Skill development and labour market relevance**

For many indicators in this group, Sweden records values close to the EU average, but there are some differences. Public expenditure on IVET as a percentage of GDP is higher (0.90%) than in the EU overall (0.68%) (based on 2011 data for ISCED 3-4). This is also reflected in greater average expenditure per student; EUR 11 678 compared with the EUR 8 586 spent in the EU.

The employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (84.3%) is higher than the EU average (79.1%), based on 2009 data. IVET graduates in Sweden enjoy a positive premium on their employment rate compared to graduates from general education at the same ISCED level, as well as to graduates at a lower ISCED level. Their employment rate is 3.7 percentage points higher than that of their counterparts from general education (even though this premium is smaller than the EU average premium of 5.6 percentage points); and their employment rate is 24.0 percentage points higher than that of graduates with lower-level qualifications (much higher than the EU average of 17.4 percentage points). All these employment figures relate to 2009 and exclude young people in further education.

### **Overall transitions and employment trends**

In this section all data refer to 2013 unless otherwise stated.

Sweden performs favourably on these indicators. The percentage of early leavers from education and training (7.1%) is lower than the EU average (11.9%) and lower than the Europe 2020 average target and the national target (both set at 10%). The share of 30 to 34 year-olds who have completed tertiary-level education (48.3%) is higher than the EU average (36.8%) and exceeds the Europe average target (40%) and the national target (40-45%). A relatively small share of adults in Sweden has low-level education (16.8% compared with 24.8% in the EU).

The employment rate for 20 to 64 year-olds (79.8%) and the employment rate of recent graduates (84.9%) are both higher than the corresponding EU averages (68.3% and 75.4%, respectively).

In Sweden, the NEET rate (9.9%) is much lower than in the EU (17.0%). The unemployment rate for 20 to 34 year-olds (11.3%) is also lower than the EU average (15.1%).



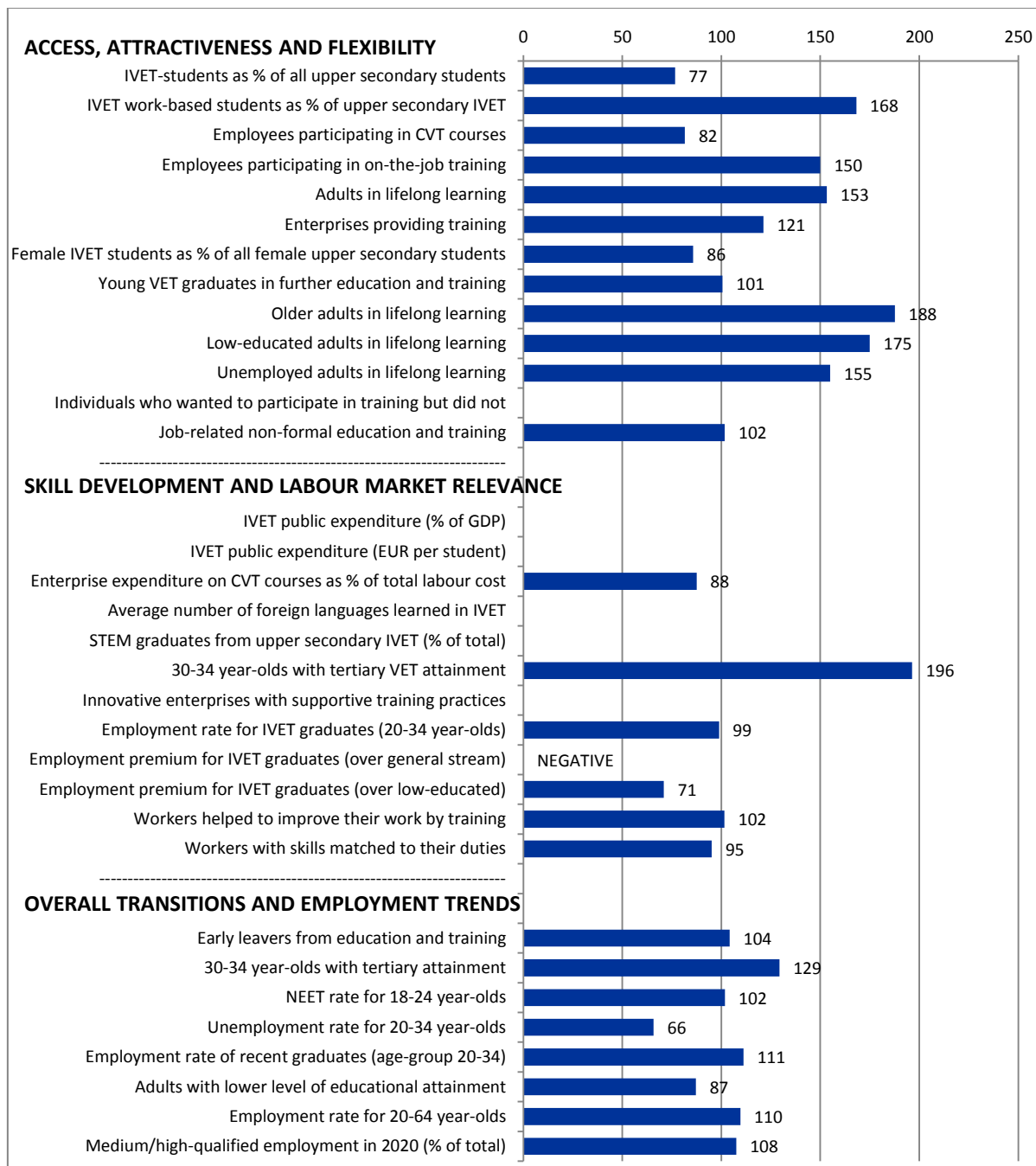
**Score on VET indicators in Sweden and in the EU, 2006, 2010 and 2011/12/13 updates  
(where available)**

Indicator label	2006		2010		Last available year			Change 2010- last available year	
	SE	EU	SE	EU	SE	EU		SE	EU
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students	55.1	51.9	56.1	50.1	49.4	50.4	(2)	-6.7	0.3
IVET work-based students as % of upper secondary IVET		27.2		27.4		26.5	(2)		-0.9
Employees participating in CVT courses (%)	46	33	47	38					
Employees participating in on-the-job training (%)	21	16	24	20					
Adults in lifelong learning (%)			24.4 <sup>(b)</sup>		28.1	10.5 <sup>(b)</sup>	(3)	3.7	
Enterprises providing training (%)	78	60	87	66					
Female IVET students as % of all female upper secondary students	52.0	46.5	53.0	44.4	47.5	45.0	(2)	-5.5	0.6
Young VET graduates in further education and training (%)			43.7	30.7					
Older adults in lifelong learning (%)			18.3 <sup>(b)</sup>		21.5	6.6 <sup>(b)</sup>	(3)	3.2	
Low-educated adults in lifelong learning (%)			15.8 <sup>(b)</sup>		19.7	4.4 <sup>(b)</sup>	(3)	3.9	
Unemployed adults in lifelong learning (%)			40.3 <sup>(b)</sup>		45.0	10.0 <sup>(b)</sup>	(3)	4.7	
Individuals who wanted to participate in training but did not (%)	7.8	14.2	7.2	9.5					
Job-related non-formal education and training (%)			80.1	80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)	0.84	0.67	0.94	0.71	0.90	0.68	(1)	-0.04	-0.03
IVET public expenditure (EUR per student)	9 140	7 033	11 617	8 558	11 678	8 586	(1)	61	28
Enterprise expenditure on CVT courses as % of total labour cost	0.9	0.9	0.9	0.8					
Average number of foreign languages learned in IVET	1.1		1.1	1.2 <sup>(d)</sup>	1.1	1.2	(2)	0.0	0.0
STEM graduates from upper secondary IVET (% of total)	31.0	32.0	32.4	28.7	29.1	29.2	(2)	-3.3	0.5
30-34 year-olds with tertiary VET attainment (%)	8.3	7.3	7.5	7.4	8.9	8.7	(3)	1.4	1.3
Innovative enterprises with supportive training practices (%)	33.6	43.1	23.5	41.6					
Employment rate for IVET graduates (20-34 year-olds)			84.3	79.1					
Employment premium for IVET graduates (over general stream)			3.7	5.6					
Employment premium for IVET graduates (over low-educated)			24.0	17.4					
Workers helped to improve their work by training (%)			79.5	89.8					
Workers with skills matched to their duties (%)			53.2	55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)	8.6	15.4	6.5	13.9	7.1	11.9	(3)	0.6	-2.0
30-34 year-olds with tertiary attainment (%)	39.5	28.8	45.3	33.4	48.3	36.8	(3)	3.0	3.4
NEET rate for 18-24 year-olds (%)	12.3	15.1	10.6	16.6	9.9	17.0	(3)	-0.7	0.4
Unemployment rate for 20-34 year-olds (%)	9.7	10.6	11.7	13.1	11.3	15.1	(3)	-0.4	2.0
Employment rate of recent graduates (age group 20-34) (%)	83.3	79.0	83.0	77.4	84.9	75.4	(3)	1.9	-2.0
Adults with lower level of educational attainment (%)	21.1	30.0	18.8	27.3	16.8	24.8	(3)	-2.0	-2.5
Employment rate for 20-64 year-olds (%)	78.8	68.9	78.1	68.5	79.8	68.3	(3)	1.7	-0.2
Medium/high-qualified employment in 2020 (% of total)					82.1	82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown;  
d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected;  
u = unreliable; p = provisional;  
(1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).

## 28. The United Kingdom

### VET indicators for the United Kingdom for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.

The UK's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in the UK with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for the UK is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, the UK's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

The UK has a relatively low percentage of students participating in IVET but a relatively high percentage of adults in education and training. The share of upper secondary students enrolled in IVET is lower (38.6%) than the EU average (50.4% in 2012). Similarly, the percentage of women participating in IVET in upper secondary school – as a share of all female upper secondary school students – at 38.6% is lower than the EU average of 45.0%. Both indicators have increased by more than 6 percentage points between 2010 and 2012.

