

SPECIAL EUROBAROMETER 569

# Attractiveness of vocational education and training

EUROBAROMETER **REPORT**  
NOVEMBER 2025



## Special Eurobarometer 569 Attractiveness of vocational education and training

This survey has been requested by the European Commission, Directorate-General Employment, Social Affairs and Inclusion (DG EMPL) and co-ordinated by the European Commission, Directorate-General for Communication (DG COMM 'Public Opinion & Citizens Engagement' Unit)

This document does not represent the point of view of the European Commission. The interpretations and opinions contained in it are solely those of the authors.

|                  |                                                            |
|------------------|------------------------------------------------------------|
| Project title    | Attractiveness of vocational education and training-Report |
| Language version | EN                                                         |
| Media/Volume     | PDF Web                                                    |
| Catalogue number | KE-01-26-025-EN-N                                          |
| ISBN             | 978-92-68-37337-8                                          |
| DOI              | 10.2767/1737362                                            |

© European Union, 2026



The Commission's reuse policy is implemented under Commission Decision 2011/833/EU of 12 December 2011 on the reuse of Commission documents (OJ L 330, 14.12.2011, p. 39, ELI: <http://data.europa.eu/eli/dec/2011/833/oj>). Unless otherwise noted, the reuse of this document is authorised under the Creative Commons Attribution 4.0 International (CC BY 4.0) licence (<https://creativecommons.org/licenses/by/4.0/>). This means that reuse is allowed, provided appropriate credit is given and any changes are indicated.

<https://www.europa.eu/eurobarometer>



*Eŭropo  
Demokratio  
Esperanto*

Document prepared by Pierre Dieumegard for [Europokune](#)-Europe Together- and [Europe Democracy Esperanto](#).

The purpose of this "provisional" document is to enable more people in the European Union to become aware of documents produced by the European Union (and financed by their taxes).

**If there are no translations, citizens are excluded from the debate.**

This document "Eurobarometer" [only existed in English](#), in a pdf-file. From the initial file, we created a odt-file, prepared by Libre Office software, for machine translation to other languages. The results are now [available in all official languages](#).

**It is desirable that the EU administration takes over the translation of important documents. "Important documents" are not only laws and regulations, but also the important information needed to make informed decisions together.**

In order to discuss our common future together, and to enable reliable translations, the international language Esperanto would be very useful because of its simplicity, regularity and accuracy.

Contact us :

[Kontaktu nin-Ek ! Eŭropo kune !](#)

<https://e-d-e.org/-Kontakti-EDE>

## Contents

|                                                                     |    |
|---------------------------------------------------------------------|----|
| Introduction.....                                                   | 4  |
| Introduction.....                                                   | 5  |
| Methodology.....                                                    | 6  |
| Key findings.....                                                   | 7  |
| I. Labour market outcomes of Vocational Education and Training..... | 9  |
| 1. VET leads to jobs in high demand.....                            | 10 |
| 2. VET leads to well-paid jobs.....                                 | 13 |
| 3. Broader labour market perceptions.....                           | 16 |
| II. Public perceptions of VET quality and pathways.....             | 20 |
| 1. Overall view of VET in the country.....                          | 21 |
| 2. Quality of learning.....                                         | 24 |
| 3. Quality of teaching workforce.....                               | 26 |
| 4. Quality of infrastructure.....                                   | 28 |
| 5. Specialised technical skills.....                                | 30 |
| 6. Additional learning opportunities.....                           | 32 |
| 7. Recommendations of VET for young people.....                     | 39 |
| III. The image gap between VET and general education.....           | 45 |
| 1. Comparative image of VET versus general education.....           | 46 |
| 2. Experience with VET influences the choice of VET.....            | 52 |
| IV. Barriers to VET participation.....                              | 60 |
| 1. Challenges related to non-technical skills.....                  | 61 |
| 2. Challenges related to guidance and gender stereotypes.....       | 65 |
| 3. Future challenges.....                                           | 81 |
| Conclusion.....                                                     | 83 |
| Comments.....                                                       | 86 |
| Technical Specifications.....                                       | 88 |
| Response rates.....                                                 | 90 |
| Interviewing mode per country.....                                  | 91 |
| Margins of error.....                                               | 92 |
| Questionnaire.....                                                  | 93 |

# Introduction

## Introduction

This Special Eurobarometer 569 report is a comprehensive study commissioned by the European Commission's Directorate-General for Employment, Social Affairs and Inclusion (DG EMPL) and conducted in November 2025. This report examines the attractiveness of initial vocational education and training (VET), providing insights into the perceptions and experiences of citizens across the Member States. Unless otherwise specified, the survey focuses on initial VET (that is, vocational programmes at upper secondary level). Throughout this report, the term VET refers to these initial programmes unless explicitly stated otherwise, for instance when discussing higher or post-secondary VET pathways.

The European Union has prioritised strengthening vocational education and training (VET) through several coordinated policy initiatives. Since 2002, the Copenhagen Process has provided a framework for European cooperation in VET, aiming to improve the quality, transparency, mobility and attractiveness of VET systems across Europe<sup>1</sup>. Building on this foundation, the 2020 Council Recommendation on VET established EU-level principles that highlight agility, labour market responsiveness, high quality, and work-based learning<sup>2</sup>.

These efforts have been reinforced through policy commitments such as the Osnabrück Declaration (2020)<sup>3</sup> and the Herning Declaration (2025)<sup>4</sup>, endorsed by VET ministers from Member States, candidate and EEA countries, European social partners, and the European Commission. The Herning Declaration reaffirms a commitment to coordinate efforts to make VET more attractive, inclusive of improved quality and better aligned with labour market needs.

While these policy frameworks outline clear ambitions, they do not remove the significant challenges that remain. This survey reveals that while two-thirds of Europeans view VET in a positive light and recognise its strengths in teaching job-relevant skills, three-quarters say that general education has a more positive image. Gender stereotypes persist and constrain pathway choices: more than half of Europeans (55%) say that STEM-related VET fields are more suitable for men, and

more than half (57%) believe that men in caregiving or service-related VET fields often face social stigma or judgment.

This report provides a detailed understanding of how Europeans perceive VET, including its quality, accessibility, labour market relevance and the social factors that shape people's educational choices and the attractiveness of the jobs to which VET leads. The findings will serve as a valuable resource for policymakers, stakeholders, and the public, offering insights into the areas that require attention and improvement. By addressing the challenges identified in this report, Member States, working in cooperation with the EU, can take significant strides towards making vocational education a genuine first-choice pathway that meets both individual aspirations and labour market needs.

The main objectives of this 2025 survey are to:

- Assess public perceptions of the quality of VET, including teaching standards, infrastructure (meaning the physical and digital equipment to which learners have access), and learning outcomes
- Examine awareness and accessibility of VET pathways, including information provision and opportunities for mobility and further education
- Understand factors influencing young people's educational choices and the role of guidance from teachers, parents, and peers
- Explore perceptions of the labour market relevance of VET, including job demand, pay levels, social status, and future sustainability
- Identify gender stereotypes and biases that shape choices between general and vocational education pathways
- Compare attitudes to VET across Member States to identify best practices and areas requiring targeted intervention

1 <https://www.cedefop.europa.eu/en/content/copenhagen-declaration>

2 <https://www.cedefop.europa.eu/en/content/council-recommendation-24-november-2020-vocational-education-and-training-vet-sustainable>

3 [https://www.cedefop.europa.eu/files/osnabrueck\\_declaration\\_eu2020.pdf](https://www.cedefop.europa.eu/files/osnabrueck_declaration_eu2020.pdf)

4 <https://danish-presidency.consilium.europa.eu/media/23xla4rt/herning>

## Methodology

This Special Eurobarometer 569 on the attractiveness of vocational education and training is part of the Eurobarometer wave 104.2 and was conducted in November 2025. Some 26,453 respondents from different social and demographic groups were interviewed in the appropriate national language. This survey was commissioned by the European Commission, Directorate-General for Employment, Social Affairs and Inclusion (DG EMPL).

