



RESEARCH PAPER

No 31

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

Country statistical overviews



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

Country statistical overviews

A great deal of additional information on the European Union is available on the Internet.

It can be accessed through the Europa server (<http://europa.eu>).

Cataloguing data can be found at the end of this publication.

Luxembourg: Publications Office of the European Union, 2013

ISBN 978-92-896-1143-5

ISSN 1831-5860

doi: 10.2801/47144

© European Centre for the Development of Vocational Training (Cedefop), 2013
All rights reserved.

**The European Centre for the Development
of Vocational Training** (Cedefop) is the European Union's
reference centre for vocational education and training.
We provide information on and analyses of vocational education and
training systems, policies, research and practice.
Cedefop was established in 1975
by Council Regulation (EEC) No 337/75.

Europe 123, 570 01 Thessaloniki (Pylea), GREECE
PO Box 22427, 551 02 Thessaloniki, GREECE
Tel. +30 2310490111, Fax +30 2310490020
E-mail: info@cedefop.europa.eu
www.cedefop.europa.eu

Christian F. Lettmayr, *Acting Director*
Laurence Martin, *Chair of the Governing Board*

Foreword

In many ways statistics are like photographs: they provide a snapshot of a particular moment in time. Statistical data over time show trends, just as photographs can provide a record of people, places and events changing over time.

This report provides a statistical overview of vocational education and training (VET) and lifelong learning in European countries. Data are presented in the form of statistical snapshots – one for each country – for the 27 European Union (EU) Member States and, where data are available, for Croatia, the former Yugoslav Republic of Macedonia, Iceland, Norway, Switzerland and Turkey.

Data are based on international statistics enabling comparisons of countries and statistical averages for the European Union. The overviews comprise 31 selected indicators that separately and together provide meaningful information about the position of each country in relation to the priorities of European VET and lifelong learning policy, and in comparison to EU averages in the form of indexes. Indicators are supplemented by a short commentary highlighting particularly interesting points for each country.

Statistical data are also like lamp posts. They shine light on a limited space but leave large areas in the dark. That is why they need to be interpreted carefully and supplemented by analyses relying also on qualitative information.

This publication, in consequence, aims to be a valuable tool which can be used in various ways and adds user-friendly evidence for many purposes. It should help policy-makers and researchers and ease access to the information available.

This report is a first result of a continuing process: indicators will be improved as new and better data become available. We hope that readers/users will find the data useful and that the information will help to support the policy debate, contribute to the understanding and assessment of the situation in the countries, and stimulate further analysis.

Christian F. Lettmayr
Acting Director

Acknowledgements

This report is the result of a team effort, with contributions from Cedefop colleagues under the supervision of Pascaline Descy (Head of Research and Policy Analysis). Marco Serafini coordinated the project. Alex Stimpson and Steve Bainbridge (who also prepared the final draft) provided valuable input and suggestions throughout. Cedefop is grateful to Arie Gelderblom (SEOR, Erasmus University Rotterdam), Marion Collewet (SEOR), Lynn Gambin and Terence Hogarth (both at the Institute for Employment Research, University of Warwick), for drafting the report, and providing conceptual, methodological, statistical and technical contributions to the selection, presentation and management of various data. Assistance was also provided by Dan Dinu, Matthijs de Jong, Martina Korudova (all SEOR) Andrew Holden and Rob Wilson (IER).

The work was carried out under Cedefop's service contract
No AO/RPA/MSERA-ALSTI/VET Statistical overview/009/11

Table of contents

Foreword	1
Introduction	4
Part I Member States of the European Union	13
1. Belgium	14
2. Bulgaria	18
3. Czech Republic	22
4. Denmark	26
5. Germany	30
6. Estonia	34
7. Ireland	38
8. Greece	42
9. Spain	46
10. France	50
11. Italy	54
12. Cyprus	58
13. Latvia	62
14. Lithuania	66
15. Luxembourg	70
16. Hungary	74
17. Malta	78
18. The Netherlands	82
19. Austria	86
20. Poland	90
21. Portugal	94
22. Romania	98
23. Slovenia	102
24. Slovakia	106
25. Finland	110
26. Sweden	114
27. United Kingdom	118
Part II Selected EFTA and candidate countries	123
28. Croatia	124
29. Former Yugoslav Republic of Macedonia	128
30. Iceland	132
31. Norway	136
32. Switzerland	140
33. Turkey	144
References	148
Annex	149

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 defines a concise set of 31 core statistical indicators quantifying key aspects of VET and lifelong learning to help describe, monitor and compare European countries and their progress. The indicators are selected based on their policy relevance, as well as on their importance for achieving the objectives of the Europe 2020 strategy.

Taking 2010 as the baseline year, to coincide with the launch of the strategy and the revised European VET policy framework, 31 core indicators are published for each country – the 27 European Union (EU) Member States and, where data are available, for Croatia, the former Yugoslav Republic of Macedonia, Iceland, Norway, Switzerland and Turkey – as ‘statistical overviews’. 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 properly understood 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

When developing the core indicators, the key questions 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, which included qualitative priorities to support the Europe 2020 ^(a) strategy for smart, sustainable and inclusive growth. The European strategy also provides for a number of quantitative benchmarks.

Quantitative benchmarks

The quantitative benchmarks are EU averages to reach by 2020. They are not national targets. Member States consider how and to what extent they can contribute to the collective achievement of the European benchmarks. Based on this, Member States can also set their own national targets for 2020 ^(b).

Europe 2020 benchmarks for employment, education and training are:

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

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 ^(c);
- 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 30-34 year-olds should have tertiary level educational attainment ^(d);
- early leavers from education and training ^(e) should be less than 10%.

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

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

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 ⁽¹⁾;
- improving VET quality;
- encouraging investment in VET;
- technological innovation;
- entrepreneurship.

^(a) See Europe 2020: a strategy for smart, sustainable and inclusive growth.

^(b) See http://ec.europa.eu/europe2020/pdf/targets_en.pdf.

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

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

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

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

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

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

⁽ⁱ⁾ 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, ⁽¹⁾ 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 these 140, 31 core indicators were selected based on three factors. First, the indicators should be quantitative, for which good quality data are available. Qualitative progress, for example legislative or other policy changes introduced by Member States to reform VET are important, but are best covered

⁽¹⁾ 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.

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 the 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.

Rather than each indicator being linked directly to a theme, 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. Participation has been chosen as the best proxy for the attractiveness of VET as a learning option. Unfortunately, current data do not capture those who wish to participate in VET but are unable to, or the esteem associated with participating in initial VET. Indicators for initial VET consider school and work-based learning ⁽²⁾. The core indicators for continuing VET cover employer-provided training, both courses and on-the-job training ⁽³⁾. Participation in on-the-job training provides some insight into the flexibility of employers' training arrangements.

Core indicators under this heading also include the proportion of enterprises providing training. This gives 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 attainment to give an impression of how inclusive the VET system is and to

⁽²⁾ 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 data are less frequent. CVTS3 data on initial VET were not regarded as of sufficient quality for a core indicator.

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

reflect policy priorities for adult learners (aged 25-64), the unemployed, people with low levels of education and older workers (aged 50-64) ⁽⁴⁾.

Skill developments and labour market relevance

This group includes core indicators on VET expenditure because the level of expenditure can be related, as an input, 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 ⁽⁵⁾ and enterprise expenditure on continuing VET (training courses) ⁽⁶⁾ 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 ⁽⁷⁾. For educational attainment, the core indicators aim to reflect VET's contribution to the Europe 2020 benchmark of the proportion of 30-34 year-olds having tertiary education. This is done using ISCED 5b qualifications (i.e. 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.

With regard to the benefit of IVET, the core indicators consider employment rates of 20-34 years old IVET graduates who are no longer in formal education ⁽⁸⁾. Compared to more classical unemployment rates, employment rates are

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

⁽⁵⁾ Data come from the UOE data collection on education systems.

⁽⁶⁾ Data come from the continuing vocational training survey.

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

⁽⁸⁾ 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.

preferred, 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 selection of the age group and the exclusion of those in further education are also in line with the employability benchmark. Data for young people better suit the 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 20-34 with two groups of the same age; first with the employment rate of general education graduates and second 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 another interesting 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 ⁽⁹⁾.

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 30-34 year-olds and adult employment rates. These are complemented with indicators on other policy priorities such as the unemployment rate for the young, the proportion of 18-24 year-olds not in education training or employment, and the proportion of the adult population with low education levels ⁽¹⁰⁾. A particular version of the youth unemployment rate has been adopted. Whereas it is generally calculated and presented for those aged 15-24, the rate selected here focuses on 20-34 year-olds. This is done to

⁽⁹⁾ Data are selected from the 2010 European working condition survey.

⁽¹⁰⁾ All these indicators come from the European labour force survey.

extend the age group, also considering later entrances in the labour market due to increasingly longer staying in initial education and training, and to exclude the age group 15-19, where active labour market participation is relatively small (with many individuals being 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 ⁽¹¹⁾.

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 particularly 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 provides for a distinction between professional and academic tertiary education, could offer the occasion for establishing a conceptual, methodological and operational basis for a better identification of VET at tertiary education level.

ISCED 2011 has also given high prominence and visibility to orientation of education at the medium level of education. An appropriate implementation of ISCED 2011 in household surveys, particularly in the EU labour force survey (LFS), will offer possibilities 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 education attainment. The 2009 ad hoc module of the LFS proved that this can be reliably and usefully done.

In 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 quality of VET, are also included in the AES questionnaire.

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. For initial

⁽¹¹⁾ Data from Cedefop's skills forecast.

VET the possibilities are more limited as long as study orientation (for example general or vocational) is not fully distinguished yet. Even if initial orientation is introduced into surveys, it will take time for longitudinal data to become available.

To identify better VET's contribution to lifelong learning there is a need to single out VET from other types of learning. Developments could include looking at employer-provided training and or job-related learning, ideally in the LFS or, more pragmatically speaking, in AES.

Improvements could be made to data on VET contribution to reducing early leaving from education and training. These may include 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 18-24 year old population, as well as degree of alignment with the LFS variables for 18-24 year-olds not in education or training.

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 educational level. Other examples of supplementary information include participation in tertiary level VET, outflows of graduates from VET and annual expenditure on educational 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 ⁽¹²⁾.

The core indicators are presented in the same format for each country in a statistical overview.

⁽¹²⁾ 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.

A chart compares the situation of the country with that of the EU based, in most instances, on 2010 data, the reference year for baselines. 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.

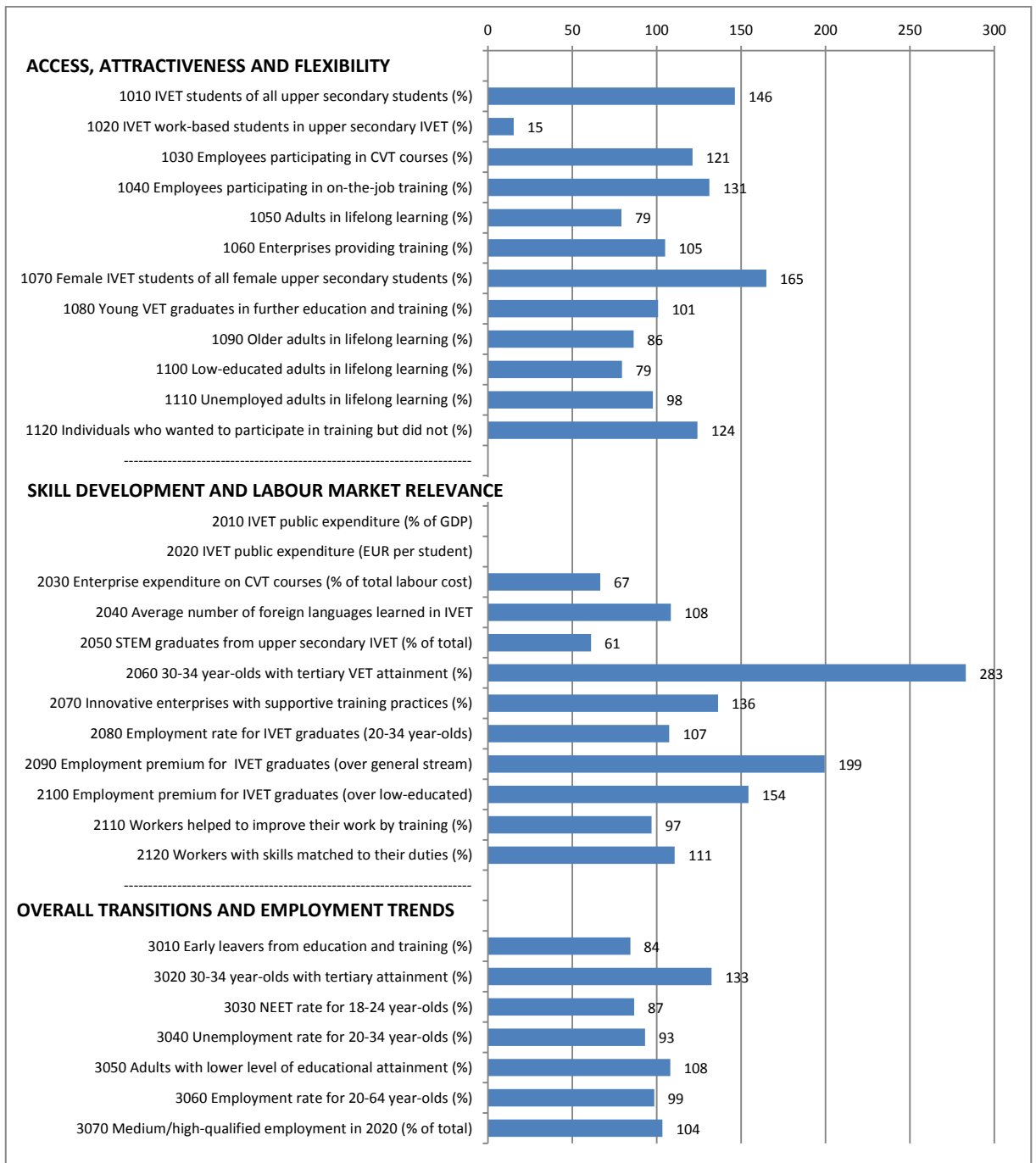
Data on which the index is calculated are presented in a country table, which also shows changes over time. Comments are provided to help read the data and highlight key points. In addition to country data, comments also refer to EU averages and, in some instances, to EU benchmarks (i.e. targets set for the EU averages and to be met by 2020), as well as to 2020 national targets. 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 the present stage. A technical definition of each indicator is in the annex, which also includes the years used to calculate each indicator.

The indicators are listed in the table. To provide some idea of trends, data from the baseline year of 2010 are compared with data from 2006. For both 2006 and 2010, country data are shown alongside the EU average. In the next column the percentage point increase or decrease over 2006-10 is shown for both the country and the EU. Where 2011 country and EU data are available, they are provided. 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, data for 2006 and 2010 are not presented. If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change over the period 2006-10 is shown. 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 (see annex). In doing this, countries for which data were not available in all years have been excluded.

Part I
Member States of
the European Union

1. Belgium

VET indicators for Belgium in 2010 or the most recent year available before 2010 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, in most instances, 2010 data. 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 scores have been calculated are presented in the table, which also shows changes over time. A definition of each indicator is provided in the annex which also includes the years used to calculate each indicator (columns 5 and 6).

Key points

All data refer to 2010 unless otherwise stated.

Access, attractiveness and flexibility

In Belgium, the percentage of all upper-secondary students participating in IVET (73.0%) is higher than the corresponding EU average (49.9%); this share increased between 2006 and 2010. Only 4.3% of upper-secondary IVET students are in combined work- and school-based programmes compared with 28.0% for the EU as a whole. Belgium has proportionally fewer people involved in lifelong learning (6.2%) than the EU as a whole (9.1%). Employee involvement in CVT (2005 CVTS data) is higher in Belgium (40%) than in the EU (33%). The share of enterprises providing training is also higher, but the difference compared to the EU average is small (63% for Belgium; 60% for the EU as a whole).

Skill development and labour market relevance

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

Students in IVET are less likely to graduate in STEM subjects (19.1% of IVET upper-secondary graduations are in STEM subjects compared with 31.2% in the EU). In contrast, the percentage of 30-34 year-olds who have attained tertiary level VET (ISCED 5b) is relatively high (20.7%, compared with 7.3% in the EU in 2010). The percentage of enterprises providing training to support

innovation (63.3% of innovative enterprises) is also significantly higher than the EU average (46.4%) (based on data for 2008).

The employment rate for IVET graduates (aged 20-34) at ISCED 3-4 (85.0%) is higher than the EU average (79.1%). Whether these graduates are more or less likely to be employed than other young people in the same age group is also of interest. Data presented here compare them with graduates from the general education stream at same ISCED level and graduates at lower ISCED level (i.e. 2 or below). A positive figure indicates that IVET graduates are more likely to be in employment and a negative figure that they are less likely to be so.

In Belgium, IVET graduates enjoy a positive premium on both measures. They have an employment rate 11.2 percentage points higher than their counterparts from the general education stream (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 the young in further education.

Overall transitions and employment trends

In Belgium, the share of early leavers from education and training (11.9%) is lower than the EU average (14.1%). However, in 2011 this rate slightly increased (12.3%), remaining above the national target (9.5%) and the average target set by the Europe 2020 strategy (10%).

In 2010, 44.4% of the 30-34 year-olds have tertiary level education. In the EU they are 33.5%. Belgium is above the Europe 2020 average target (40%), but has not yet surpassed the national target (47%).

The percentage of adults with a low level education is higher in Belgium than in the EU (respectively 29.5% and 27.3%). The unemployment rate for 20-34 year-olds (12.2%) and NEET rate (14.3%) are lower than the scores for the EU as a whole (13.1 for the unemployment rate and 16.5 for the NEET rate).

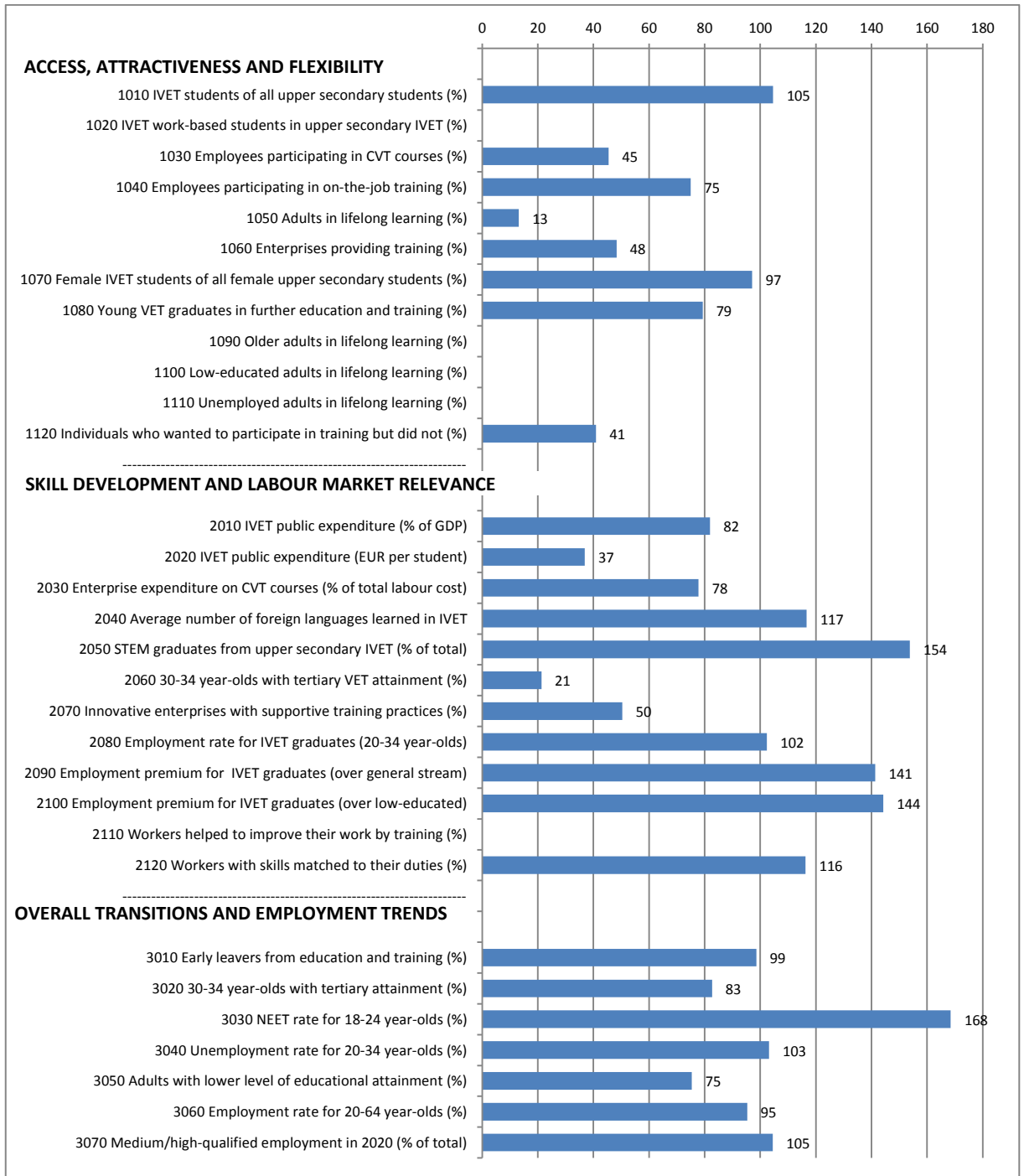
Score on VET indicators in Belgium and in the EU, 2006, 2010 and 2011 (where available)

Indicator label		2006		2010		Change 2006-10		2011 updates	
		BE	EU	BE	EU	BE	EU	BE	EU
Access, attractiveness and flexibility									
1010	IVET-students as a % of all upper-secondary students	69.5	51.7	73.0	49.9	3.5	-1.8		
1020	IVET work-based students as a % of upper-secondary IVET	5.0	27.8	4.3	28.0	-0.7	0.2		
1030	Employees participating in CVT courses (%)	40	33						
1040	Employees participating in on-the-job training (%)	21	16						
1050	Adults in lifelong learning (%)	7.5	9.5	6.2	9.1	-1.3	-0.4	7.1	8.9
1060	Enterprises providing training (%)	63	60						
1070	Female IVET students as % of all female upper-secondary students	68.3	46.3	72.9	44.2	4.6	-2.1		
1080	Young VET graduates in further education and training (%)			31.0	30.7				
1090	Older adults in lifelong learning (%)	4.5	5.1	4.6	5.3	0.1	0.2	4.5	5.1
1100	Low-educated adults in lifelong learning (%)	3.0	3.7	3.1	3.9	0.1	0.2	3.1	3.9
1110	Unemployed adults in lifelong learning (%)	10.4	7.7	9.0	9.2	-1.4	1.5	8.9	9.1
1120	Individuals who wanted to participate in training but did not (%)	16.4	13.2						
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)		0.67		0.73		0.06		
2020	IVET public expenditure (EUR per student)		6 985		8 098		1 113		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.6	0.9						
2040	Average number of foreign languages learned in IVET	1.3	1.2	1.3	1.2	0.0	0.0		
2050	STEM graduates from upper-secondary VET (% of total)	23.5	34.6	19.1	31.2	-4.4	-3.4		
2060	30-34 year-olds with tertiary VET attainment (%)	22.0	7.3	20.7	7.3	-1.3	0.0	20.5	8.5
2070	Innovative enterprises with supportive training practices (%)			63.3	46.4				
2080	Employment rate for IVET graduates (20-34 year-olds)			85.0	79.1				
2090	Employment premium for IVET graduates (over general stream)			11.2	5.6				
2100	Employment premium for IVET graduates (over low-educated)			26.9	17.4				
2110	Workers helped to improve their work by training (%)			87.0	89.7				
2120	Workers with skills matched to their duties (%)			61.2	55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)	12.6	15.5	11.9	14.1	-0.7	-1.4	12.3	13.5
3020	30-34 year-olds with tertiary attainment (%)	41.4	28.9	44.4	33.5	3.0	4.6	42.6	34.6
3030	NEET rate for 18-24 year-olds (%)	14.6	15.1	14.3	16.5	-0.3	1.4	14.8	16.7
3040	Unemployment rate for 20-34 year-olds (%)	11.5	10.6	12.2	13.1	0.7	2.5	10.6	13.3
3050	Adults with lower level of educational attainment (%)	33.1	30.1	29.5	27.3	-3.6	-2.8	28.7	26.6
3060	Employment rate for 20-64 year-olds (%)	66.5	69.0	67.6	68.6	1.1	-0.4	67.3	68.6
3070	Medium/high-qualified employment in 2020 (% of total)			85.1	82.2				

NB: b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented.
If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown;
u = unreliable; p= provisional.

2. Bulgaria

VET indicators for Bulgaria in 2010 or the most recent year available before 2010 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, in most instances, 2010 data. 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 in the annex which also includes the years used to calculate each indicator (columns 5 and 6).

Key points

All data refer to 2010 unless otherwise stated.

Access, attractiveness and flexibility

The chart illustrates the differences in IVET and CVET participation between Bulgaria and the EU as a whole. Upper-secondary level students in Bulgaria are slightly more likely to participate in IVET than those in the EU generally: 52.2% of upper-secondary students were enrolled in IVET compared with 49.9% in the EU. A more remarkable difference is found in the adult participation rate in lifelong learning, 1.2%, which is much lower than the EU average of 9.1%. Since 2006, the percentage of adults participating in lifelong learning has not increased much in Bulgaria and remains much below the average target (15%) set by the strategic framework 'education and training 2020'. Data from the 2005 CVTS give an indication of the extent to which employers provide training to their employees. Data indicate that relatively few enterprises provide training (29%) compared with the EU average (60%). Consistent with this finding, the survey reports that relatively few employees undertake CVT courses (15% in Bulgaria; 33% across the EU). In addition, participation by young IVET graduates in further education and training (24.3%) is lower than in the EU (30.7%) (data for 2009).

Skill development and labour market relevance

The following main points can be highlighted in the indicators related to skill development and labour market relevance. Data from 2009 on public expenditure on IVET (ISCED 3-4) per student show that this was significantly lower than the average of the EU Member States (EUR 2 988 in Bulgaria and an average of

EUR 8 098 in the EU), but expenditure as a percentage of GDP is closer to the EU (0.60% in Bulgaria, 0.73% in the EU).

The percentage graduating from upper-secondary VET with STEM qualifications is higher in Bulgaria (48.0%) than the EU average (31.2%). In contrast, the percentage of 30-34 year-olds who have attained a tertiary level VET (ISCED 5b) is, at 1.6%, considerably lower than the EU average of 7.3%. The percentage of enterprises providing training to support the innovation process is much below the EU average (23.4% of innovative enterprises in Bulgaria; 46.4% in the EU in 2008). The percentage of workers with skills matched to their duties is relatively high at 64.3% compared with 55.3% across the EU.

The employment rate for IVET graduates (aged 20-34) at ISCED 3-4 (80.9%) is slightly higher than the EU average (79.1%). Whether these graduates are more or less likely to be employed than other young people in the same age group is also of interest. Data presented here compare them with graduates from the general education stream at same ISCED level and graduates at lower ISCED level (i.e. 2 or below). A positive figure indicates that IVET graduates are more likely to be in employment and a negative figure that they are less likely to be so.

In Bulgaria, IVET graduates enjoy a positive premium on both measures. They have an employment rate 7.9 percentage points higher than their counterparts from the general education stream (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 the young in further education.

Overall transitions and employment trends

The indicators entitled overall transitions and labour market trends reveal a mixed picture. Early leaving from education and training is approximately in line with the EU average (13.9% and 14.1% respectively). Although early leaving has fallen over recent years (with a further drop in 2011 by one percentage point), it remains above the Europe 2020 average target of 10% and the national target of 11%. The percentage of 30-34 year-olds who have attained tertiary level education (27.7%) is relatively low compared with the EU average (33.6%). At 27.7% this indicator remains below the national target (36%) and below the Europe 2020 average target (40%). In Bulgaria, the percentage of adults with low educational attainment (20.6%) is below the average found across the EU (27.3%). The NEET rate for 18-24 year-olds is much higher in Bulgaria at 27.8% than the EU average of 16.5%, and the unemployment rate for 20-34 year-olds is more or less the same as in the EU (at 13%).

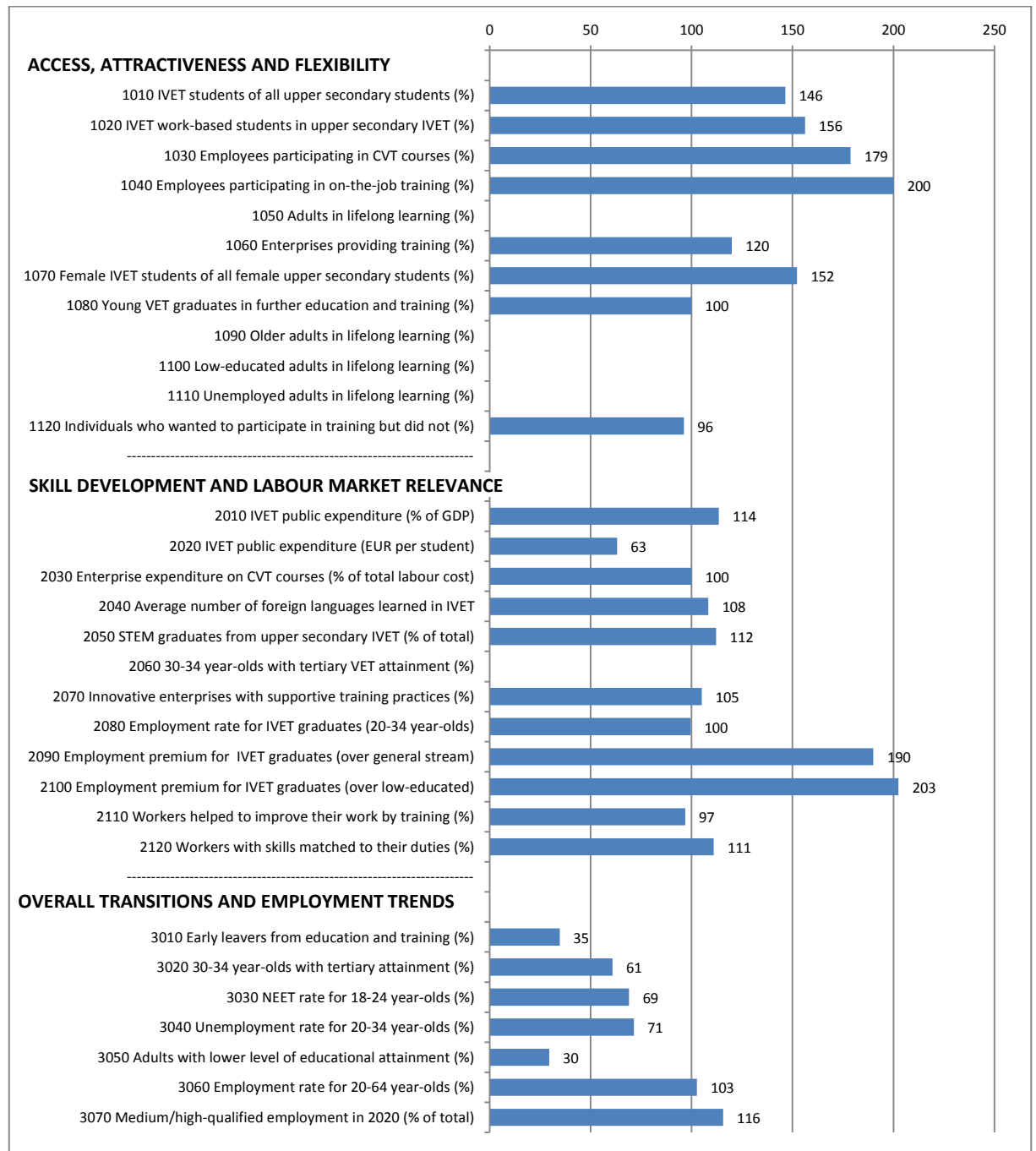
Score on VET indicators in Bulgaria and in the EU, 2006, 2010 and 2011 (where available)

Indicator label		2006		2010		Change 2006-10		2011 updates	
		BG	EU	BG	EU	BG	EU	BG	EU
Access, attractiveness and flexibility									
1010	IVET-students as a % of all upper-secondary students	54.0	51.7	52.2	49.9	-1.8	-1.8		
1020	IVET work-based students as a % of upper-secondary IVET		27.8		28.0		0.2		
1030	Employees participating in CVT courses (%)	15	33						
1040	Employees participating in on-the-job training (%)	12	16						
1050	Adults in lifelong learning (%)	1.3	9.5	1.2	9.1	-0.1	-0.4	1.2	8.9
1060	Enterprises providing training (%)	29	60						
1070	Female IVET students as % of all female upper-secondary students	43.0	46.3	42.9	44.2	-0.1	-2.1		
1080	Young VET graduates in further education and training (%)			24.3	30.7				
1090	Older adults in lifelong learning (%)		5.1		5.3		0.2		5.1
1100	Low-educated adults in lifelong learning (%)		3.7		3.9		0.2		3.9
1110	Unemployed adults in lifelong learning (%)		7.7		9.2		1.5		9.1
1120	Individuals who wanted to participate in training but did not (%)	5.4	13.2						
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.58	0.67	0.60	0.73	0.02	0.06		
2020	IVET public expenditure (EUR per student)	2 101	6 985	2 988	8 098	887	1 113		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.7	0.9						
2040	Average number of foreign languages learned in IVET	1.2	1.2	1.4	1.2	0.2	0.0		
2050	STEM graduates from upper-secondary VET (% of total)	51.8	34.6	48.0	31.2	-3.8	-3.4		
2060	30-34 year-olds with tertiary VET attainment (%)	3.6	7.3	1.6	7.3	-2.0	0.0	1.5	8.5
2070	Innovative enterprises with supportive training practices (%)			23.4	46.4				
2080	Employment rate for IVET graduates (20-34 year-olds)			80.9	79.1				
2090	Employment premium for IVET graduates (over general stream)			7.9	5.6				
2100	Employment premium for IVET graduates (over low-educated)			25.1	17.4				
2110	Workers helped to improve their work by training (%)				89.7				
2120	Workers with skills matched to their duties (%)			64.3	55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)	17.3	15.5	13.9	14.1	-3.4	-1.4	12.8	13.5
3020	30-34 year-olds with tertiary attainment (%)	25.3	28.9	27.7	33.5	2.4	4.6	27.3	34.6
3030	NEET rate for 18-24 year-olds (%)	28.0	15.1	27.8	16.5	-0.2	1.4	27.9	16.7
3040	Unemployment rate for 20-34 year-olds (%)	10.9	10.6	13.5	13.1	2.6	2.5	15.6	13.3
3050	Adults with lower level of educational attainment (%)	24.5	30.1	20.6	27.3	-3.9	-2.8	19.8	26.6
3060	Employment rate for 20-64 year-olds (%)	65.1	69.0	65.4	68.6	0.3	-0.4	63.9	68.6
3070	Medium/high-qualified employment in 2020 (% of total)			86.0	82.2				

NB: b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented.
If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown;
u = unreliable; p= provisional.

3. Czech Republic

VET indicators for the Czech Republic in 2010 or the most recent year available before 2010
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 VET 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, in most instances, 2010 data. 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 in the annex which also includes the years used to calculate each indicator (columns 5 and 6).

Key points

All data refer to 2010 unless otherwise stated.

Access, attractiveness and flexibility

The chart illustrates frequent participation in IVET: the percentage of all upper-secondary students participating in IVET is 73.1%, much higher than the EU average of 49.9%. The share of IVET students involved in combined work- and school- based programmes (43.7%) is also higher than the EU average (28.0%). For adult participation in lifelong learning, 2010 data are not appropriate for defining a workable baseline for the country. Based on 2011 data, which incorporate a new methodology and which have partly modified the traditional picture for the country, overall adult participation in education and training and participation of older adults are above the EU average. This is also more consistent with other evidence. Enterprise provision of training and employee participation in CVT courses – derived from 2005 CVTS data – are both higher in the Czech Republic than on average in the EU. Based on 2005 data, for example, 38% of employees participated in CVT courses compared to 33% in the EU, and 72% of employers report providing training compared with the EU average of 60%. The differences are even more pronounced for participation in on-the-job training (32% for the Czech Republic; 16% for the EU as a whole).

Skill development and labour market relevance

The Czech Republic presents particularly high values for several indicators in this group.

Public expenditure on IVET (ISCED 3-4) as a percentage of GDP (0.87%), is higher than the EU average (0.67%) (based on 2009 data). However, in 2009 the amount spent per student, EUR 5 114, is below the EU average, EUR 8 098. The share of STEM graduates from upper-secondary VET is higher than the EU average (35.0% and 31.2% respectively).

The employment rate for IVET graduates (aged 20-34) at ISCED 3-4 (79%) is in line with the EU average (79.1%). It could be further compared with the employment rate for graduates from general education at same ISCED level graduates at lower ISCED level (i.e. 2 or below). A positive figure indicates that IVET graduates are more likely to be in employment and a negative figure that they are less likely to be so. Czech Republic IVET graduates enjoy a positive premium on both measures. Their employment rate is 10.6 percentage points higher than the employment rate of their counterparts from the general education stream (this is above the corresponding EU average premium of 5.6 percentage points) and 35.2 percentage points higher than the employment rate of those with lower level qualifications (also above the corresponding EU average premium of 17.4 percentage points). All these employment figures relate to 2009 and exclude the young in further education.

Overall transitions and employment trends

The percentage of early leavers in the Czech Republic is lower than the EU average (4.9% in comparison to 14.1%). This score is below both the Europe 2020 average target (10%) and the national target (5.5%). The unemployment rate for 20-34 year-olds at 9.4% is below the EU average of 13.1%, and has since fallen even further to 8.6% in 2011. Fewer adults have low level education than in the EU (8.1% compared with 27.3%). Although the share of 30-34 year-olds with tertiary level education is lower than the EU average (20.4% and 33.5% respectively in 2010), the percentage has increased to 23.8% in 2011. It is still well below the Europe 2020 average target (40%) and below the national target (32%). Though a general trend across the EU from 2006-10, in the Czech Republic, the increase in the share of young people with tertiary level education has been particularly high (a 7.3 percentage point change compared with 4.6 in the EU).

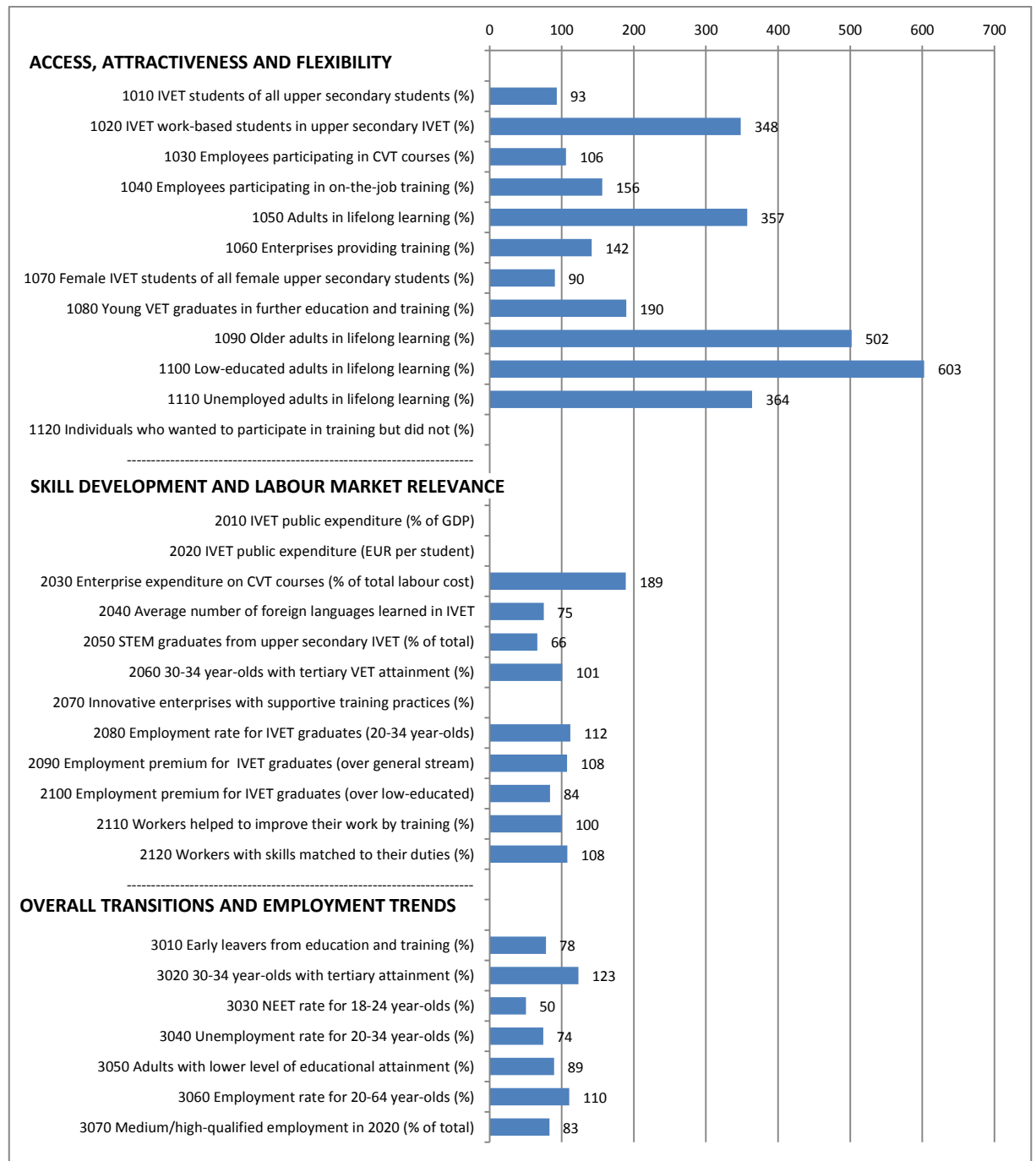
Score on VET indicators in the Czech Republic and in the EU, 2006, 2010 and 2011 (if available)

Indicator label		2006		2010		Change 2006-10		2011 updates	
		CZ	EU	CZ	EU	CZ	EU	CZ	EU
Access, attractiveness and flexibility									
1010	IVET-students as a % of all upper-secondary students	79.3	51.7	73.1	49.9	-6.2	-1.8		
1020	IVET work-based students as a % of upper-secondary IVET	43.9	27.8	43.7	28.0	-0.2	0.2		
1030	Employees participating in CVT courses (%)	59	33						
1040	Employees participating in on-the-job training (%)	32	16						
1050	Adults in lifelong learning (%)		9.5		9.1		-0.4	11.4 ^(b)	8.9
1060	Enterprises providing training (%)	72	60						
1070	Female IVET students as % of all female upper-secondary students	74.7	46.3	67.3	44.2	-7.4	-2.1		
1080	Young VET graduates in further education and training (%)			30.7	30.7				
1090	Older adults in lifelong learning (%)		5.1		5.3		0.2	6.3 ^(b)	5.1
1100	Low-educated adults in lifelong learning (%)		3.7		3.9		0.2	2.8 ^(b)	3.9
1110	Unemployed adults in lifelong learning (%)		7.7		9.2		1.5	7.5 ^(b)	9.1
1120	Individuals who wanted to participate in training but did not (%)	12.7	13.2						
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.87	0.67	0.83	0.73	-0.04	0.06		
2020	IVET public expenditure (EUR per student)	4 729	6 985	5 114	8 098	385	1 113		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.9	0.9						
2040	Average number of foreign languages learned in IVET	1.3	1.2	1.3	1.2	0.0	0.0		
2050	STEM graduates from upper-secondary VET (% of total)	36.5	34.6	35.0	31.2	-1.5	-3.4		
2060	30-34 year-olds with tertiary VET attainment (%)		7.3		7.3		0.0		8.5
2070	Innovative enterprises with supportive training practices (%)			48.8	46.4				
2080	Employment rate for IVET graduates (20-34 year-olds)			78.7	79.1				
2090	Employment premium for IVET graduates (over general stream)			10.6	5.6				
2100	Employment premium for IVET graduates (over low-educated)			35.2	17.4				
2110	Workers helped to improve their work by training (%)			86.9	89.7				
2120	Workers with skills matched to their duties (%)			61.4	55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)	5.1	15.5	4.9	14.1	-0.2	-1.4	4.9	13.5
3020	30-34 year-olds with tertiary attainment (%)	13.1	28.9	20.4	33.5	7.3	4.6	23.8	34.6
3030	NEET rate for 18-24 year-olds (%)	12.3	15.1	11.4	16.5	-0.9	1.4	10.6	16.7
3040	Unemployment rate for 20-34 year-olds (%)	8.5	10.6	9.4	13.1	0.9	2.5	8.6	13.3
3050	Adults with lower level of educational attainment (%)	9.7	30.1	8.1	27.3	-1.6	-2.8	7.7	26.6
3060	Employment rate for 20-64 year-olds (%)	71.2	69.0	70.4	68.6	-0.8	-0.4	70.9	68.6
3070	Medium/high-qualified employment in 2020 (% of total)			95.0	82.2				

NB: b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented.
If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown;
u = unreliable; p= provisional.

