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EN

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

Country statistical overviews
Update 2013

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Foreword

This report provides an updated statistical overview of vocational education and training (VET) and lifelong learning in European countries. These country statistical snapshots illustrate progress on indicators selected for their policy relevance and contribution to Europe 2020 objectives. The indicators provide country-based evidence on: access, attractiveness and flexibility of initial and continuous VET; investment, skill developments and labour market relevance in VET; and labour market transitions and employment trends. They offer a review of progress in key areas of education and training policy in Europe.

The report is the first updated edition of a recent Cedefop publication, *On the way to 2020: data for vocational education and training policies: country statistical overviews* (Cedefop, 2013). It incorporates new hard evidence from the European statistical system, including the latest rounds of the continuing vocational training survey and the adult education surveys, as well as most recent updates from the EU labour force survey and the UOE data collection on education. Latest data from Cedefop skills supply and demand forecasts are also considered.

This second edition results from continuing efforts to update, review and improve key indicators as new and better data become available. It helps disseminate the freshest relevant data in a concise and user-friendly way, as did the previous edition.

Data are based on international statistics enabling comparisons of countries and statistical averages for the EU. The overviews comprise 32 carefully selected indicators that, separately and together, provide relevant information about the position of each country in relation to the priorities of European VET and lifelong learning policy. Indicators are supplemented by a short commentary highlighting particularly interesting points of information for each country.

This publication is, in consequence, a valuable tool to help policy-makers understand and assess the situation in each European country.

Joachim James Calleja
Director

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Introduction

Aim

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

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

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

Taking 2010 as the baseline year, to coincide with the launch of the strategy and the revised European VET policy framework, 32 core indicators are published as 'statistical overviews' of each country: the 28 European Union (EU) Member States and, where data are available, for the former Yugoslav Republic of Macedonia, Iceland, Norway, Switzerland and Turkey. The format is intended to be easy to use and data are supplemented with a commentary highlighting interesting points for each country.

The core indicators do not claim to assess national systems or policies. Statistics have their limitations: they can oversimplify complex issues; to be 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

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

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 the initial 140, 31 core indicators were initially selected with an additional one was added in this second edition. The selection was based on three factors. First, the indicators should be quantitative, from available good-quality data. Qualitative progress, for example legislative or other policy changes introduced by Member States to reform VET, are important, but are best covered in policy reports rather than a restricted set of indicators. Second, the indicators should focus on VET and its contribution to European VET policy and Europe 2020 employment, education and training benchmarks. Third, the indicators should be complementary. The definition of each and its data source are in Annex 1.

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.

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 target EU averages for 2020: they are not national goals. Member States consider how and to what extent they can contribute to the collective achievement of the European benchmarks. Accordingly, Member States can also set their own national targets for 2020 [b].

Europe 2020 benchmarks for employment, education and training are:

- an employment rate of at least 75% for 20 to 64 year-olds;
- early leavers from education and training should be less than 10%;
- at least 40% of 30 to 34 year-olds should 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 partici pate in early childhood education;
- at least 40% of 30 to 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 to 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 to 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 [i];
- improving VET quality;
- encouraging investment in VET;
- technological innovation; entrepreneurship.
- 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 to 64 participating in education and training during the four weeks prior to the survey (Eurostat, labour force survey).
([d]) Percentage of those aged 30 to 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 to 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 to 34 who graduated up to three years before and who are not currentl 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).

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

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

Skill developments and labour market relevance

This group includes core indicators on VET expenditure 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 to 34 year-olds having tertiary education. This is done using ISCED 5b qualifications (practical, technical, professional qualifications) as a proxy of VET at tertiary education level.

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

Core indicators on the benefit of IVET consider employment rates of 20 to 34 year-old IVET graduates who are no longer in formal education ([8]). Compared to more classical unemployment rates, employment rates are 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 to 34 with two groups of the same age; first with the employment rate of general education graduates and then with the employment rate of those with low levels of education. All the indicators exclude individuals in further formal education. The aim is to examine any added value of studying initial VET compared to general education or leaving school early.

Core indicators under this heading also include continuing VET impact on a person's ability to perform their job, providing data on the extent to which employees believe that continuing VET has enabled them to do their job better. This indicator

is preferred to one on training impact on career prospects as other factors can affect them more than VET. The final indicator in this group looks at whether employees believe that they have the right skills for their job, to derive some idea about skill mismatch among workers ([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 to 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 to 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. While it is generally calculated and presented for those aged 15 to 24, the rate selected here focuses on 20 to 34 year-olds. This is to done to extend the age group, also considering later entrances in the labour market due to increasingly longer stay in initial education and training, and to exclude the age group 15 to 19, where active labour market participation is relatively 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 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. 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 educational 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 VET quality, are also included in the AES questionnaire, even though improvement could be pursued.

Absence of longitudinal and more objective data is a limitation. Better exploitation of the survey on income and living conditions and/or of the EU LFS waves approach could be a way forward, especially for continuing VET. For initial VET the possibilities are more limited as long as study orientation (for example general or vocational) is not fully distinguished. 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-sponsored training and or job-related learning, ideally in the LFS or, more pragmatically speaking, in AES. This should be done in terms of headcounts since the benchmark on lifelong learning is expressed in terms of headcounts and should account for a contribution to the overall level of education and training, i.e. not excluding the formal component.

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

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

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

At the time of data retrieval, not all EU averages were available for the new EU-28 aggregate; the most recent data used in this publication refer to 2012 (with Croatia joining the EU in 2013) so this report refers to EU values as averages across the 27 countries which were Member States in 2012. Such values have been retrieved from the Eurostat online database. In some cases, EU averages were not directly available from the Eurostat online database and have been estimated as weighted averages of available country data (Annex 1). In doing this, countries for which data were not available in all years have been excluded.

Data on which the index scores are calculated are presented in a country table, which also shows changes over time. Comments are provided to help read the data and highlight key points. In addition to country data, comments also refer to EU averages and, in some instances, to EU benchmarks (targets set for the EU averages and to be met by 2020), as well as to 2020 national targets. 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 Annex 1, which also includes the years used to calculate each indicator.

To provide some idea of trends, data from the baseline year of 2010 are compared in the table with data from 2006. For both 2006 and 2010, country data are shown alongside the EU average. In the next column, trend data over 2006-10 (in most cases expressed as percentage point increase or decrease) are shown for both the country and the EU. Where more recent data are available (either for 2011 or for 2012, depending on the indicator), 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 or 2012, 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 are shown. A new type of flag has been introduced in Eurostat database, indicating a change in definition. Data where there is a change in definition are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are not presented because comparability over time is also affected.

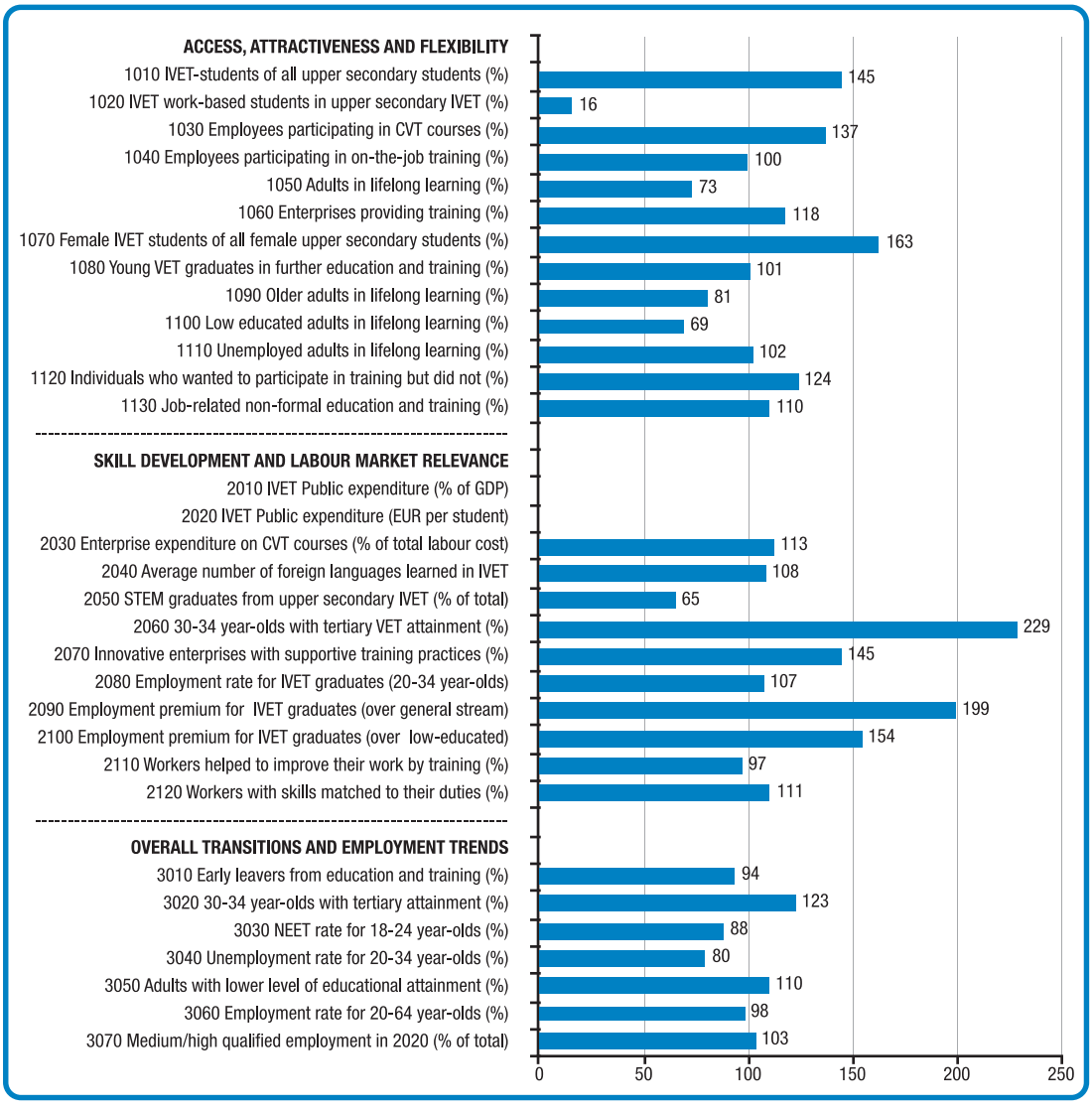
(1) The European and international statistical infrastructure is the combined data collections, surveys and related data production processes carried out at European and international levels to provide statistical information on VET and/or lifelong learning.
(2) The primary source of these data is the 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 to participation levels, as derived from the third continuing vocational training survey, which is the main data source.
(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.
(9) Data are selected from the 2010 European working condition survey.
(10) All these indicators come from the European labour force survey.
(11) Data from Cedefop's skills forecast.
(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.

Part I

Member States of the European Union

1. Belgium

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



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

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

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

The percentage of all upper secondary students participating in IVET in Belgium (72.8%) is higher than the corresponding EU average (50.3% in 2011). Only 4.3% of upper secondary IVET students are in combined work- and school-based programmes compared with 27.0% for the EU as a whole. Data for 2012 reveal that Belgium has proportionally fewer people involved in lifelong learning (6.6%) than the EU as a whole (9.0%): this share has decreased compared to 2010 (from 7.2% to 6.6%). Participation in employer-sponsored CVT courses (2010 CVTS data) is higher (52% of all employees in all enterprises surveyed) than in the EU (38%). The share of enterprises providing training is also higher (78% for Belgium, 66% for the EU as a whole).

Skill development and labour market relevance

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

Students in IVET are less likely to graduate in STEM subjects (in 2011 19.1% of IVET upper secondary graduations are in STEM subjects compared with 29.4% in the EU). In contrast, the percentage of 30 to 34 year-olds who have attained tertiary-level VET (ISCED 5b) is relatively high (19.8%, compared with 8.6% in the EU in 2012). The percentage of enterprises providing training to support innovation (60.0% of innovative enterprises) is also significantly higher than the EU average (41.5%) (CIS data for 2010).

Based on 2009 data, 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 here compare them with graduates from general education at same ISCED level and graduates at lower ISCED level (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 in Belgium enjoy a positive premium on both measures. They have an employment rate 11.2 percentage points higher than their counterparts from general education (above the EU average premium of 5.6 percentage points) and 26.9 percentage points higher than those with lower-level qualifications (also above the EU average premium of 17.4 percentage points). All these employment figures relate to 2009 and exclude the young in further education.

Overall transitions and employment trends

In this section all data refer to 2012 unless otherwise stated.

The share of early leavers from education and training (12.0%) is slightly lower than the EU average (12.8%). However, this percentage has stabilised since 2010 and remains above the national target (9.5%) and the average target set by the Europe 2020 strategy (10%).

The percentage of the 30 to 34 year-olds with tertiary-level education is 43.9%; the EU figure is 35.8%. Belgium is above the Europe 2020 average target (40%), but has not yet surpassed the national target (47%).

The percentage of adults with low-level education is higher than in the EU (respectively 28.4% and 25.8%). The unemployment rate for 20 to 34 year-olds (11.5%) and NEET rate (15.0%) are lower than for the EU as a whole (14.5 for the unemployment rate and 17.0 for the NEET rate).

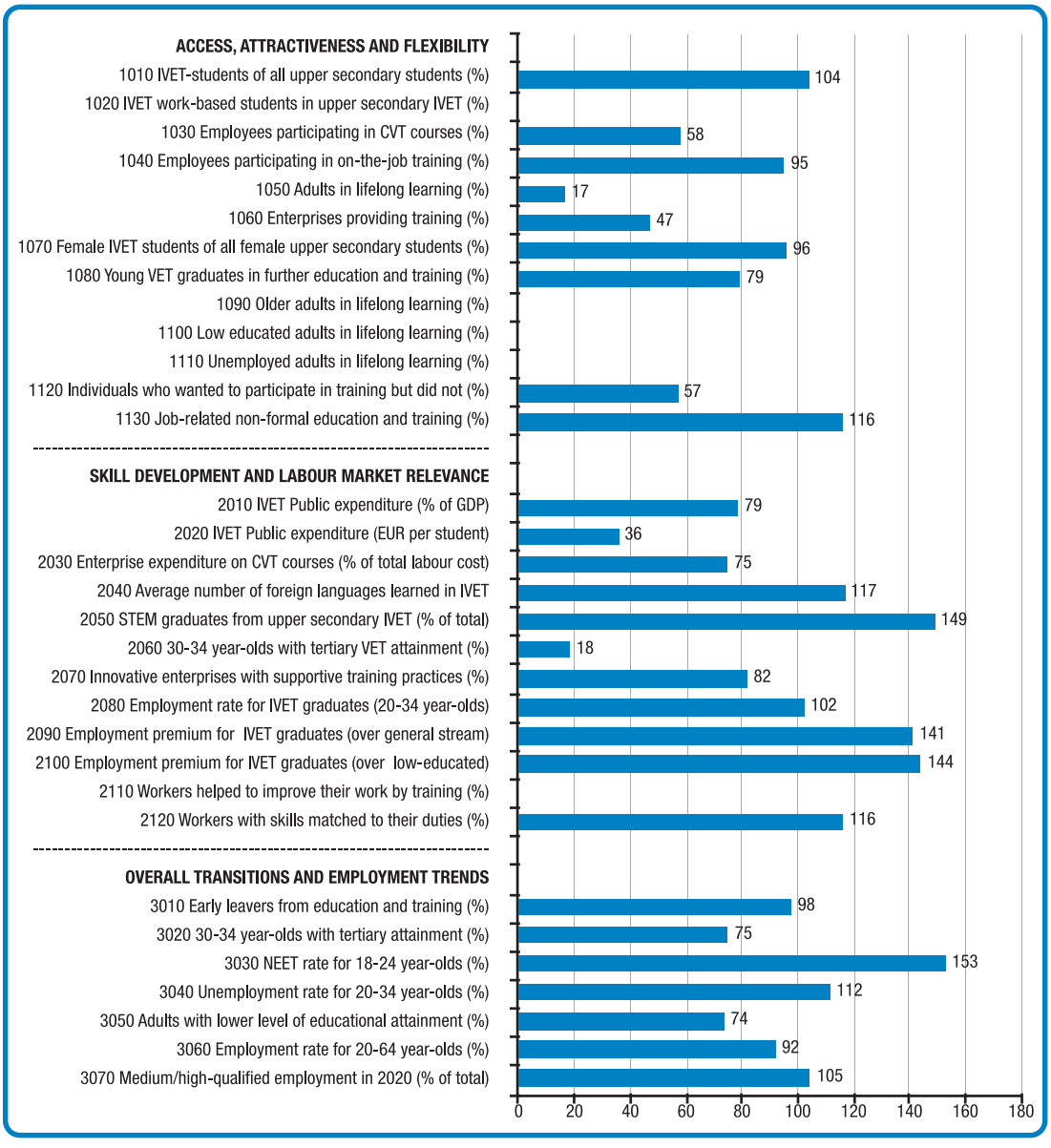
Score on VET indicators in Belgium and in the EU, 2006, 2010 and 2011/12 (where available)

	Indicator label	2006		2010		Change 2006-10		2011/12 updates	
		BE	EU	BE	EU	BE	EU	BE	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	69.5	51.7	73.0	49.9	3.5	-1.8	72.8	50.3
1020	IVET work-based students as % of upper secondary IVET	5.0	27.7	4.3	27.9	-0.7	0.2	4.3	27.0
1030	Employees participating in CVT courses (%)	40	33	52	38	12	5		
1040	Employees participating in on-the-job training (%)	21	16	21	21	0	5		
1050	Adults in lifelong learning (%)	7.5	9.5	7.2	9.1	-0.3	-0.4	6.6	9.0
1060	Enterprises providing training (%)	63	60	78	66	15	6		
1070	Female IVET students as % of all female upper secondary students	68.3	46.3	72.9	44.2	4.6	-2.1	72.9	44.7
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	4.3	5.3
1100	Low-educated adults in lifelong learning (%)	3.0	3.7	3.1	3.9	0.1	0.2	2.7	3.9
1110	Unemployed adults in lifelong learning (%)	10.4	7.7	9.0	9.2	-1.4	1.5	9.2	9.0
1120	Individuals who wanted to participate in training but did not (%)	17.2	14.5	13.5	10.9	-3.7	-3.6		
1130	Job-related non-formal education and training (%)	86.0	84.5	89.9	81.4	3.9	-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)		0.67		0.71		0.04		
2020	IVET public expenditure (EUR per student)		7 089		8 549		1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.6	0.9	0.9	0.8	0.3	-0.1		
2040	Average number of foreign languages learned in IVET	1.3	1.2	1.3	1.2	0.0	0.0	1.3	1.2
2050	STEM graduates from upper secondary VET (% of total)	23.5	32.0	19.1	28.7	-4.4	-3.3	19.1	29.4
2060	30-34 year-olds with tertiary VET attainment (%)	22.0	7.3	20.7	7.3	-1.3	0.0	19.8	8.6
2070	Innovative enterprises with supportive training practices (%)	63.3	42.8	60.0	41.5	-3.3	-1.3		
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	14.0	-0.7	-1.5	12.0	12.8(p)
3020	30-34 year-olds with tertiary attainment (%)	41.4	28.9	44.4	33.5	3.0	4.6	43.9	35.8
3030	NEET rate for 18-24 year-olds (%)	14.6	15.1	14.3	16.5	-0.3	1.4	15.0	17.0(p)
3040	Unemployment rate for 20-34 year-olds (%)	11.5	10.6	12.2	13.1	0.7	2.5	11.5	14.5
3050	Adults with lower level of educational attainment (%)	33.1	30.1	29.5	27.3	-3.6	-2.8	28.4	25.8
3060	Employment rate for 20-64 year-olds (%)	66.5	69.0	67.6	68.5	1.1	-0.5	67.2	68.5
3070	Medium/high-qualified employment in 2020 (% of total)			85.0	82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, 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 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

2. Bulgaria

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



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

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

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

Key points

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 50.3% in the EU (data for 2011). A more remarkable difference is found in the adult participation rate in lifelong learning, 1.5%, which is much lower than the EU average of 9.0% in 2012. Since 2006, the percentage of adults participating in lifelong learning has increased little in Bulgaria and remains much below the average target (15%) set by the strategic framework 'education and training 2020'. Data from the 2010 CVTS give an indication of the limited extent to which employers provide training to their employees: 31% compared with the EU average 66%. Consistent with this finding, the survey reports that relatively few employees undertake CVT courses (22% in Bulgaria, 38% across the EU). Participation by young IVET graduates in further education and training (24.3%) is also lower than in the EU (30.7% in 2009).

Skill development and labour market relevance

Data from 2010 on public expenditure on IVET (ISCED 3-4) per student show that this was significantly lower than the average of the EU (EUR 3 048 in Bulgaria and an average of EUR 8 549 in the EU), but expenditure as a percentage of GDP is closer to the EU average (0.56% in Bulgaria, 0.71% in the EU).

The percentage graduating from upper secondary VET with STEM qualifications is higher (43.7%) than the EU average (29.4%), although this has decreased since 2010 in contrast to the recent trend across the EU. The percentage of 30 to 34 year-olds who have attained tertiary-level VET (ISCED 5b) is 1.6%, considerably lower than the EU average of 8.6%. The percentage of enterprises providing training to support innovation is below the EU average (34.0% of innovative enterprises in Bulgaria; 41.5% in the EU in 2010). The percentage of workers with skills matched to their duties is relatively high at 64.3% compared with 55.3% across the EU in 2010.

Based on 2009 data, 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 here compare them with graduates from general education at same ISCED level and graduates at lower ISCED level (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 in Bulgaria, enjoy a positive premium on both measures. They have an employment rate 7.9 percentage points higher than their counterparts from general education (above the corresponding EU average premium of 5.6 percentage points) and 25.1 percentage points higher than those with lower-level qualifications (also above the EU average premium of 17.4 percentage points). All these employment figures relate to 2009 and exclude the young in further education.

Overall transitions and employment trends

In this section all data refer to 2012 unless otherwise stated.

Early leaving from education and training is approximately in line with the EU average (12.5% and 12.8% respectively). Although early leaving has fallen over recent years (with a further drop from 2010 to 2012 by more than one percentage point), it remains above the Europe 2020 average target of 10% and the national target of 11%. The percentage of 30 to 34 year-olds who have attained tertiary-level education (26.9%) is relatively low compared with the EU average (35.8%). At 26.9% this indicator remains below the national target (36%) and below the Europe 2020 average target (40%). The percentage of adults with low educational attainment (19.0%) is below the average found across the EU (25.8%). The NEET rate for 18 to 24 year-olds is much higher at 26.0% than the EU average of 17.0%, and the unemployment rate for 20 to 34 year-olds is higher compared to the EU average (at 16.1% and 14.5% respectively).

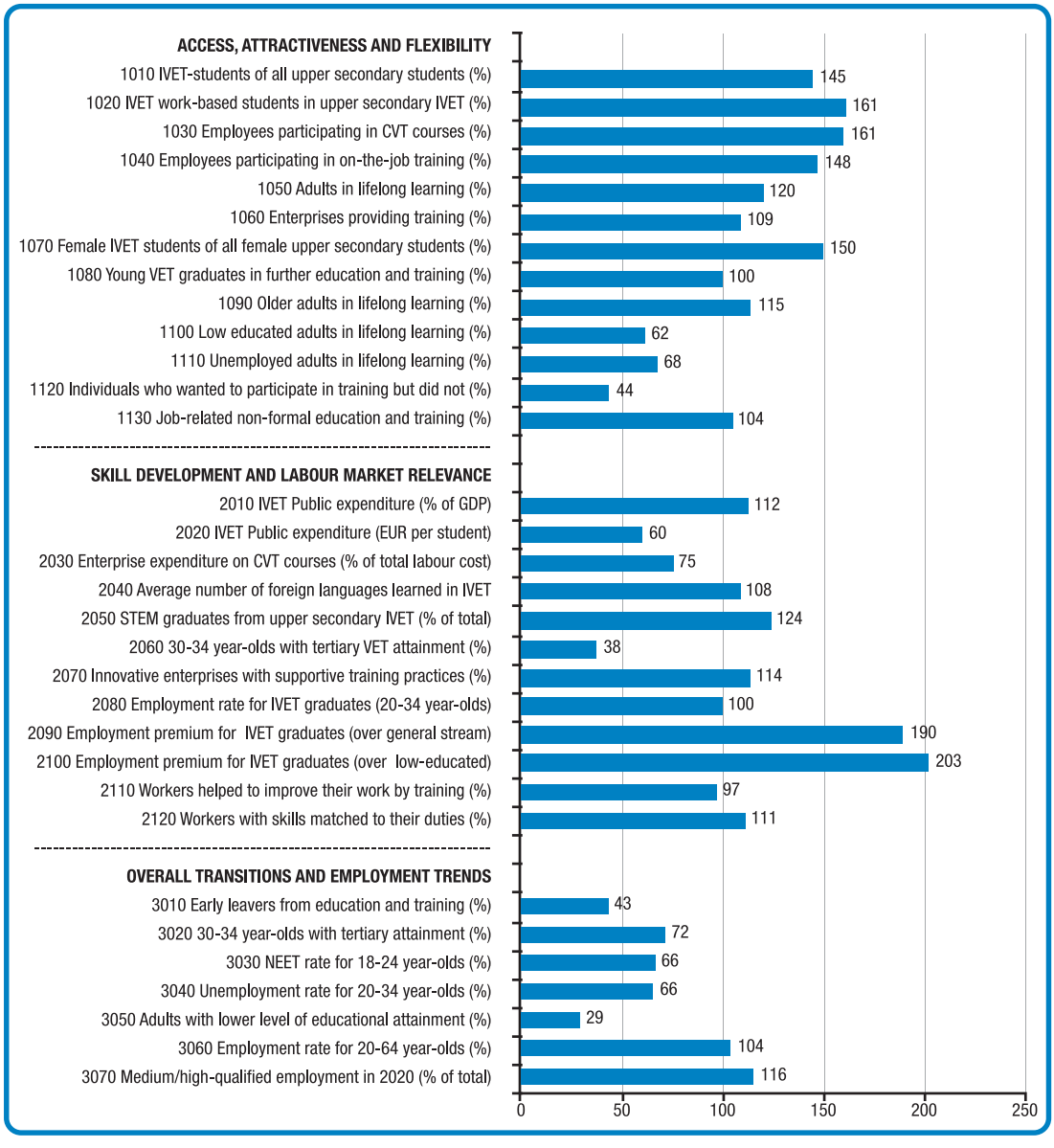
Score on VET indicators in Bulgaria and in the EU, 2006, 2010 and 2011/12 (where available)

	Indicator label	2006		2010		Change 2006-10		2011/12 updates	
		BG	EU	BG	EU	BG	EU	BG	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	54.0	51.7	52.2	49.9	-1.8	-1.8	52.2	50.3
1020	IVET work-based students as % of upper secondary IVET		27.7		27.9		0.2		27.0
1030	Employees participating in CVT courses (%)	15	33	22	38	7	5		
1040	Employees participating in on-the-job training (%)	12	16	20	21	8	5		
1050	Adults in lifelong learning (%)	1.3	9.5	1.2	9.1	-0.1	-0.4	1.5	9.0
1060	Enterprises providing training (%)	29	60	31	66	2	6		
1070	Female IVET students as % of all female upper secondary students	43.0	46.3	42.9	44.2	-0.1	-2.1	42.9	44.7
1080	Young VET graduates in further education and training (%)			24.3	30.7				
1090	Older adults in lifelong learning (%)	(u)	5.1	(u)	5.3		0.2	(u)	5.3
1100	Low-educated adults in lifelong learning (%)		3.7		3.9		0.2	0.5(u)	3.9
1110	Unemployed adults in lifelong learning (%)		7.7		9.2		1.5	1.4(u)	9.0
1120	Individuals who wanted to participate in training but did not (%)	5.4	14.5	6.2	10.9	0.8	-3.6		
1130	Job-related non-formal education and training (%)	96.3	84.5	94.4	81.4	-1.9	-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.58	0.67	0.56	0.71	-0.02	0.04		
2020	IVET public expenditure (EUR per student)	2 101	7 089	3 048	8 549	947	1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.7	0.9	0.6	0.8	-0.1	-0.1		
2040	Average number of foreign languages learned in IVET	1.2	1.2	1.4	1.2	0.2	0.0	1.4	1.2
2050	STEM graduates from upper secondary VET (% of total)	51.8	32.0	48.0	28.7	-3.8	-3.3	43.7	29.4
2060	30-34 year-olds with tertiary VET attainment (%)		7.3	1.6(u)	7.3	(d)	0.0	1.6	8.6
2070	Innovative enterprises with supportive training practices (%)	23.4	42.8	34.0	41.5	10.6	-1.3		
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	14.0	-3.4	-1.5	12.5	12.8(p)
3020	30-34 year-olds with tertiary attainment (%)		28.9	25.3	33.5	(d)	4.6	26.9	35.8
3030	NEET rate for 18-24 year-olds (%)	28.0	15.1	27.8	16.5	-0.2	1.4	26.0	17.0(p)
3040	Unemployment rate for 20-34 year-olds (%)		10.6		13.1		2.5	16.1(b)	14.5
3050	Adults with lower level of educational attainment (%)		30.1	20.6	27.3	(d)	-2.8	19.0	25.8
3060	Employment rate for 20-64 year-olds (%)		69.0		68.5		-0.5	63.0(b)	68.5
3070	Medium/high-qualified employment in 2020 (% of total)			86.0	82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, 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 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

3. The Czech Republic

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



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

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

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

The chart illustrates frequent participation in IVET: the percentage of all upper secondary students participating in IVET is 73.0%, much higher than the EU average of 50.3%. The share of IVET students involved in combined work- and school-based programmes (43.6%) is also higher than the EU average (27.0%). New methodology has been introduced from 2011 for data on adult participation in lifelong learning; this has partly modified the traditional picture for the country. Overall adult participation in education and training and participation of older adults in 2012 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 2010 CVTS data – are both higher in the Czech Republic than the EU average. For example, 61% of employees participated in CVT courses compared to 38% in the EU, and 72% of employers report providing training compared with the EU 42%. Similar differences can be found for participation in on-the-job training (31% for the Czech Republic; 21% for the EU as a whole).

Skill development and labour market relevance

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

Public expenditure on IVET (based on 2010 data for ISCED 3-4) as a percentage of GDP (0.80%), is higher than the EU average (0.71%). However, the amount spent per student, EUR 5 164, is below the EU average, EUR 8 549. The share of STEM graduates from upper secondary VET is higher than the EU average (36.3% and 29.4% respectively).

Based on 2009 data, the employment rate for IVET graduates (aged 20-34) at ISCED 3-4 (78.7%) is approximately in line with the EU average (79.1%). It could be further compared with the employment rate for graduates from general education at same ISCED level and that of graduates at lower ISCED level (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 that of their counterparts from general education (this is above the corresponding EU average premium of 5.6 percentage points) and 35.2 percentage points higher than that of those with lower-level qualifications (also above the corresponding EU average premium of 17.4 percentage points). All these employment figures relate to 2009 and exclude the young in further education.

Overall transitions and employment trends

In this section all data refer to 2012 unless otherwise stated.

There has been a slight increase in the percentage of early leavers in the Czech Republic from 2010 (4.9%) to 2012 (5.5%). This is still well below the EU average (12.8%) and the Europe 2020 average target (10%) and equal to the national target (5.5%). The unemployment rate for 20 to 34 year-olds at 9.5% is below the EU average of 14.5%. Fewer adults have low-level education than in the EU (7.5% compared with 25.8%). The share of 30 to 34 year-olds with tertiary-level education has increased significantly from 13.1% in 2006 to 20.4% in 2010 and 25.6% in 2012, but is still below the EU average (35.8%), the Europe 2020 average target (40%) and the national target (32%).

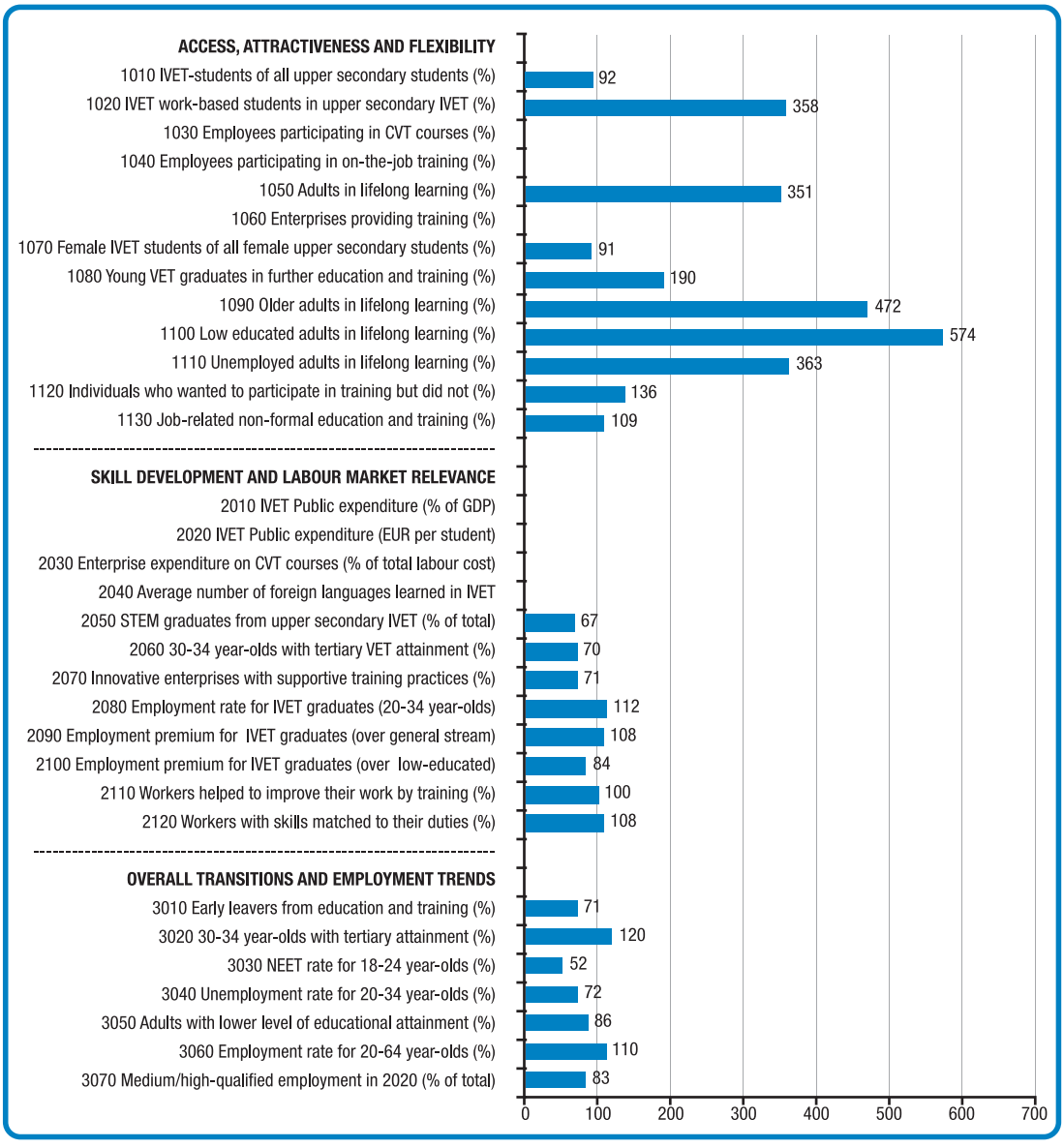
Score on VET indicators in the Czech Republic and in the EU, 2006, 2010 and 2011/12 (where available)

	Indicator label	2006		2010		Change 2006-10		2011/12 updates	
		CZ	EU	CZ	EU	CZ	EU	CZ	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	79.3	51.7	73.1	49.9	-6.2	-1.8	73.0	50.3
1020	IVET work-based students as % of upper secondary IVET	43.9	27.7	43.7	27.9	-0.2	0.2	43.6	27.0
1030	Employees participating in CVT courses (%)	59	33	61	38	2	5		
1040	Employees participating in on-the-job training (%)	32	16	31	21	-1	5		
1050	Adults in lifelong learning (%)		9.5		9.1		-0.4	10.8(b)	9.0
1060	Enterprises providing training (%)	72	60	72	66	0	6		
1070	Female IVET students as % of all female upper secondary students	74.7	46.3	67.3	44.2	-7.4	-2.1	67.1	44.7
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	6.1(b)	5.3
1100	Low-educated adults in lifelong learning (%)		3.7		3.9		0.2	2.4(b)	3.9
1110	Unemployed adults in lifelong learning (%)		7.7		10.8		1.5	6.1(b)	9.0
1120	Individuals who wanted to participate in training but did not (%)	12.8	14.5	4.8	10.9	-8.0	-3.6		
1130	Job-related non-formal education and training (%)	93.9	84.5	85.0	81.4	-8.9	-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.87	0.67	0.80	0.71	-0.07	0.04		
2020	IVET public expenditure (EUR per student)	4 728	7 089	5 164	8 549	436	1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.9	0.9	0.6	0.8	-0.3	-0.1		
2040	Average number of foreign languages learned in IVET	1.3	1.2	1.3	1.2	0.0	0.0	1.3	1.2
2050	STEM graduates from upper secondary VET (% of total)	36.5	32.0	35.0	28.7	-1.5	-3.3	36.3	29.4
2060	30-34 year-olds with tertiary VET attainment (%)	0.9	7.3	1.9	7.3	1.0	0.0	3.3	8.6
2070	Innovative enterprises with supportive training practices (%)	48.8	42.8	47.1	41.5	-1.7	-1.3		
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	14.0	-0.2	-1.5	5.5	12.8(p)
3020	30-34 year-olds with tertiary attainment (%)	13.1	28.9	20.4	33.5	7.3	4.6	25.6	35.8
3030	NEET rate for 18-24 year-olds (%)	12.3	15.1	11.4	16.5	-0.9	1.4	11.3	17.0(p)
3040	Unemployment rate for 20-34 year-olds (%)		10.6		13.1		2.5	9.5(b)	14.5
3050	Adults with lower level of educational attainment (%)	9.7	30.1	8.1	27.3	-1.6	-2.8	7.5	25.8
3060	Employment rate for 20-64 year-olds (%)		69.0		68.5		-0.5	71.5(b)	68.5
3070	Medium/high-qualified employment in 2020 (% of total)			95.2	82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, 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 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

4. Denmark

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



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

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

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

The percentage of upper secondary students in the IVET stream (46.1%) is slightly lower than the EU average (50.3%), though nearly all students in IVET are engaged in combined work- and school-based programmes (96.8% compared with 27.0% in the EU).

Data for 2012 show that adult participation in lifelong learning is more than three times the EU average (31.6% compared to 9.0% in 2012), 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, although there has been a slight reduction in participation rates recorded by these groups from 2010 to 2012, while, over the same period, EU averages have remained stable. The percentage of adults who wanted to train, but did not, is relatively high (14.8% in Denmark compared to 10.9% for the EU as a whole).