The methodology used was that of the Standard Eurobarometer surveys carried out by the Directorate-General for Communication (“Public Opinion & Citizens engagement” Unit)<sup>5</sup>. Interviews were conducted face-to-face, either physically in people's homes or through remote video interaction in the appropriate national language. Interviews with remote video interaction (“online face-to-face” or CAVI, Computer Assisted Video Interviewing), which were only conducted in Czechia, Denmark, Malta, and Finland. A technical note concerning the interviews conducted by the member institutes of the Verian network is annexed to this report.

**We would like to thank the people across the European Union who have offered their time to take part in this survey.**

**Without their active participation, this study would not have been possible.**

Note: In this report, EU countries are referred to by their official abbreviations, as listed below:

|                                                            |     |                 |      |
|------------------------------------------------------------|-----|-----------------|------|
| Belgium                                                    | BE  | Lithuania       | LT   |
| Bulgaria                                                   | BG  | Luxembourg      | LU   |
| Czechia                                                    | CZ  | Hungary         | HU   |
| Denmark                                                    | DK  | Malta           | MT   |
| Germany                                                    | DE  | The Netherlands | NL   |
| Estonia                                                    | EE  | Austria         | AT   |
| Ireland                                                    | IE  | Poland          | PL   |
| Greece                                                     | EL  | Portugal        | PT   |
| Spain                                                      | ES  | Romania         | RO   |
| France                                                     | FR  | Slovenia        | SI   |
| Croatia                                                    | HR  | Slovakia        | SK   |
| Italy                                                      | IT  | Finland         | FI   |
| Republic of Cyprus                                         | CY* | Sweden          | SE   |
| Latvia                                                     | LV  |                 |      |
| European Union – weighted average for the 27 Member States |     |                 | EU27 |

\* Cyprus as a whole is one of the 27 European Union Member States. However, the *acquis communautaire* has been suspended in the part of the country not controlled by the government of the Republic of Cyprus. For practical reasons, only the interviews carried out in the part of the country controlled by the government of the Republic of Cyprus are included in the ‘CY’ category and in the EU27 average.

<sup>5</sup> The Eurobarometer methodological approaches:  
<https://europa.eu/eurobarometer/about/eurobarometer>

# Key findings

**VET is seen as high-quality and job-relevant, and is most commonly recommended as an educational pathway, though general education retains a more positive image**

- Two in three Europeans (67%) say VET is seen in a positive light in their countries while 73% believe that VET offers high-quality learning.
- VET is believed to teach job-relevant technical skills (85% of respondents), employ competent teachers (79%), and provide access to modern infrastructure s (78%).
- More than half (52%) of self-employed people hold a VET qualification, highlighting the role of this pathway in supporting self-employment and business creation.
- Two-thirds (67%) believe that VET offers a route into university studies, and similar proportions say it provides opportunities for studying abroad.
- Five in ten Europeans would recommend VET to young people choosing an upper secondary pathway while less than four in ten (39%) would recommend general education. At tertiary level, higher vocational pathways are also more likely to be recommended (52%) than academic routes (35%).
- Nevertheless, three-quarters of respondents (75%) believe that general education has a more positive image than VET, and more than eight in ten (82%) believe that high achievers are steered away from vocational pathways.

**Need for a job and income is the leading factor when choosing VET**

- More than half of Europeans (53%) mention the need to have a job and earn money quickly as the main factor influencing young people to choose VET, and it is the leading factor in 24 Member States.
- Advice from parents (35%) is more influential than guidance from teachers (28%), while the prestige of VET (16%) and social media (14%) carry far less weight. This suggests that there is substantial scope for raising the status of vocational education in public discourse.
- One in five Europeans (21%) identify the desire to become an entrepreneur or self-employed as one of the main factors for choosing VET.

**Jobs linked to VET seen as in demand, well-paid and green**

- More than eight in ten (82%) Europeans say VET qualifications lead to jobs in high demand.
- Two-thirds (66%) say VET qualifications lead to well-paid jobs.
- Two-thirds (63%) of Europeans say VET qualifications lead to jobs contributing to the green transition.

**Views differ on basic and soft skills and inclusiveness**

- Half of Europeans say VET programmes fall short in teaching basic skills like literacy or digital literacy and transversal skills such as communication or critical thinking.
- Two-thirds of Europeans say VET programmes are inclusive enough to support learners who face barriers, though views vary considerably across Member States.

**A generational divide shapes how VET is perceived and recommended**

- Young people aged 15-24 are more likely to say that teachers and guidance counsellors do not adequately address gender biases before students choose between general and vocational education. This perception is common to 62% of this youngest age group compared with 52% of those aged 55 and over.
- Younger respondents record lower rates of VET participation (46%) than those aged 25-54 (52-53%) and are more inclined to recommend general over vocational education (53% vs. 33% among those 55+), revealing a clear generational reversal in attitudes.
- Nevertheless, respondents who left education at age 20 or older are less likely to recommend vocational pathways (43%) than those who left between 16 and 19 (58%).

**Gender stereotypes are prevalent in educational pathway and field choices**

- More than half of Europeans say that STEM-related VET fields are more suitable for men but with large differences across Member States, ranging from 86% in Hungary and Slovakia to just 15% in Sweden.
- Around seven in ten respondents (71%) believe that women interested in technical subjects are

Special Eurobarometer 569 Attractiveness of vocational education and training  
Key findings

channelled toward general education, while nearly seven in ten (69%) say women receive less encouragement for STEM-related VET than men.

- Seven in ten Europeans say that men who are not high academic achievers face more pressure than women to choose VET over general education.
- More than half (57%) say that men in caregiving or\* service-related VET fields face social stigma, revealing constraints on pathway choices for both genders.

# **I. Labour market outcomes of Vocational Education and Training**

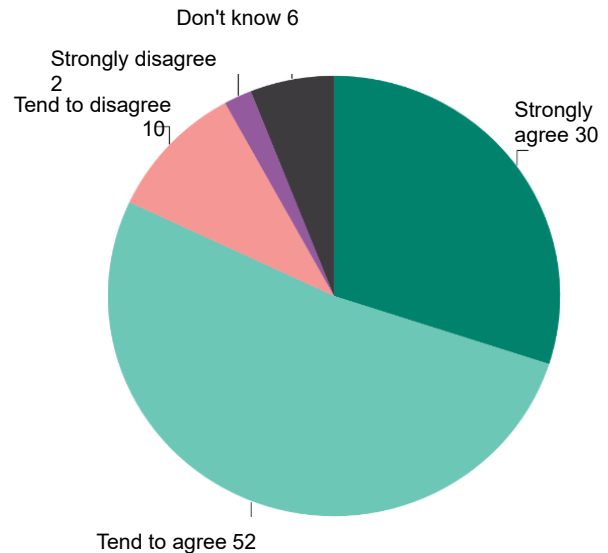
## 1. VET leads to jobs in high demand

### More than eight in ten EU citizens say VET qualifications lead to jobs which are in high demand in the labour market

Across the European Union, 82% of respondents believe that VET qualifications lead to jobs which are in high demand in the labour market in their country, including 30% who strongly agree with the statement and 52% who tend to agree<sup>6</sup>. Only 12% disagree, while 6% do not know.