4. Denmark

VET indicators for Denmark in 2010 or the most recent year available before 2010 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, in most instances, 2010 data. 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 in the annex which also includes the years used to calculate each indicator (columns 5 and 6).

Key points

All data refer to 2010 unless otherwise stated.

Access, attractiveness and flexibility

The percentage of upper-secondary students in the IVET stream (46.5%) is approximately in line with the EU average (49.9%). But nearly all students in IVET are engaged in combined work- and school- based programmes (97.4% compared with 28.0% in the EU).

Adult participation in lifelong learning is nearly three times the EU average (32.5% compared to 9.1% in 2010), and twice the average target (15%) set by the strategic framework 'education and training 2020'. Older adults, adults with low level education, and unemployed adults, are all much more likely to participate in lifelong learning than their counterparts across the EU and the percentage point increases in participation rates recorded by these groups have grown more in Denmark than in the EU generally from 2006 to 2010. The percentage of individuals who wanted to train, but did not, is low (3.8% in Denmark compared to 13.2% for the EU as a whole).

Skill development and labour market relevance

In relation to skill development and labour market relevance, the main differences between Denmark and the EU are set out below.

The average number of foreign languages learned by students in upper-secondary IVET is slightly below the EU average (0.9 in Denmark and 1.2 in the

EU), as is the share of IVET graduations in STEM subjects (20.6% in Denmark and 31.2% in the EU).

The employment rate for IVET graduates (aged 20-34) at ISCED 3-4 (85.5%) is higher than the EU average (79.1%). Data presented here also compare this employment rate with that for graduates from general education at the same ISCED level and graduates at lower ISCED level (i.e. 2 or below). A positive figure indicates that IVET graduates are more likely to be in employment and a negative figure that they are less likely to be so. In Denmark, IVET graduates enjoy a positive premium on both measures. Their employment rate is 6.0 percentage points higher than for graduates from general education (approximately in line with the EU average premium of 5.6 percentage points). Their employment rate is also 14.6 percentage points higher than 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 in further education.

Overall transitions and employment trends

In 2010 the early leaver rate from education and training, 11.0%, was lower than the EU-average, 14.1%: in 2011, this fell further to 9.6%. Denmark met both the average target set by the Europe 2020 strategy and its national target of 10%. The percentage of 30-34 year-olds with tertiary level education (41.2%) is higher than the EU average (33.5%). At this level Denmark surpassed 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 (24.4% compared with 27.3% in the EU).

The employment rate for 20-64 year-olds (72.8%) is higher than the EU-average (68.6%). The unemployment rate for 20-34 year-olds is 8.6%, nearly half the EU average (16.5%), but the percentage point increase in this unemployment rate has been higher than that observed in the EU from 2006-10. The NEET rate is also lower than in the EU (9.7% compared with 13.1% in the EU) but, again, the percentage point increase from 2006-10 has been greater in Denmark than in the EU as a whole. In 2011, unemployment of 20-34 year-olds fell to 10.4% (13.3% in the EU).

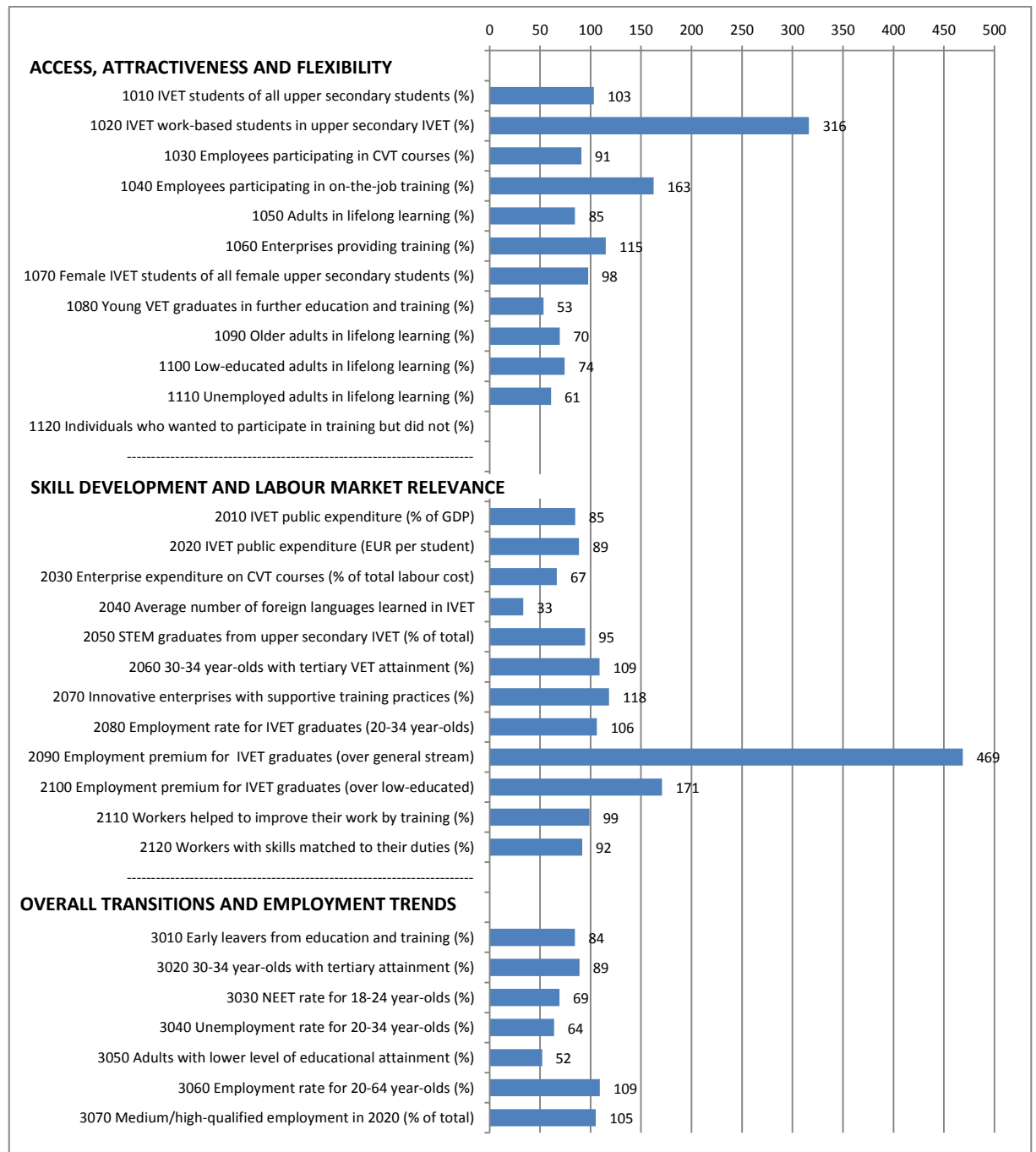
Score on VET indicators in Denmark and in the EU, 2006, 2010 and 2011 (where available)

Indicator label		2006		2010		Change 2006-10		2011 updates	
		DK	EU	DK	EU	DK	EU	DK	EU
Access, attractiveness and flexibility									
1010	IVET-students as a % of all upper-secondary students	47.8	51.7	46.5	49.9	-1.3	-1.8		
1020	IVET work-based students as a % of upper-secondary IVET	99.7	27.8	97.4	28.0	-2.3	0.2		
1030	Employees participating in CVT courses (%)	35	33						
1040	Employees participating in on-the-job training (%)	25	16						
1050	Adults in lifelong learning (%)	29.2	9.5	32.5	9.1	3.3	-0.4	32.3	8.9
1060	Enterprises providing training (%)	85	60						
1070	Female IVET students as % of all female upper-secondary students	40.7	46.3	40.0	44.2	-0.7	-2.1		
1080	Young VET graduates in further education and training (%)			58.2	30.7				
1090	Older adults in lifelong learning (%)	23.3	5.1	26.7	5.3	3.4	0.2	25.7	5.1
1100	Low-educated adults in lifelong learning (%)	18.4	3.7	23.5	3.9	5.1	0.2	23.4	3.9
1110	Unemployed adults in lifelong learning (%)	31.7	7.7	33.5	9.2	1.8	1.5	35.1	9.1
1120	Individuals who wanted to participate in training but did not (%)		13.2						
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)		0.67		0.73		0.06		
2020	IVET public expenditure (EUR per student)		6 985		8 098		1 113		
2030	Enterprise expenditure on CVT courses as % of total labour cost	1.7	0.9						
2040	Average number of foreign languages learned in IVET	0.9	1.2	0.9	1.2	0.0	0.0		
2050	STEM graduates from upper-secondary VET (% of total)	19.9	34.6	20.6	31.2	0.7	-3.4		
2060	30-34 year-olds with tertiary VET attainment (%)		7.3	7.4	7.3	^(b)	0.0	5.8	8.5
2070	Innovative enterprises with supportive training practices (%)				46.4				
2080	Employment rate for IVET graduates (20-34 year-olds)			88.5	79.1				
2090	Employment premium for IVET graduates (over general stream)			6.0	5.6				
2100	Employment premium for IVET graduates (over low-educated)			14.6	17.4				
2110	Workers helped to improve their work by training (%)			89.5	89.7				
2120	Workers with skills matched to their duties (%)			59.6	55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)		15.5	11.0	14.1	^(b)	-1.4	9.6	13.5
3020	30-34 year-olds with tertiary attainment (%)		28.9	41.2	33.5	^(b)	4.6	41.2	34.6
3030	NEET rate for 18-24 year-olds (%)		15.1	8.3	16.5	^(b)	1.4	8.4	16.7
3040	Unemployment rate for 20-34 year-olds (%)	4.6	10.6	9.7	13.1	5.1	2.5	10.4	13.3
3050	Adults with lower level of educational attainment (%)		30.1	24.4	27.3	^(b)	-2.8	23.1	26.6
3060	Employment rate for 20-64 year-olds (%)	79.4	69.0	75.8	68.6	-3.6	-0.4	75.7	68.6
3070	Medium/high qualified employment in 2020 (% of total)			68.2	82.2				

NB b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented.
If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown;
u = unreliable; p= provisional.

5. Germany

VET indicators for Germany in 2010 or the most recent year available before 2010 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, in most instances, 2010 data. 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 in the annex which also includes the years used to calculate each indicator (columns 5 and 6).

Key points

All data refer to 2010 unless otherwise stated.

Access, attractiveness and flexibility

While the share of IVET students in upper-secondary education (51.5%) is close to the EU average (49.9%), the percentage of IVET students in combined work- and school- based programmes is higher in Germany (88.4%) than in the EU as a whole (28.0%). In 2009 the percentage of young VET graduates who went on to further education was lower in Germany (16.4%) than in the EU on average (30.7%). The percentage of adults engaged in lifelong learning (7.7%) is slightly lower than the EU average (9.1%), and is below the average target (15%) set by the strategic framework 'education and training 2020'. The percentage of adults in lifelong learning has increased between 2010 and 2011 while there has been a decrease in the EU average. The percentage of older people, unemployed people, and people with relatively low qualifications participating in lifelong learning are all lower in Germany than for the EU as a whole.

Skill development and labour market relevance

For many indicators of skill development and the labour market relevance of VET, figures for Germany are similar to the EU average, however some differences are noted here. In 2009, public expenditure on IVET (ISCED 3-4) as a % of GDP was slightly lower in Germany (0.62%) than in the EU generally (0.73%) Expenditure per student was also lower (EUR 7 175 compared to EUR 8 098). German upper-secondary IVET students learn 0.4 foreign languages, on average, while the EU

average is 1.2 languages. Innovative enterprises in Germany are more likely to provide training which supports innovation (54.9% compared to 46.4% in the EU) (based on 2008 data).

The employment rate for IVET graduates (aged 20-34) at ISCED 3-4 (83.9%) is above the EU average (79.1%). Whether these graduates are more or less likely to be employed than other young people in the same age group is also of interest. Data presented here compare them with graduates from general education at the same ISCED level and graduates at lower ISCED level (i.e. 2 or below). A positive figure indicates that IVET graduates are more likely to be in employment and a negative figure that they are less likely to be so. In Germany, IVET graduates enjoy a positive employment premium on both measures. They have an employment rate 26.2 percentage points higher than their counterparts from general education (well above the corresponding 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 corresponding EU average premium of 17.4 percentage points). All these employment figures relate to 2009 and exclude the young in further education.

Overall transitions and employment trends

In Germany the share of early leavers from education and training is 11.9% while the EU-average rate is 14.1%.

The employment rate for 20-64 year-olds, 74.9%, is higher than the EU average (68.6%). It rose to 76.3% in 2011 but remained unchanged in the EU. The unemployment rate for the 20-34 year-olds is lower in Germany than in the EU. So is the NEET rate for 18-24 year-olds (11.4% in Germany; 16.5% in the EU) which, from 2006 to 2010, has been falling in Germany but rising across the EU. Similarly, unemployment of 20-34 year-olds is lower in Germany than the EU average (8.4% and 13.1%) and in Germany the rate fell from 2006 to 2010 while it rose across the EU. A relatively small share of people have only low level education (14.2% versus 27.3% in the EU). At 29.8% the share of 30-34 year-olds who have attained tertiary level education is slightly lower than the EU average of 33.5% and lower than the Europe 2020 average target of 40% and the national target of 42%.

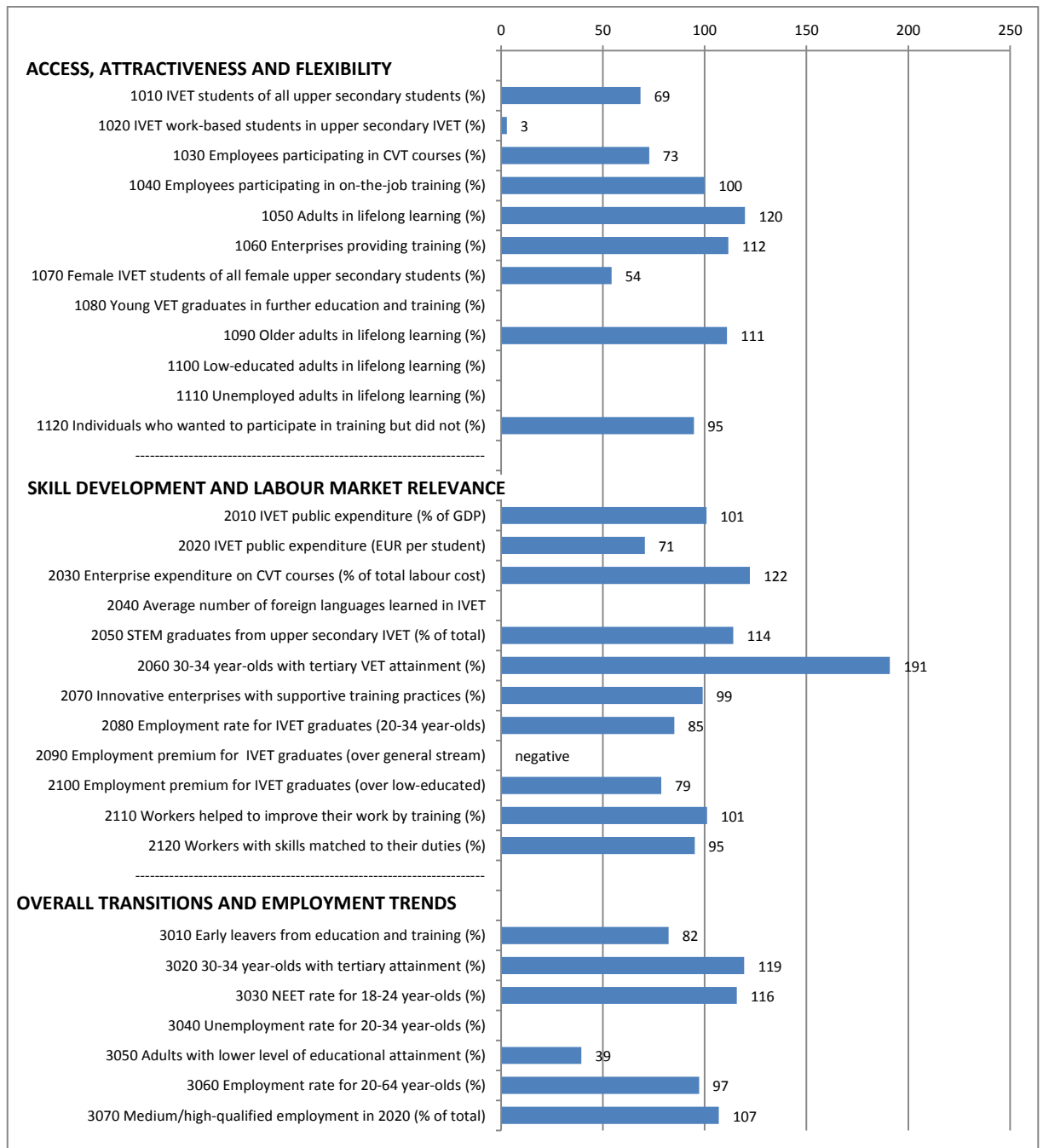
Score on VET indicators in Germany and in the EU, 2006, 2010 and 2011 (where available)

Indicator label		2006		2010		Change 2006-10		2011 updates	
		DE	EU	DE	EU	DE	EU	DE	EU
Access, attractiveness and flexibility									
1010	IVET-students as a % of all upper-secondary students	59.4	51.7	51.5	49.9	-7.9	-1.8		
1020	IVET work-based students as a % of upper-secondary IVET	74.4	27.8	88.4	28.0	14.0	0.2		
1030	Employees participating in CVT courses (%)	30	33						
1040	Employees participating in on-the-job training (%)	26	16						
1050	Adults in lifelong learning (%)	7.5	9.5	7.7	9.1	0.2	-0.4	7.8	8.9
1060	Enterprises providing training (%)	69	60						
1070	Female IVET students as % of all female upper-secondary students	53.2	46.3	43.1	44.2	-10.1	-2.1		
1080	Young VET graduates in further education and training (%)			16.4	30.7				
1090	Older adults in lifelong learning (%)	3.3	5.1	3.7	5.3	0.4	0.2	3.6	5.1
1100	Low-educated adults in lifelong learning (%)	2.6	3.7	2.9	3.9	0.3	0.2	3.1	3.9
1110	Unemployed adults in lifelong learning (%)	4.4	7.7	5.6	9.2	1.2	1.5	5.1	9.1
1120	Individuals who wanted to participate in training but did not (%)	3.8	13.2						
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.58	0.67	0.62	0.73	0.04	0.06		
2020	IVET public expenditure (EUR per student)	6 457	6 985	7 175	8 098	718	1 113		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.6	0.9						
2040	Average number of foreign languages learned in IVET	0.5	1.2	0.4	1.2	-0.1	0.0		
2050	STEM graduates from upper-secondary VET (% of total)	29.6	34.6	29.6	31.2	0.0	-3.4		
2060	30-34 year-olds with tertiary VET attainment (%)	7.8	7.3	8.0	7.3	0.2	0.0	10.0	8.5
2070	Innovative enterprises with supportive training practices (%)			54.9	46.4				
2080	Employment rate for IVET graduates (20-34 year-olds)			83.9	79.1				
2090	Employment premium for IVET graduates (over general stream)			26.2	5.6				
2100	Employment premium for IVET graduates (over low-educated)			29.7	17.4				
2110	Workers helped to improve their work by training (%)			88.7	89.7				
2120	Workers with skills matched to their duties (%)			50.7	55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)	13.7	15.5	11.9	14.1	-1.8	-1.4	11.5	13.5
3020	30-34 year-olds with tertiary attainment (%)	25.8	28.9	29.8	33.5	4.0	4.6	30.7	34.6
3030	NEET rate for 18-24 year-olds (%)	13.8	15.1	11.4	16.5	-2.4	1.4	10.2	16.7
3040	Unemployment rate for 20-34 year-olds (%)	11.4	10.6	8.4	13.1	-3.0	2.5	7.0	13.3
3050	Adults with lower level of educational attainment (%)	16.8	30.1	14.2	27.3	-2.6	-2.8	13.7	26.6
3060	Employment rate for 20-64 year-olds (%)	71.1	69.0	74.9	68.6	3.8	-0.4	76.3	68.6
3070	Medium/high-qualified employment in 2020 (% of total)			86.5	82.2				

NB: b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented.
If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown;
u = unreliable; p= provisional.

6. Estonia

VET indicators for Estonia in 2010 or the most recent year available before 2010 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, in most instances, 2010 data.

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 in the annex which also includes the years used to calculate each indicator (columns 5 and 6).

Key points

All data refer to 2010 unless otherwise stated.

Access, attractiveness and flexibility

Compared to the EU average (49%), IVET students in Estonia comprise a lower share of the overall student population at upper-secondary level (34.2%). Only a small proportion of these IVET students are in combined work- and school-based programmes (0.8% compared to 28.0% in the EU). Adult participation in lifelong learning (10.9%), on the other hand, is slightly above the EU average (9.1%). This rate has increased markedly between 2006 and 2010, but is below the average target (15%) set by the strategic framework 'education and training 2020'.

Data from the 2005 CVTS show that 67% of enterprises provided training compared to 60% in the EU, but participation of employees in CVT courses was less favourable (24% in Estonia, 33% in the EU).

Skill development and labour market relevance

For one indicator Estonia's records score much higher than the EU average: 14.0% of 30-34 year-olds have attained tertiary level VET (ISCED 5b) compared to the EU average of 7.3%. This may reflect that IVET is relatively more important in the promotion of tertiary level education in Estonia than across the EU.

The employment rate for IVET graduates (aged 20-34) at ISCED 3-4 (67.3%) is lower than the EU average (79.1%). Whether these graduates are more or less likely to be employed than other young people in the same age

group is also of interest. Data presented here compare them with graduates from general education at the same ISCED level and graduates at lower ISCED level (i.e. 2 or below). A positive figure indicates that IVET graduates are more likely to be in employment and a negative figure that they are less likely to be so. In Estonia, the employment rate of IVET graduates is 3.5 percentage points lower than that for graduates from general education (the opposite occurs 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, 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 the young in further education.

Overall transitions and employment trends

With regard to the set of indicators relating to overall transitions and labour market trends there is a mixed pattern of results. Levels of early leaving from education and training in Estonia are below the EU average (11.6% of 18-24 year-olds in Estonia, 14.1% in the EU as whole). In 2011, this indicator fell to 10.9% in Estonia, closer to the Europe 2020 average target of 10% and the national target of 9.5%. The share of 30-34 year-olds with tertiary level education is higher than in the EU (40.0% compared to 33.6%). The 2011 data indicate that Estonia is above the Europe 2020 average target and has met its national target.

Estonia has a relatively small percentage of adults with lower level educational attainment (10.8% compared to the EU average of 27.3%). However, the NEET rate is higher than across the EU on average (19.1% versus 16.5%). The employment rate for 20-64 year-olds decreased between 2006 and 2010, though it has since increased to 70.4% in 2011 compared to 68.6% in the EU.

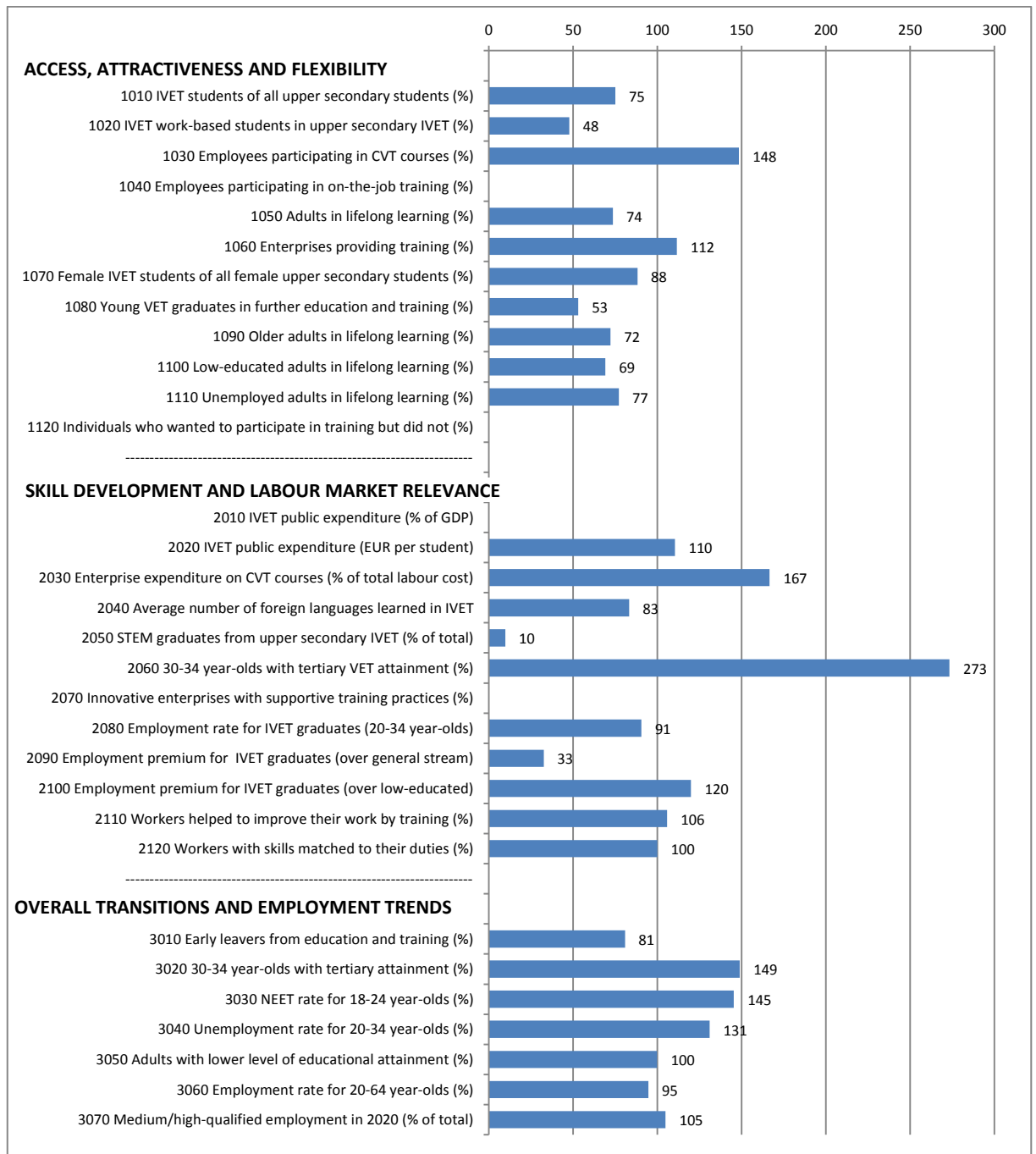
Score on VET indicators in Estonia and in the EU, 2006, 2010 and 2011 (where available)

Indicator label		2006		2010		Change 2006-10		2011 updates	
		EE	EU	EE	EU	EE	EU	EE	EU
Access, attractiveness and flexibility									
1010	IVET-students as a % of all upper-secondary students	30.9	51.7	34.2	49.9	3.3	-1.8		
1020	IVET work-based students as a % of upper-secondary IVET		27.8	0.8	28.0		0.2		
1030	Employees participating in CVT courses (%)	24	33						
1040	Employees participating in on-the-job training (%)	16	16						
1050	Adults in lifelong learning (%)	6.5	9.5	10.9	9.1	4.4	-0.4	12.0	8.9
1060	Enterprises providing training (%)	67	60						
1070	Female IVET students as % of all female upper-secondary students	20.4	46.3	24.0	44.2	3.6	-2.1		
1080	Young VET graduates in further education and training (%)			17.6 ^(u)	30.7				
1090	Older adults in lifelong learning (%)		5.1	5.9	5.3		0.2	5.7	5.1
1100	Low-educated adults in lifelong learning (%)		3.7		3.9		0.2		3.9
1110	Unemployed adults in lifelong learning (%)		7.7	7.1 ^(u)	9.2		1.5	8.5 ^(u)	9.1
1120	Individuals who wanted to participate in training but did not (%)	12.5	13.2						
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.58	0.67	0.73	0.73	0.15	0.06		
2020	IVET public expenditure (EUR per student)	4 442	6 985	5 720	8 098	1 278	1 113		
2030	Enterprise expenditure on CVT courses as % of total labour cost	1.1	0.9						
2040	Average number of foreign languages learned in IVET	1.8	1.2		1.2		0.0		
2050	STEM graduates from upper-secondary VET (% of total)	49.3	34.6	35.6	31.2	-13.7	-3.4		
2060	30-34 year-olds with tertiary VET attainment (%)	8.7	7.3	14.0	7.3	5.3	0.0	12.7	8.5
2070	Innovative enterprises with supportive training practices (%)			46.0	46.4				
2080	Employment rate for IVET graduates (20-34 year-olds)			67.3	79.1				
2090	Employment premium for IVET graduates (over general stream)			-3.5	5.6				
2100	Employment premium for IVET graduates (over low-educated)			13.7	17.4				
2110	Workers helped to improve their work by training (%)			90.7	89.7				
2120	Workers with skills matched to their duties (%)			52.6	55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)	13.5	15.5	11.6	14.1	-1.9	-1.4	10.9	13.5
3020	30-34 year-olds with tertiary attainment (%)	32.5	28.9	40.0	33.5	7.5	4.6	40.3	34.6
3030	NEET rate for 18-24 year-olds (%)	11.4	15.1	19.1	16.5	7.7	1.4	14.7	16.7
3040	Unemployment rate for 20-34 year-olds (%)		10.6	19.6 ^(u)	13.1		2.5	14.7 ^(u)	13.3
3050	Adults with lower level of educational attainment (%)	11.5	30.1	10.8	27.3	-0.7	-2.8	11.1	26.6
3060	Employment rate for 20-64 year-olds (%)	75.8	69.0	66.7	68.6	-9.1	-0.4	70.4	68.6
3070	Medium/high-qualified employment in 2020 (% of total)			88.0	82.2				

NB: b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented.
If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown;
u = unreliable; p= provisional.

7. Ireland

VET indicators for Ireland in 2010 or the most recent year available before 2010 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, in most instances, 2010 data. 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 in the annex which also includes the years used to calculate each indicator (columns 5 and 6).

Key points

All data refer to 2010 unless otherwise stated.

Access, attractiveness and flexibility

Ireland reports relatively low levels of participation in both IVET and lifelong learning compared to the EU. The share of upper-secondary students enrolled in vocational programmes is lower in Ireland (37.5%) than the EU average (49.9%), even though this share increased in Ireland between 2006 and 2010.

The percentage of adults participating in lifelong learning in Ireland (6.7%) is lower than the EU average (9.1%) 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

In this group of indicators, one of the notable features in Ireland is that public expenditure on IVET (ISCED 3-4) per student is higher than the EU average (EUR 8 943 per student compared to EUR 8 098 in the EU in 2009). The share of 30-34 year-olds who have attained a tertiary level of VET (ISCED 5b) is also higher (20.0%) than the EU average (7.3%), which demonstrates that VET plays an important role in determining the level of tertiary attainment for 30-34 year-olds.

The employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (71.6%) is lower than the EU average (79.1%). Whether these graduates are more or less likely to be employed than other young people in the same age group is also of interest. Data presented here compare them with graduates from general education at the same ISCED level and graduates at lower ISCED level (i.e. 2 or below). A positive figure indicates that IVET graduates are more likely to be in employment and a negative figure that they are less likely to be so. In Ireland, IVET graduates enjoy a positive premium on both measures. The employment rate of IVET graduates is 1.8 percentage points higher than that of their counterparts from general education (there is 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 of those with lower level qualifications (this premium is instead both positive and above the EU average of 17.4 percentage points). All these employment figures relate to 2009 and exclude the young in further education.

Overall transitions and employment trends

In Ireland, the NEET rate for 18-24 year-olds and the unemployment rate for 20-34 year-olds are higher (24.0% and 17.2%, respectively) than the EU averages (16.5% and 13.1%, respectively). The employment rate for the 20-64 year-olds is 65% in Ireland and 68.6 across the EU. The percentage point decrease between 2006 and 2010 was greater than that observed in the EU. In 2011, the employment rate fell to 64.1% while it remained unchanged for the EU.

The share of 30-34 year-olds with tertiary level education is higher than the EU (49.9% versus 33.5%). The share of early leavers from education and training is lower than across the EU (11.4% versus 14.1%). In 2011, the early leaver rate for Ireland fell to 10.6%.

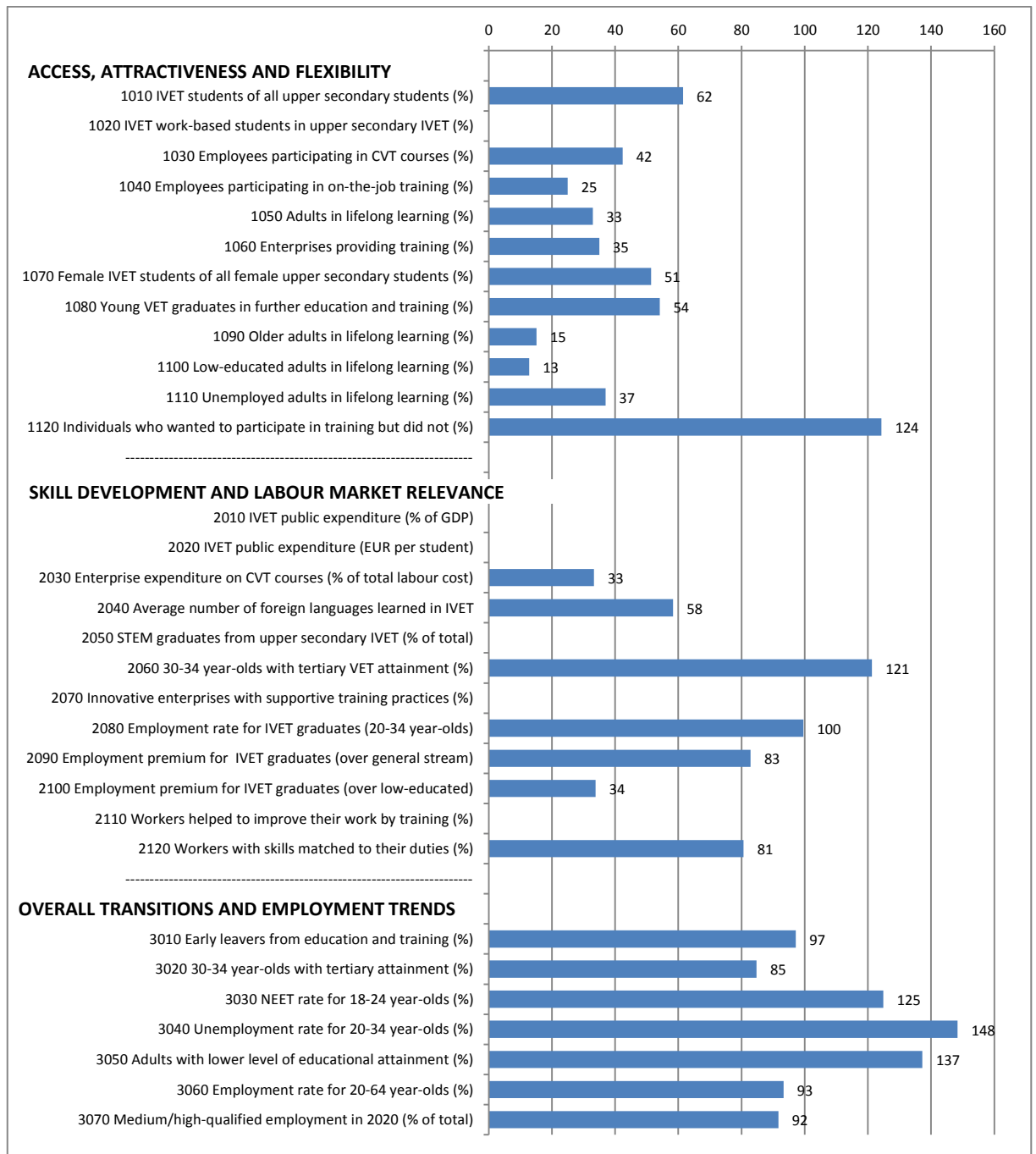
Score on VET indicators in Ireland and in the EU, 2006, 2010 and 2011 (where available)

Indicator label		2006		2010		Change 2006-10		2011 updates	
		IE	EU	IE	EU	IE	EU	IE	EU
Access, attractiveness and flexibility									
1010	IVET-students as a % of all upper-secondary students	33.4	51.7	37.5	49.9	4.1	-1.8		
1020	IVET work-based students as a % of upper-secondary IVET	7.3	27.8	13.4	28.0	6.1	0.2		
1030	Employees participating in CVT courses (%)	49	33						
1040	Employees participating in on-the-job training (%)		16						
1050	Adults in lifelong learning (%)	7.3	9.5	6.7	9.1	-0.6	-0.4	6.8	8.9
1060	Enterprises providing training (%)	67	60						
1070	Female IVET students as % of all female upper-secondary students	35.2	46.3	39.0	44.2	3.8	-2.1		
1080	Young VET graduates in further education and training (%)			16.3	30.7				
1090	Older adults in lifelong learning (%)	4.3	5.1	3.8	5.3	-0.5	0.2	3.7	5.1
1100	Low-educated adults in lifelong learning (%)	2.7	3.7	2.7	3.9	0.0	0.2	2.8	3.9
1110	Unemployed adults in lifelong learning (%)	6.9	7.7	7.1	9.2	0.2	1.5	6.4	9.1
1120	Individuals who wanted to participate in training but did not (%)		13.2						
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.35	0.67		0.73		0.06		
2020	IVET public expenditure (EUR per student)	5 339	6 985	8 943	8 098	3 604	1 113		
2030	Enterprise expenditure on CVT courses as % of total labour cost	1.5	0.9						
2040	Average number of foreign languages learned in IVET	0.9	1.2	1.0	1.2	0.1	0.0		
2050	STEM graduates from upper-secondary VET (% of total)		34.6	3.1	31.2		-3.4		
2060	30-34 year-olds with tertiary VET attainment (%)	14.0	7.3	20.0	7.3	6.0	0.0	17.7	8.5
2070	Innovative enterprises with supportive training practices (%)				46.4				
2080	Employment rate for IVET graduates (20-34 year-olds)			71.6	79.1				
2090	Employment premium for IVET graduates (over general stream)			1.8	5.6				
2100	Employment premium for IVET graduates (over low-educated)			20.9	17.4				
2110	Workers helped to improve their work by training (%)			94.9	89.7				
2120	Workers with skills matched to their duties (%)			55.3	55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)	12.1	15.5	11.4	14.1	-0.7	-1.4	10.6	13.5
3020	30-34 year-olds with tertiary attainment (%)	41.3	28.9	49.9	33.5	8.6	4.6	49.4	34.6
3030	NEET rate for 18-24 year-olds (%)	11.8	15.1	24.0	16.5	12.2	1.4	23.9	16.7
3040	Unemployment rate for 20-34 year-olds (%)	5.3	10.6	17.2	13.1	11.9	2.5	18.6	13.3
3050	Adults with lower level of educational attainment (%)	33.7	30.1	27.3	27.3	-6.4	-2.8	26.6	26.6
3060	Employment rate for 20-64 year-olds (%)	73.4	69.0	65.0	68.6	-8.4	-0.4	64.1	68.6
3070	Medium/high-qualified employment in 2020 (% of total)			86.2	82.2				

NB: b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented.
If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown;
u = unreliable; p= provisional.

8. Greece

VET indicators for Greece in 2010 or the most recent year available before 2010 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, in most instances, 2010 data. 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 in the annex which also includes the years used to calculate each indicator (columns 5 and 6).

Key points

All data refer to 2010 unless otherwise stated.