The percentage of adults participating in lifelong learning in 2013 (16.1%) is higher than the corresponding EU average (10.5%) and above the average target (15%) set by the strategic framework education and training 2020. The percentage of older adults (12.5%), people with low-level education (7.7%), and the unemployed (15.5%) participating in lifelong learning is higher in the UK than in the EU.

Employers in the UK are more likely to report the provision of training (80% compared to 66% in the EU, based on 2010 CVTS data). The UK also has a higher percentage of employees participating in on-the-job training (30% compared with the EU average of 20%) but a lower percentage of employees participating in CVT courses (31% compared to 38% across the EU).

### **Skill development and labour market relevance**

For the UK there are relatively few data available for this group of indicators.

The percentage of 30 to 34 year-olds with tertiary VET attainment is higher than the EU average (17.0% compared to 8.7%).

Based on 2009 data, the employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (78.2%) is close to the EU average (79.1%). In the UK, IVET graduates have an employment rate 2.4 percentage points lower than their counterparts from general

education (the EU average is the opposite, with an employment rate 5.6 percentage points higher for IVET graduates); IVET graduates in the UK have an employment rate 12.3 percentage points higher than those with lower-level qualifications (the EU average premium is of 17.4 percentage points). All these employment figures relate to 2009 and exclude young people in further education.

### **Overall transitions and employment trends**

In this section all data refer to 2013 unless otherwise stated.

The percentage of early leavers from education and training (12.4%) is higher than the corresponding EU average (11.9%); and above the Europe 2020 average target (10%). The percentage of 30 to 34 year-olds who have completed tertiary-level education (47.6%) is higher than the EU average (36.8%) and above the Europe 2020 average target (40%). The employment rate for the 20 to 64 year-olds (74.9%) is higher than in the EU overall (68.3%), as is the employment rate of recent graduates (83.8%, compared with the EU average of 75.4%). The NEET rate (17.3%) is higher (17.0% for the EU). The unemployment rate for 20 to 34 year-olds (9.9%) is below the EU average (15.1%).

### Score on VET indicators in the UK and in the EU, 2006, 2010 and 2011/12/13 updates (where available)

Indicator label	2006		2010		Last available year			Change 2010-last available year	
	UK	EU	UK	EU	UK	EU		UK	EU
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students	(d)	51.9	32.1	50.1	38.6	50.4	(2)	6.5	0.3
IVET work-based students as % of upper secondary IVET		27.2		27.4	44.6	26.5	(2)		-0.9
Employees participating in CVT courses (%)		33	31	38					
Employees participating in on-the-job training (%)		16	30	20					
Adults in lifelong learning (%)			19.4 <sup>(b)</sup>		16.1	10.5 <sup>(b)</sup>	(3)	-3.3	
Enterprises providing training (%)		60	80	66					
Female IVET students as % of all female upper secondary students	(d)	46.5	31.5	44.4	38.6	45.0	(2)	7.1	0.6
Young VET graduates in further education and training (%)			30.9	30.7					
Older adults in lifelong learning (%)			14.5 <sup>(b)</sup>		12.3	6.6 <sup>(b)</sup>	(3)	-2.2	
Low-educated adults in lifelong learning (%)			9.6 <sup>(b)</sup>		7.7	4.4 <sup>(b)</sup>	(3)	-1.9	
Unemployed adults in lifelong learning (%)			18.3 <sup>(b)</sup>		15.5	10.0 <sup>(b)</sup>	(3)	-2.8	
Individuals who wanted to participate in training but did not (%)	25.0	14.2		9.5					
Job-related non-formal education and training (%)			81.6	80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)		0.67		0.71		0.68	(1)		-0.03
IVET public expenditure (EUR per student)		7 033		8 558		8 586	(1)		28
Enterprise expenditure on CVT courses as % of total labour cost		0.9	0.7	0.8					
Average number of foreign languages learned in IVET				1.2 <sup>(d)</sup>		1.2	(2)		0.0
STEM graduates from upper secondary IVET (% of total)		32.0		28.7		29.2	(2)		0.5
30-34 year-olds with tertiary VET attainment (%)		7.3		7.4	17.0 <sup>(b)</sup>	8.7	(3)		1.3
Innovative enterprises with supportive training practices (%)		43.1		41.6					
Employment rate for IVET graduates (20-34 year-olds)			78.2	79.1					
Employment premium for IVET graduates (over general stream)			-2.4	5.6					
Employment premium for IVET graduates (over low-educated)			12.3	17.4					
Workers helped to improve their work by training (%)			91.2	89.8					
Workers with skills matched to their duties (%)			52.5	55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)		15.4	14.9 <sup>(b)</sup>	13.9	12.4	11.9	(3)	-2.5	-2.0
30-34 year-olds with tertiary attainment (%)	36.5	28.8	43.0	33.4	47.6	36.8	(3)	4.6	3.4
NEET rate for 18-24 year-olds (%)		15.1	17.7 <sup>(b)</sup>	16.6	17.3	17.0	(3)	-0.4	0.4
Unemployment rate for 20-34 year-olds (%)	6.7	10.6	9.9	13.1	9.9	15.1	(3)	0.0	2.0
Employment rate of recent graduates (age group 20-34) (%)	86.3	79.0	81.6	77.4	83.8	75.4	(3)	2.2	-2.0
Adults with lower level of educational attainment (%)	27.3	30.0	23.9	27.3	21.6	24.8	(3)	-2.3	-2.5
Employment rate for 20-64 year-olds (%)	75.2	68.9	73.6	68.5	74.9	68.3	(3)	1.3	-0.2
Medium/high-qualified employment in 2020 (% of total)					88.5	82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p = provisional; (1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).

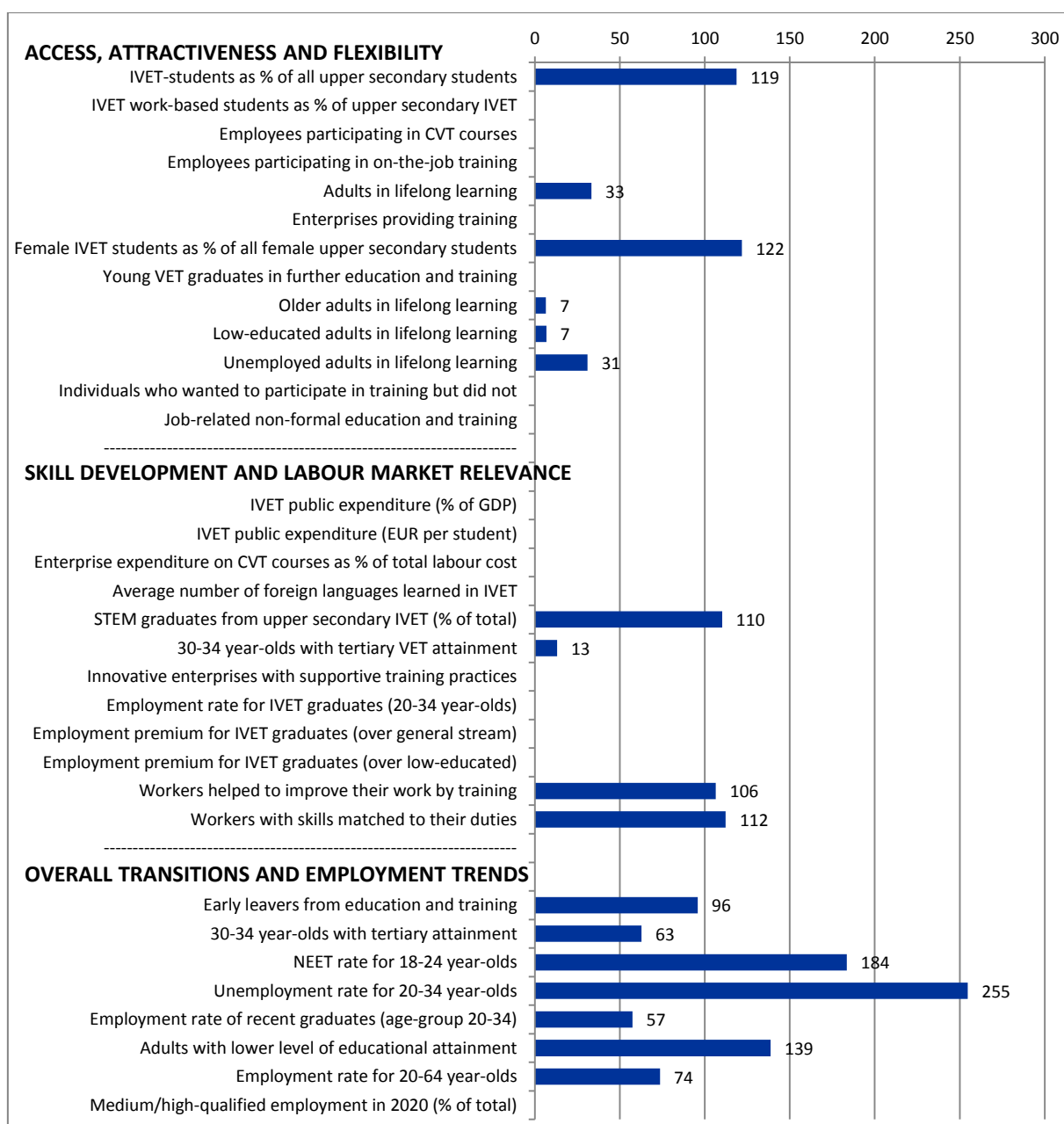


## Part II

### Selected EFTA and candidate countries

## 29. The former Yugoslav Republic of Macedonia

**VET indicators for the former Yugoslav Republic of Macedonia for the most recent year available**  
**Index numbers (EU=100)**



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.