This broad finding can be compared over time, with an increase in agreement compared with the results observed in 2011 ; i n the 2016 Cedefop survey (EU28), 86% of respondents believed that people in vocational education learned skills needed by employers<sup>7</sup> while the 2011 Eurobarometer VET survey (EU27) found that 73% of respondents believed that VET led to professions that are in high demanded in the labour market<sup>8</sup>.

Q38.4: Please tell me to what extent you agree or disagree with each of the following statements: - IVET qualifications lead to jobs which are in high demand in the labour market in [OUR COUNTRY] (EU27) (%)



6 QB8.4. Please tell me to what extent you agree or disagree with each of the following statements: VET qualifications lead to jobs which are in high demand in the labour market in (OUR COUNTRY).

7 [https://www.cedefop.europa.eu/en/tools/opinion-survey-on-vet?visualisation=MAP&topic=group4&question=Q18T2\\_Q&answer=Q18T2\\_A1&subset=EducationLevel&subsetVal=All&country=AT&countryB=EU28](https://www.cedefop.europa.eu/en/tools/opinion-survey-on-vet?visualisation=MAP&topic=group4&question=Q18T2_Q&answer=Q18T2_A1&subset=EducationLevel&subsetVal=All&country=AT&countryB=EU28). Question wording differs from the current survey: "The following statements are about the jobs that people can get after vocational education at upper secondary education. To what extent do you agree or disagree with each of them?-People in vocational education learn skills that are needed by employers in your country"

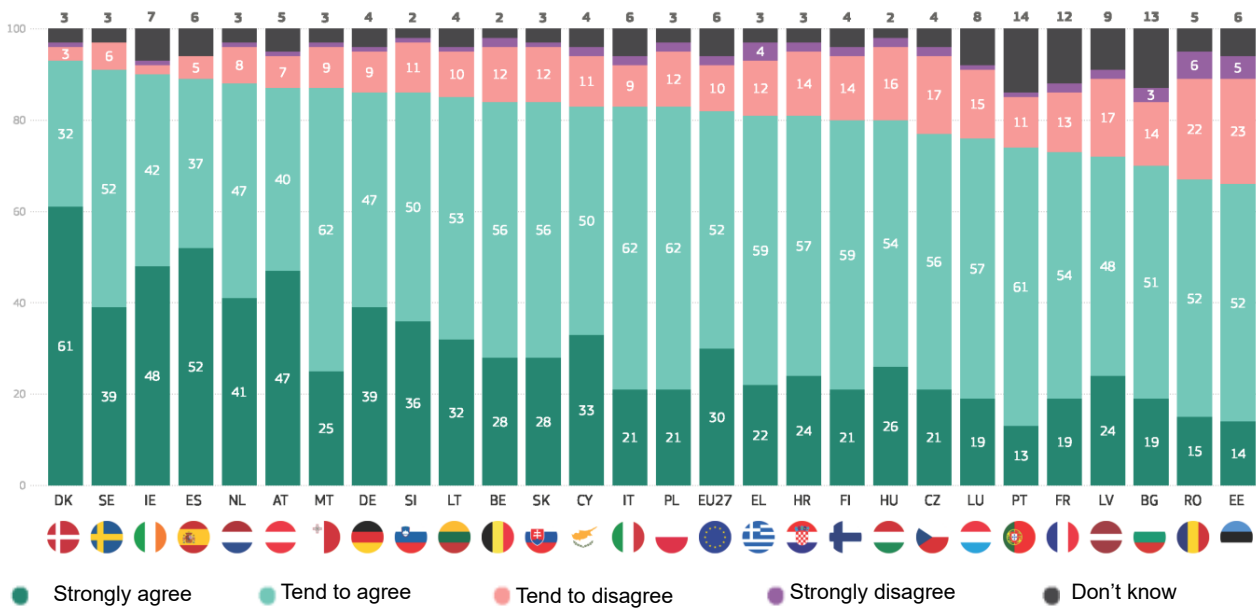
8 <https://europa.eu/eurobarometer/surveys/detail/999>. QA10.11. Question wording differs from the current survey and refers to VET broadly rather than initial VET specifically: "Please tell me to what extent you agree or disagree with each of the following statements Vocational education and training leads to professions which are highly demanded on the labour market."

## Special Eurobarometer 569 Attractiveness of vocational education and training

### I. Labour market outcomes of Vocational Education and Training

In the current survey, views vary across Member States, with the highest levels of agreement recorded in Denmark (93%), Sweden (91%) and Ireland (90%). The lowest levels are recorded in Estonia (66%), Romania (67%) and Bulgaria (70%). In 19 Member States, at least eight in ten respondents agree that VET qualifications lead to jobs which are in high demand in the labour market.

QB8.4. Please tell me to what extent you agree or disagree with each of the following statements:- IVET qualifications lead to jobs which are in high demand in the labour market in (OUR COUNTRY) (%)



## Special Eurobarometer 569 Attractiveness of vocational education and training

### I. Labour market outcomes of Vocational Education and Training

Opinions as to the extent to which VET qualifications lead to jobs in high demand vary by socio-demographic and attitudinal factors, as follows.

- The view that VET qualifications lead to jobs in high demand is held by 88% of the respondents who state that VET is seen in a positive light in their country compared with 74% of those who report that it is seen negatively.
- Agreement is more widespread among respondents who believe young people receive enough information on VET opportunities (88%) than among those who believe they do not (75%).
- There are some differences by socio-professional category: 85% of managers believe that VET qualifications lead to in-demand jobs compared with 79% of house persons<sup>9</sup>, unemployed respondents and students.
- Respondents who ended their education at age 20 or later are most likely to believe that VET qualifications lead to jobs in high demand (84%), followed by those who finished between ages 16-19 (82%) and those who ended education aged 15 or younger (77%).
- There are also only small variations by age of the respondents. The share who agree that VET qualifications lead to high-demand jobs is highest among those aged 40-54 (83%), declining only slightly to 82% among those aged 55 and over, 81% among those aged 25-39 and 79% among respondents aged 15-24.
- There are only marginal differences in perception by gender.
- The differences between those who themselves attended VET and those who did not are also marginal.