Access, attractiveness and flexibility

The chart illustrates that Greece records relatively low figures compared with the EU average on many indicators of this group. The share of upper-secondary education students enrolled in IVET is low (30.7% compared to 49.9% for the EU). For female enrolment, this difference is even more apparent; 22.7% of females in upper-secondary education are enrolled in IVET compared to 44.2% in the EU. The percentage of adults involved in lifelong learning is also lower (3.0%) than the EU average (9.1%). This figure is 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, unemployed adults and older adults is lower in Greece than the EU.

Based on 2005 CVTS data, the various indicators of employee participation in CVT and on-the-job training suggest that employer-provided 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 (16.4%) is higher than the EU average (13.2%) (based on 2007 data).

Skill development and labour market relevance

There are missing data for several indicators of this 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 slightly higher percentage of 30-34 year-olds have attained tertiary level VET (ISCED 5b) in Greece (8.9%) than in the EU (7.3%).

The employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (78.7%) differs little from the EU average (79.1%). Whether these graduates are more or less likely to be employed than other young people in the same age group is also of interest. Data presented here compare them with graduates from general education at same ISCED level and graduates at lower ISCED level (i.e. 2 or below). A positive figure indicates that IVET graduates are more likely to be in employment and a negative figure that they are less likely to be so.

In Greece, IVET graduates enjoy a positive premium on both measures. Their employment rate is 4.6 percentage points higher than that of their counterparts from the general education stream (this is a positive employment premium, even though it is lower than the EU average of 5.6 percentage points); the employment rate of IVET graduates is also 5.9 percentage points higher than those with lower level qualifications (this is also a positive employment premium, but it is much lower than the EU average of 17.4 percentage points). All these employment figures relate to 2009 and exclude the young in further education.

Overall transitions and employment trends

The NEET rate in Greece (20.6%) and the unemployment rate for 20-34 year-olds in the country (19.4%) are higher than the corresponding EU averages (16.5 and 13.1%, respectively). The employment rate for the 20-64 year-olds is lower (64.0%) in Greece than in the EU as a whole (68.6%).

In Greece, the share of 30-34 year-olds who have attained a tertiary level education (28.4%) is less than the EU average (33.6%). This figure increased to 28.9% in 2011 yet it remains lower than the Europe 2020 average target (40%) and the national target (32%). The share of adults with lower level of education is also markedly higher (37.5%) than in the EU (27.3%).

The country performs better than the EU average in terms of early leavers from training and education (13.7% compared to 14.1% in the EU). While this percentage fell to 13.1% in 2011 it remains above the Europe 2020 average target (10%) and the national target (9.7%).

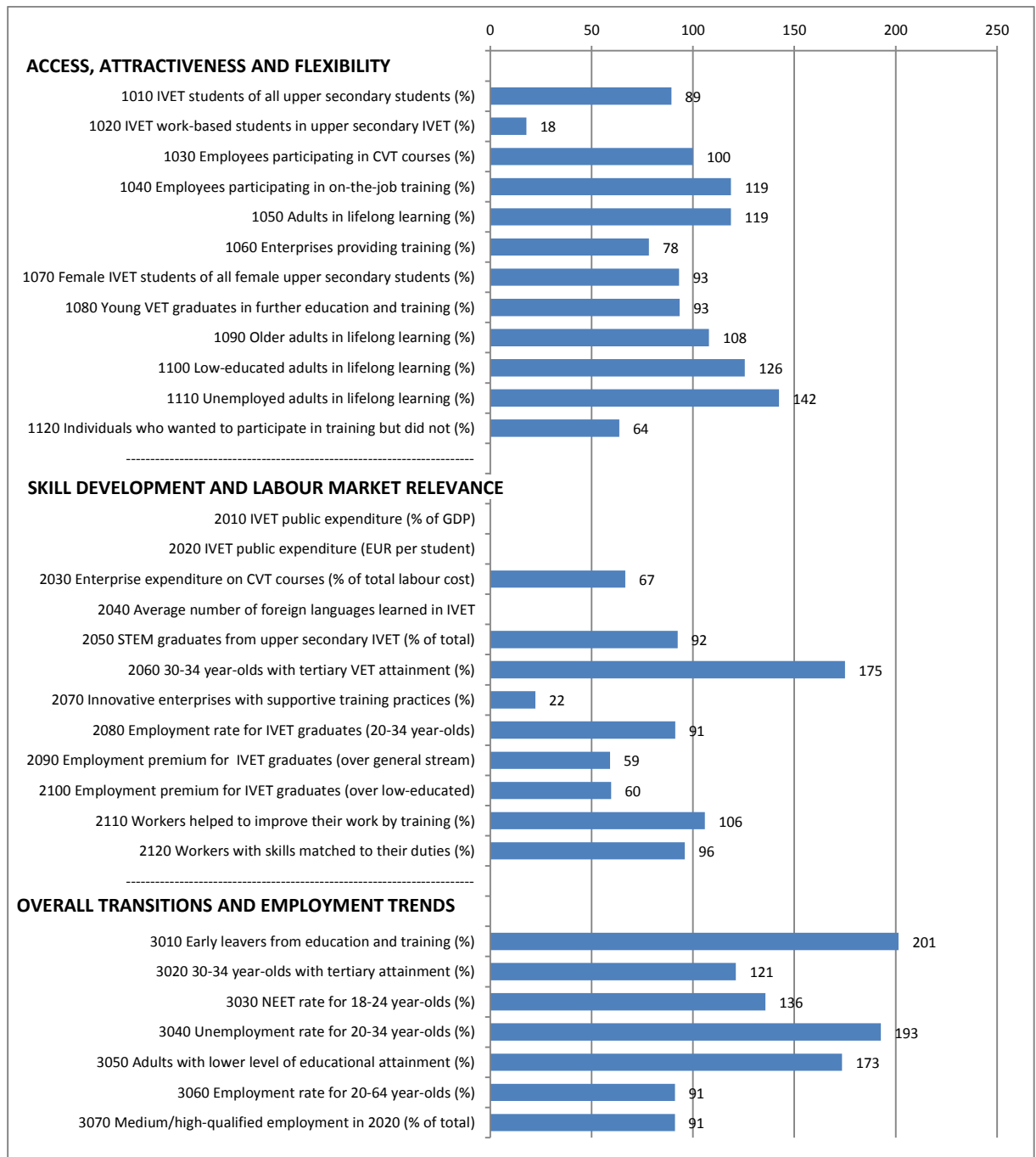
Score on VET indicators in Greece and in the EU, 2006, 2010 and 2011 (where available)

Indicator label		2006		2010		Change 2006-10		2011 updates	
		EL	EU	EL	EU	EL	EU	EL	EU
Access, attractiveness and flexibility									
1010	IVET-students as a % of all upper-secondary students	33.9	51.7	30.7	49.9	-3.2	-1.8		
1020	IVET work-based students as a % of upper-secondary IVET		27.8		28.0		0.2		
1030	Employees participating in CVT courses (%)	14	33						
1040	Employees participating in on-the-job training (%)	4	16						
1050	Adults in lifelong learning (%)	1.9	9.5	3.0	9.1	1.1	-0.4	2.4	8.9
1060	Enterprises providing training (%)	21	60						
1070	Female IVET students as % of all female upper-secondary students	26.1	46.3	22.7	44.2	-3.4	-2.1		
1080	Young VET graduates in further education and training (%)			16.6	30.7				
1090	Older adults in lifelong learning (%)	0.3 ^(u)	5.1	0.8	5.3	0.5	0.2	0.6	5.1
1100	Low-educated adults in lifelong learning (%)	0.3	3.7	0.5	3.9	0.2	0.2	0.4	3.9
1110	Unemployed adults in lifelong learning (%)	2.2	7.7	3.4	9.2	1.2	1.5	2.7	9.1
1120	Individuals who wanted to participate in training but did not (%)	16.4	13.2						
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)		0.67		0.73		0.06		
2020	IVET public expenditure (EUR per student)		6 985		8 098		1 113		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.3	0.9	0.0	0.0	-0.3	-0.9		
2040	Average number of foreign languages learned in IVET	0.8	1.2	0.7	1.2	-0.1	0.0		
2050	STEM graduates from upper-secondary VET (% of total)		34.6		31.2		-3.4		
2060	30-34 year-olds with tertiary VET attainment (%)	7.8	7.3	8.9	7.3	1.1	0.0	8.9	8.5
2070	Innovative enterprises with supportive training practices (%)				46.4				
2080	Employment rate for IVET graduates (20-34 year-olds)			78.7	79.1				
2090	Employment premium for IVET graduates (over general stream)			4.6	5.6				
2100	Employment premium for IVET graduates (over low-educated)			5.9	17.4				
2110	Workers helped to improve their work by training (%)				89.7				
2120	Workers with skills matched to their duties (%)			44.6	55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)	15.5	15.5	13.7	14.1	-1.8	-1.4	13.1	13.5
3020	30-34 year-olds with tertiary attainment (%)	26.7	28.9	28.4	33.5	1.7	4.6	28.9	34.6
3030	NEET rate for 18-24 year-olds (%)	16.1	15.1	20.6	16.5	4.5	1.4	24.4	16.7
3040	Unemployment rate for 20-34 year-olds (%)	14.2	10.6	19.4	13.1	5.2	2.5	27.7	13.3
3050	Adults with lower level of educational attainment (%)	41.0	30.1	37.5	27.3	-3.5	-2.8	35.5	26.6
3060	Employment rate for 20-64 year-olds (%)	65.7	69.0	64.0	68.6	-1.7	-0.4	59.9	68.6
3070	Medium/high-qualified employment in 2020 (% of total)			75.4	82.2				

NB: b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented.
If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown;
u = unreliable; p= provisional.

9. Spain

VET indicators for Spain in 2010 or the most recent year available before 2010 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, in most instances, 2010 data. 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 in the annex which also includes the years used to calculate each indicator (columns 5 and 6).

Key points

All data refer to 2010 unless otherwise stated.

Access, attractiveness and flexibility

The chart and the table show that Spain has levels of participation in IVET and CVET which are close to the respective averages for the EU. The percentage of students in upper-secondary education participating in IVET (44.6%) is slightly below the EU average (49.9%). Only a small share of IVET students are involved in combined work- and school-based training (5.0% compared to the EU average of 28.0%). Spain has proportionally more adults involved in lifelong learning than the EU as a whole (respectively 10.8% and 9.1%). Although this percentage has increased since 2006 – and stood at 10.8% in 2011 – it is below the average target (15%) set by the strategic framework 'education and training 2020'. The percentage of older people, unemployed people, and people with relatively low qualifications participating in lifelong learning are all higher than the corresponding EU averages. Based on 2005 CVTS data, employers report less provision of training: 47% in Spain, 60% across the EU. However, the percentage of employees to whom employers provide CVT is the same as in the EU (33%). The share of individuals who wanted to participate in training but did not is lower at 8.4% than across the EU (13.8%) (data for 2007).

Skill development and labour market relevance

In Spain 12.8% of 30-34 year-olds have attained tertiary level VET (ISCED 5b), which is relatively high compared to 7.3% in the EU. So, VET contributes significantly to attainment of tertiary level education among young people. In contrast, training to support innovation is provided by 10.4% of innovative enterprises, which is much lower than the EU average of 46.4% (data for 2008). The employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (72.2%) is lower than the EU average (79.1%). Whether these graduates are more or less likely to be employed than other young people in the same age group is also of interest. Data presented here compare these graduates to graduates from general education at the same ISCED level and graduates at lower ISCED level (i.e. 2 or below). A positive figure indicates that IVET graduates are more likely to be in employment and a negative figure that they are less likely to be so. In Spain, IVET graduates enjoy a positive premium on both measures. Their employment rate is 3.3 percentage points higher than that of their counterparts from general education (even 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 the young in further education.

Overall transitions and employment trends

The share of early leavers from the education and training is significantly higher than the EU average (28.4% compared to 14.1%). This score is much higher than both the Europe 2020 average target (10%) and the national target (15%). The percentage of early leavers has fallen over recent years to stand at 26.5% in 2011 but is still far from the targets. The employment rate for 20-64 year-olds (62.5%) is lower than the EU (68.6%) and the NEET rate for 18-24 year-olds (22.4%), is higher (16.5%). But this rate has been increasing far faster in Spain than in the EU as a whole. The same can be said about the unemployment rates of the 20-34 year-olds (25.3%) which is much higher than the EU average (13.1%). The percentage of adults with low level education (47.4%) is higher than the EU average (27.3%). More favourably, the percentage of 30-34 year-olds at tertiary level education is 40.6%, higher than the EU average of 33.6%. Accordingly, Spain is above the Europe 2020 average target (40%) and is close to its national target (44%).

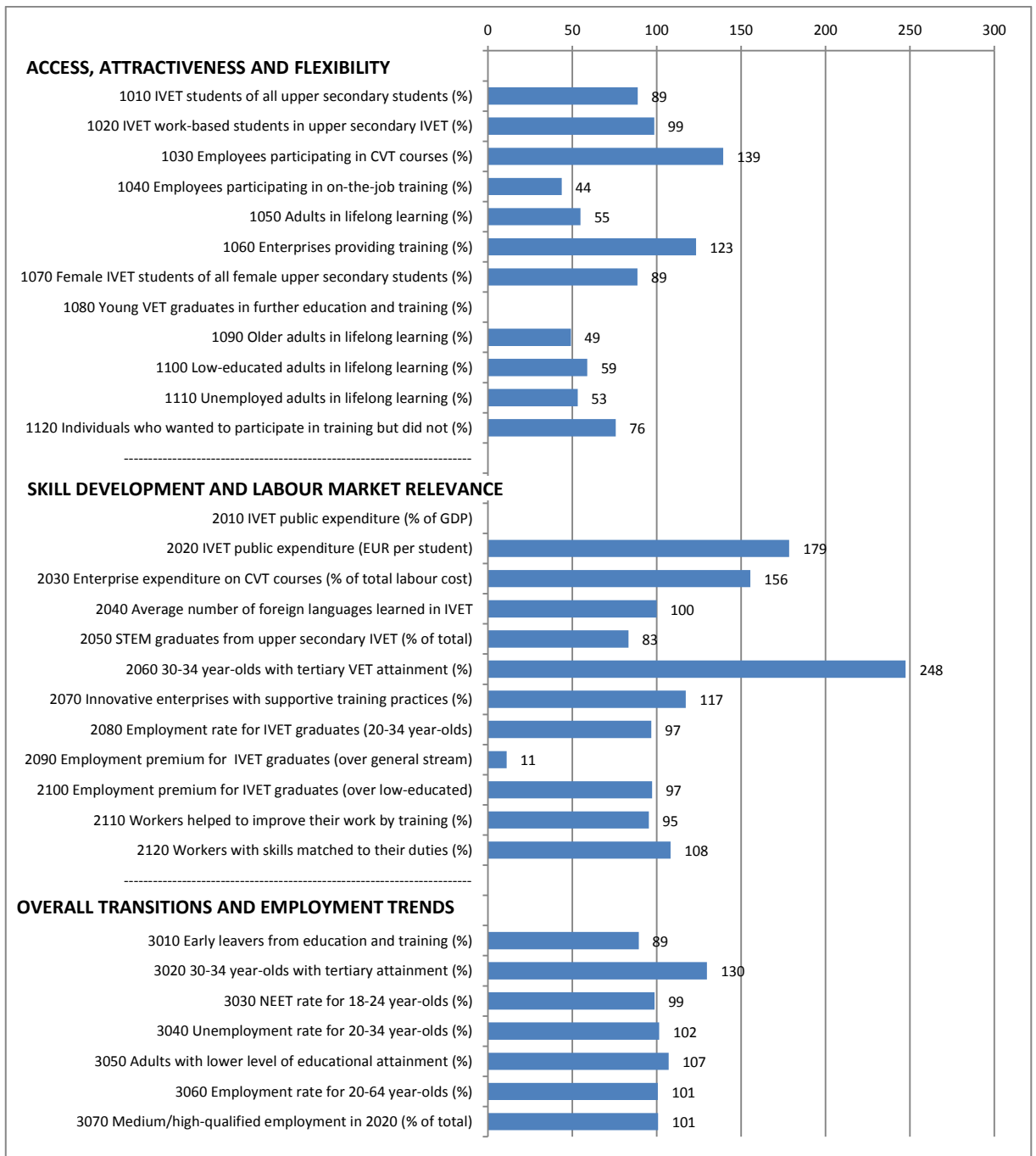
Score on VET indicators in Spain and in the EU, 2006, 2010 and 2011 (where available)

Indicator label		2006		2010		Change 2006-10		2011 updates	
		ES	EU	ES	EU	ES	EU	ES	EU
Access, attractiveness and flexibility									
1010	IVET-students as a % of all upper-secondary students	42.5	51.7	44.6	49.9	2.1	-1.8		
1020	IVET work-based students as a % of upper-secondary IVET	5.1	27.8	5.0	28.0	-0.1	0.2		
1030	Employees participating in CVT courses (%)	33	33						
1040	Employees participating in on-the-job training (%)	19	16						
1050	Adults in lifelong learning (%)	10.4	9.5	10.8	9.1	0.4	-0.4	10.8	8.9
1060	Enterprises providing training (%)	47	60						
1070	Female IVET students as % of all female upper-secondary students	40.2	46.3	41.2	44.2	1.0	-2.1		
1080	Young VET graduates in further education and training (%)			28.7	30.7				
1090	Older adults in lifelong learning (%)	5.3	5.1	5.7	5.3	0.4	0.2	5.7	5.1
1100	Low-educated adults in lifelong learning (%)	4.3	3.7	4.9	3.9	0.6	0.2	4.6	3.9
1110	Unemployed adults in lifelong learning (%)	15.2	7.7	13.1	9.2	-2.1	1.5	13.2	9.1
1120	Individuals who wanted to participate in training but did not (%)	8.4	13.2						
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)		0.67		0.73		0.06		
2020	IVET public expenditure (EUR per student)		6 985		8 098		1 113		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.6	0.9						
2040	Average number of foreign languages learned in IVET	1.0	1.2		1.2		0.0		
2050	STEM graduates from upper-secondary VET (% of total)	28.9	34.6	28.9	31.2	0.0	-3.4		
2060	30-34 year-olds with tertiary VET attainment (%)	12.6	7.3	12.8	7.3	0.2	0.0	13.4	8.5
2070	Innovative enterprises with supportive training practices (%)			10.4	46.4				
2080	Employment rate for IVET graduates (20-34 year olds)			72.2	79.1				
2090	Employment premium for IVET graduates (over general stream)			3.3	5.6				
2100	Employment premium for IVET graduates (over low-educated)			10.4	17.4				
2110	Workers helped to improve their work by training (%)			95.0	89.7				
2120	Workers with skills matched to their duties (%)			53.1	55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)	30.5	15.5	28.4	14.1	-2.1	-1.4	26.5	13.5
3020	30-34 year-olds with tertiary attainment (%)	38.1	28.9	40.6	33.5	2.5	4.6	40.6	34.6
3030	NEET rate for 18-24 year-olds (%)	13.6	15.1	22.4	16.5	8.8	1.4	23.1	16.7
3040	Unemployment rate for 20-34 year-olds (%)	10.4	10.6	25.3	13.1	14.9	2.5	27.9	13.3
3050	Adults with lower level of educational attainment (%)	50.6	30.1	47.4	27.3	-3.2	-2.8	46.2	26.6
3060	Employment rate for 20-64 year-olds (%)	68.7	69.0	62.5	68.6	-6.2	-0.4	61.6	68.6
3070	Medium/high-qualified employment in 2020 (% of total)			74.9	82.2				

NB: b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented.
If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown;
u = unreliable; p= provisional.

10. France

VET indicators for France in 2010 or the most recent year available before 2010 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, in most instances, 2010 data. 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 is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is in the annex which also includes the years used to calculate each indicator (columns 5 and 6).

Key points

All data refer to 2010 unless otherwise stated.

Access, attractiveness and flexibility

In France, the share of upper-secondary students in vocational programmes (44.3%) is slightly below the EU average (49.9%). At upper-secondary level, participation in combined work- and school- based vocational programmes is in line with the EU average (approximately 28%). The share of adults who participate in lifelong learning is lower (5.0%) than the EU as whole (9.1%). In 2011, data show some increase, but are still below 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 lower than the corresponding EU averages.

Skill development and labour market relevance

Data for 2009 show that public expenditure on IVET per student is relatively high in France (EUR 14 461 per student) compared to the EU as a whole (EUR 8 098). The percentage of upper-secondary IVET graduates in STEM subjects (26.0%) is slightly below the EU average (31.2%). The share of enterprises which provide training to support innovation (54.5% of innovative enterprises) exceeded the EU average share in 2008 (46.4%).

The employment rate for IVET graduates (aged 20-34) at ISCED 3-4 (76.6%) is almost on a par with the EU average (79.1%). Whether these graduates are more or less likely to be employed than other young people in the

same age group is also of interest. Data presented here compare these graduates to graduates from general education at the same ISCED level and graduates at lower ISCED level (i.e. 2 or below). A positive figure indicates that IVET graduates are more likely to be in employment and a negative figure that they are less likely to be so. In France, IVET graduates enjoy a positive employment premium on both measures. Their employment rate is 0.6 percentage points higher than that of their counterparts from general education (the employment premium is positive, but small and lower than the EU average premium of 5.6 percentage points); but the employment rate of IVET graduates is, more markedly, 16.9 percentage points higher than the employment rate of graduates with lower level qualifications (almost in line with EU average premium of 17.4 percentage points). All these employment figures relate to 2009 and exclude the young in further education.

Overall transitions and employment trends

Results for France are in line with the respective EU averages for nearly all indicators on overall transitions and employment trends. A few points can be highlighted. The percentage of early leavers from education and training (12.6%) is lower than the EU average (14.1%). France is still below Europe 2020 average target (10%) and the national target (9.5%). In 2011, the percentage of early leavers fell slightly to 12.0% (13.5% in the EU).

The percentage of 30-34 year-olds with tertiary level education is relatively high (43.5% compared to 33.5% in the EU), and has been rising from 2006 to 2010. France has surpassed the Europe 2020 average target of 40%, but is still short of its national target of 50%. The share of adults with lower levels of educational attainment (29.2%) is marginally higher than in the EU as a whole (27.3%).

The employment rate for 20-64 year-olds, the unemployment rate for 20-34 year-olds, and the NEET rate (for 18-24 year-olds) differ very little from those of the EU as a whole.

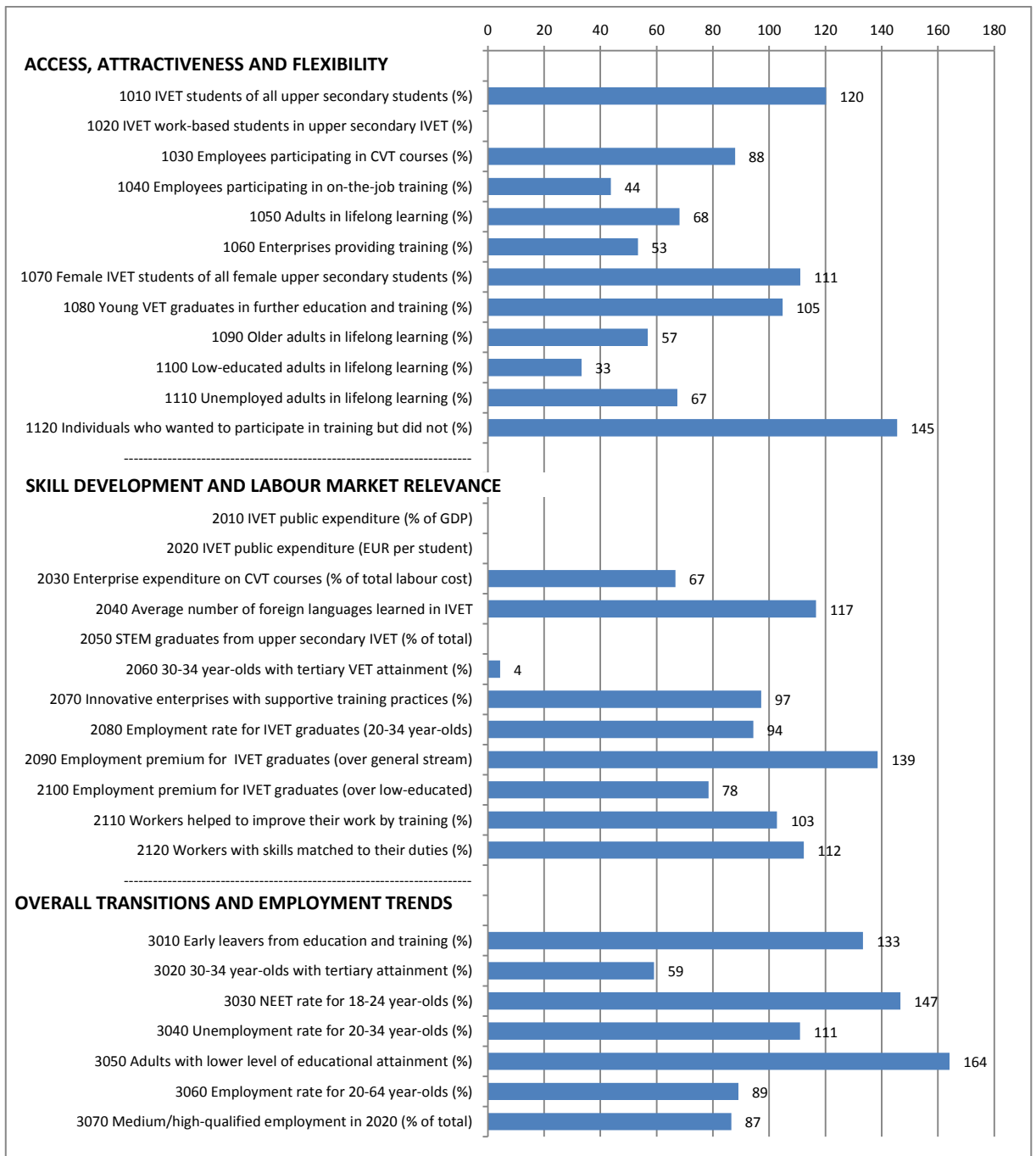
Score on VET indicators in France and in the EU, 2006, 2010 and 2011 (where available)

Indicator label		2006		2010		Change 2006-10		2011 updates	
		FR	EU	FR	EU	FR	EU	FR	EU
Access, attractiveness and flexibility									
1010	IVET-students as a % of all upper-secondary students	43.1	51.7	44.3	49.9	1.2	-1.8		
1020	IVET work-based students as a % of upper-secondary IVET	26.9	27.8	27.6	28.0	0.7	0.2		
1030	Employees participating in CVT courses (%)	46	33						
1040	Employees participating in on-the-job training (%)	7	16						
1050	Adults in lifelong learning (%)	6.4	9.5	5.0	9.1	-1.4	-0.4	5.5	8.9
1060	Enterprises providing training (%)	74	60						
1070	Female IVET students as % of all female upper-secondary students	37.3	46.3	39.2	44.2	1.9	-2.1		
1080	Young VET graduates in further education and training (%)			32.9	30.7				
1090	Older adults in lifelong learning (%)	3.0	5.1	2.6	5.3	-0.4	0.2	3.0	5.1
1100	Low-educated adults in lifelong learning (%)	2.7	3.7	2.3	3.9	-0.4	0.2	2.5	3.9
1110	Unemployed adults in lifelong learning (%)	6.7	7.7	4.9	9.2	-1.8	1.5	5.2	9.1
1120	Individuals who wanted to participate in training but did not (%)	10.0	13.2						
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)		0.67		0.73		0.06		
2020	IVET public expenditure (EUR per student)	12 734	6 985	14 461	8 098	1 727	1 113		
2030	Enterprise expenditure on CVT courses as % of total labour cost	1.4	0.9						
2040	Average number of foreign languages learned in IVET	1.1	1.2	1.2	1.2	0.1	0.0		
2050	STEM graduates from upper-secondary VET (% of total)	30.9	34.6	26.0	31.2	-4.9	-3.4		
2060	30-34 year-olds with tertiary VET attainment (%)	16.5	7.3	18.1	7.3	1.6	0.0	16.7	8.5
2070	Innovative enterprises with supportive training practices (%)			54.5	46.4				
2080	Employment rate for IVET graduates (20-34 year-olds)			76.6	79.1				
2090	Employment premium for IVET graduates (over general stream)			0.6	5.6				
2100	Employment premium for IVET graduates (over low-educated)			16.9	17.4				
2110	Workers helped to improve their work by training (%)			85.5	89.7				
2120	Workers with skills matched to their duties (%)			59.9	55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)	12.4	15.5	12.6	14.1	0.2	-1.4	12.0	13.5
3020	30-34 year-olds with tertiary attainment (%)	39.7	28.9	43.5	33.5	3.8	4.6	43.4	34.6
3030	NEET rate for 18-24 year-olds (%)	14.7	15.1	16.3	16.5	1.6	1.4	15.9	16.7
3040	Unemployment rate for 20-34 year-olds (%)	12.1	10.6	13.3	13.1	1.2	2.5	13.2	13.3
3050	Adults with lower level of educational attainment (%)	32.7	30.1	29.2	27.3	-3.5	-2.8	28.4	26.6
3060	Employment rate for 20-64 year-olds (%)	69.3	69.0	69.1	68.6	-0.2	-0.4	69.1	68.6
3070	Medium/high-qualified employment in 2020 (% of total)			83.0	82.2				

NB: b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented.
If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown;
u = unreliable; p= provisional.

11. Italy

VET indicators for Italy in 2010 or the most recent year available before 2010 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, in most instances, 2010 data. 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 in the annex which also includes the years used to calculate each indicator (columns 5 and 6).

Key points

All data refer to 2010 unless otherwise stated.

Access, attractiveness and flexibility

The chart illustrates that Italy scores relatively highly compared with the EU average regarding participation in IVET. The share of IVET students as a percentage all upper-secondary students is higher in Italy (60.0%) compared to the EU average (49.9%). In contrast, Italy has proportionately fewer adults involved in lifelong learning (6.2%) than the EU as a whole (9.1%). Those with low level education and older people are generally less likely to engage in lifelong learning. From 2006 to 2010, the overall lifelong learning indicator has been relatively stable, but the latest data for 2011 reveal that the rate has slightly fallen. To date, Italy is below the average target (15%) set by the strategic framework 'education and training 2020'. Employee and company involvement in CVT – derived from the 2005 CVTS data – are also both lower than in the EU. For example, in 2005, 29% of employees participated in CVT courses compared to 33% in the EU, and only 32% of employers reported providing training compared with the EU average of 60%. For employee participation in on-the-job training, the differences are even more pronounced: 7% for Italy, 16% for the EU as a whole. The percentage of individuals who wanted to train, but did not is relatively large in Italy (19.2%) compared to the figure for the EU as a whole (13.2%).

Skill development and labour market relevance

Within this group of indicators, values for Italy tend to be aligned to the averages or have small differences with the EU, though the percentage of 30-34 year-olds who have attained tertiary level VET (as proxied by ISCED 5b qualifications) is low (0.3% in Italy compared to 7.3% in the EU).

The employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (74.6%) is slightly lower than the EU average (79.1%). Whether these graduates are more or less likely to be employed than other young people in the same age group is also of interest. Data presented here compare these graduates to graduates from general education at same ISCED level and graduates at lower ISCED level (i.e. 2 or below). A positive figure indicates that IVET graduates are more likely to be in employment and a negative figure that they are less likely to be so. In Italy, IVET graduates enjoy a positive premium on both measures. Their employment rate is 7.8 percentage points higher than the one of their 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, 14.6 percentage points higher than that of graduates with lower level qualifications. All these employment figures relate to 2009 and exclude the young in further education.

Overall transitions and employment trends

Indicators for early leavers from education and training (18.8% in Italy and 14.1% in the EU), the unemployment rate for 20-34 year-olds (14.5 in Italy and 13.1% in the EU), and the NEET rate for 18-24 year-olds (24.2 in Italy and 16.5% in the EU) are all relatively high in Italy compared with the EU average scores. The percentage of early leavers (18.8%) is higher than both the Europe 2020 average target (10%) and the national target (15.5%). Additionally, the percentage of 30-34 year-olds who have tertiary level education is lower than the EU average (19.8% in Italy and 33.6% in the EU). At 19.8%, this is lower than both the national target (26-27%) and the Europe 2020 average target (40%). Between 2006 and 2010, the percentage of people who attained tertiary level education increased but at a lower rate than that observed in the EU over the same period.

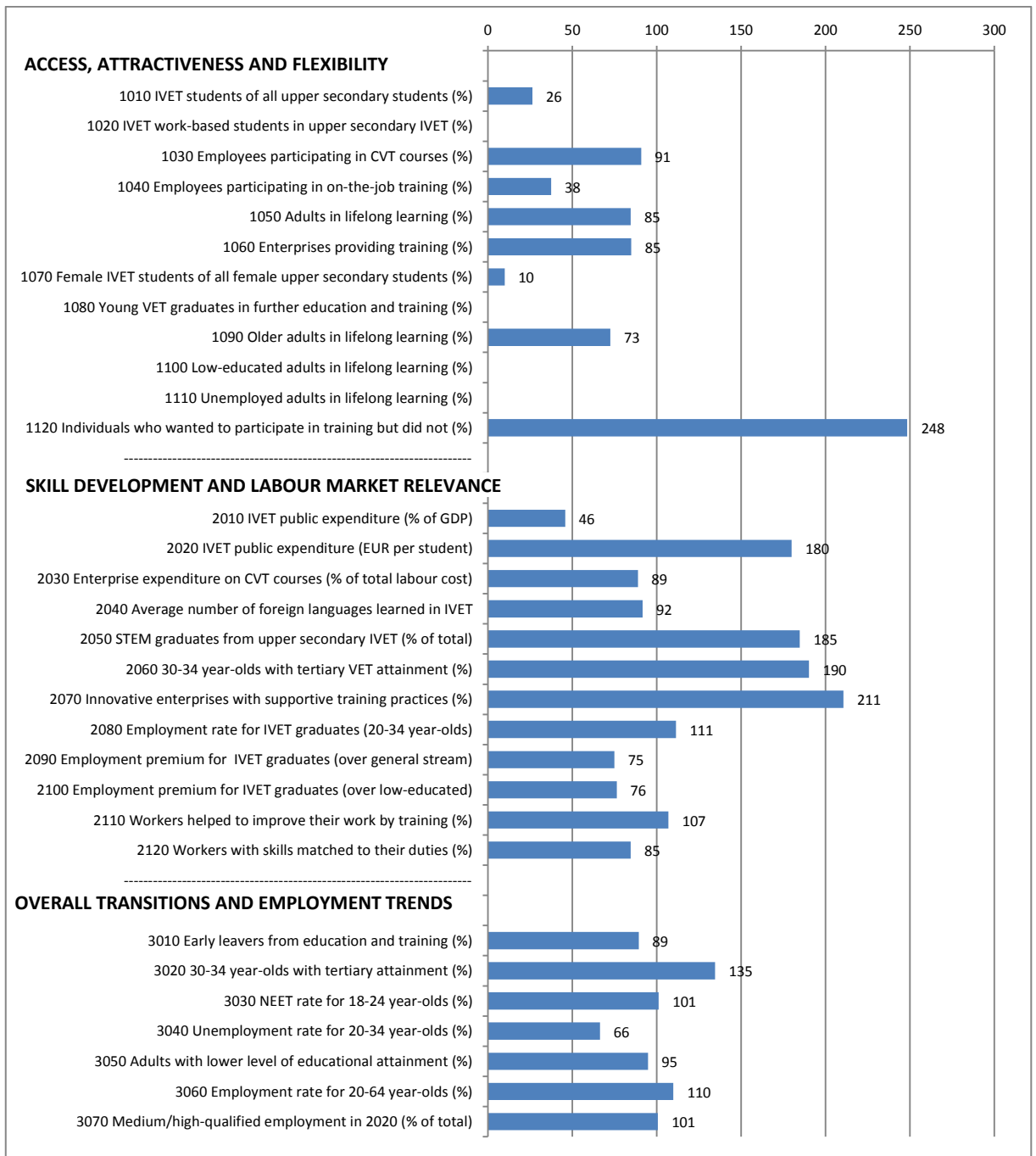
Score on VET indicators in Italy and in the EU, 2006, 2010 and 2011 (where available)

Indicator label		2006		2010		Change 2006-10		2011 updates	
		IT	EU	IT	EU	IT	EU	IT	EU
Access, attractiveness and flexibility									
1010	IVET-students as a % of all upper-secondary students	60.5	51.7	60.0	49.9	-0.5	-1.8		
1020	IVET work-based students as a % of upper-secondary IVET		27.8		28.0		0.2		
1030	Employees participating in CVT courses (%)	29	33						
1040	Employees participating in on-the-job training (%)	7	16						
1050	Adults in lifelong learning (%)	6.1	9.5	6.2	9.1	0.1	-0.4	5.7	8.9
1060	Enterprises providing training (%)	32	60						
1070	Female IVET students as % of all female upper-secondary students	49.4	46.3	49.1	44.2	-0.3	-2.1		
1080	Young VET graduates in further education and training (%)			32.2	30.7				
1090	Older adults in lifelong learning (%)	2.4	5.1	3.0	5.3	0.6	0.2	2.8	5.1
1100	Low-educated adults in lifelong learning (%)	1.1	3.7	1.3	3.9	0.2	0.2	1.2	3.9
1110	Unemployed adults in lifelong learning (%)	6.7	7.7	6.2	9.2	-0.5	1.5	5.5	9.1
1120	Individuals who wanted to participate in training but did not (%)	19.2	13.2						
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)		0.67		0.73		0.06		
2020	IVET public expenditure (EUR per student)		6 985		8 098		1 113		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.6	0.9						
2040	Average number of foreign languages learned in IVET	1.4	1.2	1.4	1.2	0.0	0.0		
2050	STEM graduates from upper-secondary VET (% of total)		34.6		31.2		-3.4		
2060	30-34 year-olds with tertiary VET attainment (%)	0.7	7.3	0.3	7.3	-0.4	0.0	0.3	8.5
2070	Innovative enterprises with supportive training practices (%)			45.1	46.4				
2080	Employment rate for IVET graduates (20-34 year-olds)			74.6	79.1				
2090	Employment premium for IVET graduates (over general stream)			7.8	5.6				
2100	Employment premium for IVET graduates (over low-educated)			13.6	17.4				
2110	Workers helped to improve their work by training (%)			92.2	89.7				
2120	Workers with skills matched to their duties (%)			62.1	55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)	20.6	15.5	18.8	14.1	-1.8	-1.4	18.2	13.5
3020	30-34 year-olds with tertiary attainment (%)	17.7	28.9	19.8	33.5	2.1	4.6	20.3	34.6
3030	NEET rate for 18-24 year-olds (%)	20.6	15.1	24.2	16.5	3.6	1.4	25.2	16.7
3040	Unemployment rate for 20-34 year-olds (%)	11.2	10.6	14.5	13.1	3.3	2.5	14.6	13.3
3050	Adults with lower level of educational attainment (%)	48.7	30.1	44.8	27.3	-3.9	-2.8	44.0	26.6
3060	Employment rate for 20-64 year-olds (%)	62.5	69.0	61.1	68.6	-1.4	-0.4	61.2	68.6
3070	Medium/high-qualified employment in 2020 (% of total)			71.2	82.2				

NB: b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented.
If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown;
u = unreliable; p= provisional.

12. Cyprus

VET indicators for Cyprus in 2010 or the most recent year available before 2010 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, in most instances, 2010 data. 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 in the annex which also includes the years used to calculate each indicator (columns 5 and 6).

Key points

All data refer to 2010 unless otherwise stated.

Access, attractiveness and flexibility

The chart illustrates that in Cyprus participation in IVET and CVET is relatively low compared to the EU average. The percentage of upper-secondary students enrolled in IVET programmes (13.2%) is significantly lower than the EU average (49.9%). For women the difference is even greater (4.4% for Cyprus; 44.2% for the EU). The percentage of adults participating in lifelong learning (7.7%) is lower than the EU average (9.1%), even though this share increased slightly from 2006 to 2010.

Data from 2005 CVTS suggest that the share of enterprises providing training in Cyprus is lower than the EU average (51% Cyprus, 60% the EU), employees are less likely to participate in on-the-job training (6% Cyprus, 16% the EU in 2005), but the proportion of individuals who wanted to train but did not is substantially higher (32.8% Cyprus, 13.2% the EU in 2007).

Skill development and labour market relevance

For several indicators in this group, figures for Cyprus are particularly high. The percentage of 30-34 year-olds who have attained tertiary level VET (ISCED 5b) is substantially higher than the EU average (13.9% compared to 7.3%, in 2010). Similarly, the percentage of innovative enterprises providing supportive training (97.8%) is much higher than the EU average (46.4%) (based on 2008 data).

The employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (88.1%) is also above the EU average (79.1%). Whether these graduates are more or less likely to be employed than other young people in the same age group is also of interest. Data presented here compare them with graduates from general education at same ISCED level and graduates at lower ISCED level (i.e. 2 or below). A positive figure indicates that IVET graduates are more likely to be in employment and a negative figure that they are less likely to be so. In Cyprus, IVET graduates enjoy a positive premium on both measures. 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. All these employment figures relate to 2009 and exclude the young in further education.

Public expenditure on IVET as a percentage of GDP in 2009 (0.33%) is below the EU average (0.73%) but expenditure per student is higher (EUR 14 575 in Cyprus and EUR 8 098 in the EU).

Overall transitions and employment trends

In Cyprus, tertiary level education among the 30-34 year-olds (45.1%) is higher than the EU average (33.5%), the unemployment rate for 20-34 year-olds is lower (8.7% Cyprus, 13.1% the EU), and the employment rate for 20-64 year-olds is higher (75.4% versus 68.6%). The share of 30-34 year-olds with tertiary level education already exceeds the Europe 2020 average target (40%). Latest data for 2011 indicate that, at 45.8%, this share is very close to the national target (46%).