Skill development and labour market relevance

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, data for 2010), as is the share of IVET graduations in STEM subjects (19.7% in Denmark and 29.4% in the EU, data for 2011).

Based on 2009 data, 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 (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 in Denmark 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). The 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 the young in further education.

Overall transitions and employment trends

In this section all data refer to 2012 unless otherwise stated.

The early leaver rate from education and training, 9.1%, is lower than the EU average of 12.8%. This value is below both the average target set by the Europe 2020 strategy and its national target of 10%. The percentage of 30 to 34 year-olds with tertiary-level education (43.0%) is higher than the EU average (35.8%). At this level, Denmark passes 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 (22.1% compared with 25.8%).

The employment rate for 20 to 64 year-olds (75.4%) is higher than the EU average (68.5%). The unemployment rate for 20 to 34 year-olds is 10.4%, lower than the EU average (14.5%). The NEET rate is approximately half that in the EU (8.8% compared with 17.0%).

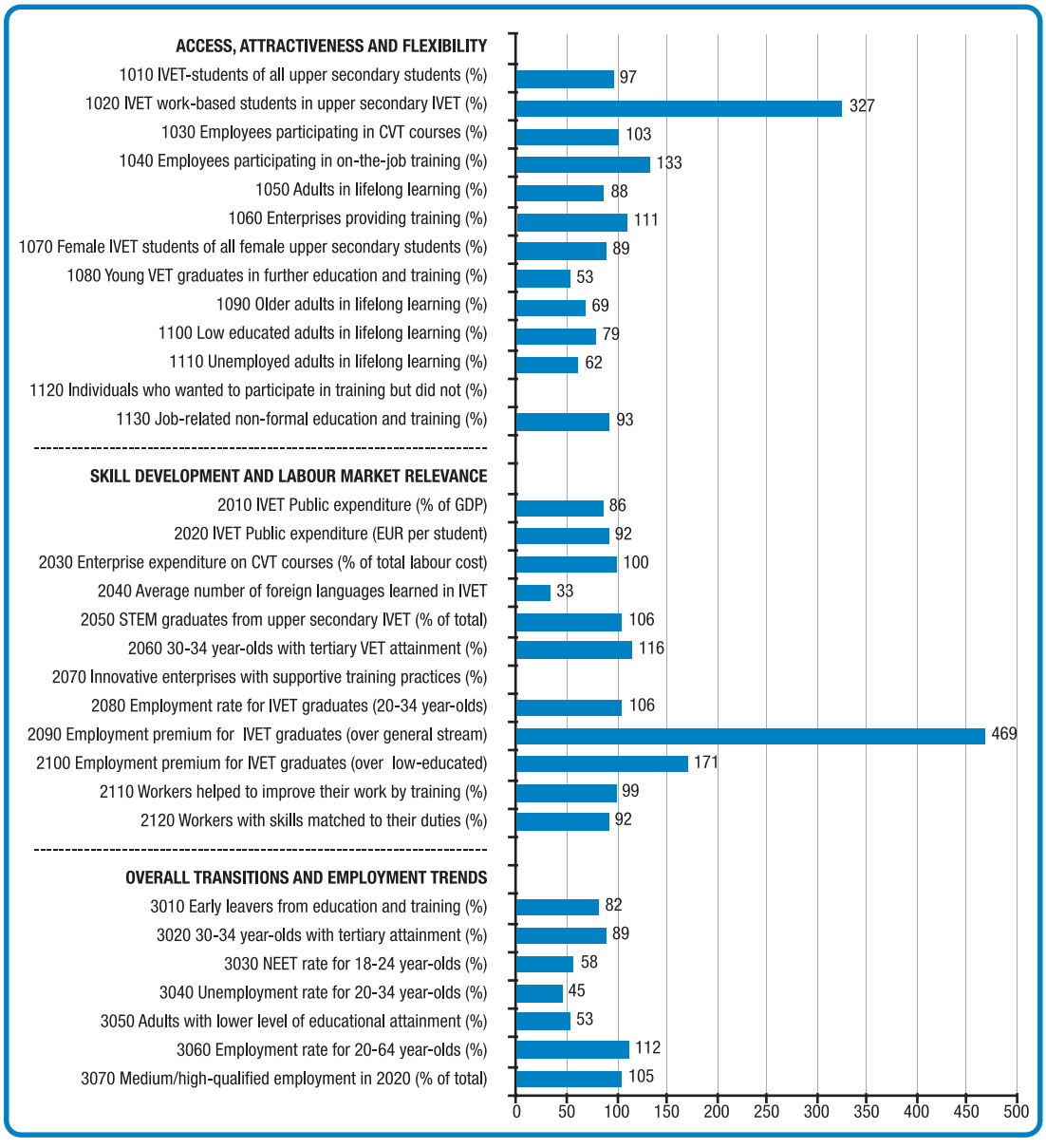
Score on VET indicators in Denmark and in the EU, 2006, 2010 and 2011/12 (where available)

	Indicator label	2006		2010		Change 2006-10		2011/12 updates	
		DK	EU	DK	EU	DK	EU	DK	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	47.8	51.7	46.5	49.9	-1.3	-1.8	46.1	50.3
1020	IVET work-based students as % of upper secondary IVET	99.7	27.7	97.4	27.9	-2.3	0.2	96.8	27.0
1030	Employees participating in CVT courses (%)	35	33		38		5		
1040	Employees participating in on-the-job training (%)	25	16		21		5		
1050	Adults in lifelong learning (%)	29.2	9.5	32.5	9.1	3.3	-0.4	31.6	9.0
1060	Enterprises providing training (%)	85	60		66		6		
1070	Female IVET students as % of all female upper secondary students	40.7	46.3	40.0	44.2	-0.7	-2.1	40.9	44.7
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	25.0	5.3
1100	Low-educated adults in lifelong learning (%)	18.4	3.7	23.5	3.9	5.1	0.2	22.4	3.9
1110	Unemployed adults in lifelong learning (%)	31.7	7.7	33.5	9.2	1.8	1.5	32.7	9.0
1120	Individuals who wanted to participate in training but did not (%)		14.5	14.8	10.9		-3.6		
1130	Job-related non-formal education and training (%)	93.1	84.5	88.6	81.4	-4.5	-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)		0.67		0.71		0.04		
2020	IVET public expenditure (EUR per student)		7 089		8 549		1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost	1.7	0.9		0.8		-0.1		
2040	Average number of foreign languages learned in IVET	0.9	1.2	0.9	1.2	0.0	0.0		1.2
2050	STEM graduates from upper secondary VET (% of total)	19.9	32.0	20.6	28.7	0.7	-3.3	19.7	29.4
2060	30-34 year-olds with tertiary VET attainment (%)		7.3	7.4	7.3	(b)	0.0	6.1	8.6
2070	Innovative enterprises with supportive training practices (%)		42.8	29.5	41.5		-1.3		
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	14.0	(b)	-1.5	9.1	12.8(p)
3020	30-34 year-olds with tertiary attainment (%)		28.9	41.2	33.5	(b)	4.6	43.0	35.8
3030	NEET rate for 18-24 year-olds (%)		15.1	8.3	16.5	(b)	1.4	8.8	17.0(p)
3040	Unemployment rate for 20-34 year-olds (%)	4.6	10.6	9.7	13.1	5.1	2.5	10.4	14.5
3050	Adults with lower level of educational attainment (%)		30.1	24.4	27.3	(b)	-2.8	22.1	25.8
3060	Employment rate for 20-64 year-olds (%)	79.4	69.0	75.8	68.5	-3.6	-0.5	75.4	68.5
3070	Medium/high qualified employment in 2020 (% of total)			68.2	82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, 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 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

5. Germany

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



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

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

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

2011 data show that students in initial vocational education and training account for 48.6% of all upper secondary students. This is close to the EU average of 50.3%. However, the percentage of IVET students enrolled in combined work- and school-based programmes is higher in Germany (88.2%) than in the EU as a whole (27.0%). In 2009 the percentage of young VET graduates participating in further education and training was lower in Germany (16.4%) than in the EU on average (30.7%). The percentage of adults engaged in lifelong learning (7.9%) is slightly lower than the EU average (9.0% in 2012), and is below the average target (15%) set by the strategic framework 'education and training 2020'. The percentage of older people, the unemployed, and those with relatively low qualifications participating in lifelong learning are all lower in Germany than for the EU as a whole.

2010 CVTS data reveal that enterprises are more likely to provide training than in the EU as a whole (73% versus 66%), and that employees are more likely to participate in on-the-job training (28% versus 21%).

Skill development and labour market relevance

Some differences between Germany and the EU average can be noted in this group of indicators. In 2010, public expenditure on IVET (ISCED 3-4) as % of GDP was slightly lower in Germany (0.61%) than in the EU generally (0.71%). Expenditure per student was also lower (EUR 7 847 compared with EUR 8 549). German upper secondary IVET students learn 0.4 foreign languages, on average, while the EU average is 1.2 languages (in 2011).

Based on 2009 data, the employment rate for IVET graduates (aged 20-34) at ISCED 3-4 (83.9%) is above the EU average (79.1%). 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 (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: 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) and 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 this section all data refer to 2012 unless otherwise stated.

In Germany the share of early leavers from education and training is 10.5% while the EU average rate is 12.8%.

The employment rate for 20 to 64 year-olds, 76.7%, is higher than the EU average (68.5%). The unemployment rate for the 20 to 34 year-olds is lower in Germany than in the EU (6.5% compared with 14.5%). So is the NEET rate for 18 to 24 year-olds (9.8% in Germany; 17.0% in the EU) which, from 2006 to 2012, has been falling in Germany but rising across the EU. A relatively low share of adults has only low-level education (13.7% versus 25.8% in the EU). At 31.9% the share of 30 to 34 year-olds who have attained tertiary-level education is lower than the EU average of 35.8% and lower than the Europe 2020 average target of 40% and the national target of 42%.

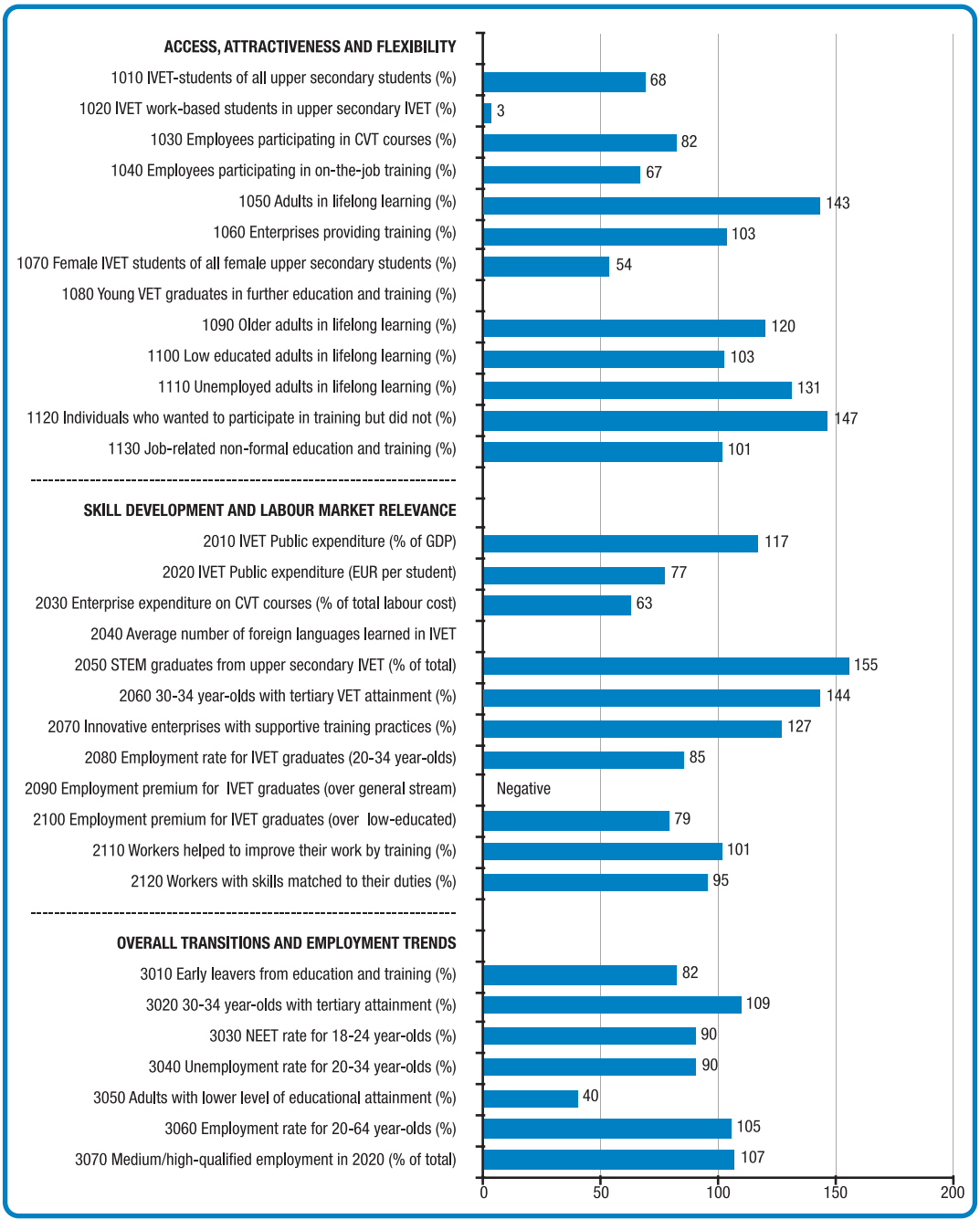
Score on VET indicators in Germany and in the EU, 2006, 2010 and 2011/12 (where available)

	Indicator label	2006		2010		Change 2006-10		2011/12 updates	
		DE	EU	DE	EU	DE	EU	DE	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	59.4	51.7	51.5	49.9	-7.9	-1.8	48.6	50.3
1020	IVET work-based students as % of upper secondary IVET	74.4	27.7	88.4	27.9	14.0	0.2	88.2	27.0
1030	Employees participating in CVT courses (%)	30	33	39	38	9	5		
1040	Employees participating in on-the-job training (%)	26	16	28	21	2	5		
1050	Adults in lifelong learning (%)	7.5	9.5	7.7	9.1	0.2	-0.4	7.9	9.0
1060	Enterprises providing training (%)	69	60	73	66	4	6		
1070	Female IVET students as % of all female upper secondary students	53.2	46.3	43.1	44.2	-10.1	-2.1	40.0	44.7
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	3.7	5.3
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	5.6	9.0
1120	Individuals who wanted to participate in training but did not (%)	7.0	14.5	5.8	10.9	-1.2	-3.6		
1130	Job-related non-formal education and training (%)	88.0	84.5	76.0	81.4	-12.0	-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.58	0.67	0.61	0.71	0.03	0.04		
2020	IVET public expenditure (EUR per student)	6 457	7 089	7 847	8 549	1 390	1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.6	0.9	0.8	0.8	0.2	-0.1		
2040	Average number of foreign languages learned in IVET	0.5	1.2	0.4	1.2	-0.1	0.0	0.4	1.2
2050	STEM graduates from upper secondary VET (% of total)	29.6	32.0	29.6	28.7	0.0	-3.3	31.0	29.4
2060	30-34 year-olds with tertiary VET attainment (%)	7.8	7.3	8.0	7.3	0.2	0.0	10.0	8.6
2070	Innovative enterprises with supportive training practices (%)	54.9	42.8		41.5		-1.3		
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	14.0	-1.8	-1.5	10.5(p)	12.8(p)
3020	30-34 year-olds with tertiary attainment (%)	25.8	28.9	29.8	33.5	4.0	4.6	31.9	35.8
3030	NEET rate for 18-24 year-olds (%)	13.8	15.1	11.4	16.5	-2.4	1.4	9.8(p)	17.0(p)
3040	Unemployment rate for 20-34 year-olds (%)	11.4	10.6	8.4	13.1	-3.0	2.5	6.5	14.5
3050	Adults with lower level of educational attainment (%)	16.8	30.1	14.2	27.3	-2.6	-2.8	13.7	25.8
3060	Employment rate for 20-64 year-olds (%)	71.1	69.0	74.9	68.5	3.8	-0.5	76.7	68.5
3070	Medium/high-qualified employment in 2020 (% of total)			86.6	82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, 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 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

6. Estonia

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



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

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

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

Compared to the EU average (50.3% in 2011), IVET students in Estonia comprise a lower share of the student population at upper secondary level (34.4%). Only a small proportion of these IVET students are in combined work- and school-based programmes (0.8% compared to 27.0% in the EU in 2011). Adult participation in lifelong learning (12.9%), in contrast, is above the EU average (9.0%) in 2012. This rate has increased markedly since 2006, but is below the average target (15%) set by the strategic framework 'education and training 2020'.

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

Skill development and labour market relevance

In 2012, 12.4% of 30 to 34 year-olds attained tertiary-level VET (ISCED 5b) compared with the EU average of 8.6%. Between 2006 and 2012, the rate of growth recorded by this indicator was greater than in the EU.

The percentage of STEM graduates from upper secondary VET at 45.6% is higher than the EU average of 29.4% (in 2011).

Based on 2009 data, the employment rate for IVET graduates (aged 20-34) at ISCED 3-4 (67.3%) is lower than the EU average (79.1%). 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 (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, though lower than the corresponding EU average premium of 17.4 points. These figures should be interpreted with some caution due to sample size issues. All these employment figures relate to 2009 and exclude the young in further education.

Overall transitions and employment trends

In this section all data refer to 2012 (unless otherwise stated) where there are mixed results. Levels of early leaving from education and training in Estonia are below the EU average (10.5% of 18 to 24 year-olds in Estonia, 12.8% in the EU as whole). Estonia is moving closer to the Europe 2020 average target of 10% and the national target of 9.5%. The share of 30 to 34 year-olds with tertiary-level education is higher than in the EU (39.1% compared with 35.8%). The data indicate that Estonia is slightly below the Europe 2020 average target (40%) and the national target (also 40%).

Estonia has a relatively small percentage of adults with lower-level educational attainment (10.2% compared with the EU average of 25.8%). The NEET rate is slightly lower than the EU on average (15.3% versus 17.0 as is the unemployment rate for 20 to 34 year-olds (13.1% versus 14.5%). Both indicators have decreased between 2010 and 2012 in Estonia while they have increased across the EU as a whole. The employment rate for 20 to 64 year-olds decreased between 2006 and 2010, though it has since increased to 72.1% compared to 68.5% in the EU.

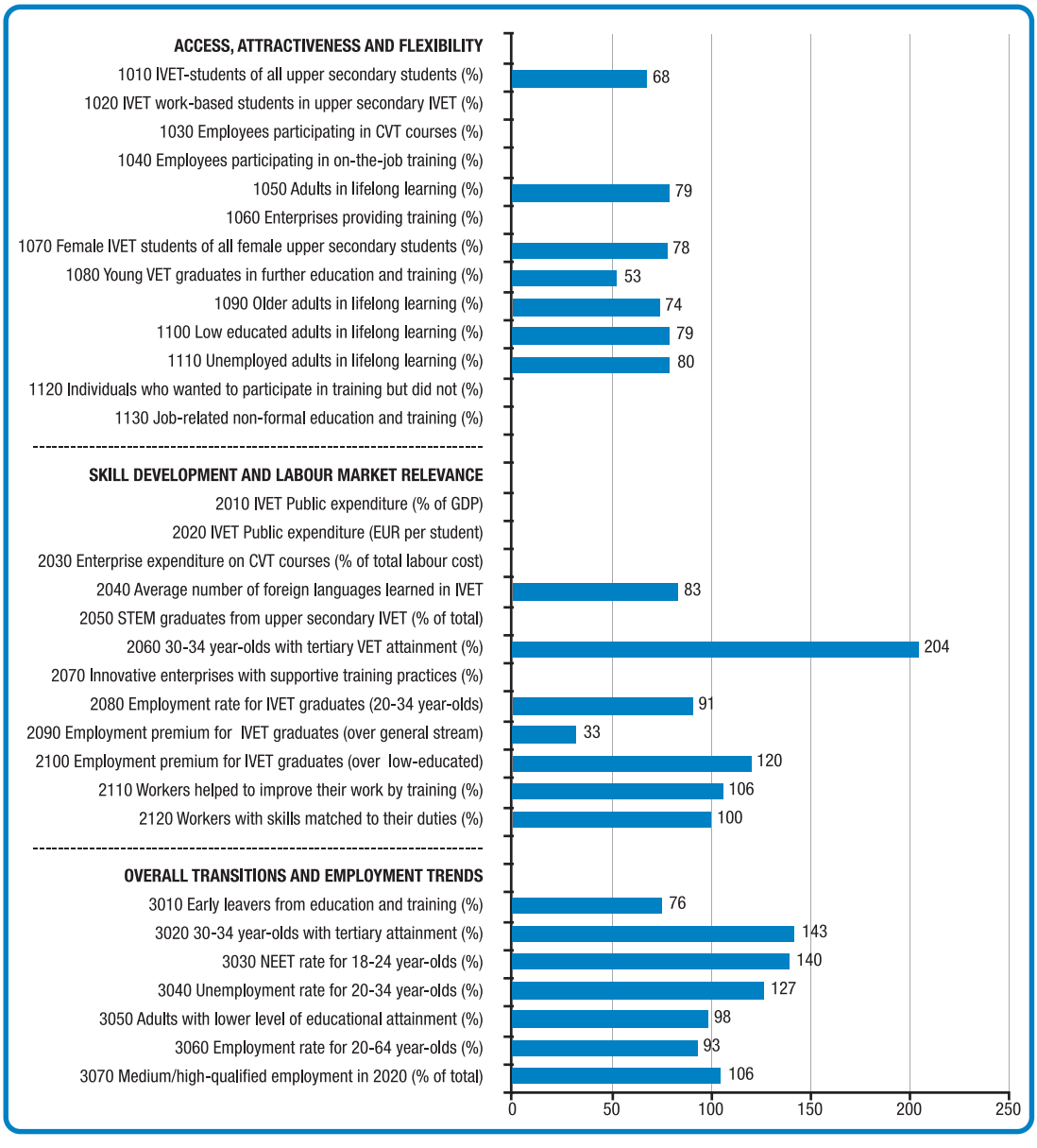
Score on VET indicators in Estonia and in the EU, 2006, 2010 and 2011/12 (where available)

	Indicator label	2006		2010		Change 2006-10		2011/12 updates	
		EE	EU	EE	EU	EE	EU	EE	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	30.9	51.7	34.2	49.9	3.3	-1.8	34.4	50.3
1020	IVET work-based students as % of upper secondary IVET		27.7	0.8	27.9		0.2	0.8	27.0
1030	Employees participating in CVT courses (%)	24	33	31	38	7	5		
1040	Employees participating in on-the-job training (%)	16	16	14	21	-2	5		
1050	Adults in lifelong learning (%)	6.5	9.5	10.9	9.1	4.4	-0.4	12.9	9.0
1060	Enterprises providing training (%)	67	60	68	66	1	6		
1070	Female IVET students as % of all female upper secondary students	20.4	46.3	24.0	44.2	3.6	-2.1	24.1	44.7
1080	Young VET graduates in further education and training (%)			17.6(u)	30.7				
1090	Older adults in lifelong learning (%)	2.6	5.1	5.9	5.3	3.3	0.2	6.4	5.3
1100	Low-educated adults in lifelong learning (%)		3.7	2.1(u)	3.9		0.2	4.0	3.9
1110	Unemployed adults in lifelong learning (%)		7.7	7.1	9.2		1.5	11.8	9.0
1120	Individuals who wanted to participate in training but did not (%)	12.6	14.5	16.0	10.9	3.4	-3.6		
1130	Job-related non-formal education and training (%)	90.5	84.5	82.6	81.4	-7.9	-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.58	0.67	0.83	0.71	0.25	0.04		
2020	IVET public expenditure (EUR per student)	4 442	7 089	6 605	8 549	2 163	1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost	1.1	0.9	0.5	0.8	-0.6	-0.1		
2040	Average number of foreign languages learned in IVET	1.8	1.2		1.2		0.0		1.2
2050	STEM graduates from upper secondary VET (% of total)	49.3	32.0		28.7		-3.3	45.6	29.4
2060	30-34 year-olds with tertiary VET attainment (%)	8.6	7.3	14.0	7.3	5.4	0.0	12.4	8.6
2070	Innovative enterprises with supportive training practices (%)	46.0	42.8	52.6	41.5	6.6	-1.3		
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	14.0	-1.9	-1.5	10.5	12.8(p)
3020	30-34 year-olds with tertiary attainment (%)	32.5	28.9	40.0	33.5	7.5	4.6	39.1	35.8
3030	NEET rate for 18-24 year-olds (%)	11.4	15.1	19.1	16.5	7.7	1.4	15.3	17.0(p)
3040	Unemployment rate for 20-34 year-olds (%)	6.0	10.6	19.6	13.1	13.6	2.5	13.1	14.5
3050	Adults with lower level of educational attainment (%)	11.5	30.1	10.8	27.3	-0.7	-2.8	10.2	25.8
3060	Employment rate for 20-64 year-olds (%)	75.8	69.0	66.7	68.5	-9.1	-0.5	72.1	68.5
3070	Medium/high-qualified employment in 2020 (% of total)			88.1	82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, 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 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

7. Ireland

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



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

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

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

Ireland reports relatively low levels of participation in both IVET and adult learning compared to the EU, with data for 2011 showing the share of upper secondary students enrolled in vocational programmes as lower in Ireland (34.0%) than the EU average (50.3%).

The percentage of adults participating in lifelong learning in 2012 in Ireland (7.1%) is lower than the EU average (9.0%) and below the average target (15%) set by the strategic framework 'education and training 2020'. Participation rates in lifelong learning for older adults, adults with low-level qualifications, and unemployed adults are also lower than in the EU. The percentage of young VET graduates who undertake further education and training (16.3%) is also markedly lower than the EU average (30.7% in 2009).

Skill development and labour market relevance

The share of 30 to 34 year-olds who have attained a tertiary level of VET (ISCED 5b) is higher (17.7%) than the EU average (8.6% in 2012), showing that VET plays an important role in determining the high level of tertiary attainment for 30 to 34 year-olds.

Based on 2009 data, the employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (71.6%) is lower than the EU average (79.1%). 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 (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 in Ireland 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 (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 both positive and above the EU average of 17.4 percentage points). All employment figures relate to 2009 and exclude the young in further education.

Overall transitions and employment trends

In this section all data refer to 2012 unless otherwise stated.

In Ireland, the NEET rate for 18 to 24 year-olds and the unemployment rate for 20 to 34 year-olds are higher (23.8% and 18.4%, respectively) than EU averages (17.0% and 14.5%). The employment rate for the 20 to 64 year-olds is 63.7% in Ireland and 68.5% across the EU.

The share of 30 to 34 year-olds with tertiary-level education is higher than the EU average (51.5% versus 35.8%) and the share of early leavers from education and training is lower (9.7% versus 12.8%).

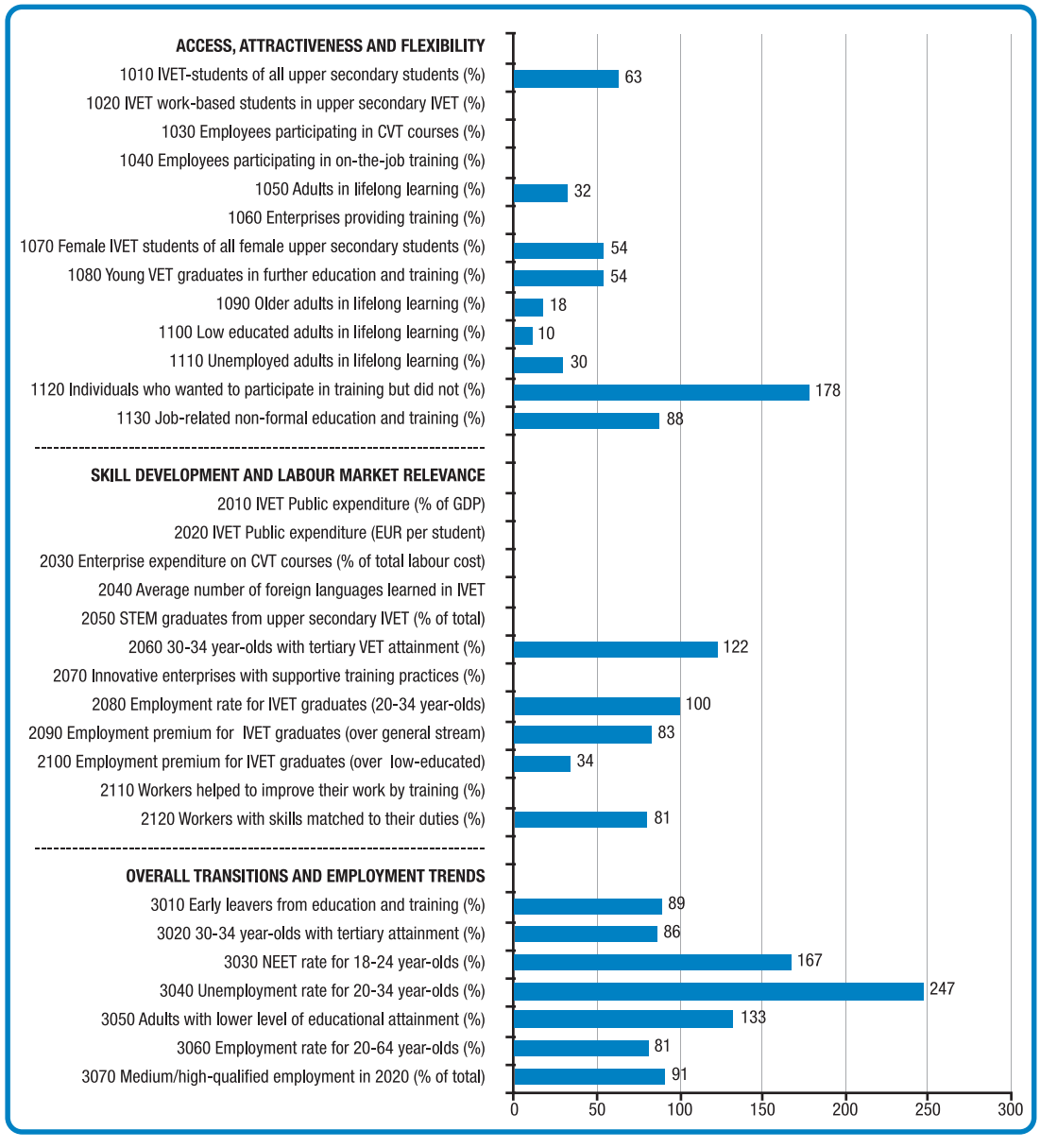
Score on VET indicators in Ireland and in the EU, 2006, 2010 and 2011/12 (where available)

	Indicator label	2006		2010		Change 2006-10		2011/12 updates	
		IE	EU	IE	EU	IE	EU	IE	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	33.4	51.7	37.5	49.9	4.1	-1.8	34.0	50.3
1020	IVET work-based students as % of upper secondary IVET	7.3	27.7	13.4	27.9	6.1	0.2		27.0
1030	Employees participating in CVT courses (%)	49	33		38		5		
1040	Employees participating in on-the-job training (%)		16		21		5		
1050	Adults in lifelong learning (%)	7.3	9.5	6.8	9.1	-0.5	-0.4	7.1	9.0
1060	Enterprises providing training (%)	67	60		66		6		
1070	Female IVET students as % of all female upper secondary students	35.2	46.3	39.0	44.2	3.8	-2.1	34.7	44.7
1080	Young VET graduates in further education and training (%)			16.3	30.7				
1090	Older adults in lifelong learning (%)		5.1	3.9	5.3	(b)	0.2	3.9	5.3
1100	Low-educated adults in lifelong learning (%)	2.7	3.7	2.7	3.9	0.0	0.2	3.1	3.9
1110	Unemployed adults in lifelong learning (%)	6.9	7.7	7.1	9.2	0.2	1.5	7.2	9.0
1120	Individuals who wanted to participate in training but did not (%)		14.5		10.9		-3.6		
1130	Job-related non-formal education and training (%)		84.5		81.4		-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)*	0.35	0.67		0.71		0.04		
2020	IVET public expenditure (EUR per student)*	5 339	7 089	10 896	8 549	5 557	1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost	1.5	0.9		0.8		-0.1		
2040	Average number of foreign languages learned in IVET	0.9	1.2	1.0	1.2	0.1	0.0	1.0	1.2
2050	STEM graduates from upper secondary VET (% of total)		32.0		28.7		-3.3		29.4
2060	30-34 year-olds with tertiary VET attainment (%)		7.3	20.0	7.3	(b)	0.0	17.7	8.6
2070	Innovative enterprises with supportive training practices (%)		42.8		41.5		-1.3		
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	11.5	14.0	-0.6	-1.5	9.7	12.8(p)
3020	30-34 year-olds with tertiary attainment (%)	41.3	28.9	50.1	33.5	8.8	4.6	51.1	35.8
3030	NEET rate for 18-24 year-olds (%)	11.8	15.1	24.1	16.5	12.3	1.4	23.8	17.0(p)
3040	Unemployment rate for 20-34 year-olds (%)		10.6	17.5	13.1	(b)	2.5	18.4	14.5
3050	Adults with lower level of educational attainment (%)	33.4	30.1	27.2	27.3	-6.2	-2.8	25.4	25.8
3060	Employment rate for 20-64 year-olds (%)		69.0	64.6	68.5	(b)	-0.5	63.7	68.5
3070	Medium/high-qualified employment in 2020 (% of total)			86.9	82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, 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 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

8. Greece

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



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

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

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

The chart illustrates that Greece has relatively low figures compared with the EU average on many indicators in this group. The share of upper secondary students enrolled in IVET is low (31.7% compared to 50.3% for the EU). For female enrolment, this difference is even more apparent: 24.3% of females in upper secondary education are enrolled in IVET compared to 44.7% in the EU in 2011. The percentage of adults involved in lifelong learning in 2012 is also lower (2.9%) than the EU average (9.0%). 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, employee participation in CVT courses and on-the-job training suggest that employer-sponsored training is less frequent than in the EU generally. The percentage of young VET graduates participating in further education and training is lower than the EU average (16.6% in Greece and 30.7% for the EU in 2009). The proportion of individuals who wanted to train but did not (19.4%) is higher than the EU average (10.9%) (based on 2011 data).

Skill development and labour market relevance

Data are missing for several indicators of this group; where data are available, the situation in Greece compared to the EU varies. The average number of foreign languages learned in upper secondary IVET is lower in Greece (0.7) than in the EU (1.2). A slightly higher percentage (10.6%) of 30 to 34 year-olds has attained tertiary-level VET (ISCED 5b) than in the EU (8.6% in 2012).

Based on 2009 data, the employment rate of 20 to 34 year-old IVET graduates at medium level of education (ISCED 3-4) differs little from the EU average (78.7% in Greece and 79.1% in the EU). 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 (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 in Greece enjoy a positive premium on both measures. Their employment rate is 4.6 percentage points higher than that of their counterparts from general education (this is a positive employment premium, even though 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 (also a positive employment premium, though much lower than the EU average of 17.4 percentage points). All these employment figures relate to 2009 and exclude the young in further education.

Overall transitions and employment trends

In this section all data refer to 2012 unless otherwise stated.

The NEET rate in Greece (28.4%) and the unemployment rate for 20 to 34 year-olds in the country (35.8%) are much higher than the corresponding EU averages (17.0% and 14.5%, respectively). The employment rate for 20 to 64 year-olds is lower (55.3%) than in the EU as a whole (68.5%).

The share of 30 to 34 year-olds who have attained a tertiary-level education (30.9%) is less than the EU average (35.8%). At this level, it is below the Europe 2020 average target (40%) and the national target (32%). The share of adults with lower level of education is also markedly higher (34.3%) than in the EU (25.8%).

The early leaver rate from training and education is lower than the EU average (11.4% compared to 12.8%). At this level, it is above the Europe 2020 average target (10%) and the national target (9.7%).