Q88.4 Please tell me to what extent you agree or disagree with each of the following statements: IVET qualifications lead to jobs which are in high demand in the labour market in (OUR COUNTRY) (%-EU)

|                                                                              | Total 'Agree' | Total 'Disagree' | Don't know |
|------------------------------------------------------------------------------|---------------|------------------|------------|
| EU27                                                                         | 82            | 12               | 6          |
| <b>Gender</b>                                                                |               |                  |            |
| Man                                                                          | 83            | 12               | 5          |
| Woman                                                                        | 81            | 13               | 6          |
| <b>Age</b>                                                                   |               |                  |            |
| 15-24                                                                        | 79            | 16               | 5          |
| 25-39                                                                        | 81            | 14               | 5          |
| 40-54                                                                        | 83            | 12               | 5          |
| >=55                                                                         | 82            | 11               | 7          |
| <b>Education (End of)</b>                                                    |               |                  |            |
| <=15                                                                         | 77            | 11               |            |
| 16-19                                                                        | 82            | 13               | 5          |
| >=20                                                                         | 84            | 11               | 5          |
| Still Studying                                                               | 79            | 14               | 7          |
| <b>Socio-professional category</b>                                           |               |                  |            |
| Self-employed                                                                | 81            | 14               | 5          |
| Managers                                                                     | 85            | 11               | 4          |
| Other white collars                                                          | 83            | 13               | 4          |
| Manual workers                                                               | 83            | 12               | 5          |
| House persons                                                                | 79            | 14               | 7          |
| Unemployed                                                                   | 79            | 15               | 6          |
| Retired                                                                      | 81            | 11               | 8          |
| Students                                                                     | 79            | 15               | 6          |
| <b>Subjective urbanisation</b>                                               |               |                  |            |
| Rural area or village                                                        | 82            | 12               | 6          |
| Small or middle sized town                                                   | 81            | 13               | 6          |
| Large town                                                                   | 84            | 11               | 5          |
| <b>Perception of IVET in (OUR COUNTRY)</b>                                   |               |                  |            |
| Positive                                                                     | 88            | 9                | 3          |
| Negative                                                                     | 74            | 21               | 5          |
| <b>Ever attended initial vocational education training (upper secondary)</b> |               |                  |            |
| Yes                                                                          | 84            | 12               | 4          |
| No                                                                           | 80            | 13               | 7          |

<sup>9</sup> House persons are defined as individuals responsible for ordinary shopping and looking after the home, or without any current occupation, not working

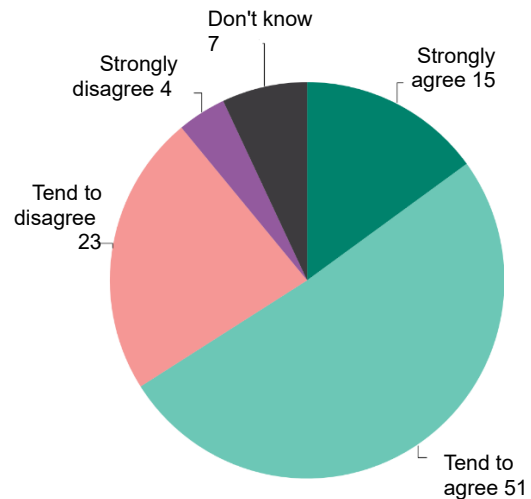
## 2. VET leads to well-paid jobs

### Two-thirds of EU citizens think VET qualifications lead to jobs which are well paid

Across the European Union, 66% of respondents believe that VET qualifications lead to jobs which are well paid, including 15% who strongly agree and 51% who tend to agree<sup>10</sup>. Around a quarter of the respondents disagree with this statement (27%), while 7% do not know.

This result can be compared with those of earlier surveys, with an overall increase in the share of respondents who agree with this statement: the 2016 Cedefop survey (EU28) found that 60% of respondents believed that VET led to well-paid jobs<sup>11</sup>, while in the 2011 Eurobarometer VET survey (EU27), 55% said that vocational training led to jobs that are well paid<sup>12</sup>.

QB8.2: Please tell me to what extent you agree or disagree with each of the following statements: - IVET qualifications lead to jobs which are well paid (EU27) (%)



10 QB8.2. Please tell me to what extent you agree or disagree with each of the following statements: VET qualifications lead to jobs which are well paid.

11 [https://www.cedefop.europa.eu/en/tools/opinion-survey-on-vet?visualisation=MAP&topic=group4&question=Q18T2\\_Q&answer=Q18T2\\_A1&subset=EducationLevel&subsetVal=All&country=AT&countryB=EU28](https://www.cedefop.europa.eu/en/tools/opinion-survey-on-vet?visualisation=MAP&topic=group4&question=Q18T2_Q&answer=Q18T2_A1&subset=EducationLevel&subsetVal=All&country=AT&countryB=EU28). Question wording differs from the current survey: "The following statements are about the jobs that people can get after vocational education at upper secondary education. To what extent do you agree or disagree with each of them? — Vocational education leads to well paid jobs".

12 <https://europa.eu/eurobarometer/surveys/detail/999>. Question wording differs from the current survey and uses the term "VET" without distinguishing between initial and continuing VET. QA10.9: "Vocational education and training leads to jobs which are well paid".

## Special Eurobarometer 569 Attractiveness of vocational education and training

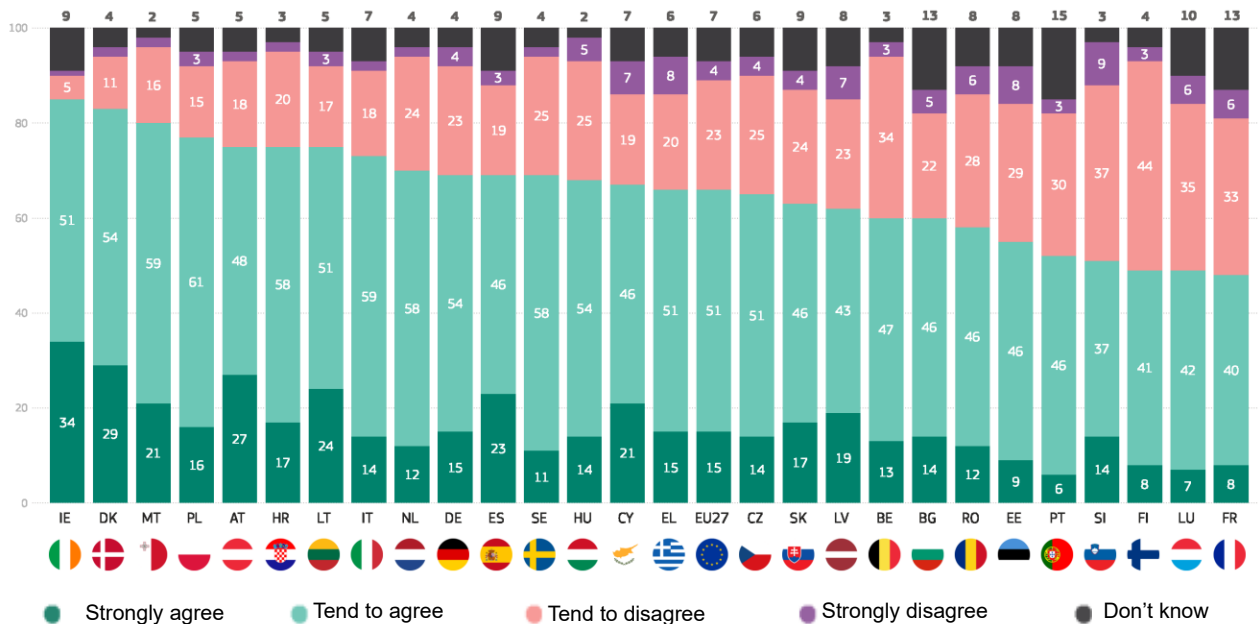
### I. Labour market outcomes of Vocational Education and Training

In the current survey, this result is further reflected in VET participation patterns: self-employed respondents record some of the highest rates of VET participation (52%), pointing to a strong link between VET pathways and entrepreneurial careers (see Section III.2 for VET participation patterns by socio-professional category).

At least half the respondents in 24 Member States believe that VET qualifications lead to jobs which are well paid.