The performance of the former Yugoslav Republic of Macedonia on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in the former Yugoslav Republic of Macedonia with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for the former Yugoslav Republic of Macedonia is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, the former Yugoslav Republic of Macedonia performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

Limited data are available for the former Yugoslav Republic of Macedonia. In 2012, the percentage of students in upper secondary education participating in IVET was relatively high at 59.8% compared with the EU average of 50.4%; the same is true for the share of female students in upper secondary education undertaking IVET (54.8% versus 45.0% for the EU). The percentage of adults participating in lifelong learning (3.5%) is significantly lower than the corresponding EU average of 10.5% (data for 2013). Participation rates in lifelong learning among several subgroups, such as older people (0.4%), adults with low levels of educational attainment (0.3%), and the unemployed (3.1%), are below the EU average (though these rates should be interpreted with caution as they were based on data with small sample sizes).

### **Skill development and labour market relevance**

Students in IVET are more likely to graduate in STEM subjects. In 2012, 32.2% of IVET upper secondary students graduated in STEM subjects compared with 29.2% in the EU. A relatively high share of trained workers report that training helped improve their work (95.6% compared with 89.8% in the EU in 2010), and a high percentage confirm that their skills are matched to their duties (62.0% compared with 55.2% in the EU in 2010). However, the percentage of 30-34 year-olds who have completed tertiary-level VET at 1.1% is much lower than the EU average of 8.7%.

### **Overall transitions and employment trends**

In this section all data refer to 2013 unless otherwise stated.

The share of early leavers from education and training has been steadily decreasing since 2006 to stand at 11.4% in 2013, lower than the EU average of 11.9%. Greater differences are observable for other indicators: the percentage of 30 to 34 year-olds with tertiary-level education (23.1%) is lower than that of the EU (36.8%) and the share of adults with a low level of educational attainment is relatively high at 34.4% compared with 24.8% in the EU. The employment rate of 20 to 64 year-olds at 50.3% is much lower than the EU average of 68.3%. The employment rate of recent graduates is 43.3%, lower than the 75.4% in the EU as whole. The NEET rate (31.2%) is nearly twice the EU average (17.0%), and the unemployment rate for 20 to 34 year-olds (38.4%) is roughly two and a half times as high as the EU average (15.1%). The NEET-rate, unemployment rate for 20-34 year olds, and the employment rate for 20-64 year olds have all shown a favourable trend since 2006, in contrast to the EU, where an unfavourable trend was observable over this period.

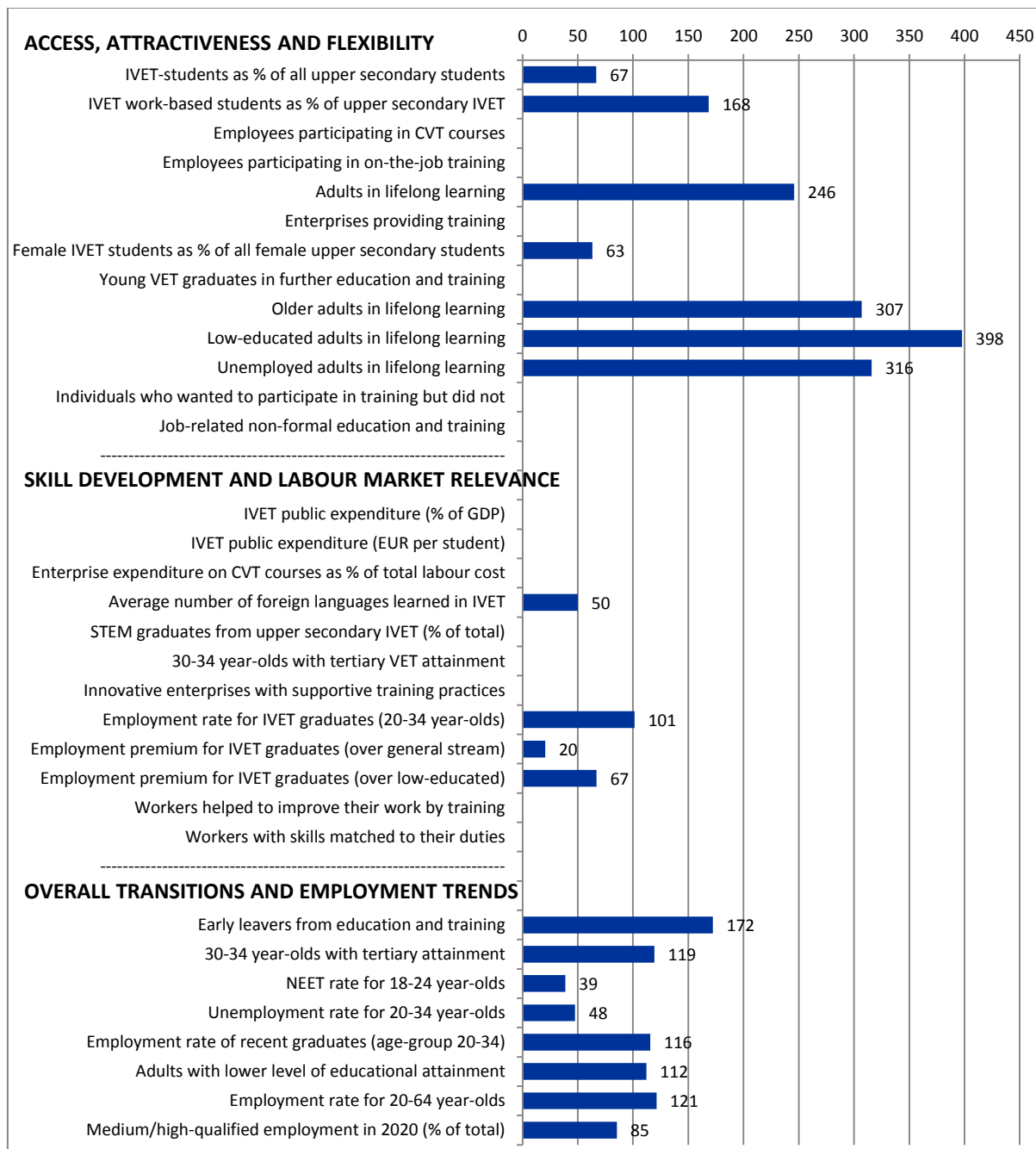
**Score on VET indicators in the former Yugoslav Republic of Macedonia and in the EU, 2006, 2010 and 2011/12/13 (where available)**

Indicator label	2006		2010		Last available year			Change 2010-last available year	
	MK	EU	MK	EU	MK	EU		MK	EU
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students	59.6	51.9	60.0	50.1	59.8	50.4	(2)	-0.2	0.3
IVET work-based students as % of upper secondary IVET		27.2		27.4		26.5	(2)		-0.9
Employees participating in CVT courses (%)		33		38					
Employees participating in on-the-job training (%)		16		20					
Adults in lifelong learning (%)	2.3		3.2		3.5	10.5 <sup>(b)</sup>	(3)	0.3	
Enterprises providing training (%)		60		66					
Female IVET students as % of all female upper secondary students	53.3	46.5	55.0	44.4	54.8	45.0	(2)	-0.2	0.6
Young VET graduates in further education and training (%)				30.7					
Older adults in lifelong learning (%)	0.4		0.7		0.4	6.6 <sup>(b)</sup>	(3)	-0.3	
Low-educated adults in lifelong learning (%)	0.1 <sup>(u)</sup>		0.1 <sup>(u)</sup>		0.3	4.4 <sup>(b)</sup>	(3)	0.2	
Unemployed adults in lifelong learning (%)	0.9		1.5		3.1	10.0 <sup>(b)</sup>	(3)	1.6	
Individuals who wanted to participate in training but did not (%)		14.2		9.5					
Job-related non-formal education and training (%)				80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)		0.67		0.71		0.68	(1)		-0.03
IVET public expenditure (EUR per student)		7 033		8 558		8 586	(1)		28
Enterprise expenditure on CVT courses as % of total labour cost		0.9		0.8					
Average number of foreign languages learned in IVET				1.2 <sup>(d)</sup>		1.2	(2)		0.0
STEM graduates from upper secondary IVET (% of total)	43.5	32.0	34.7	28.7	32.2	29.2	(2)	-2.5	0.5
30-34 year-olds with tertiary VET attainment (%)	1.8	7.3	1.3	7.4	1.1	8.7	(3)	-0.2	1.3
Innovative enterprises with supportive training practices (%)		43.1		41.6					
Employment rate for IVET graduates (20-34 year-olds)				79.1					
Employment premium for IVET graduates (over general stream)				5.6					
Employment premium for IVET graduates (over low-educated)				17.4					
Workers helped to improve their work by training (%)			95.6	89.8					
Workers with skills matched to their duties (%)			62.0	55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)	22.8	15.4	15.5	13.9	11.4	11.9	(3)	-4.1	-2.0
30-34 year-olds with tertiary attainment (%)	11.6	28.8	17.1	33.4	23.1	36.8	(3)	6.0	3.4
NEET rate for 18-24 year-olds (%)	47.1	15.1	33.1	16.6	31.2	17.0	(3)	-1.9	0.4
Unemployment rate for 20-34 year-olds (%)	45.5	10.6	39.7	13.1	38.4	15.1	(3)	-1.3	2.0
Employment rate of recent graduates (age group 20-34) (%)	32.2	79.0	47.9	77.4	43.3	75.4	(3)	-4.6	-2.0
Adults with lower level of educational attainment (%)	42.4	30.0	37.5	27.3	34.4	24.8	(3)	-3.1	-2.5
Employment rate for 20-64 year-olds (%)	43.9	68.9	48.1	68.5	50.3	68.3	(3)	2.2	-0.2
Medium/high-qualified employment in 2020 (% of total)						82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p = provisional; (1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).