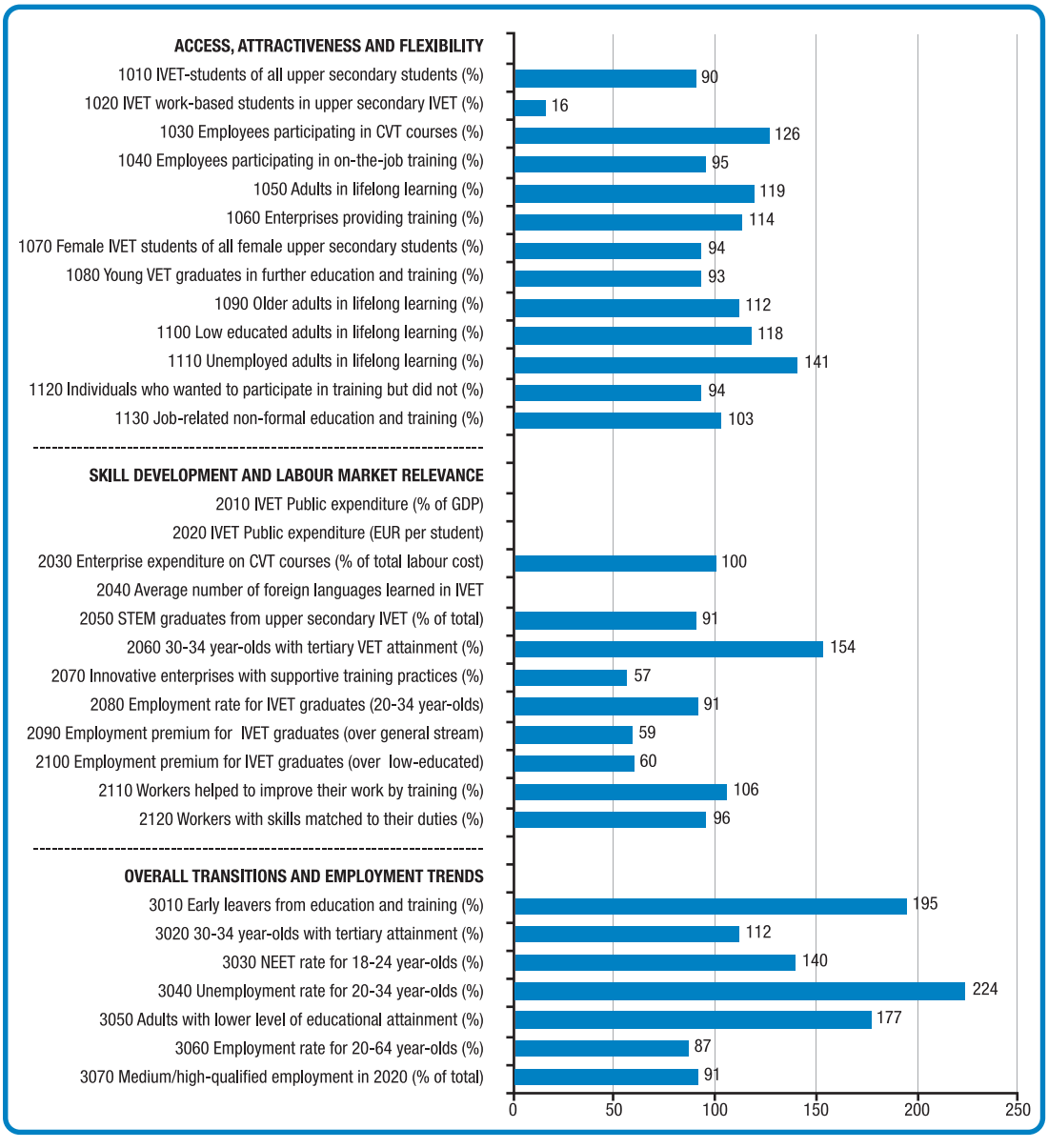
Score on VET indicators in Greece and in the EU, 2006, 2010 and 2011/12 (where available)

	Indicator label	2006		2010		Change 2006-10		2011/12 updates	
		EL	EU	EL	EU	EL	EU	EL	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	33.9	51.7	30.7	49.9	-3.2	-1.8	31.7	50.3
1020	IVET work-based students as % of upper secondary IVET		27.7		27.9		0.2		27.0
1030	Employees participating in CVT courses (%)	14	33		38		5		
1040	Employees participating in on-the-job training (%)	4	16		21		5		
1050	Adults in lifelong learning (%)	1.9	9.5	3.0	9.1	1.1	-0.4	2.9	9.0
1060	Enterprises providing training (%)	21	60		66		6		
1070	Female IVET students as % of all female upper secondary students	26.1	46.3	22.7	44.2	-3.4	-2.1	24.3	44.7
1080	Young VET graduates in further education and training (%)			16.6	30.7				
1090	Older adults in lifelong learning (%)	0.3	5.1	0.8	5.3	0.5	0.2	0.9	5.3
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	9.0
1120	Individuals who wanted to participate in training but did not (%)	17.7	14.5	19.4	10.9	1.7	-3.6		
1130	Job-related non-formal education and training (%)	84.3	84.5	71.8	81.4	-12.5	-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)		0.67		0.71		0.04		
2020	IVET public expenditure (EUR per student)		7 089		8 549		1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.3	0.9		0.8		-0.1		
2040	Average number of foreign languages learned in IVET	0.8	1.2	0.7	1.2	-0.1	0.0		1.2
2050	STEM graduates from upper secondary VET (% of total)		32.0		28.7		-3.3		29.4
2060	30-34 year-olds with tertiary VET attainment (%)	7.8	7.3	8.9	7.3	1.1	0.0	10.6	8.6
2070	Innovative enterprises with supportive training practices (%)		42.8		41.5		-1.3		
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	14.0	-1.8	-1.5	11.4	12.8(p)
3020	30-34 year-olds with tertiary attainment (%)	26.7	28.9	28.4	33.5	1.7	4.6	30.9	35.8
3030	NEET rate for 18-24 year-olds (%)	16.1	15.1	20.6	16.5	4.5	1.4	28.4	17.0(p)
3040	Unemployment rate for 20-34 year-olds (%)	14.2	10.6	19.4	13.1	5.2	2.5	35.8	14.5
3050	Adults with lower level of educational attainment (%)	41.0	30.1	37.5	27.3	-3.5	-2.8	34.3	25.8
3060	Employment rate for 20-64 year-olds (%)	65.7	69.0	64.0	68.5	-1.7	-0.5	55.3	68.5
3070	Medium/high-qualified employment in 2020 (% of total)			75.1	82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, 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 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

9. Spain

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



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

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

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

Key points

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 proportion of students in upper secondary education participating in IVET in 2011 (45.3%) is slightly below the EU average (50.3%). Only a small share of IVET students are involved in combined work- and school-based training (4.3% compared with the EU average of 27.0%). Spain has proportionally more adults involved in lifelong learning than the EU as a whole (respectively 10.7% and 9.0%; data for 2012). This figure has been stable since 2006 (10.4%) and is below the average target (15%) set by the strategic framework 'education and training 2020'. The proportions of older adults, unemployed adults, and adults with relatively low qualifications participating in lifelong learning are all higher than the corresponding EU averages. Employer provision of training, using 2010 CVTS data, is higher: 75% in Spain compared with 66% across the EU. The proportion of employees receiving employer-sponsored CVT courses (48%) is also higher than the EU average (38%). Both these indicators have increased substantially in Spain since the 2005 CVTS was conducted. Over the period 2007-11 the percentage of job-related education and training, among all non-formal education and training, has also increased (from 73.1% to 84.1%), while it has slightly decreased for the EU as whole (from 84.5% to 81.4%).

Skill development and labour market relevance

In Spain 13.3% of 30 to 34 year-olds have attained tertiary-level VET (ISCED 5b), which is high compared with 8.6% in the EU (data for 2012), showing that VET contributes significantly to attainment of tertiary-level education among the young. In contrast, training to support innovation is provided by 23.5% of enterprises, which is lower than the EU average of 41.5% (data for 2010). Compared with the situation in 2008 (10.4% versus 42.8%) Spain would appear to be catching up with the EU average. Based on 2009 data, the employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (72.2%) is lower than the EU average (79.1%). Data presented here compare these IVET graduates to graduates from general education at the same ISCED level and graduates at lower ISCED level (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

In this section all data refer to 2012 unless otherwise stated.

The share of early leavers from education and training is significantly higher than the EU average (24.9% compared with 12.8%). Although this score has fallen (30.5% in 2006 and 28.4% in 2010), it is still much higher than both the Europe 2020 average target (10%) and the national target (15%). The employment rate for 20 to 64 year-olds (59.3%) is lower than the EU (68.5%) and has been decreasing far faster in Spain than in the EU as a whole. The unemployment rate of 20 to 34 year-olds has increased significantly from 14.9% in 2010 to 32.4% in 2012 and is significantly higher than across the EU (14.5%). The percentage of adults with low-level educational attainment (45.6%) is higher than the EU average (25.8%). More favourably, the percentage of 30 to 34 year-olds with tertiary-level educational attainment at 40.1% is higher than the EU average of 35.8, so Spain is above the Europe 2020 average target (40%) and is close to its national target (44%).

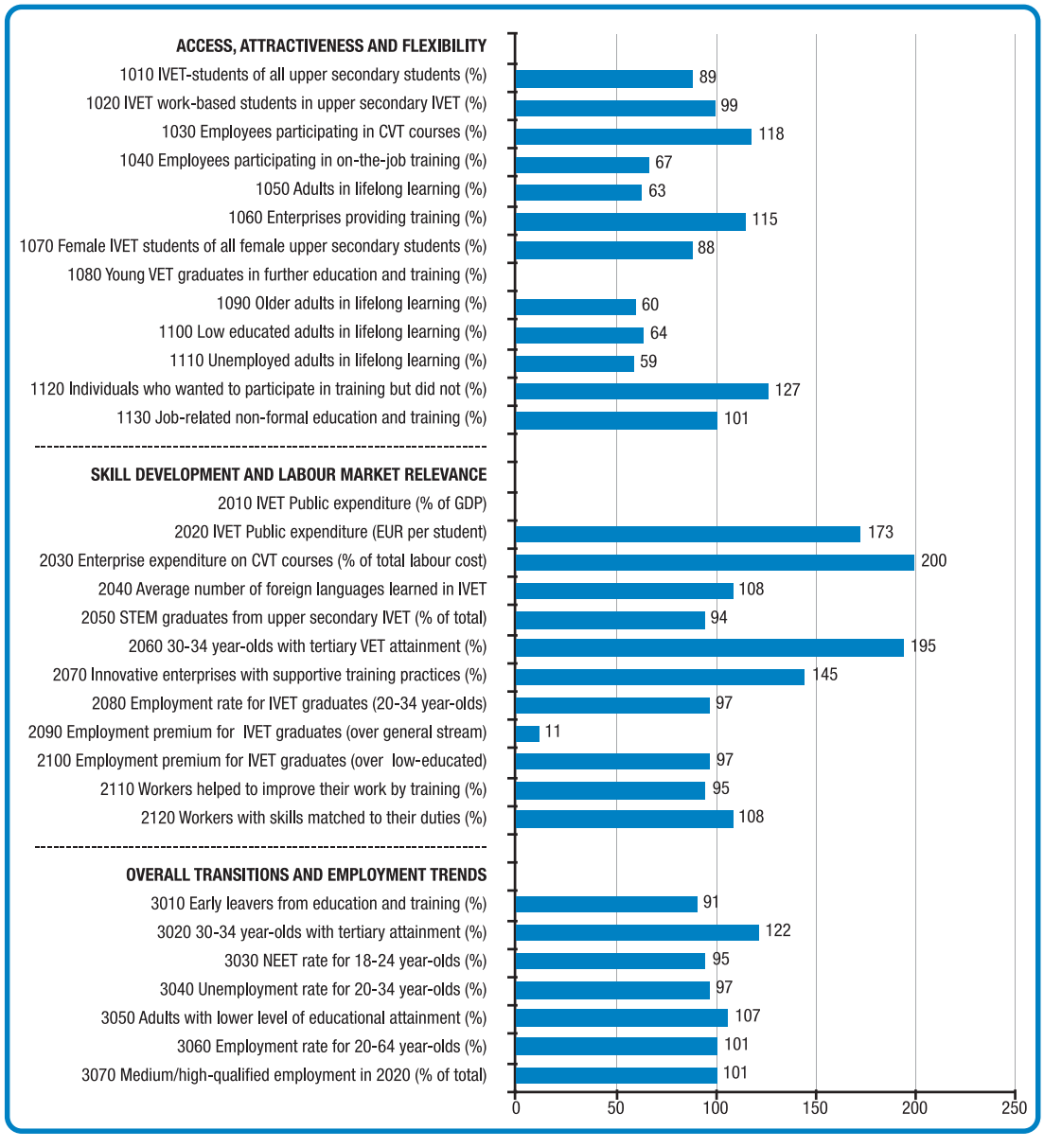
Score on VET indicators in Spain and in the EU, 2006, 2010 and 2011/12 (where available)

	Indicator label	2006		2010		Change 2006-10		2011/12 updates	
		ES	EU	ES	EU	ES	EU	ES	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	42.5	51.7	44.6	49.9	2.1	-1.8	45.3	50.3
1020	IVET work-based students as % of upper secondary IVET	5.1	27.7	5.0	27.9	-0.1	0.2	4.3	27.0
1030	Employees participating in CVT courses (%)	33	33	48	38	15	5		
1040	Employees participating in on-the-job training (%)	19	16	20	21	1	5		
1050	Adults in lifelong learning (%)	10.4	9.5	10.8	9.1	0.4	-0.4	10.7	9.0
1060	Enterprises providing training (%)	47	60	75	66	28	6		
1070	Female IVET students as % of all female upper secondary students	40.2	46.3	41.2	44.2	1.0	-2.1	41.8	44.7
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	5.9	5.3
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	12.7	9.0
1120	Individuals who wanted to participate in training but did not (%)	8.5	14.5	10.2	10.9	1.7	-3.6		
1130	Job-related non-formal education and training (%)	73.1	84.5	84.1	81.4	11.0	-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)		0.67		0.71		0.04		
2020	IVET public expenditure (EUR per student)		7 089		8 549		1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.6	0.9	0.8	0.8	0.2	-0.1		
2040	Average number of foreign languages learned in IVET	1.0	1.2		1.2		0.0		1.2
2050	STEM graduates from upper secondary VET (% of total)	28.9	32.0	28.9	28.7	0.0	-3.3	26.6	29.4
2060	30-34 year-olds with tertiary VET attainment (%)	12.6	7.3	12.8	7.3	0.2	0.0	13.3	8.6
2070	Innovative enterprises with supportive training practices (%)	10.4	42.8	23.5	41.5	13.1	-1.3		
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	14.0	-2.1	-1.5	24.9	12.8(p)
3020	30-34 year-olds with tertiary attainment (%)	38.1	28.9	40.6	33.5	2.5	4.6	40.1	35.8
3030	NEET rate for 18-24 year-olds (%)	13.6	15.1	22.4	16.5	8.8	1.4	23.8	17.0(p)
3040	Unemployment rate for 20-34 year-olds (%)	10.4	10.6	25.3	13.1	14.9	2.5	32.4	14.5
3050	Adults with lower level of educational attainment (%)	50.6	30.1	47.4	27.3	-3.2	-2.8	45.6	25.8
3060	Employment rate for 20-64 year-olds (%)	68.7	69.0	62.5	68.5	-6.2	-0.5	59.3	68.5
3070	Medium/high-qualified employment in 2020 (% of total)			75.2	82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, 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 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

10. France

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



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

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

Data on which the index scores have been calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

The share of upper secondary students in vocational programmes in France (44.6%) is slightly below the EU average (50.3%; data for 2011). At upper secondary level, participation in combined work- and school-based vocational programmes is in line with the EU average (approximately 27%). Data for 2012 reveal that the share of adults who participate in lifelong learning is lower (5.7%) than the EU as whole (9.0%). Between 2010 and 2012 these data show an 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 2010 on VET expenditure give relatively high scores for France. Public expenditure on IVET per student is EUR 14 813 per student, compared to EUR 8 549 for the EU as a whole. Company expenditure on CVT courses is 1.6% of labour cost; this is 0.8% for the EU as a whole. The percentage of upper secondary IVET graduates in STEM subjects (27.7%) is slightly below the EU average (29.4% in 2011). The share of enterprises which provide training to support innovation (60.3%) exceeded the EU average share in 2010 (41.5%).

Based on 2009 data, the employment rate for IVET graduates (aged 20-34) at ISCED 3-4 (76.6%) is slightly below the EU average (79.1%). 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 those from general education at the same ISCED level and graduates at lower ISCED level (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 in France 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 (a positive but small premium 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

In this section all data refer to 2012 unless otherwise stated.

The percentage of early leavers from education and training (11.6%) is lower than the EU average (12.8%). France is above the Europe 2020 average target (10%) and the national target (9.5%). Between 2010 and 2012, the percentage of early leavers fell slightly: the score for 2010 was 12.6%.

The percentage of 30 to 34 year-olds with tertiary-level education is relatively high, and has been rising from 2006 to 2010, but stabilising from 2010 to 2012. 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 (27.5%) is marginally higher than in the EU as a whole (25.8%).

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

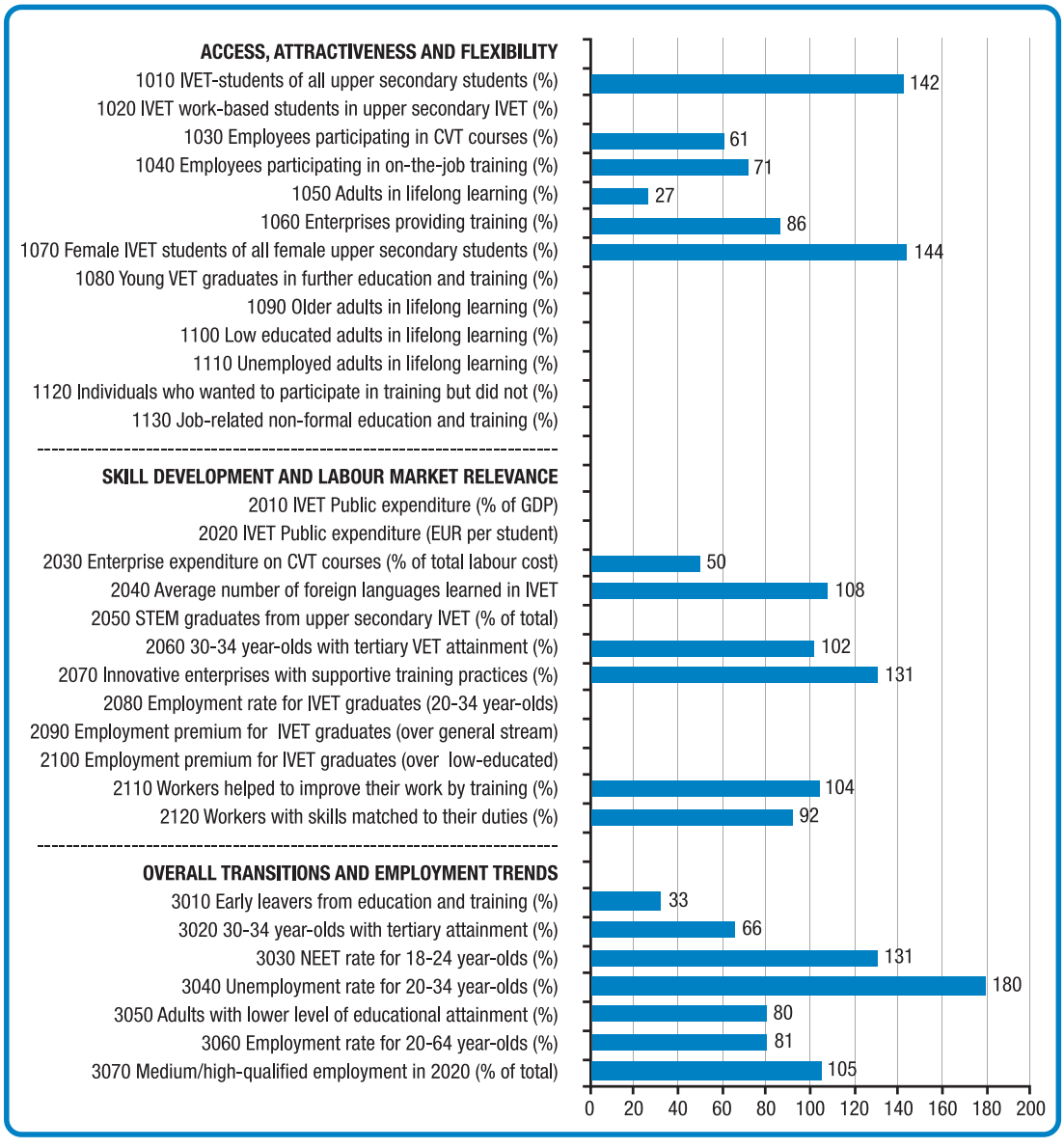
Score on VET indicators in France and in the EU, 2006, 2010 and 2011/12 (where available)

	Indicator label	2006		2010		Change 2006-10		2011/12 updates	
		FR	EU	FR	EU	FR	EU	FR	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	43.1	51.7	44.3	49.9	1.2	-1.8	44.6	50.3
1020	IVET work-based students as % of upper secondary IVET	26.9	27.7	27.6	27.9	0.7	0.2	26.9	27.0
1030	Employees participating in CVT courses (%)	46	33	45	38	-1	5		
1040	Employees participating in on-the-job training (%)	7	16	14	21	7	5	39.3	
1050	Adults in lifelong learning (%)	6.4	9.5	5.0	9.1	-1.4	-0.4	5.7	9.0
1060	Enterprises providing training (%)	74	60	76	66	2	6		
1070	Female IVET students as % of all female upper secondary students	37.3	46.3	39.2	44.2	1.9	-2.1		44.7
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	3.2	5.3
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	5.3	9.0
1120	Individuals who wanted to participate in training but did not (%)		14.5	13.8	10.9	(b)	-3.6		
1130	Job-related non-formal education and training (%)		84.5	82.3	81.4	(b)	-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)		0.67		0.71		0.04		
2020	IVET public expenditure (EUR per student)	12 735	7 089	14 813	8 549	2 078	1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost	1.4	0.9	1.6	0.8	0.2	-0.1		
2040	Average number of foreign languages learned in IVET	1.1	1.2	1.2	1.2	0.1	0.0	1.3	1.2
2050	STEM graduates from upper secondary VET (% of total)	30.9	32.0	26.0	28.7	-4.9	-3.3	27.7	29.4
2060	30-34 year-olds with tertiary VET attainment (%)	16.5	7.3	18.1	7.3	1.6	0.0	16.8	8.6
2070	Innovative enterprises with supportive training practices (%)	54.5	42.8	60.3	41.5	5.8	-1.3		
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	14.0	0.2	-1.5	11.6	12.8(p)
3020	30-34 year-olds with tertiary attainment (%)	39.7	28.9	43.5	33.5	3.8	4.6	43.6	35.8
3030	NEET rate for 18-24 year-olds (%)	14.7	15.1	16.3	16.5	1.6	1.4	16.2	17.0(p)
3040	Unemployment rate for 20-34 year-olds (%)	12.1	10.6	13.3	13.1	1.2	2.5	14.0	14.5
3050	Adults with lower level of educational attainment (%)	32.7	30.1	29.2	27.3	-3.5	-2.8	27.5	25.8
3060	Employment rate for 20-64 year-olds (%)	69.3	69.0	69.2	68.5	-0.1	-0.5	69.3	68.5
3070	Medium/high-qualified employment in 2020 (% of total)			82.7	82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, 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 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

11. Croatia

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



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

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

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

Participation in IVET in Croatia is well above the EU average: in 2011 the share of IVET students (71.5%) as a percentage of all upper secondary students is much higher than the EU average (50.3%). Similarly, more women in upper secondary education are likely to be involved in IVET than in the EU (64.4% versus 44.7%). Croatia has proportionately fewer adults involved in lifelong learning than the EU average: 2.4% compared with 9.0% in the EU (data for 2012). From 2006 to 2010, participation in lifelong learning decreased, and then improved slightly between 2010 and 2012, but remains below the average target set by the strategic framework 'education and training 2020' (15%). 2010 CVTS data on company provision of training and employee participation in CVT also reveal lower scores compared with the EU average. The percentage of employees participating in CVT courses, as reported by their employer, is 23% for Croatia compared with 38% across the EU. In Croatia 15% of employees participate in employer-sponsored on-the-job training compared with 21% in the EU. The percentage of enterprises providing training at 57% is lower than the EU average of 66%.

Skill development and labour market relevance

Data for many of the indicators relating to skill development and labour market relevance are unavailable. For most indicators available, differences with the EU average are limited. The percentage of 30 to 34 year-olds with tertiary-level VET (ISCED 5b) at 8.8% is slightly higher than the EU average of 8.6% (data for 2012). Enterprise expenditure on CVT courses, as a percentage of total labour costs (0.4%), is half the EU average, which is in line with enterprise participation in training recorded in the 2010 CVTS. Enterprises are more likely to provide training to support innovation: 54.3% of enterprises compared with 41.5% in the EU (based on CIS data for 2010).

Overall transitions and employment trends

In this section all data refer to 2012 unless otherwise stated.

The share of early leavers from education and training (4.2%) is much lower than the EU average in 2012 (12.8%) and lower than the Europe 2020 average target (10%). The percentage of 30 to 34 year-olds with tertiary-level education is lower than in the EU (23.7% compared with 35.8%) and is below the Europe 2020 average target (40%). The share of adults with a relatively low-level education (20.7%) is lower than in the EU (25.8%).

The employment rate for the 20 to 64 year-olds (55.3%) is lower than the EU average (68.5%): between 2006 and 2012, it fell by more than five percentage points while at the same time employment in the EU decreased by 0.5 percentage points. The data show a strong increase in the unemployment rate for the 20 to 34 year-olds from 18.4% in 2010 to 26.0% in 2012, higher than the EU average (14.5%). The NEET rate (22.2%) is also above the EU average (17.0%).

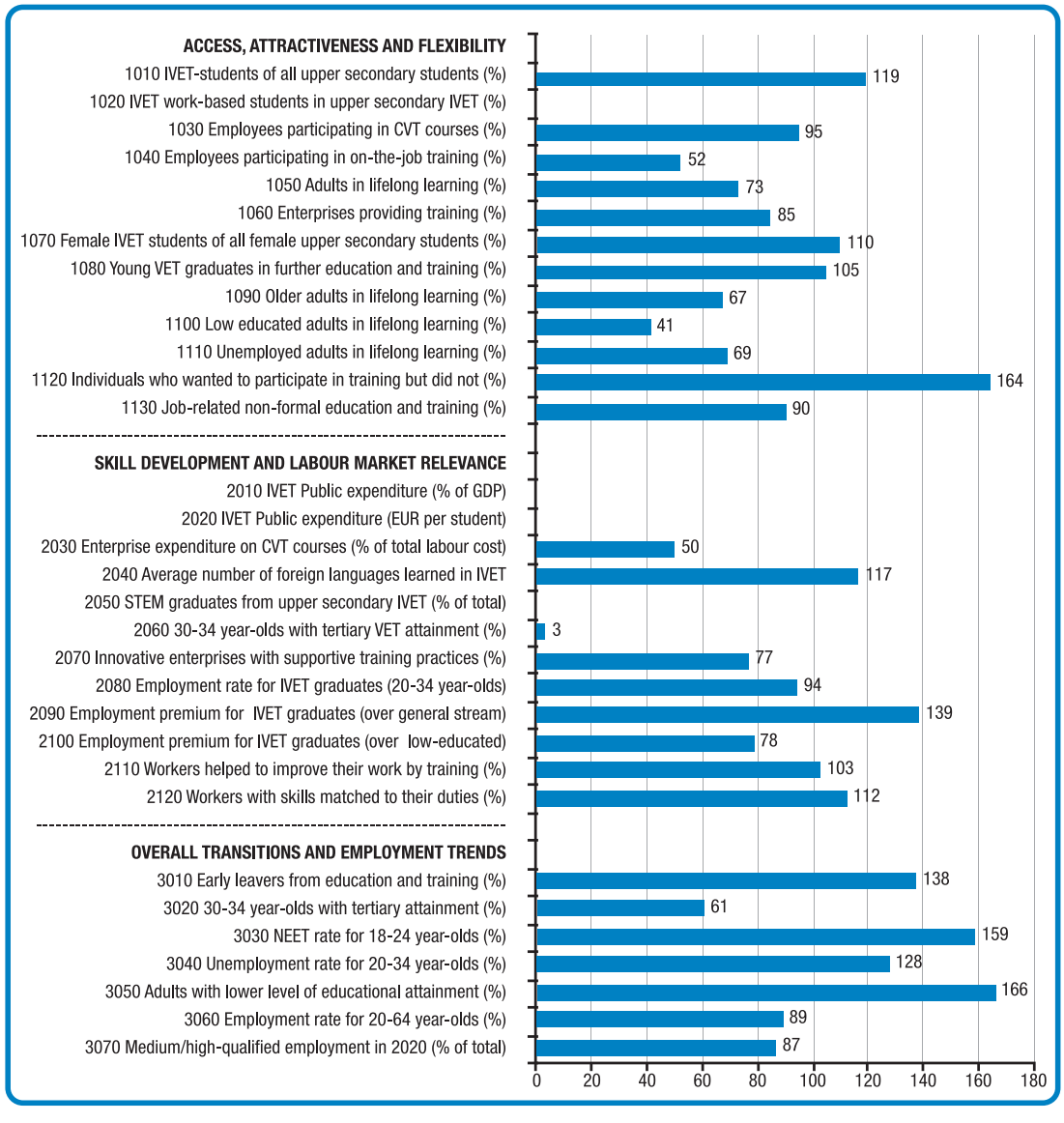
Score on VET indicators in Croatia and in the EU, 2006, 2010 and 2011/12 (where available)

	Indicator label	2006		2010		Change 2006-10		2011/12 updates	
		HR	EU	HR	EU	HR	EU	HR	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	73.6	51.7	72.1	49.9	-1.5	-1.8	71.5	50.3
1020	IVET work-based students as % of upper secondary IVET		27.7		27.9		0.2		27.0
1030	Employees participating in CVT courses (%)		33	23	38		5		
1040	Employees participating in on-the-job training (%)		16	15	21		5	15	21
1050	Adults in lifelong learning (%)	2.9	9.5	2.2	9.1	-0.7	-0.4	2.4	9.0
1060	Enterprises providing training (%)		60	57	66		6		
1070	Female IVET students as % of all female upper secondary students	66.9	46.3	66.1	44.2	-0.8	-2.1	64.4	44.7
1080	Young VET graduates in further education and training (%)				30.7				
1090	Older adults in lifelong learning (%)	0.6(u)	5.1	0.2(u)	5.3	-0.4	0.2	0.3(u)	5.3
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	2.3(u)	9.2	-0.9	1.5	1.6(u)	9.0
1120	Individuals who wanted to participate in training but did not (%)	14.8	14.5		10.9		-3.6		
1130	Job-related non-formal education and training (%)	84.1	84.5		81.4		-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)		0.67		0.71		0.04		
2020	IVET public expenditure (EUR per student)		7 089		8 549		1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost		0.9	0.4	0.8		-0.1		
2040	Average number of foreign languages learned in IVET	1.2	1.2	1.3	1.2	0.1	0.0	1.3	1.2
2050	STEM graduates from upper secondary VET (% of total)		32.0		28.7		-3.3		29.4
2060	30-34 year-olds with tertiary VET attainment (%)	6.2(u)	7.3	7.6	7.3	1.4	0.0	8.8	8.6
2070	Innovative enterprises with supportive training practices (%)	61.9	42.8	54.3	41.5	-7.2	-1.3		
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 (%)			50.9	55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)	4.7(u)	15.5	3.7	14.0	-1.0	-1.5	4.2	12.8(p)
3020	30-34 year-olds with tertiary attainment (%)	16.7	28.9	24.3	33.5	7.6	4.6	23.7	35.8
3030	NEET rate for 18-24 year-olds (%)	18.6	15.1	19.3	16.5	0.7	1.4	22.2	17.0(p)
3040	Unemployment rate for 20-34 year-olds (%)	16.1	10.6	18.4	13.1	2.3	2.5	26.0	14.5
3050	Adults with lower level of educational attainment (%)	25.9	30.1	23.3	27.3	-2.6	-2.8	20.7	25.8
3060	Employment rate for 20-64 year-olds (%)	60.6	69.0	58.7	68.5	-1.9	-0.5	55.3	68.5
3070	Medium/high-qualified employment in 2020 (% of total)			86.2	82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, 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 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

12. Italy

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



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

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

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

Italy scores quite highly compared with the EU average on participation in IVET (data for 2011), the share of IVET students as a percentage all upper secondary students being higher (60.0%) than the EU average (50.3%). In contrast, data for 2012 show that Italy has proportionately fewer adults involved in lifelong learning (6.6%) than the EU as a whole (9.0%). Those with low-level education and older people are generally less likely to engage in lifelong learning. Since 2006, the overall lifelong learning rate has slightly increased, yet Italy is still below the average target (15%) set by the strategic framework 'education and training 2020'. Similarly, incidence of (and participation in) employer-sponsored training – derived from the 2010 CVTS data – have increased compared to 2005, but still stand below the EU averages. For example, in 2010, 36% of employees participated in CVT courses compared to 38% in the EU, and 56% of employers reported providing training compared with the EU average of 66%. For employee participation in on-the-job training, the differences are more pronounced: 11% for Italy, 21% for the EU as a whole. The percentage of individuals who wanted to train, but did not is relatively large in Italy (17.9%) compared to the figure for the EU as a whole (10.9% in 2011).

Skill development and labour market relevance

Within this group of indicators, there are few with lower scores than the EU as a whole. The percentage of 30 to 34 year-olds in 2012 who have attained tertiary-level VET (as proxied by ISCED 5b qualifications) is low (0.3% in Italy, compared to 8.6% in the EU). Enterprise expenditure on CVT courses as % of total labour cost (CVTS 2010) are similar: Italy scores 0.4% compared to 0.8 for the EU average. For other indicators, such as the average number of foreign languages learned in IVET, workers with skills matched to their duties and workers helped to improve their work by training, the scores are slightly higher than the EU average. Based on 2009 data, the employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (74.6%) is lower than the EU average (79.1%). 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 those from general education at same ISCED level and those at lower ISCED level (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 in Italy enjoy a positive premium on both measures. Their employment rate is 7.8 percentage points higher than for counterparts from general education (they enjoy a positive employment premium and this is above the corresponding EU average premium of 5.6 percentage points); their employment rate is 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

In this section all data refer to 2012 unless otherwise stated.

Comparative indicators for early leavers from education and training (17.6% in Italy, 12.8% in the EU), the unemployment rate for 20 to 34 year-olds (18.5% in Italy, 14.5% in the EU), and the NEET rate for 18 to 24 year-olds (27.0% in Italy, 17.0% in the EU) are all relatively high. The percentage of early leavers (17.6%) is higher than both the Europe 2020 average target (10%) and the national target (15.5%). The percentage of 30 to 34 year-olds who have tertiary-level education is lower than the EU average (21.7% versus 35.8%): this is lower than both the national target (26-27%) and the Europe 2020 average target (40%). Between 2006 and 2010 and between 2010 and 2012 the percentage of people who attained tertiary-level education increased but at a lower rate than in the EU over the same period.

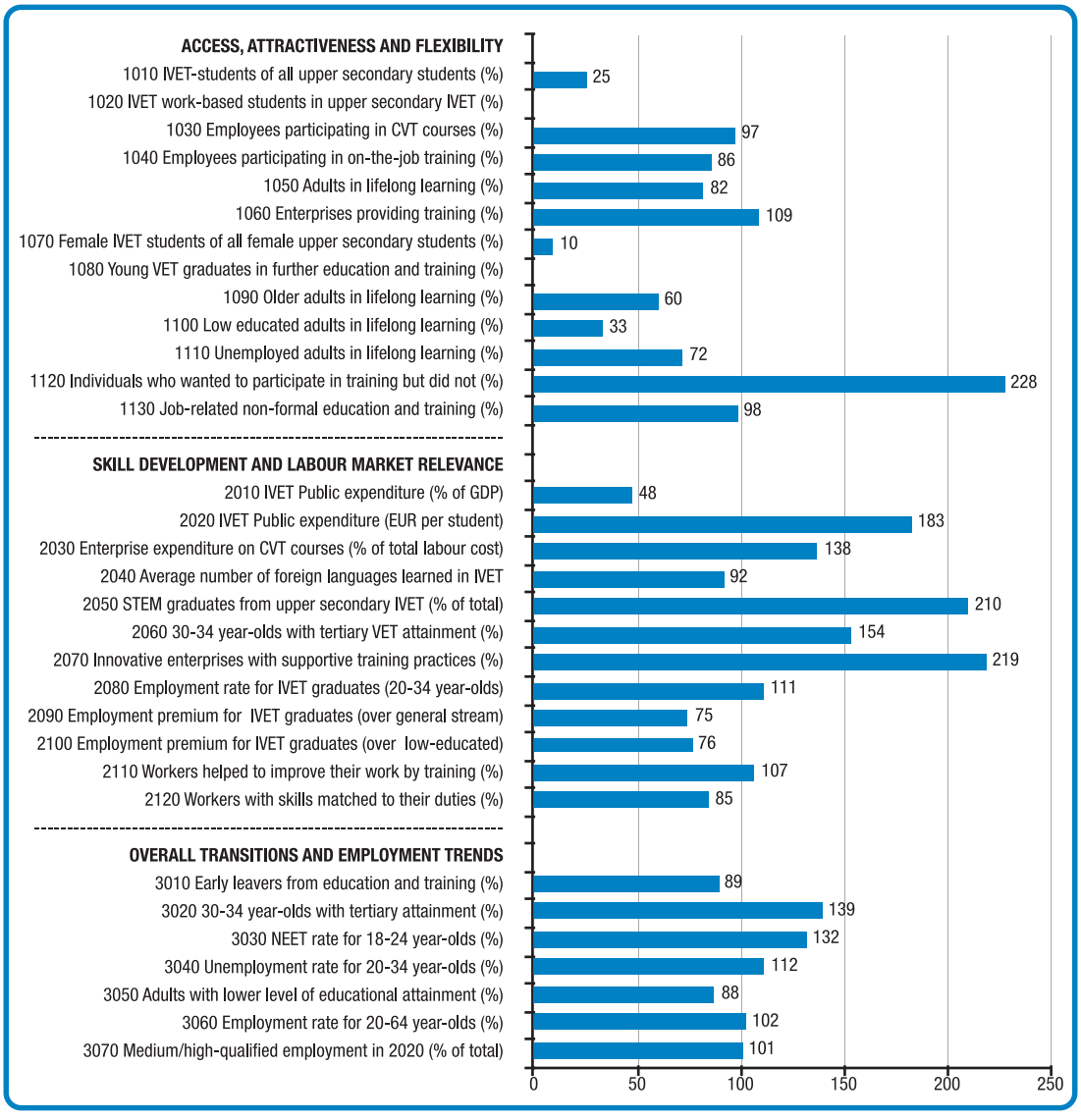
Score on VET indicators in Italy and in the EU, 2006, 2010 and 2011/12 (where available)

	Indicator label	2006		2010		Change 2006-10		2011/12 updates	
		IT	EU	IT	EU	IT	EU	IT	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	60.5	51.7	60.0	49.9	-0.5	-1.8	60.0	50.3
1020	IVET work-based students as % of upper secondary IVET		27.7		27.9		0.2		27.0
1030	Employees participating in CVT courses (%)	29	33	36	38	7	5		
1040	Employees participating in on-the-job training (%)	7	16	11	21	4	5		
1050	Adults in lifelong learning (%)	6.1	9.5	6.2	9.1	0.1	-0.4	6.6	9.0
1060	Enterprises providing training (%)	32	60	56	66	24	6		
1070	Female IVET students as % of all female upper secondary students	49.4	46.3	49.1	44.2	-0.3	-2.1	49.2	44.7
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	3.6	5.3
1100	Low-educated adults in lifelong learning (%)	1.1	3.7	1.3	3.9	0.2	0.2	1.6	3.9
1110	Unemployed adults in lifelong learning (%)	6.7	7.7	6.2	9.2	-0.5	1.5	6.2	9.0
1120	Individuals who wanted to participate in training but did not (%)	20.6	14.5	17.9	10.9	-2.7	-3.6		
1130	Job-related non-formal education and training (%)	72.7	84.5	73.4	81.4	0.7	-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)		0.67		0.71		0.04		
2020	IVET public expenditure (EUR per student)		7 089		8 549		1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.6	0.9	0.4	0.8	-0.2	-0.1		
2040	Average number of foreign languages learned in IVET	1.4	1.2	1.4	1.2	0.0	0.0	1.4	1.2
2050	STEM graduates from upper secondary VET (% of total)		32.0		28.7		-3.3		29.4
2060	30-34 year-olds with tertiary VET attainment (%)	0.7	7.3	0.3	7.3	-0.4	0.0	0.3	8.6
2070	Innovative enterprises with supportive training practices (%)	45.1	42.8	31.9	41.5	-13.2	-1.3		
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	14.0	-1.8	-1.5	17.6	12.8(p)
3020	30-34 year-olds with tertiary attainment (%)	17.7	28.9	19.8	33.5	2.1	4.6	21.7	35.8
3030	NEET rate for 18-24 year-olds (%)	20.6	15.1	24.2	16.5	3.6	1.4	27.0	17.0(p)
3040	Unemployment rate for 20-34 year-olds (%)	11.2	10.6	14.5	13.1	3.3	2.5	18.5	14.5
3050	Adults with lower level of educational attainment (%)	48.7	30.1	44.8	27.3	-3.9	-2.8	42.8	25.8
3060	Employment rate for 20-64 year-olds (%)	62.5	69.0	61.1	68.5	-1.4	-0.5	61.0	68.5
3070	Medium/high-qualified employment in 2020 (% of total)			71.3	82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, 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 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

13. Cyprus

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



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

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

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

Participation in IVET in Cyprus is relatively low compared with the EU average in 2011. The percentage of upper secondary students enrolled in IVET programmes (12.7%) is significantly lower than the EU average (50.3%). For women the difference is even greater (4.3% for Cyprus; 44.7% for the EU). In 2012, the percentage of adults participating in lifelong learning (7.4%) is lower than the EU average (9.0%).