Views vary across Member States, with the highest levels of agreement recorded in Ireland (85%), Denmark (83%) and Malta (80%). The lowest levels can be found in France (48%), and Luxembourg and Finland (both 49%).

QB8.2. Please tell me to what extent you agree or disagree with each of the following statements:- IVET qualifications lead to jobs which are well paid (%)



# Special Eurobarometer 569 Attractiveness of vocational education and training

## I. Labour market outcomes of Vocational Education and Training

Opinions as to the extent to which VET qualifications lead to jobs which are well paid vary by socio-demographic and attitudinal factors, as follows.

- The view that VET qualifications lead to well-paid jobs is held by 75% of the respondents who state that VET is seen positively in their country compared with 50% of those who report negative perceptions.
- There are some striking differences between socio-professional categories : 68% of white collars and 67% of manual workers believe that VET qualifications lead to well-paid jobs compared with 60% of unemployed respondents.
- Respondents who finished education between ages 16-19 are more likely to agree with this statement (68%) than those who finished education aged 15 or younger or who did so at age 20 or later (64 and 65 respectively %).
- Belief that VET qualifications lead to well-paid jobs varies slightly with age, from 67% of those aged 40 and over (40-54, 55 and over) and 65% of those aged 25-39 to 63% of respondents aged 15-24.

QB8.2 Please tell me to what extent you agree or disagree with each of the following statements: IVET qualifications lead to jobs which are well paid (%-EU)

|                                                                              | Total 'Agree' | Total 'Disagree' | Don't know |
|------------------------------------------------------------------------------|---------------|------------------|------------|
| EU27                                                                         | 66            | 27               | 7          |
| <b>Gender</b>                                                                |               |                  |            |
| Man                                                                          | 67            | 27               | 6          |
| Woman                                                                        | 64            | 28               | 8          |
| <b>Age</b>                                                                   |               |                  |            |
| 15-24                                                                        | 63            | 31               | 6          |
| 25-39                                                                        | 65            | 29               | 6          |
| 40-54                                                                        | 67            | 28               | 5          |
| >=55                                                                         | 67            | 24               | 9          |
| <b>Education (End of)</b>                                                    |               |                  |            |
| <=15                                                                         | 64            | 24               | 12         |
| 16-19                                                                        | 68            | 26               | 6          |
| >=20                                                                         | 65            | 29               | 6          |
| Still Studying                                                               | 59            | 33               | 8          |
| <b>Socio-professional category</b>                                           |               |                  |            |
| Self-employed                                                                | 65            | 30               | 5          |
| Managers                                                                     | 66            | 28               | 6          |
| Other white collars                                                          | 68            | 27               | 5          |
| Manual workers                                                               | 67            | 27               | 6          |
| House persons                                                                | 62            | 28               | 10         |
| Unemployed                                                                   | 60            | 33               | 7          |
| Retired                                                                      | 66            | 24               | 10         |
| Students                                                                     | 62            | 31               | 7          |
| <b>Subjective urbanisation</b>                                               |               |                  |            |
| Rural area or village                                                        | 65            | 28               | 7          |
| Small or middle sized town                                                   | 66            | 27               | 7          |
| Large town                                                                   | 66            | 27               | 7          |
| <b>Perception of IVET in (OUR COUNTRY)</b>                                   |               |                  |            |
| Positive                                                                     | 75            | 20               | 5          |
| Negative                                                                     | 50            | 44               | 6          |
| <b>Ever attended initial vocational education training (upper secondary)</b> |               |                  |            |
| Yes                                                                          | 68            | 28               | 4          |
| No                                                                           | 64            | 27               | 9          |

### 3. Broader labour market perceptions

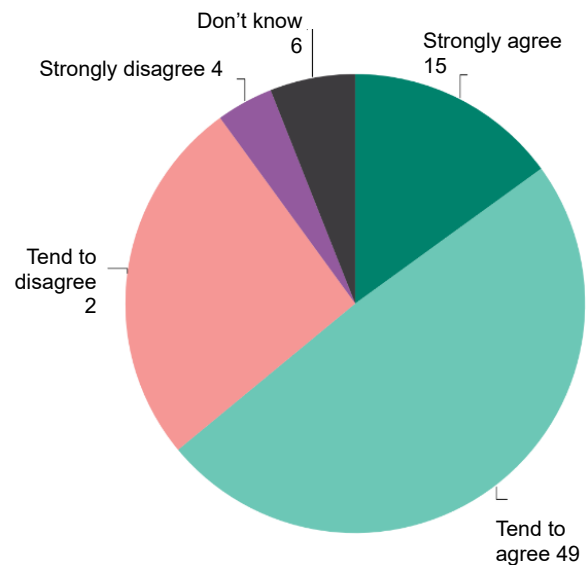
#### Around two-thirds of EU citizens say VET qualifications lead to jobs that are highly regarded in society

Across the European Union, 64% of EU citizens believe that VET qualifications lead to jobs that are highly regarded in society, including 15% who strongly agree and 49% who tend to agree<sup>13</sup>. Nearly a third disagree (30%), while 6% do not know. This is an increase in overall agreement compared with 2016 when 60% of respondents believed that vocational education led to jobs that were highly regarded in their country<sup>14</sup>.

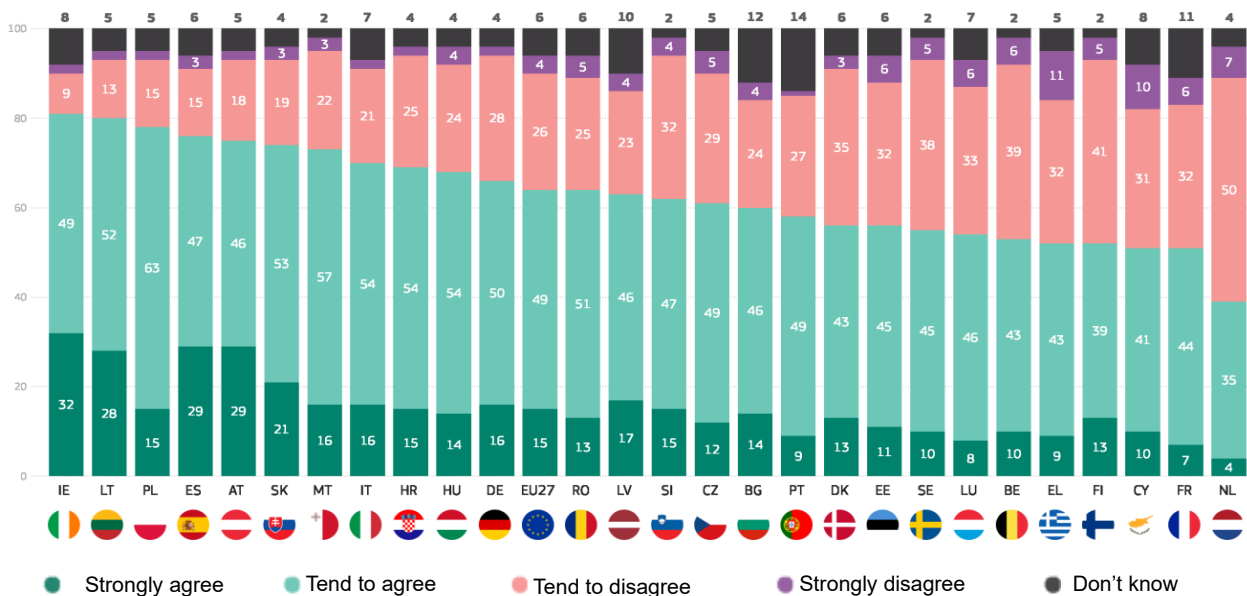
In the present survey, at least half the respondents in 26 Member States agree that VET qualifications lead to jobs that are highly regarded in society.