## 30. Iceland

### VET indicators for Iceland for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.

Iceland's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Iceland with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Iceland is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Iceland's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

The percentage of all upper secondary students participating in IVET in Iceland is 33.6%, lower than the EU average of 50.4% (in 2012). Among upper secondary students in IVET, enrolment in combined work- and school-based programmes is relatively common; at 44.7% it is much higher than the EU average of 26.5%.

A relatively high share of Iceland's adult population participates in lifelong learning (25.8% compared with 10.5% across the EU). This is also reflected in the participation rates of specific groups: older people (20.2% versus 6.6% in the EU), adults with low levels of education (17.5% versus 4.4% in the EU); and unemployed adults (31.6% versus 10.0% in the EU) are all more likely to participate in lifelong learning than their counterparts in the EU.

### **Skill development and labour market relevance**

In upper-secondary vocational education, the average number of foreign languages learned per student is below the EU average (0.6 in Iceland compared with 1.2 across the EU).

The employment rate for IVET graduates aged 20-34 years at ISCED 3-4 is 80.1%, just one percentage point above the EU average (79.1%) (data for 2009). IVET graduates in Iceland enjoy a positive premium on their employment rate compared to graduates from general education at the same ISCED level, as well as to graduates at a lower ISCED level. Their employment rate is 1.1 percentage points higher than their counterparts from general education (although their premium is lower than the EU average of 5.6 percentage points) and 11.6 percentage points higher than those with lower-level qualifications (also below the EU average premium of 17.4 percentage points). All these employment data relate to 2009 and exclude young people in further education.

### **Overall transitions and employment trends**

In this section all data refer to 2013 unless otherwise stated.

The rate of early leaving from education and training is 20.5%, much higher than the EU average of 11.9%. At 43.9% the country has a relatively high share of 30 to 34 year-olds who have completed tertiary-level education compared with the EU average of 36.8%. The proportion of adults aged 25 to 64 years who have a low level of educational attainment is also higher (27.8%) than in the EU (24.8%).

The employment rate for 20 to 64 year-olds is 82.8%, relatively high compared with the EU average of 68.3%. The same is true for the employment rate of recent graduates: 87.2% in Iceland compared with 75.4% in the EU. The NEET rate at 6.6% and the unemployment rate of 20 to 34 year-olds at 7.2% are both lower than the corresponding EU averages (17.0% and 15.1%, respectively). A favourable trend is observable in all of the employment- and unemployment-related indicators in the period since 2010 in contrast to the general trend across the EU.

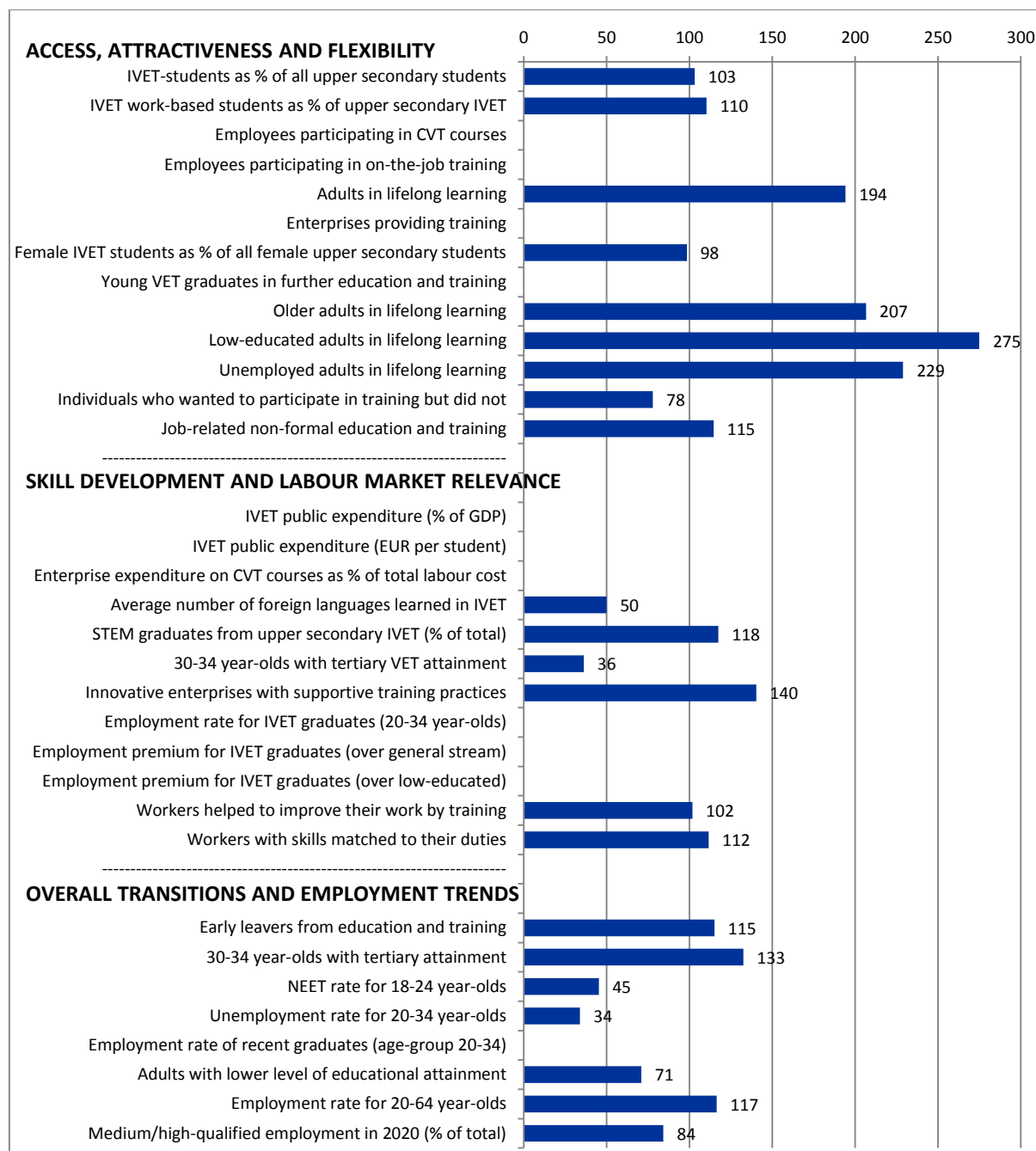
### Score on VET indicators in Iceland and in the EU, 2006, 2010 and 2011/12/13 (where available)

Indicator label	2006		2010		Last available year			Change 2010-last available year	
	IS	EU	IS	EU	IS	EU		IS	EU
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students	36.7	51.9	34.3	50.1	33.6	50.4	(2)	-0.7	0.3
IVET work-based students as % of upper secondary IVET	48.1	27.2	46.6	27.4	44.7	26.5	(2)	-1.9	-0.9
Employees participating in CVT courses (%)		33		38					
Employees participating in on-the-job training (%)		16		20					
Adults in lifelong learning (%)	27.9		25.2		25.8	10.5 <sup>(b)</sup>	(3)	0.6	
Enterprises providing training (%)		60		66					
Female IVET students as % of all female upper secondary students	30.3	46.5	29.4	44.4	28.4	45.0	(2)	-1.0	0.6
Young VET graduates in further education and training (%)				30.7					
Older adults in lifelong learning (%)	21.0		18.7		20.2	6.6 <sup>(b)</sup>	(3)	1.5	
Low-educated adults in lifelong learning (%)	17.0		16.0		17.5	4.4 <sup>(b)</sup>	(3)	1.5	
Unemployed adults in lifelong learning (%)	30.0		27.1		31.6	10.0 <sup>(b)</sup>	(3)	4.5	
Individuals who wanted to participate in training but did not (%)		14.2		9.5					
Job-related non-formal education and training (%)				80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)		0.67		0.71		0.68	(1)		-0.03
IVET public expenditure (EUR per student)		7 033		8 558		8 586	(1)		28
Enterprise expenditure on CVT courses as % of total labour cost		0.9		0.8					
Average number of foreign languages learned in IVET	0.7		0.6	1.2 <sup>(d)</sup>	0.6	1.2	(2)	0.0	0.0
STEM graduates from upper secondary IVET (% of total)	26.3	32.0	21.2	28.7		29.2	(2)		0.5
30-34 year-olds with tertiary VET attainment (%)	4.8	7.3	2.4	7.4		8.7	(3)		1.3
Innovative enterprises with supportive training practices (%)		43.1		41.6					
Employment rate for IVET graduates (20-34 year-olds)			80.1	79.1					
Employment premium for IVET graduates (over general stream)			1.1	5.6					
Employment premium for IVET graduates (over low-educated)			11.6	17.4					
Workers helped to improve their work by training (%)				89.8					
Workers with skills matched to their duties (%)				55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)	25.6	15.4	22.6	13.9	20.5	11.9	(3)	-2.1	-2.0
30-34 year-olds with tertiary attainment (%)	36.4	28.8	40.9	33.4	43.9	36.8	(3)	3.0	3.4
NEET rate for 18-24 year-olds (%)	5.1	15.1	8.4	16.6	6.6	17.0	(3)	-1.8	0.4
Unemployment rate for 20-34 year-olds (%)		10.6	11.3	13.1	7.2	15.1	(3)	-4.1	2.0
Employment rate of recent graduates (age group 20-34) (%)	91.8	79.0	83.8	77.4	87.2	75.4	(3)	3.4	-2.0
Adults with lower level of educational attainment (%)	36.7	30.0	33.5	27.3	27.8	24.8	(3)	-5.7	-2.5
Employment rate for 20-64 year-olds (%)	86.3	68.9	80.4	68.5	82.8	68.3	(3)	2.4	-0.2
Medium/high-qualified employment in 2020 (% of total)					70.2	82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p = provisional; (1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).