Data from the 2010 CVTS suggest that the share of enterprises providing training in Cyprus is higher than the EU average (72% Cyprus, 66% the EU). It was lower in 2005. Employees are slightly less likely to participate in on-the-job training (18% Cyprus, 21% the EU in 2010).The proportion of individuals who wanted to train but did not is higher in Cyprus at 24.8% compared with 10.9% in the EU (data for 2011).

Skill development and labour market relevance

Figures for Cyprus are particularly high for several indicators in this group. The percentage of 30 to 34 year-olds who have attained tertiary-level VET (ISCED 5b) is substantially higher than the EU average (13.3% compared to 8.6%, in 2012). Similarly, the percentage of innovative enterprises providing supportive training (90.7%) is much higher than the EU average (41.5%) (based on 2010 data).

Based on 2009 data, the employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (88.1%) is also above the EU average (79.1%). 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 (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 2010 (0.34%) is below the EU average (0.71%) but expenditure per student is higher (EUR 15 613 in Cyprus and EUR 8 549 in the EU).

Overall transitions and employment trends

In this section all data refer to 2012 unless otherwise stated.

The unemployment rate for 20 to 34 year-olds is higher than the EU average (16.2% versus 14.5%), and the employment rate for 20 to 64 year-olds is higher (70.2% versus 68.5%). The unemployment rate appears to have grown more rapidly in Cyprus than in the EU since 2010. The share of 30 to 34 year-olds with tertiary-level education already exceeds the Europe 2020 average target (40%). At 49.9%, this share has also surpassed the national target (46%).

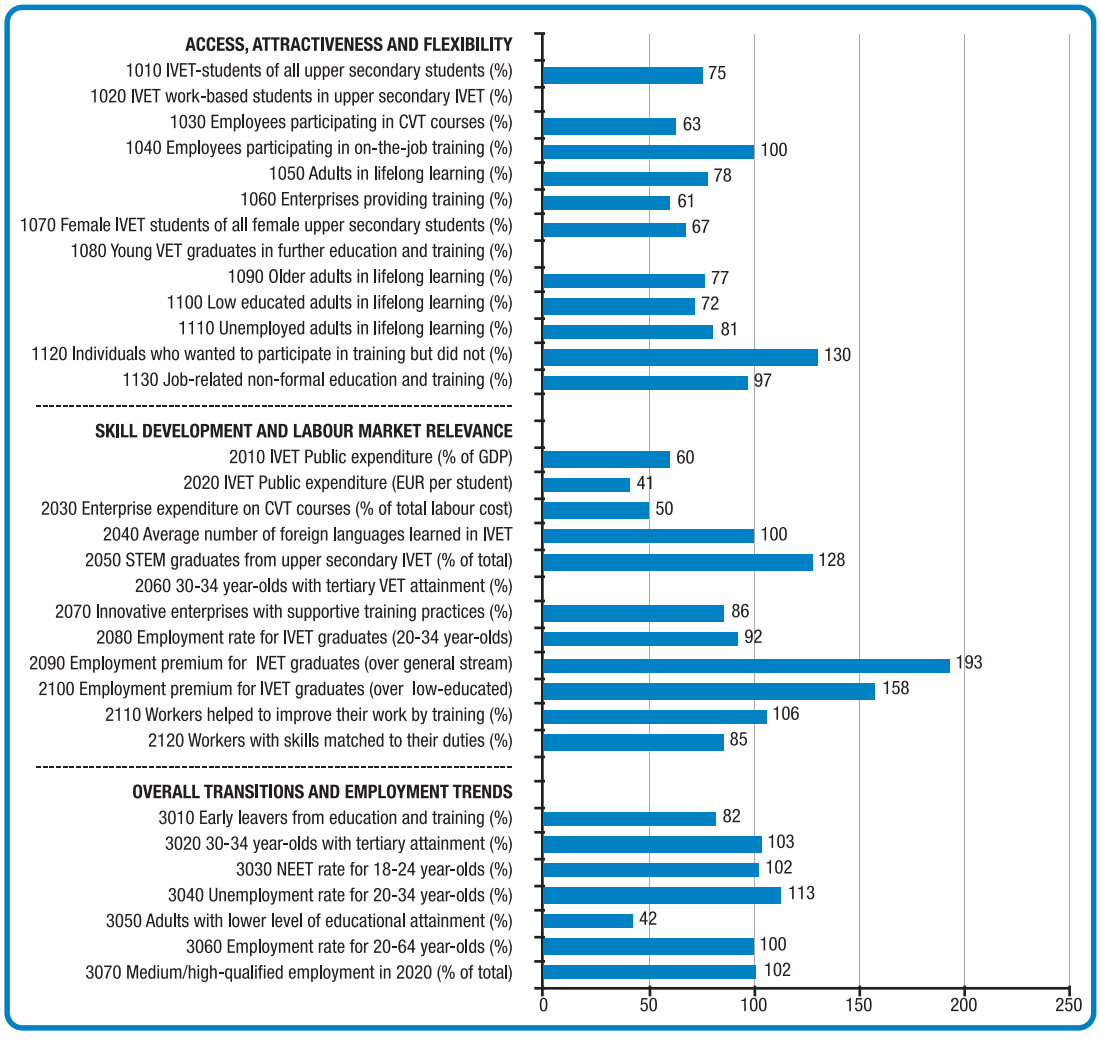
Score on VET indicators in Cyprus and in the EU, 2006, 2010 and 2011/12 (where available)

	Indicator label	2006		2010		Change 2006-10		2011/12 updates	
		CY	EU	CY	EU	CY	EU	CY	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	13.3	51.7	13.2	49.9	-0.1	-1.8	12.7	50.3
1020	IVET work-based students as % of upper secondary IVET		27.7		27.9		0.2		27.0
1030	Employees participating in CVT courses (%)	30	33	37	38	7	5		
1040	Employees participating in on-the-job training (%)	6	16	18	21	12	5		
1050	Adults in lifelong learning (%)	7.1	9.5	7.7	9.1	0.6	-0.4	7.4	9.0
1060	Enterprises providing training (%)	51	60	72	66	21	6		
1070	Female IVET students as % of all female upper secondary students	4.5	46.3	4.4	44.2	-0.1	-2.1	4.3	44.7
1080	Young VET graduates in further education and training (%)			16.5(u)	30.7				
1090	Older adults in lifelong learning (%)	3.7	5.1	3.8	5.3	0.1	0.2	3.2	5.3
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	6.5	9.0
1120	Individuals who wanted to participate in training but did not (%)	32.9	14.5	24.8	10.9	-8.1	-3.6		
1130	Job-related non-formal education and training (%)	80.9	84.5	80.1	81.4	-0.8	-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.34	0.67	0.34	0.71	-0.00	0.04		
2020	IVET public expenditure (EUR per student)	13 165	7 089	15 613	8 549	2 448	1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.8	0.9	1.1	0.8	0.3	-0.1		
2040	Average number of foreign languages learned in IVET	1.2	1.2	1.1	1.2	-0.1	0.0	1.1	1.2
2050	STEM graduates from upper secondary VET (% of total)	52.7	32.0	57.7	28.7	5.0	-3.3	61.7	29.4
2060	30-34 year-olds with tertiary VET attainment (%)	20.3	7.3	14.1	7.3	-6.2	0.0	13.3	8.6
2070	Innovative enterprises with supportive training practices (%)	97.8	42.8	90.7	41.5	-7.1	-1.3		
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	12.7	14.0	-2.2	-1.5	11.4	12.8(p)
3020	30-34 year-olds with tertiary attainment (%)	46.1	28.9	45.3	33.5	-0.8	4.6	49.9	35.8
3030	NEET rate for 18-24 year-olds (%)	14.5	15.1	16.7	16.5	2.2	1.4	22.4	17.0(p)
3040	Unemployment rate for 20-34 year-olds (%)		10.6	8.8	13.1	(b)	2.5	16.2	14.5
3050	Adults with lower level of educational attainment (%)	30.5	30.1	26.0	27.3	-4.5	-2.8	22.6	25.8
3060	Employment rate for 20-64 year-olds (%)		69.0	75.0	68.5	(b)	-0.5	70.2	68.5
3070	Medium/high-qualified employment in 2020 (% of total)			83.0	82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, 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 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

14. Latvia

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



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

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

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

The percentage of upper secondary students enrolled in IVET in Latvia (37.8% in 2011) is lower than the EU average (50.3%). The share of adults participating in lifelong learning (7.0% in 2012) is also lower than the EU average (9.0%): Latvia is still 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. Based on 2010 CVTS 4 data, the percentage of enterprises providing training (40%) is below the EU average (66%), and the percentage of employees participating in CVT courses at 24% is also below the EU average of 38%, while employee participation in on-the-job training is on par with it.

Skill development and labour market relevance

Indicators on skill development and labour market relevance show a mixed picture. At 0.43%, IVET expenditure as a share of overall GDP is below the EU average of 0.71%. This is also reflected in the lower spend per student (EUR 3 512 compared with the EU average EUR 8 549) (data on expenditure refer to 2010 and to IVET at ISCED 3-4). The percentage of graduates in STEM subjects from upper secondary-level IVET is higher than on average in the EU (37.4% and 29.4% respectively). The share of 30 to 34 year-olds who have attained tertiary-level VET (1.7%) is lower than the corresponding EU average (8.6% in 2012). Data from 2010 reveal that enterprises are less likely to provide training to support innovation (35.7% compared with 41.5% in the EU).

Based on 2009 data, the employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (73.0%) is lower than the EU average (79.1%). 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 (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 in Latvia 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

In this section all data refer to 2012 (unless otherwise stated).

The percentage of early leavers from education and training (10.5%) is below the EU average (12.8%): at this level, it is just above the Europe 2020 average target (10%), but below the national target (13.4%). The percentage of 30 to 34 year-olds with tertiary-level education is slightly higher than the EU average (37.0% and 35.8%) and the percentage of people with low-level education is relatively low (10.9% compared with 25.8% in the EU). By 2012, at 37%, the attainment of the 30 to 34 year-olds in tertiary-level education had surpassed the national target (35%) but is still below the Europe 2020 average target (40%). The employment rate for the 20 to 64 year-olds (68.2%) is not far off the EU average (68.5%). The NEET rate (17.4%) is more or less the same as in the EU (17.0%). The unemployment rate of 20 to 34 year-olds (16.4%) is higher than the EU average (14.5%).

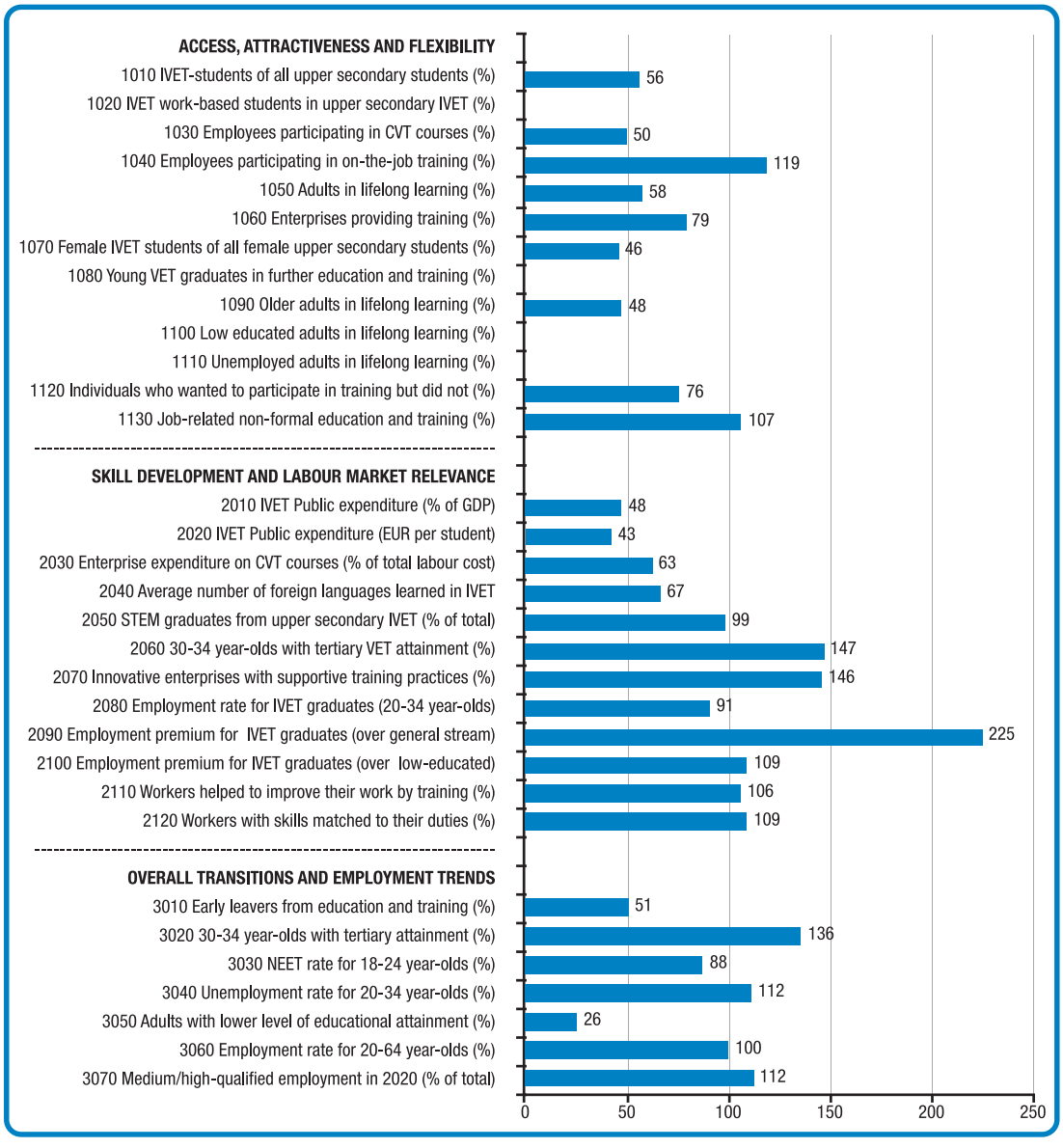
Score on VET indicators in Latvia and in the EU, 2006, 2010 and 2011/12 (where available)

	Indicator label	2006		2010		Change 2006-10		2011/12 updates	
		LV	EU	LV	EU	LV	EU	LV	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	34.3	51.7	36.0	49.9	1.7	-1.8	37.8	50.3
1020	IVET work-based students as % of upper secondary IVET		27.7		27.9		0.2		27.0
1030	Employees participating in CVT courses (%)	15	33	24	38	9	5		
1040	Employees participating in on-the-job training (%)	7	16	21	21	14	5		
1050	Adults in lifelong learning (%)		9.5		9.1		-0.4	7.0(b)	9.0
1060	Enterprises providing training (%)	36	60	40	66	4	6		
1070	Female IVET students as % of all female upper secondary students	27.0	46.3	28.9	44.2	1.9	-2.1	30.1	44.7
1080	Young VET graduates in further education and training (%)				30.7				
1090	Older adults in lifelong learning (%)		5.1		5.3		0.2	4.1(b)	5.3
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	7.3	9.0
1120	Individuals who wanted to participate in training but did not (%)	12.2	14.5	14.2	10.9	2.0	-3.6		
1130	Job-related non-formal education and training (%)	85.5	84.5	78.9	81.4	-6.6	-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.42	0.67	0.43	0.71	0.01	0.04		
2020	IVET public expenditure (EUR per student)	3 103	7 089	3 512	8 549	409	1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.4	0.9	0.4	0.8	0.0	-0.1		
2040	Average number of foreign languages learned in IVET		1.2	1.2	1.2		0.0	1.2	1.2
2050	STEM graduates from upper secondary VET (% of total)	41.7	32.0	36.3	28.7	-5.4	-3.3	37.4	29.4
2060	30-34 year-olds with tertiary VET attainment (%)		7.3		7.3		0.0	1.7(b)	8.6
2070	Innovative enterprises with supportive training practices (%)	35.8	42.8	35.7	41.5	-0.1	-1.3		
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 (%)		15.5		14.0		-1.5	10.5(b)	12.8(p)
3020	30-34 year-olds with tertiary attainment (%)		28.9		33.5		4.6	37.0(b)	35.8
3030	NEET rate for 18-24 year-olds (%)		15.1		16.5		1.4	17.4(b)	17.0(p)
3040	Unemployment rate for 20-34 year-olds (%)		10.6		13.1		2.5	16.4(b)	14.5
3050	Adults with lower level of educational attainment (%)		30.1		27.3		-2.8	10.9(b)	25.8
3060	Employment rate for 20-64 year-olds (%)		69.0		68.5		-0.5	68.2(b)	68.5
3070	Medium/high-qualified employment in 2020 (% of total)			83.6	82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, 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 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

15. Lithuania

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



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

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

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

IVET students comprise a relatively low share of the overall upper secondary student population (28.4% compared with 50.3% in the EU in 2011). Data for 2012 show that the percentage of adults participating in lifelong learning (5.2%) is less than half the EU average (9.0%) and is well below the average target (15%) set by the strategic framework 'education and training 2020'. Based on 2010 CVTS data, the percentage of employers providing training (52%) is lower than the EU average (66%), but has increased from 46% in 2005. The percentage of employees participating in CVT courses at 19% is half the EU average of 38%, but the percentage of employers participating in on-the-job training at 25% is higher than the EU average of 21%.

Skill development and labour market relevance

Data for 2010 show that public expenditure on IVET as a percentage of GDP (0.27%) is less than half the EU average (0.71%). This is also reflected in the relatively low spend per student (EUR 3 635 compared to EUR 8 549 in the EU). These expenditure data refer to 2010 and to IVET at ISCED 3-4. The average number of foreign languages learned by upper secondary IVET students (0.8) is below the EU average (1.2 in 2011). The percentage of graduations in STEM subjects from upper secondary IVET (29.0%) is more or less the same as in the EU (29.4%). The percentage of 30 to 34 year-olds who have attained tertiary-level VET (ISCED 5b) is relatively high compared with the EU average (12.7% versus 8.6% in 2012) showing VET as an important determinant of tertiary-level attainment for young people.

Data from 2009 show that the employment rate for IVET graduates (aged 20-34) at ISCED 3-4 (71.9%) is below the EU average (79.1%). 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 (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 in Lithuania 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 that of graduates with lower-level qualifications (this a higher premium 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 this section all data refer to 2012 unless otherwise stated.

The percentage of early leavers from education and training (6.5%) is lower than the EU average (12.6%) and below the national target (9.0%) and the Europe 2020 average target (10%). Educational attainment is relatively high: the percentage of 30 to 34 year-olds who have attained tertiary-level education (48.7%) is above the EU average (35.8%). The percentage of people with only lower-level educational attainment is relatively low (6.6% compared with 25.8% in the EU). The percentage of 30 to 34 year-olds with tertiary-level education had risen further to 48.7%, above the Europe 2020 average target and the national target, both set at 40%.

Of 20 to 64 year-olds, 68.7% are employed, which is more or less the same as the EU average (68.5%). The NEET rate is relatively low (14.9% versus 17.0% in the EU), but the unemployment rate of 20 to 34 year-olds is higher than the EU average (16.1% compared to 14.5%). The NEET rate fell back to 14.9% (17.0% across the EU), compared with 18.2% in 2010.

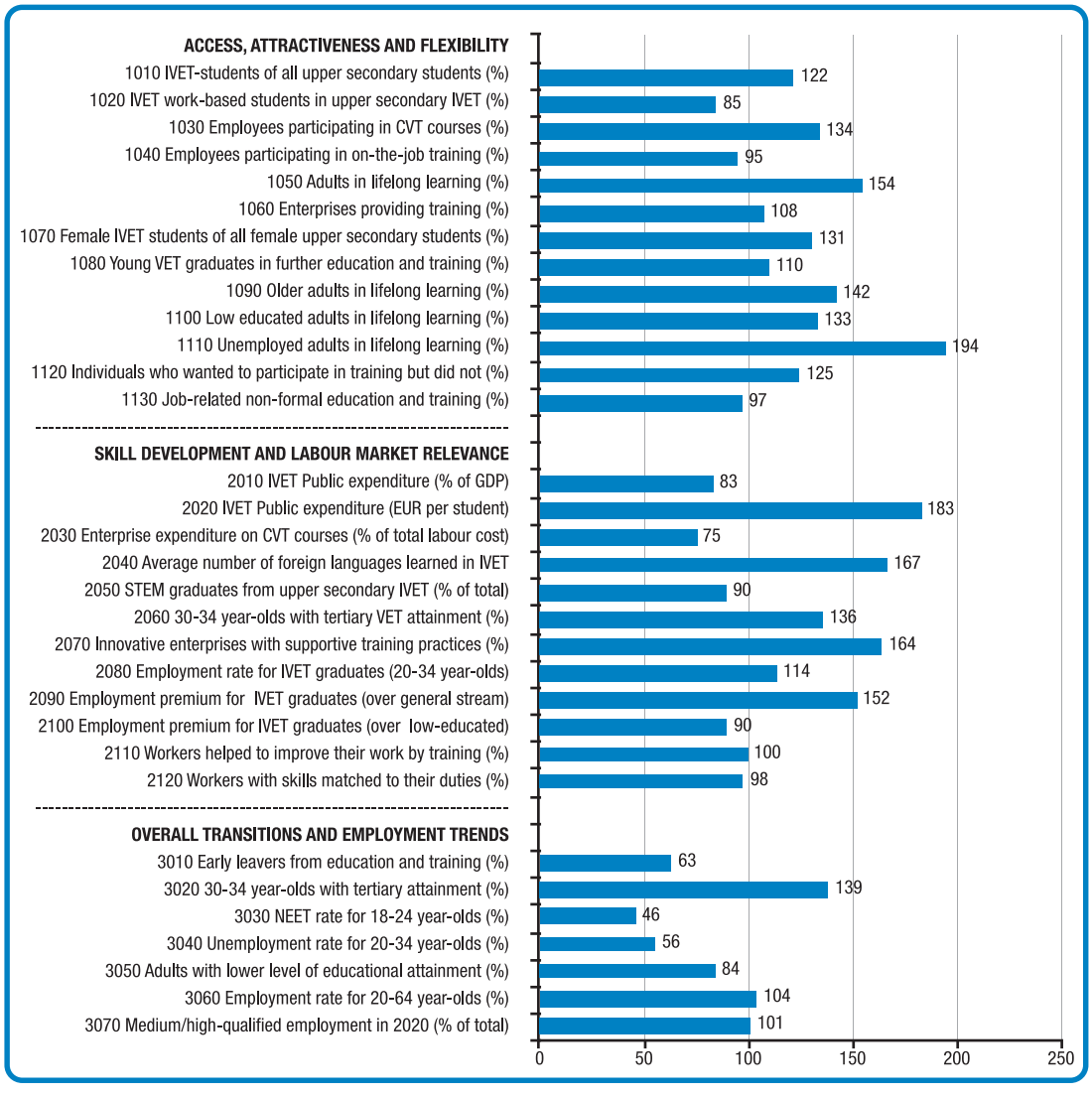
Score on VET indicators in Lithuania and in the EU, 2006, 2010 and 2011/12 (where available)

	Indicator label	2006		2010		Change 2006-10		2011/12 updates	
		LT	EU	LT	EU	LT	EU	LT	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	25.7	51.7	27.7	49.9	2.0	-1.8	28.4	50.3
1020	IVET work-based students as % of upper secondary IVET		27.7		27.9		0.2		27.0
1030	Employees participating in CVT courses (%)	15	33	19	38	4	5		
1040	Employees participating in on-the-job training (%)	11	16	25	21	14	5		
1050	Adults in lifelong learning (%)	4.9	9.5	4.0	9.1	-0.9	-0.4	5.2	9.0
1060	Enterprises providing training (%)	46	60	52	66	6	6		
1070	Female IVET students as % of all female upper secondary students	19.5	46.3	20.0	44.2	0.5	-2.1	20.5	44.7
1080	Young VET graduates in further education and training (%)				30.7				
1090	Older adults in lifelong learning (%)		5.1		5.3		0.2	2.5(b)	5.3
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	2.8(u)	9.0
1120	Individuals who wanted to participate in training but did not (%)	10.6	14.5	8.3	10.9	-2.3	-3.6		
1130	Job-related non-formal education and training (%)	89.3	84.5	86.9	81.4	-2.4	-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.27	0.67	0.34	0.71	0.07	0.04		
2020	IVET public expenditure (EUR per student)	2 957	7 089	3 635	8 549	678	1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.7	0.9	0.5	0.8	-0.2	-0.1		
2040	Average number of foreign languages learned in IVET	0.9	1.2	1.1	1.2	0.2	0.0	0.8	1.2
2050	STEM graduates from upper secondary VET (% of total)	43.8	32.0	32.5	28.7	-11.3	-3.3	29.0	29.4
2060	30-34 year-olds with tertiary VET attainment (%)	18.9	7.3	11.9	7.3	-7.0	0.0	12.7	8.6
2070	Innovative enterprises with supportive training practices (%)	47.9	42.8	60.6	41.5	12.7	-1.3		
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	14.0	-0.1	-1.5	6.5	12.8(p)
3020	30-34 year-olds with tertiary attainment (%)	39.4	28.9	43.8	33.5	4.4	4.6	48.7	35.8
3030	NEET rate for 18-24 year-olds (%)	11.4	15.1	18.2	16.5	6.8	1.4	14.9	17.0(p)
3040	Unemployment rate for 20-34 year-olds (%)		10.6		13.1		2.5	16.1(b)	14.5
3050	Adults with lower level of educational attainment (%)	11.7	30.1	8.0	27.3	-3.7	-2.8	6.6	25.8
3060	Employment rate for 20-64 year-olds (%)		69.0		68.5		-0.5	68.7(b)	68.5
3070	Medium/high-qualified employment in 2020 (% of total)			92.4	82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, 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 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

16. Luxembourg

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



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

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

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

Participation in IVET and CVET in Luxembourg is quite high. The percentage of employees receiving CVT training courses, as reported by their employer and derived from the 2010 CVTS data, is relatively high compared with the EU average (51% versus 38%). Similarly, indicators of participation in lifelong learning in 2012 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 overall rate of adult participation in lifelong learning (13.9%) is above the EU average (9.0%) and has slightly increased since 2010; Luxembourg is close to the average target (15%) set by the strategic framework 'education and training 2020'. Participation in IVET by upper secondary students (61.4%) is above the EU average (50.3% in 2011). In upper secondary vocational education, combined work- and school-based programmes account for 22.9% of enrolments (27.0% in the EU).

Skill development and labour market relevance

Luxembourg is above average for several indicators in this group.

In 2010, at ISCED 3-4, public expenditure on IVET per student (EUR 15 614) is significantly higher than the EU average (EUR 8 549). Although the percentage of 30 to 34 year-olds who attained tertiary-level VET decreased between 2010 and 2012, this share is still higher than the EU average (11.7% versus 8.6%). The same is true for the percentage of innovative enterprises providing supportive training (68.2% versus 41.5% in the EU in 2010).

Based on 2009 data, 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 (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 in Luxembourg 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 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.

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

In this section all data refer to 2012 unless otherwise stated.

A generally favourable picture emerges for Luxembourg, but most data are based on a small sample size and should be interpreted with caution. Levels of educational attainment are generally higher than in the EU overall, the unemployment rate of 20 to 34 year-olds is lower, the NEET rate is lower, and employment rate of 20 to 64 year-olds is higher.

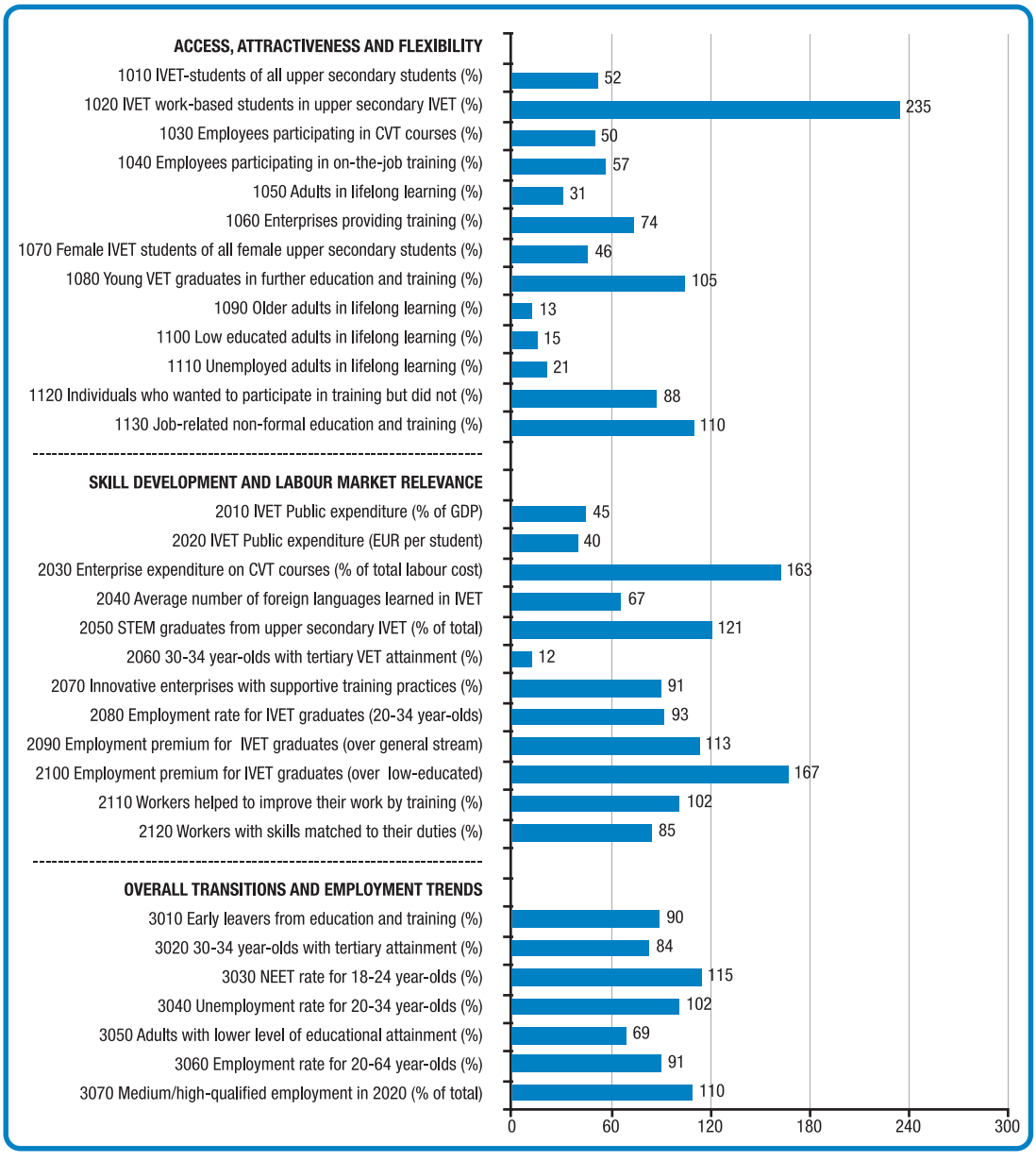
Score on VET indicators in Luxembourg and in the EU, 2006, 2010 and 2011/12 (where available)

	Indicator label	2006		2010		Change 2006-10		2011/12 updates	
		LU	EU	LU	EU	LU	EU	LU	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	62.9	51.7	61.5	49.9	-1.4	-1.8	61.4	50.3
1020	IVET work-based students as % of upper secondary IVET	22.0	27.7	23.5	27.9	1.5	0.2	22.9	27.0
1030	Employees participating in CVT courses (%)	49	33	51	38	2	5		
1040	Employees participating in on-the-job training (%)	23	16	20	21	-3	5		
1050	Adults in lifelong learning (%)		9.5	13.4	9.1	(b)	-0.4	13.9	9.0
1060	Enterprises providing training (%)	72	60	71	66	-1	6		
1070	Female IVET students as % of all female upper secondary students	59.4	46.3	58.6	44.2	-0.8	-2.1	58.5	44.7
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	7.6	5.3
1100	Low-educated adults in lifelong learning (%)		3.7	4.7	3.9	(b)	0.2	5.2	3.9
1110	Unemployed adults in lifelong learning (%)		7.7	17.2	9.2	(b)	1.5	17.5	9.0
1120	Individuals who wanted to participate in training but did not (%)		14.5	13.6	10.9		-3.6		
1130	Job-related non-formal education and training (%)		84.5	79.1	81.4		-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.54	0.67	0.59	0.71	0.05	0.04		
2020	IVET public expenditure (EUR per student)	15 854	7 089	15 614	8 549	-240	1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.8	0.9	0.6	0.8	-0.2	-0.1		
2040	Average number of foreign languages learned in IVET	1.9	1.2	2.0	1.2	0.1	0.0	2.0	1.2
2050	STEM graduates from upper secondary VET (% of total)	26.2	32.0	25.4	28.7	-0.8	-3.3	26.3	29.4
2060	30-34 year-olds with tertiary VET attainment (%)		7.3	18.7	7.3	(b)	0.0	11.7	8.6
2070	Innovative enterprises with supportive training practices (%)	84.5	42.8	68.2	41.5	-16.3	-1.3		
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	14.0	(b)	-1.5	8.1(p)	12.8(p)
3020	30-34 year-olds with tertiary attainment (%)		28.9	46.1	33.5	(b)	4.6	49.6	35.8
3030	NEET rate for 18-24 year-olds (%)		15.1	6.9	16.5	(b)	1.4	7.8(p)	17.0(p)
3040	Unemployment rate for 20-34 year-olds (%)	6.7	10.6	6.2	13.1	-0.5	2.5	8.0	14.5
3050	Adults with lower level of educational attainment (%)		30.1	22.3	27.3	(b)	-2.8	21.7	25.8
3060	Employment rate for 20-64 year-olds (%)	69.1	69.0	70.7	68.5	1.6	-0.5	71.4	68.5
3070	Medium/high-qualified employment in 2020 (% of total)			83.2	82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, 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 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

17. Hungary

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



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

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

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

The share of all upper secondary students enrolled in vocational programmes in Hungary (26.2%) is about half the EU average (50.3% in 2011). 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 (63.4% versus 27.0%). Data for 2012 on the share of adults participating in lifelong learning also show a relatively low score (2.8% compared to 9.0% in the EU) and since 2006, 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. At 49%, the share of employers providing training is less than the 66% EU average and only 19% of employees benefit from employer-sponsored CVT courses, compared to 38% in the EU (CVTS 2010 data).

Skill development and labour market relevance

Public expenditure on IVET as a percentage of GDP (0.32%) is relatively low compared to the EU average (0.71%) (2010 data for ISCED 3-4). The amount spent per student (EUR 3 383) is also significantly below the EU average (EUR 8 549). The share of 30 to 34 year-olds who have attained tertiary-level VET (1.0%) is much lower than the EU average (8.6%). Based on 2009 data, employment 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 general education at same ISCED level and graduates at lower ISCED level (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 in Hungary 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 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

In this section all data refer to 2012 unless otherwise stated.

The percentage of early leavers (11.5%) is below the EU average (12.8%). Though slightly increased between 2010 and 2012, it still stands above the Europe 2020 average target and the national target (both at 10%). The share of 30 to 34 year-olds who have attained tertiary-level education is relatively low at 29.9%, compared to the EU average 35.8%, but has been increasing, from 19.0% in 2006 and 25.7% in 2010. This is still short of the Europe 2020 average target (40%) but very close to the national target (30.3%). The percentage of the young achieving tertiary-level education has been rising faster than in the EU overall. The percentage of adults with low-level education is comparatively low (17.9% versus 25.8%). The employment rate for the 20 to 64 year-olds (62.1%) is lower than the EU average (68.5%), but has increased from 2010 to 2012 in Hungary, while it stabilised in the EU as a whole. The NEET rate is slightly higher compared to that of the EU (19.5% versus 17.0%) but grew more than in the EU from 2010 to 2012. The unemployment rate for the 20 to 34 year-olds (14.7%) is very close to the EU average (14.5%).