Views vary across Member States, with the highest levels of agreement recorded in Ireland (81%), Lithuania (80%) and Poland (78%). The lowest levels are recorded in the Netherlands (39%), and in France and Cyprus (both 51%).

QB8.3: Please tell me to what extent you agree or disagree with each of the following statements: - IVET qualifications lead to jobs that are highly regarded in society (EU27) (%)



QB8.3. Please tell me to what extent you agree or disagree with each of the following statements:- IVET qualifications lead to jobs that are highly regarded in society (%)



<sup>13</sup> QB8.3. Please tell me to what extent you agree or disagree with each of the following statements: VET qualifications lead to jobs that are highly regarded in society.

<sup>14</sup> [https://www.cedefop.europa.eu/en/tools/opinion-survey-on-vet?visualisation=MAP&topic=group4&question=Q18T2\\_Q&answer=Q18T2\\_A1&subset=EducationLevel&subsetVal=All&country=AT&countryB=EU28](https://www.cedefop.europa.eu/en/tools/opinion-survey-on-vet?visualisation=MAP&topic=group4&question=Q18T2_Q&answer=Q18T2_A1&subset=EducationLevel&subsetVal=All&country=AT&countryB=EU28) Question wording was slightly different in 2016: "The following statements are about the jobs that people can get after vocational education at upper secondary education. To what extent do you agree or disagree with each of them?-Vocational education leads to jobs that are highly regarded in your country "

## Special Eurobarometer 569 Attractiveness of vocational education and training

### I. Labour market outcomes of Vocational Education and Training

Opinions as to the extent to which VET qualifications lead to jobs that are highly regarded in society vary by socio-demographic and attitudinal factors, as follows.

- Perception of VET has again a significant impact on the results. More than three-quarters of the respondents (76%) who believe that the perception of VET is positive agree that VET leads to jobs that are highly regarded in society compared with only 42% who believe VET has a negative image.
- There are some striking differences between socio-professional categories : 68% of manual workers and house persons agree that VET qualifications lead to highly regarded jobs compared with 57% of students.
- This belief declines with reducing age, from 67% of respondents aged 55 and over to 65% of those aged 40-54, 63% of those aged 25-39 and 58% of those aged 15-24.
- Respondents who finished education between ages 16-19 are most likely to agree that VET qualifications lead to highly regarded jobs (68%), followed by those who finished education aged 15 or younger (66%) and those who did so at age 20 or later (60%). This opinion is shared by 54% of respondents who are still studying.
- Respondents who themselves attended VET are more likely to agree with the statement than those who did not (68% vs. 60%).
- There are no differences by gender.

Q88.3 Please tell me to what extent you agree or disagree with each of the following statements: IVET qualifications lead to jobs that are highly regarded in society (%-EU)

|                                                                              | Total 'Agree' | Total 'Disagree' | Don't know |
|------------------------------------------------------------------------------|---------------|------------------|------------|
| EU27                                                                         | 64            | 30               | 6          |
| <b>Gender</b>                                                                |               |                  |            |
| Man                                                                          | 64            | 30               | 6          |
| Woman                                                                        | 64            | 29               | 7          |
| <b>Age</b>                                                                   |               |                  |            |
| 15-24                                                                        | 58            | 37               | 5          |
| 25-39                                                                        | 63            | 32               | 5          |
| 40-54                                                                        | 65            | 31               | 4          |
| >=55                                                                         | 67            | 25               | 8          |
| <b>Education (End of)</b>                                                    |               |                  |            |
| <=15                                                                         | 66            | 22               | 12         |
| 16-19                                                                        | 68            | 26               | 6          |
| >=20                                                                         | 60            | 35               | 5          |
| Still Studying                                                               | 54            | 40               | 6          |
| <b>Socio-professional category</b>                                           |               |                  |            |
| Self-employed                                                                | 60            | 35               | 5          |
| Managers                                                                     | 61            | 34               | 5          |
| Other white collars                                                          | 66            | 30               | 4          |
| Manual workers                                                               | 68            | 27               | 5          |
| House persons                                                                | 68            | 25               | 7          |
| Unemployed                                                                   | 59            | 34               | 7          |
| Retired                                                                      | 66            | 25               | 9          |
| Students                                                                     | 57            | 38               | 5          |
| <b>Subjective urbanisation</b>                                               |               |                  |            |
| Rural area or village                                                        | 66            | 28               | 6          |
| Small or middle sized town                                                   | 63            | 31               | 6          |
| Large town                                                                   | 63            | 31               | 6          |
| <b>Perception of IVET in (OUR COUNTRY)</b>                                   |               |                  |            |
| Positive                                                                     | 76            | 20               | 4          |
| Negative                                                                     | 42            | 53               | 5          |
| <b>Ever attended initial vocational education training (upper secondary)</b> |               |                  |            |
| Yes                                                                          | 68            | 28               | 4          |
| No                                                                           | 60            | 32               | 8          |

## Special Eurobarometer 569 Attractiveness of vocational education and training

### I. Labour market outcomes of Vocational Education and Training

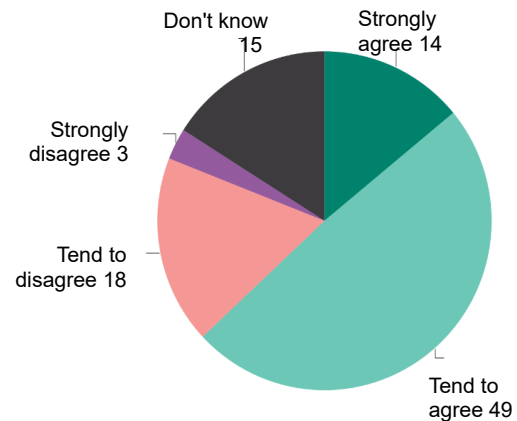
#### Around two-thirds of EU citizens agree that VET qualifications lead to jobs that contribute to the green transition

Across the European Union, 63% of EU citizens agree with the statement that VET qualifications lead to jobs that contribute to the green transition, including 14% who strongly agree and 49% who tend to agree<sup>15</sup>. Around one in five (21 %) disagree, while 16% do not know.