## 31. Norway

### VET indicators for Norway for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.



Norway's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Norway with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Norway is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Norway's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

The percentage of upper secondary students in IVET (52.0% in 2012) is slightly higher than the EU average (50.4%). The same indicator for female upper secondary students in IVET is slightly below the EU average (44.3% in Norway and 45.0% across the EU). These shares have decreased between 2010 and 2012 by around two percentage points in Norway but have increased by less than one percentage point for the EU as a whole. Students in combined work- and school-based programmes accounted for 29.3% of students in upper secondary IVET, which is higher than the EU average of 26.5%.

For several other indicators, the values for Norway are markedly higher than EU averages. The percentage of adults participating in lifelong learning (20.4%) is nearly twice the EU average (10.5%, data for 2013). Older adults, the unemployed, and those with relatively low qualifications are all much more likely to participate in lifelong learning than is the case across the EU (based on 2013 data). Data for 2011 show that non-formal education and training is nearly exclusively job-related (91.9% compared with 80.2% across the EU).

The share of individuals who want to participate in training but who do not do so is lower in Norway (7.4%) than in the EU as a whole (9.5% in 2011).

### **Skill development and labour market relevance**

Data for Norway are not available for several indicators on skill development and labour market relevance. Available data show that Norway's figures are slightly higher than the EU average for some of these indicators. The share of STEM graduates from upper secondary VET (34.3%) is higher than the EU average (29.2%) (2012 data). The share of workers who improved their work through training is 1.6 percentage points higher in Norway (91.4%) than across the EU as a whole (89.8%) (in 2010). Workers are more likely to report that their skills are matched to their duties in their jobs (61.6%) compared the EU average (55.2% in 2010).

For other indicators in this group, Norway's figures are notably lower than the EU average. The average number of foreign languages learned by students in upper secondary IVET is 0.6 while the EU average is 1.2. The share of 30 to 34 year-olds with tertiary-level VET (ISCED 5b) (3.1%) is less than half the EU average (8.7%). Data from 2010 show that companies are considerably more likely to provide training to support their innovation processes (at 58.5% it is 16.9 percentage points higher than the 41.6% EU average). The score for Norway on this indicator has increased substantially between 2008 and 2010 by more than 32 percentage points.

### **Overall transitions and employment trends**

In this section all data refer to 2013 unless otherwise stated.

The percentage of early leavers from education and training (13.7%) is higher than the EU average (11.9%) but so is the share of 30 to 34 year-olds who have completed tertiary-level education (48.8% compared to the EU average of 36.8%). The same is true of the employment rate for 20 to 64 year-olds (79.6% for Norway, 68.3% for the EU).

The NEET rate of 18 to 24 year-olds (7.7%) is much lower than the EU rate (17.0%). It increased by 0.8 percentage points from 2010 to 2013, while the EU average rose by 0.4 percentage points. Similarly, the unemployment rate for 20 to 34 year-olds (5.1%) is lower than the EU average (15.1%).

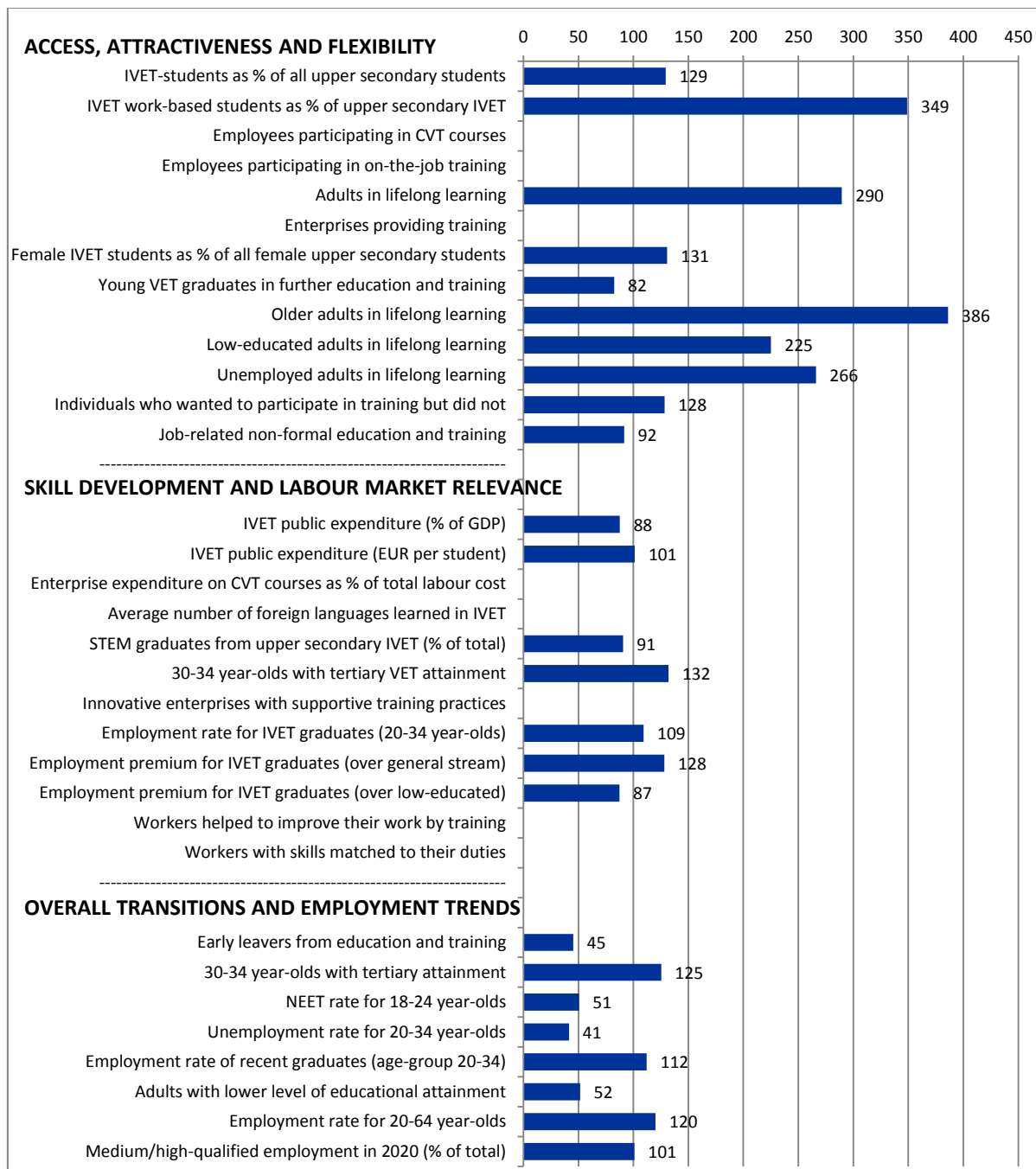
### Score on VET indicators in Norway and in the EU, 2006, 2010 and 2011/12/13 updates (where available)

Indicator label	2006		2010		Last available year			Change 2010-last available year	
	NO	EU	NO	EU	NO	EU		NO	EU
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students	60.0	51.9	53.9	50.1	52.0	50.4	(2)	-1.9	0.3
IVET work-based students as % of upper secondary IVET	23.2	27.2	28.4	27.4	29.3	26.5	(2)	0.9	-0.9
Employees participating in CVT courses (%)		33		38					
Employees participating in on-the-job training (%)		16		20					
Adults in lifelong learning (%)	18.7		17.8		20.4	10.5 <sup>(b)</sup>	(3)	2.6	
Enterprises providing training (%)		60		66					
Female IVET students as % of all female upper secondary students	53.4	46.5	46.5	44.4	44.3	45.0	(2)	-2.2	0.6
Young VET graduates in further education and training (%)				30.7					
Older adults in lifelong learning (%)	12.9		12.1		13.6	6.6 <sup>(b)</sup>	(3)	1.5	
Low-educated adults in lifelong learning (%)	10.3		10.1		12.1	4.4 <sup>(b)</sup>	(3)	2.0	
Unemployed adults in lifelong learning (%)	19.7		18.5		22.9	10.0 <sup>(b)</sup>	(3)	4.4	
Individuals who wanted to participate in training but did not (%)	10.7	14.2	7.4	9.5					
Job-related non-formal education and training (%)			91.9	80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)		0.67		0.71		0.68	(1)		-0.03
IVET public expenditure (EUR per student)		7 033		8 558		8 586	(1)		28
Enterprise expenditure on CVT courses as % of total labour cost		0.9		0.8					
Average number of foreign languages learned in IVET	1.0		0.5	1.2 <sup>(d)</sup>	0.6	1.2	(2)	0.1	0.0
STEM graduates from upper secondary IVET (% of total)	29.6	32.0	36.5	28.7	34.3	29.2	(2)	-2.2	0.5
30-34 year-olds with tertiary VET attainment (%)		7.3	3.3	7.4	3.1	8.7	(3)	-0.2	1.3
Innovative enterprises with supportive training practices (%)	26.0	43.1	58.5	41.6					
Employment rate for IVET graduates (20-34 year-olds)				79.1					
Employment premium for IVET graduates (over general stream)				5.6					
Employment premium for IVET graduates (over low-educated)				17.4					
Workers helped to improve their work by training (%)			91.4	89.8					
Workers with skills matched to their duties (%)			61.6	55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)	17.8	15.4	17.4	13.9	13.7	11.9	(3)	-3.7	-2.0
30-34 year-olds with tertiary attainment (%)	41.9	28.8	47.3	33.4	48.8	36.8	(3)	1.5	3.4
NEET rate for 18-24 year-olds (%)	6.5	15.1	6.9	16.6	7.7	17.0	(3)	0.8	0.4
Unemployment rate for 20-34 year-olds (%)		10.6		13.1	5.1 <sup>(b)</sup>	15.1	(3)		2.0
Employment rate of recent graduates (age group 20-34) (%)		79.0		77.4		75.4	(3)		-2.0
Adults with lower level of educational attainment (%)	21.5	30.0	19.1	27.3	17.6	24.8	(3)	-1.5	-2.5
Employment rate for 20-64 year-olds (%)	79.5	68.9	79.6	68.5	79.6	68.3	(3)	0.0	-0.2
Medium/high-qualified employment in 2020 (% of total)					69.4	82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p = provisional; (1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).