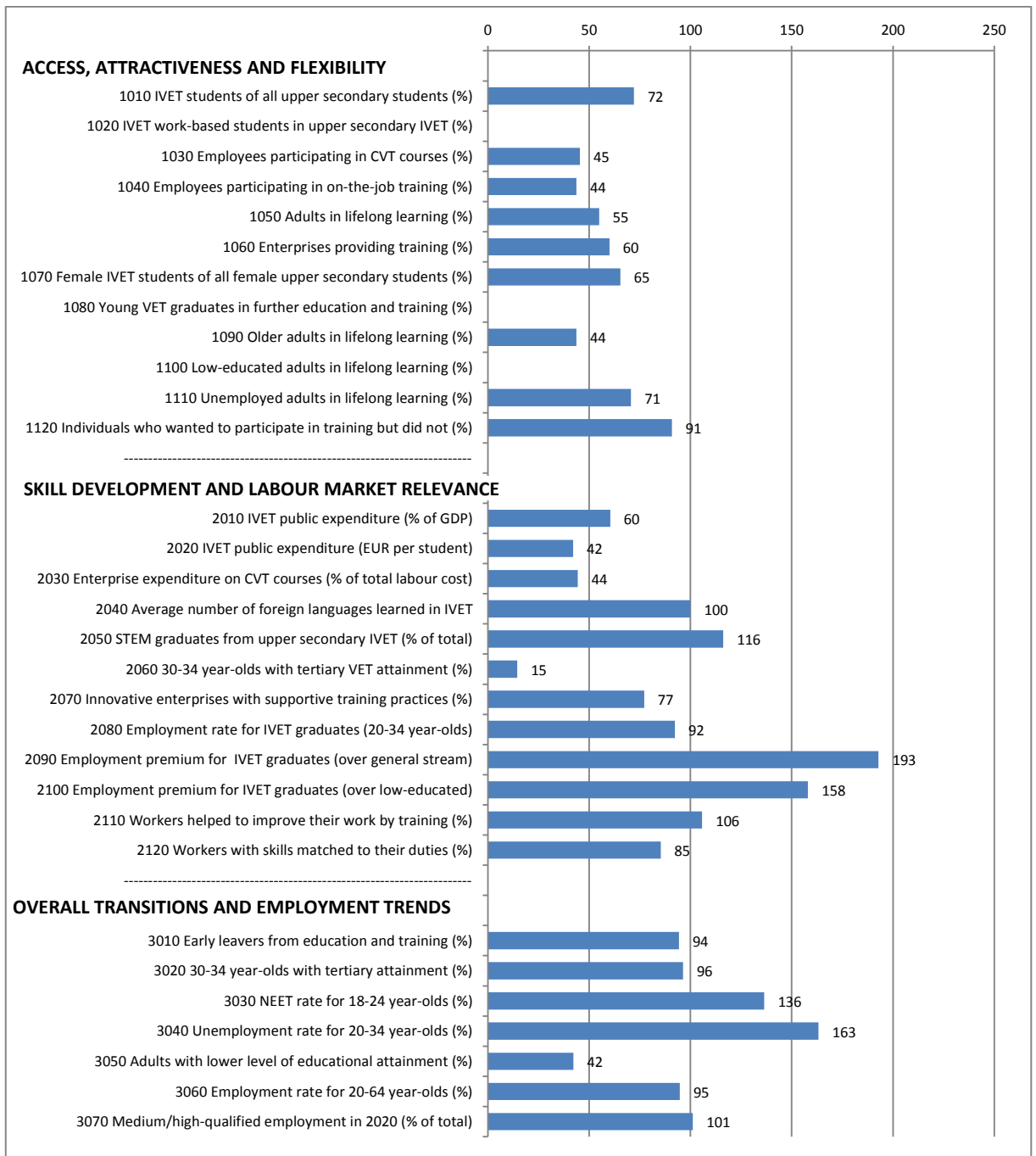
Score on VET indicators in Cyprus and in the EU, 2006, 2010 and 2011 (where available)

Indicator label		2006		2010		Change 2006-10		2011 updates	
		CY	EU	CY	EU	CY	EU	CY	EU
Access, attractiveness and flexibility									
1010	IVET-students as a % of all upper-secondary students	13.3	51.7	13.2	49.9	-0.1	-1.8		
1020	IVET work-based students as a % of upper-secondary IVET		27.8		28.0		0.2		
1030	Employees participating in CVT courses (%)	30	33						
1040	Employees participating in on-the-job training (%)	6	16						
1050	Adults in lifelong learning (%)	7.1	9.5	7.7	9.1	0.6	-0.4	7.5	8.9
1060	Enterprises providing training (%)	51	60						
1070	Female IVET students as % of all female upper-secondary students	4.5	46.3	4.4	44.2	-0.1	-2.1		
1080	Young VET graduates in further education and training (%)			16.5 ^(u)	30.7				
1090	Older adults in lifelong learning (%)	3.7	5.1	3.9	5.3	0.2	0.2	4.4	5.1
1100	Low-educated adults in lifelong learning (%)	1.2	3.7	1.1 ^(u)	3.9	-0.1	0.2	1.3 ^(u)	3.9
1110	Unemployed adults in lifelong learning (%)	5.2 ^(u)	7.7	5.4 ^(u)	9.2	0.2	1.5	6.9	9.1
1120	Individuals who wanted to participate in training but did not (%)	32.8	13.2						
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.34	0.67	0.33	0.73	-0.01	0.06		
2020	IVET public expenditure (EUR per student)	13 168	6 985	14 575	8 098	1 407	1 113		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.8	0.9						
2040	Average number of foreign languages learned in IVET	1.2	1.2	1.1	1.2	-0.1	0.0		
2050	STEM graduates from upper-secondary VET (% of total)	52.7	34.6	57.7	31.2	5.0	-3.4		
2060	30-34 year-olds with tertiary VET attainment (%)	20.3	7.3	13.9	7.3	-6.4	0.0	13.2	8.5
2070	Innovative enterprises with supportive training practices (%)			97.8	46.4				
2080	Employment rate for IVET graduates (20-34 year-olds)			88.1	79.1				
2090	Employment premium for IVET graduates (over general stream)			4.2	5.6				
2100	Employment premium for IVET graduates (over low-educated)			13.3	17.4				
2110	Workers helped to improve their work by training (%)			95.9	89.7				
2120	Workers with skills matched to their duties (%)			46.8	55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)	14.9	15.5	12.6	14.1	-2.3	-1.4	11.2	13.5
3020	30-34 year-olds with tertiary attainment (%)	46.1	28.9	45.1	33.5	-1.0	4.6	45.8	34.6
3030	NEET rate for 18-24 year-olds (%)	14.5	15.1	16.7	16.5	2.2	1.4	20.7	16.7
3040	Unemployment rate for 20-34 year-olds (%)	6.0	10.6	8.7	13.1	2.7	2.5	11.4	13.3
3050	Adults with lower level of educational attainment (%)	30.5	30.1	25.9	27.3	-4.6	-2.8	25.0	26.6
3060	Employment rate for 20-64 year-olds (%)	75.8	69.0	75.4	68.6	-0.4	-0.4	73.8	68.6
3070	Medium/high-qualified employment in 2020 (% of total)			82.8	82.2				

NB: b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented.
If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown;
u = unreliable; p= provisional.

13. Latvia

VET indicators for Latvia in 2010 or the most recent year available before 2010 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, in most instances, 2010 data. 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 in the annex which also includes the years used to calculate each indicator (columns 5 and 6).

Key points

All data refer to 2010 unless otherwise stated.

Access, attractiveness and flexibility

In Latvia, the percentage of upper-secondary students enrolled in IVET (36.0%) is lower than the EU average (49.9%). The share of adults participating in lifelong learning (5.0%) is also lower than the EU average (9.1%). From 2006 to 2010, this share has been falling. Latvia is far 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 and unemployed people) are relatively low when compared with the EU. The percentage of enterprises providing training (36%) is just over half the EU average (60%) (data for 2005).

Skill development and labour market relevance

Indicators on skill development and labour market relevance show a mixed picture. At 0.44%, IVET expenditure as a share of overall GDP is below the EU average of 0.73%. This is also reflected in the lower spend per student (EUR 3 407 compared to the EU average EUR 8 098) (data on expenditure refer to 2009 and to IVET at ISCED 3-4). The percentage of graduates in STEM subjects from upper-secondary level IVET is slightly higher than on average in the EU (36.3% and 31.2% respectively). The share of 30-34 year-olds who have attained tertiary level IVET (1.1%) is lower than the corresponding EU average (7.3%).

Data from 2008 reveal that innovative enterprises are less likely to provide training to support innovation (35.8% compared to 46.4% in the EU).

The employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (73.0%) is lower than the EU average (79.1%). Whether these graduates are more or less likely to be employed than other young people in the same age group is also of interest. Data presented here compare them with graduates from general education at the same ISCED level and graduates at lower ISCED level (i.e. 2 or below). A positive figure indicates that IVET graduates are more likely to be in employment and a negative figure that they are less likely to be so. In Latvia, IVET graduates enjoy a positive premium on both measures. 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 also 27.5 percentage points higher than that of graduates with lower level qualifications (also above the EU average of 17.4 percentage points). All these employment figures relate to 2009 and exclude the young in further education.

Overall transitions and employment trends

The percentage of early leavers from education and training (13.3%) is close to the EU average (14.1%). It stays above the Europe 2020 average target (10%), but below the national target (13.4%). The percentage of 30-34 year-olds with tertiary level education is close to the EU average (32.3% and 33.5% respectively) and the percentage of people with low level education is relatively low (11.5% compared to 27.3% in the EU). By 2011, the participation of the 30-34 year-olds in tertiary level education (35.7%) had surpassed the national target (35%) but is still below the Europe 2020 average target (40%). The employment rate for the 20-64 year-olds (65.0%) is not far off the EU average (68.5%). The NEET rate (22.5%) is higher (16.5% in the EU) and the unemployment rate of 20-34 year-olds (21.4%) is much higher (13.1% in the EU). By 2011, the NEET rate and youth unemployment rate for the 20-34 year-olds had improved to 19.3% and 17.9% respectively. These are still much higher than the respective EU averages.

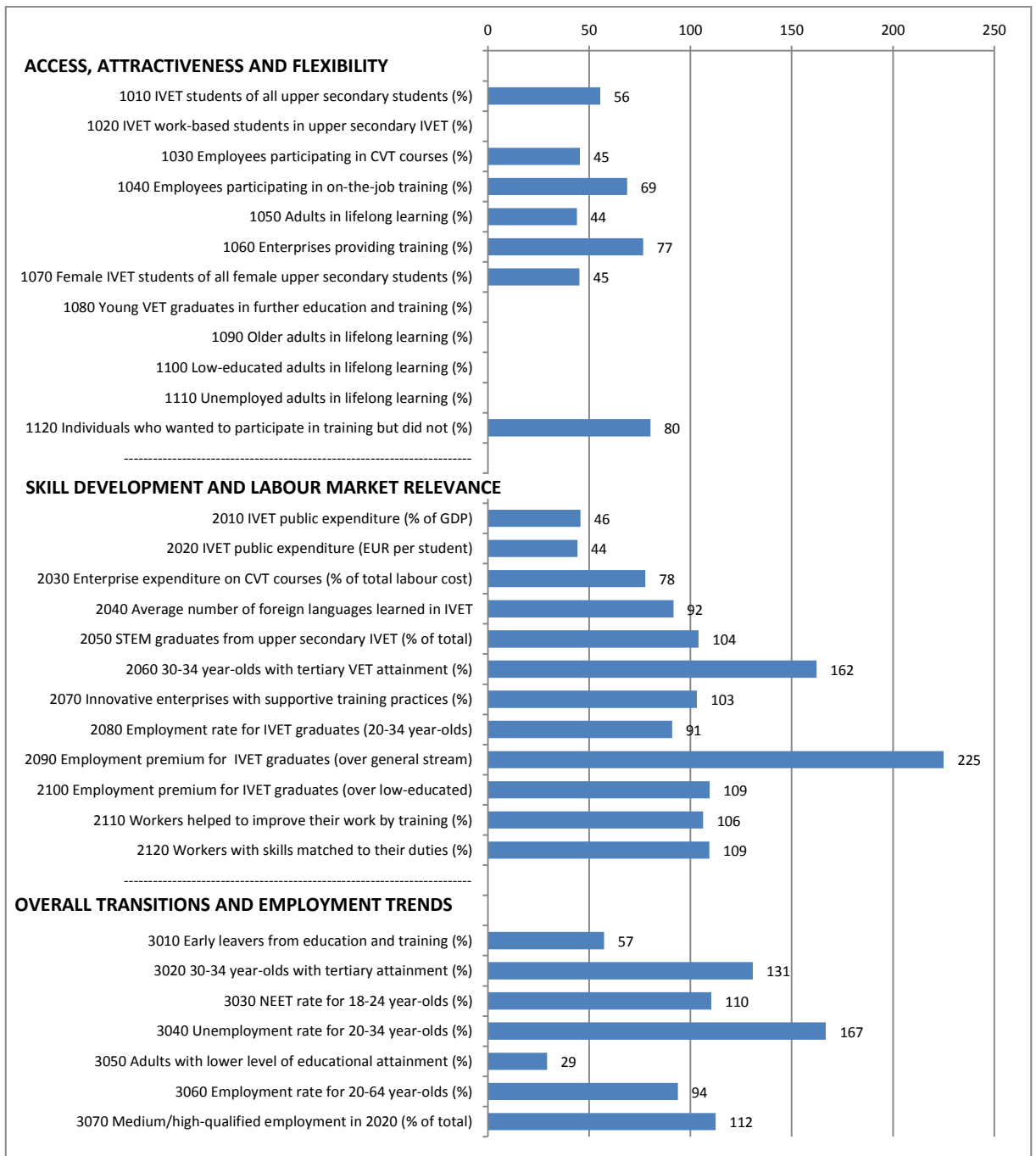
Score on VET indicators in Latvia and in the EU, 2006, 2010 and 2011 (where available)

Indicator label		2006		2010		Change 2006-10		2011 updates	
		LV	EU	LV	EU	LV	EU	LV	EU
Access, attractiveness and flexibility									
1010	IVET-students as a % of all upper-secondary students	34.3	51.7	36.0	49.9	1.7	-1.8		
1020	IVET work-based students as a % of upper-secondary IVET		27.8		28.0		0.2		
1030	Employees participating in CVT courses (%)	15	33						
1040	Employees participating in on-the-job training (%)	7	16						
1050	Adults in lifelong learning (%)	6.9	9.5	5.0	9.1	-1.9	-0.4	5.0	8.9
1060	Enterprises providing training (%)	36	60						
1070	Female IVET students as % of all female upper-secondary students	27.0	46.3	28.9	44.2	1.9	-2.1		
1080	Young VET graduates in further education and training (%)				30.7				
1090	Older adults in lifelong learning (%)	2.6	5.1	2.3	5.3	-0.3	0.2	2.5	5.1
1100	Low-educated adults in lifelong learning (%)		3.7		3.9		0.2		3.9
1110	Unemployed adults in lifelong learning (%)		7.7	6.5	9.2		1.5	4.0 ^(u)	9.1
1120	Individuals who wanted to participate in training but did not (%)	12.0	13.2						
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.42	0.67	0.44	0.73	0.02	0.06		
2020	IVET public expenditure (EUR per student)	3 104	6 985	3 407	8 098	303	1 113		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.4	0.9						
2040	Average number of foreign languages learned in IVET	0.0	1.2	1.2	1.2	1.2	0.0		
2050	STEM graduates from upper-secondary VET (% of total)	41.7	34.6	36.3	31.2	-5.4	-3.4		
2060	30-34 year-olds with tertiary VET attainment (%)	1.8	7.3	1.1	7.3	-0.7	0.0	1.7	8.5
2070	Innovative enterprises with supportive training practices (%)			35.8	46.4				
2080	Employment rate for IVET graduates (20-34 year-olds)			73.0	79.1				
2090	Employment premium for IVET graduates (over general stream)			10.8	5.6				
2100	Employment premium for IVET graduates (over low-educated)			27.5	17.4				
2110	Workers helped to improve their work by training (%)			94.8	89.7				
2120	Workers with skills matched to their duties (%)			47.2	55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)	14.8	15.5	13.3	14.1	-1.5	-1.4	11.8	13.5
3020	30-34 year-olds with tertiary attainment (%)	19.2	28.9	32.3	33.5	13.1	4.6	35.7	34.6
3030	NEET rate for 18-24 year-olds (%)	14.1	15.1	22.5	16.5	8.4	1.4	19.3	16.7
3040	Unemployment rate for 20-34 year-olds (%)	7.4	10.6	21.4	13.1	14.0	2.5	17.9	13.3
3050	Adults with lower level of educational attainment (%)	15.5	30.1	11.5	27.3	-4.0	-2.8	12.3	26.6
3060	Employment rate for 20-64 year-olds (%)	73.5	69.0	65.0	68.6	-8.5	-0.4	67.2	68.6
3070	Medium/high-qualified employment in 2020 (% of total)			83.2	82.2				

NB: b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented.
If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown;
u = unreliable; p= provisional.

14. Lithuania

VET indicators for Lithuania in 2010 or the most recent year available before 2010 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, in most instances, 2010 data. 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 in the annex which also includes the years used to calculate each indicator (columns 5 and 6).

Key points

All data refer to 2010 unless otherwise stated.

Access, attractiveness and flexibility

IVET students comprise a relatively low share of the overall upper-secondary level student population (27.7% compared with 49.9% in the EU). The percentage of adults participating in lifelong learning (4.0%) is less than half the EU average (9.1%) and is below the average target (15%) set by the strategic framework 'education and training 2020'. Based on 2005 CVTS data, the percentage of employers which provide training (46%) is also lower than the EU average (60%).

Skill development and labour market relevance

Data from 2009 show that public expenditure on IVET as a percentage of GDP (0.33%) is less than half the EU average (0.73%). This is also reflected in the relatively low spend per student (EUR 3 578 compared to EUR 8 089 in the EU). These expenditure data refer to 2009 and to IVET at ISCED 3-4. The average number of foreign languages learned by upper-secondary IVET students (1.1) is in line with the EU average (1.2). The percentage of graduations in STEM subjects from upper-secondary IVET (32.5%) is more or less the same as in the EU (31.2%). The percentage of 30-34 year-olds who have attained tertiary level VET (ISCED 5b) (11.9%) is relatively high (compared with the EU average (7.3%). Accordingly, it is apparent that VET is an important determinant of tertiary level attainment for young people.

The employment rate for IVET graduates (aged 20-34) at ISCED 3-4 (71.9%) is below the EU average (79.1%). Whether these graduates are more or less likely to be employed than other young people in the same age group is also of interest. Data presented here compare them with graduates from general education at the same ISCED level and graduates at lower ISCED level (i.e. 2 or below). A positive figure indicates that IVET graduates are more likely to be in employment and a negative figure that they are less likely to be so. In Lithuania, IVET graduates enjoy a positive premium on both measures. 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); their employment rate is 19.0 percentage points higher than the one of graduates with lower level qualifications (this is also an employment premium higher than the EU average of 17.4 percentage points). All these employment figures relate to 2009 and exclude the young in further education.

Overall transitions and employment trends

The percentage of early leavers from education and training (8.1%) is lower than the EU average (14.1%) and meets the national target (9.0%) and the Europe 2020 average target (10%). Educational attainment is relatively high in Lithuania: the percentage of 30-34 year-olds who have attained tertiary level education (43.8%) is above the EU average (33.5%). The percentage of people with only lower level educational attainment is relatively low (8.0% compared to 27.3% in the EU). In 2011, the percentage of 30-34 year-olds with tertiary level education had risen further to 45.4%, above the Europe 2020 average target and the national target both set at 40%.

In 2010, 64.4% of the 20-64 year-olds are employed, less than the EU average (68.6%): in 2011 the figure rose to 67.2%. The NEET rate is relatively high at 18.2% (16.5% in the EU) as is the unemployment rate of 20-34 year-olds at 21.9% (13.1% in the EU). From 2006 to 2010, these rates have risen more in Lithuania than in the EU. In 2011, the NEET rate fell back to 16.8% (16.7% across the EU), and the unemployment rate of 20-34 year-olds to 19.1% (13.3% across the EU).

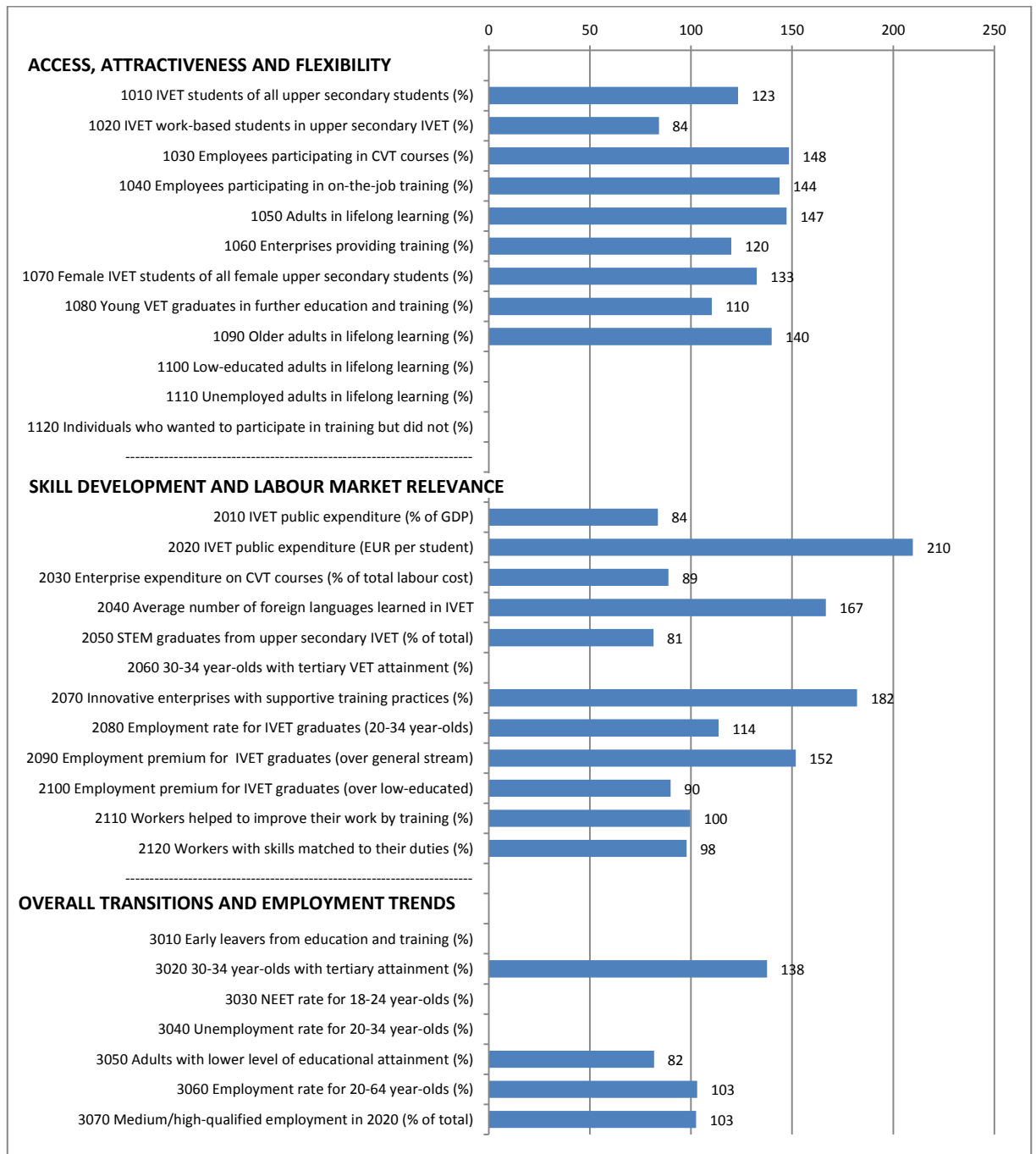
Score on VET indicators in Lithuania and in the EU, 2006, 2010 and 2011 (where available)

Indicator label		2006		2010		Change 2006-10		2011 updates	
		LT	EU	LT	EU	LT	EU	LT	EU
Access, attractiveness and flexibility									
1010	IVET-students as a % of all upper-secondary students	25.7	51.7	27.7	49.9	2.0	-1.8		
1020	IVET work-based students as a % of upper-secondary IVET		27.8		28.0		0.2		
1030	Employees participating in CVT courses (%)	15	33						
1040	Employees participating in on-the-job training (%)	11	16						
1050	Adults in lifelong learning (%)	4.9	9.5	4.0	9.1	-0.9	-0.4	5.9	8.9
1060	Enterprises providing training (%)	46	60						
1070	Female IVET students as % of all female upper-secondary students	19.5	46.3	20.0	44.2	0.5	-2.1		
1080	Young VET graduates in further education and training (%)				30.7		30.7		
1090	Older adults in lifelong learning (%)	1.7 ^(u)	5.1	1.2 ^(u)	5.3	-0.5	0.2	2.5 ^(u)	5.1
1100	Low-educated adults in lifelong learning (%)		3.7		3.9		0.2		3.9
1110	Unemployed adults in lifelong learning (%)		7.7	3.2 ^(u)	9.2		1.5	3.5 ^(u)	9.1
1120	Individuals who wanted to participate in training but did not (%)	10.6	13.2						
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.27	0.67	0.33	0.73	0.06	0.06		
2020	IVET public expenditure (EUR per student)	2 958	6 985	3 578	8 098	620	1 113		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.7	0.9						
2040	Average number of foreign languages learned in IVET	0.9	1.2	1.1	1.2	0.2	0.0		
2050	STEM graduates from upper-secondary VET (% of total)	43.8	34.6	32.5	31.2	-11.3	-3.4		
2060	30-34 year-olds with tertiary VET attainment (%)	18.9	7.3	11.9	7.3	-7.0	0.0	12.6	8.5
2070	Innovative enterprises with supportive training practices (%)			47.9	46.4				
2080	Employment rate for IVET graduates (20-34 year-olds)			71.9	79.1				
2090	Employment premium for IVET graduates (over general stream)			12.6	5.6				
2100	Employment premium for IVET graduates (over low-educated)			19.0	17.4				
2110	Workers helped to improve their work by training (%)			95.3	89.7				
2120	Workers with skills matched to their duties (%)			60.5	55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)	8.2	15.5	8.1	14.1	-0.1	-1.4	7.9	13.5
3020	30-34 year-olds with tertiary attainment (%)	39.4	28.9	43.8	33.5	4.4	4.6	45.4	34.6
3030	NEET rate for 18-24 year-olds (%)	11.4	15.1	18.2	16.5	6.8	1.4	16.8	16.7
3040	Unemployment rate for 20-34 year-olds (%)	5.8 ^(u)	10.6	21.9	13.1	16.1	2.5	19.1	13.3
3050	Adults with lower level of educational attainment (%)	11.7	30.1	8.0	27.3	-3.7	-2.8	7.1	26.6
3060	Employment rate for 20-64 year-olds (%)	71.6	69.0	64.4	68.6	-7.2	-0.4	67.2	68.6
3070	Medium/high-qualified employment in 2020 (% of total)			92.4	82.2				

NB: b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented.
If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown;
u = unreliable; p= provisional.

15. Luxembourg

VET indicators for Luxembourg in 2010 or the most recent year available before 2010 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, in most instances, 2010 data. 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 in the annex which also includes the years used to calculate each indicator (columns 5 and 6).

Key points

All data refer to 2010 unless otherwise stated.

Access, attractiveness and flexibility

The chart illustrates that in Luxembourg participation in IVET and CVET is quite high. The indicators, derived from the 2005 CVTS data, relating to the percentage of employees receiving CVT training courses, as reported by their employer, is relatively high compared with the EU average. Similarly, the indicators of participation in lifelong learning for various target groups (such as the unemployed) are all well above the EU average, even though figures are based on small sample sizes and should be interpreted with caution. The rate of adult participating in lifelong learning (13.4%) is above the EU average (9.1%). With a participation rate of 13.6% in 2011, Luxembourg is close to the average target (15%) set by the strategic framework 'education and training 2020'. Participation in IVET by upper-secondary students (61%) is above the EU average (49.9%). In upper-secondary vocational education, combined work- and school-based programmes account for 23.5% of enrolments (28.0% in the EU).

Skill development and labour market relevance

Luxembourg is above average for several indicators in this group.

In 2009, at ISCED 3-4, public expenditure on IVET per student (EUR 16 986) is significantly higher than the EU average (EUR 8 098). The percentage of 30-34 year-olds who attained tertiary level VET (18.7%) is much higher than the EU average (7.3%). This means that VET contributes substantially to educational attainment at a tertiary level. The same is true for the percentage of innovative enterprises providing supportive training (84.5% versus 46.4% in the EU in 2008).

The employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (89.8%) is higher than the EU average (79.1%). Whether these graduates are more or less likely to be employed than other young people in the same age group is also of interest. Data presented here compare them with graduates from general education at same ISCED level and graduates at lower ISCED level (i.e. 2 or below). A positive figure indicates that IVET graduates are more likely to be in employment and a negative figure that they are less likely to be so. In Luxembourg, IVET graduates enjoy a positive premium on both measures. 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); their employment rate is also 15.6 percentage points higher than that of graduates with lower level qualifications. All these employment figures relate to 2009 and exclude the young in further education.

In Luxembourg, the share of graduates in STEM subjects from upper-secondary vocational education is 25.4% (31.2% on average in the EU).

Overall transitions and employment trends

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 educational attainment are generally higher than in the EU overall, the unemployment rate of 20-34 year-olds is lower, the NEET rate is lower, and employment rate of 20-64 year-olds is higher.

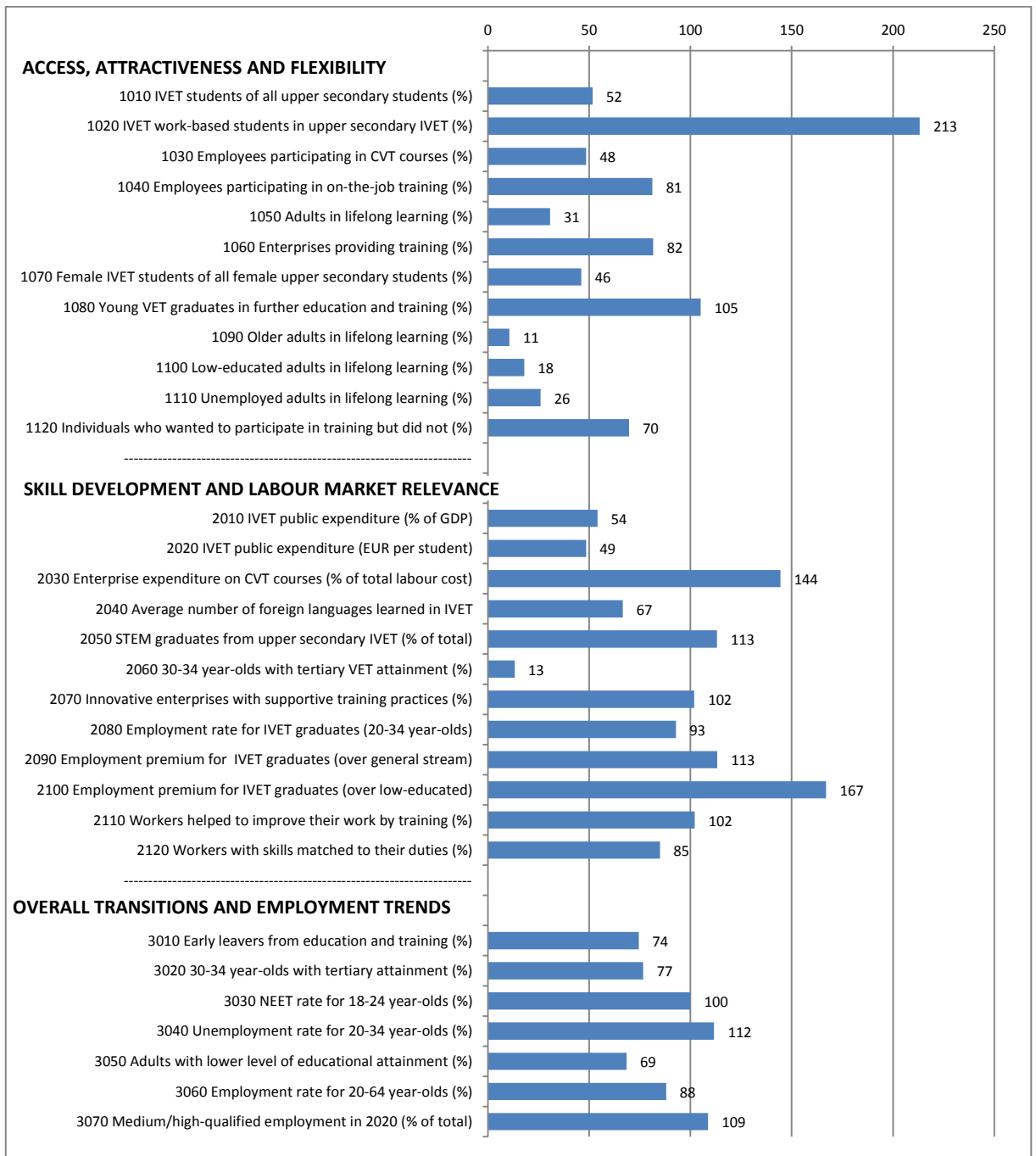
Score on VET indicators in Luxembourg and the EU, 2006, 2010 and 2011 (where available)

Indicator label		2006		2010		Change 2006-10		2011 updates	
		LU	EU	LU	EU	LU	EU	LU	EU
Access, attractiveness and flexibility									
1010	IVET-students as a % of all upper-secondary students	62.9	51.7	61.5	49.9	-1.4	-1.8		
1020	IVET work-based students as a % of upper-secondary IVET	22.0	27.8	23.5	28.0	1.5	0.2		
1030	Employees participating in CVT courses (%)	49	33						
1040	Employees participating in on-the-job training (%)	23	16						
1050	Adults in lifelong learning (%)		9.5	13.4	9.1	^(b)	-0.4	13.6	8.9
1060	Enterprises providing training (%)	72	60						
1070	Female IVET students as % of all female upper-secondary students	59.4	46.3	58.6	44.2	-0.8	-2.1		
1080	Young VET graduates in further education and training (%)			33.9	30.7				
1090	Older adults in lifelong learning (%)		5.1	7.5	5.3	^(b)	0.2	7.3 ^(u)	5.1
1100	Low-educated adults in lifelong learning (%)		3.7	4.7 ^(u)	3.9	^(b)	0.2	4.5 ^(u)	3.9
1110	Unemployed adults in lifelong learning (%)	^(u)	7.7	17.2 ^(u)	9.2	^(b)	1.5	15.3 ^(u)	9.1
1120	Individuals who wanted to participate in training but did not (%)		13.2						
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.54	0.67	0.61	0.73	0.07	0.06		
2020	IVET public expenditure (EUR per student)	15 853	6 985	16 986	8 098	1 133	1 113		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.8	0.9						
2040	Average number of foreign languages learned in IVET	1.9	1.2	2.0	1.2	0.1	0.0		
2050	STEM graduates from upper-secondary VET (% of total)	26.2	34.6	25.4	31.2	-0.8	-3.4		
2060	30-34 year-olds with tertiary VET attainment (%)	^(u)	7.3	18.7 ^(u)	7.3	^(b)	0.0	14.2 ^(u)	8.5
2070	Innovative enterprises with supportive training practices (%)			84.5	46.4				
2080	Employment rate for IVET graduates (20-34 year-olds)			89.8	79.1				
2090	Employment premium for IVET graduates (over general stream)			8.5	5.6				
2100	Employment premium for IVET graduates (over low-educated)			15.6	17.4				
2110	Workers helped to improve their work by training (%)			89.3	89.7				
2120	Workers with skills matched to their duties (%)			54.1	55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)		15.5	7.1 ^(u)	14.1	^(b)	-1.4	6.2 ^(u)	13.5
3020	30-34 year-olds with tertiary attainment (%)		28.9	46.1	33.5	^(b)	4.6	48.2	34.6
3030	NEET rate for 18-24 year-olds (%)	8.7	15.1	6.9 ^(u)	16.5	-1.8	1.4	6.5 ^(u)	16.7
3040	Unemployment rate for 20-34 year-olds (%)	6.7 ^(u)	10.6	6.2 ^(u)	13.1	-0.5	2.5	6.8 ^(u)	13.3
3050	Adults with lower level of educational attainment (%)		30.1	22.3	27.3	^(b)	-2.8	22.7	26.6
3060	Employment rate for 20-64 year-olds (%)	69.1	69.0	70.7	68.6	1.6	-0.4	70.1	68.6
3070	Medium/high-qualified employment in 2020 (% of total)			84.4	82.2				

NB: b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented.
If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown;
u = unreliable; p= provisional.

16. Hungary

VET indicators for Hungary in 2010 or the most recent year available before 2010 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, in most instances, 2010 data. 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 in the annex which also includes the years used to calculate each indicator (columns 5 and 6).

Key points

All data refer to 2010 unless otherwise stated.

Access, attractiveness and flexibility

In Hungary, the share of all upper-secondary level students enrolled in vocational programmes (25.8%) is about half the EU average (49.9%). But 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 (59.6% versus 28.0%). The share of adults participating in lifelong learning is also relatively low (2.8% compared to 9.1% in the EU) and, from 2006 to 2010, the share of adults participating in lifelong learning has fallen slightly. Older people, those with relatively low level education, and the unemployed are less likely to be in receipt of lifelong learning in Hungary than in the EU as a whole. The percentage of unemployed engaging in lifelong learning has decreased since 2006. The 49% of employers providing training (in 2005) is less than the 60% EU average and 16% of employees received CVT compared to 33% in the EU.

Skill development and labour market relevance

Public expenditure on IVET as a percentage of GDP (0.39%) is relatively low compared to an the EU average (0.73%) (2009 data for ISCED 3-4). The amount spent per student (EUR 3 928) is also significantly below the EU average (EUR 8 098). The share of 30-34 year-olds who have attained tertiary level VET (1.0%) is much lower than the EU average (7.3%). The employment rate for IVET graduates (aged 20-34) at ISCED 3-4 (73.4%) is below the EU average (79.1%).

Data presented here also compare their situation with that of graduates from the general education stream at same ISCED level and graduates at lower ISCED level (i.e. 2 or below). A positive figure indicates that IVET graduates are more likely to be in employment and a negative figure that they are less likely to be so. In Hungary, IVET graduates enjoy a positive premium on both measures. Their employment rate is 6.3 percentage points higher than that of their counterparts from general education (this is a positive employment premium and is above the EU average premium of 5.6 percentage points); their employment rate is also 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 the young in further education.

Overall transitions and employment trends

The percentage of early leavers (10.5%) is relatively low compared to the EU average (14.1%). It has fallen over time and now stands near the Europe 2020 average target and the national target (both at 10%). In 2011, however, the percentage increased slightly to 11.2%. The share of 30-34 year-olds who have attained tertiary level education is relatively low, 25.7%, compared to the EU average 33.6%. This percentage has been increasing, reaching 28.1% in 2011. This is still short of both the Europe 2020 average target (40%) and the national target (30.3%). The percentage of adults with low-level education is comparatively low (18.7% versus 27.3%). The percentage of people who have achieved tertiary level education has been rising quicker than in the EU overall. The employment rate for the 20-64 year-olds (60.4%) is lower than the EU average (68.6%). The NEET rate is similar to that of the EU (both 16.5%) but grew more slowly than the EU. The unemployment rate for the 20-34 year-olds (14.6%) is slightly above the EU average (13.1%) but rose more rapidly than the EU.