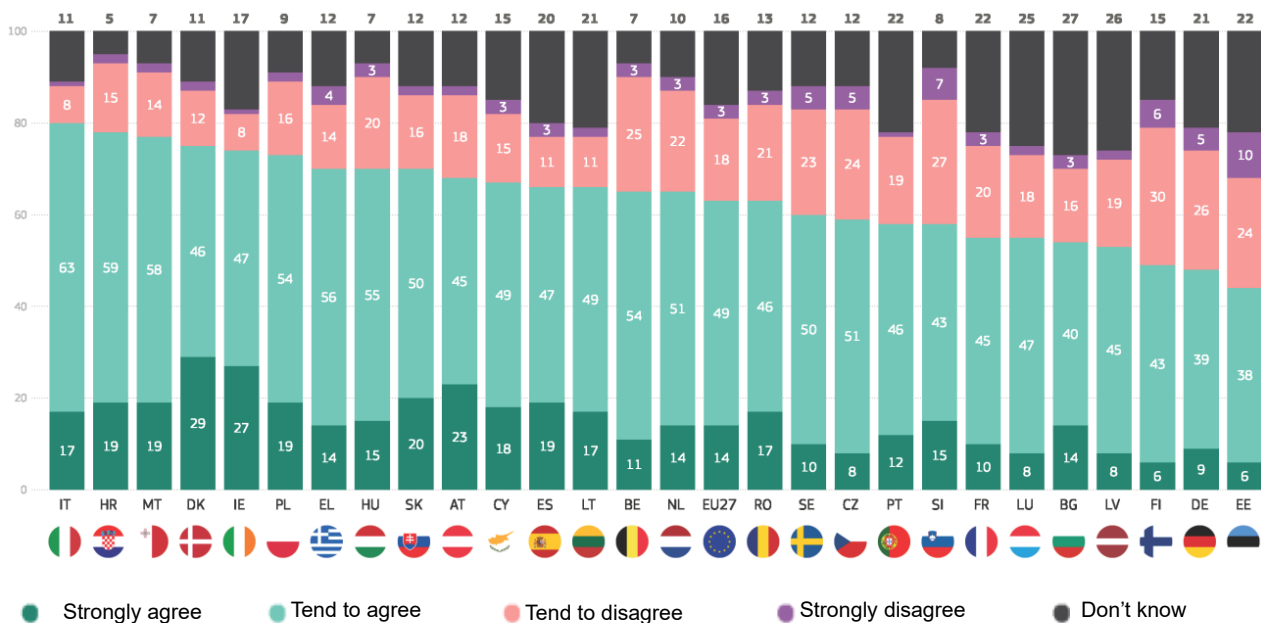
In 25 Member States, at least half of respondents say VET qualifications lead to jobs that contribute to the green transition.

Views vary across Member States, with the highest levels of agreement recorded in Italy (80%), Croatia (78%) and Malta (77%). The lowest levels are recorded in Estonia (44%), Germany (48%) and Finland (49%).

QB8.5: Please tell me to what extent you agree or disagree with each of the following statements: - VET qualifications lead to jobs that contribute to the green transition (EU27) (%)



QB8.5. Please tell me to what extent you agree or disagree with each of the following statements: - IVET qualifications lead to jobs that contribute to the green transition (%)



<sup>15</sup> QB8.5. Please tell me to what extent you agree or disagree with each of the following statements: VET qualifications lead to jobs that contribute to the green transition.

## Special Eurobarometer 569 Attractiveness of vocational education and training

### I. Labour market outcomes of Vocational Education and Training

Opinions as to the extent to which VET qualifications lead to jobs that contribute to the green transition vary by socio-demographic and attitudinal factors, as follows.

- Respondents who consider VET as viewed positively in their country are more likely to consider that VET qualifications lead to jobs that contribute to the green transition (69% vs. 53%).
- There are some differences between socio-professional categories: white-collar workers are most likely to believe VET qualifications lead to jobs contributing to the green transition (67%) compared with 60% of managers and retired respondents.
- Respondents whose education finished at the age of 16 or later are more likely to think that VET leads to jobs contributing to the green transition than those whose education ended at age 15 or earlier (64% vs. 58%).
- There is a difference by subjective urbanisation, with 66% of respondents in large towns agreeing with the statement compared with 61% of those in rural areas or villages.
- The differences by age are only marginal. Agreement that VET leads to jobs contributing to the green transition is strongest in the 15-24 and 40-54 age groups (65%) followed by the 25-39 group (64%). It is the lowest in the 55+ group (61%).

Q88.5 Please tell me to what extent you agree or disagree with each of the following statements: IVET qualifications lead to jobs that contribute to the green transition (%-EU)

|                                                                              | Total 'Agree' | Total 'Disagree' | Don't know |
|------------------------------------------------------------------------------|---------------|------------------|------------|
| EU27                                                                         | 63            | 21               | 16         |
| <b>Gender</b>                                                                |               |                  |            |
| Man                                                                          | 64            | 21               | 15         |
| Woman                                                                        | 62            | 21               | 17         |
| <b>Age</b>                                                                   |               |                  |            |
| 15-24                                                                        | 65            | 25               | 10         |
| 25-39                                                                        | 64            | 24               | 12         |
| 40-54                                                                        | 65            | 21               | 14         |
| >=55                                                                         | 61            | 18               | 21         |
| <b>Education (End of)</b>                                                    |               |                  |            |
| <=15                                                                         | 58            | 16               | 26         |
| 16-19                                                                        | 64            | 20               | 16         |
| >=20                                                                         | 64            | 23               | 13         |
| Still Studying                                                               | 63            | 24               | 13         |
| <b>Socio-professional category</b>                                           |               |                  |            |
| Self-employed                                                                | 65            | 22               | 13         |
| Managers                                                                     | 60            | 24               | 16         |
| Other white collars                                                          | 67            | 21               | 12         |
| Manual workers                                                               | 66            | 21               | 13         |
| House persons                                                                | 64            | 17               | 19         |
| Unemployed                                                                   | 61            | 22               | 17         |
| Retired                                                                      | 60            | 17               | 23         |
| Students                                                                     | 63            | 26               | 11         |
| <b>Subjective urbanisation</b>                                               |               |                  |            |
| Rural area or village                                                        | 61            | 21               | 18         |
| Small or middle sized town                                                   | 63            | 21               | 16         |
| Large town                                                                   | 66            | 20               | 14         |
| <b>Perception of IVET in (OUR COUNTRY)</b>                                   |               |                  |            |
| Positive                                                                     | 69            | 18               | 13         |
| Negative                                                                     | 53            | 31               | 16         |
| <b>Ever attended initial vocational education training (upper secondary)</b> |               |                  |            |
| Yes                                                                          | 63            | 22               | 15         |
| No                                                                           | 63            | 20               | 17         |

# **II. Public perceptions of VET quality and pathways**

## II. Public perceptions of VET quality and pathways

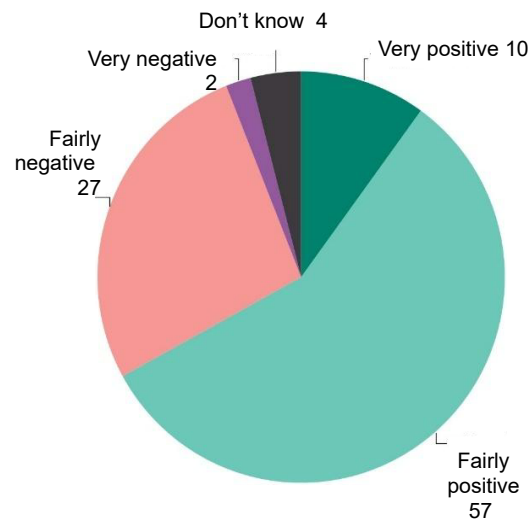
## 1. Overall view of VET in the country