## 32. Switzerland

### VET indicators for Switzerland for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.

Switzerland's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Switzerland with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Switzerland is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Switzerland's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

Switzerland has higher levels of participation in IVET and in adult education and training than the EU average.

The share of upper secondary students enrolled in IVET programmes at 65.2% is higher than the EU average of 50.4% (data for 2012). Combined work- and school-based programmes account for 92.6% of students in upper secondary IVET, much higher than the EU average of 26.5%. Participation in lifelong learning is 30.4%, almost three times as much as the EU-average of 10.5% (data for 2013). Older people in Switzerland are more likely to participate in lifelong learning (25.4% versus 6.6% in the EU), as are adults with low levels of educational attainment (9.9% versus 4.4% in the EU), and the unemployed (26.6% versus 10.0% in the EU).

### **Skill development and labour market relevance**

At EUR 8 695, public expenditure on IVET per student is slightly higher than the EU average of 8 586 (2011 data for ISCED levels 3-4), though as a percentage of GDP (0.60%) it is lower than the EU average (0.68%). The share of 30 to 34 year-olds who have completed tertiary-level VET (ISCED 5b) at 11.4% is higher than the corresponding EU average of 8.7%.

The employment rate for IVET graduates (aged 20-34) at ISCED levels 3-4 is 86.4%, higher than the EU average of 79.1% (data for 2009). IVET graduates in Switzerland enjoy a positive premium on their employment rate compared to graduates from general education at the same ISCED level, as well as to graduates at a lower ISCED level. Their employment rate is 7.2 percentage points higher than that of their counterparts from general education (above the corresponding EU average premium of 5.6 percentage points), and 15.2 percentage points higher than that of those with lower-level qualifications (slightly below the corresponding EU average premium of 17.4

percentage points). All these employment figures relate to 2009 and exclude young people in further education.

### **Overall transitions and employment trends**

In this section all data refer to 2013 unless otherwise stated.

Switzerland generally scores favourably compared with the EU average in this category. Both the rate of early leaving from education and training at 5.4% (11.9% in the EU) and the share of adults who have completed low-level education at 12.8% (24.8% in the EU) are substantially below the corresponding EU averages. The percentage of 30 to 34 year-olds who have completed tertiary-level education is relatively high (46.1% versus 36.8% in the EU). The NEET rate at 8.6% (17.0% in the EU) and the unemployment rate of 20 to 34 year-olds at 6.2% (15.1% in the EU) are both lower than in the EU. The employment rate for 20-64 year olds is 82.1%, higher than the EU-average of 68.3%, as is the employment rate of recent graduates at 84.5% compared with 75.4% in the EU.

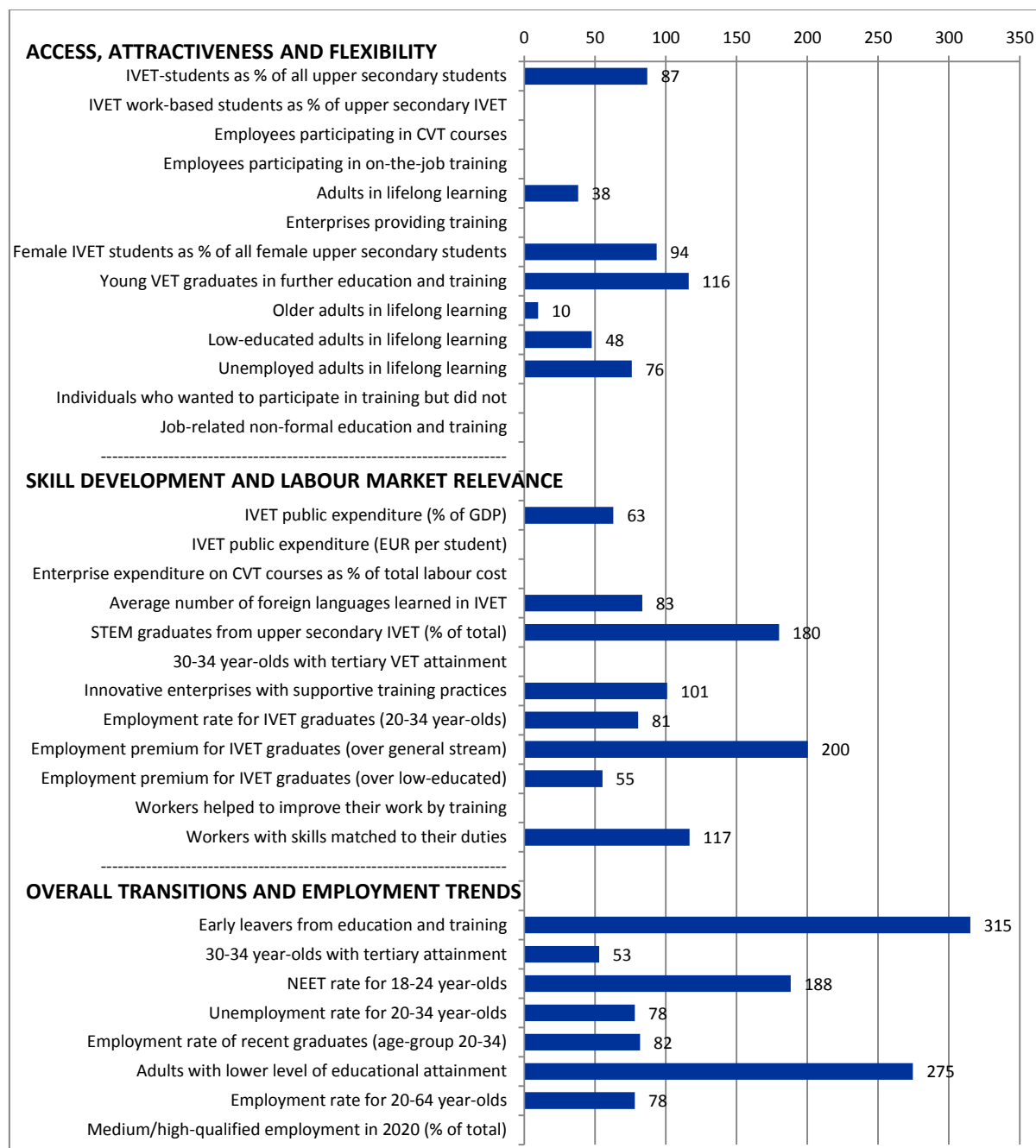
**Score on VET indicators in Switzerland and in the EU, 2006, 2010 and 2011/12/13 updates  
(where available)**

Indicator label	2006		2010		Last available year			Change 2010-last available year	
	CH	EU	CH	EU	CH	EU		CH	EU
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students	64.2	51.9	66.2	50.1	65.2	50.4	(2)	-1.0	0.3
IVET work-based students as % of upper secondary IVET	90.1	27.2	91.6	27.4	92.6	26.5	(2)	1.0	-0.9
Employees participating in CVT courses (%)		33		38					
Employees participating in on-the-job training (%)		16		20					
Adults in lifelong learning (%)			30.6 <sup>(d)</sup>		30.4	10.5 <sup>(b)</sup>	(3)	-0.2	
Enterprises providing training (%)		60		66					
Female IVET students as % of all female upper secondary students	56.2	46.5	59.7	44.4	58.8	45.0	(2)	-0.9	0.6
Young VET graduates in further education and training (%)			25.3	30.7					
Older adults in lifelong learning (%)			25.9 <sup>(d)</sup>		25.4	6.6 <sup>(b)</sup>	(3)	-0.5	
Low-educated adults in lifelong learning (%)			10.3 <sup>(d)</sup>		9.9	4.4 <sup>(b)</sup>	(3)	-0.4	
Unemployed adults in lifelong learning (%)			24.7 <sup>(d)</sup>		26.6	10.0 <sup>(b)</sup>	(3)	1.9	
Individuals who wanted to participate in training but did not (%)		14.2	12.2	9.5					
Job-related non-formal education and training (%)			73.6	80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)	0.66	0.67	0.63	0.71	0.60	0.68	(1)	-0.03	-0.03
IVET public expenditure (EUR per student)	9 076	7 033	8 704	8 558	8 695	8 586	(1)	-9	28
Enterprise expenditure on CVT courses as % of total labour cost		0.9		0.8					
Average number of foreign languages learned in IVET				1.2 <sup>(d)</sup>		1.2	(2)		0.0
STEM graduates from upper secondary IVET (% of total)	28.0	32.0	26.5	28.7	26.5	29.2	(2)	0.0	0.5
30-34 year-olds with tertiary VET attainment (%)	9.6	7.3	11.3	7.4	11.4	8.7	(3)	0.1	1.3
Innovative enterprises with supportive training practices (%)		43.1		41.6					
Employment rate for IVET graduates (20-34 year-olds)			86.4	79.1					
Employment premium for IVET graduates (over general stream)			7.2	5.6					
Employment premium for IVET graduates (over low-educated)			15.2	17.4					
Workers helped to improve their work by training (%)				89.8					
Workers with skills matched to their duties (%)				55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)		15.4	6.6 <sup>(d)</sup>	13.9	5.4	11.9	(3)	-1.2	-2.0
30-34 year-olds with tertiary attainment (%)	35.0	28.8	44.2	33.4	46.1	36.8	(3)	1.9	3.4
NEET rate for 18-24 year-olds (%)		15.1	7.9 <sup>(d)</sup>	16.6	8.6	17.0	(3)	0.7	0.4
Unemployment rate for 20-34 year-olds (%)		10.6	6.4 <sup>(b)</sup>	13.1	6.2	15.1	(3)	-0.2	2.0
Employment rate of recent graduates (age group 20-34) (%)	88.6	79.0	87.6	77.4	84.5	75.4	(3)	-3.1	-2.0
Adults with lower level of educational attainment (%)	14.8	30.0	14.2	27.3	12.8	24.8	(3)	-1.4	-2.5
Employment rate for 20-64 year-olds (%)		68.9	81.1 <sup>(b)</sup>	68.5	82.1	68.3	(3)	1.0	-0.2
Medium/high-qualified employment in 2020 (% of total)					83.1	82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown;  
d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected;  
u = unreliable; p = provisional;  
(1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).