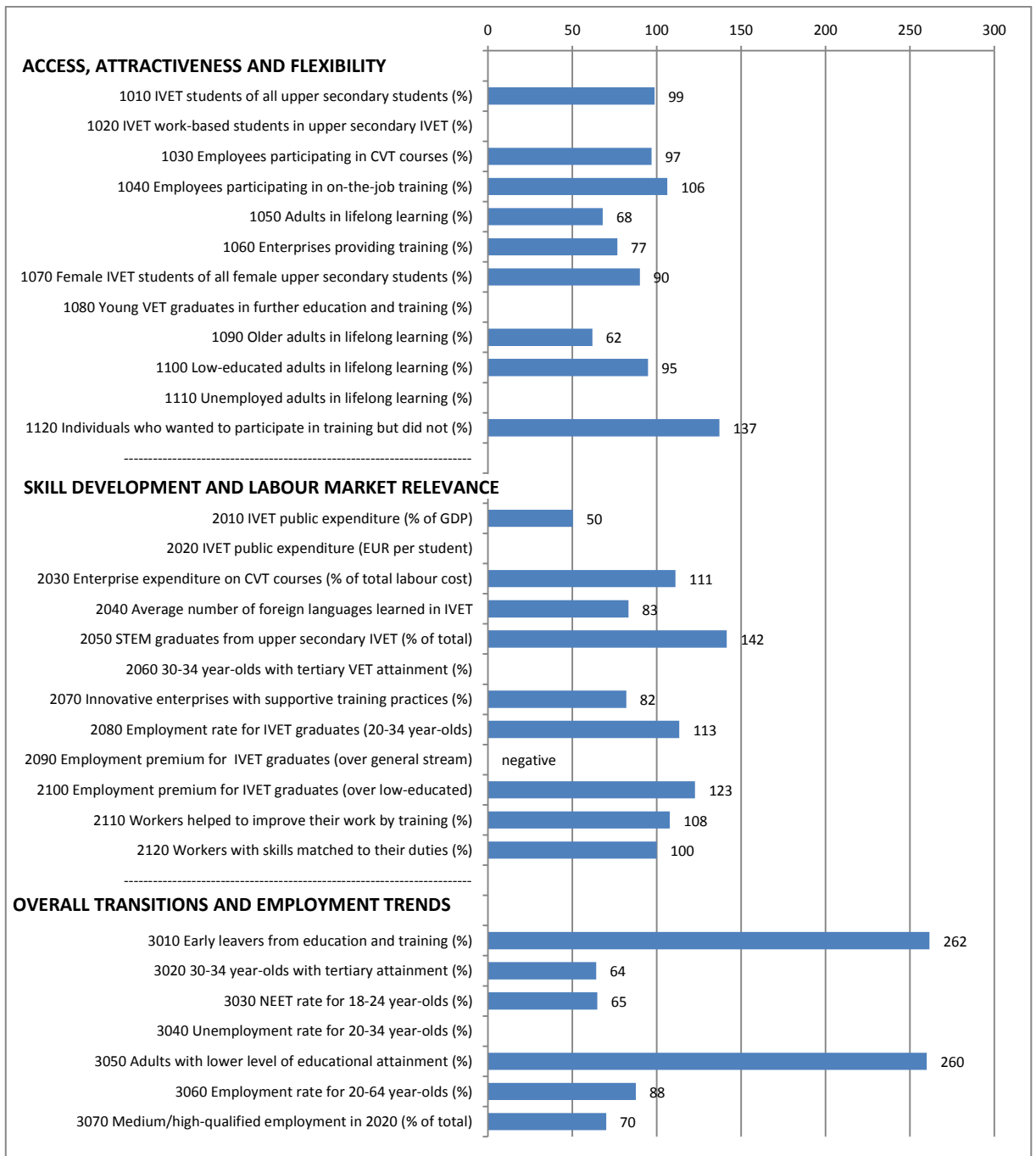
Score on VET indicators in Hungary and in the EU, 2006, 2010 and 2011 (where available)

Indicator label		2006		2010		Change 2006-10		2011 updates	
		HU	EU	HU	EU	HU	EU	HU	EU
Access, attractiveness and flexibility									
1010	IVET-students as a % of all upper-secondary students	23.7	51.7	25.8	49.9	2.1	-1.8		
1020	IVET work-based students as a % of upper-secondary IVET	54.6	27.8	59.6	28.0	5.0	0.2		
1030	Employees participating in CVT courses (%)	16	33						
1040	Employees participating in on-the-job training (%)	13	16						
1050	Adults in lifelong learning (%)	3.8	9.5	2.8	9.1	-1.0	-0.4	2.7	8.9
1060	Enterprises providing training (%)	49	60						
1070	Female IVET students as % of all female upper-secondary students	18.5	46.3	20.4	44.2	1.9	-2.1		
1080	Young VET graduates in further education and training (%)			32.2	30.7				
1090	Older adults in lifelong learning (%)	0.7	5.1	0.6	5.3	-0.1	0.2	0.6	5.1
1100	Low-educated adults in lifelong learning (%)	0.7	3.7	0.7	3.9	0.0	0.2	0.5	3.9
1110	Unemployed adults in lifelong learning (%)	3.6	7.7	2.4	9.2	-1.2	1.5	2.0	9.1
1120	Individuals who wanted to participate in training but did not (%)	9.2	13.2						
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.40	0.67	0.39	0.73	-0.01	0.06		
2020	IVET public expenditure (EUR per student)	3 772	6 985	3 928	8 098	156	1 113		
2030	Enterprise expenditure on CVT courses as % of total labour cost	1.3	0.9						
2040	Average number of foreign languages learned in IVET	0.7	1.2	0.8	1.2	0.1	0.0		
2050	STEM graduates from upper-secondary VET (% of total)	36.4	34.6	35.3	31.2	-1.1	-3.4		
2060	30-34 year-olds with tertiary VET attainment (%)	0.3	7.3	1.0	7.3	0.7	0.0	1.2	8.5
2070	Innovative enterprises with supportive training practices (%)			47.3	46.4				
2080	Employment rate for IVET graduates (20-34 year-olds)			73.4	79.1				
2090	Employment premium for IVET graduates (over general stream)			6.3	5.6				
2100	Employment premium for IVET graduates (over low-educated)			29.1	17.4				
2110	Workers helped to improve their work by training (%)			91.6	89.7				
2120	Workers with skills matched to their duties (%)			47.0	55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)	12.6	15.5	10.5	14.1	-2.1	-1.4	11.2	13.5
3020	30-34 year-olds with tertiary attainment (%)	19.0	28.9	25.7	33.5	6.7	4.6	28.1	34.6
3030	NEET rate for 18-24 year-olds (%)	16.3	15.1	16.5	16.5	0.2	1.4	17.7	16.7
3040	Unemployment rate for 20-34 year-olds (%)	9.6	10.6	14.6	13.1	5.0	2.5	13.6	13.3
3050	Adults with lower level of educational attainment (%)	21.9	30.1	18.7	27.3	-3.2	-2.8	18.2	26.6
3060	Employment rate for 20-64 year-olds (%)	62.6	69.0	60.4	68.6	-2.2	-0.4	60.7	68.6
3070	Medium/high-qualified employment in 2020 (% of total)			89.4	82.2				

NB: b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented.
If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown;
u = unreliable; p= provisional.

17. Malta

VET indicators for Malta in 2010 or the most recent year available before 2010 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, in most instances, 2010 data. 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 in the annex which also includes the years used to calculate each indicator (columns 5 and 6).

Key points

All data refer to 2010 unless otherwise stated.

Access, attractiveness and flexibility

In Malta, the share of upper-secondary students enrolled in IVET programmes is almost on par with the EU average (49.3% compared with the EU average of 49.9%). Malta has proportionately fewer adults involved in lifelong learning than the EU as a whole (6.2% compared with an EU average of 9.1%). Data reveal that from 2006 to 2011 the percentage of adults participating in lifelong learning in Malta increased up to 6.6% in 2011 but at this level it is below the average target (15%) set by the strategic framework 'education and training 2020'.

Skill development and labour market relevance

Data from 2009 (ISCED 3-4) show that public expenditure on IVET as a percentage of GDP (0.37%) is below the EU average (0.73%). Similarly, data from 2008 show that the share of enterprises providing training to support innovation is relatively low (38.1% of innovative enterprises) compared to the EU average (46.4%). In contrast, the percentage of graduates from upper-secondary VET qualified in STEM subjects (44.2%) is higher than the corresponding EU average (31.2%).

The employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (89.7%) is relatively higher than the EU average (79.1%). Whether these graduates are more or less likely to be employed than other young people in the same age group is also of interest. Data presented here compare these

graduates with graduates from general education at same ISCED level and graduates at lower ISCED level (i.e. 2 or below). A positive figure indicates that IVET graduates are more likely to be in employment and a negative figure that they are less likely to be so. In Malta, IVET graduates have an employment rate 3.6 percentage points lower than their counterparts from general education; on average, the opposite situation occurs with VET graduates, enjoying an average positive premium of 5.6 percentage points. However, IVET graduates have an employment rate which is 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 the young in further education.

Overall transitions and employment trends

In Malta, The percentage of early leavers from education and training (36.9%) is much higher than the EU average (14.1%), and much higher than both the Europe 2020 average target (10%) and the national target (29%). The percentage of early leavers has fallen faster in Malta than in the EU. Additionally, the percentage of 30-34 year-olds who have attained tertiary level education (21.5%) is much lower than the EU average (33.5%). This percentage did not change much between 2006 and 2010, whereas it increased across the EU. At 21.5% in 2011, the figure for Malta remains lower than both the national target (33%) and the Europe 2020 average target (40%). The much higher share of adults with low level education (71.0% for Malta, 27.3% for the EU) is another striking difference

The employment rate for 20-64 year-olds (60.1%) is lower than the EU average of (68.6%). The NEET rate (10.7%) is also lower than the EU average (16.5%). It has been falling in Malta whereas it increased across the EU.

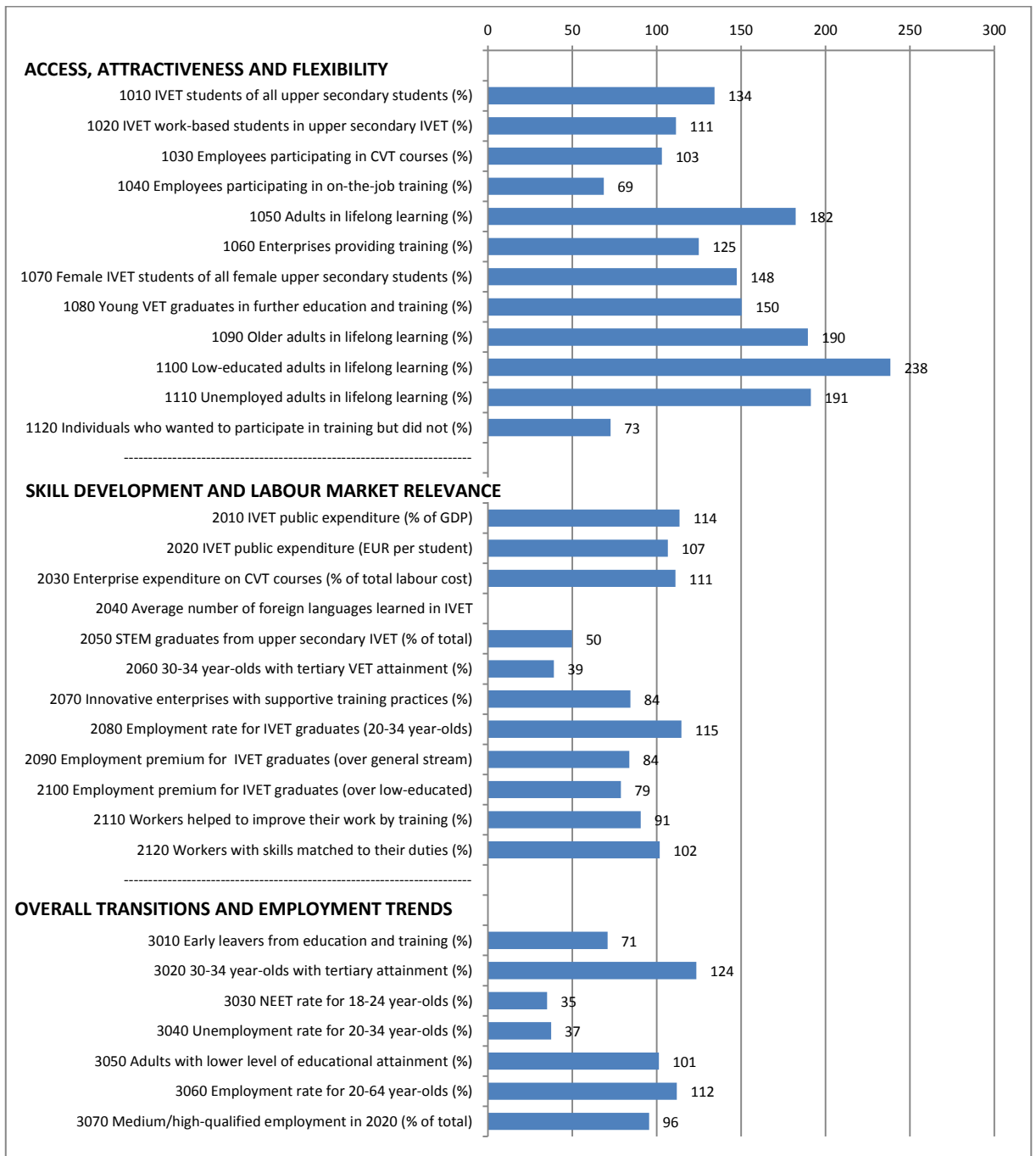
Score on VET indicators in Malta and in the EU, 2006, 2010 and 2011 (where available)

Indicator label		2006		2010		Change 2006-10		2011 updates	
		MT	EU	MT	EU	MT	EU	MT	EU
Access, attractiveness and flexibility									
1010	IVET-students as a % of all upper-secondary students	46.9	51.7	49.3	49.9	2.4	-1.8		
1020	IVET work-based students as a % of upper-secondary IVET		27.8		28.0		0.2		
1030	Employees participating in CVT courses (%)	32	33						
1040	Employees participating in on-the-job training (%)	17	16						
1050	Adults in lifelong learning (%)	5.4	9.5	6.2	9.1	0.8	-0.4	6.6	8.9
1060	Enterprises providing training (%)	46	60						
1070	Female IVET students as % of all female upper-secondary students	36.6	46.3	39.8	44.2	3.2	-2.1		
1080	Young VET graduates in further education and training (%)				30.7				
1090	Older adults in lifelong learning (%)	2.7 ^(u)	5.1	3.3	5.3	0.6	0.2	3.6	5.1
1100	Low-educated adults in lifelong learning (%)	2.8	3.7	3.7	3.9	0.9	0.2	3.3	3.9
1110	Unemployed adults in lifelong learning (%)		7.7		9.2		1.5		9.1
1120	Individuals who wanted to participate in training but did not (%)	18.1	13.2						
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.40	0.67	0.37	0.73	-0.03	0.06		
2020	IVET public expenditure (EUR per student)	5 482	6 985		8 098		1 113		
2030	Enterprise expenditure on CVT courses as % of total labour cost	1.0	0.9						
2040	Average number of foreign languages learned in IVET		1.2	1.0	1.2		0.0		
2050	STEM graduates from upper-secondary VET (% of total)	26.5	34.6	44.2	31.2	17.7	-3.4		
2060	30-34 year-olds with tertiary VET attainment (%)		7.3		7.3		0.0		8.5
2070	Innovative enterprises with supportive training practices (%)			38.1	46.4				
2080	Employment rate for IVET graduates (20-34 year-olds)			89.7	79.1				
2090	Employment premium for IVET graduates (over general stream)			-3.6	5.6				
2100	Employment premium for IVET graduates (over low-educated)			21.4	17.4				
2110	Workers helped to improve their work by training (%)			96.7	89.7				
2120	Workers with skills matched to their duties (%)			55.3	55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)	39.9	15.5	36.9	14.1	-3.0	-1.4	33.5	13.5
3020	30-34 year-olds with tertiary attainment (%)	21.6	28.9	21.5	33.5	-0.1	4.6	21.1	34.6
3030	NEET rate for 18-24 year-olds (%)	10.9	15.1	10.7	16.5	-0.2	1.4	11.7	16.7
3040	Unemployment rate for 20-34 year-olds (%)		10.6		13.1		2.5		13.3
3050	Adults with lower level of educational attainment (%)	73.9	30.1	71.0	27.3	-2.9	-2.8	68.5	26.6
3060	Employment rate for 20-64 year-olds (%)	57.6	69.0	60.1	68.6	2.5	-0.4	61.5	68.6
3070	Medium/high-qualified employment in 2020 (% of total)			57.7	82.2				

NB: b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented.
If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown;
u = unreliable; p= provisional.

18. The Netherlands

VET indicators for the Netherlands in 2010 or the most recent year available before 2010 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, in most instances, 2010 data. 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 in the annex which also includes the years used to calculate each indicator (columns 5 and 6).

Key points

All data refer to 2010 unless otherwise stated.

Access, attractiveness and flexibility

Data for the Netherlands reveal relatively high scores with respect to this group of indicators. The share of all upper-secondary school students engaged in IVET (67.0%) is higher than the EU average (49.9%). Combined work- and school-based programmes account for 31.2% of students in upper-secondary IVET, above the EU average of 28.0%. Between 2006 and 2010, this share increased more in the Netherlands than in the EU as a whole. Adult participation in lifelong learning (16.6%) is nearly twice the corresponding EU average (9.1%), and is higher than the average target (15%) set by the strategic framework 'education and training 2020'. Rates of participation in lifelong learning for specific target groups of adults are also high: older adults (10.1% compared to 5.3% in the EU), adults with low level education (9.3% compared to 3.9% in the EU), and the unemployed (17.6% compared to 9.2% in the EU). Based on 2007 data, the percentage of individuals who wanted to train but did not (9.6%) is below the EU average (13.2%).

Skill development and labour market relevance

IVET students are less likely to graduate in STEM subjects (15.6% of IVET graduations are in STEM subjects, 15 percentage points lower than the EU average of 31.2%). The share of 30-34 year-olds with tertiary level VET (ISCED 5b) is also relatively low (2.9% compared with 7.3% for the EU). The percentage

of enterprises providing training to support innovation (39.2% of innovative enterprises) is slightly lower than the EU average (46.4%) (based on 2008 data). In contrast, the employment rate for IVET graduates (aged 20-34) at ISCED 3-4 (90.6%) is higher than the EU average (79.1%). Data presented here also compare the situation of these graduates with that of graduates from general education at same ISCED level and graduates at lower ISCED level (i.e. 2 or below). A positive figure indicates that IVET graduates are more likely to be in employment and a negative figure that they are less likely to be so. In the Netherlands, IVET graduates enjoy a positive premium on both measures. Their employment rate is 4.7 percentage points higher than that of their counterparts from general education (this is a positive employment premium, even though smaller than the EU average premium of 5.6 percentage points); the employment rate of IVET graduates is also 13.7 percentage points higher than that of graduates with lower level qualifications (the corresponding EU average premium is of 17.4 percentage points). All these employment figures relate to 2009 and exclude the young in further education.

Overall transitions and employment trends

The percentage of early leavers from education and training (10.0%) is lower than the EU average (14.1%). In 2011, it fell further (9.1%) bringing the Netherlands below the Europe 2020 average target (10%) and close to its national target (8%). The percentage of 30-34 year-olds with a tertiary level education (41.1%) is higher than the EU average (33.5%). The Netherlands is above the Europe 2020 average target (40%) but has yet to reach its national target (45%).

The employment rate for 20-64 year-olds (76.8%) is higher than the EU average (68.6%). The unemployment rate of the 20-34 year-olds (4.9%) is less than half the EU average (13.1%). The NEET rate (5.8%) is also lower than in the EU (16.5%). Both the unemployment rate for the 20-34 year-olds and the NEET rate decreased slightly between 2010 and 2011, whereas they both increased across the EU as a whole.

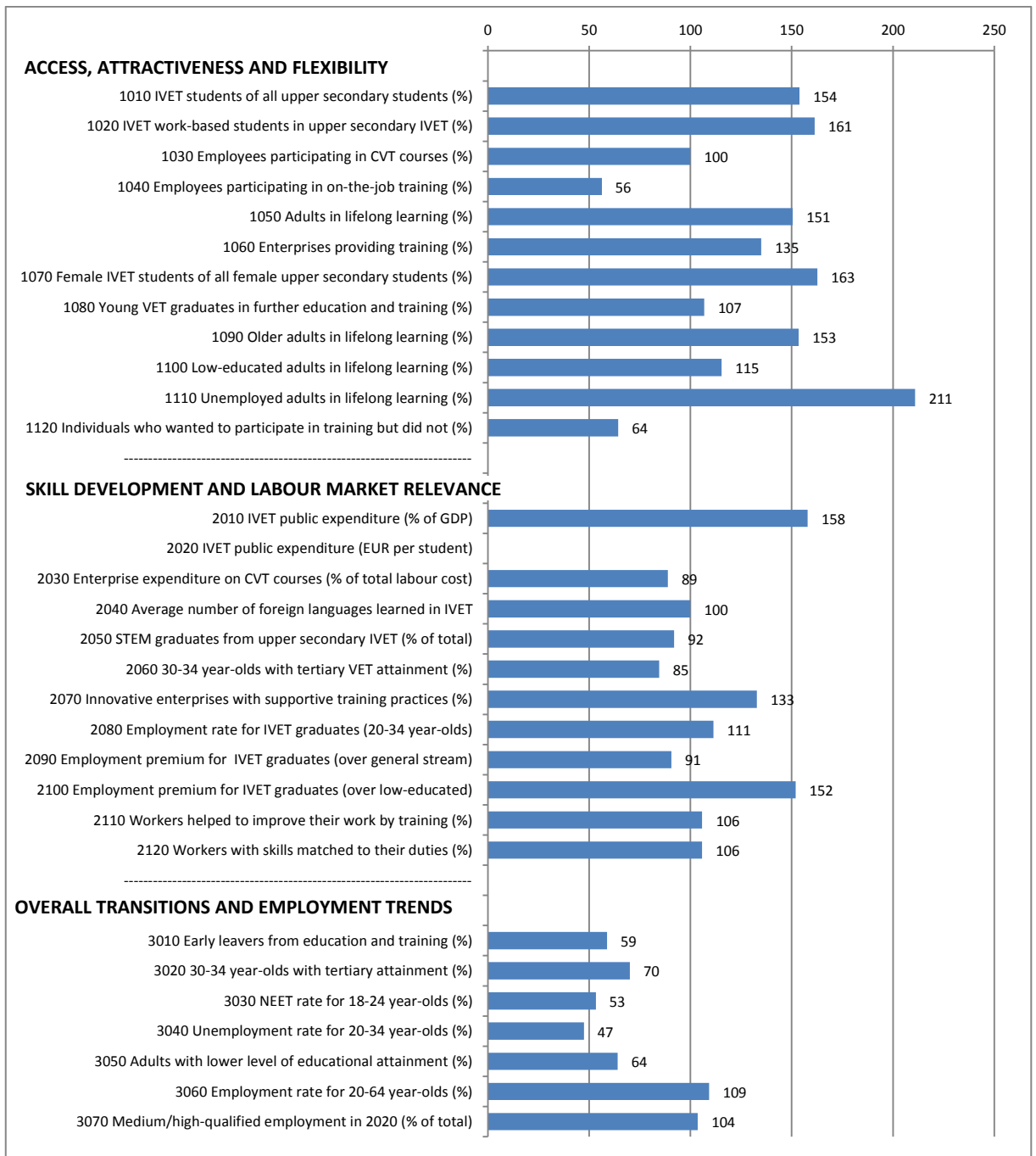
Score on VET indicators in the Netherlands and in the EU, 2006, 2010 and 2011 (where available)

Indicator label		2006		2010		Change 2006-10		2011 updates	
		NL	EU	NL	EU	NL	EU	NL	EU
Access, attractiveness and flexibility									
1010	IVET-students as a % of all upper-secondary students	67.5	51.7	67.0	49.9	-0.5	-1.8		
1020	IVET work-based students as a % of upper-secondary IVET	27.1	27.8	31.2	28.0	4.1	0.2		
1030	Employees participating in CVT courses (%)	34	33						
1040	Employees participating in on-the-job training (%)	11	16						
1050	Adults in lifelong learning (%)		9.5	16.6	9.1	^(b)	-0.4	16.7	8.9
1060	Enterprises providing training (%)	75	60						
1070	Female IVET students as % of all female upper-secondary students	65.6	46.3	65.2	44.2	-0.4	-2.1		
1080	Young VET graduates in further education and training (%)			46.2	30.7				
1090	Older adults in lifelong learning (%)		5.1	10.1	5.3	^(b)	0.2	10.2	5.1
1100	Low-educated adults in lifelong learning (%)		3.7	9.3	3.9	^(b)	0.2	10.5	3.9
1110	Unemployed adults in lifelong learning (%)		7.7	17.6	9.2	^(b)	1.5	17.3	9.1
1120	Individuals who wanted to participate in training but did not (%)	9.6	13.2						
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.75	0.67	0.83	0.73	0.08	0.06		
2020	IVET public expenditure (EUR per student)	8 326	6 985	8 630	8 098	304	1 113		
2030	Enterprise expenditure on CVT courses as % of total labour cost	1.0	0.9						
2040	Average number of foreign languages learned in IVET		1.2		1.2		0.0		
2050	STEM graduates from upper-secondary VET (% of total)	18.9	34.6	15.6	31.2	-3.3	-3.4		
2060	30-34 year-olds with tertiary VET attainment (%)		7.3	2.9	7.3	^(b)	0.0	2.6	8.5
2070	Innovative enterprises with supportive training practices (%)			39.2	46.4				
2080	Employment rate for IVET graduates (20-34 year-olds)			90.6	79.1				
2090	Employment premium for IVET graduates (over general stream)			4.7	5.6				
2100	Employment premium for IVET graduates (over low-educated)			13.7	17.4				
2110	Workers helped to improve their work by training (%)			81.3	89.7				
2120	Workers with skills matched to their duties (%)			56.3	55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)		15.5	10.0	14.1	^(b)	-1.4	9.1	13.5
3020	30-34 year-olds with tertiary attainment (%)		28.9	41.4	33.5	^(b)	4.6	41.1	34.6
3030	NEET rate for 18-24 year-olds (%)		15.1	5.8	16.5	^(b)	1.4	5.0	16.7
3040	Unemployment rate for 20-34 year-olds (%)		10.6	4.9	13.1	^(b)	2.5	4.6	13.3
3050	Adults with lower level of educational attainment (%)		30.1	27.7	27.3	^(b)	-2.8	27.7	26.6
3060	Employment rate for 20-64 year-olds (%)		69.0	76.8	68.6	^(b)	-0.4	77.0	68.6
3070	Medium/high-qualified employment in 2020 (% of total)			78.6	82.2				

NB: b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented.
If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown;
u = unreliable; p= provisional.

19. Austria

VET indicators for Austria in 2010 or the most recent year available before 2010 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, in most instances, 2010 data. 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 in the annex which also includes the years used to calculate each indicator (columns 5 and 6).

Key points

All data refer to 2010 unless otherwise stated.

Access, attractiveness and flexibility

Compared with the EU average, levels of participation in Austria tend to be higher. This is especially the case for participation in IVET and lifelong learning. The share of upper-secondary students enrolled in vocational programmes (76.8%) is higher than the corresponding EU average (49.9%). Austria has a relatively high share of its adult population participating in lifelong learning (13.7% compared with 9.1% in the EU). This is even more the case for the participation of the unemployed (19.4% for Austria versus 9.2% for the EU as a whole). Although the share of adults participating in lifelong learning has increased from 2006 to 2010, the latest data for 2011 reveal that the share of adults in lifelong learning has fallen slightly in 2011 to stand at 13.4%. Employers in Austria are more likely to report the provision of training (81% compared to 60% in the EU, based on 2005 CVTS data).

Skill development and labour market relevance

Indicators on skill development and labour market relevance tend to show for Austria levels higher than the corresponding EU averages. Data for 2009 show that public expenditure on IVET at ISCED 3-4 account for 1.1%, of GDP, higher than in the EU (0.7%). The employment rate for young IVET graduates (aged 20-34) at ISCED 3-4 (88.0%) is also higher than the EU average (79.1%) (calculations are for 2009 and exclude individuals in further education). Whether

these graduates are more or less likely to be employed than other young people in the same age group is also of interest. Data presented here compare these graduates with graduates from the general education stream at same ISCED level and graduates at lower ISCED level (i.e. 2 or below). A positive figure indicates that IVET graduates are more likely to be in employment and a negative figure that they are less likely to be so. In Austria, IVET graduates enjoy a positive premium on both measures. 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 (this is above the EU average premium of 17.4 percentage points). All these employment figures relate to 2009 and exclude the young in further education.

Austria also has a relatively high percentage of innovative enterprises providing supportive training in the workplace (61.6% compared to 46.4% in the EU, based on 2008 CIS data).

Overall transitions and employment trends

The share of early leavers from education and training (8.3%) is lower than the EU average (14.1%). This percentage has decreased slightly over recent years and is below both the Europe 2020 average target (10%) and the national target (9.5%). The NEET rate (8.8%) and the 20-34 year-olds unemployment rate (6.2%) are below the respective averages in the EU (16.5% and 13.1%). The share of adults with a low educational attainment is relatively small (17.5% in Austria; 27.3% in the EU). The only indicator where Austria compares less favourably with the EU is the share of 30-34 year-olds who have attained tertiary level education (23.5% in Austria; 33.6% in the EU in 2010). It is below both the Europe 2020 average target (40%) and the national target (38%).

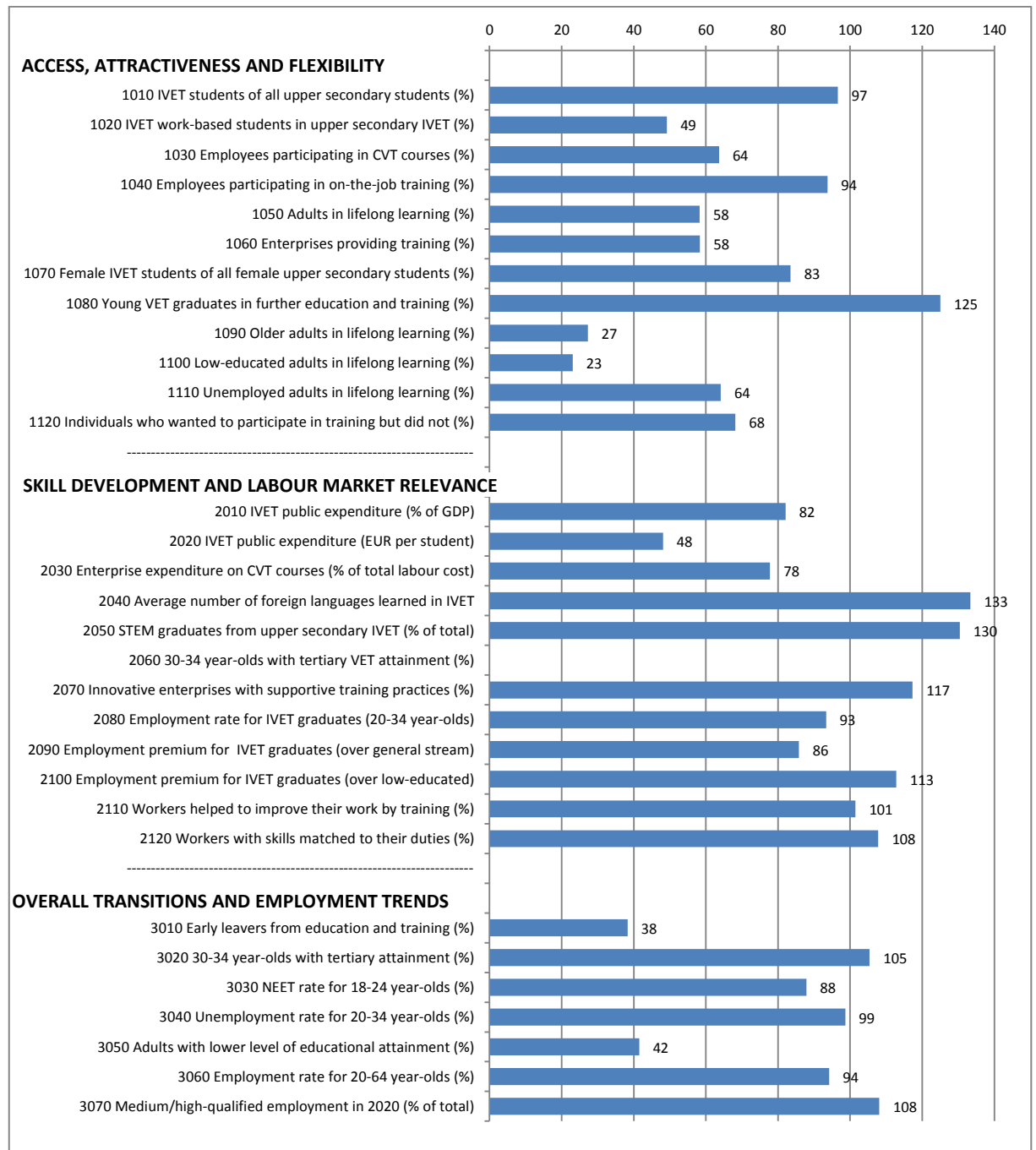
Score on VET indicators in Austria and in the EU, 2006, 2010 and 2011 (where available)

Indicator label		2006		2010		Change 2006-10		2011 updates	
		AT	EU	AT	EU	AT	EU	AT	EU
Access, attractiveness and flexibility									
1010	IVET-students as a % of all upper-secondary students	77.9	51.7	76.8	49.9	-1.1	-1.8		
1020	IVET work-based students as a % of upper-secondary IVET	42.4	27.8	45.1	28.0	2.7	0.2		
1030	Employees participating in CVT courses (%)	33	33						
1040	Employees participating in on-the-job training (%)	9	16						
1050	Adults in lifelong learning (%)	13.1	9.5	13.7	9.1	0.6	-0.4	13.4	8.9
1060	Enterprises providing training (%)	81	60						
1070	Female IVET students as % of all female upper-secondary students	73.3	46.3	71.9	44.2	-1.4	-2.1		
1080	Young VET graduates in further education and training (%)			32.8	30.7				
1090	Older adults in lifelong learning (%)	7.8	5.1	8.2	5.3	0.4	0.2	7.9	5.1
1100	Low-educated adults in lifelong learning (%)	4.6	3.7	4.5	3.9	-0.1	0.2	4.1	3.9
1110	Unemployed adults in lifelong learning (%)	18.6	7.7	19.4	9.2	0.8	1.5	18.6	9.1
1120	Individuals who wanted to participate in training but did not (%)	8.5	13.2						
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.97	0.67	1.15	0.73	0.18	0.06		
2020	IVET public expenditure (EUR per student)		6 985		8 098		1 113		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.8	0.9						
2040	Average number of foreign languages learned in IVET	1.3	1.2	1.2	1.2	-0.1	0.0		
2050	STEM graduates from upper-secondary VET (% of total)		34.6	28.7	31.2		-3.4		
2060	30-34 year-olds with tertiary VET attainment (%)	7.3	7.3	6.2	7.3	-1.1	0.0	6.1	8.5
2070	Innovative enterprises with supportive training practices (%)			61.6	46.4				
2080	Employment rate for IVET graduates (20-34 year-olds)			88.0	79.1				
2090	Employment premium for IVET graduates (over general stream)			5.1	5.6				
2100	Employment premium for IVET graduates (over low-educated)			26.4	17.4				
2110	Workers helped to improve their work by training (%)			94.9	89.7				
2120	Workers with skills matched to their duties (%)			58.5	55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)	9.8	15.5	8.3	14.1	-1.5	-1.4	8.3	13.5
3020	30-34 year-olds with tertiary attainment (%)	21.2	28.9	23.5	33.5	2.3	4.6	23.8	34.6
3030	NEET rate for 18-24 year-olds (%)	9.3	15.1	8.8	16.5	-0.5	1.4	8.3	16.7
3040	Unemployment rate for 20-34 year-olds (%)	5.7	10.6	6.2	13.1	0.5	2.5	5.4	13.3
3050	Adults with lower level of educational attainment (%)	19.7	30.1	17.5	27.3	-2.2	-2.8	17.5	26.6
3060	Employment rate for 20-64 year-olds (%)	73.2	69.0	74.9	68.6	1.7	-0.4	75.2	68.6
3070	Medium/high-qualified employment in 2020 (% of total)			85.2	82.2				

NB: b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented. If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown; u = unreliable; p= provisional.

20. Poland

VET indicators for Poland in 2010 or the most recent year available before 2010 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, in most instances, 2010 data. 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 in the annex which also includes the years used to calculate each indicator (columns 5 and 6).

Key points

All data refer to 2010 unless otherwise stated.

Access, attractiveness and flexibility

The chart and the table illustrate that IVET participation in Poland – measured by the share of upper-secondary students in the vocational stream – is close to the EU average (48.2% for Poland; 49.9% for the EU). Participation in IVET has been growing in Poland whereas it has been in slight decline across the EU. For women, the share of upper-secondary students in IVET (36.9%) is somewhat lower than the EU average (44.2%). Again, this percentage increased over time whereas it slightly declined across the EU. In upper-secondary vocational education, the share of students in combined work- and school-based programmes is 13.7% compared with the EU average of 28.0%.

Poland has proportionally fewer adults involved in lifelong learning than the EU as a whole (5.3% and 9.1% respectively). For older and lower-educated adults, participation levels are greater between Poland and the EU, reflected by the low index numbers in the chart. The percentage of people participating in lifelong learning has fallen slightly between 2010 and 2011. More positively, young VET graduates are more likely to engage in further education (38.4%) than is the case across the EU (30.7% in the EU, based on 2009 data). The 2005 CVTS data indicate the extent to which employees and enterprises engage in CVET. In 2005, 35% of employers reported providing training compared with 60% in the EU, and 21% of employees took CVT courses compared with 33% in the EU.

Skill development and labour market relevance

Public expenditure on IVET as a percentage of GDP (0.60%) is lower than the EU average (0.73%) (based on 2009 data). The amount spent per student is also below the EU average (EUR 3 896 in Poland and EUR 8 098 in the EU). In contrast, STEM graduates account for a relatively high share of all graduates from upper-secondary IVET (40.7% compared with 31.2% across the EU) and this share has been increasing. Similarly, data for 2008 show that the share of enterprises providing training to support innovation is also relatively high (54.4% of innovative enterprises) compared with the EU average (46.4%). The average number of foreign languages learned by students in upper-secondary level IVET (1.6) is higher than the EU average (1.2).

The employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (73.1%) is lower than the EU average (79.1%). Whether these graduates are more or less likely to be employed than other young people in the same age group is also of interest. Data presented here compare the situation of these graduates with that of graduates from general education at same ISCED level and graduates at lower ISCED level (i.e. 2 or below). A positive figure indicates that IVET graduates are more likely to be in employment and a negative figure that they are less likely to be so. In Poland, IVET graduates enjoy a positive premium on both measures. Their employment rate is 4.8 percentage points higher than that of their counterparts from general education (slightly lower than the EU average of 5.6 percentage points) and their employment rate is also 19.6 percentage points higher than that of graduates with lower level qualifications (higher than the EU average of 17.4 percentage points). All these employment figures relate to 2009 and exclude the young in further education.

Overall transitions and employment trends

In Poland, the percentage of early leavers from education and training (5.4%) is much lower than the EU average (14.1%) At this level the country is already below the Europe 2020 average target (10%), but not yet below the national target (4.5%). The share of 30-34 year-olds who have attained tertiary level education (35.3%) is slightly higher than the EU average (33.6%) but it is below the Europe 2020 average target (40%) or the national target (45%). The percentage of adults with low level education (11.3%) is lower than the EU average (27.3%).

The employment rate for 20-64 year-olds (64.6%) is lower than that of the EU (68.6%). The unemployment rate of the 20-34 year-olds are similar (12.9% for Poland; 13.1% for the EU), and the NEET rate (14.5%) is below the EU average (16.5%). Interestingly, the NEET rate and the unemployment rate of 20-34 year-olds have been falling from 2006 to 2010 whereas they have been increasing across the EU as a whole.

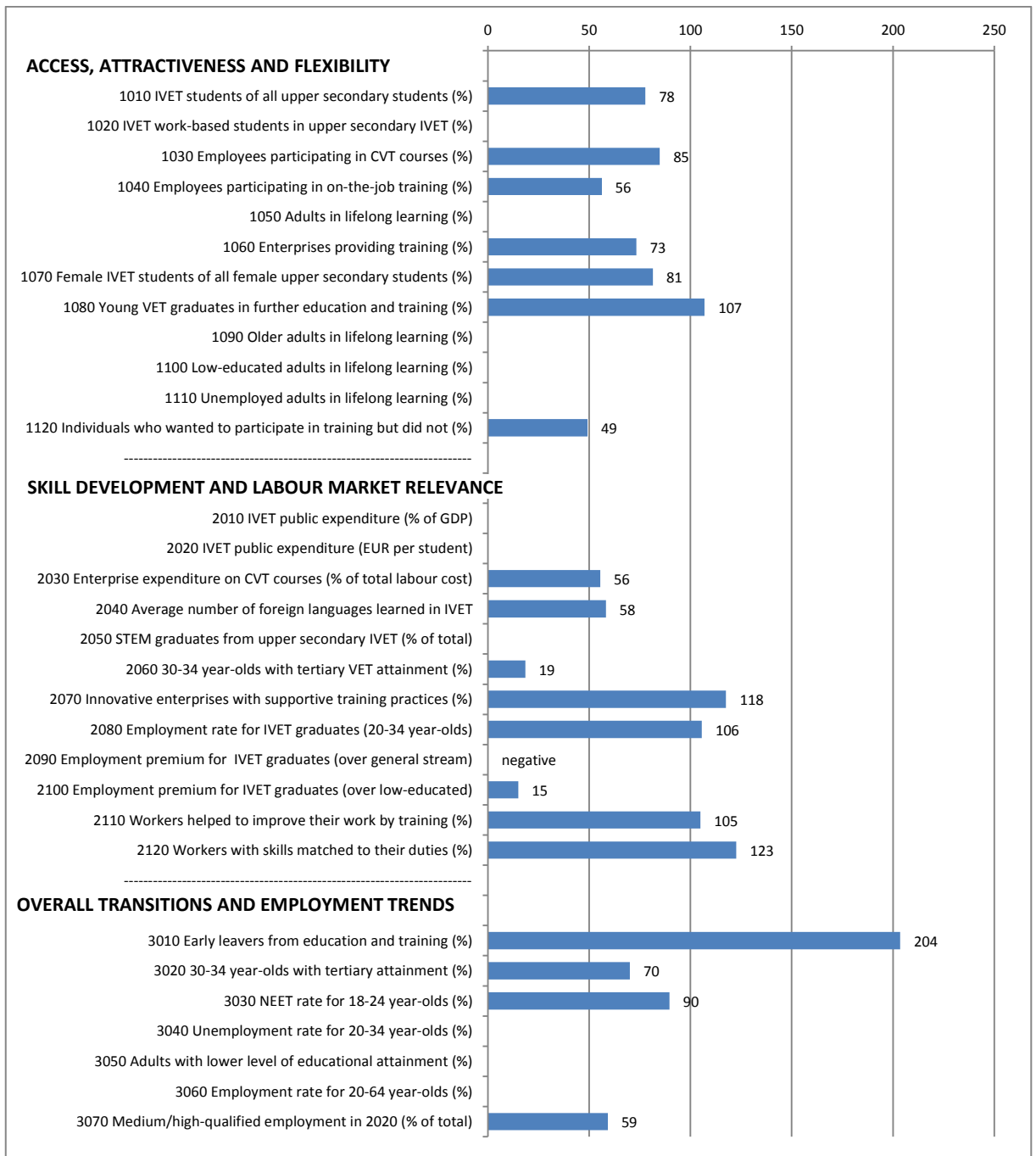
Score on VET indicators in Poland and in the EU, 2006, 2010 and 2011 (where available)

Indicator label		2006		2010		Change 2006-10		2011 updates	
		PL	EU	PL	EU	PL	EU	PL	EU
Access, attractiveness and flexibility									
1010	IVET-students as a % of all upper-secondary students	44.0	51.7	48.2	49.9	4.2	-1.8		
1020	IVET work-based students as a % of upper-secondary IVET	14.3	27.8	13.7	28.0	-0.6	0.2		
1030	Employees participating in CVT courses (%)	21	33						
1040	Employees participating in on-the-job training (%)	15	16						
1050	Adults in lifelong learning (%)	4.7	9.5	5.3	9.1	0.6	-0.4	4.5	8.9
1060	Enterprises providing training (%)	35	60						
1070	Female IVET students as % of all female upper-secondary students	33.0	46.3	36.9	44.2	3.9	-2.1		
1080	Young VET graduates in further education and training (%)			38.4	30.7				
1090	Older adults in lifelong learning (%)	1.1	5.1	1.5	5.3	0.4	0.2	1.2	5.1
1100	Low-educated adults in lifelong learning (%)	0.6 ^(u)	3.7	0.9	3.9	0.3	0.2	0.8	3.9 ^(u)
1110	Unemployed adults in lifelong learning (%)	3.7	7.7	5.9	9.2	2.2	1.5	4.8	9.1
1120	Individuals who wanted to participate in training but did not (%)	9.0	13.2						
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.57	0.67	0.60	0.73	0.03	0.06		
2020	IVET public expenditure (EUR per student)	3 046	6 985	3 896	8 098	850	1 113		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.7	0.9						
2040	Average number of foreign languages learned in IVET		1.2	1.6	1.2		0.0		
2050	STEM graduates from upper-secondary VET (% of total)	46.0	34.6	40.7	31.2	-5.3	-3.4		
2060	30-34 year-olds with tertiary VET attainment (%)		7.3		7.3		0.0		8.5
2070	Innovative enterprises with supportive training practices (%)			54.4	46.4				
2080	Employment rate for IVET graduates (20-34 year-olds)			73.8	79.1				
2090	Employment premium for IVET graduates (over general stream)			4.8	5.6				
2100	Employment premium for IVET graduates (over low-educated)			19.6	17.4				
2110	Workers helped to improve their work by training (%)			91.0	89.7				
2120	Workers with skills matched to their duties (%)			59.6	55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)	5.4	15.5	5.4	14.1	0.0	-1.4	5.6	13.5
3020	30-34 year-olds with tertiary attainment (%)	24.7	28.9	35.3	33.5	10.6	4.6	36.9	34.6
3030	NEET rate for 18-24 year-olds (%)	17.2	15.1	14.5	16.5	-2.7	1.4	15.5	16.7
3040	Unemployment rate for 20-34 year-olds (%)	17.8	10.6	12.9	13.1	-4.9	2.5	13.3	13.3
3050	Adults with lower level of educational attainment (%)	14.2	30.1	11.3	27.3	-2.9	-2.8	10.9	26.6
3060	Employment rate for 20-64 year-olds (%)	60.1	69.0	64.6	68.6	4.5	-0.4	64.8	68.6
3070	Medium/high-qualified employment in 2020 (% of total)			88.9	82.2				

NB: b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented.
If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown;
u = unreliable; p= provisional.