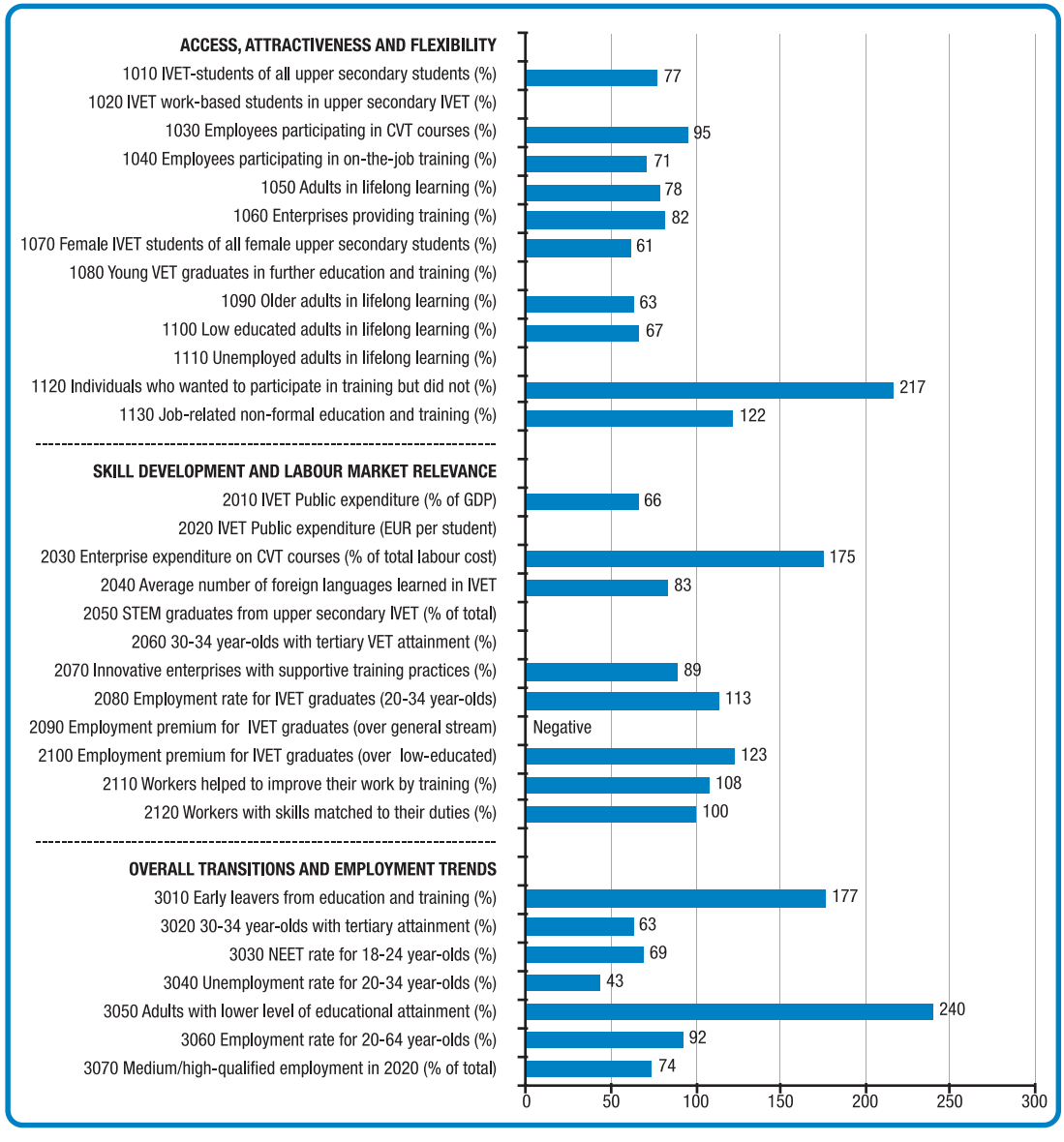
Score on VET indicators in Hungary and in the EU, 2006, 2010 and 2011/12 (where available)

	Indicator label	2006		2010		Change 2006-10		2011/12 updates	
		HU	EU	HU	EU	HU	EU	HU	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	23.7	51.7	25.8	49.9	2.1	-1.8	26.2	50.3
1020	IVET work-based students as % of upper secondary IVET	54.6	27.7	59.6	27.9	5.0	0.2	63.4	27.0
1030	Employees participating in CVT courses (%)	16	33	19	38	3	5		
1040	Employees participating in on-the-job training (%)	13	16	12	21	-1	5		
1050	Adults in lifelong learning (%)	3.8	9.5	2.8	9.1	-1.0	-0.4	2.8	9.0
1060	Enterprises providing training (%)	49	60	49	66	0	6		
1070	Female IVET students as % of all female upper secondary students	18.5	46.3	20.4	44.2	1.9	-2.1	20.8	44.7
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	0.7	5.3
1100	Low-educated adults in lifelong learning (%)	0.7	3.7	0.7	3.9	0.0	0.2	0.6	3.9
1110	Unemployed adults in lifelong learning (%)	3.6	7.7	2.4	9.2	-1.2	1.5	1.9	9.0
1120	Individuals who wanted to participate in training but did not (%)		14.5	9.6	10.9	(b)	-3.6		
1130	Job-related non-formal education and training (%)		84.5	89.5	81.4	(b)	-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.40	0.67	0.32	0.71	-0.08	0.04		
2020	IVET public expenditure (EUR per student)	3 771	7 089	3 383	8 549	-388	1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost	1.3	0.9	1.3	0.8	0.0	-0.1		
2040	Average number of foreign languages learned in IVET	0.7	1.2	0.8	1.2	0.1	0.0	0.8	1.2
2050	STEM graduates from upper secondary VET (% of total)	36.4	32.0	35.3	28.7	-1.1	-3.3	35.5	29.4
2060	30-34 year-olds with tertiary VET attainment (%)	0.3(u)	7.3	1.0	7.3	0.7	0.0	1.0	8.6
2070	Innovative enterprises with supportive training practices (%)	47.3	42.8	37.6	41.5	-9.7	-1.3		
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	14.0	-2.1	-1.5	11.5	12.8(p)
3020	30-34 year-olds with tertiary attainment (%)	19.0	28.9	25.7	33.5	6.7	4.6	29.9	35.8
3030	NEET rate for 18-24 year-olds (%)	16.3	15.1	16.5	16.5	0.2	1.4	19.5	17.0(p)
3040	Unemployment rate for 20-34 year-olds (%)	9.6	10.6	14.6	13.1	5.0	2.5	14.7	14.5
3050	Adults with lower level of educational attainment (%)	21.9	30.1	18.7	27.3	-3.2	-2.8	17.9	25.8
3060	Employment rate for 20-64 year-olds (%)	62.6	69.0	60.4	68.5	-2.2	-0.5	62.1	68.5
3070	Medium/high-qualified employment in 2020 (% of total)			90.1	82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, 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 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

18. Malta

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



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

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

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

Based on 2011 provisional data, the share of upper secondary students enrolled in IVET programmes in Malta is 38.9%. This should be interpreted with caution since, even though with big fluctuations, values for Malta have been much higher in recent past. Malta has proportionately fewer adults involved in lifelong learning than the EU as a whole (7.0% compared with an EU average of 9.0% in 2012). This percentage is below the average target (15%) set by the strategic framework 'education and training 2020'.

Skill development and labour market relevance

Data from 2010 show that public expenditure on IVET as a percentage of GDP (0.47%) is below the EU average (0.71%). Similarly, data from 2010 show that the share of enterprises providing training to support innovation is relatively low (36.9% of innovative enterprises) compared to the EU average (41.5%).

Based on 2009 data, the employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (89.7%) is higher than the EU average (79.1%). 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 those from general education at same ISCED level and graduates at lower ISCED level (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 in Malta 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 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 this section all data refer to 2012 (unless otherwise stated).

The percentage of early leavers from education and training (22.6%) is much higher than the EU average (12.8%), and much higher than the Europe 2020 average target (10%). The percentage of 30 to 34 year-olds who have attained tertiary-level education (22.4%) is lower than the EU average (35.8%). At 22.4%, the figure for Malta remains lower than both the national target (33%) and the Europe 2020 average target (40%). There is a much higher share of adults with low-level education in Malta compared with the EU (61.9% versus 25.8%).

The employment rate for 20 to 64 year-olds (63.1%) is lower than the EU average of (68.5%) as is the NEET rate (11.7% compared to 17.0%). The unemployment rate for 20 to 34 year-olds is much lower in Malta (6.3%) than in the EU (14.5%).

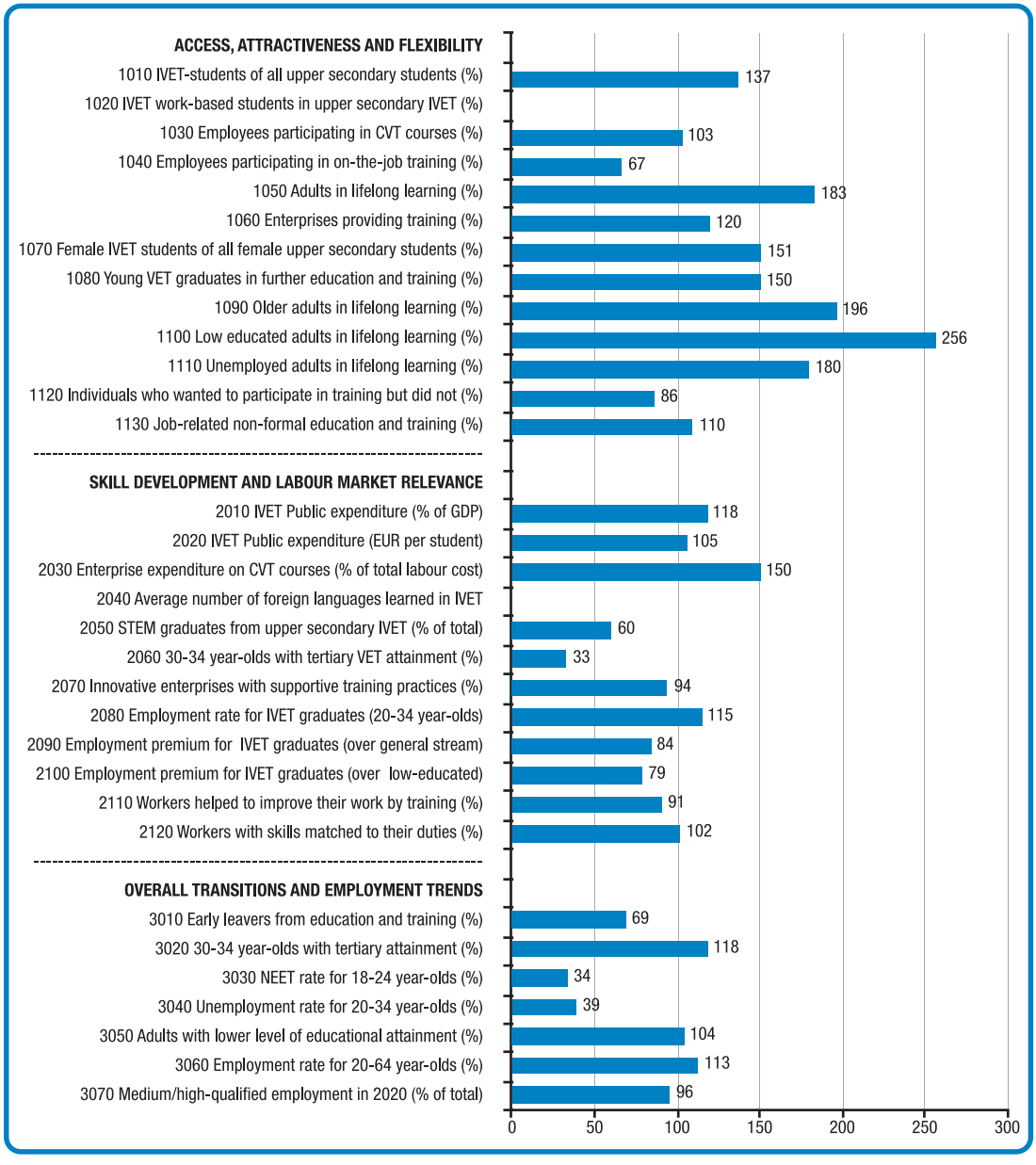
Score on VET indicators in Malta and in the EU, 2006, 2010 and 2011/12 (where available)

	Indicator label	2006		2010		Change 2006-10		2011/12 updates	
		MT	EU	MT	EU	MT	EU	MT	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	46.9	51.7	49.3	49.9	2.4	-1.8	38.9(p)	50.3
1020	IVET work-based students as % of upper secondary IVET		27.7		27.9		0.2		27.0
1030	Employees participating in CVT courses (%)	32	33	36	38	4	5		
1040	Employees participating in on-the-job training (%)	17	16	15	21	-2	5		
1050	Adults in lifelong learning (%)	5.4	9.5	6.2	9.1	0.8	-0.4	7.0	9.0
1060	Enterprises providing training (%)	46	60	54	66	8	6		
1070	Female IVET students as % of all female upper secondary students	36.6	46.3	39.8	44.2	3.2	-2.1	27.3	44.7
1080	Young VET graduates in further education and training (%)				30.7				
1090	Older adults in lifelong learning (%)		5.1	3.3	5.3	(b)	0.2	3.3	5.3
1100	Low-educated adults in lifelong learning (%)	2.8	3.7	3.4	3.9	0.6	0.2	2.6	3.9
1110	Unemployed adults in lifelong learning (%)	11.0(u)	7.7	14.9	9.2	3.9	1.5	8.8(u)	9.0
1120	Individuals who wanted to participate in training but did not (%)	27.4	14.5	23.6	10.9	-3.8	-3.6		
1130	Job-related non-formal education and training (%)	71.0	84.5	99.3	81.4	28.3	-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.38	0.67	0.47	0.71	0.09	0.04		
2020	IVET public expenditure (EUR per student)	5 481	7 089		8 549		1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost	1.0	0.9	1.4	0.8	0.4	-0.1		
2040	Average number of foreign languages learned in IVET		1.2	1.0	1.2		0.0	1.0	1.2
2050	STEM graduates from upper secondary VET (% of total)	26.5	32.0		28.7		-3.3		29.4
2060	30-34 year-olds with tertiary VET attainment (%)		7.3		7.3		0.0		8.6
2070	Innovative enterprises with supportive training practices (%)	38.1	42.8	36.9	41.5	-1.2	-1.3		
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 (%)		15.5	24.8	14.0	(b)	-1.5	22.6	12.8(p)
3020	30-34 year-olds with tertiary attainment (%)	21.6	28.9	21.5	33.5	-0.1	4.6	22.4	35.8
3030	NEET rate for 18-24 year-olds (%)		15.1	10.6	16.5	(b)	1.4	11.7	17.0(p)
3040	Unemployment rate for 20-34 year-olds (%)	7.0	10.6	6.3	13.1	-0.7	2.5	6.3	14.5
3050	Adults with lower level of educational attainment (%)		30.1	64.8	27.3	(b)	-2.8	61.9	25.8
3060	Employment rate for 20-64 year-olds (%)	57.6	69.0	60.1	68.5	2.5	-0.5	63.1	68.5
3070	Medium/high-qualified employment in 2020 (% of total)			61.0	82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, 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 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

19. The Netherlands

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



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

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

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

The Netherlands has relatively high scores within this group of indicators. The percentage of IVET students in upper secondary education (69.1%) is higher than the EU average (50.3% in 2011). VET graduates are more likely to continue in further education and training (46.2%) than in the EU (30.7%, data for 2009). Participation in lifelong learning is also relatively high (data for 2012). This includes older adults who are more likely to participate in lifelong learning (10.4% versus 5.3% in the EU), lower-educated people (10.0% versus 3.9% in the EU), and the unemployed (16.2% versus 9.0% in the EU). The Netherlands also scores high in the proportion of non-formal education and training which is job-related (89.4% versus 81.4% in the EU in 2011).

Skill development and labour market relevance

The performance of the Netherlands on this set of indicators is mixed. Levels of expenditure on training (IVET and CVET) are relatively high, but the percentage of both those graduating from upper secondary school with a STEM qualification (2011) and those aged 30 to 34 with tertiary-VET educational attainment (2012) are relatively low.

The level of expenditure on IVET, at 0.84% of GDP, is higher than the EU average of 0.71%. The average level of expenditure per student at EUR 9 006 is higher than the EU average of EUR 8 549. Expenditure on CVT by enterprises – as a percentage of labour costs – is relatively high at 1.2% compared to 0.8% in the EU.

The percentage of those graduating from upper secondary school with a STEM qualification (17.7%) is lower than the EU average (29.4%). The percentage of 30 to 34 year-olds with tertiary-level VET attainment (2.9%) is lower than the EU average (8.6%).

Based on 2009 data, a relatively high percentage of those aged 20 to 34 graduating from the VET stream at medium level of education are likely to be in employment (90.6% compared with 79.1% in the EU). Data presented here also compare the situation of these graduates with that of graduates from general education at same ISCED level and at lower ISCED level (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 13.7 percentage points higher than that of graduates with lower-level qualifications (the corresponding EU average premium is 17.4 percentage points). All these employment figures relate to 2009 and exclude the young in further education.

Overall transitions and employment trends

In this section all data refer to 2012 unless otherwise stated.

In this section all data refer to 2012 unless otherwise stated. Although it needs to be borne in mind that much of the data for 2012 are provisional, the comparison between the Netherlands and the EU is much the same in 2012 as it was in 2010.

The Netherlands scores relatively highly on nearly all the indicators in this group. The percentage of early leavers from education at 8.8% is lower than the EU average of 12.8% and below the Europe 2020 average target of 10%. The percentage of 30 to 34 year-olds who have achieved a tertiary-level education is higher than the EU average: 42.3% in the Netherlands versus 35.8% in the EU. This is higher than both the national target of 45% and the Europe 2020 average target of 40%.

The percentage of young people who are NEET at 5.7% is much lower than the EU average of 17.0%. Similarly, the percentage of 20 to 34 year-olds who are unemployed (5.6%) is less than half that in the EU (14.5%). The employment rate for 22 to 64 year-olds (77.2%) is higher than the EU average of (68.5%).

The only indicator where the performance of the Netherland is less favourable compared with that of the EU is the percentage of adults with relatively low educational attainment (26.8% versus 25.8%).

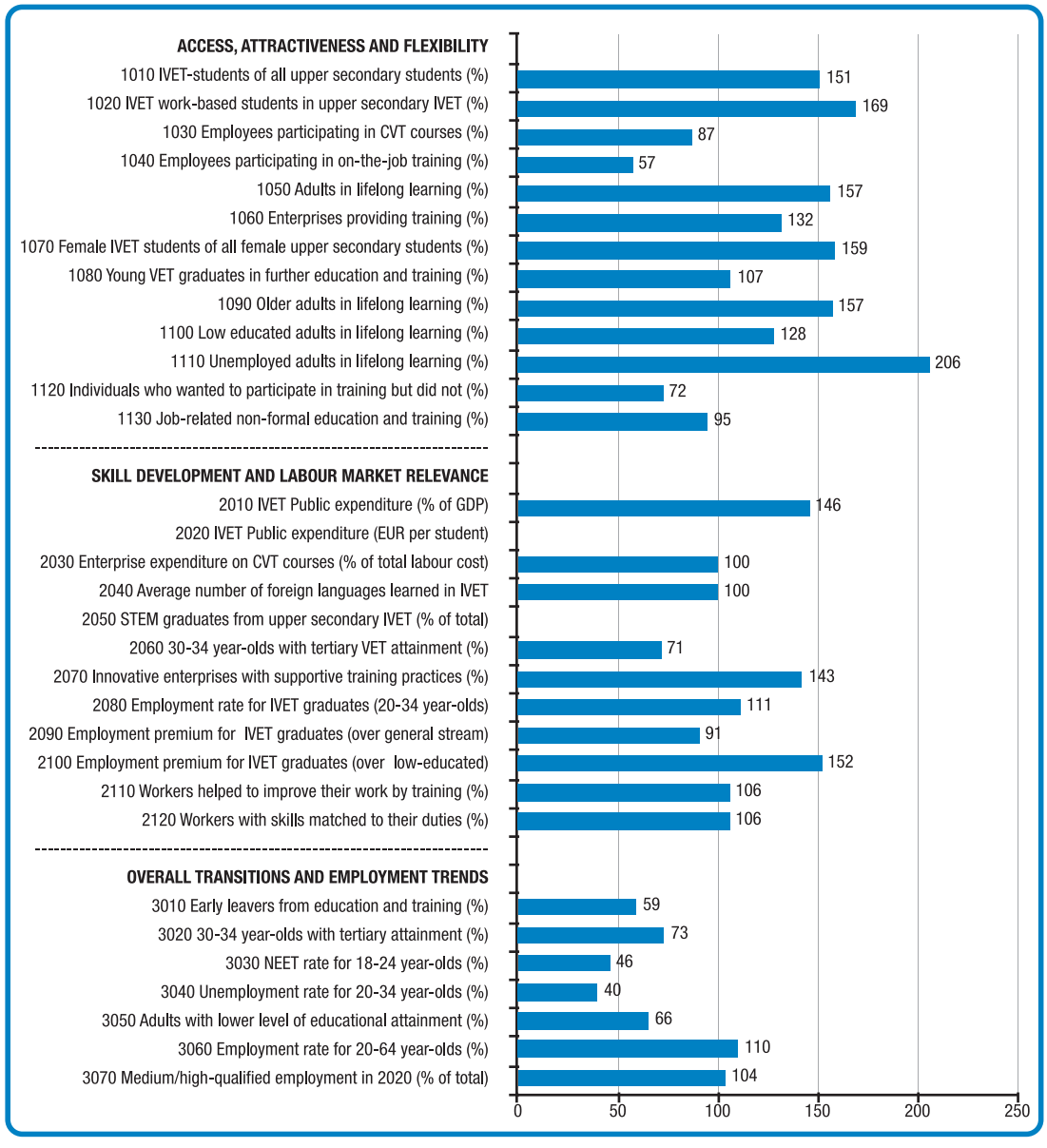
Score on VET indicators in the Netherlands and in the EU, 2006, 2010 and 2011/12 (where available)

	Indicator label	2006		2010		Change 2006-10		2011/12 updates	
		NL	EU	NL	EU	NL	EU	NL	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	67.5	51.7	67.0	49.9	-0.5	-1.8	69.1	50.3
1020	IVET work-based students as % of upper secondary IVET	27.1	27.7	31.2	27.9	4.1	0.2		27.0
1030	Employees participating in CVT courses (%)	34	33	39	38	5	5		
1040	Employees participating in on-the-job training (%)	11	16	14	21	3	5		
1050	Adults in lifelong learning (%)		9.5	16.6	9.1	(b)	-0.4	16.5(p)	9.0
1060	Enterprises providing training (%)	75	60	79	66	4	6		
1070	Female IVET students as % of all female upper secondary students	65.6	46.3	65.2	44.2	-0.4	-2.1	67.5	44.7
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	10.4(p)	5.3
1100	Low-educated adults in lifelong learning (%)		3.7	9.3	3.9	(b)	0.2	10.0(p)	3.9
1110	Unemployed adults in lifelong learning (%)		7.7	17.6	9.2	(b)	1.5	16.2(p)	9.0
1120	Individuals who wanted to participate in training but did not (%)	11.2	14.5	9.4	10.9	-1.8	-3.6		
1130	Job-related non-formal education and training (%)	85.8	84.5	89.4	81.4	3.6	-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.77	0.67	0.84	0.71	0.07	0.04		
2020	IVET public expenditure (EUR per student)	8 552	7 089	9 006	8 549	454	1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost	1.0	0.9	1.2	0.8	0.2	-0.1		
2040	Average number of foreign languages learned in IVET		1.2		1.2		0.0		1.2
2050	STEM graduates from upper secondary VET (% of total)	18.9	32.0	15.6	28.7	-3.3	-3.3	17.7	29.4
2060	30-34 year-olds with tertiary VET attainment (%)		7.3	2.9	7.3	(b)	0.0	2.9	8.6
2070	Innovative enterprises with supportive training practices (%)	39.2	42.8	39.2	41.5	0.0	-1.3		
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	14.0	(b)	-1.5	8.8(p)	12.8(p)
3020	30-34 year-olds with tertiary attainment (%)		28.9	41.4	33.5	(b)	4.6	42.3(p)	35.8
3030	NEET rate for 18-24 year-olds (%)		15.1	5.8	16.5	(b)	1.4	5.7(p)	17.0(p)
3040	Unemployment rate for 20-34 year-olds (%)		10.6	4.9	13.1	(b)	2.5	5.6	14.5
3050	Adults with lower level of educational attainment (%)		30.1	27.7	27.3	(b)	-2.8	26.8(p)	25.8
3060	Employment rate for 20-64 year-olds (%)		69.0	76.8	68.5	(b)	-0.5	77.2	68.5
3070	Medium/high-qualified employment in 2020 (% of total)			78.7	82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, 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 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

20. Austria

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



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

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

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

Levels of participation in Austria tend to be higher than the EU average, especially for participation in IVET and lifelong learning. In 2011, the share of upper secondary students enrolled in vocational programmes (76.1%) is higher than the corresponding EU average (50.3%). Data for 2012 show that Austria has a relatively high share of its adult population participating in lifelong learning (14.1% compared with 9.0% in the EU), even more so for participation of the unemployed (18.5% for Austria versus 9.0% for the EU as a whole). The share of adults participating in lifelong learning increased from 2006 to 2010 and again from 2010 to 2012. Employers in Austria are more likely to report the provision of training (87% of employers do so, compared to 66% in the EU, based on 2010 CVTS data). However, the shares of employees participating in employer-sponsored CVT courses and on-the-job training are lower than the EU average (33% versus 38% and 12% versus 21% respectively, also based on the 2010 CVTS data).

Skill development and labour market relevance

Indicators on skill development and labour market relevance tend to show higher levels than the corresponding EU averages. In 2010, public expenditure on IVET at ISCED 3-4 accounted for 1.04% of GDP, higher than in the EU (0.71%). 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 those from general education at same ISCED level and at lower ISCED level (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 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 (59.1% compared to 41.5% in the EU, based on 2010 CIS data).

Overall transitions and employment trends

In this section all data refer to 2012 unless otherwise stated.

The share of early leavers from education and training (7.6%) is lower than the EU average (12.8%). 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 (7.8%) and the 20 to 34 year-olds unemployment rate (5.8%) are below the respective averages in the EU (17.0% and 14.5%). The share of adults with a low educational attainment is relatively small (16.9% in Austria, 25.8% in the EU). The only indicator where Austria compares less favourably with the EU is the share of 30 to 34 year-olds who have attained tertiary-level education (26.3% in Austria; 35.8% in the EU). This is below both the Europe 2020 average target (40%) and the national target (38%).

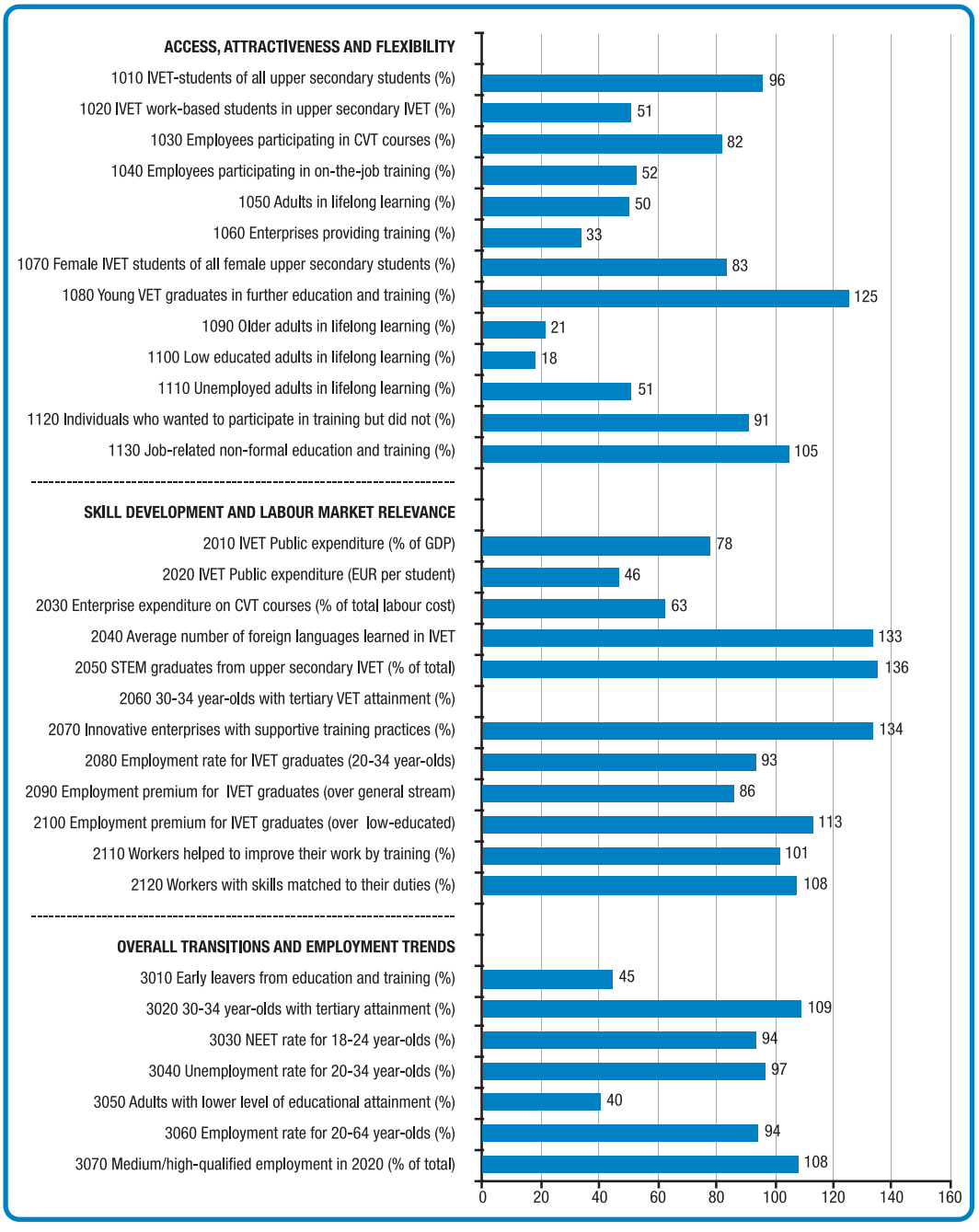
Score on VET indicators in Austria and in the EU, 2006, 2010 and 2011/12 (where available)

	Indicator label	2006		2010		Change 2006-10		2011/12 updates	
		AT	EU	AT	EU	AT	EU	AT	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	77.9	51.7	76.8	49.9	-1.1	-1.8	76.1	50.3
1020	IVET work-based students as % of upper secondary IVET	42.4	27.7	45.1	27.9	2.7	0.2	45.7	27.0
1030	Employees participating in CVT courses (%)	33	33	33	38	0	5		
1040	Employees participating in on-the-job training (%)	9	16	12	21	3	5		
1050	Adults in lifelong learning (%)	13.1	9.5	13.7	9.1	0.6	-0.4	14.1	9.0
1060	Enterprises providing training (%)	81	60	87	66	6	6		
1070	Female IVET students as % of all female upper secondary students	73.3	46.3	71.9	44.2	-1.4	-2.1	71.1	44.7
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	8.3	5.3
1100	Low-educated adults in lifelong learning (%)	4.6	3.7	4.5	3.9	-0.1	0.2	5.0	3.9
1110	Unemployed adults in lifelong learning (%)	18.6	7.7	19.4	9.2	0.8	1.5	18.5	9.0
1120	Individuals who wanted to participate in training but did not (%)	9.2	14.5	7.9	10.9	-1.3	-3.6		
1130	Job-related non-formal education and training (%)	82.1	84.5	77.3	81.4	-4.8	-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.97	0.67	1.04	0.71	0.07	0.04		
2020	IVET public expenditure (EUR per student)		7 089		8 549		1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.8	0.9	0.8	0.8	0.0	-0.1		
2040	Average number of foreign languages learned in IVET	1.3	1.2	1.2	1.2	-0.1	0.0	1.2	1.2
2050	STEM graduates from upper secondary VET (% of total)		32.0		28.7		-3.3		29.4
2060	30-34 year-olds with tertiary VET attainment (%)	7.3	7.3	6.2	7.3	-1.1	0.0	6.2	8.6
2070	Innovative enterprises with supportive training practices (%)	61.6	42.8	59.1	41.5	-2.5	-1.3		
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	14.0	-1.5	-1.54	7.6	12.8(p)
3020	30-34 year-olds with tertiary attainment (%)	21.2	28.9	23.5	33.5	2.3	4.6	26.3	35.8
3030	NEET rate for 18-24 year-olds (%)	9.3	15.1	8.8	16.5	-0.5	1.4	7.8	17.0(p)
3040	Unemployment rate for 20-34 year-olds (%)	5.7	10.6	6.2	13.1	0.5	2.5	5.8	14.5
3050	Adults with lower level of educational attainment (%)	19.7	30.1	17.5	27.3	-2.2	-2.8	16.9	25.8
3060	Employment rate for 20-64 year-olds (%)	73.2	69.0	74.9	68.5	1.7	-0.5	75.6	68.5
3070	Medium/high-qualified employment in 2020 (% of total)			85.4	82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, 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 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

21. Poland

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



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

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

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

IVET participation in Poland, measured by the share of upper secondary students in the vocational stream, is close to the EU average (48.3% for Poland; 50.3% for the EU in 2011). Participation has been growing in Poland while it has been in slight decline across the EU from 2006 to 2010. For women, the share of upper secondary students in IVET (37.2%) is somewhat lower than the EU average (44.7%). In upper secondary vocational education, the share of students in combined work- and school-based programmes (13.7%) is about half the EU average share (27.0%) and has been relatively stable over recent years. Young VET graduates are more likely to engage in further education and training (38.4%) than is the case across the EU (30.7% in the EU, based on 2009 data).

Provisional data for 2012 reveal that Poland has proportionally fewer adults involved in lifelong learning than the EU as a whole (4.5% and 9.0% respectively). For older and lower-educated adults, participation level differences are greater between Poland and the EU, reflected by the low index numbers in the chart. According to 2010 CVTS data, 22% of employers reported providing training compared with 66% in the EU; 31% of employees took CVT courses compared with 38% in the EU.

Skill development and labour market relevance

Public expenditure on IVET as a percentage of GDP (0.55%) is lower than the EU average (0.71%) (based on 2010 data). The amount spent per student is also below the EU average (EUR 3 971 in Poland and EUR 8 549 in the EU). In contrast, STEM graduates account for a relatively high share of all graduates from upper secondary VET (39.8% compared with 29.4% across the EU). Data for 2010 show that the share of enterprises providing training to support innovation is also relatively high (55.4% of enterprises) compared with the EU average of 41.5%. The average number of foreign languages learned by students in upper-secondary-level IVET (1.6) is higher than the EU average (1.2).

Based on 2009 data, the employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (73.8%) 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 counterparts from general education at same ISCED level and graduates at lower ISCED level (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 in Poland 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 employment figures relate to 2009 and exclude the young in further education.

Overall transitions and employment trends

In this section all data refer to 2012 unless otherwise stated.

The percentage of early leavers from education and training in Poland (5.7 %) is much lower than the EU average (12.8%). 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 to 34 year-olds who have attained tertiary-level education (provisional estimates at 39.1%) is higher than the EU average (35.8%), and has increased faster than in the EU as a whole. It is still below the Europe 2020 average target (40%) and the national target (45%). The percentage of adults with low-level education (10.4%) is lower than the EU average (25.8%).

The employment rate for 20 to 64 year-olds (64.7%) is lower than that of the EU (68.5%). The unemployment rate of the 20 to 34 year-olds is slightly lower (14.0% for Poland; 14.5% for the EU), as is the NEET rate (15.9% compared with the EU average 17.0%). The NEET rate and the unemployment rate of 20 to 34 year-olds have been falling from 2006 to 2010 and from 2010 to 2012 while increasing across the EU as a whole.

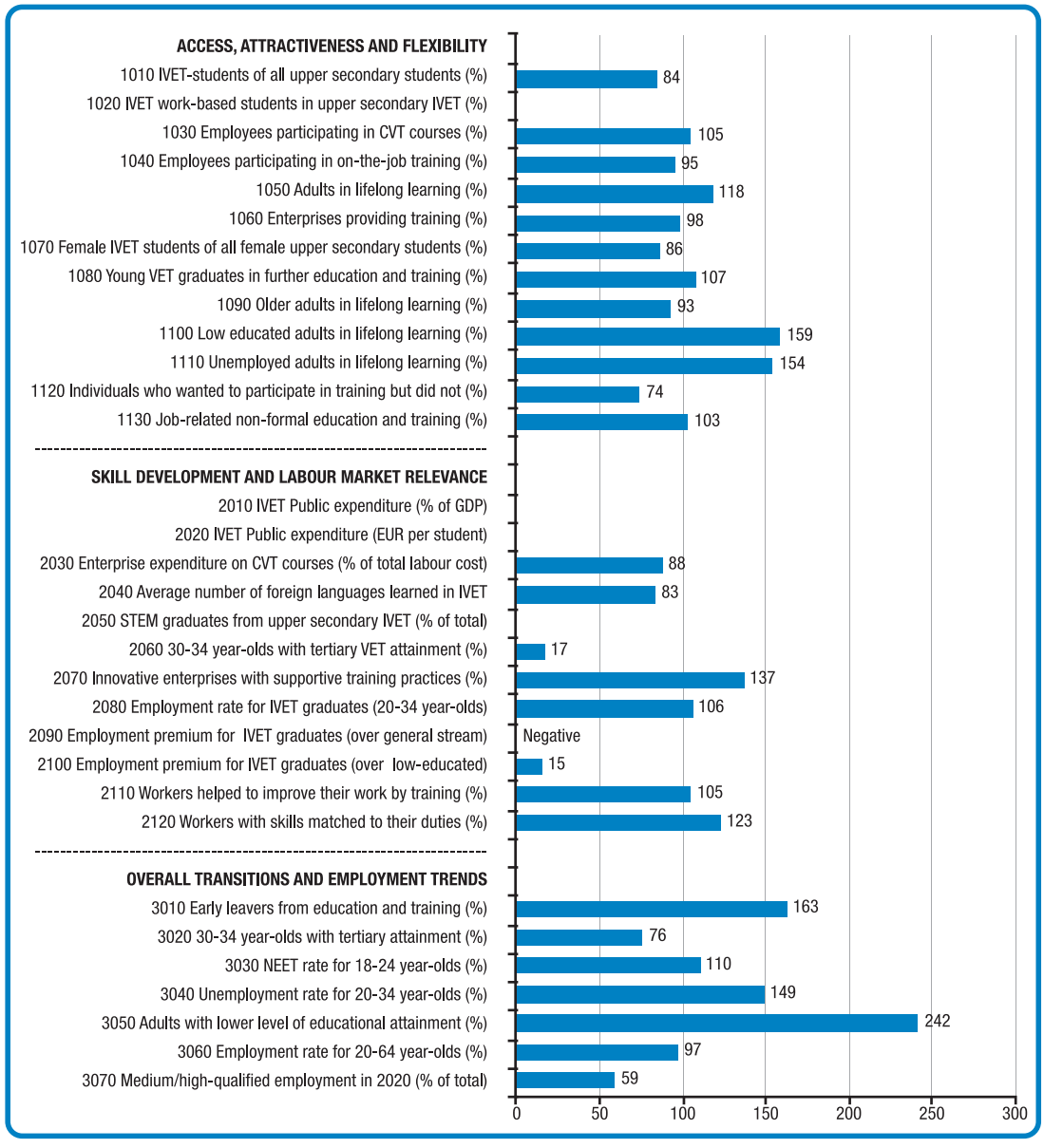
Score on VET indicators in Poland and in the EU, 2006, 2010 and 2011/12 (where available)

	Indicator label	2006		2010		Change 2006-10		2011/12 updates	
		PL	EU	PL	EU	PL	EU	PL	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	44.0	51.7	48.2	49.9	4.2	-1.8	48.3	50.3
1020	IVET work-based students as % of upper secondary IVET	14.3	27.7	13.7	27.9	-0.6	0.2	13.7	27.0
1030	Employees participating in CVT courses (%)	21	33	31	38	10	5		
1040	Employees participating in on-the-job training (%)	15	16	11	21	-4	5		
1050	Adults in lifelong learning (%)	4.7	9.5	5.3	9.1	0.6	-0.4	4.5(p)	9.0
1060	Enterprises providing training (%)	35	60	22	66	-13	6		
1070	Female IVET students as % of all female upper secondary students	33.0	46.3	36.9	44.2	3.9	-2.1	37.2	44.7
1080	Young VET graduates in further education and training (%)			38.4	30.7				
1090	Older adults in lifelong learning (%)		5.1		5.3		0.2	1.1(b)	5.3
1100	Low-educated adults in lifelong learning (%)	0.6	3.7	0.9	3.9	0.3	0.2	0.7(p)	3.9(u)
1110	Unemployed adults in lifelong learning (%)	3.7	7.7	5.9	9.2	2.2	1.5	4.6(p)	9.0
1120	Individuals who wanted to participate in training but did not (%)	9.0	14.5	9.9	10.9	0.9	-3.6		
1130	Job-related non-formal education and training (%)	88.8	84.5	85.1	81.4	-3.7	-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.57	0.67	0.55	0.71	0.02	0.04		
2020	IVET public expenditure (EUR per student)	3 046	7 089	3 971	8 549	925	1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.7	0.9	0.5	0.8	-0.2	-0.1		
2040	Average number of foreign languages learned in IVET		1.2	1.6	1.2		0.0	1.6	1.2
2050	STEM graduates from upper secondary VET (% of total)	46.0	32.0	40.7	28.7	-5.3	-3.3	39.8	29.4
2060	30-34 year-olds with tertiary VET attainment (%)		7.3		7.3		0.0		8.6
2070	Innovative enterprises with supportive training practices (%)	54.4	42.8	55.4	41.5	1.0	-1.3		
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(p)	14.0	0.0	-1.5	5.7(p)	12.8(p)
3020	30-34 year-olds with tertiary attainment (%)	24.7	28.9	35.3(p)	33.5	10.6	4.6	39.1(p)	35.8
3030	NEET rate for 18-24 year-olds (%)	17.2	15.1	14.5(p)	16.5	-2.7	1.4	15.9(p)	17.0(p)
3040	Unemployment rate for 20-34 year-olds (%)		10.6		13.1		2.5	14.0(b)	14.5
3050	Adults with lower level of educational attainment (%)	14.2	30.1	11.3	27.3	-2.9	-2.8	10.4(p)	25.8
3060	Employment rate for 20-64 year-olds (%)		69.0		68.5		-0.5	64.7(b)	68.5
3070	Medium/high-qualified employment in 2020 (% of total)			88.8	82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, 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 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

22. Portugal

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



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

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

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

On several indicators Portugal's performance has improved and approached or surpassed the EU average level. Comparing CVTS data for 2010 with those for 2005 shows that employee participation in CVT courses has surpassed the EU average (40% versus 38%) and enterprise provision of training and employee participation in on-the-job training are close to the EU average. The percentage of upper secondary students enrolled in IVET (42.4%) in 2011 is lower than the EU average (50.3%), but has increased since 2010 (from 38.8% to 42.4%), while only a slight increase was observed across the EU (from 49.9% to 50.3%).