## 33. Turkey

### VET indicators for Turkey for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.  
All data in the table have been rounded.



Turkey's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Turkey with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Turkey is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Turkey's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

## Key points

### **Access, attractiveness and flexibility**

The share of Turkish upper secondary students enrolled in vocational programmes (43.9%) is slightly below the corresponding EU average (50.4%) (data for 2012).

Adult participation in lifelong learning at 4.0% is relatively low compared to the EU average of 10.5%. This difference is also reflected in the participation rates of various subgroups. The rates for older people (0.6%), low-educated adults (2.1%), and unemployed people (7.6%) enrolled in lifelong learning are all lower than the respective EU averages (6.6%, 4.4% and 10.0%). Young VET graduates are more likely to participate in further education (35.6%) than in the EU as a whole (30.7%) (data for 2009).

As far as data are available, all the indicators for Turkey in this section reflect a positive trend between 2006 and 2010 and the most recent update.

### **Skill development and labour market relevance**

Public expenditure on VET as a percentage of GDP at 0.43% is lower than the corresponding EU average of 0.68% (data for 2011). The average number of foreign languages learned by IVET students in upper secondary education (1.0) is comparable to the EU average of 1.2 (2012 data). The share of STEM graduates from upper secondary VET (52.6%) is higher than the EU average (29.2%).

The employment rate for IVET graduates at ISCED 3-4 aged 20-34 years at 63.7% is relatively low compared to the EU average of 79.1%. IVET graduates in Turkey enjoy a positive premium on their employment rate compared to graduates from general education at the same ISCED level, as well as to graduates at a lower ISCED level. The employment rate of IVET graduates is 11.2 percentage points higher than that of their counterparts from general education (higher than the EU average of 5.6 percentage points) and 9.6 percentage points higher than that of graduates with lower-level

qualifications (lower than the EU average of 17.4 percentage points). All these employment data relate to 2009 and exclude young people in further education.

### **Overall transitions and employment trends**

In this section all data refer to 2013 unless otherwise stated.

The share of early leavers from education and training is higher in Turkey (37.5%) than the EU average (11.9%), but this indicator has shown steady improvement over the recent years. At 19.5%, the share of 30-34 year-olds with tertiary-level education is also below the EU average of 36.8%. The NEET rate (32.0%) is almost twice as high in Turkey as in the EU (17.0%). The unemployment rate for 20 to 34 year-olds between 2010 and 2013 has fallen from 13.9% to 11.8% while increasing in the EU from 13.1% to 15.1%, giving Turkey a rate below the EU average. Employment rates for 20-64 year olds and recent graduates are lower than in the EU, but have increased, while these indicators have decreased over recent years in the EU. The share of adults with a low level of educational attainment is much higher in Turkey (68.1%) than in the EU (24.8%).

### Score on VET indicators in Turkey and in the EU, 2006, 2010 and 2011/12/13 (where available)

Indicator label	2006		2010		Last available year			Change 2010-last available year	
	TR	EU	TR	EU	TR	EU		TR	EU
<b>Access, attractiveness and flexibility</b>									
IVET-students as % of all upper secondary students	36.3	51.9	42.9	50.1	43.9	50.4	(2)	1.0	0.3
IVET work-based students as % of upper secondary IVET		27.2		27.4		26.5	(2)		-0.9
Employees participating in CVT courses (%)		33		38					
Employees participating in on-the-job training (%)		16		20					
Adults in lifelong learning (%)	1.8		2.5		4.0	10.5 <sup>(b)</sup>	(3)	1.5	
Enterprises providing training (%)		60		66					
Female IVET students as % of all female upper secondary students	32.1	46.5	40.5	44.4	42.1	45.0	(2)	1.6	0.6
Young VET graduates in further education and training (%)			35.6	30.7					
Older adults in lifelong learning (%)	0.1		0.3		0.6	6.6 <sup>(b)</sup>	(3)	0.3	
Low-educated adults in lifelong learning (%)	0.5		1.1		2.1	4.4 <sup>(b)</sup>	(3)	1.0	
Unemployed adults in lifelong learning (%)	2.4		4.7		7.6	10.0 <sup>(b)</sup>	(3)	2.9	
Individuals who wanted to participate in training but did not (%)	12.8	14.2		9.5					
Job-related non-formal education and training (%)				80.2					
<b>Skill development and labour market relevance</b>									
IVET public expenditure (% of GDP)	0.31	0.67	0.40	0.71	0.43	0.68	(1)	0	
								.03	0.03
IVET public expenditure (EUR per student)	1 904	7 033		8 558		8 586	(1)		28
Enterprise expenditure on CVT courses as % of total labour cost		0.9		0.8					
Average number of foreign languages learned in IVET	0.8		0.9	1.2 <sup>(d)</sup>	1.0	1.2	(2)	0.1	0.0
STEM graduates from upper secondary IVET (% of total)	55.6	32.0	57.2	28.7	52.6	29.2	(2)	-4.6	0.5
30-34 year-olds with tertiary VET attainment (%)	3.5	7.3		7.4		8.7	(3)		1.3
Innovative enterprises with supportive training practices (%)		43.1	42.0	41.6					
Employment rate for IVET graduates (20-34 year-olds)			63.7	79.1					
Employment premium for IVET graduates (over general stream)			11.2	5.6					
Employment premium for IVET graduates (over low-educated)			9.6	17.4					
Workers helped to improve their work by training (%)				89.8					
Workers with skills matched to their duties (%)			64.5	55.2					
<b>Overall transitions and labour market trends</b>									
Early leavers from education and training (%)	48.8	15.4	43.1	13.9	37.5	11.9	(3)	-5.6	-2.0
30-34 year-olds with tertiary attainment (%)	11.9	28.8	15.5	33.4	19.5	36.8	(3)	4.0	3.4
NEET rate for 18-24 year-olds (%)	45.2	15.1	39.2	16.6	32.0	17.0	(3)	-7.2	0.4
Unemployment rate for 20-34 year-olds (%)	11.5	10.6	13.9	13.1	11.8	15.1	(3)	-2.1	2.0
Employment rate of recent graduates (age group 20-34) (%)	56.1	79.0	59.8	77.4	61.7	75.4	(3)	1.9	-2.0
Adults with lower level of educational attainment (%)	73.9	30.0	71.6	27.3	68.1	24.8	(3)	-3.5	-2.5
Employment rate for 20-64 year-olds (%)	48.2	68.9	50.0	68.5	53.4	68.3	(3)	3.4	-0.2
Medium/high-qualified employment in 2020 (% of total)						82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p = provisional; (1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).

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# Annex

## Short description of indicators

No	Indicator	Short description and source	Year used for 2006 column in the tables	Year used for 2010 column in the tables	Year used for most recent year column in the table	Year used for the chart
<b>Access, attractiveness and flexibility</b>						
1010	IVET students as % of all upper secondary students	Number of students in upper secondary IVET (ISCED 3) as a percentage of all upper secondary students (Eurostat, UOE)	2006	2010	2012	2012
1020	IVET work-based students as % of all upper secondary IVET (%)	Number of students in combined work- and school-based upper secondary IVET (ISCED 3) as a percentage of all students in upper secondary IVET (Cedefop calculations based on Eurostat, UOE) <sup>(a)(b)</sup>	2006	2010	2012	2012
1030	Employees participating in CVT courses (%)	Number of employees who have participated in employer-sponsored CVT courses in the last 12 months as a percentage of all employees in all enterprises surveyed (Eurostat, CVTS)	2005	2010		2010
1040	Employees participating in on-the-job training (%)	Number of employees who have participated in employer-sponsored on-the-job training in the last 12 months as a percentage of all employees in all enterprises surveyed (Eurostat, CVTS)	2005	2010		2010
1050	Adults in lifelong learning (%)	Percentage of the population aged 25-64 participating in education and training over the four weeks prior to the survey (Eurostat, LFS)	2006	2010	2013	2013
1060	Enterprises providing training (%)	Percentage of enterprises providing any type of vocational training to their employees in the last 12 months (Eurostat, CVTS)	2005	2010		2010
1070	Female IVET students as % of all female upper secondary students	Number of female students in upper secondary IVET (ISCED 3) as a percentage of all female students in upper secondary education (Eurostat, UOE)	2006	2010	2012	2012
1080	Young VET graduates in further education and training (%)	Percentage of the population aged 18-24 with a medium-level vocational qualification (ISCED 3 or 4) as their highest educational attainment who participated in education and training over four weeks prior to the survey (Cedefop calculations based on Eurostat, LFS - 2009 AHM) <sup>(a)</sup>		2009		2009
1090	Older adults in lifelong learning (%)	Percentage of the population aged 50-64 who participated in education and training over the four weeks prior to the survey (Cedefop calculations based on Eurostat, LFS)	2006	2010	2013	2013
1100	Low-educated adults in lifelong learning (%)	Percentage of the population aged 25-64 with lowest level of educational attainment (ISCED 0-2) who participated in education and training over the four weeks prior to the survey (Eurostat, LFS)	2006	2010	2013	2013
1110	Unemployed adults in lifelong learning (%)	Percentage of the unemployed population aged 25-64 who participated in education and training over the four weeks prior to the survey (Eurostat, LFS)	2006	2010	2013	2013
1120	Individuals who wanted to participate in training but did not (%)	Percentage of individuals aged 25-64 wanting to participate in education or training but did not do so (Eurostat, AES)	2007	2011		2011
1130	Job-related non-formal education and training (%)	Non formal job-related learning activities as % of all non-formal learning activities. The indicator considers activities carried out in the 12 months prior to the survey by adults aged 25-64 (Eurostat, AES)	2007	2011		2011