21. Portugal

VET indicators for Portugal in 2010 or the most recent year available before 2010 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, in most instances, 2010 data. 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 in the annex which also includes the years used to calculate each indicator (columns 5 and 6).

Key points

All data refer to 2010 unless otherwise stated.

Access, attractiveness and flexibility

The chart and the table reveal that in Portugal participation levels in IVET are relatively low compared with the EU average. The percentage of upper-secondary students enrolled in IVET (38.8%) is lower than the EU average (49.9%). The latter share increased in Portugal.

Data for 2010 are not appropriate for defining a workable baseline for the country for adult participation in lifelong learning. Based on 2011 data, which incorporate a new methodology, the traditional picture of Portugal has been modified. Overall, adult participation in education and training is above the EU average. This is also the case for the participation of particular subgroups such as older adults, low-educated adults and the unemployed. The percentage of young VET graduates in further education and training is few points above the average (32.8% in Portugal; 30.7% in the EU, based on 2009 data).

Skill development and labour market relevance

The percentage of 30-34 year olds who have attained tertiary level VET (ISCED 5b) is 1.4%, which is lower than the corresponding EU average of 7.3%. In contrast, Portugal scores higher than the EU on the percentage of innovative enterprises which have training practices supportive of innovation (54.6% compared with 46.4% in the EU, based on 2008 data). Portugal scores higher

than the EU average on workers with skills matched to their duties (67.8% compared with 55.3% in the EU).

The employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (83.5%) is higher than the EU average (79.1%). Data presented here also compare the situation of these graduates with that of graduates from general education at same ISCED level and graduates at lower ISCED level (i.e. 2 or below). A positive figure indicates that IVET graduates are more likely to be in employment and a negative figure that they are less likely to be so. IVET graduates have an employment rate 1.4 percentage points lower than their counterparts from the general education stream, whereas on average, and in most of countries, the opposite applies. IVET graduates have an employment rate 5.6 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 the young in further education.

Overall transitions and employment trends

The share of early leavers from education and training (27.8%) is nearly twice the EU average (14.1%). While the percentage of early leavers has decreased over recent years, it is still higher than the Europe 2020 average target and the national target (both set at 10%). The percentage of 30-34 year-olds who have attained tertiary level education (23.5%) is relatively low compared with the EU average (33.6%). Although this has increased slightly over the recent past (26.1% in 2011), it is still well below the Europe 2020 average target and the national target (both set at 40%).

Data for 2011 have to be used as a baseline for some indicators because of a change in methodology. The difference in the share of adults with lower level education in Portugal and the EU average is considerable (65.0% versus 26.6% in 2011).

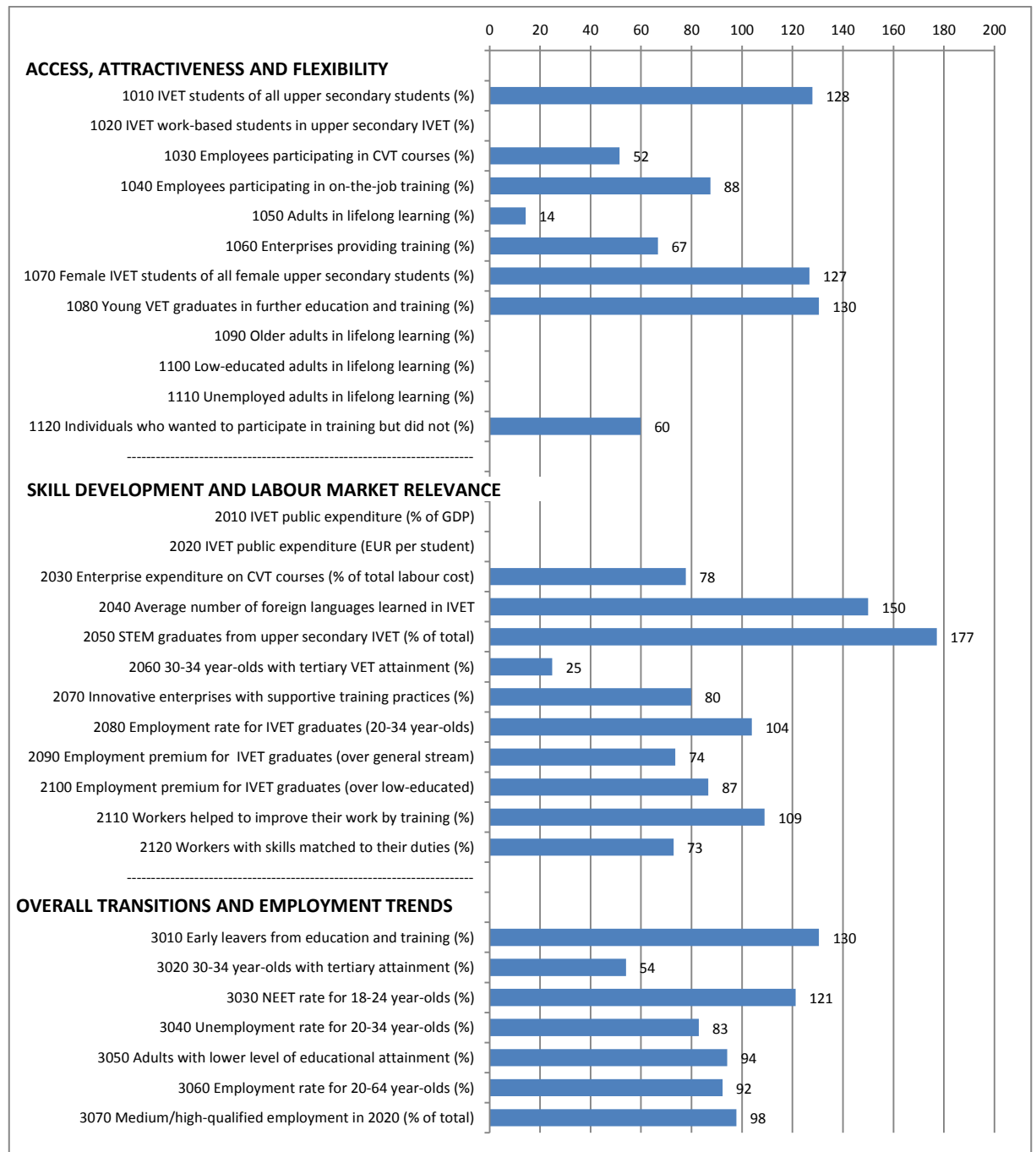
Score on VET indicators in Portugal and in the EU, 2006, 2010 and 2011 (where available)

Indicator label		2006		2010		Change 2006-10		2011 updates	
		PT	EU	PT	EU	PT	EU	PT	EU
Access, attractiveness and flexibility									
1010	IVET-students as a % of all upper-secondary students	31.5	51.7	38.8	49.9	7.3	-1.8		
1020	IVET work-based students as a % of upper-secondary IVET		27.8		28.0		0.2		
1030	Employees participating in CVT courses (%)	28	33						
1040	Employees participating in on-the-job training (%)	9	16						
1050	Adults in lifelong learning (%)		9.5		9.1		-0.4	11.6	8.9
1060	Enterprises providing training (%)	44	60						
1070	Female IVET students as % of all female upper-secondary students	26.0	46.3	36.0	44.2	10.0	-2.1		
1080	Young VET graduates in further education and training (%)			32.8	30.7				
1090	Older adults in lifelong learning (%)		5.1		5.3		0.2	5.5	5.1
1100	Low-educated adults in lifelong learning (%)		3.7		3.9		0.2	8.0	3.9
1110	Unemployed adults in lifelong learning (%)		7.7		9.2		1.5	17.1	9.1
1120	Individuals who wanted to participate in training but did not (%)	6.5	13.2						
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)		0.67		0.73		0.06		
2020	IVET public expenditure (EUR per student)		6 985		8 098		1 113		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.5	0.9						
2040	Average number of foreign languages learned in IVET	0.9	1.2	0.7	1.2	-0.2	0.0		
2050	STEM graduates from upper-secondary VET (% of total)		34.6		31.2		-3.4		
2060	30-34 year-olds with tertiary VET attainment (%)	2.9	7.3	1.4	7.3	-1.5	0.0	1.7	8.5
2070	Innovative enterprises with supportive training practices (%)			54.6	46.4				
2080	Employment rate for IVET graduates (20-34 year-olds)			83.5	79.1				
2090	Employment premium for IVET graduates (over general stream)			-1.4	5.6				
2100	Employment premium for IVET graduates (over low-educated)			2.6	17.4				
2110	Workers helped to improve their work by training (%)			94.1	89.7				
2120	Workers with skills matched to their duties (%)			67.8	55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)	39.1	15.5	28.7	14.1	-10.4	-1.4	23.2	13.5
3020	30-34 year-olds with tertiary attainment (%)	18.4	28.9	23.5	33.5	5.1	4.6	26.1	34.6
3030	NEET rate for 18-24 year-olds (%)	12.4	15.1	14.8	16.5	2.4	1.4	16.0	16.7
3040	Unemployment rate for 20-34 year-olds (%)		10.6		13.1		2.5	16.5	13.3
3050	Adults with lower level of educational attainment (%)		30.1		27.3		-2.8	65.0	26.6
3060	Employment rate for 20-64 year-olds (%)		69.0		68.6		-0.4	69.1	68.6
3070	Medium/high-qualified employment in 2020 (% of total)			48.6	82.2				

NB: b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented.
If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown;
u = unreliable; p= provisional.

22. Romania

VET indicators for Romania in 2010 or the most recent year available before 2010 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, in most instances, 2010 data. 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 in the annex which also includes the years used to calculate each indicator (columns 5 and 6).

Key points

All data refer to 2010 unless otherwise stated.

Access, attractiveness and flexibility

Students in IVET programmes account for a relatively high share of all students in upper-secondary education (63.8% compared with 49.9% in the EU). Overall adult participation in lifelong learning is lower than that of EU counterparts (9.1%). The unemployed are less likely to engage in lifelong learning (1.4%) compared with the EU average (9.2%), but data are based on a small sample size and should be interpreted with caution. The 2005 CVTS data indicate the extent to which employees and enterprises engage in CVET. In 2005, 35% of employers reported providing training compared with 60% in the EU, and 21% of employees undertook CVT courses compared with 33% in the EU. Differences between percentages of employees engaged in on-the-job training are small, 14% in Romania and 16% in the EU.

Skill development and labour market relevance

Data on skill development and labour market show few key differences between Romania and the EU. The percentage of 30-34 year-olds who have attained tertiary level VET (ISCED 5b) (1.8%) is lower than the EU average (7.3%). The average number of foreign languages learned in upper-secondary IVET education is relatively high (1.8 compared to 1.2 in the EU overall). STEM graduates account for a relatively high share of all graduates from upper-secondary IVET (55.3% compared with 31.2% across the EU).

The employment rate for IVET graduates (aged 20-34) at ISCED 3-4 (82.1%) is 3 percentage points above the EU average (79.1%). Data presented here also compare these graduates with graduates from general education at same ISCED level and graduates at lower ISCED level (i.e. 2 or below). A positive figure indicates that IVET graduates are more likely to be in employment and a negative figure that they are less likely to be so. In Romania, IVET graduates enjoy a positive premium on both measures. IVET graduates have an employment rate 4.1 percentage points higher than their counterparts from general education (even though this positive employment premium is lower than the EU average premium of 5.6 percentage points). IVET graduates have an employment rate 15.1 percentage points higher than those with lower level qualifications (even though this is also lower than the EU average of 17.4 percentage points). All these employment figures relate to 2009 and exclude the young in further education.

Overall transitions and employment trends

The share of early leavers from education and training (18.4%) is higher than the EU average (14.1%) and much higher than the Europe 2020 average target and the national target (both set at 10%). The percentage of 30-34 year-olds who have tertiary level education (18.1%) is much lower than the EU average (33.6%). While the percentage of the population with tertiary level education has increased (20.4% in 2011), it is still well below the Europe 2020 average and national targets (both set at 40%).

Data show that the employment rate for the 20-64 year-olds (63.3%) is lower than that in the EU (68.6%). It fell between 2006 and 2010 and continued to fall to stand at 62.8% in 2011. The NEET rate (20.0%) is higher than in the EU overall (13.1%), but the unemployment rate of 20-34 year-olds (10.9%) is lower (13.1% in the EU) and between 2006 and 2010 this unemployment rate grew less rapidly in Romania than across the EU as a whole.

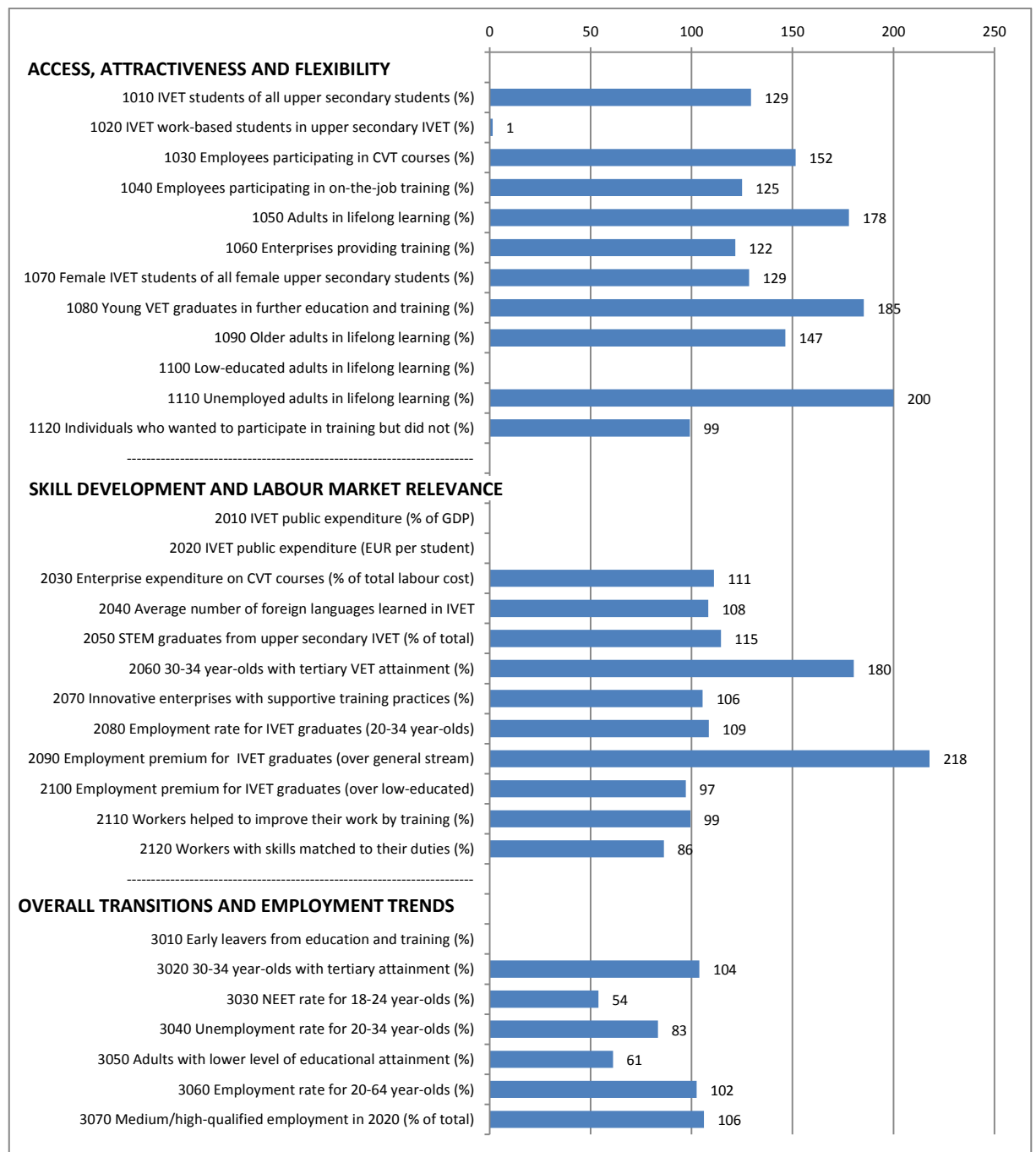
Score on VET indicators in Romania and in the EU, 2006, 2010 and 2011 (where available)

Indicator label		2006		2010		Change 2006-10		2011 updates	
		RO	EU	RO	EU	RO	EU	RO	EU
Access, attractiveness and flexibility									
1010	IVET-students as a % of all upper-secondary students	64.9	51.7	63.8	49.9	-1.1	-1.8		
1020	IVET work-based students as a % of upper-secondary IVET		27.8		28.0		0.2		
1030	Employees participating in CVT courses (%)	17	33						
1040	Employees participating in on-the-job training (%)	14	16						
1050	Adults in lifelong learning (%)	1.3	9.5	1.3	9.1	0.0	-0.4	1.6	8.9
1060	Enterprises providing training (%)	40	60						
1070	Female IVET students as % of all female upper-secondary students	57.6	46.3	56.0	44.2	-1.6	-2.1		
1080	Young VET graduates in further education and training (%)			40.1	30.7				
1090	Older adults in lifelong learning (%)		5.1		5.3		0.2	0.3	5.1
1100	Low-educated adults in lifelong learning (%)		3.7		3.9		0.2	0.3 ^(u)	3.9
1110	Unemployed adults in lifelong learning (%)		7.7	1.4 ^(u)	9.2		1.5	1.5 ^(u)	9.1
1120	Individuals who wanted to participate in training but did not (%)	7.9	13.2						
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)		0.67		0.73		0.06		
2020	IVET public expenditure (EUR per student)		6 985		8 098		1 113		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.7	0.9						
2040	Average number of foreign languages learned in IVET	1.4	1.2	1.8	1.2	0.4	0.0		
2050	STEM graduates from upper-secondary VET (% of total)	57.1	34.6	55.3	31.2	-1.8	-3.4		
2060	30-34 year-olds with tertiary VET attainment (%)	2.3	7.3	1.8	7.3	-0.5	0.0	1.9	8.5
2070	Innovative enterprises with supportive training practices (%)			37.1	46.4				
2080	Employment rate for IVET graduates (20-34 year-olds)			82.1	79.1				
2090	Employment premium for IVET graduates (over general stream)			4.1	5.6				
2100	Employment premium for IVET graduates (over low-educated)			15.1	17.4				
2110	Workers helped to improve their work by training (%)			97.7	89.7				
2120	Workers with skills matched to their duties (%)			40.3	55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)	17.9	15.5	18.4	14.1	0.5	-1.4	17.5	13.5
3020	30-34 year-olds with tertiary attainment (%)	12.4	28.9	18.1	33.5	5.7	4.6	20.4	34.6
3030	NEET rate for 18-24 year-olds (%)	18.2	15.1	20.0	16.5	1.8	1.4	20.9	16.7
3040	Unemployment rate for 20-34 year-olds (%)	10.1	10.6	10.9	13.1	0.8	2.5	11.1	13.3
3050	Adults with lower level of educational attainment (%)	25.8	30.1	25.7	27.3	-0.1	-2.8	25.1	26.6
3060	Employment rate for 20-64 year-olds (%)	64.8	69.0	63.3	68.6	-1.5	-0.4	62.8	68.6
3070	Medium/high-qualified employment in 2020 (% of total)			80.4	82.2				

NB: b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented.
If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown;
u = unreliable; p= provisional.

23. Slovenia

VET indicators for Slovenia in 2010 or the most recent year available before 2010 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, in most instances, 2010 data. 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 in the annex which also includes the years used to calculate each indicator (columns 5 and 6).

Key points

All data refer to 2010 unless otherwise stated.

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 (64.6% in Slovenia; 49.9% in the EU). Among female upper-secondary students, enrolment in VET is lower (56.8%) but above the EU average (44.2%). Few students in upper-secondary VET are in combined work- and school-based programmes (0.4%) compared with the EU (28.0%).

The percentage of adults participating in lifelong learning (16.2%) is higher than the EU average (9.1%). From 2006 to 2010 this percentage increased in Slovenia, whereas it decreased slightly across the EU. The percentage of unemployed adults participating in lifelong learning is higher (18.4% for Slovenia; 9.2% for the EU) and so is the percentage of VET graduates in further education (56.9% and 30.7% respectively in 2009).

Skill development and labour market relevance

A relatively high percentage of VET students graduate in STEM subjects (35.8% in Slovenia; 31.2% in the EU). The percentage of 30-34 year-olds with tertiary level VET (ISCED 5b) (13.2%) is nearly twice as high as the corresponding percentage in the EU (7.3%). VET therefore contributes substantially to tertiary level education of the young.

The employment rate for IVET graduates (aged 20-34) at ISCED 3-4 (85.8%) is higher than the EU average (79.1%). Whether these graduates are more or less likely to be employed than other young people in the same age group is also of interest. Data presented here compare them with graduates from general education at same ISCED level and graduates at lower ISCED level (i.e. 2 or below). A positive figure indicates that IVET graduates are more likely to be in employment and a negative figure that they are less likely to be so. In Slovenia, IVET graduates enjoy a positive premium on both measures. 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); their employment rate 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 the young in further education.

Overall transitions and employment trends

The percentage of early leavers from education and training (5.0%) is much lower than the EU average (14.1%), and is already in line with the 2020 national target (5%). Levels of educational attainment overall are relatively high. The percentage of 30-34 year-olds with tertiary level education (34.8%) is slightly above the EU average (33.5%) and the percentage point increase between 2006 and 2010 was greater than the increase in the EU. It remains below both the Europe 2020 average target and the national target (both set at 40%). The percentage of adults with low level education is lower (16.7%) than in the EU (27.3%).

The employment rate for 20-64 year-olds (70.3%) is slightly above the EU average (68.6%). The NEET rate (8.9%) is nearly half that of the EU (16.5%) and, between 2006 and 2010, it decreased in Slovenia whereas it increased in the EU. The unemployment rate for 20-34 year-olds (10.9%) is also lower (13.1% in the EU).

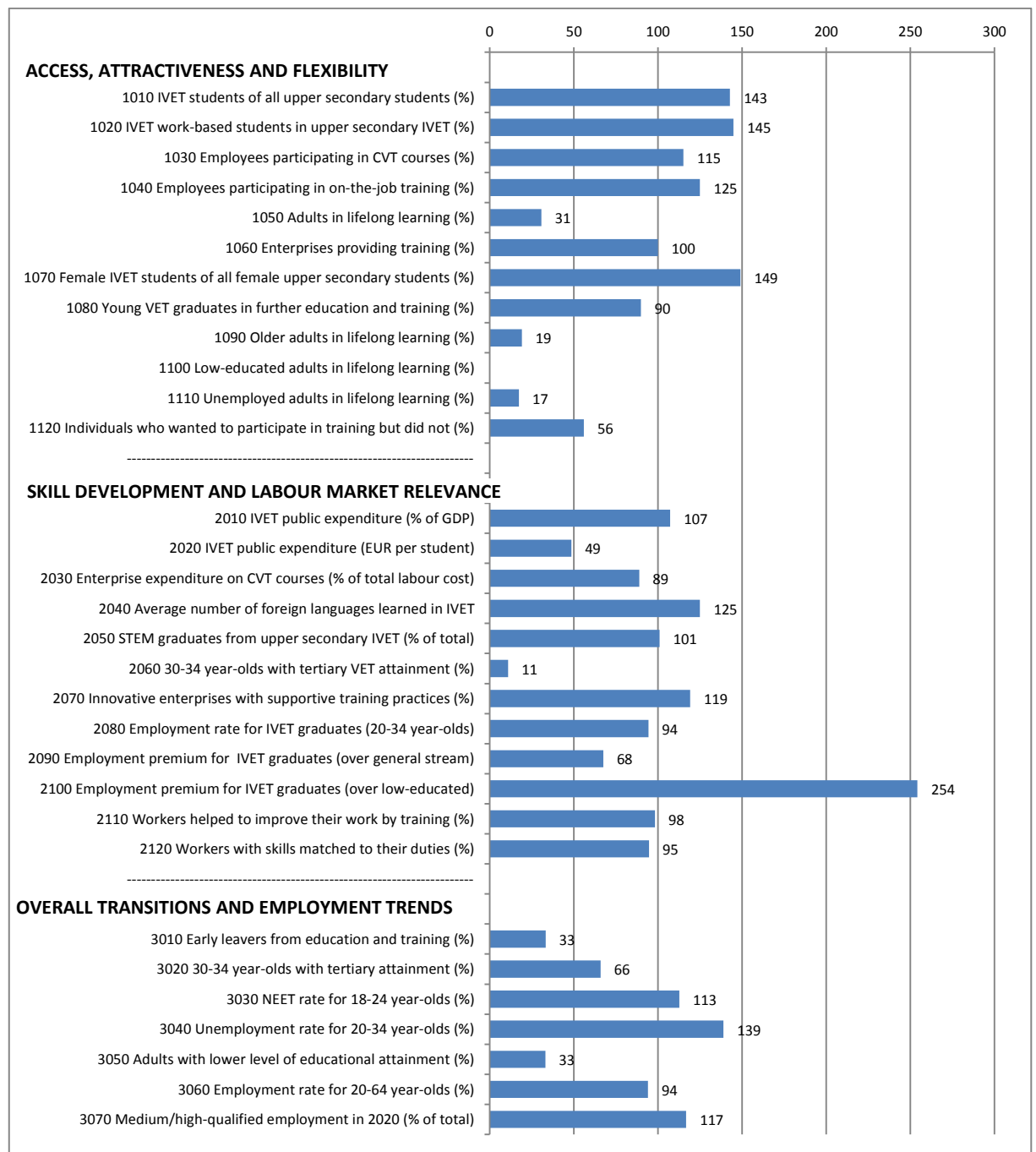
Score on VET indicators in Slovenia and in the EU, 2006, 2010 and 2011 (where available)

Indicator label		2006		2010		Change 2006-10		2011 updates	
		SI	EU	SI	EU	SI	EU	SI	EU
Access, attractiveness and flexibility									
1010	IVET-students as a % of all upper-secondary students	66.2	51.7	64.6	49.9	-1.6	-1.8		
1020	IVET work-based students as a % of upper-secondary IVET	0.0	27.8	0.4	28.0	0.4	0.2		
1030	Employees participating in CVT courses (%)	50	33						
1040	Employees participating in on-the-job training (%)	20	16						
1050	Adults in lifelong learning (%)	15.0	9.5	16.2	9.1	1.2	-0.4	15.9	8.9
1060	Enterprises providing training (%)	73	60						
1070	Female IVET students as % of all female upper-secondary students	59.7	46.3	56.8	44.2	-2.9	-2.1		
1080	Young VET graduates in further education and training (%)			56.9	30.7				
1090	Older adults in lifelong learning (%)	6.6	5.1	7.8	5.3	1.2	0.2	7.8	5.1
1100	Low-educated adults in lifelong learning (%)	3.8 ^(u)	3.7	3.4 ^(u)	3.9	-0.4	0.2	3.3 ^(u)	3.9
1110	Unemployed adults in lifelong learning (%)	19.9 ^(u)	7.7	18.4	9.2	-1.5	1.5	16.4	9.1
1120	Individuals who wanted to participate in training but did not (%)	13.1	13.2						
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)		0.67		0.73		0.06		
2020	IVET public expenditure (EUR per student)		6 985		8 098		1 113		
2030	Enterprise expenditure on CVT courses as % of total labour cost	1.0	0.9						
2040	Average number of foreign languages learned in IVET	1.4	1.2	1.3	1.2	-0.1	0.0		
2050	STEM graduates from upper-secondary VET (% of total)	30.6	34.6	35.8	31.2	5.2	-3.4		
2060	30-34 year-olds with tertiary VET attainment (%)	11.5	7.3	13.2	7.3	1.7	0.0	13.9	8.5
2070	Innovative enterprises with supportive training practices (%)			49.0	46.4				
2080	Employment rate for IVET graduates (20-34 year-olds)			85.8	79.1				
2090	Employment premium for IVET graduates (over general stream)			12.2	5.6				
2100	Employment premium for IVET graduates (over low-educated)			16.9	17.4				
2110	Workers helped to improve their work by training (%)			89.2	89.7				
2120	Workers with skills matched to their duties (%)			47.7	55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)	5.6	15.5	5.0 ^(u)	14.1	-0.6	-1.4	4.2 ^(u)	13.5
3020	30-34 year-olds with tertiary attainment (%)	28.1	28.9	34.8	33.5	6.7	4.6	37.9	34.6
3030	NEET rate for 18-24 year-olds (%)	10.4	15.1	8.9	16.5	-1.5	1.4	8.8	16.7
3040	Unemployment rate for 20-34 year-olds (%)	9.1 ^(u)	10.6	10.9	13.1	1.8	2.5	11.7	13.3
3050	Adults with lower level of educational attainment (%)	18.4	30.1	16.7	27.3	-1.7	-2.8	15.5	26.6
3060	Employment rate for 20-64 year-olds (%)	71.5	69.0	70.3	68.6	-1.2	-0.4	68.4	68.6
3070	Medium/high-qualified employment in 2020 (% of total)			87.2	82.2				

NB: b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented.
If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown;
u = unreliable; p = provisional.

24. Slovakia

VET indicators for Slovakia in 2010 or the most recent year available before 2010 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, in most instances, 2010 data. 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 in the annex which also includes the years used to calculate each indicator (columns 5 and 6).

Key points

All data refer to 2010 unless otherwise stated.

Access, attractiveness and flexibility

Slovakia has a high a percentage of upper-secondary students participating in IVET (71.3% compared with 49.9% in the EU). Within upper-secondary vocational education, the share of IVET students involved in combined work- and school-based programmes (40.5%) is also higher than the EU average (28.0%). Slovakia has proportionally fewer people involved in lifelong learning than the EU as a whole (2.8% and 9.1% respectively). In 2011 this indicator improved slightly (3.9%), but remains below the average target (15%) set by the strategic framework 'education and training 2020'. The general picture from the 2005 CVTS data on the training activities of employers is of Slovakia being close to, or performing better than, the EU average. For example, employees are slightly more likely to be in receipt of CVT courses (38% in Slovakia; 33% in the EU) and the percentage of companies providing training is equal to the EU average.

Skill development and labour market relevance

Public expenditure on IVET as a percentage of GDP (0.78%) is slightly higher than the EU average (0.73%), but the amount spent per student (EUR 3 935) is much below the EU average (EUR 8 098) (based on 2009 data for ISCED 3-4). Additionally, the share of the 30-34 year-olds who have attained tertiary level VET (ISCED 5b) (0.8%) is lower than the EU average (7.3%).

The employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (74.7%) is lower than the EU average (79.1%). Whether these graduates are more or less likely to be employed than other young people in the same age group is also of interest. Data presented here compare the situation of these graduates with that of graduates from general education at same ISCED level and graduates at lower ISCED level (i.e. 2 or below). A positive figure indicates that IVET graduates are more likely to be in employment and a negative figure that they are less likely to be so. In Slovakia, IVET graduates enjoy a positive premium on both measures. Their employment rate is 3.8 percentage points higher than that of their counterparts from general education (even though this positive 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 the young in further education.

Overall transitions and employment trends

The rate of early leaving from education and training (4.7%) is much lower than for the EU as a whole (14.1%). Slovakia has proportionately fewer people with low level education (9.0%) compared with the EU average (27.3%). In contrast, the share of 30-34 year-olds with tertiary level education is lower (22.1%) than the EU average (33.6%). Although this percentage has increased over recent years (reaching 23.4% in 2011) it is still below the Europe 2020 average target and the national target (both set at 40%). The unemployment rate of 20-34 year-olds (18.6% compared with 15.5% in the EU) and the NEET rate of 18-24 year-olds (18.2% compared with 13.1% in the EU) are higher than in the EU.

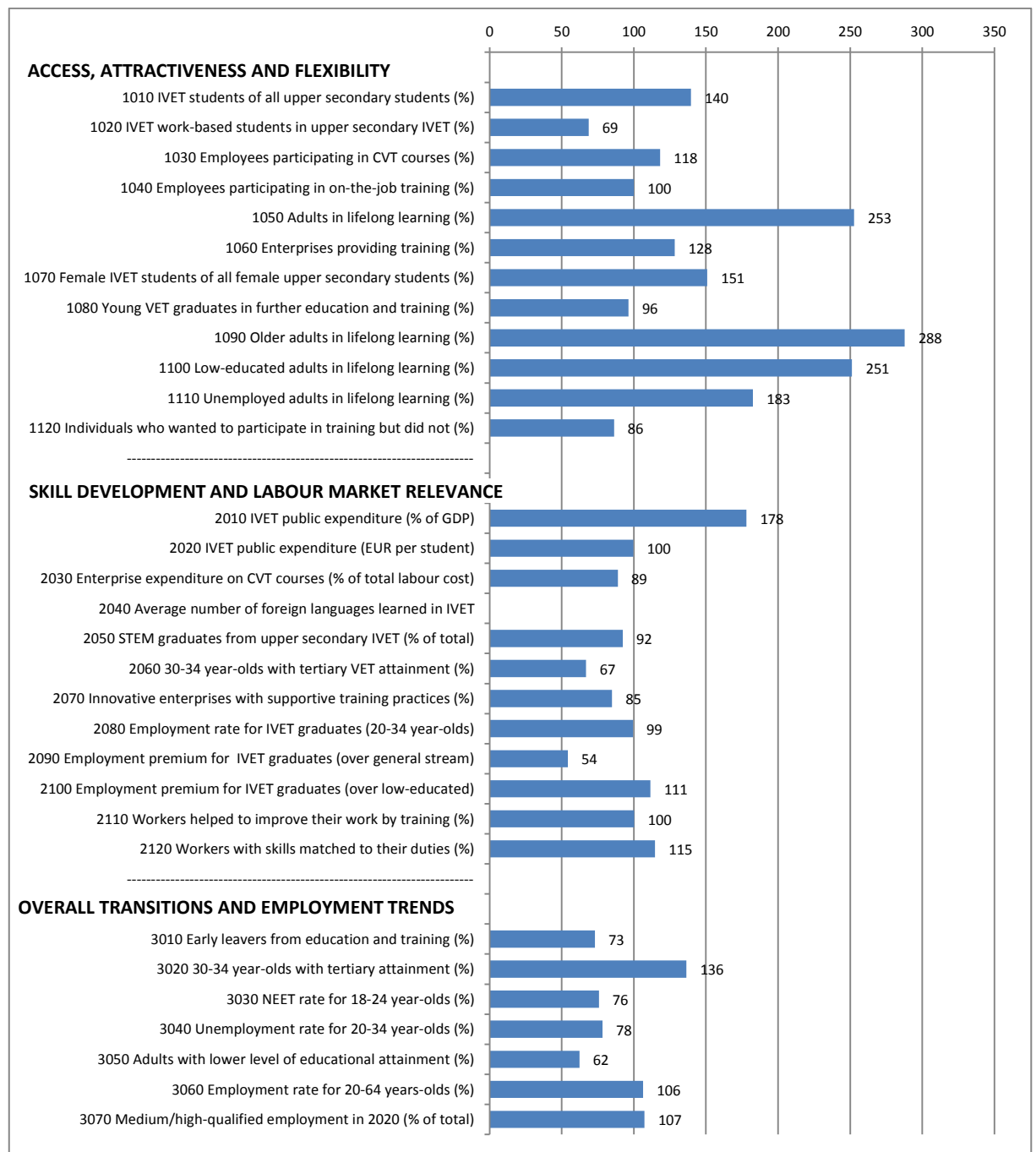
Score on VET indicators in Slovakia and in the EU, 2006, 2010 and 2011 (if available)

Indicator label		2006		2010		Change 2006-10		2011 updates	
		SK	EU	SK	EU	SK	EU	SK	EU
Access, attractiveness and flexibility									
1010	IVET-students as a % of all upper-secondary students	73.7	51.7	71.3	49.9	-2.4	-1.8		
1020	IVET work-based students as a % of upper-secondary IVET	41.9	27.8	40.5	28.0	-1.4	0.2		
1030	Employees participating in CVT courses (%)	38	33						
1040	Employees participating in on-the-job training (%)	20	16						
1050	Adults in lifelong learning (%)	4.1	9.5	2.8	9.1	-1.3	-0.4	3.9	8.9
1060	Enterprises providing training (%)	60	60						
1070	Female IVET students as % of all female upper-secondary students	68.6	46.3	65.9	44.2	-2.7	-2.1		
1080	Young VET graduates in further education and training (%)			27.6	30.7				
1090	Older adults in lifelong learning (%)	2.1	5.1	1.0	5.3	-1.1	0.2	1.8	5.1
1100	Low-educated adults in lifelong learning (%)		3.7		3.9		0.2		3.9
1110	Unemployed adults in lifelong learning (%)	1.6 ^(u)	7.7	1.6	9.2	0.0	1.5	1.7	9.1
1120	Individuals who wanted to participate in training but did not (%)	7.4	13.2						
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.69	0.67	0.78	0.73	0.09	0.06		
2020	IVET public expenditure (EUR per student)	2 718	6 985	3 935	8 098	1 217	1 113		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.8	0.9						
2040	Average number of foreign languages learned in IVET	1.3	1.2	1.5	1.2	0.2	0.0		
2050	STEM graduates from upper-secondary VET (% of total)	38.0	34.6	31.5	31.2	-6.5	-3.4		
2060	30-34 year-olds with tertiary VET attainment (%)	0.8	7.3	0.8	7.3	0.0	0.0	1.4	8.5
2070	Innovative enterprises with supportive training practices (%)			55.3	46.4				
2080	Employment rate for IVET graduates (20-34 year-olds)			74.7	79.1				
2090	Employment premium for IVET graduates (over general stream)			3.8	5.6				
2100	Employment premium for IVET graduates (over low-educated)			44.2	17.4				
2110	Workers helped to improve their work by training (%)			88.1	89.7				
2120	Workers with skills matched to their duties (%)			52.4	55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)	6.6	15.5	4.7	14.1	-1.9	-1.4	5.0	13.5
3020	30-34 year-olds with tertiary attainment (%)	14.4	28.9	22.1	33.5	7.7	4.6	23.4	34.6
3030	NEET rate for 18-24 year-olds (%)	18.6	15.1	18.6	16.5	0.0	1.4	18.2	16.7
3040	Unemployment rate for 20-34 year-olds (%)	14.7	10.6	18.2	13.1	3.5	2.5	18.0	13.3
3050	Adults with lower level of educational attainment (%)	11.2	30.1	9.0	27.3	-2.2	-2.8	8.7	26.6
3060	Employment rate for 20-64 year-olds (%)	66.0	69.0	64.6	68.6	-1.4	-0.4	65.1	68.6
3070	Medium/high-qualified employment in 2020 (% of total)			96.0	82.2				

NB: b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented.
If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown;
u = unreliable; p= provisional.

25. Finland

VET indicators for Finland 2010 or the most recent year available before 2010 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, in most instances, 2010 data. 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 in the annex which also includes the years used to calculate each indicator (columns 5 and 6).

Key points

All data refer to 2010 unless otherwise stated.

Access, attractiveness and flexibility

The share of all upper-secondary school students enrolled in IVET (69.7%) is much higher than the EU average (49.9%). Enrolment among females is also higher (66.7% versus 44.2%). The share of students in upper-secondary VET enrolled in combined work- and school-based programmes (19.2%) is quite high, but somehow lower than the EU average (28.0%). Adult participation in lifelong learning (15%) is over twice that of the EU average (9.1%) and well above the average target (15%) set by the strategic framework 'education and training 2020'. Older adults, adults with low level education and the unemployed are all more likely to participate in lifelong learning in Finland than across the EU.

Skill development and labour market relevance

Data from 2009 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 (0.73%), even though expenditure per student (EUR 8 064) is close to the EU average (EUR 8 098). Considering upper-secondary vocational qualifications, the percentage of graduations in STEM subjects (28.8%) is marginally lower than the EU average (31.2%). The percentage of 30-34 year-olds who have attained tertiary level VET (ISCED 5b) (4.9%) is lower than the EU average (7.3%). The percentage of innovative enterprises providing training to support innovation is also lower (39.4% versus 46.4% in the EU, based on data for 2008). In Finland,

63.4% of workers report that their skills match their duties; only 55.3% do so across the EU.

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%). Whether these graduates are more or less likely to be employed than other young people in the same age group is also of interest. Data presented here compare them to graduates from general education at the same ISCED level and graduates at lower ISCED level (i.e. 2 or below). A positive figure indicates that IVET graduates are more likely to be in employment and a negative figure that they are less likely to be so. In Finland, IVET graduates enjoy a positive employment premium on both measures. 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 employment premium is higher than the EU average of 17.4 percentage points). All these employment figures relate to 2009 and exclude the young in further education.