Data for 2012, based on new methodology, show that adult participation in lifelong learning is above the EU average (10.6% compared with 9.0%). The percentage of young VET graduates in further education and training is also above the EU average (32.8% in Portugal; 30.7% in the EU, based on 2009 data).

Skill development and labour market relevance

The 2012 percentage of 30 to 34 year-olds with tertiary-level VET qualification (ISCED 5b) is 1.4%, lower than the corresponding EU average of 8.6%. In contrast, Portugal scores higher than the EU on the percentage of enterprises which have training practices supportive of innovation (56.6% compared with 41.5% in the EU, based on 2010 data). Portugal also scores higher than the EU average on workers with skills matched to their duties (67.8% compared with 55.3% in the EU).

Based on 2009 data, the employment rate of 83.5% for IVET graduates (aged 20-34) at ISCED 3-4 is higher than the EU average (79.1%). Data presented here also compare the situation of these graduates with that of those from general education at same ISCED level and from lower ISCED level (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 general education, while 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

In this section all data refer to 2012 unless otherwise stated. For many indicators, data for 2012 cannot be compared with earlier years because of a change in methodology.

The share of early leavers from education and training (20.8%) is nearly twice the EU average (12.8%). 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 to 34 year-olds who have attained tertiary-level education (27.2%) is relatively low compared with the EU average (35.8%). It is still well below the Europe 2020 average target and the national target (both set at 40%).

The difference in the share of adults with lower-level education in Portugal and the EU average is substantial (62.4% versus 25.8%).

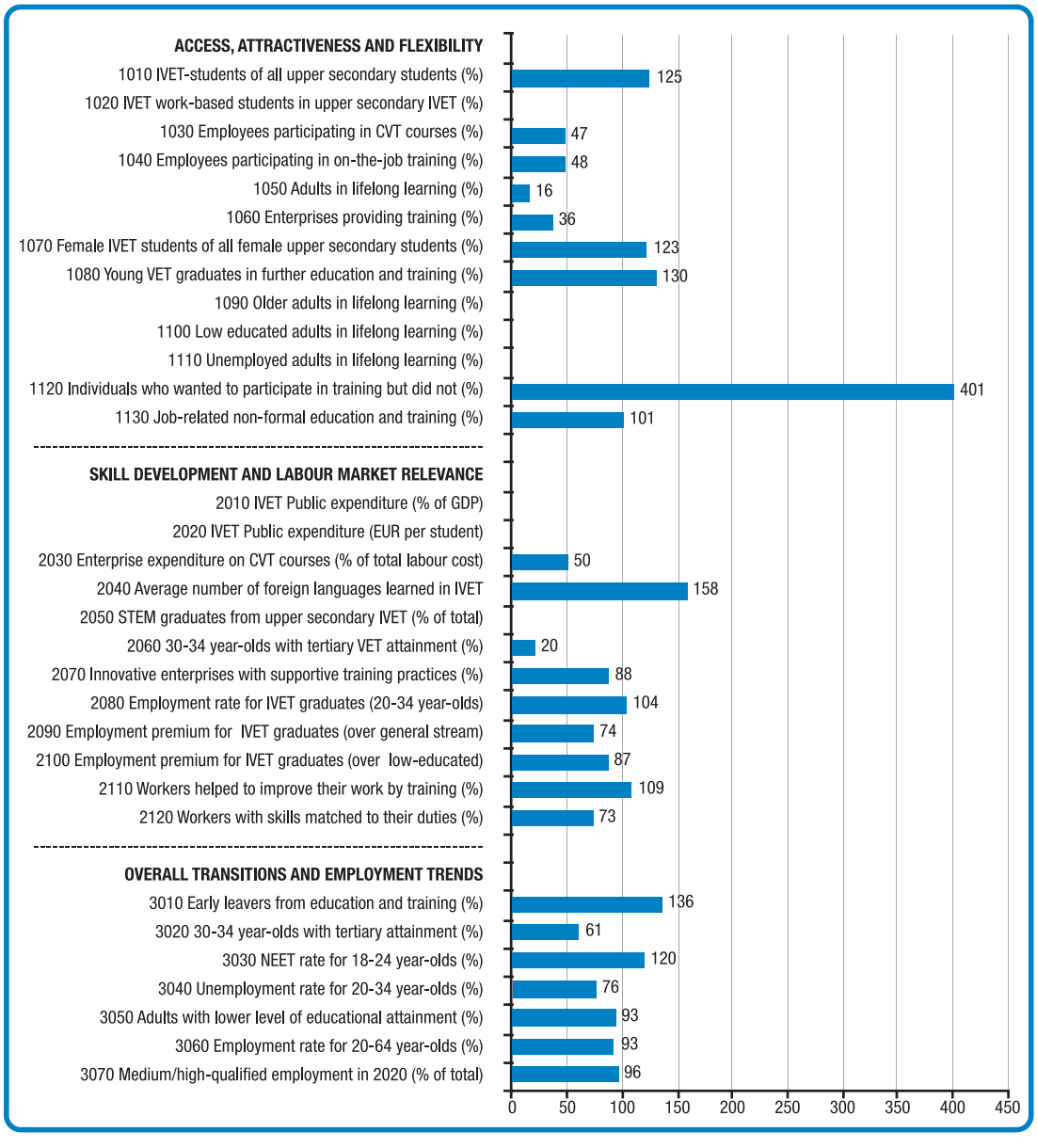
Score on VET indicators in Portugal and in the EU, 2006, 2010 and 2011/12 (where available)

	Indicator label	2006		2010		Change 2006-10		2011/12 updates	
		PT	EU	PT	EU	PT	EU	PT	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	31.5	51.7	38.8	49.9	7.3	-1.8	42.4	50.3
1020	IVET work-based students as % of upper secondary IVET		27.7		27.9		0.2		27.0
1030	Employees participating in CVT courses (%)	28	33	40	38	12	5		
1040	Employees participating in on-the-job training (%)	9	16	20	21	11	5		
1050	Adults in lifelong learning (%)		9.5		9.1		-0.4	10.6[b]	9.0
1060	Enterprises providing training (%)	44	60	65	66	21	6		
1070	Female IVET students as % of all female upper secondary students	26.0	46.3	36.0	44.2	10.0	-2.1	38.4	44.7
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	4.9[b]	5.3
1100	Low-educated adults in lifelong learning (%)		3.7		3.9		0.2	6.2[b]	3.9
1110	Unemployed adults in lifelong learning (%)		7.7		9.2		1.5	13.9[b]	9.0
1120	Individuals who wanted to participate in training but did not (%)	6.5	14.5	8.1	10.9	1.6	-3.6		
1130	Job-related non-formal education and training (%)	84.0	84.5	84.0	81.4	0.0	-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)		0.67		0.71		0.04		
2020	IVET public expenditure (EUR per student)		7 089		8 549		1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.5	0.9	0.7	0.8	0.2	-0.1		
2040	Average number of foreign languages learned in IVET	0.9	1.2	0.7	1.2	-0.2	0.0	1.0	1.2
2050	STEM graduates from upper secondary VET (% of total)		32.0		28.7		-3.3		29.4
2060	30-34 year-olds with tertiary VET attainment (%)		7.3		7.3		0.0	1.4[d]	8.6
2070	Innovative enterprises with supportive training practices (%)	54.6	42.8	56.6	41.5	2.0	-1.3		
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	14.0	-10.4	-1.5	20.8	12.8[p]
3020	30-34 year-olds with tertiary attainment (%)		28.9		33.5		4.6	27.2[d]	35.8
3030	NEET rate for 18-24 year-olds (%)	12.4	15.1	14.8	16.5	2.4	1.4	18.7	17.0[p]
3040	Unemployment rate for 20-34 year-olds (%)		10.6		13.1		2.5	21.5[b]	14.5
3050	Adults with lower level of educational attainment (%)		30.1		27.3		-2.8	62.4[d]	25.8
3060	Employment rate for 20-64 year-olds (%)		69.0		68.5		-0.5	66.5[b]	68.5
3070	Medium/high-qualified employment in 2020 (% of total)			48.6	82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, 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 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

23. Romania

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



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

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

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

Students in IVET programmes account for a relatively high share of all students in upper secondary education (63.1% compared with 50.3% in the EU in 2011). Data for 2012 show that adult participation in lifelong learning (1.4%) is lower than that of EU counterparts (9.0%). The unemployed are less likely to engage in lifelong learning (2.1%) compared with the EU average (9.0%). The same holds for older adults (0.3% versus 5.3%), but data are based on a small sample size and should be interpreted with caution. The 2010 CVTS data indicate the extent to which employees and enterprises engage in CVET. In 2010, 24% of employers reported providing training compared with 60% in the EU, and 18% of employees undertook CVT courses compared with 38% in the EU. Similarly, a smaller share of employees engaged in on-the-job training: 10% in Romania and 21% in the EU. When the CVTS data of 2010 and 2005 are compared, the differences between the indicator scores of Romania and EU averages have increased.

Skill development and labour market relevance

The percentage of 30 to 34 year-olds who have attained tertiary-level VET (ISCED 5b) (1.8%) in 2010 is lower than the EU average (8.6%). Enterprise expenditure in 2010 on CVT as a proportion of labour cost (0.4%) is half that for Europe as a whole. The average number of foreign languages learned in upper secondary IVET education is relatively high (1.9 compared to 1.2 in the EU overall).

Based on 2009 data, the employment rate for IVET graduates (aged 20-34) at ISCED 3-4 (82.1%) is three percentage points above the EU average (79.1%). Data presented here also compare these graduates with those from general education at same ISCED level and at lower ISCED level (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 in Romania enjoy a positive premium on both measures, with 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). They also have an employment rate 15.1 percentage points higher than those with lower-level qualifications (even though this is 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

In this section all data refer to 2012 unless otherwise stated.

The share of early leavers from education and training (17.4%) is higher than the EU average (12.8%) and much higher than the Europe 2020 average target and the national target (both set at 10%). While the percentage of 30 to 34 year-olds with tertiary-level education has increased significantly (from 12.4% in 2006 to 18.1% in 2010 and 21.8% in 2012), it is still well below the average EU score (35.8%), Europe 2020 average target, and the national target (both set at 40%).

Data show that the employment rate for 20 to 64 year-olds (63.8%) is lower than in the EU (68.5%). The NEET rate (20.4%) is higher than in the EU overall (17.0%), but the unemployment rate of 20 to 34 year-olds (11.0%) is lower (14.5% in the EU); in recent years this unemployment rate has increased less rapidly in Romania than across the EU as a whole.

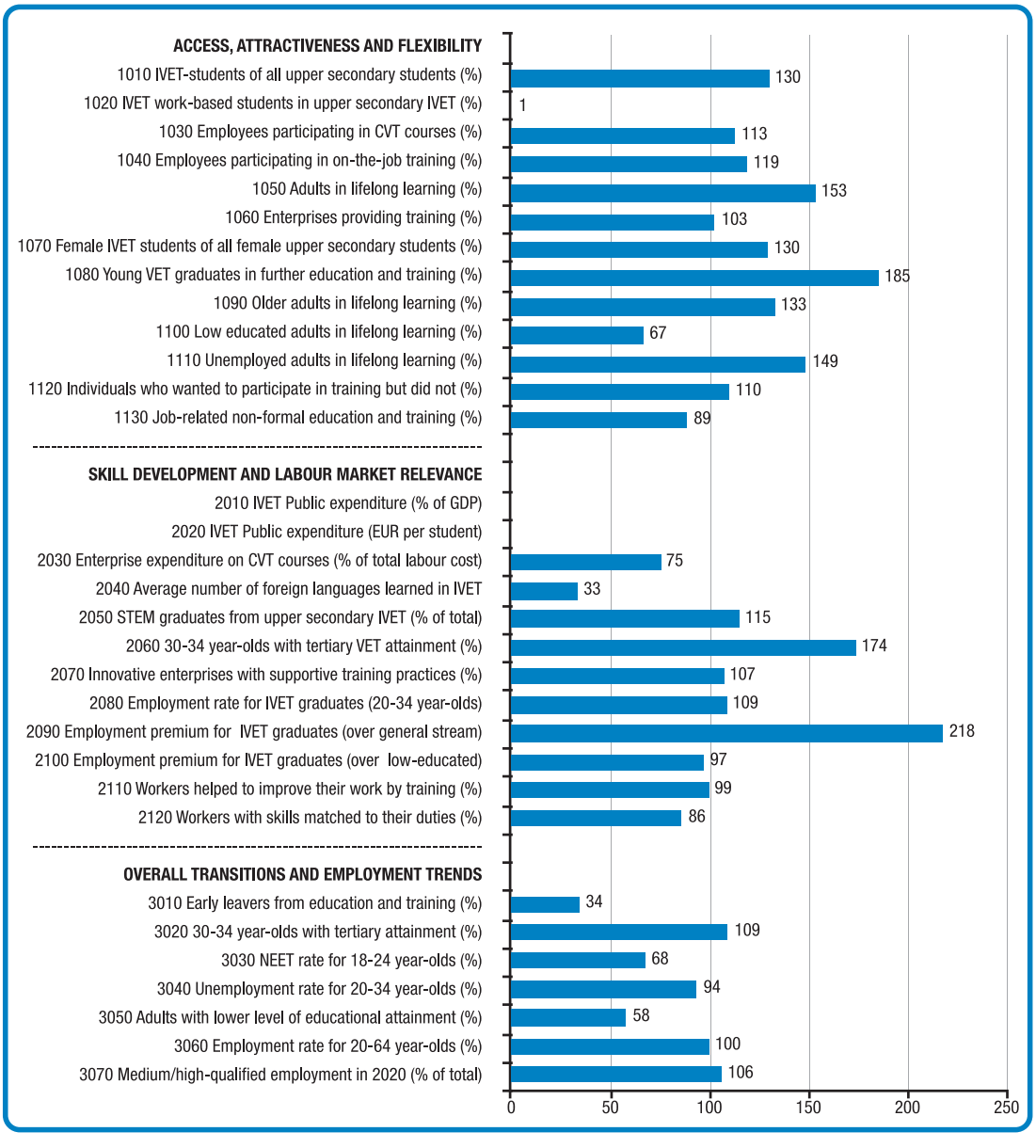
Score on VET indicators in Romania and in the EU, 2006, 2010 and 2011/12 (where available)

	Indicator label	2006		2010		Change 2006-10		2011/12 updates	
		RO	EU	RO	EU	RO	EU	RO	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	64.9	51.7	63.8	49.9	-1.1	-1.8	63.1	50.3
1020	IVET work-based students as % of upper secondary IVET		27.7		27.9		0.2		27.0
1030	Employees participating in CVT courses (%)	17	33	18	38	1	5		
1040	Employees participating in on-the-job training (%)	14	16	10	21	-4	5		
1050	Adults in lifelong learning (%)	1.3	9.5	1.3	9.1	0.0	-0.4	1.4	9.0
1060	Enterprises providing training (%)	40	60	24	66	-16	6		
1070	Female IVET students as % of all female upper secondary students	57.6	46.3	56.0	44.2	-1.6	-2.1	54.9	44.7
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(u)	5.3
1100	Low-educated adults in lifelong learning (%)		3.7		3.9		0.2		3.9
1110	Unemployed adults in lifelong learning (%)		7.7	1.4(u)	9.2		1.5	2.1 (u)	9.0
1120	Individuals who wanted to participate in training but did not (%)	9.0	14.5	43.7	10.9	34.7	-3.6		
1130	Job-related non-formal education and training (%)	82.9	84.5	82.1	81.4	-0.8	-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)		0.67		0.71		0.04		
2020	IVET public expenditure (EUR per student)		7 089		8 549		1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.7	0.9	0.4	0.8	-0.1	-0.1		
2040	Average number of foreign languages learned in IVET	1.4	1.2	1.8	1.2	0.4	0.0	1.9	1.2
2050	STEM graduates from upper secondary VET (% of total)	57.1	32.0	55.3	28.7	-1.8	-3.3		29.4
2060	30-34 year-olds with tertiary VET attainment (%)	2.3	7.3	1.8	7.3	-0.5	0.0	1.8	8.6
2070	Innovative enterprises with supportive training practices (%)	37.1	42.8	36.3	41.5	-0.8	-1.3		
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	14.0	0.5	-1.5	17.4	12.8(p)
3020	30-34 year-olds with tertiary attainment (%)	12.4	28.9	18.1	33.5	5.7	4.6	21.8	35.8
3030	NEET rate for 18-24 year-olds (%)	18.2	15.1	20.0	16.5	1.8	1.4	20.4	17.0(p)
3040	Unemployment rate for 20-34 year-olds (%)	10.1	10.6	10.9	13.1	0.8	2.5	11.0	14.5
3050	Adults with lower level of educational attainment (%)	25.8	30.1	25.7	27.3	-0.1	-2.8	24.1	25.8
3060	Employment rate for 20-64 year-olds (%)	64.8	69.0	63.3	68.5	-1.5	-0.5	63.8	68.5
3070	Medium/high-qualified employment in 2020 (% of total)			78.8	82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, 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 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

24. Slovenia

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



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

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

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

Participation in IVET is high and above the EU average as measured by the percentage of upper secondary students enrolled in vocational programmes (64.5% in Slovenia; 50.3% in the EU in 2011). Among female upper secondary students, enrolment in VET is lower (57.9%) but still above the EU average (44.7%). In 2011 few students in upper secondary VET are in combined work- and school-based programmes (0.2%) compared with the EU (27.0%).

The percentage of adults participating in lifelong learning (13.8%) is higher than the EU average (9.0% in 2012), even though it has been even higher (at 16.2% in 2010). The percentage of unemployed adults participating in lifelong learning is favourably higher (13.4% for Slovenia; 9.0% for the EU), as is the percentage of older adults in lifelong learning (7.1% compared with 5.3% in the EU). In contrast, the percentage of low-educated adults in lifelong learning is lower (at 2.6% in 2012) than in the EU (3.9%).

Skill development and labour market relevance

A relatively high percentage of VET students graduate in STEM subjects (33.7% in Slovenia compared with 29.4% in the EU in 2011). The percentage of 30 to 34 year-olds with tertiary-level VET (ISCED 5b) (15.0%) is higher than the corresponding percentage in the EU (8.6%), contributing substantially to tertiary-level education of the young.

Based on 2009 data, the employment rate for IVET graduates (aged 20-34) at ISCED 3-4 (85.8%) is higher than the EU average (79.1%). 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 (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

In this section all data refer to 2012 unless otherwise stated.

The percentage of early leavers from education and training (4.4%) is much lower than the EU average (12.8%), and is already lower than the 2020 national target (5%). Levels of educational attainment overall are high. The percentage of 30 to 34 year-olds with tertiary-level education (39.2%) is above the EU average (35.8%); this figure has increased from 34.8% in 2010. The 2012 level 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 (15.0%) than in the EU (25.8%).

The employment rate for 20 to 64 year-olds (68%) is more or less the same as the EU average (68.5%). The NEET rate (11.5%) is below that of the EU (17.0%). The unemployment rate for 20 to 34 year-olds (13.6%) is lower than the EU average (14.5%). The unemployment rate of 20 to 34 year-olds and the NEET rate have both risen since 2010.

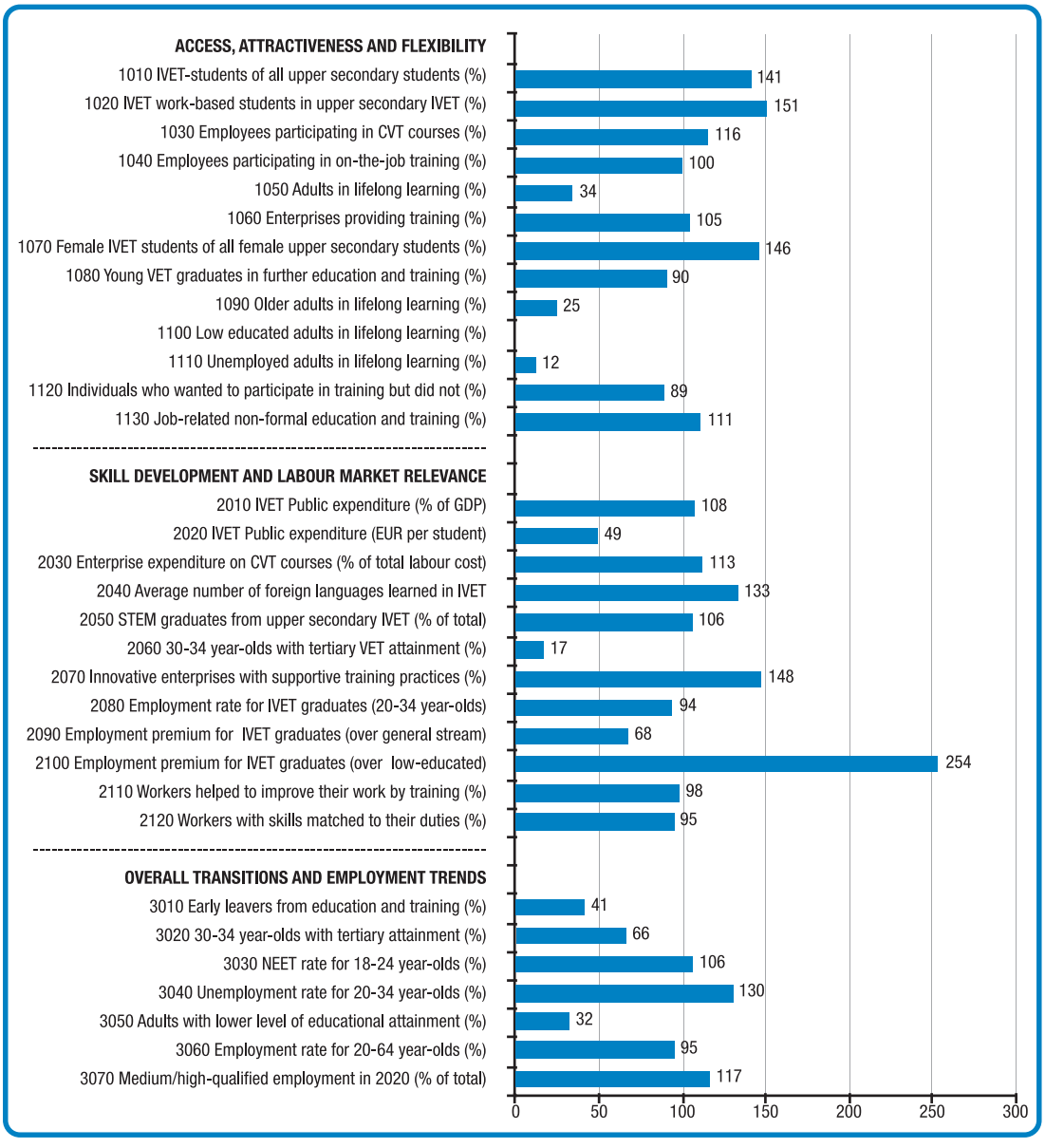
Score on VET indicators in Slovenia and in the EU, 2006, 2010 and 2011/12 (where available)

	Indicator label	2006		2010		Change 2006-10		2011/12 updates	
		SI	EU	SI	EU	SI	EU	SI	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	66.2	51.7	64.6	49.9	-1.6	-1.8		50.3
1020	IVET work-based students as % of upper secondary IVET		27.7	0.4	27.9		0.2		27.0
1030	Employees participating in CVT courses (%)	50	33	43	38	-7	5		
1040	Employees participating in on-the-job training (%)	20	16	25	21	5	5		
1050	Adults in lifelong learning (%)	15.0	9.5	16.2	9.1	1.2	-0.4	13.8	9.0
1060	Enterprises providing training (%)	73	60	68	66	-5	6		
1070	Female IVET students as % of all female upper secondary students	59.7	46.3	56.8	44.2	-2.9	-2.1	57.9	44.7
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	7.1	5.3
1100	Low-educated adults in lifelong learning (%)	3.8	3.7	3.4	3.9	-0.4	0.2	2.6	3.9
1110	Unemployed adults in lifelong learning (%)	19.9	7.7	18.4	9.2	-1.5	1.5	13.4	9.0
1120	Individuals who wanted to participate in training but did not (%)	13.1	14.5	12.0	10.9	-1.1	-3.6		
1130	Job-related non-formal education and training (%)	70.8	84.5	72.4	81.4	1.6	-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)		0.67		0.71		0.04		
2020	IVET public expenditure (EUR per student)		7 089		8 549		1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost	1.0	0.9	0.6	0.8	-0.4	-0.1		
2040	Average number of foreign languages learned in IVET	1.4	1.2	1.3	1.2	-0.1	0.0	0.4	1.2
2050	STEM graduates from upper secondary VET (% of total)	30.6	32.0	35.8	28.7	5.2	-3.3	33.7	29.4
2060	30-34 year-olds with tertiary VET attainment (%)	11.5	7.3	13.2	7.3	1.7	0.0	15.0	8.6
2070	Innovative enterprises with supportive training practices (%)	49.0	42.8	44.4	41.5	-4.6	-1.3		
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	14.0	-0.6	-1.5	4.4	12.8(p)
3020	30-34 year-olds with tertiary attainment (%)	28.1	28.9	34.8	33.5	6.7	4.6	39.2	35.8
3030	NEET rate for 18-24 year-olds (%)	10.4	15.1	8.9	16.5	-1.5	1.4	11.5	17.0(p)
3040	Unemployment rate for 20-34 year-olds (%)	9.1	10.6	10.9	13.1	1.8	2.5	13.6	14.5
3050	Adults with lower level of educational attainment (%)	18.4	30.1	16.7	27.3	-1.7	-2.8	15.0	25.8
3060	Employment rate for 20-64 year-olds (%)	71.5	69.0	70.3	68.5	-1.2	-0.5	68.3	68.5
3070	Medium/high-qualified employment in 2020 (% of total)			87.3	82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, 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 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

25. Slovakia

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



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

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

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

Slovakia has a relatively high a proportion of upper secondary students participating in IVET (70.9% compared with 50.3% in the EU; data for 2011). Within upper secondary vocational education, the share of IVET students involved in combined work- and school-based programmes (40.8%) is also higher than the EU average (27.0%). The most recent data for adults involved in lifelong learning are for 2012 and show that Slovakia has fewer than the EU as a whole (3.1% and 9.0% respectively): Slovakia scores below the average target of 15% set by the strategic framework 'education and training 2020'. The general picture from 2010 CVTS data on the training activities of employers is that of Slovakian employers being close to, or performing better than, the EU average. For example, employees are slightly more likely to be in receipt of CVT courses (44% in Slovakia; 38% in the EU) and the percentage of companies providing training is also slightly higher than the EU average (69% versus 66%). 2011 AES data show that non-formal education and training is more often job-related (90.7%) compared with the situation across the EU (81.4%).

Skill development and labour market relevance

Public expenditure on IVET as a percentage of GDP (0.77%) is slightly higher than the EU average (0.73%), but the amount spent per student (EUR 4 210) is much below the EU average (EUR 8 549) (based on 2010 data for ISCED 3-4). Additionally, the share of the 30 to 34 year-olds who have attained tertiary-level VET (ISCED 5b) (1.5%) is lower than the EU average (7.3%).

Based on 2009 data, the employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (74.7%) is lower than the EU average (79.1%). Data presented here compare the employment rate of IVET graduates with those of graduates from general education at same ISCED level and graduates at lower ISCED level (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 in Slovakia 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

In this section all data refer to 2012 unless otherwise stated.

The rate of early leaving from education and training (5.3%) is much lower than for the EU as a whole (12.8%). Slovakia has proportionately fewer people with low-level education (8.3%) compared with the EU average (25.8%). In contrast, the share of 30 to 34 year-olds with tertiary-level education is lower (23.7%) than the EU average (35.8%). Although this percentage has increased over recent years in Slovakia, it is still below the Europe 2020 average target and the national target (both set at 40%). The unemployment rate of 20 to 34 year-olds (18.8% compared with 14.5% in the EU) and the NEET rate of 18 to 24 year-olds (18.1% compared with 17.0% in the EU) are higher than in the EU.

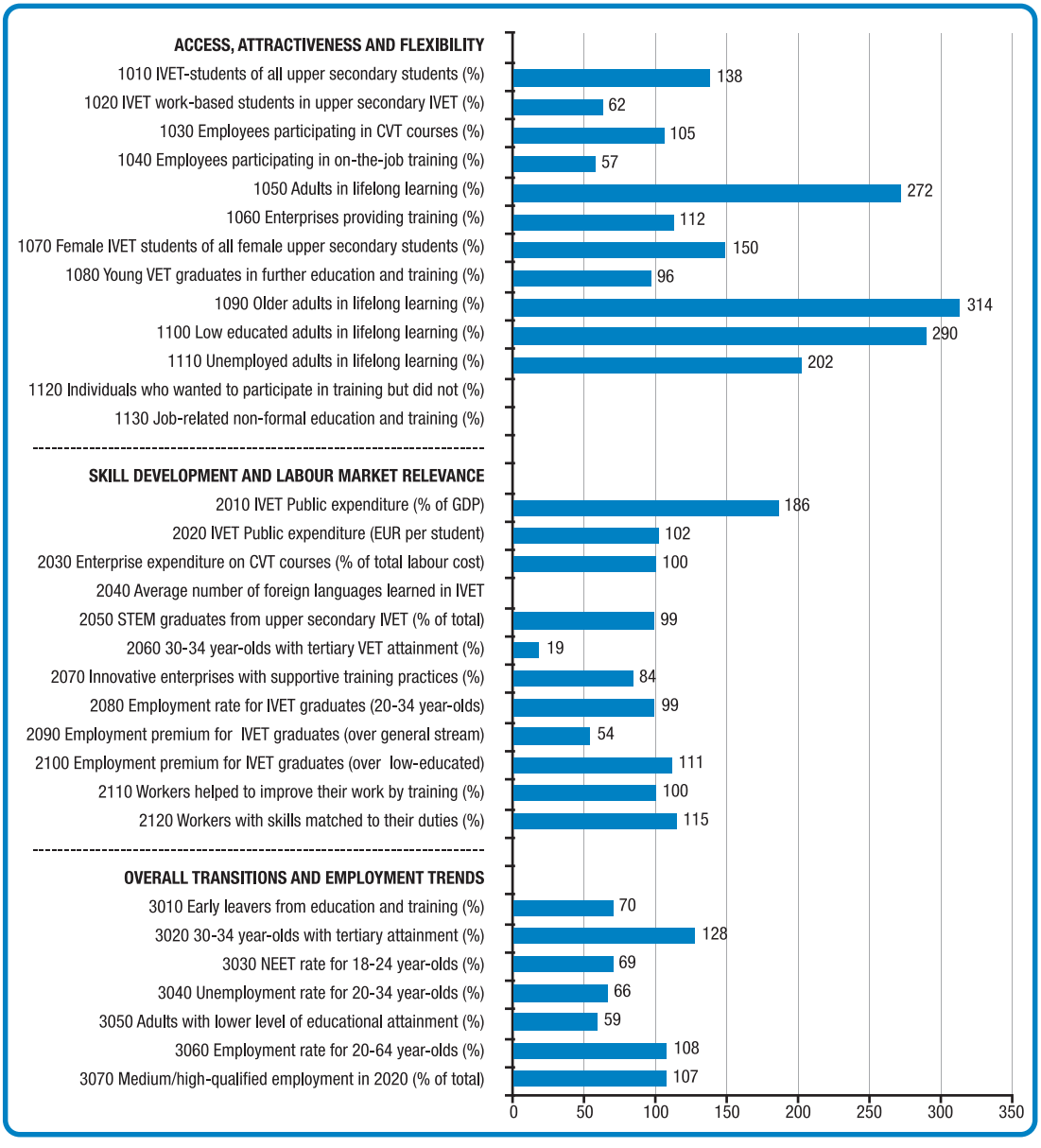
Score on VET indicators in Slovakia and in the EU, 2006, 2010 and 2011/12 (where available)

	Indicator label	2006		2010		Change 2006-10		2011/12 updates	
		SK	EU	SK	EU	SK	EU	SK	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	73.7	51.7	71.3	49.9	-2.4	-1.8	70.9	50.3
1020	IVET work-based students as % of upper secondary IVET	41.9	27.7	40.5	27.9	-1.4	0.2	40.8	27.0
1030	Employees participating in CVT courses (%)	38	33	44	38	6	5		
1040	Employees participating in on-the-job training (%)	20	16	21	21	1	5		
1050	Adults in lifelong learning (%)	4.1	9.5	2.8	9.1	-1.3	-0.4	3.1	9.0
1060	Enterprises providing training (%)	60	60	69	66	9	6		
1070	Female IVET students as % of all female upper secondary students	68.6	46.3	65.9	44.2	-2.7	-2.1	65.2	44.7
1080	Young VET graduates in further education and training (%)			27.6	30.7				
1090	Older adults in lifelong learning (%)		5.1		5.3		0.2	1.3(b)	5.3
1100	Low-educated adults in lifelong learning (%)		3.7		3.9		0.2		3.9
1110	Unemployed adults in lifelong learning (%)	1.6	7.7	1.6	9.2	0.0	1.5	1.1	9.0
1120	Individuals who wanted to participate in training but did not (%)	13.1	14.5	9.7	10.9	-3.4	-3.6		
1130	Job-related non-formal education and training (%)	92.0	84.5	90.7	81.4	-1.3	-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.69	0.67	0.77	0.71	0.08	0.04		
2020	IVET public expenditure (EUR per student)	2 718	7 089	4 210	8 549	1 492	1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.8	0.9	0.9	0.8	0.1	-0.1		
2040	Average number of foreign languages learned in IVET	1.3	1.2	1.5	1.2	0.2	0.0	1.6	1.2
2050	STEM graduates from upper secondary VET (% of total)	38.0	32.0	31.5	28.7	-6.5	-3.3	31.1	29.4
2060	30-34 year-olds with tertiary VET attainment (%)	0.8	7.3	0.8	7.3	0.0	0.0	1.5	8.6
2070	Innovative enterprises with supportive training practices (%)	55.3	42.8	61.3	41.5	6.0	-1.3		
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	14.0	-1.9	-1.5	5.3	12.8(p)
3020	30-34 year-olds with tertiary attainment (%)	14.4	28.9	22.1	33.5	7.7	4.6	23.7	35.8
3030	NEET rate for 18-24 year-olds (%)	18.6	15.1	18.6	16.5	0.0	1.4	18.1	17.0(p)
3040	Unemployment rate for 20-34 year-olds (%)		10.6		13.1		2.5	18.8(b)	14.5
3050	Adults with lower level of educational attainment (%)	11.2	30.1	9.0	27.3	-2.2	-2.8	8.3	25.8
3060	Employment rate for 20-64 year-olds (%)		69.0		68.5		-0.5	65.1(b)	68.5
3070	Medium/high-qualified employment in 2020 (% of total)			95.9	82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, 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 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

26. Finland

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



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

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

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

The share of all upper secondary school students enrolled in IVET (69.6%) is much higher than the EU average (50.3% in 2011). Enrolment among women is also higher (66.9% versus 44.7%). The share of students in upper secondary VET enrolled in combined work- and school-based programmes (16.8%) is lower than the EU average (27.0% in 2011). Adult participation in lifelong learning (24.5%) is much higher than the EU average (9.0 in 2012) 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.

Data for 2010 indicate that enterprises are more likely to engage in training than in the EU (74% versus 66%), but employees are less likely to participate in on-the-job training (12% versus 21%). Participation in employer-sponsored CVT, however, is slightly above the EU average (40% versus 38% in 2010).

Skill development and labour market relevance

Data from 2010 and related to ISCED 3-4 show that public expenditure on IVET as a percentage of GDP is noticeably higher in Finland (1.32%) than in the EU (0.71%), even though expenditure per student (EUR 8 702) is close to the EU average (EUR 8 549). The percentage of graduations in STEM subjects (29.0%) is more or less the same as the EU average (29.4% in 2011). The percentage of 30 to 34 year-olds who have attained tertiary-level VET (ISCED 5b) (1.6%) is lower than the EU average (8.6% in 2012). The percentage of enterprises providing training to support innovation is also lower than in the EU (34.7% versus 41.5% in the EU, based on data for 2010). While 63.4% of workers in Finland report that their skills match their duties, only 55.3% do so across the EU.

Based on 2009 data, the employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (78.6%) is about the same as that in the EU (79.1%). 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 (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 in Finland 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 is higher than the EU average employment 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 this section all data refer to 2012 (unless otherwise stated).