No	Indicator	Short description and source	Year used for 2006 column in the tables	Year used for 2010 column in the tables	Year used for most recent year column in the table	Year used for the chart
<b>Skill development and labour market relevance</b>						
2010	IVET public expenditure (% of GDP)	Public expenditure on vocational education at upper secondary and post-secondary level (ISCED 3 and 4) as a percentage of GDP (Eurostat, UOE) <sup>(a)(b)</sup>	2006	2010	2011	2011
2020	IVET public expenditure (EUR per student)	Public expenditure on vocational education at upper secondary and post-secondary level (ISCED 3 and 4) in EUR per student enrolled (Eurostat, UOE) <sup>(a)(b)</sup>	2006	2010	2011	2011
2030	Enterprise expenditure on CVT courses as % of total labour cost	Total monetary expenditure (TME) by enterprises on CVT courses as % of total labour cost (all enterprises). TME indicator excludes personnel absence costs (Cedefop calculations based on Eurostat, CVTS)	2005	2010		2010
2040	Average number of foreign languages learned in IVET	Average number of foreign languages learned in vocational upper secondary education (ISCED 3) (Eurostat, UOE)	2006	2010	2012	2012
2050	STEM graduates from upper secondary IVET (% of total)	STEM (science, technology, engineering and mathematics) graduates from upper secondary vocational education (ISCED 3) as percentage of all upper secondary graduates across all subjects (Cedefop calculations based on Eurostat, UOE) <sup>(b)</sup>	2006	2010	2012	2012
2060	30-34 year-olds with tertiary VET attainment (%)	Percentage of all 30-34 year-olds with a tertiary-level vocational qualification (ISCED 5b) as their highest educational attainment (Cedefop calculations based on Eurostat, LFS) <sup>(a)</sup>	2006	2010	2013	2013
2070	Innovative enterprises with supportive training practices (%)	Enterprises providing training to their staff to support technological innovation (as % of all enterprises reporting technological innovation in core innovation sectors) (Eurostat, CIS, only 2008) <sup>(b)</sup>	2008	2010		2010
2080	Employment rate for IVET graduates (20-34 year-olds)	Employment rate of 20-34 year-olds with a medium-level qualification (ISCED 3 or 4) from the VET stream as their highest educational attainment. Calculations exclude those still in formal education. Those having an ISCED 3c short qualification as their highest educational attainment are considered as having a low education level (equivalent to lower secondary) and are also excluded. (Cedefop calculations based on Eurostat, LFS, 2009 AHM) <sup>(a)</sup>		2009		2009
2090	Employment premium for IVET graduates (over general stream)	The premium is expressed as a difference (in percentage points) between two indicators: the employment rate for young VET graduates (indicator 2080) and the employment rate for young graduates (20-34 year-olds) from the general stream of education at the same ISCED levels. Calculations exclude those still in formal education. Those having an ISCED 3c short qualification as their highest educational attainment are considered as having a low education level (equivalent to lower secondary) and are also excluded. (Cedefop calculations based on Eurostat, LFS, 2009 AHM) <sup>(a)</sup>		2009		2009
2100	Employment premium for IVET graduates (over low-educated)	The premium is expressed as a difference (in percentage points) between two indicators: the employment rate for young VET graduates (indicator 2080) and the employment rate for young graduates (20-34 year-olds) who have, at most, lower secondary education as their highest level of educational attainment. Calculations exclude those still in formal education. Those having an ISCED 3c short qualification as their highest educational attainment are considered as having a low education (equivalent to lower secondary) level and are included only in that group. (Cedefop calculations based on Eurostat, LFS, 2009 AHM) <sup>(a)</sup>		2009		2009

No	Indicator	Short description and source	Year used for 2006 column in the tables	Year used for 2010 column in the tables	Year used for most recent year column in the table	Year used for the chart
2110	Workers helped to improve their work by training (%)	Percentage of employed individuals who answered 'Agree' to the statement 'The training has helped me improve the way I work'. This question is only answered by those employees for whom training was provided by the employer (or by themselves in case of self-employed people) (Eurofound, EWCS, only 2010)		2010		2010
2120	Workers with skills matched to their duties (%)	Percentage of employed people surveyed who answered 'My present skills correspond well with my duties' to the question 'Which of the following alternatives would best describe your skills in your own work?'. Other possible answers are 'I need further training to cope well with my duties', 'I have the skills to cope with more demanding duties' (Eurofound, EWCS, only 2010)		2010		2010
<b>Overall transitions and labour market trends</b>						
3010	Early leavers from education and training (%)	Percentage of the population aged 18-24 who have completed, at most, lower-secondary education and are not involved in further education or training (Eurostat, LFS)	2006	2010	2013	2013
3020	30-34 year-olds with tertiary attainment (%)	Percentage of the population aged 30-34 who have successfully completed tertiary-level education. Tertiary education is defined as ISCED 5 and 6 (Eurostat, LFS)	2006	2010	2013	2013
3030	NEET rate for 18-24 year-olds (%)	Percentage of the population of age 18-24 years not employed and not involved in further education or training (Eurostat, LFS)	2006	2010	2013	2013
3040	Unemployment rate for 20-34 year-olds (%)	Unemployment rate (%) of 20-34 year-olds (Cedefop calculations based on Eurostat, LFS)	2006	2010	2013	2013
3045	Employment rate of recent graduates (%)	The share of employed graduates: the share of the employed population aged between 20 and 34 years old who graduated 1, 2 and 3 years before the reference year and who are not currently enrolled in any further education or training activity. (Eurostat, LFS)	2006	2010	2013	2013
3050	Adults with lower level of educational attainment (%)	Percentage of the population aged 25-64 who have completed, at most, lower-secondary education (ISCED 97 levels 0-2) (Eurostat, LFS)	2006	2010	2013	2013
3060	Employment rate for 20-64 year-olds (%)	Percentage of the population aged 20-64 in employment (Eurostat, LFS)	2006	2010	2013	2013
3070	Medium/high-qualified employment in 2020 (% of total)	Share of total employment accounted for by individuals with medium- (ISCED 3-4) or high-level (ISCED 5-6) qualifications in 2020. Level of qualifications refers to the educational attainment of individuals who will be employed and not to the educational requirements of their jobs (Cedefop forecasts)			Forecast for 2020 (forecast produced in 2013)	2020

<sup>(a)</sup> Data supplied at Cedefop request.

<sup>(b)</sup> EU averages are weighted averages of available country data.



## Additional notes

AES	adult education survey
CVET	continuing vocational education and training
CVT	continuing vocational training
CVTS	continuing vocational training survey
EWCS	European working conditions survey
ISCED	international standard classification of education The definitions used for levels of education are those agreed by ISCED in 1997 shown below: Level 0 – pre-primary education; Level 1 – primary education; Level 2 – lower-secondary education; Level 3 – upper secondary education; Level 4 – post-secondary non-tertiary education; Level 5a – first stage of tertiary education theoretically based or research preparatory (history, maths, etc.) or giving access to professions with high skills requirements (medicine, etc.); Level 5b – first stage of tertiary education which is practical/technical/occupationally specific, although some theoretical foundations may be covered, participants acquire practical skills, and know-how for employment in a particular occupation or trade or class of occupations or trades; Level 6 – second stage of tertiary education (leading to an advanced research qualification).
IVET	initial vocational education and training; indicators for IVET are computed by aggregating the vocational and pre-vocational components at the corresponding level of education
LFS	labour force survey
LFS 2009 AHM	ad hoc module of the 2009 labour force survey (transition from school to work)
NEET	not in employment, education or training
UOE	Unesco (United Nations Educational, Scientific and Cultural Organisation)/OECD (Organisation for Economic Cooperation and Development)/ Eurostat (Statistical Office of the European Communities)
VET	vocational education and training

In some cases, such as indicators from sample surveys (e.g. LFS), ISCED levels are aggregated to compute indicators. Used aggregations are: ISCED 0-2 (low educational attainment); ISCED 3-4 (medium educational attainment); (ISCED 5-6); tertiary educational attainment. ISCED 3c short qualifications (qualifications not giving direct access to tertiary education and related to programmes shorter than two years) are not considered as leading to a medium education level and are aggregated to other qualifications in ISCED 0-2.

In some cases, such as IVET-related indicators from administrative data sources (e.g. UOE data collection on education systems), indicators are computed by aggregating data for vocational and pre-vocational programmes.

Work-based IVET: indicator 1020 considers enrolments in combined and work- and school-based VET as opposed to mainly school-based VET. A programme is classified as 'combined work- and school-based' if 25% or more of the curriculum is presented outside the school environment. Programmes where the work-based component accounts for 90% or more of the curriculum are excluded from the UOE data collection. Under these conditions, apprenticeships are included in work-based IVET.

Employer-sponsored CVET refers to education and training paid for (at least partly) by the employer. Partial payment could include the use of working time for training.





## On the way to 2020: data for vocational education and training policies

Country statistical overviews  
2014 update

European policy-making in vocational education and training (VET) needs to be supported by sound evidence.

In this report, Cedefop has selected a set of 33 indicators to quantify some key aspects of VET and lifelong learning. The selection is based on the indicators' policy relevance and their importance in achieving the Europe 2020 objectives. This publication should be regarded as a valuable tool to help policy-makers better understand and assess VET developments in each country.

The report includes recent evidence from the European Statistical System.

While this set of indicators does not claim to assess national systems or policies, they could be used to reflect on progress towards the strategic objectives set for Europe.

The indicators take 2010 as the baseline year and present statistical overviews in all European Union Member States and also the former Yugoslav Republic of Macedonia, Iceland, Norway, Switzerland and Turkey.

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