Overall transitions and employment trends

The share of early leavers from education and training (10.3%) is lower in Finland than across the EU on average (14.1%). In 2011, Finland is below the Europe 2020 average target (10%) but exceeds the national target (8%). Educational attainment in Finland is relatively high: 45.7% of the 30-34 year-olds have tertiary level education. This is above the Europe 2020 average target (40%), the national target (42%), and the EU average (33.5%). The percentage of people with low level education in Finland (17.0%) is lower than the EU average (27.3%). The employment rate for the 20-64 year-olds is higher (73.0% for Finland; 68.6% for the EU) and the NEET rate and the 20-34 year-olds unemployment rate are both lower than the EU ones.

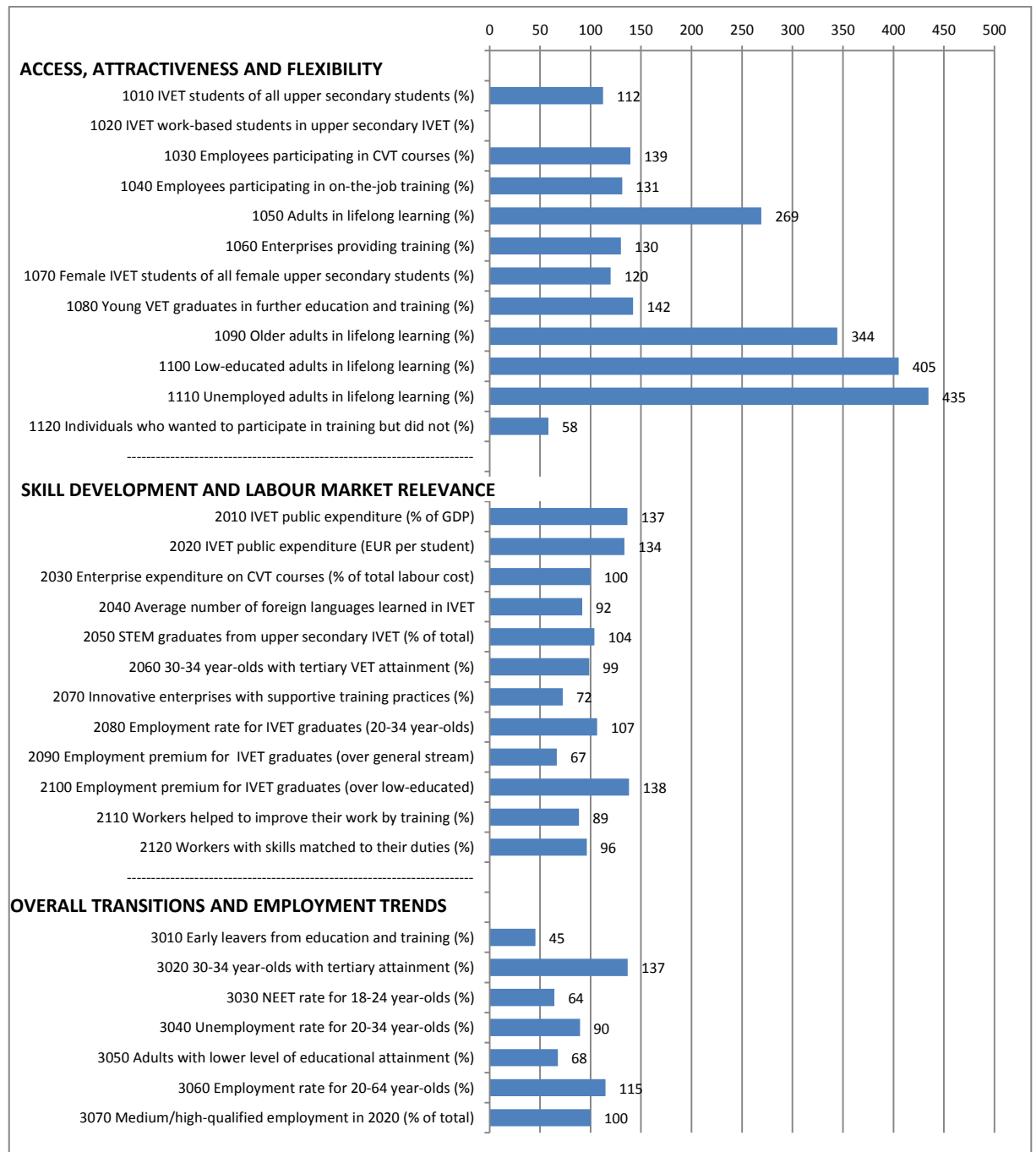
Score on VET indicators in Finland and in the EU, 2006, 2010 and 2011 (where available)

Indicator label		2006		2010		Change 2006-10		2011 updates	
		FI	EU	FI	EU	FI	EU	FI	EU
Access, attractiveness and flexibility									
1010	IVET-students as a % of all upper-secondary students	65.4	51.7	69.7	49.9	4.3	-1.8		
1020	IVET work-based students as a % of upper-secondary IVET	16.6	27.8	19.2	28.0	2.6	0.2		
1030	Employees participating in CVT courses (%)	39	33						
1040	Employees participating in on-the-job training (%)	16	16						
1050	Adults in lifelong learning (%)	23.1	9.5	23.0	9.1	-0.1	-0.4	23.8	8.9
1060	Enterprises providing training (%)	77	60						
1070	Female IVET students as % of all female upper-secondary students	62.5	46.3	66.7	44.2	4.2	-2.1		
1080	Young VET graduates in further education and training (%)			29.6	30.7				
1090	Older adults in lifelong learning (%)	15.8	5.1	15.3	5.3	-0.5	0.2	15.9	5.1
1100	Low-educated adults in lifelong learning (%)	10.6	3.7	9.8	3.9	-0.8	0.2	10.7	3.9
1110	Unemployed adults in lifelong learning (%)	17.9	7.7	16.8	9.2	-1.1	1.5	19.7	9.1
1120	Individuals who wanted to participate in training but did not (%)	11.4	13.2						
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	1.09	0.67	1.30	0.73	0.21	0.06		
2020	IVET public expenditure (EUR per student)	7 548	6 985	8 064	8 098	516	1 113		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.8	0.9						
2040	Average number of foreign languages learned in IVET		1.2		1.2		0.0		
2050	STEM graduates from upper-secondary VET (% of total)	29.0	34.6	28.8	31.2	-0.2	-3.4		
2060	30-34 year-olds with tertiary VET attainment (%)	15.3	7.3	4.9	7.3	-10.4	0.0	3.0	8.5
2070	Innovative enterprises with supportive training practices (%)			39.4	46.4				
2080	Employment rate for IVET graduates (20-34 year-olds)			78.6	79.1				
2090	Employment premium for IVET graduates (over general stream)			3.0	5.6				
2100	Employment premium for IVET graduates (over low-educated)			19.4	17.4				
2110	Workers helped to improve their work by training (%)			89.9	89.7				
2120	Workers with skills matched to their duties (%)			63.4	55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)	9.7	15.5	10.3	14.1	0.6	-1.4	9.8	13.5
3020	30-34 year-olds with tertiary attainment (%)	46.2	28.9	45.7	33.5	-0.5	4.6	46.0	34.6
3030	NEET rate for 18-24 year-olds (%)	10.7	15.1	12.5	16.5	1.8	1.4	11.7	16.7
3040	Unemployment rate for 20-34 year-olds (%)	9.3	10.6	10.3	13.1	1.0	2.5	9.9	13.3
3050	Adults with lower level of educational attainment (%)	20.4	30.1	17.0	27.3	-3.4	-2.8	16.3	26.6
3060	Employment rate for 20-64 year-olds (%)	73.9	69.0	73.0	68.6	-0.9	-0.4	73.8	68.6
3070	Medium/high-qualified employment in 2020 (% of total)			88.2	82.2				

NB: b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented.
If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown;
u = unreliable; p= provisional.

26. Sweden

VET indicators for Sweden in 2010 or the most recent year available before 2010 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, in most instances, 2010 data. 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 in the annex which also includes the years used to calculate each indicator (columns 5 and 6).

Key points

All data refer to 2010 unless otherwise stated.

Access, attractiveness and flexibility

Sweden notably differs from the EU average on several indicators in this group. The share of upper-secondary students in IVET (56.1%) is slightly above the EU average (49.9%). The percentage of female students in upper-secondary education participating in IVET (53%) is also higher than the EU average (44.2%).

The percentage of adults in lifelong learning (24.5%) is more than twice the EU average (9.1%) and well above the average target (15%) set by the strategic framework 'education and training 2020'. From 2010 to 2011 it increased by 0.5 percentage points (to 25%) while the EU average decreased to 8.9%. Older people, the unemployed, and those with relatively low level education are all much more likely to participate in lifelong learning than is the case across the EU (the figures for Sweden are more than three times greater than the corresponding EU averages). 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%). The share of individuals who wanted to participate in training but did not do so (7.7%) is 5.5 percentage points lower than the EU average (13.2%).

Skill development and labour market relevance

For many indicators in this group, Sweden records values which are close to the EU average, but there are some notable differences. Public expenditure on IVET

as a percentage of GDP is higher (0.99%) than in the EU overall (0.73%) (based on 2009 data for ISCED 3-4). This is also reflected in a greater average expenditure per student, EUR 10 812, compared to the EUR 8 098 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%). Whether these graduates are more or less likely to be employed than other young people in the same age group is also of interest. Data presented here compare them with graduates from general education at same ISCED level and graduates at lower ISCED level (i.e. 2 or below). A positive figure indicates that IVET graduates are more likely to be in employment and a negative figure that they are less likely to be so. In Sweden, IVET graduates enjoy a positive premium on both measures. 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 (this is much higher than the EU average of 17.4 percentage points). All these employment figures relate to 2009 and exclude the young in further education.

Overall transitions and employment trends

Sweden performs favourably on these indicators. The percentage of early leavers from education and training (6.4%) is lower than the EU average (14.1%) and lower than the Europe 2020 average target and the national target (both set at 10%). The share of 30-34 year-olds who have attained tertiary level education (45.8%) is higher than the EU average (33.5%) and exceeds the Europe average target (40%) and the national target (42.5%). In Sweden, a relatively small share of people has low level education (18.4% against the EU 27.3%).

The employment rate for the 20-64 year-olds (78.7%) is higher than the EU average (68.6%). By 2011, it rose in Sweden (80%) whereas it remained unchanged in the EU.

In Sweden, the NEET rate (10.6%) is lower than the EU (16.5%). From 2006 to 2010 it fell by 1.7 percentage points while it rose across the EU by 1.4 percentage points. The unemployment rate for 20-34 year-olds (11.7%) is also lower than the EU average (13.1%), though from 2006 to 2010 it increased both in Sweden and in the EU as a whole.

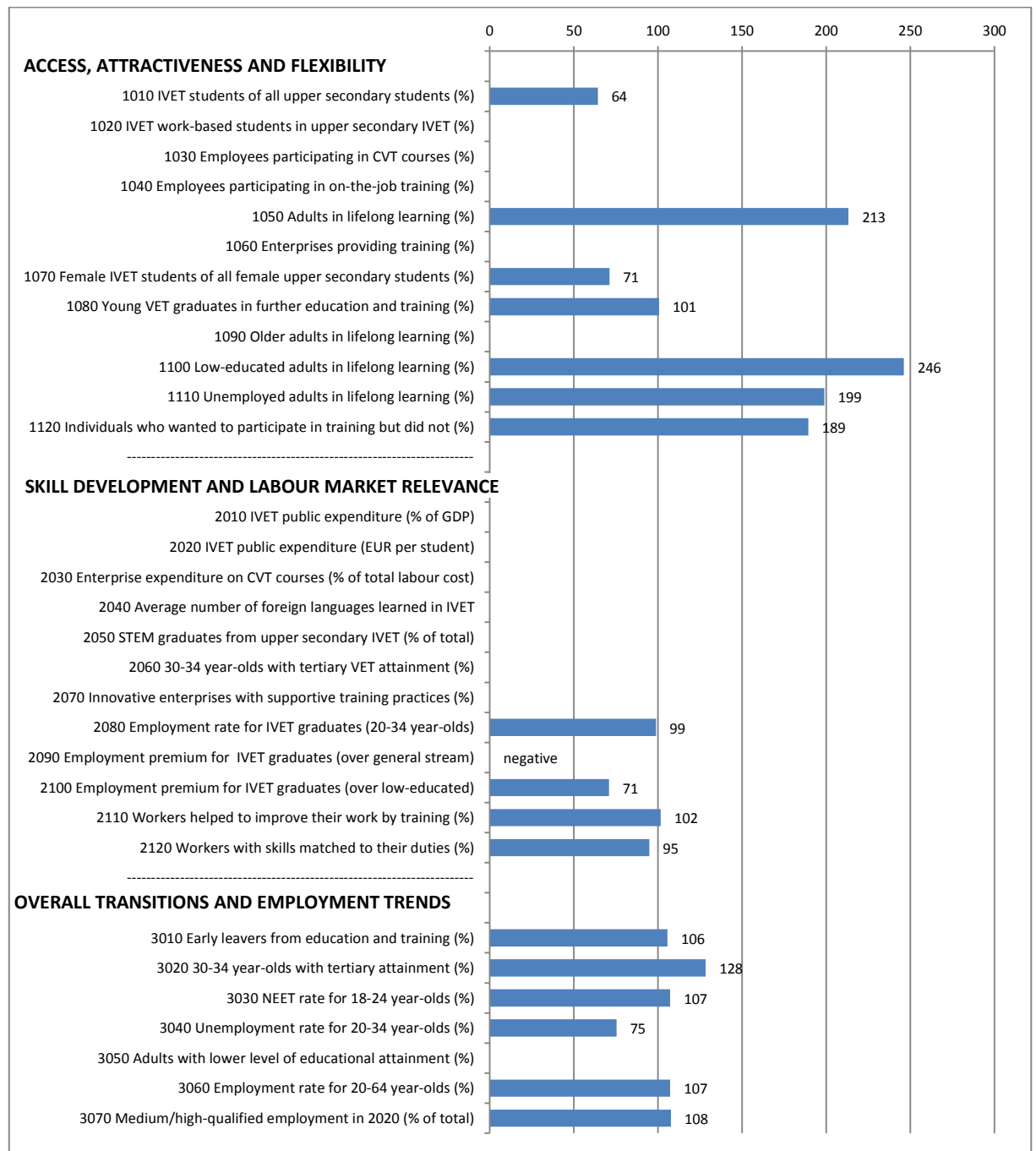
Score on VET indicators in Sweden and in the EU, 2006, 2010 and 2011 (where available)

Indicator label		2006		2010		Change 2006-10		2011 updates	
		SE	EU	SE	EU	SE	EU	SE	EU
Access, attractiveness and flexibility									
1010	IVET-students as a % of all upper-secondary students	55.1	51.7	56.1	49.9	1.0	-1.8		
1020	IVET work-based students as a % of upper-secondary IVET		27.8		28.0		0.2		
1030	Employees participating in CVT courses (%)	46	33						
1040	Employees participating in on-the-job training (%)	21	16						
1050	Adults in lifelong learning (%)	^(p)	9.5	24.5	9.1	^(b)	-0.4	25.0	8.9
1060	Enterprises providing training (%)	78	60						
1070	Female IVET students as % of all female upper-secondary students	52.0	46.3	53.0	44.2	1.0	-2.1		
1080	Young VET graduates in further education and training (%)			43.7	30.7				
1090	Older adults in lifelong learning (%)	^(p)	5.1	18.3	5.3	^(b)	0.2	18.9	5.1
1100	Low-educated adults in lifelong learning (%)	^(p)	3.7	15.8	3.9	^(b)	0.2	16.9	3.9
1110	Unemployed adults in lifelong learning (%)	^(p)	7.7	40.0	9.2	^(b)	1.5	40.4	9.1
1120	Individuals who wanted to participate in training but did not (%)	7.7	13.2						
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.84	0.67	0.99	0.73	0.15	0.06		
2020	IVET public expenditure (EUR per student)	9 154	6 985	10 812	8 098	1 658	1 113		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.9	0.9	0.0	0.0	-0.9	-0.9		
2040	Average number of foreign languages learned in IVET	1.1	1.2	1.1	1.2	0.0	0.0		
2050	STEM graduates from upper-secondary VET (% of total)	31.0	34.6	32.4	31.2	1.4	-3.4		
2060	30-34 year-olds with tertiary VET attainment (%)	8.3 ^(p)	7.3	7.2 ^(p)	7.3	-1.1	0.0	7.6 ^(p)	8.5
2070	Innovative enterprises with supportive training practices (%)			33.6	46.4				
2080	Employment rate for IVET graduates (20-34 year-olds)			84.3	79.1				
2090	Employment premium for IVET graduates (over general stream)			3.7	5.6				
2100	Employment premium for IVET graduates (over low-educated)			24.0	17.4				
2110	Workers helped to improve their work by training (%)			79.5	89.7				
2120	Workers with skills matched to their duties (%)			53.2	55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)	8.6	15.5	6.4	14.1	-2.2	-1.4	6.7	13.5
3020	30-34 year-olds with tertiary attainment (%)	39.5 ^(p)	28.9	45.8 ^(p)	33.5	6.3	4.6	47.5 ^(p)	34.6
3030	NEET rate for 18-24 year-olds (%)	12.3 ^(p)	15.1	10.6 ^(p)	16.5	-1.7	1.4	10.3 ^(p)	16.7
3040	Unemployment rate for 20-34 year-olds (%)	9.7	10.6	11.7	13.1	2.0	2.5	10.6	13.3
3050	Adults with lower level of educational attainment (%)	21.1	30.1	18.4	27.3	-2.7	-2.8	18.0	26.6
3060	Employment rate for 20-64 year-olds (%)	78.8	69.0	78.7	68.6	-0.1	-0.4	80.0	68.6
3070	Medium/high-qualified employment in 2020 (% of total)			82.2	82.2				

NB: b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented.
If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown;
u = unreliable; p= provisional.

27. United Kingdom

VET indicators for the United Kingdom in 2010 or the most recent year available before 2010 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, in most instances, 2010 data. 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 in the annex which also includes the years used to calculate each indicator (columns 5 and 6).

Key points

All data refer to 2010 unless otherwise stated.

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 (32.1%) than the EU average (49.9%). The percentage of students in IVET has fallen more in the UK than it has across the EU as a whole. The percentage of women participating in IVET in upper-secondary school – as a share of all female upper-secondary school students – at 31.5% is lower than the EU average of 44.2%. The fall in the percentage of women in upper-secondary education participating in IVET has been greater in the UK than it has in the EU as a whole.

The percentage of adults participating in lifelong learning (19.4%) is higher than the corresponding EU average (9.1%) and above the average target (15%) set by the strategic framework 'education and training 2020'. The percentage of older adults, people with low level education, and the unemployed participating in lifelong learning is higher in the UK than in the EU.

Skill development and labour market relevance

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

The employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (78.2%) is close to the EU average (79.1%). Whether these graduates are more or less likely to be employed than other young people in the same age group is

also of interest. Data presented here compare them with graduates from general education at same ISCED level and graduates at lower ISCED level (i.e. 2 or below). A positive figure indicates that IVET graduates are more likely to be in employment and a negative figure that they are less likely to be so. In the UK, IVET graduates have an employment rate 2.4 percentage points lower than their counterparts from general education (the EU average situation is the opposite, with an employment rate 5.6 percentage points higher for IVET graduates); IVET graduates in the UK have an employment rate 13.3 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 the young in further education.

Overall transitions and employment trends

Results on overall transitions and employment trends for the UK are, in many instances, close to the respective EU averages.

The percentage of early leavers from education and training (14.9%) is slightly higher than the corresponding EU average (14.1%); and below the Europe 2020 average target (10%). The percentage of 30-34 year-olds who have attained tertiary level education (43.0%) is higher than the EU average (33.5%) and above the Europe 2020 average target (40%). The employment rate for the 20-64 year-olds (73.6%) is higher than in the EU overall (68.6%). The NEET rate (17.7%) is slightly higher (16.5% for the EU). The unemployment rate for 20-34 year-olds (9.9%) is below the EU average (13.1%).

Score on VET indicators in the UK and in the EU, 2006, 2010 and 2011 (where available)

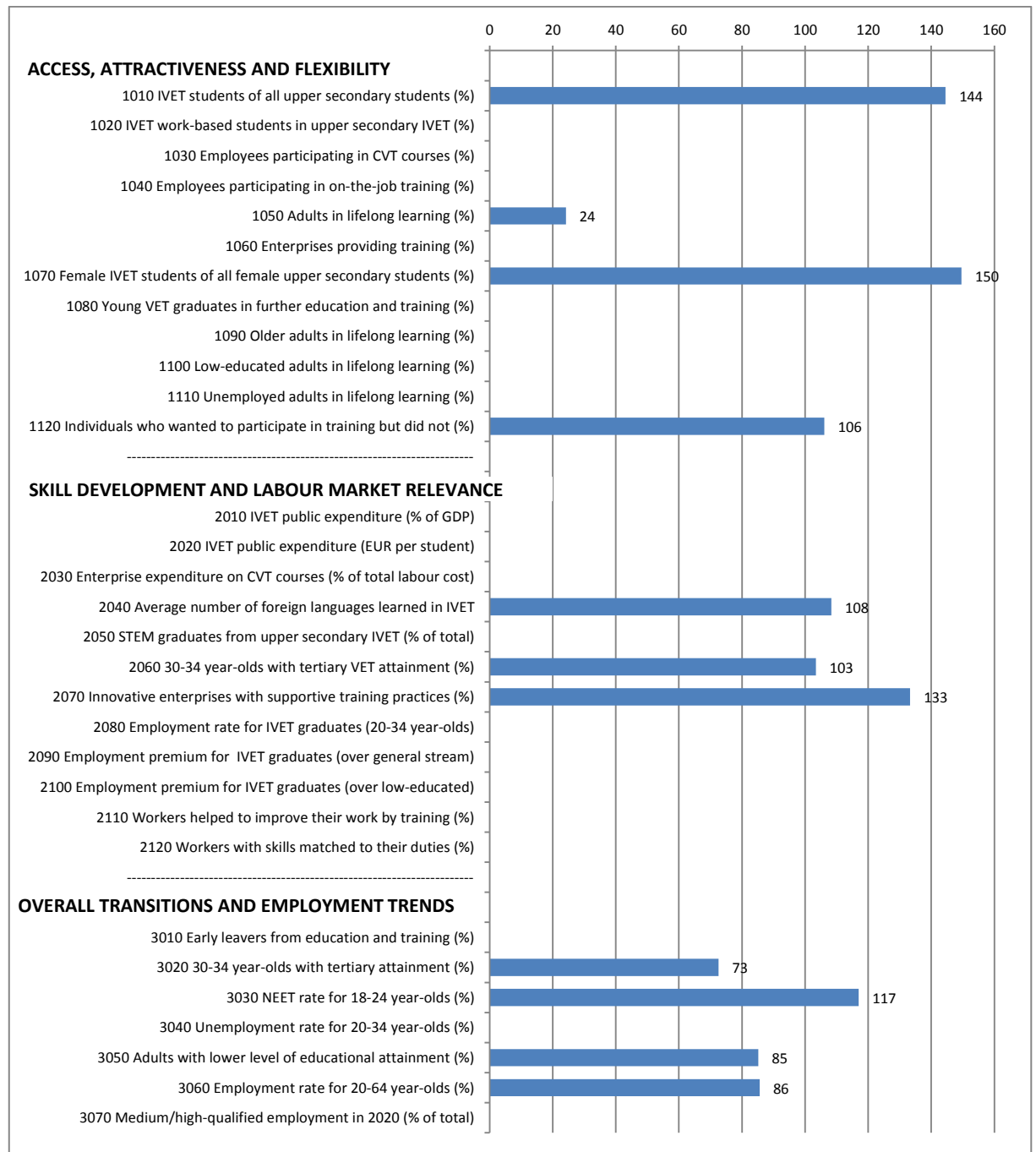
Indicator label		2006		2010		Change 2006-10		2011 updates	
		UK	EU	UK	EU	UK	EU	UK	EU
Access, attractiveness and flexibility									
1010	IVET-students as a % of all upper-secondary students	41.7	51.7	32.1	49.9	-9.6	-1.8		
1020	IVET work-based students as a % of upper-secondary IVET		27.8		28.0		0.2		
1030	Employees participating in CVT courses (%)		33						
1040	Employees participating in on-the-job training (%)		16						
1050	Adults in lifelong learning (%)		9.5	19.4	9.1	^(b)	-0.4	15.8 ^(p)	8.9
1060	Enterprises providing training (%)		60						
1070	Female IVET students as % of all female upper-secondary students	42.8	46.3	31.5	44.2	-11.3	-2.1		
1080	Young VET graduates in further education and training (%)			30.9	30.7				
1090	Older adults in lifelong learning (%)		5.1		5.3	^(b)	0.2	11.5 ^(b)	5.1
1100	Low-educated adults in lifelong learning (%)		3.7	9.6	3.9	^(b)	0.2	7.2 ^(p)	3.9
1110	Unemployed adults in lifelong learning (%)		7.7	18.3	9.2	^(b)	1.5	14.8 ^(p)	9.1
1120	Individuals who wanted to participate in training but did not (%)	25.0	13.2						
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)		0.67		0.73		0.06		
2020	IVET public expenditure (EUR per student)		6 985		8 098		1 113		
2030	Enterprise expenditure on CVT courses as % of total labour cost		0.9						
2040	Average number of foreign languages learned in IVET		1.2		1.2		0.0		
2050	STEM graduates from upper-secondary VET (% of total)		34.6		31.2		-3.4		
2060	30-34 year-olds with tertiary VET attainment (%)		7.3		7.3		0.0	16.8 ^(b)	8.5
2070	Innovative enterprises with supportive training practices (%)				46.4		46.4		
2080	Employment rate for IVET graduates (20-34 year-olds)			78.2	79.1				
2090	Employment premium for IVET graduates (over general stream)			-2.4	5.6				
2100	Employment premium for IVET graduates (over low-educated)			13.3	17.4				
2110	Workers helped to improve their work by training (%)			95.9	89.7				
2120	Workers with skills matched to their duties (%)			46.8	55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)		15.5	14.9	14.1	^(b)	-1.4	15.0	13.5
3020	30-34 year-olds with tertiary attainment (%)	36.5	28.9	43.0	33.5	6.5	4.6	45.8	34.6
3030	NEET rate for 18-24 year-olds (%)		15.1	17.7	16.5	^(b)	1.4	18.4	16.7
3040	Unemployment rate for 20-34 year-olds (%)	6.7	10.6	9.9	13.1	3.2	2.5	10.5	13.3
3050	Adults with lower level of educational attainment (%)		30.1		27.3		-2.8	23.6 ^(b)	26.6
3060	Employment rate for 20-64 year-olds (%)	75.2	69.0	73.6	68.6	-1.6	-0.4	73.6	68.6
3070	Medium/high-qualified employment in 2020 (% of total)			88.6	82.2				

NB: b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented. If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown; u = unreliable; p= provisional.

Part II
Selected EFTA and
candidate countries

28. Croatia

VET indicators for Croatia in 2010 or the most recent year available before 2010 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, in most instances, 2010 data. 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 is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is in the annex which also includes the years used to calculate each indicator (columns 5 and 6).

Key points

All data refer to 2010 unless otherwise stated.

Access, attractiveness and flexibility

The chart and the table illustrate that in Croatia participation in IVET is well above the EU average: the share of IVET students (72.1%) as a percentage of all upper-secondary students is much higher than the EU average (49.9%). More women in upper-secondary education are likely to be involved in IVET than in the EU (66.1% versus 44.2%). Croatia has proportionately fewer adults involved in lifelong learning (2.2%) than the EU average (9.1%). From 2006 to 2010, participation in lifelong learning decreased, but improved slightly (2.3%) in 2011.

Skill development and labour market relevance

Data for many of the indicators relating to skill development and labour market relevance are unavailable. For indicators available, the differences compared with the EU average are limited. The percentage of 30-34 year-olds with a tertiary VET (ISCED 5b) (7.6%) is slightly higher than the EU average (7.3%). There is a striking difference in the share of innovative enterprises which provide training to support innovation: 61.9% in Croatia compared with 46.4% in the EU (based on data for 2008).

Overall transitions and employment trends

The indicator for early leavers from education and training (3.7%) is significantly lower than the EU average (14.1%) but so is the percentage of 30-34 year-olds

with tertiary level education (24.3% compared with 33.6%). The share of adults with a relatively low level education (23.3%) is also lower (27.3% for the EU).

The employment rate for the 20-64 year-olds (58.7%) is lower than the EU average (68.6%) From 2006 to 2010 it fell more than that recorded for the EU. In 2011, the figure fell further (57.0%) in Croatia while it remained stable (68.6%) in the EU. The unemployment rate for the 20-34 year-olds (18.4%) is higher than the EU average (16.5%). The latest data for 2011 show a further increase (22.3%), which should be interpreted with caution because of sample size issues. The NEET rate (19.3%) is also above the EU average.

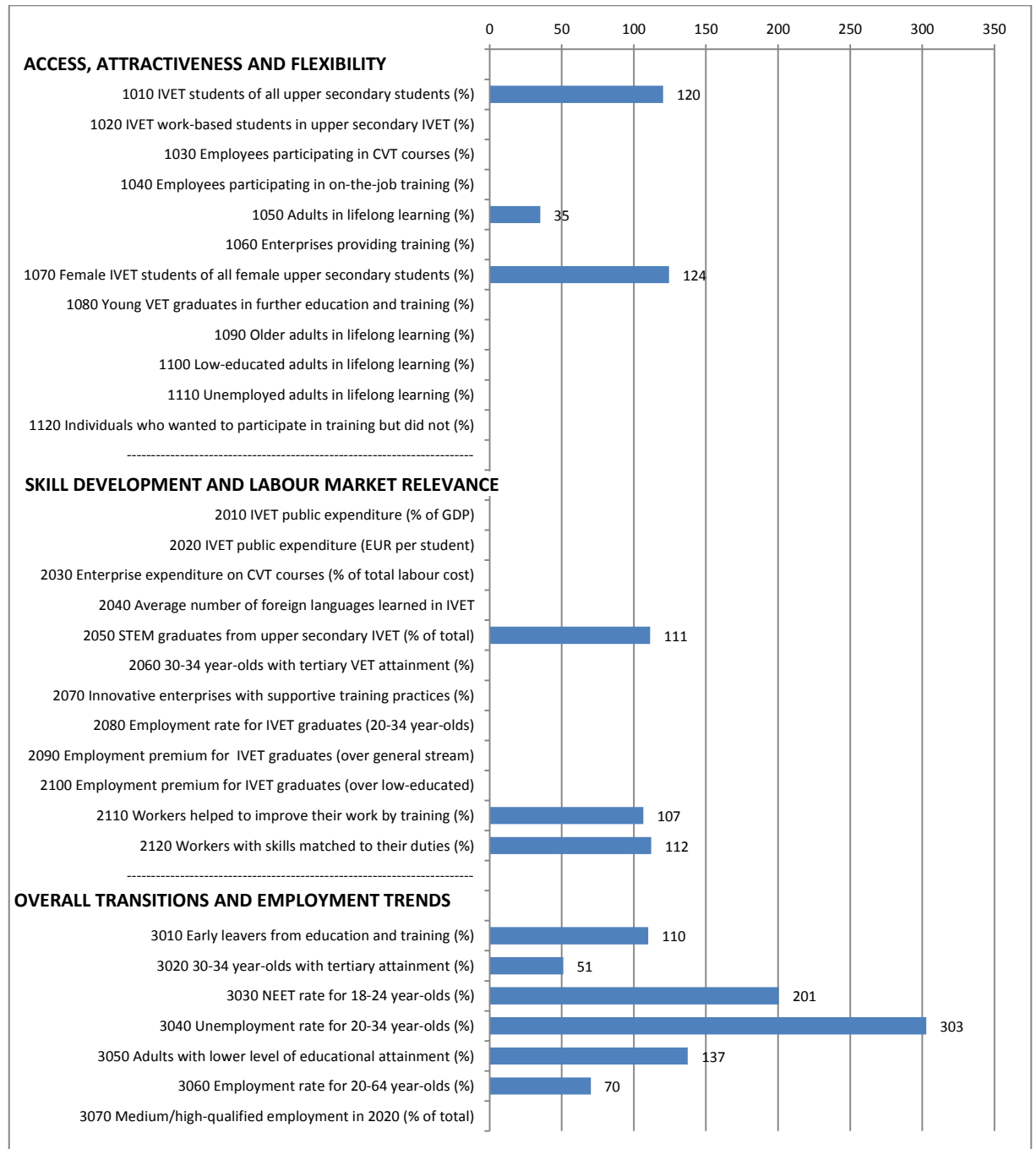
Score on VET indicators in Croatia and in the EU, 2006, 2010 and 2011 (where available)

Indicator label		2006		2010		Change 2006-10		2011 updates	
		HR	EU	HR	EU	HR	EU	HR	EU
Access, attractiveness and flexibility									
1010	IVET-students as a % of all upper-secondary students	73.6	51.7	72.1	49.9	-1.5	-1.8		
1020	IVET work-based students as a % of upper-secondary IVET		27.8		28.0		0.2		
1030	Employees participating in CVT courses (%)		33						
1040	Employees participating in on-the-job training (%)		16						
1050	Adults in lifelong learning (%)	2.9	9.5	2.2	9.1	-0.7	-0.4	2.3	8.9
1060	Enterprises providing training (%)		60						
1070	Female IVET students as % of all female upper-secondary students	66.9	46.3	66.1	44.2	-0.8	-2.1		
1080	Young VET graduates in further education and training (%)				30.7				
1090	Older adults in lifelong learning (%)	0.6 ^(u)	5.1		5.3		0.2		5.1
1100	Low-educated adults in lifelong learning (%)		3.7		3.9		0.2		3.9
1110	Unemployed adults in lifelong learning (%)	3.2 ^(u)	7.7		9.2		1.5		9.1
1120	Individuals who wanted to participate in training but did not (%)	14.0	13.2						
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)		0.67		0.73		0.06		
2020	IVET public expenditure (EUR per student)		6 985		8 098		1 113		
2030	Enterprise expenditure on CVT courses as % of total labour cost		0.9						
2040	Average number of foreign languages learned in IVET	1.2	1.2	1.3	1.2	0.1	0.0		
2050	STEM graduates from upper-secondary VET (% of total)		34.6		31.2		-3.4		
2060	30-34 year-olds with tertiary VET attainment (%)	6.2	7.3	7.6	7.3	1.4	0.0	8.5	8.5
2070	Innovative enterprises with supportive training practices (%)			61.9	46.4				
2080	Employment rate for IVET graduates (20-34 year-olds)				79.1				
2090	Employment premium for IVET graduates (over general stream)				5.6				
2100	Employment premium for IVET graduates (over low-educated)				17.4				
2110	Workers helped to improve their work by training (%)			93.0	89.7				
2120	Workers with skills matched to their duties (%)				55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)	4.7 ^(u)	15.5	3.7 ^(u)	14.1	-1.0	-1.4	4.1 ^(u)	13.5
3020	30-34 year-olds with tertiary attainment (%)	16.7	28.9	24.3	33.5	7.6	4.6	24.5	34.6
3030	NEET rate for 18-24 year-olds (%)	18.6	15.1	19.3	16.5	0.7	1.4	20.6	16.7
3040	Unemployment rate for 20-34 year-olds (%)	16.1 ^(u)	10.6	18.4 ^(u)	13.1	2.3	2.5	22.3 ^(u)	13.3
3050	Adults with lower level of educational attainment (%)	25.9	30.1	23.3	27.3	-2.6	-2.8	22.7	26.6
3060	Employment rate for 20-64 year-olds (%)	60.6	69.0	58.7	68.6	-1.9	-0.4	57.0	68.6
3070	Medium/high-qualified employment in 2020 (% of total)				82.2				

NB: b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented.
If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown;
u = unreliable; p= provisional.

29. Former Yugoslav Republic of Macedonia

VET indicators for the former Yugoslav Republic of Macedonia in 2010 or the most recent year available before 2010 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 former Yugoslav Republic of Macedonia with the EU based on, in most instances, 2010 data. In the chart, scores are presented as an index where the EU average equals 100. So, if the score on a selected indicator for Macedonia is 100, its performance is equal to the EU average. If the score is 90, its performance corresponds to 90% of the EU average (i.e. 10% below the EU average). If the score is 200, it is twice (or 200%) that of the EU average. For some indicators, such as early leavers from education and training, a country is performing relatively well if its score is below the EU average.

Data on which the index scores have been calculated are presented in the table, which also shows changes over time. A definition of each indicator is provided in the annex which also includes the years used to calculate each indicator (columns 5 and 6).

Key points

All data refer to 2010 unless otherwise stated.

Access, attractiveness and flexibility

Relatively few data are available for the former Yugoslav Republic of Macedonia. The percentage of students in upper-secondary education participating in IVET is relatively high (60.0%) compared to the EU average (49.9%); the same is true for the share of female students in upper-secondary education undertaking IVET (55.0% versus 44.2% for the EU). The percentage of adults participating in lifelong learning (3.2%) is lower than the EU average (9.1%). Similarly, participation rates in lifelong learning among several subgroups, such as older adults and the unemployed, are below the EU average (though, based on small sample sizes, these rates should be interpreted with caution).

Skill development and labour market relevance

The percentage of IVET students graduating in STEM subjects (34.7%) is on a par with the EU average (31.2%). In the former Yugoslav Republic of Macedonia, a relatively high share of people report that training has helped improve their work (95.6% compared with 89.7% in the EU), and a relatively high share report that their skills are matched to their duties (62.0% compared with 55.3% in the EU).

Overall transitions and employment trends

The share of early leavers from education and training (15.5%) is marginally higher than the EU average (14.1%). Bigger differences are observed for other indicators. For instance, the percentage of 30-34 year-olds with tertiary level education (17.1%) is nearly half that of the EU (33.5%). The employment rate for 20-64 year-olds (48.1%) is much lower than the EU average (68.6%). The NEET rate (33.1%) is around twice the EU average (16.5%), and the unemployment rate for 20-34 year-olds (39.7%) is nearly three times as high as the EU average (13.1%). The share of adults with low level education is relatively high at 37.5% compared with 27.3% in the EU.

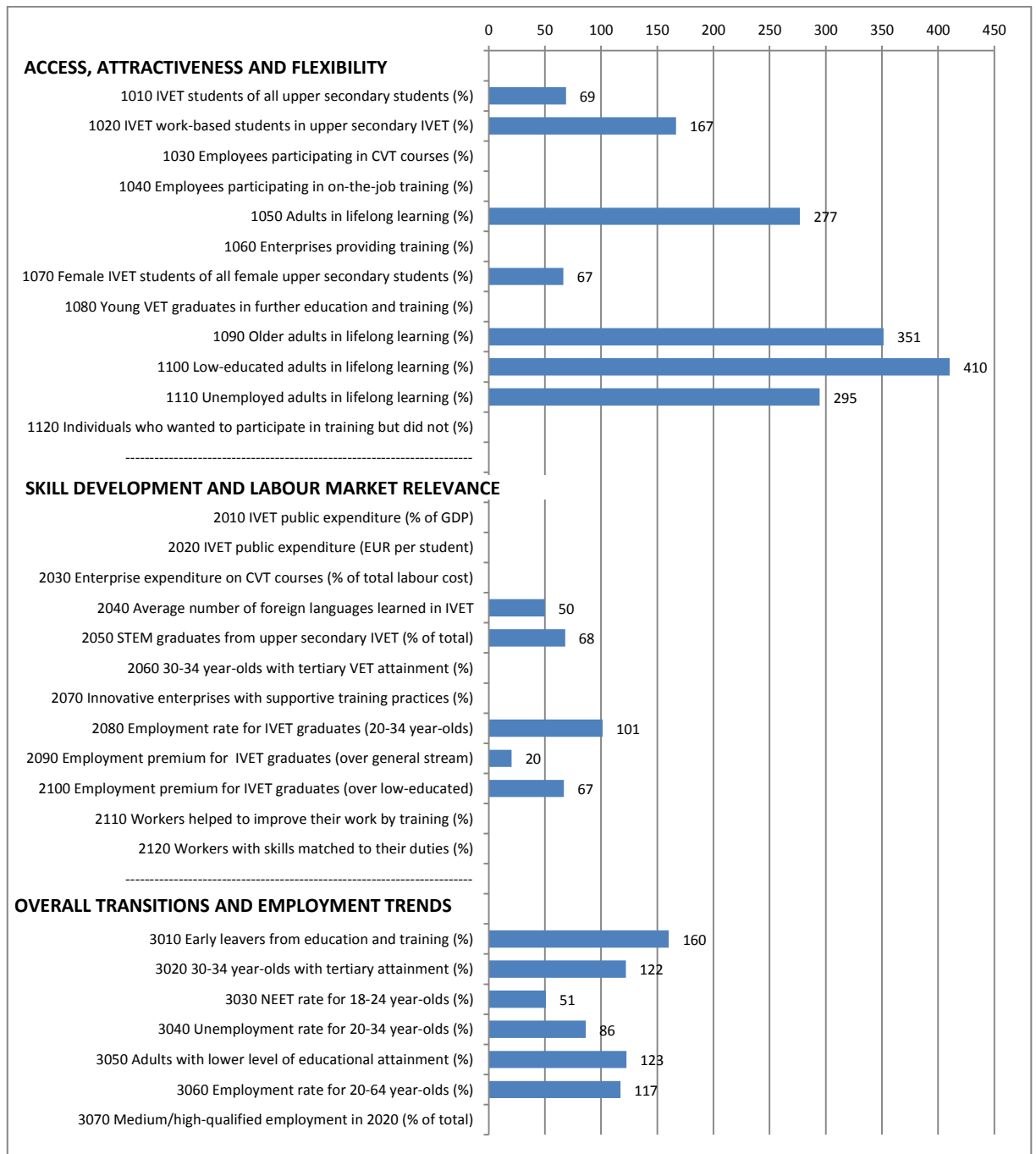
Score on VET indicators in the former Yugoslav Republic of Macedonia and in the EU, 2006, 2010 and 2011 (where available)

Indicator label		2006		2010		Change 2006-10		2011 updates	
		MK	EU	MK	EU	MK	EU	MK	EU
Access, attractiveness and flexibility									
1010	IVET-students as a % of all upper-secondary students	59.6	51.7	60.0	49.9	0.4	-1.8		
1020	IVET work-based students as a % of upper-secondary IVET		27.8		28.0		0.2		
1030	Employees participating in CVT courses (%)		33						
1040	Employees participating in on-the-job training (%)		16						
1050	Adults in lifelong learning (%)	2.3	9.5	3.2	9.1	0.9	-0.4	3.4	8.9
1060	Enterprises providing training (%)		60						
1070	Female IVET students as % of all female upper-secondary students	53.3	46.3	55.0	44.2	1.7	-2.1		
1080	Young VET graduates in further education and training (%)				30.7				
1090	Older adults in lifelong learning (%)	0.4 ^(u)	5.1	0.7 ^(u)	5.3	0.3	0.2	0.7 ^(u)	5.1
1100	Low-educated adults in lifelong learning (%)		3.7		3.9		0.2	0.3 ^(u)	3.9
1110	Unemployed adults in lifelong learning (%)	0.9 ^(u)	7.7	1.5 ^(u)	9.2	0.6	1.5	2.3 ^(u)	9.1
1120	Individuals who wanted to participate in training but did not (%)		13.2						
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)		0.67		0.73		0.06		
2020	IVET public expenditure (EUR per student)		6 985		8 098		1 113		
2030	Enterprise expenditure on CVT courses as % of total labour cost		0.9						
2040	Average number of foreign languages learned in IVET		1.2		1.2		0.0		
2050	STEM graduates from upper-secondary VET (% of total)	43.5	34.6	34.7	31.2	-8.8	-3.4		
2060	30-34 year-olds with tertiary VET attainment (%)		7.3		7.3		0.0		8.5
2070	Innovative enterprises with supportive training practices (%)				46.4				
2080	Employment rate for IVET graduates (20-34 year-olds)				79.1				
2090	Employment premium for IVET graduates (over general stream)				5.6				
2100	Employment premium for IVET graduates (over low-educated)				17.4				
2110	Workers helped to improve their work by training (%)			95.6	89.7				
2120	Workers with skills matched to their duties (%)			62.0	55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)	22.8	15.5	15.5	14.1	-7.3	-1.4	13.5	13.5
3020	30-34 year-olds with tertiary attainment (%)	11.6	28.9	17.1	33.5	5.5	4.6	20.4	34.6
3030	NEET rate for 18-24 year-olds (%)	47.1	15.1	33.1	16.5	-14.0	1.4	33.0	16.7
3040	Unemployment rate for 20-34 year-olds (%)	45.5	10.6	39.7	13.1	-5.8	2.5	39.8	13.3
3050	Adults with lower level of educational attainment (%)	42.4	30.1	37.5	27.3	-4.9	-2.8	36.3	26.6
3060	Employment rate for 20-64 year-olds (%)	43.9	69.0	48.1	68.6	4.2	-0.4	48.4	68.6
3070	Medium/high-qualified employment in 2020 (% of total)				82.2				

NB: b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented.
If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown;
u = unreliable; p= provisional.