The share of early leavers from education and training (8.9%) is lower than across the EU on average (12.8% in 2012): Finland is below the Europe 2020 average target (10%) but still exceeds its national target (8%). Educational attainment is relatively high: 45.8% of the 30 to 34 year-olds have tertiary-level education. This is above the Europe 2020 average target (40%), the national target (42%), and the EU average (35.8%). The percentage of people with low-level education (15.2%) is lower than the EU average (25.8%). The employment rate for the 20 to 64 year-olds is higher (74.0% for Finland; 68.5% for the EU) and the NEET rate and the 20 to 34 year-olds unemployment rate are both lower than for the EU.

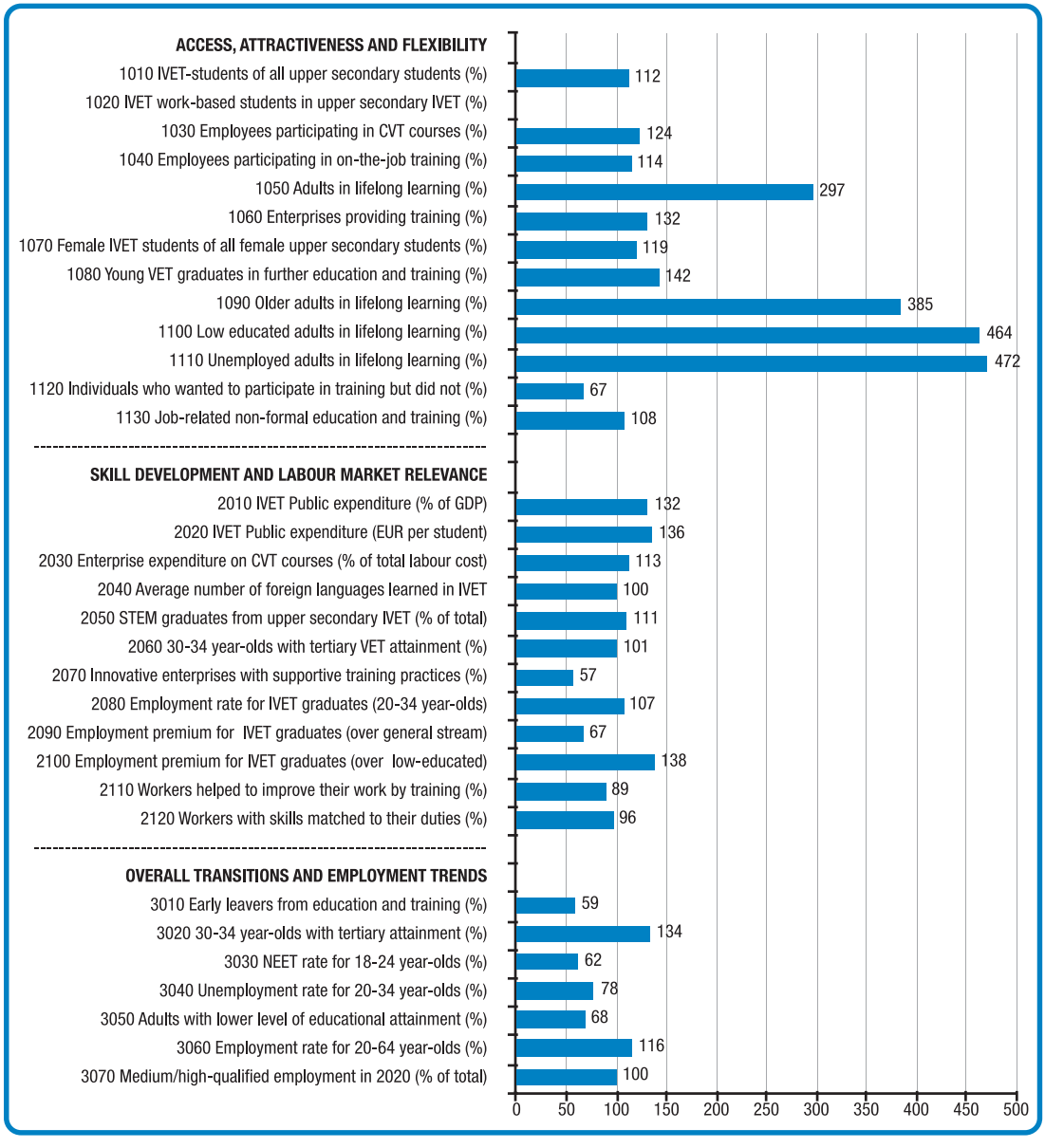
Score on VET indicators in Finland and in the EU, 2006, 2010 and 2011/12 (where available)

	Indicator label	2006		2010		Change 2006-10		2011/12 updates	
		FI	EU	FI	EU	FI	EU	FI	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	65.4	51.7	69.7	49.9	4.3	-1.8	69.6	50.3
1020	IVET work-based students as % of upper secondary IVET	16.6	27.7	19.2	27.9	2.6	0.2	16.8	27.0
1030	Employees participating in CVT courses (%)	39	33	40	38	1	5		
1040	Employees participating in on-the-job training (%)	16	16	12	21	-4	5		
1050	Adults in lifelong learning (%)	23.1	9.5	23.0	9.1	-0.1	-0.4	24.5	9.0
1060	Enterprises providing training (%)	77	60	74	66	-3	6		
1070	Female IVET students as % of all female upper secondary students	62.5	46.3	66.7	44.2	4.2	-2.1	66.9	44.7
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	16.7	5.3
1100	Low-educated adults in lifelong learning (%)	10.6	3.7	9.8	3.9	-0.8	0.2	11.3	3.9
1110	Unemployed adults in lifelong learning (%)	17.9	7.7	16.8	9.2	-1.1	1.5	18.2	9.0
1120	Individuals who wanted to participate in training but did not (%)	11.5	14.5		10.9		-3.6		
1130	Job-related non-formal education and training (%)	86.1	84.5		81.4		-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	1.09	0.67	1.32	0.71	0.23	0.04		
2020	IVET public expenditure (EUR per student)	7 548	7 089	8 702	8 549	1 154	1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.8	0.9	0.8	0.8	0.0	-0.1		
2040	Average number of foreign languages learned in IVET		1.2		1.2		0.0		1.2
2050	STEM graduates from upper secondary VET (% of total)	29.0	32.0	28.8	28.7	-0.2	-3.3	29.0	29.4
2060	30-34 year-olds with tertiary VET attainment (%)	15.3	7.3	4.9	7.3	-10.4	0.0	1.6	8.6
2070	Innovative enterprises with supportive training practices (%)	39.4	42.8	34.7	41.5	-4.7	-1.3		
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 (%)		15.5		14.0	(d)	-1.5	8.9	12.8(p)
3020	30-34 year-olds with tertiary attainment (%)	46.2	28.9	45.7	33.5	-0.5	4.6	45.8	35.8
3030	NEET rate for 18-24 year-olds (%)		15.1		16.5	(d)	1.4	11.8	17.0(p)
3040	Unemployment rate for 20-34 year-olds (%)	9.3	10.6	10.3	13.1	1.0	2.5	9.5	14.5
3050	Adults with lower level of educational attainment (%)	20.4	30.1	17.0	27.3	-3.4	-2.8	15.2	25.8
3060	Employment rate for 20-64 year-olds (%)	73.9	69.0	73.0	68.5	-0.9	-0.5	74.0	68.5
3070	Medium/high-qualified employment in 2020 (% of total)			88.3	82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, 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 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

27. Sweden

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



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

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

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

Sweden differs from the EU average on several indicators in this group. The share of upper secondary students in IVET (56.3%) is slightly above the EU average (50.3%) in 2011, as is the percentage of female students in upper secondary education participating in IVET (53.4% against the EU average 44.7% in 2011).

Data for 2012 show that Sweden compares favourably well with EU averages as on participation in lifelong learning: the percentage of adults in lifelong learning (26.7%) is much higher than the EU average (9.0%) and well above the average target (15%) set by the strategic framework 'education and training 2020'. Older people, unemployed adults and those with relatively low-level education are all much more likely to participate in education and training than is the case across the EU (the figures for Sweden are around four times greater than the corresponding EU averages). The share of adults, in 2011, who wanted to participate in training but did not do so (7.3%) is lower than the EU average (13.9%). Data from the same source (AES) show that non-formal education and training is largely job-related (87.9% compared with 81.4% for the EU as a whole). Data for 2009 show that the percentage of young VET graduates in further education is relatively high (43.7%) compared to the EU average (30.7%).

Skill development and labour market relevance

For many indicators in this group, Sweden records values close to the EU average, but there are some differences. Public expenditure on IVET as a percentage of GDP is higher (0.94%) than in the EU overall (0.71%) (based on 2010 data for ISCED 3-4). This is also reflected in greater average expenditure per student; EUR 11 642 compared with the EUR 8 549 spent in the EU.

The employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (84.3%) is higher than the EU average (79.1%), based on 2009 data. 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 (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 (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

In this section all data refer to 2012 unless otherwise stated.

Sweden performs favourably on these indicators. The percentage of early leavers from education and training (7.5%) is lower than the EU average (12.8%) and lower than the Europe 2020 average target and the national target (both set at 10%). The share of 30 to 34 year-olds who have attained tertiary-level education (47.9%) is higher than the EU average (35.8%) and exceeds the Europe average target (40%) and the national target (42.5%). A relatively small share of adults in Sweden has low-level education (17.6% compared with 25.8% in the EU).

The employment rate for 20 to 64 year-olds (79.4%) is higher than the EU average (68.5%).

In Sweden, the NEET rate (10.5%) is much lower than the EU (17.0%). The unemployment rate for 20 to 34 year-olds (11.3%) is lower than the EU average (14.5%).

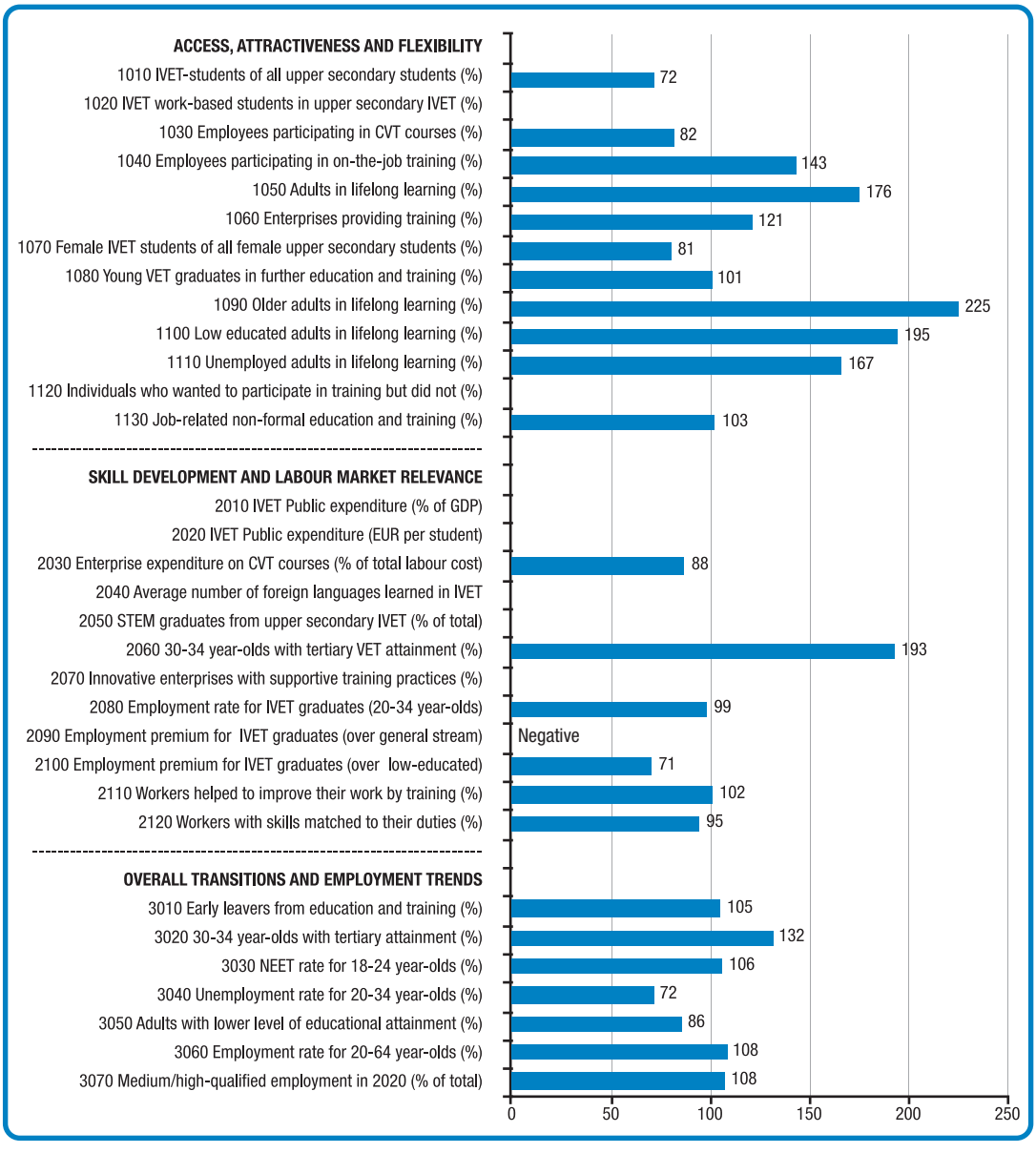
Score on VET indicators in Sweden and in the EU, 2006, 2010 and 2011/12 (where available)

	Indicator label	2006		2010		Change 2006-10		2011/12 updates	
		SE	EU	SE	EU	SE	EU	SE	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	55.1	51.7	56.1	49.9	1.0	-1.8	56.3	50.3
1020	IVET work-based students as % of upper secondary IVET		27.7		27.9		0.2		27.0
1030	Employees participating in CVT courses (%)	46	33	47	38	1	5		
1040	Employees participating in on-the-job training (%)	21	16	24	21	3	5		
1050	Adults in lifelong learning (%)		9.5	24.4	9.1	(b)	-0.4	26.7	9.0
1060	Enterprises providing training (%)	78	60	87	66	9	6		
1070	Female IVET students as % of all female upper secondary students	52.0	46.3	53.0	44.2	1.0	-2.1	53.4	44.7
1080	Young VET graduates in further education and training (%)			43.7	30.7				
1090	Older adults in lifelong learning (%)		5.1	18.3	5.3	(b)	0.2	20.4	5.3
1100	Low-educated adults in lifelong learning (%)		3.7	15.8	3.9	(b)	0.2	18.1	3.9
1110	Unemployed adults in lifelong learning (%)		7.7	40.3	9.2	(b)	1.5	42.5	9.0
1120	Individuals who wanted to participate in training but did not (%)	7.8	14.5	7.3	10.9	-0.5	-3.6		
1130	Job-related non-formal education and training (%)	88.3	84.5	87.9	81.4	-0.4	-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.84	0.67	0.94	0.71	0.10	0.04		
2020	IVET public expenditure (EUR per student)	9 154	7 089	10 812	8 549	1 658	1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost	0.9	0.9	0.0	0.8	-0.0	-0.1		
2040	Average number of foreign languages learned in IVET	1.1	1.2	1.1	1.2	0.0	0.0	1.2	1.2
2050	STEM graduates from upper secondary VET (% of total)	31.0	32.0	32.4	28.7	1.4	-3.3	32.4	29.4
2060	30-34 year-olds with tertiary VET attainment (%)	8.3	7.3	7.5	7.3	-0.8	0.0	8.7	8.6
2070	Innovative enterprises with supportive training practices (%)	33.6	42.8	23.5	41.5	-10.1	-1.3		
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	6.5	14.0	-2.1	-1.5	7.5	12.8(p)
3020	30-34 year-olds with tertiary attainment (%)	39.5	28.9	45.3	33.5	5.8	4.6	47.9	35.8
3030	NEET rate for 18-24 year-olds (%)	12.3	15.1	10.6	16.5	-1.7	1.4	10.5	17.0(p)
3040	Unemployment rate for 20-34 year-olds (%)	9.7	10.6	11.7	13.1	2.0	2.5	11.3	14.5
3050	Adults with lower level of educational attainment (%)	21.1	30.1	18.8	27.3	-2.3	-2.8	17.6	25.8
3060	Employment rate for 20-64 year-olds (%)	78.8	69.0	78.1	68.5	-0.7	-0.5	79.4	68.5
3070	Medium/high-qualified employment in 2020 (% of total)			82.1	82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, 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 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

28. The United Kingdom

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



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

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

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

The UK has a relatively low percentage of students participating in IVET but a relatively high percentage of adults in education and training.

The share of upper secondary students enrolled in IVET is lower (36.0%) than the EU average (50.3% in 2011). Similarly, the percentage of women participating in IVET in upper secondary school – as a share of all female upper secondary school students – at 36.1% is lower than the EU average of 44.7%. Both indicators have decreased for the UK between 2006 and 2010 but have increased since 2010.

The percentage of adults participating in lifelong learning in 2012 (15.8%) is higher than the corresponding EU average (9.0%) 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.

Employers in the UK are more likely to report the provision of training (80% compared to 66% in the EU, based on 2010 CVTS data). The UK also has a higher percentage of employees participating in on-the-job training (30% compared with the EU average of 21%) but a lower percentage of employees participating in CVT courses (31% compared to 38% across the EU).

Skill development and labour marketrelevance

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

The percentage of 30 to 34 year-olds with tertiary VET attainment is higher than the EU average (16.7% compared to 8.6%).

Based on 2009 data, the employment rate of IVET graduates (aged 20-34) at ISCED 3-4 (78.2%) is close to the EU average (79.1%). 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 (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 is the opposite, with an employment rate 5.6 percentage points higher for IVET graduates); IVET graduates in the UK have an employment rate 12.3 percentage points higher than those with lower-level qualifications (the EU average premium is of 17.4 percentage points). All these employment figures relate to 2009 and exclude the young in further education.

Overall transitions and employment trends

In this section all data refer to 2012 unlessotherwise stated.

The percentage of early leavers from education and training (13.5%) is higher than the corresponding EU average (12.8%); and above the Europe 2020 average target (10%). The percentage of 30 to 34 year-olds who have attained tertiary-level education (47.1%) is higher than the EU average (33.8%) and above the Europe 2020 average target (40%). The employment rate for the 20 to 64 year-olds (74.2%) is higher than in the EU overall (68.5%). The NEET rate (18.0%) is higher (17.0% for the EU). The unemployment rate for 20 to 34 year-olds (10.3%) is below the EU average (14.5%).

Score on VET indicators in the United Kingdom and in the EU, 2006, 2010 and 2011/12 (where available)

	Indicator label	2006		2010		Change 2006-10		2011/12 updates	
		UK	EU	UK	EU	UK	EU	UK	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	41.7	51.7	32.1	49.9	-9.6	-1.8	36.0	50.3
1020	IVET work-based students as % of upper secondary IVET		27.7		27.9		0.2		27.0
1030	Employees participating in CVT courses (%)		33	31	38		5		
1040	Employees participating in on-the-job training (%)		16	30	21		5		
1050	Adults in lifelong learning (%)		9.5	19.4	9.1	(b)	-0.4	15.8	9.0
1060	Enterprises providing training (%)		60	80	66		6		
1070	Female IVET students as % of all female upper secondary students	42.8	46.3	31.5	44.2	-11.3	-2.1	36.1	44.7
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	12.0(b)	5.3
1100	Low-educated adults in lifelong learning (%)		3.7	9.6	3.9	(b)	0.2	7.6	3.9
1110	Unemployed adults in lifelong learning (%)		7.7	18.3	9.2	(b)	1.5	15.0	9.0
1120	Individuals who wanted to participate in training but did not (%)	25.0	14.5		10.9		-3.6		
1130	Job-related non-formal education and training (%)	80.0	84.5	83.9	81.4	3.9	-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)		0.67		0.71		0.04		
2020	IVET public expenditure (EUR per student)		7 089		8 549		1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost		0.9	0.7	0.8		-0.1		
2040	Average number of foreign languages learned in IVET		1.2		1.2		0.0		1.2
2050	STEM graduates from upper secondary VET (% of total)		32.0		28.7		-3.3		29.4
2060	30-34 year-olds with tertiary VET attainment (%)		7.3		7.3		0.0	16.7(b)	8.6
2070	Innovative enterprises with supportive training practices (%)		42.8		41.5		-1.3		
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)			12.3	17.4				
2110	Workers helped to improve their work by training (%)			91.2	89.7				
2120	Workers with skills matched to their duties (%)			52.5	55.3				
Overall transitions and labour market trends									
3010	Early leavers from education and training (%)		15.5	14.9	14.0	(b)	-1.5	13.5	12.8(p)
3020	30-34 year-olds with tertiary attainment (%)	36.5	28.9	43.0	33.5	6.5	4.6	47.1	35.8
3030	NEET rate for 18-24 year-olds (%)		15.1	17.7	16.5	(b)	1.4	18.1	17.0(p)
3040	Unemployment rate for 20-34 year-olds (%)	6.7	10.6	9.9	13.1	3.2	2.5	10.3	14.5
3050	Adults with lower level of educational attainment (%)	27.3	30.1	23.9	27.3	-3.4	-2.8	22.1	25.8
3060	Employment rate for 20-64 year-olds (%)	75.2	69.0	73.6	68.5	-1.6	-0.5	74.2	68.5
3070	Medium/high-qualified employment in 2020 (% of total)			88.5	82.3				

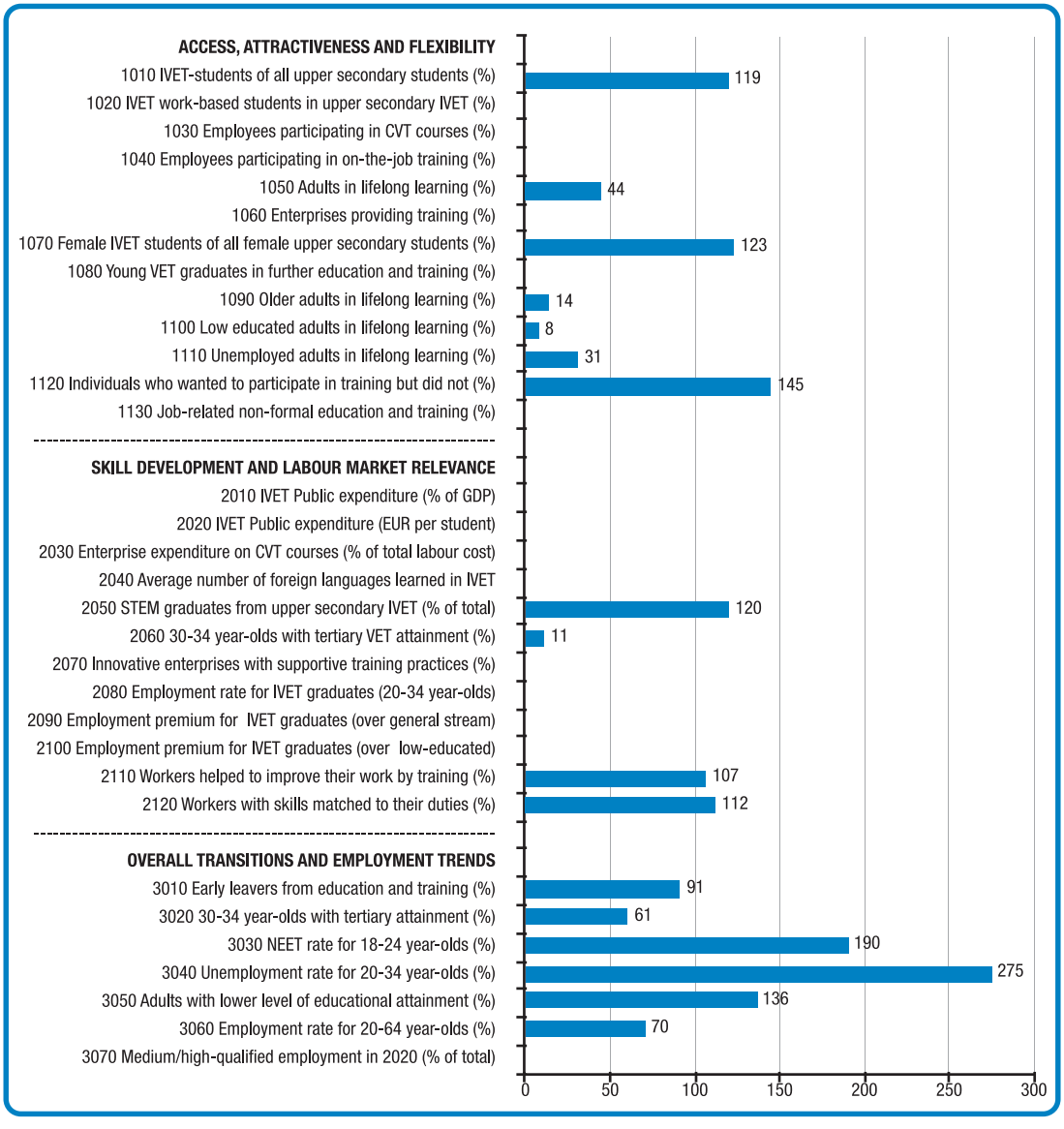
NB: b = break in series. Where the break in series occurs in 2011/12, data for 2006 and 2010 are not presented. If the break in series occurs between 2006 and 2010, neither data for 2006 nor the change in 2006-10 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

Part II

Selected EFTA and candidate countries

29. The former Yugoslav Republic of Macedonia

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



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

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

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

Relatively few data are available for the former Yugoslav Republic of Macedonia. In 2011, the percentage of students in upper secondary education participating in IVET is relatively high (60.1%) compared to the EU average (50.3%); the same is true for the share of female students in upper secondary education undertaking IVET (55.1% versus 44.7% for the EU). Data for 2012 reveal that the percentage of adults participating in lifelong learning (4.0%) is lower than the EU average (9.0%). 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). Since 2006 all the rates for participation in lifelong learning have increased for the former Yugoslav Republic of Macedonia, while these figures have stabilised or dropped slightly across the EU.

Skill development and labour market relevance

The percentage of IVET students graduating in STEM subjects (35.3%) is above the EU average in 2011 (29.4%). A relatively high share of people report that training has helped improve their work (95.6% compared with 89.7% in the EU in 2010), and a relatively high share report that their skills are matched to their duties (62.0% compared with 55.3% in the EU in 2010).

Overall transitions and employment trends

In this section all data refer to 2012 unless otherwise stated.

The share of early leavers from education and training has decreased compared with 2010 and has reached 11.7%, a percentage which is lower than the EU average in 2012 (12.8%). Bigger differences are observed for other indicators. For instance, the percentage of 30 to 34 year-olds with tertiary-level education (21.7%) is lower than that of the EU (35.8%). The employment rate for 20 to 64 year-olds (48.2%) is much lower than the EU average (68.5%). The NEET rate (32.3%) is nearly twice the EU average (17.0%), and the unemployment rate for 20 to 34 year-olds (39.7%) is nearly three times as high as the EU average (14.5%). The share of adults with low-level education is relatively high at 35.1% compared with 25.8% in the EU.

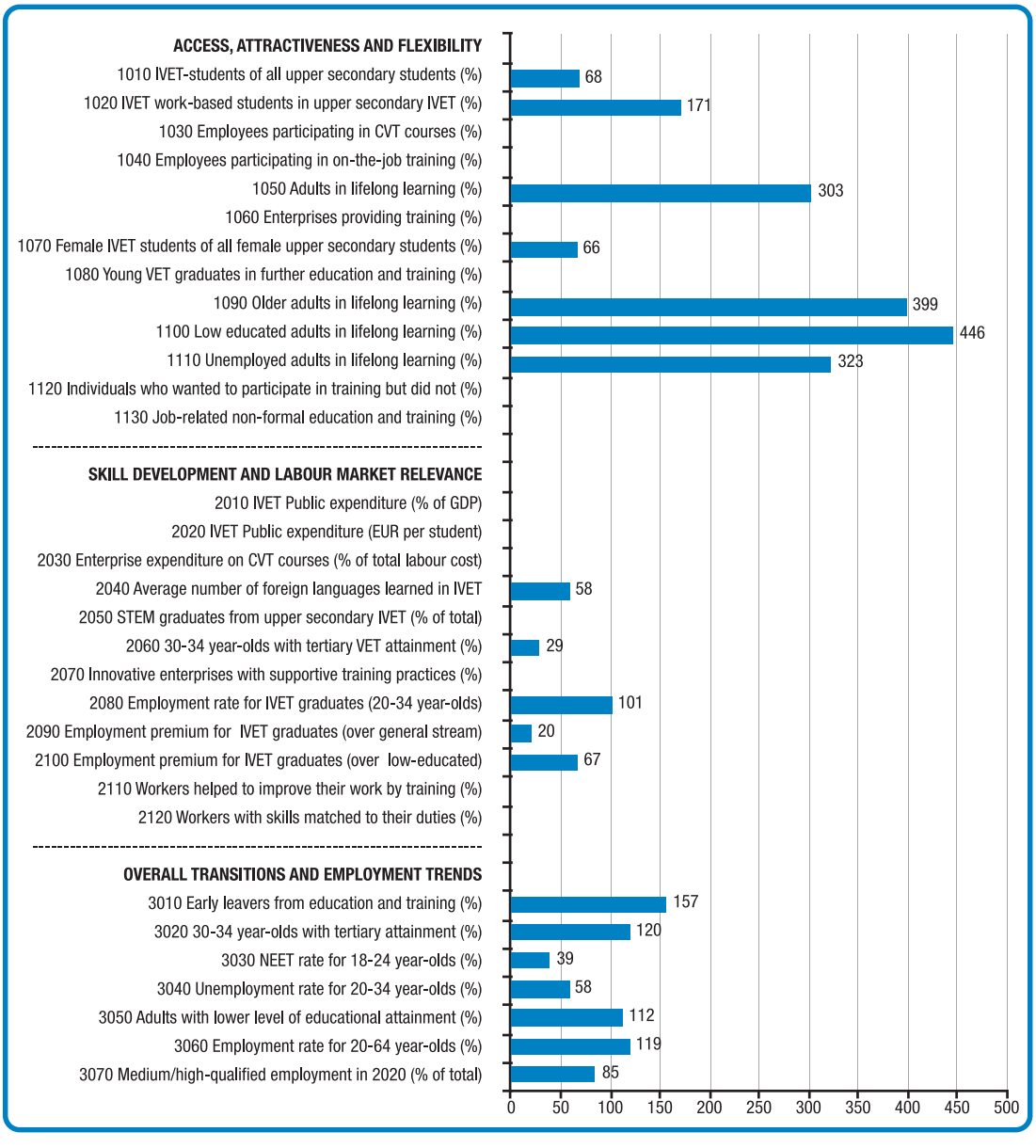
Score on VET indicators in the former Yugoslav Republic of Macedonia and in the EU, 2006, 2010 and 2011/12 (where available)

	Indicator label	2006		2010		Change 2006-10		2011/12 updates	
		MK	EU	MK	EU	MK	EU	MK	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	59.6	51.7	60.0	49.9	0.4	-1.8	60.1	50.3
1020	IVET work-based students as % of upper secondary IVET		27.7		27.9		0.2		27.0
1030	Employees participating in CVT courses (%)		33		38		5		
1040	Employees participating in on-the-job training (%)		16		21		5		
1050	Adults in lifelong learning (%)	2.3	9.5	3.2	9.1	0.9	-0.4	4.0	9.0
1060	Enterprises providing training (%)		60		66		6		
1070	Female IVET students as % of all female upper secondary students	53.3	46.3	55.0	44.2	1.7	-2.1	55.1	44.7
1080	Young VET graduates in further education and training (%)				30.7				
1090	Older adults in lifelong learning (%)	0.4	5.1	0.7	5.3	0.3	0.2	0.7	5.3
1100	Low-educated adults in lifelong learning (%)	0.1(u)	3.7	0.1(u)	3.9	0.0	0.2	0.3	3.9
1110	Unemployed adults in lifelong learning (%)	0.9	7.7	1.5	9.2	0.6	1.5	2.8	9.0
1120	Individuals who wanted to participate in training but did not (%)		14.5	15.8	10.9		-3.6		
1130	Job-related non-formal education and training (%)		84.5		81.4		-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)		0.67		0.71		0.04		
2020	IVET public expenditure (EUR per student)		7 089		8 549		1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost		0.9		0.8		-0.1		
2040	Average number of foreign languages learned in IVET		1.2		1.2		0.0		1.2
2050	STEM graduates from upper secondary VET (% of total)	43.5	32.0	34.7	28.7	-8.8	-3.3	35.3	29.4
2060	30-34 year-olds with tertiary VET attainment (%)	1.8	7.3	1.3	7.3	-0.5	0.0	1.0	8.6
2070	Innovative enterprises with supportive training practices (%)		42.8		41.5		-1.3		
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	14.0	-7.3	-1.5	11.7	12.8(p)
3020	30-34 year-olds with tertiary attainment (%)	11.6	28.9	17.1	33.5	5.5	4.6	21.7	35.8
3030	NEET rate for 18-24 year-olds (%)	47.1	15.1	33.1	16.5	-14.0	1.4	32.3	17.0(p)
3040	Unemployment rate for 20-34 year-olds (%)	45.5	10.6	39.7	13.1	-5.8	2.5	39.7	14.5
3050	Adults with lower level of educational attainment (%)	42.4	30.1	37.5	27.3	-4.9	-2.8	35.1	25.8
3060	Employment rate for 20-64 year-olds (%)	43.9	69.0	48.1	68.5	4.2	-0.5	48.2	68.5
3070	Medium/high-qualified employment in 2020 (% of total)				82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, 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 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

30. Iceland

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



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

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

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

In Iceland, the share of upper secondary students enrolled in IVET (34.3%) is lower than the EU average (50.3%) in 2011. Among upper secondary students in IVET, enrolment in combined work- and school-based programmes is quite common (46.1%) and much higher than the EU average (27.0% in 2011).

Iceland has a relatively high share of its adult population participating in lifelong learning (27.3% compared with 9.0% in the EU in 2012): this share increased between 2010 and 2012, by 2.1 percentage points in Iceland but decreased by 0.1 percentage points across the EU. The relatively high level of adult participation in lifelong learning is reflected in the participation rates of specific groups: older adults (21.2% versus 5.3% in the EU); those with low-level education (17.4% versus 3.9% in the EU); and unemployed adults (29.1% versus 9.0% in the EU).

Skill development and labour market relevance

In upper secondary vocational education, the average number of foreign languages learned per student is below the EU average (0.7 in Iceland; 1.2 in the EU in 2011). The share of 30 to 34 year-olds with tertiary-level VET (ISCED 5b) is also lower than the EU average (2.5% versus 8.6% in 2012).

Based on 2009 data, the employment rate for IVET graduates (aged 20-34) at medium level of education (ISCED 3-4) is 80.1%, 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 those from general education at the same ISCED level and at lower ISCED level (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 in Iceland 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

In this section all data refer to 2012 unless otherwise stated.

The share of early leavers from education and training (20.1%) is much higher than the EU average (12.8%). While the country has a relatively high share of 30 to 34 year-olds with tertiary-level education (42.8% compared with the EU average of 35.8%), the share of adults aged 25 to 64 with low-level education is also higher (29.0% versus 25.8% for the EU).

The employment rate for 20 to 64 year-olds (81.8%) is relatively high compared with the EU average (68.5%). The NEET rate (6.7%) is lower than the EU average (14.5%). The percentage point increase in the NEET rate from 2006 to 2010 was higher than that observed in the EU; between 2010 and 2012 this has decreased by 1.7 percentage points in Iceland but increased by 0.5 percentage points across the EU. The unemployment rate of 20 to 34 year-olds (8.3%) is also lower than EU average (14.5%).

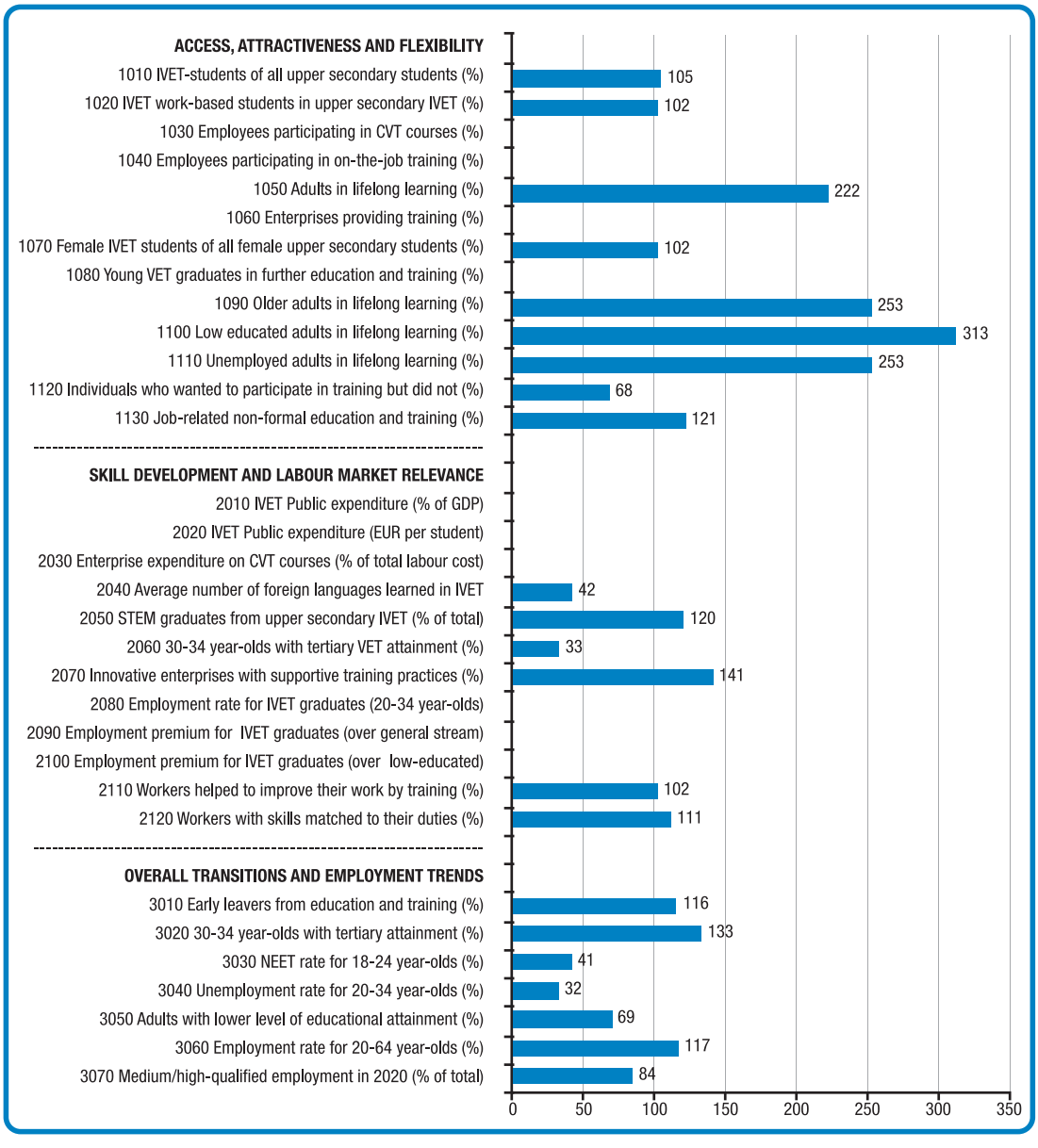
Score on VET indicators in Iceland and in the EU, 2006, 2010 and 2011/12 (where available)

	Indicator label	2006		2010		Change 2006-10		2011/12 updates	
		IS	EU	IS	EU	IS	EU	IS	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	36.7	51.7	34.3	49.9	-2.4	-1.8	34.3	50.3
1020	IVET work-based students as % of upper secondary IVET	48.1	27.7	46.6	27.9	-1.5	0.2	46.1	27.0
1030	Employees participating in CVT courses (%)		33		38		5		
1040	Employees participating in on-the-job training (%)		16		21		5		
1050	Adults in lifelong learning (%)	27.9	9.5	25.2	9.1	-2.7	-0.4	27.3	9.0
1060	Enterprises providing training (%)		60		66		6		
1070	Female IVET students as % of all female upper secondary students	30.3	46.3	29.4	44.2	-0.9	-2.1	29.6	44.7
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	21.2	5.3
1100	Low-educated adults in lifelong learning (%)	17.0	3.7	16.0	3.9	-1.0	0.2	17.4	3.9
1110	Unemployed adults in lifelong learning (%)	30.0	7.7	27.1	9.2	-2.9	1.5	29.1	9.0
1120	Individuals who wanted to participate in training but did not (%)		14.5		10.9		-3.6		
1130	Job-related non-formal education and training (%)		84.5		81.4		-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)		0.67		0.71		0.04		
2020	IVET public expenditure (EUR per student)		7 089		8 549		1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost		0.9		0.8		-0.1		
2040	Average number of foreign languages learned in IVET	0.7	1.2	0.6	1.2	-0.1	0.0	0.7	1.2
2050	STEM graduates from upper secondary VET (% of total)	26.3	32.0	21.2	28.7	-5.1	-3.3		29.4
2060	30-34 year-olds with tertiary VET attainment (%)	4.8	7.3	2.4(u)	7.3	-2.4	0.0	2.5	8.6
2070	Innovative enterprises with supportive training practices (%)		42.8		41.5		-1.3		
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	14.0	-3.0	-1.5	20.1	12.8(p)
3020	30-34 year-olds with tertiary attainment (%)	36.4	28.9	40.9	33.5	4.5	4.6	42.8	35.8
3030	NEET rate for 18-24 year-olds (%)	5.1	15.1	8.4	16.5	3.3	1.4	6.7	17.0(p)
3040	Unemployment rate for 20-34 year-olds (%)		10.6	11.3	13.1		2.5	8.3	14.5
3050	Adults with lower level of educational attainment (%)	36.7	30.1	33.5	27.3	-3.2	-2.8	29.0	25.8
3060	Employment rate for 20-64 year-olds (%)	86.3	69.0	80.4	68.5	-5.9	-0.5	81.8	68.5
3070	Medium/high-qualified employment in 2020 (% of total)			70.2	82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, 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 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

31. Norway

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



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

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

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

Key points

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 (52.6% in 2011) is only slightly higher than the EU average (50.3%). The same indicator for female upper secondary students in IVET is also slightly above the EU average (45.7% in Norway and 44.7% across the EU). These shares have decreased between 2006 and 2010 by more than six percentage points in Norway but only by around two percentage points for the EU as a whole. Students in combined work- and school-based programmes accounted for 27.6% of students in upper secondary IVET, in line with the EU average of 27.0%.

For several other indicators, the values for Norway are markedly higher than EU averages. The percentage of adults participating in lifelong learning (20.0%) is more than twice the EU average (9.0%, data for 2012). Older adults, the unemployed, and those with relatively low qualifications are all much more likely to participate in lifelong learning than is the case across the EU (based on 2012 data). Data for 2011 show that non-formal education and training is nearly exclusively job-related (98.9% compared with 81.4% across the EU).

The share of individuals who want to participate in training but who do not do so is lower in Norway (7.4%) than in the EU as a whole (10.9% in 2011).

Skill development and labour market relevance

Data for Norway are not available for several indicators on skill development and labour market relevance. Available data show that Norway's figures are slightly higher than the EU average for some of these indicators. The share of STEM graduates from upper secondary VET (35.4%) is higher than the EU average (29.4%) (2011 data). 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%) (in 2010). Workers are more likely to report that their skills are matched to their duties in their jobs (61.6%) compared the EU average (55.3% in 2010).

For other indicators in this group, Norway's figures are notably lower than the EU average. The average number of foreign languages learned by students in upper secondary IVET is 0.5 while the EU average is 1.2. The share of 30 to 34 year-olds with tertiary-level VET (ISCED 5b) (3.3%) is less than half the EU average (7.3%). Data from 2010 show that companies are considerably more likely to provide training to support their innovation processes (at 58.5% it is 17 percentage points higher than the 41.5% EU average). The score for Norway on this indicator has increased substantially between 2008 and 2010 by more than 32 percentage points.

Overall transitions and employment trends

In this section all data refer to 2012 unless otherwise stated.

The percentage of early leavers from education and training (14.8%) is higher than the EU average (12.1%) but so is the share of 30 to 34 year-olds who have attained tertiary-level education (47.6% against the EU average of 35.8%). The same is true of the employment rate for 20 to 64 year-olds (79.9% for Norway, 68.5% for the EU).

The NEET rate of 18 to 24 year-olds (7.0%) is much lower than the EU rate (17.0%). It increased by 0.1 percentage points from 2010 to 2012, while the EU average rose by 0.5 percentage points. Similarly, the unemployment rate for 20 to 34 year-olds (4.6%) is lower than the EU average (14.5%). From 2010 to 2012 this rate decreased in Norway (by 0.8 percentage points) while it increased in the EU as a whole (1.4 percentage points).

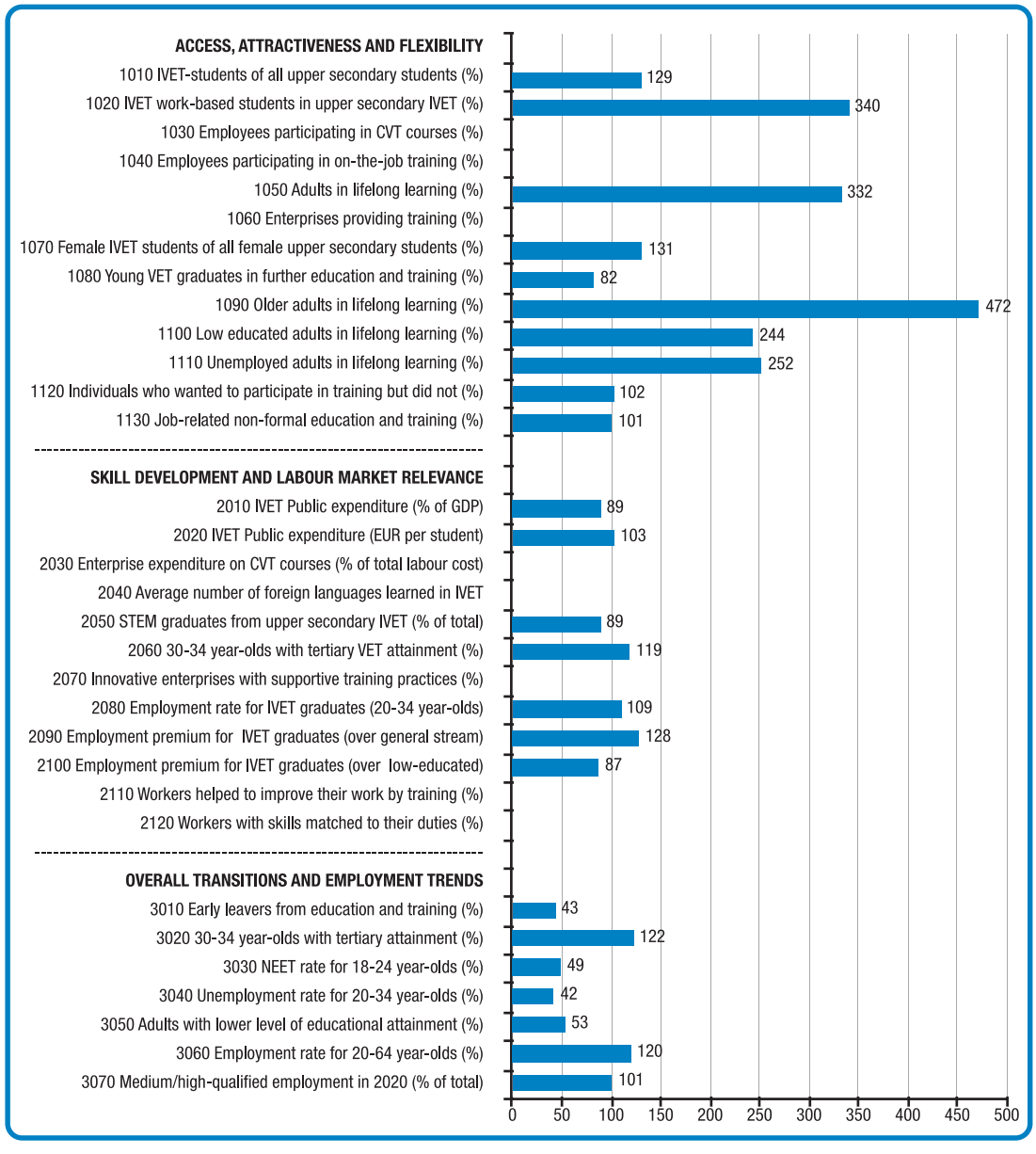
Score on VET indicators in Norway and in the EU, 2006, 2010 and 2011/12 (where available)

	Indicator label	2006		2010		Change 2006-10		2011/12 updates	
		NO	EU	NO	EU	NO	EU	NO	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	60.0	51.7	53.9	49.9	-6.1	-1.8	52.6	50.3
1020	IVET work-based students as % of upper secondary IVET	23.2	27.7	28.4	27.9	5.2	0.2	27.6	27.0
1030	Employees participating in CVT courses (%)		33		38		5		
1040	Employees participating in on-the-job training (%)		16		21		5		
1050	Adults in lifelong learning (%)	18.7	9.5	17.8	9.1	-0.9	-0.4	20.0	9.0
1060	Enterprises providing training (%)		60		66		6		
1070	Female IVET students as % of all female upper secondary students	53.4	46.3	46.5	44.2	-6.9	-2.1	45.7	44.7
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	13.4	5.3
1100	Low-educated adults in lifelong learning (%)	10.3	3.7	10.1	3.9	-0.2	0.2	12.2	3.9
1110	Unemployed adults in lifelong learning (%)	19.7	7.7	18.5	9.2	-1.2	1.5	22.8	9.0
1120	Individuals who wanted to participate in training but did not (%)	10.7	14.5	7.4	10.9	-3.3	-3.6		
1130	Job-related non-formal education and training (%)	93.0	84.5	98.9	81.4	5.9	-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)		0.67		0.71		0.04		
2020	IVET public expenditure (EUR per student)		7 089		8 549		1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost		0.9		0.8		-0.1		
2040	Average number of foreign languages learned in IVET	1.0	1.2	0.5	1.2	-0.5	0.0	0.5	1.2
2050	STEM graduates from upper secondary VET (% of total)	29.6	32.0	36.5	28.7	6.9	-3.3	35.4	29.4
2060	30-34 year-olds with tertiary VET attainment (%)		7.3	3.3	7.3	[b]	0.0	2.8	8.6
2070	Innovative enterprises with supportive training practices (%)	26.0	42.8	58.5	41.5	32.5	-1.3		
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	14.0	-0.4	-1.5	14.8	12.8[p]
3020	30-34 year-olds with tertiary attainment (%)	41.9	28.9	47.3	33.5	5.4	4.6	47.6	35.8
3030	NEET rate for 18-24 year-olds (%)	6.5	15.1	6.9	16.5	0.4	1.4	7.0	17.0[p]
3040	Unemployment rate for 20-34 year-olds (%)	4.8	10.6	5.4	13.1	0.6	2.5	4.6	14.5
3050	Adults with lower level of educational attainment (%)	21.5	30.1	19.1	27.3	-2.4	-2.8	17.9	25.8
3060	Employment rate for 20-64 year-olds (%)	79.5	69.0	79.6	68.5	0.1	-0.5	79.9	68.5
3070	Medium/high-qualified employment in 2020 (% of total)			69.4	82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, 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 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

32. Switzerland

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



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

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

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

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

In 2011, the share of upper secondary students enrolled in IVET programmes (65.1%) is higher than the EU average (50.3%). Combined work- and school-based programmes account for a large share of students in upper secondary IVET (91.8%, which is much higher than the corresponding EU average of 27.0%). Switzerland also records a higher share of its adult population participating in lifelong learning in 2012 (29.9% versus 9.0% in the EU).

Skill development and labour market relevance

Expenditure per IVET student in Switzerland is reported at EUR 8 809 compared with an average of EUR 8 549 in the EU (expenditure data refer to 2010 and ISCED 3-4). Data for 2012 show that the percentage of 30 to 34 year-olds with tertiary-level VET (ISCED 5b) (10.3%) is higher than the corresponding EU average (8.6%). This percentage dropped slightly from 11.3% to 10.3% between 2010 and 2012, while increasing from 7.3% to 8.6% for the EU.

Based on 2009 data, 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 those from general education at the same ISCED level and at lower ISCED level (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 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

In this section all data refer to 2012 unless otherwise stated.

The share of early leavers from education and training in Switzerland (5.5%) is lower than the EU average (12.8%) while scoring above the EU average for 30 to 34 year-olds with tertiary-level education (43.8% versus 35.8% in the EU). The NEET rate (8.3%) and the unemployment rate of 20 to 34 year-olds (6.1%) are favourably below the respective averages in the EU (17.0% and 14.5%). The share of adults with low-level education (13.7%) is also below the EU average (25.8%).

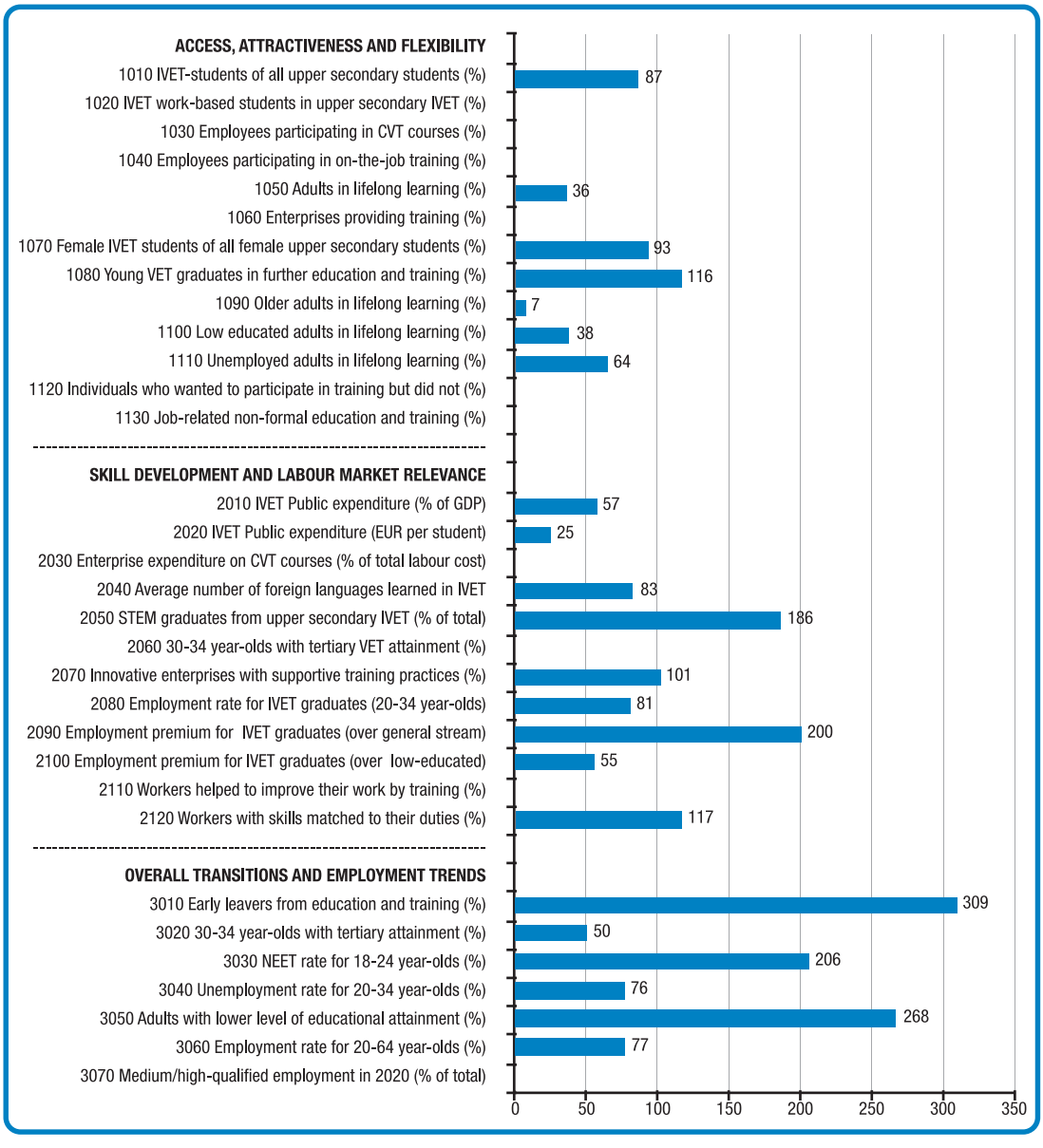
Score on VET indicators in Switzerland and in the EU, 2006, 2010 and 2011/12 (where available)

	Indicator label	2006		2010		Change 2006-10		2011/12 updates	
		CH	EU	CH	EU	CH	EU	CH	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	64.2	51.7	66.2	49.9	2.0	-1.8	65.1	50.3
1020	IVET work-based students as % of upper secondary IVET	90.1	27.7	91.6	27.9	1.5	0.2	91.8	27.0
1030	Employees participating in CVT courses (%)		33		38		5		
1040	Employees participating in on-the-job training (%)		16		21		5		
1050	Adults in lifelong learning (%)		9.5	30.6	9.1	(d)	-0.4	29.9	9.0
1060	Enterprises providing training (%)		60		66		6		
1070	Female IVET students as % of all female upper secondary students	56.2	46.3	59.7	44.2	3.5	-2.1	58.8	44.7
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	(d)	0.2	25.1	5.3
1100	Low-educated adults in lifelong learning (%)		3.7	10.3	3.9	(d)	0.2	9.5	3.9
1110	Unemployed adults in lifelong learning (%)		7.7	24.7	9.2	(d)	1.5	22.7	9.0
1120	Individuals who wanted to participate in training but did not (%)		14.5	11.1	10.9		-3.6		
1130	Job-related non-formal education and training (%)		84.5	82.2	81.4		-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.66	0.67	0.63	0.71	-0.03	0.04		
2020	IVET public expenditure (EUR per student)	9 090	7 089	8 809	8 549	-281	1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost		0.9		0.8		-0.1		
2040	Average number of foreign languages learned in IVET		1.2		1.2		0.0		1.2
2050	STEM graduates from upper secondary VET (% of total)	28.0	32.0	26.5	28.7	-1.5	-3.3	26.0	29.4
2060	30-34 year-olds with tertiary VET attainment (%)	9.6	7.3	11.3	7.3	1.7	0.0	10.3	8.6
2070	Innovative enterprises with supportive training practices (%)		42.8		41.5		-1.3		
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				
2100	Employment premium for IVET graduates (over low-educated)			15.2	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 (%)		15.5	6.6	14.0	(d)	-1.5	5.5	12.8(p)
3020	30-34 year-olds with tertiary attainment (%)	35.0	28.9	44.2	33.5	9.2	4.6	43.8	35.8
3030	NEET rate for 18-24 year-olds (%)		15.1	7.9	16.5	(d)	1.4	8.3	17.0(p)
3040	Unemployment rate for 20-34 year-olds (%)		10.6	6.4	13.1	(b)	2.5	6.1	14.5
3050	Adults with lower level of educational attainment (%)		30.1	14.2	27.3	-0.6	-2.8	13.7	25.8
3060	Employment rate for 20-64 year-olds (%)		69.0	81.1	68.5	(b)	-0.5	82.0	68.5
3070	Medium/high-qualified employment in 2020 (% of total)			83.1	82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, 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 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

33. Turkey

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



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

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

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in Annex 1 which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

The percentage of upper secondary students in IVET (43.6%) is slightly below the EU average (50.3%, data for 2011).

In 2012 adult participation in lifelong learning is relatively low (3.2%) compared with the EU (9.0% on average). This is reflected in the participation rates of various subgroups. The percentage of older adults participating in lifelong learning is 0.4% (5.3% in the EU), that of adults with low-level education is 1.5% (3.9% in the EU), and that of the unemployed 5.8% (9.0% 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

In 2010, public expenditure on VET as percentage of GDP (0.40%) is only slightly more than half the EU average (0.71%). In amount per student, this translates into a difference between EUR 2 104 per student for Turkey and 8 549 for the EU.

The average number of foreign languages learned by IVET students in upper secondary education (1.0) is more or less the same as the EU average (1.2, based on 2011 data). But the percentage of IVET students graduating in STEM subjects (54.8%) is much higher than in the EU (29.4%).

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 based on 2011). Data presented here based on 2009 also compare the employment rate of these graduates with that of graduates from general education at the same ISCED level and at lower ISCED level (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 in Turkey 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); 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 this section all data refer to 2012 unless otherwise stated.

The share of early leavers from education and training in Turkey (39.6%) is higher than the EU average (12.8%), but has steadily decreased over recent years. The country also scores below the EU average rate for 30 to 34 year-olds with tertiary-level education (18.0% in Turkey; 35.8% in the EU).

The Turkish NEET rate (35.0%) is over twice that of the EU (17.0%). Unemployment for 20 to 34 year-olds between 2010 and 2012 has fallen from 13.9% to 11.1% while increasing in the EU from 13.1% to 14.5%. As a result, Turkey reports an unemployment rate below the EU average, though the share of adults with low-level education is much higher in Turkey (69.1%) than in the EU (25.8%).

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

	Indicator label	2006		2010		Change 2006-10		2011/12 updates	
		TR	EU	TR	EU		EU	TR	EU
Access, attractiveness and flexibility									
1010	IVET-students as % of all upper secondary students	36.3	51.7	42.9	49.9	6.6	-1.8	43.6	50.3
1020	IVET work-based students as % of upper secondary IVET		27.7		27.9		0.2		27.0
1030	Employees participating in CVT courses (%)		33		38		5		
1040	Employees participating in on-the-job training (%)		16		21		5		
1050	Adults in lifelong learning (%)	1.8	9.5	2.5	9.1	0.7	-0.4	3.2	9.0
1060	Enterprises providing training (%)		60		66		6		
1070	Female IVET students as % of all female upper secondary students	32.1	46.3	40.5	44.2	8.4	-2.1	41.4	44.7
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	0.4	5.3
1100	Low-educated adults in lifelong learning (%)	0.5	3.7	1.1	3.9	0.6	0.2	1.5	3.9
1110	Unemployed adults in lifelong learning (%)	2.4	7.7	4.7	9.2	2.3	1.5	5.8	9.0
1120	Individuals who wanted to participate in training but did not (%)	12.9	14.5		10.9		-3.6		
1130	Job-related non-formal education and training (%)	72.7	84.5		81.4		-3.1		
Skill development and labour market relevance									
2010	IVET public expenditure (% of GDP)	0.31	0.67	0.40	0.71	0.09	0.04		
2020	IVET public expenditure (EUR per student)	1 907	7 089	2 104	8 549	197	1 460		
2030	Enterprise expenditure on CVT courses as % of total labour cost		0.9		0.8		-0.1		
2040	Average number of foreign languages learned in IVET	0.8	1.2	0.9	1.2	0.1	0.0	1.0	1.2
2050	STEM graduates from upper secondary VET (% of total)	55.6	32.0	57.2	28.7	1.6	-3.3	54.8	29.4
2060	30-34 year-olds with tertiary VET attainment (%)	3.5(u)	7.3		7.3		0.0		8.6
2070	Innovative enterprises with supportive training practices (%)		42.8	42.0	41.5		-1.3		
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	14.0	-5.7	-1.5	39.6	12.8(p)
3020	30-34 year-olds with tertiary attainment (%)	11.9	28.9	15.5	33.5	3.6	4.6	18.0	35.8
3030	NEET rate for 18-24 year-olds (%)	45.2	15.1	39.2	16.5	-6.0	1.4	35.0	17.0(p)
3040	Unemployment rate for 20-34 year-olds (%)	11.5	10.6	13.9	13.1	2.4	2.5	11.1	14.5
3050	Adults with lower level of educational attainment (%)	73.9	30.1	71.6	27.3	-2.3	-2.8	69.1	25.8
3060	Employment rate for 20-64 year-olds (%)	48.2	69.0	50.0	68.5	1.8	-0.5	52.8	68.5
3070	Medium/high-qualified employment in 2020 (% of total)				82.3				

NB: b = break in series. Where the break in series occurs in 2011/12, 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 are shown; d= change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p= provisional.

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Annex 1

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 2011/12 column in the table	Year used for the chart
Access, attractiveness and flexibility						
1010	IVET students as % of all upper secondary students	Number of students in upper secondary IVET (ISCED 3) as a percentage of all upper secondary students (Eurostat, UOE)	2010	2006	2011	2011
1020	IVET work-based students as % of all upper secondary IVET (%)	Number of students in combined work- and school-based upper secondary IVET (ISCED 3) as a percentage of all students in upper secondary IVET (Cedefop calculations based on Eurostat, UOE)[a][b]	2010	2006	2011	2011
1030	Employees participating in CVT courses (%)	Number of employees who have participated in employer-sponsored CVT courses in the last 12 months as a percentage of all employees in all enterprises surveyed (Eurostat, CVTS)	2010	2005		2010
1040	Employees participating in on-the-job training (%)	Number of employees who have participated in employer-sponsored on-the-job training in the last 12 months as a percentage of all employees in all enterprises surveyed (Eurostat, CVTS)	2010	2005		2010
1050	Adults in lifelong learning (%)	Percentage of the population aged 25-64 participating in education and training over the four weeks prior to the survey (Eurostat, LFS)	2010	2006	2012	2012
1060	Enterprises providing training (%)	Percentage of enterprises providing any type of vocational training to their employees in the last 12 months (Eurostat, CVTS)	2010	2005		2010
1070	Female IVET students as % of all female upper secondary students	Number of female students in upper secondary IVET (ISCED 3) as a percentage of all female students in upper secondary education (Eurostat, UOE)	2010	2006	2011	2011
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	2012	2012
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	2012	2012
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	2012	2012
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)	2011	2007		2011
1130	Job-related non-formal education and training (%)	Non formal job-related learning activities as % of all non-formal learning activities. The indicator considers activities carried out in the 12 months prior to the survey by adults aged 25-64	2011	2007		2011

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 2011/12 column in the table	Year used for the chart
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]	2010	2006		2010
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]	2010	2006		2010
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)	2010	2005		2010
2040	Average number of foreign languages learned in IVET	Average number of foreign languages learned in vocational upper secondary education (ISCED 3) (Eurostat, UOE)	2010	2006	2011	2011
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	2011	2011
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	2012	2012
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]	2010	2008		2010
2080	Employment rate for IVET graduates (20-34 year-olds)	Employment rate of 20-34 year-olds with a medium-level qualification (ISCED 3 or 4) from the VET stream as their highest educational attainment. Calculations exclude those still in formal education. Those having an ISCED 3c short qualification as their highest educational attainment are considered as having a low education level (equivalent to lower secondary) and are also excluded. (Cedefop calculations based on Eurostat, LFS, 2009 AHM)[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 calculations based on Eurostat, LFS, 2009 AHM)[a]	2009			2009
2100	Employment premium for IVET graduates (over low-educated)	The premium is expressed as a difference (in percentage points) between two indicators: the employment rate for young VET graduates (indicator 2080) and the employment rate for young graduates (20-34 year-olds) who have, at most, lower secondary education as their highest level of educational attainment. Calculations exclude those still in formal education. Those having an ISCED 3c short qualification as their highest educational attainment are considered as having a low education (equivalent to lower secondary) level and are included only in that group. (Cedefop calculations based on Eurostat, LFS, 2009 AHM)[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			

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 2011/12 column in the table	Year used for the chart
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	2012	2012
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	2012	2012
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	2012	2012
3040	Unemployment rate for 20-34 year-olds (%)	Unemployment rate (%) of 20-34 year-olds (Cedefop calculations based on Eurostat, LFS)	2010	2006	2012	2012
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	2012	2012
3060	Employment rate for 20-64 year-olds (%)	Percentage of the population aged 20-64 in employment (Eurostat, LFS)	2010	2006	2012	2012
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 at Cedefop request.
([b]) EU averages are weighted averages of available country data.

Additional notes

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

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

Annex 2

Comparative overview of selected statistical sources

Comparing trends: adult education survey, labour force survey and continuous vocational training survey

Information on participation in education and training in European countries is available in various Eurostat sources. This report makes use of three: the labour force survey (LFS), the adult education survey (AES) and the continuing vocational training survey (CVTS).

The LFS and EAS relate to surveys among individuals while the CVTS is a survey of companies. The indicator on training participation from the LFS – participation of individuals in education and training in the four weeks prior to the survey – is directly included in the monitor (indicator 1050), as is the indicator from the CVTS on participation of employees in employer-sponsored CVT courses (indicator 1030). A third possible indicator on participation from the AES – participation of individuals in education and training in the 12 months prior to the survey – is excluded from this publication.

This richness of indicators and sources is regarded as an important achievement of the European statistical system. However, with so many sources and so many indicators, there are various risks, particularly for non-expert users: confusion on which data to look at, misinterpreting figures, and getting different, if not contradictory, messages from the statistics on levels and trends over time.

To minimise such risks, this annex provides more in depth methodological information and reflection. Its aim is to clarify the main differences across the various available statistics and to help the reader to understand the indicators used in this report and, more generally, data on participation in education and training.

Availability of various sources allows comparing of scores and trends in these sources. After having outlined the main conceptual differences, this annex focuses on trends derived from the sources and provides possible, even though not fully exhaustive, explanations of differences in trends resulting from the sources. A detailed analysis of differences in the levels of various variables in the LFS and AES has already been carried by Eurostat ([13]). The conclusion was that differences in definitions (especially reference periods and the definition of different types of training) caused discrepancies in levels between the two sources. Because this can also play an important role when comparing trends, we give a short description of the indicators from the three sources.

The labour force survey ([14]) provides annual data on participation of adults aged 25 to 64 in education and training (indicator 1050 in our monitoring system which is the lifelong learning indicator in the framework of Europe 2020). It encompasses all education or vocational training, whether or not relevant to the respondent's current or future employment. It also includes courses followed out of personal interest. It covers all economic sectors. The denominator consists of the total population of the same age group, excluding those who did not answer to the question on 'participation in education and training'.

The adult education survey ([15]) provides information on participation of adults aged 25 to 64 in education and training (formal, non-formal and informal learning) including job-related activities, characteristics of learning activities, self-reported skills, as well as social and cultural participation, foreign language skills, IT skills and background variables related to main characteristics of the respondents. Non-formal activities in AES include private lessons or courses, distance education, seminars/workshops, and guided on-the-job training. The survey commenced in 2007 and is carried out every five years. The reference period for participation in education and training activities is the 12-months prior to the interview. The indicator from the AES used for comparison purposes is `participation rate in education and training' and refers to both formal and non-formal types of learning.

The continuous vocational training survey ([16]) provides data on enterprise activities relating to employee skill development. CVT stands for continuing vocational training, i.e. education and training occurring during paid working time or paid, at least partially, by employers (if training activities are organised outside paid working time). CVTS specifically focuses on employees of companies

Description of sources

Survey name	Statistical collection unit	Main indicator	Reference period	Population group	Economy coverage	Training covered by main indicator
Labour force survey	Households/ Individuals	Share of adults participating in education and training	Four weeks prior to the interview Survey yearly	Total, (including all types of labour market status (employed, unemployed and inactive) and various age groups (25-64 for the main indicator	All economic sectors	Country questionnaires do not necessarily mention on-the-job training as an example to include
Continuous vocational training survey	Companies with 10 or more employees	Share of employees participating in CVT courses	12 months prior to the interview Survey every five years (2005-10)	Employees	Enterprises with 10 or more employees from business sector	On-the-job training, apprenticeship training, seminars, excluded from the main indicator (concentration on courses)
Adult education survey	Households/ Individuals	Participation rate in education and training	12 months prior to the interview Survey every four years (2007-11)	Adults, (25-64 year-olds) in all types of labour market status	All economic sectors	Guided on-the-job training explicitly included

in most economic sectors, though not agriculture, forestry and fishing, public administration and defence, compulsory social security, education, human health and social work activities. The indicator used for information on participation on education and training is 'share of employees participating in CVT courses' coded as indicator 1030 in the monitoring system. Participation in on-the-job training is asked separately, so not included in this indicator.

The table below provides summarised information on the structural differences between the surveys, the reference period, sector coverage and the population group of the indicators to be compared. The table illustrates some important differences between the three sources.

In the remainder of this note we give a brief comparison of trends for the three indicators.

Comparing AES and LFS

For the EU-27, participation rate in education and training between 2007 and 2011 in the AES has grown by 5.3 percentage points (from 34.9% to 40.2%), while it is decreasing slightly according to the lifelong learning indicator in the LFS (by -0.4 percentage points; from 9.3% to 8.9%). Another test of similarities in trends is to what extent the differences between 2011 and 2007 show consistency between countries: is there a certain correlation between the percentage point growth in both indicators over the various countries ([17])? The correlation coefficient between the two indicators (only for the relevant age groups) is positive and equal to 0.23 (n=26) without being significant ([18]). So there is a positive correlation, but it is far from perfect. Possible explanations are differences in survey method and variable definitions, comparable to explanations provided for differences in the levels in the Eurostat note referred to earlier. For example, the four-week reference period (LFS) versus the one-year reference period (AES) means that the LFS is more sensitive to changes in the duration of courses than the AES. In a four-week period the inclusion of a course will depend on the specific date of start and ending. Over a year, changes in the specific starting and ending date will have less influence (see also below, the comparison LFS/CVTS, where a test is carried out to see if this could partly explain the difference). Another possible explanation could be that guided on-the-job training has increased more strongly and this is more explicitly included in the AES. An indication that this can play a role can be derived from the CVTS which has a separate indicator for participation in on-the-job training and has grown over the period 2005-10 from 16% to 21%.

Comparing CVTS and AES

One of the largest differences between CVTS and AES is that the CVTS indicator 1030 only accounts for employees; AES provides the opportunity to rank the results by labour market status. By limiting the population only to employed individuals we obtain more comparable groups. The survey years are not exactly the same. The period largely overlaps but is not exactly the same. The percentage point growth of the CVTS indicator from 2005 to 2010 is +5% (from 33% in 2005 to 38% in 2010). For the AES, the similar growth rate is 6.3% (from 42.1% in 2007 to 48.4% in 2011). So the overall growth has a comparable trend. Another way of analysing

the similarities in trends is comparing the trends by country, so the correlation in percentage point growth is of both indicators by country. The correlation coefficient is 0.32 (n=19) without being significant. This perspective on trends leads to similarities, but is far from perfect.

Comparing LFS and CVTS

A similar approach is used to test comparability between the indicators in LFS and CVTS. Since CVTS only includes employees, we limited the LFS indicator to the employed population only. The percentage point growth of the CVTS-indicator from 2005-10 for EU total is +5% (from 33% in 2005 to 38% in 2010). For the LFS, the similar growth rate is -0.8% (from 11.2% in 2005 to 10.4% in 2010). Another test is the correlation in country growth, which is negative (-0.15%; n=21). Both results illustrate clear discrepancies in trends between the LFS and CVTS indicator: one possible explanation is the difference in reference period. As already explained when comparing AES and LFS, this means that the LFS (reference period of four weeks) is more sensitive to changes in the average duration of courses than CVTS and AES (reference period of one year).

If course duration plays a role in explaining the difference between trends in LFS (negative) and CVTS (positive), one would expect that duration is decreasing, having a stronger negative effect on LFS than on CVTS. For the EU-27 the average duration in 2005-10 is indeed decreasing, from 27 hours in 2005 to 25 hours in 2010, so this could be part of the explanation. The changes in average duration, however, are not so strong that they provide the full explanation. The same can be said when we look in more detail at the change in hours to explain differences in patterns by country. When a correlation is made between the change in hours and the percentage point change in training participation in the LFS, there is a positive correlation (as expected). The size of the correlation is, however, limited to 0.22 (n=21) and again is found to be not significant.

Conclusion

Three main sources are available for measuring progress in adult participation in lifelong learning: LFS, AES and CVTS. Each presents its peculiarities and specificities.

Trends in participation in education and training between LFS, AES and CVTS do not parallel each other. This is especially the case for the LFS compared to AES and CVTS.

The LFS, which is used to monitor progress in participation in lifelong learning across countries, indicates relatively stable levels over recent years. However, the AES and the CVTS indicate rising levels on average and in various countries.

In comparing these trends it is important to keep in mind that these indicators differ in various respects, including reference period, types of training included, and the population referred to. We tested whether changes in duration in training could be part of the explanation, thereby having more influence on the LFS than CVTS and AES, which was confirmed in the data. There are also some indications that differences in inclusion (or exclusion) of guided on-the-job training can play a role in the comparison of AES and LFS. These types of analyses are only indicative and do not provide a full explanation of the observed discrepancies.

Cedefop recommends, therefore, that, when looking at participation in adult education and training, readers should continue mainly to refer to LFS data, particularly for policy monitoring, but keep in mind that, measured under different approaches and by means of other sources, complementary and occasionally different information on participation in adult learning can be found.

(13) Eurostat (2011). Methodological notes; data from the labour force survey and adult education survey, 14.3.2011.
(14) http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/EN/trng_esms.htm
(15) http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/EN/trng_aes_esms.htm
(16) http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/EN/trng_cvts_esms.htm
(16) http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/EN/trng_cvts_esms.htm
(17) We included only countries for which there were no breaks in series in this period.
(18) The limited number of observations requires a high correlation to fall within significance criteria.

CEDEFOP

European Centre for the Development of Vocational Training

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

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Update 2013

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European policy-making in vocational education and training (VET) needs to be supported by sound quantitative information.
Cedefop has selected a set of 32 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.
This update incorporates new hard evidence from the European statistical system.
The indicators do not claim to assess national systemsor policies but 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 28 European Union Member States and the former Yugoslav Republic of Macedonia, Iceland, Norway, Switzerland and Turkey.

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