30. Iceland

VET indicators for Iceland in 2010 or the most recent year available before 2010 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, in most instances, 2010 data. 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 in the annex which also includes the years used to calculate each indicator (columns 5 and 6).

Key points

All data refer to 2010 unless otherwise stated.

Access, attractiveness and flexibility

In Iceland, the share of upper-secondary students enrolled in IVET (34.3%) is lower than the EU average (49.9%). Among upper-secondary students in IVET, enrolment in combined work- and school-based programmes is quite common (46.6%) and much higher than the EU average (28.0%).

Iceland has a relatively high share of its adult population participating in lifelong learning (25.2% compared with 9.1% in the EU). This share decreased between 2006 and 2010, but rose in 2011 (25.9% compared to 8.9% in the EU). The relatively high level of adult participation in lifelong learning is reflected in the relatively high participation rates of specific groups on the same indicator: older adults (18.7% versus 5.3% in the EU); those with low level education (16.0% versus 3.9% in the EU); and unemployed adults (27.1% versus 9.2% in the EU).

Skill development and labour market relevance

The percentage of VET students graduating in STEM subjects (21.2%) is lower than the corresponding EU average (31.2%). In upper-secondary vocational education, the average number of foreign languages learned per student is also below the EU average (0.6 in Iceland; 1.2 in the EU).

The employment rate for IVET graduates (aged 20-34) at ISCED 3-4 (80.1%) is just one percentage point above the EU average (79.1%). The extent to which these graduates are more or less likely to be employed than others in

the same age group is also of particular interest. Data presented here compare the employment rates of these graduates to that of graduates from general education at the same ISCED level and graduates at lower ISCED level (i.e. 2 or below). A positive figure indicates that IVET graduates are more likely to be in employment and a negative figure that they are less likely to be so. In Iceland, IVET graduates enjoy a positive premium on both measures. Their employment rate is 1.1 percentage points higher than that of their counterparts from general education (this a positive employment premium, even though it is lower than the EU average premium of 5.6 percentage points); their employment rate is 11.6 percentage points higher than that of graduates with lower level qualifications (this is 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

The share of early leavers from education and training (22.6%) is much higher than the EU average (14.1%). Although this percentage has been decreasing over recent years, to stand at 19.7% in 2011, it is still much higher than the EU average (13.5% in 2011). While the country has a relatively high share of 30-34 year-olds with tertiary level education (40.9% compared with the EU average of 33.6%), the share of adults aged 25-64 with low level education is relatively high (33.5% versus 27.3% for the EU).

The employment rate for 20-64 year-olds (80.4%) is relatively high compared with the EU average (68.6%). The NEET rate (8.4%) is lower than the EU average (16.5%). The percentage point increase in the NEET rate from 2006 to 2010 was higher than that observed in the EU. The unemployment rate of 20-34 year-olds (11.3%) is also lower the EU average (13.1%).

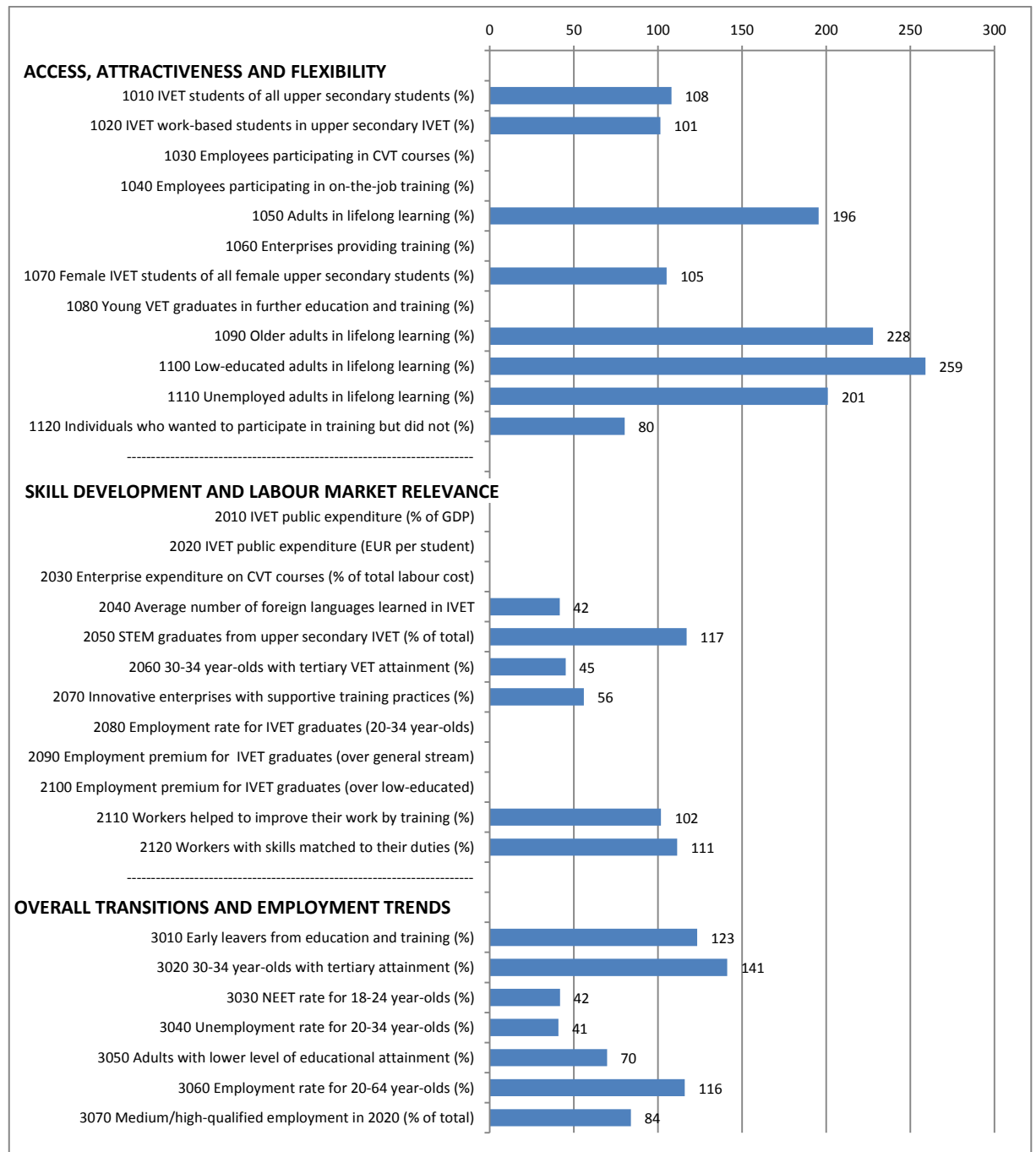
Score on VET indicators in Iceland and in the EU, 2006, 2010 and 2011 (where available)

Indicator label		2006		2010		Change 2006-10		2011 updates	
		IS	EU	IS	EU	IS	EU	IS	EU
Access, attractiveness and flexibility									
1010	IVET-students as a % of all upper-secondary students	36.7	51.7	34.3	49.9	-2.4	-1.8		
1020	IVET work-based students as a % of upper-secondary IVET	48.1	27.8	46.6	28.0	-1.5	0.2		
1030	Employees participating in CVT courses (%)		33						
1040	Employees participating in on-the-job training (%)		16						
1050	Adults in lifelong learning (%)	27.9	9.5	25.2	9.1	-2.7	-0.4	25.9	8.9
1060	Enterprises providing training (%)		60						
1070	Female IVET students as % of all female upper-secondary students	30.3	46.3	29.4	44.2	-0.9	-2.1		
1080	Young VET graduates in further education and training (%)				30.7				
1090	Older adults in lifelong learning (%)	21.0	5.1	18.7	5.3	-2.3	0.2	19.7	5.1
1100	Low-educated adults in lifelong learning (%)	17.0	3.7	16.0	3.9	-1.0	0.2	16.1	3.9
1110	Unemployed adults in lifelong learning (%)		7.7	27.1	9.2		1.5	30.9	9.1
1120	Individuals who wanted to participate in training but did not (%)		13.2						
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)		0.67		0.73		0.06		
2020	IVET public expenditure (EUR per student)		6 985		8 098		1 113		
2030	Enterprise expenditure on CVT courses as % of total labour cost		0.9						
2040	Average number of foreign languages learned in IVET	0.7	1.2	0.6	1.2	-0.1	0.0		
2050	STEM graduates from upper-secondary VET (% of total)	26.3	34.6	21.2	31.2	-5.1	-3.4		
2060	30-34 year-olds with tertiary VET attainment (%)	^(u)	7.3	^(u)	7.3		0.0	3.2 ^(u)	8.5
2070	Innovative enterprises with supportive training practices (%)				46.4				
2080	Employment rate for IVET graduates (20-34 year-olds)			80.1	79.1				
2090	Employment premium for IVET graduates (over general stream)			1.1	5.6				
2100	Employment premium for IVET graduates (over low-educated)			11.6	17.4				
2110	Workers helped to improve their work by training (%)				89.7				
2120	Workers with skills matched to their duties (%)				55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)	25.6	15.5	22.6	14.1	-3.0	-1.4	19.7	13.5
3020	30-34 year-olds with tertiary attainment (%)	36.4	28.9	40.9	33.5	4.5	4.6	44.6	34.6
3030	NEET rate for 18-24 year-olds (%)	5.1	15.1	8.4	16.5	3.3	1.4	7.5	16.7
3040	Unemployment rate for 20-34 year-olds (%)		10.6	11.3	13.1		2.5	10.0	13.3
3050	Adults with lower level of educational attainment (%)	36.7	30.1	33.5	27.3	-3.2	-2.8	29.3	26.6
3060	Employment rate for 20-64 year-olds (%)	86.3	69.0	80.4	68.6	-5.9	-0.4	80.6	68.6
3070	Medium/high-qualified employment in 2020 (% of total)				82.2				

NB: b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented.
If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown;
u = unreliable; p= provisional.

31. Norway

VET indicators for Norway in 2010 or the most recent year available before 2010 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, in most instances, 2010 data. 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 in the annex which also includes the years used to calculate each indicator (columns 5 and 6).

Key points

All data refer to 2010 unless otherwise stated.

Access, attractiveness and flexibility

Figures for Norway are close to the EU average for three indicators in this group. The percentage of upper-secondary students in IVET (53.9%) is only slightly higher than the EU average (49.9%). The same indicator specified with respect to the percentage of female upper-secondary students in IVET is also slightly above the EU average (46.5% in Norway and 44.2% across the EU). These shares have decreased between 2006 and 2010 by more than 6 percentage points in Norway but only by around 2 percentage points for the EU as a whole. Students in combined work- and school-based programmes accounted for 28.4% of students in upper-secondary IVET, in line with the EU average of 28.0%.

For several other indicators, the values for Norway are markedly higher than the EU averages. The percentage of adults participating in lifelong learning (17.8%) is nearly twice the EU average (9.1%). Older people, 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.

The share of individuals who want to participate in training but who do not do so is lower in Norway (10.6%) than in the EU as a whole (13.2% in 2007).

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 (36.5%) is higher than the EU average (31.2%). The share of workers who improved their work through training is 1.7 percentage points higher in Norway (91.4%) than across the EU as a whole (89.7%). Workers are more likely to report that their skills are matched to their duties in their jobs (61.6%) compared the EU average (55.3%).

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 0.5 whereas the EU average is 1.2. The share of 30-34 year-olds with tertiary level VET (ISCED 5b) (3.3%) is less than half the EU average (7.3%). Data from 2008 show that innovative companies are considerably less likely to provide training to support their innovation processes (at 26.0% it is more than 20 percentage points lower than the 46.4% EU average).

Overall transitions and employment trends

Norway differs on many of the indicators which capture overall transitions and employment trends from the overall situation in the EU. The percentage of early leavers from education and training (17.4%) is higher than the EU average (14.1%). But the share of 30-34 year-olds who have attained tertiary level education (47.3%) is also higher than the EU average (33.5%). The same is true of the employment rate for 20-64 year-olds (79.6% for Norway, 68.6% for the EU).

The NEET rate of 18-24 year-olds (6.9%) is much lower than the EU rate (16.5%). It increased by 0.4 percentage points from 2006 to 2010, whereas the EU average rose by 1.4 percentage points. Similarly, the unemployment rate for 20-34 year-olds (5.4%) is lower than the EU average (13.1%). From 2006 to 2010 this rate too increased less in Norway (0.6 percentage points) than in EU as a whole (2.5 percentage points).

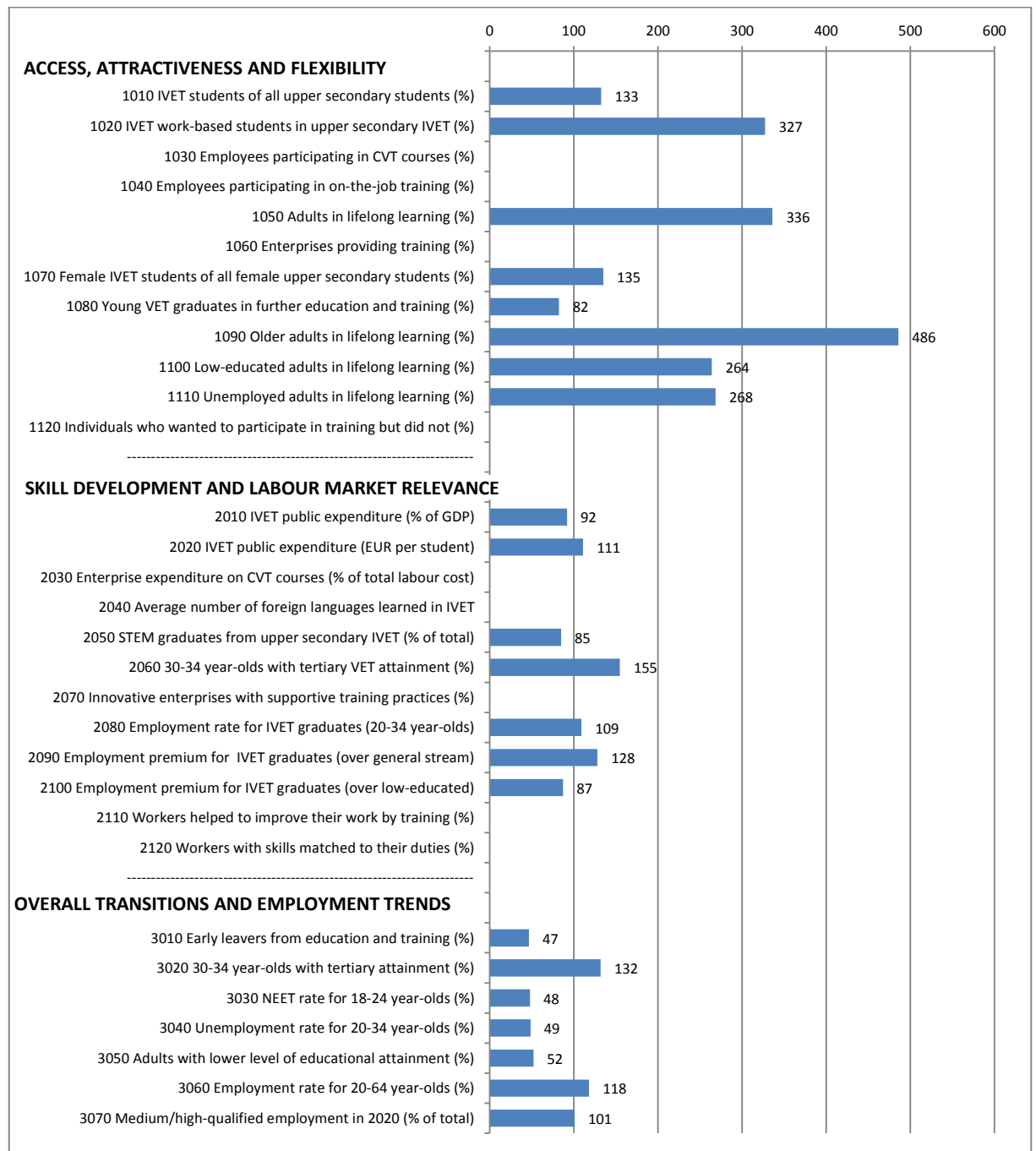
Score on VET indicators in Norway and in the EU, 2006, 2010 and 2011 (where available)

Indicator label		2006		2010		Change 2006-10		2011 updates	
		NO	EU	NO	EU	NO	EU	NO	EU
Access, attractiveness and flexibility									
1010	IVET-students as a % of all upper-secondary students	60.0	51.7	53.9	49.9	-6.1	-1.8		
1020	IVET work-based students as a % of upper-secondary IVET	23.2	27.8	28.4	28.0	5.2	0.2		
1030	Employees participating in CVT courses (%)		33						
1040	Employees participating in on-the-job training (%)		16						
1050	Adults in lifelong learning (%)	18.7	9.5	17.8	9.1	-0.9	-0.4	18.2	8.9
1060	Enterprises providing training (%)		60						
1070	Female IVET students as % of all female upper-secondary students	53.4	46.3	46.5	44.2	-6.9	-2.1		
1080	Young VET graduates in further education and training (%)				30.7				
1090	Older adults in lifelong learning (%)	12.9	5.1	12.1	5.3	-0.8	0.2	12.2	5.1
1100	Low-educated adults in lifelong learning (%)	10.3	3.7	10.1	3.9	-0.2	0.2	10.4	3.9
1110	Unemployed adults in lifelong learning (%)	19.7	7.7	18.5	9.2	-1.2	1.5	18.9	9.1
1120	Individuals who wanted to participate in training but did not (%)	10.6	13.2						
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)		0.67		0.73		0.06		
2020	IVET public expenditure (EUR per student)		6 985		8 098		1 113		
2030	Enterprise expenditure on CVT courses as % of total labour cost		0.9						
2040	Average number of foreign languages learned in IVET	1.0	1.2	0.5	1.2	-0.5	0.0		
2050	STEM graduates from upper-secondary VET (% of total)	29.6	34.6	36.5	31.2	6.9	-3.4		
2060	30-34 year-olds with tertiary VET attainment (%)		7.3	3.3	7.3	3.3	0.0	3.2 ^(u)	8.5
2070	Innovative enterprises with supportive training practices (%)			26.0	46.4				
2080	Employment rate for IVET graduates (20-34 year-olds)				79.1				
2090	Employment premium for IVET graduates (over general stream)				5.6				
2100	Employment premium for IVET graduates (over low-educated)				17.4				
2110	Workers helped to improve their work by training (%)			91.4	89.7				
2120	Workers with skills matched to their duties (%)			61.6	55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)	17.8	15.5	17.4	14.1	-0.4	-1.4	16.6	13.5
3020	30-34 year-olds with tertiary attainment (%)	41.9	28.9	47.3	33.5	5.4	4.6	48.8	34.6
3030	NEET rate for 18-24 year-olds (%)	6.5	15.1	6.9	16.5	0.4	1.4	6.9	16.7
3040	Unemployment rate for 20-34 year-olds (%)	4.8	10.6	5.4	13.1	0.6	2.5	4.9	13.3
3050	Adults with lower level of educational attainment (%)	21.5	30.1	19.1	27.3	-2.4	-2.8	18.7	26.6
3060	Employment rate for 20-64 year-olds (%)	79.5	69.0	79.6	68.6	0.1	-0.4	79.6	68.6
3070	Medium/high-qualified employment in 2020 (% of total)			69.0	82.2				

NB: b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented.
If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown;
u = unreliable; p= provisional.

32. Switzerland

VET indicators for Switzerland in 2010 or the most recent year available before 2010 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, in most instances, 2010 data. 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 in the annex which also includes the years used to calculate each indicator (columns 5 and 6).

Key points

All data refer to 2010 unless otherwise stated.

Access, attractiveness and flexibility

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

The share of upper-secondary students enrolled in IVET programmes (66.2%) is higher than the EU average (49.9%). Combined work- and school-based programmes account for a large share of students in upper-secondary IVET (91.1%, which is much higher than the corresponding EU average of 28.0%).

Switzerland also records a higher share of its adult population participating in lifelong learning (30.6% versus 9.1% in the EU). Although this increased from 2006 to 2010, the latest data reveal that it has dropped slightly since 2010 to 29.9% in 2011.

Skill development and labour market relevance

Public expenditure on IVET, as a percentage of GDP (0.67% in 2009) is somewhat lower than the EU average (0.73%), but this translates into higher expenditure per IVET student: EUR 8 988 compared with an average of EUR 8 098 in the EU (expenditure data refer to 2009 and ISCED 3-4). The percentage of 30-34 year-olds with tertiary level VET (ISCED 5b) (11.3%) is higher than the corresponding EU average (7.3%): VET is an important determinant of tertiary level education for young people.

The employment rate for IVET graduates (aged 20-34) at ISCED 3-4 (86.4%) is higher than the EU average (79.1%). Data presented here also compare these graduates with graduates from general education at the same ISCED level and graduates at lower ISCED level (i.e. 2 or below). A positive figure indicates that IVET graduates are more likely to be in employment and a negative figure that they are less likely to be so. In Switzerland, IVET graduates enjoy a positive premium on both measures. Their employment rate is 7.2 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 15.2 percentage points higher than the employment rate of graduates with lower level qualifications. All these employment figures relate to 2009 and exclude the young in further education.

Overall transitions and employment trends

In Switzerland, the share of early leavers from education and training (6.6%) is lower than the EU average (14.1%). This percentage has been decreasing over recent years and in 2011 stood at 6.3%. Additionally, Switzerland scores above the EU average rate for 30-34 year-olds with tertiary level education (44.2% versus 33.6% in the EU). The NEET rate (7.9%) and the unemployment rate of 20-34 year-olds (6.4%) are below the respective averages in the EU (16.5% and 13.1%). The share of adults with low level education (14.2%) is below the EU average (27.3%).

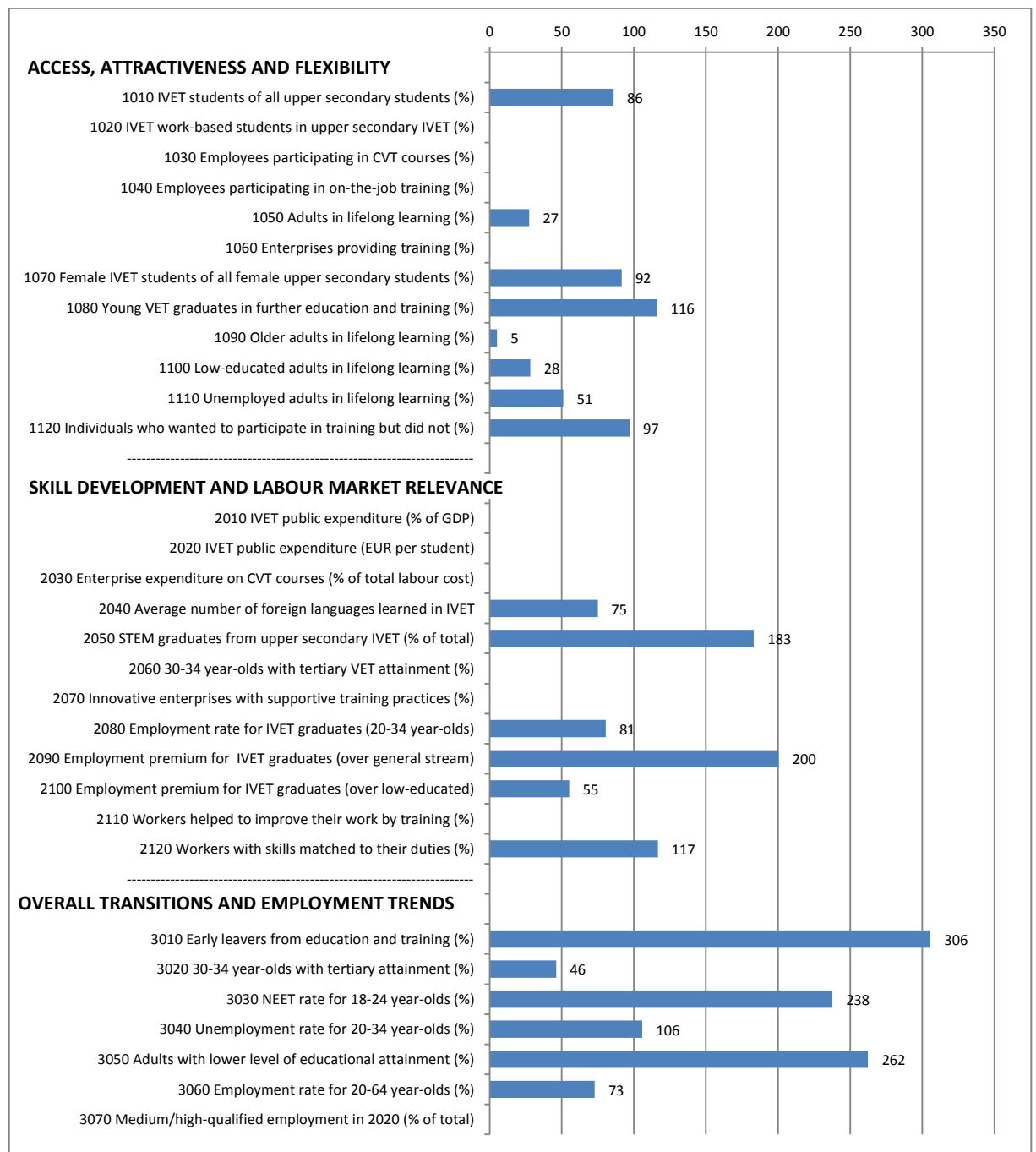
Score on VET indicators in Switzerland and in the EU, 2006, 2010 and 2011 (where available)

Indicator label		2006		2010		Change 2006-10		2011 updates	
		CH	EU	CH	EU	CH	EU	CH	EU
Access, attractiveness and flexibility									
1010	IVET-students as a % of all upper-secondary students	64.2	51.7	66.2	49.9	2.0	-1.8		
1020	IVET work-based students as a % of upper-secondary IVET	90.1	27.8	91.6	28.0	1.5	0.2		
1030	Employees participating in CVT courses (%)		33						
1040	Employees participating in on-the-job training (%)		16						
1050	Adults in lifelong learning (%)	22.5	9.5	30.6	9.1	8.1	-0.4	29.9	8.9
1060	Enterprises providing training (%)		60						
1070	Female IVET students as % of all female upper-secondary students	56.2	46.3	59.7	44.2	3.5	-2.1		
1080	Young VET graduates in further education and training (%)			25.3	30.7				
1090	Older adults in lifelong learning (%)		5.1	25.9	5.3	^(b)	0.2	25.0	5.1
1100	Low-educated adults in lifelong learning (%)	7.6	3.7	10.3	3.9	2.7	0.2	9.9	3.9
1110	Unemployed adults in lifelong learning (%)	18.3	7.7	24.7	9.2	6.4	1.5	23.0	9.1
1120	Individuals who wanted to participate in training but did not (%)		13.2						
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.68	0.67	0.67	0.73	-0.01	0.06		
2020	IVET public expenditure (EUR per student)	9 065	6 985	8 988	8 098	-77	1 113		
2030	Enterprise expenditure on CVT courses as % of total labour cost		0.9						
2040	Average number of foreign languages learned in IVET		1.2		1.2		0.0		
2050	STEM graduates from upper-secondary VET (% of total)	28.0	34.6	26.5	31.2	-1.5	-3.4		
2060	30-34 year-olds with tertiary VET attainment (%)	9.6	7.3	11.3	7.3	1.7	0.0	11.3	8.5
2070	Innovative enterprises with supportive training practices (%)				46.4				
2080	Employment rate for IVET graduates (20-34 year-olds)			86.4	79.1				
2090	Employment premium for IVET graduates (over general stream)			7.2	5.6	^(b)			
2100	Employment premium for IVET graduates (over low-educated)			15.2	17.4	^(b)			
2110	Workers helped to improve their work by training (%)				89.7	^(b)			
2120	Workers with skills matched to their duties (%)				55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)	9.6	15.5	6.6	14.1	-3.0	-1.4	6.3	13.5
3020	30-34 year-olds with tertiary attainment (%)	35.0	28.9	44.2	33.5	9.2	4.6	44.0	34.6
3030	NEET rate for 18-24 year-olds (%)	8.3	15.1	7.9	16.5	-0.4	1.4	8.2	16.7
3040	Unemployment rate for 20-34 year-olds (%)		10.6	6.4	13.1		2.5	5.4	13.3
3050	Adults with lower level of educational attainment (%)		30.1	14.2	27.3		-2.8	14.4	26.6
3060	Employment rate for 20-64 year-olds (%)		69.0	81.1	68.6		-0.4	81.8	68.6
3070	Medium/high-qualified employment in 2020 (% of total)			82.9	82.2				

NB: b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented.
If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown;
u = unreliable; p= provisional.

33. Turkey

VET indicators for Turkey in 2010 or the most recent year available before 2010 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, in most instances, 2010 data. 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 in the annex which also includes the years used to calculate each indicator (columns 5 and 6).

Key points

All data refer to 2010 unless otherwise stated.

Access, attractiveness and flexibility

The percentage of upper-secondary students in IVET (42.9%) is slightly below the EU average (49.9%).

Adult participation in lifelong learning is relatively low (2.5%) compared to EU (9.1% on average). This low overall rate is reflected in the relatively low participation rates of various subgroups. The percentage of older adults participating in lifelong learning is 0.3% (5.3% in the EU), that of adults with low level education is 1.1% (3.9% in the EU), and that of the unemployed 4.7% (9.2% in the EU).

Young VET graduates in Turkey are more likely to participate in further education than in the EU (respectively 35.6% and 30.7%, based on 2009 data).

Skill development and labour market relevance

Relatively few indicators are available in this group. The average number of foreign languages learnt by IVET students in upper-secondary education (0.9) is more or less the same as the EU average (1.2). But the percentage of IVET students graduating in STEM subjects (57.2%) is much higher than in the EU (31.2%).

The employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (63.7%) is relatively low compared to the EU average (79.1%). Data presented here also compare the employment rate of these graduates with that of graduates

from general education at the same ISCED level and graduates at lower ISCED level (i.e. 2 or below). A positive figure indicates that IVET graduates are more likely to be in employment and a negative figure that they are less likely to be so. In Turkey, IVET graduates enjoy a positive premium on both measures. Their employment rate 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 it is 9.6 percentage points higher than the employment rate 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 Turkey, the share of early leavers from education and training (43.1%) is higher than the EU average (14.1%); it has been decreasing over recent years (reaching 41.9% in 2011). Additionally, the country scores below the EU average rate for 30-34 year-olds with tertiary level education (15.5% in Turkey; 33.5% in the EU).

The Turkish NEET rate (39.2%) is over twice that of the EU (16.5%). Between 2010 and 2011 this rate fell, but still remained (at 36.0%) much higher than the respective EU average in 2011 (16.7%). The unemployment rate for 20-34 year-olds (13.9%) is slightly higher than the respective EU average (13.1%). The share of adults with low level education is much higher in Turkey (71.6%) than in the EU (27.3%).

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

Indicator label		2006		2010		Change 2006-10		2011 updates	
		TR	EU	TR	EU	TR	EU	TR	EU
Access, attractiveness and flexibility									
1010	IVET-students as a % of all upper-secondary students	36.3	51.7	42.9	49.9	6.6	-1.8		
1020	IVET work-based students as a % of upper-secondary IVET		27.8		28.0		0.2		
1030	Employees participating in CVT courses (%)		33						
1040	Employees participating in on-the-job training (%)		16						
1050	Adults in lifelong learning (%)	1.8	9.5	2.5	9.1	0.7	-0.4	2.9	8.9
1060	Enterprises providing training (%)		60						
1070	Female IVET students as % of all female upper-secondary students	32.1	46.3	40.5	44.2	8.4	-2.1		
1080	Young VET graduates in further education and training (%)			35.6	30.7				
1090	Older adults in lifelong learning (%)	0.1	5.1	0.3	5.3	0.2	0.2	0.3	5.1
1100	Low-educated adults in lifelong learning (%)	0.5	3.7	1.1	3.9	0.6	0.2	1.4	3.9
1110	Unemployed adults in lifelong learning (%)	2.4	7.7	4.7	9.2	2.3	1.5	5.5	9.1
1120	Individuals who wanted to participate in training but did not (%)	12.8	13.2						
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.30	0.67		0.73		0.06		
2020	IVET public expenditure (EUR per student)	1 907	6 985		8 098		1 113		
2030	Enterprise expenditure on CVT courses as % of total labour cost		0.9						
2040	Average number of foreign languages learned in IVET	0.8	1.2	0.9	1.2	0.1	0.0		
2050	STEM graduates from upper-secondary VET (% of total)	55.6	34.6	57.2	31.2	1.6	-3.4		
2060	30-34 year-olds with tertiary VET attainment (%)		7.3		7.3		0.0		8.5
2070	Innovative enterprises with supportive training practices (%)				46.4				
2080	Employment rate for IVET graduates (20-34 year-olds)			63.7	79.1				
2090	Employment premium for IVET graduates (over general stream)			11.2	5.6				
2100	Employment premium for IVET graduates (over low-educated)			9.6	17.4				
2110	Workers helped to improve their work by training (%)				89.7				
2120	Workers with skills matched to their duties (%)			64.5	55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)	48.8	15.5	43.1	14.1	-5.7	-1.4	41.9	13.5
3020	30-34 year-olds with tertiary attainment (%)	11.9	28.9	15.5	33.5	3.6	4.6	16.3	34.6
3030	NEET rate for 18-24 year-olds (%)	45.2	15.1	39.2	16.5	-6.0	1.4	36.0	16.7
3040	Unemployment rate for 20-34 year-olds (%)	11.5	10.6	13.9	13.1	2.4	2.5	11.7	13.3
3050	Adults with lower level of educational attainment (%)	73.9	30.1	71.6	27.3	-2.3	-2.8	70.8	26.6
3060	Employment rate for 20-64 year-olds (%)	48.2	69.0	50.0	68.6	1.8	-0.4	52.2	68.6
3070	Medium/high-qualified employment in 2020 (% of total)				82.2				

NB: b = break in series. Where the break in series occurs in 2011, data for 2006 and 2010 are not presented.
If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 is shown;
u = unreliable; p= provisional.

References

- Council of the European Union (2009). Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training (ET 2020). *Official Journal of the European Union*, C 119, 28.5.2009, pp. 2-10. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:EN:PDF> [accessed 28.3.2013].
- Council of the European Union (2011). Council conclusions on a benchmark for learning mobility. *Official Journal of the European Union*, C 372, 20.12.2011, pp. 31-35. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:372:0031:0035:EN:PDF> [accessed 28.3.2013].
- Council of the European Union (2012). Council conclusions of 11 May 2012 on the employability of graduates from education and training. *Official Journal of the European Union*, C 169, 15.6.2012, pp. 11-15. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2012:169:0011:0015:EN:PDF> [accessed 28.3.2013].
- Council of the European Union; European Commission (2010). *The Bruges communiqué*. <http://libserver.cedefop.europa.eu/vetelib/2010/75928.pdf> [accessed 28.3.2013].
- Council of the Ministers responsible for higher education (2009). *The Leuven/Louvain-la-Neuve communiqué: the Bologna process 2020; the European higher education area in the new decade*. http://ond.vlaanderen.be/hogeronderwijs/bologna/conference/documents/Leuven_Louvain-la-Neuve_Communique_April_2009.pdf [accessed 28.3.2013].
- European Commission (2010). Communication from the Commission of 3 March 2010, Europe 2020: a strategy for smart, sustainable and inclusive growth [not published in the Official Journal]. <http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:2020:FIN:EN:PDF> [accessed 28.3.2013].

Annex

Short description of indicators

No	Indicator	Short description and source	Year used for 2010 column in the tables	Year used for 2006 column in the tables	Year used for the figures if not 2010
Access, attractiveness and flexibility					
1010	IVET students as a % of all upper-secondary students	Number of students in upper-secondary IVET (ISCED 3) as a percentage of all upper-secondary students (Eurostat, UOE)	2010	2006	
1020	IVET work-based students as a % 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) ^{(a)(b)}	2010	2006	
1030	Employees participating in CVT courses (%)	Number of employees who have participated in employer-provided CVT courses in the last 12 months as a percentage of all employees in all enterprises surveyed (Eurostat, CVTS)		2005	2005
1040	Employees participating in on-the-job training (%)	Number of employees who have participated in employer-provided on-the-job training in the last 12 months as a percentage of all employees in all enterprises surveyed (Eurostat, CVTS)		2005	2005
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)	2010	2006	
1060	Enterprises providing training (%)	Percentage of enterprises providing any type of vocational training to their employees in the last 12 months (Eurostat, CVTS)		2005	2005
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)	2010	2006	
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) ^(a)	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)	2010	2006	
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)	2010	2006	
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)	2010	2006	
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	2007

No	Indicator	Short description and source	Year used for 2010 column in the tables	Year used for 2006 column in the tables	Year used for the figures if not 2010
Skill development and labour market relevance					
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) ^{(a)(b)}	2009	2006	2009
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) ^{(a)(b)}	2009	2006	2009
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	2005
2040	Average number of foreign languages learned in IVET	Average number of foreign languages learned in vocational upper-secondary education (ISCED 3) (Eurostat, UOE)	2010	2006	
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) ^(b)	2010	2006	
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) ^(a)	2010	2006	
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) ^(b)	2008		2008
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) ^(a)	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's calculations based on Eurostat, LFS, 2009 AHM) ^(a)	2009		2009

No	Indicator	Short description and source	Year used for 2010 column in the tables	Year used for 2006 column in the tables	Year used for the figures if not 2010
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's calculations based on Eurostat, LFS, 2009 AHM) ^(a)	2009		2009
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		
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		
Overall transitions and labour market trends					
3010	Early leavers from education and training (%)	Percentage of the population aged 18-24 who have attained, at most, lower-secondary education and are not involved in further education or training (Eurostat, LFS)	2010	2006	
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)	2010	2006	
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)	2010	2006	
3040	Unemployment rate for 20-34 year-olds (%)	Unemployment rate (%) of 20-34 year-olds (Cedefop calculations based on Eurostat, LFS)	2010	2006	
3050	Adults with lower level of educational attainment (%)	Percentage of the population aged 25-64 who have attained, at most, lower-secondary education (ISCED 97 levels 0-2) (Eurostat, LFS)	2010	2006	
3060	Employment rate for 20-64 year-olds (%)	Percentage of the population aged 20-64 in employment (Eurostat, LFS)	2010	2006	
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)	2020		2020

^(a) Data supplied on Cedefop's request.

^(b) 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, namely for 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 (i.e. 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, namely for 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 provided 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.



CEDEFOP

European Centre for the Development
of Vocational Training

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

Country statistical overviews

Luxembourg:
Publications Office of the European Union

2013 – VI, 153 p. – 21 x 29.7 cm

ISBN 978-92-896-1143-5

ISSN 1831-5860

doi: 10.2801/47144

Cat. No: TI-BC-13-001-EN-N

Free download at:

http://www.cedefop.europa.eu/EN/Files/5531_en.pdf

Free of charge – 5531 EN –

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

Country statistical overviews

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

Cedefop has selected a set of 31 statistical indicators to quantify key aspects of VET and lifelong learning, based on their policy relevance and importance for achieving the Europe 2020 objectives. The aim is to help describe, monitor and compare countries.

The indicators do not claim to assess national systems or policies. Instead, they should be used as headline figures for reflecting on progress towards the strategic objectives set for Europe.

The indicators take 2010 as the baseline year and present statistical overviews for the 27 European Union Member States and Croatia, the former Yugoslav Republic of Macedonia, Iceland, Norway, Switzerland and Turkey.

Europe 123, 570 01 Thessaloniki (Pylea), GREECE
Postal address: PO Box 22427, 551 02 Thessaloniki, GREECE
Tel. +30 2310490111, Fax +30 2310490020
E-mail: info@cedefop.europa.eu

visit our portal www.cedefop.europa.eu

5531 EN

http://www.cedefop.europa.eu/EN/Files/5531_en.pdf