## Two-thirds of EU citizens think VET is seen in a positive light in their country

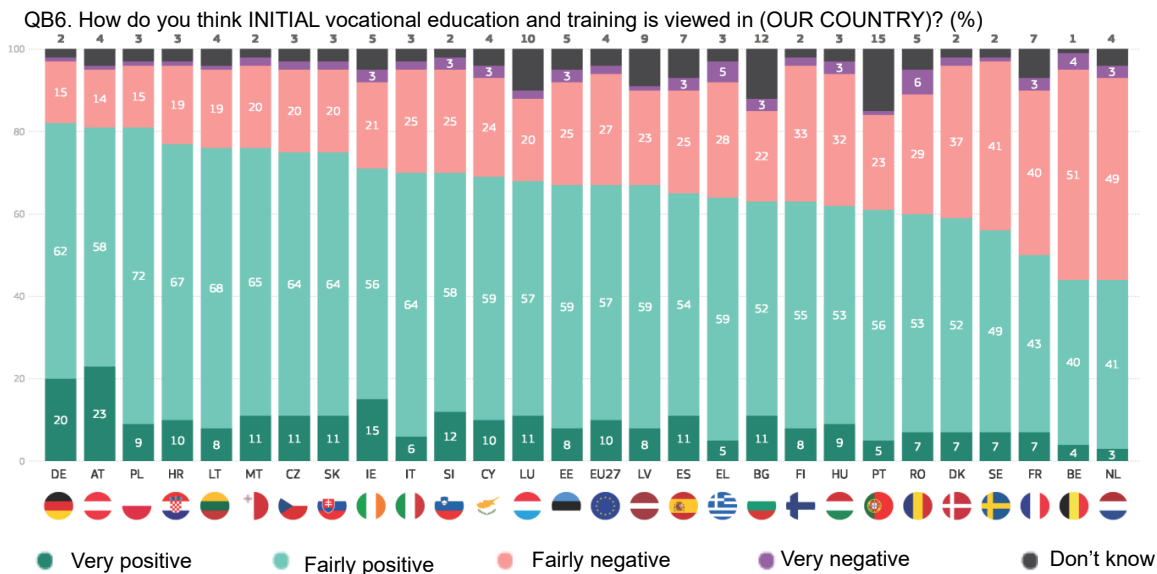
Across the European Union, 67% of EU citizens think that VET is viewed in a positive light in their country, including 10% who say very positive and 57% fairly positive<sup>16</sup>. Around three in ten respondents think VET is viewed negatively, comprising 27% fairly negatively and 2% very negatively. These results are relatively stable over time. In the 2016 Cedefop survey (EU28), 67% of respondents said upper secondary VET had a positive image in their country<sup>17</sup>, and 71% of respondents in the 2011 Eurobarometer survey on VET (EU27) also agreed<sup>18</sup>.

In the current survey, perceptions of VET vary considerably across the EU Member States. The highest levels of positive perceptions are recorded in Germany (82%), Austria and Poland (both 81%), Croatia (77%), and Lithuania and Malta (both 76%). Perceptions are the least

QB6: How do you think INITIAL vocational education and training is viewed in (OUR COUNTRY)? (EU27) (%)



positive in Belgium and the Netherlands (both 44%), France (50%) and Sweden (56%).



16 QB6. How do you think INITIAL vocational education and training is viewed in (OUR COUNTRY)?

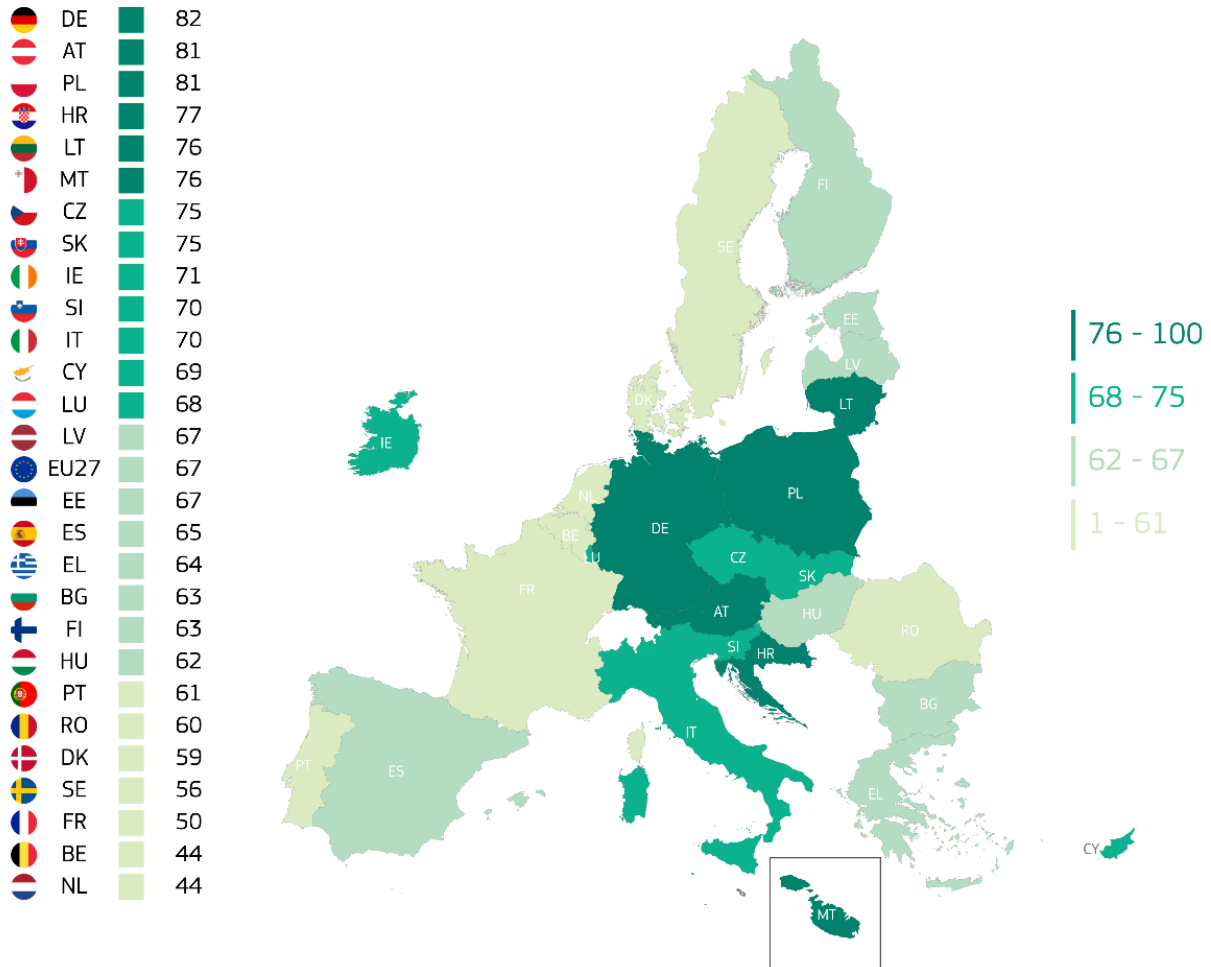
17 [https://www.cedefop.europa.eu/en/tools/opinion-survey-on-vet?visualisation=MAP&topic=group4&question=Q18T2\\_Q&answer=Q18T2\\_A1&subset=EducationLevel&subsetVal=All&country=AT&countryB=EU28](https://www.cedefop.europa.eu/en/tools/opinion-survey-on-vet?visualisation=MAP&topic=group4&question=Q18T2_Q&answer=Q18T2_A1&subset=EducationLevel&subsetVal=All&country=AT&countryB=EU28). Question wording differs from the current survey: Q15: "Would you say that these days vocational education at upper secondary education for those aged 16-18 has a positive or negative image in your country?"

18 <https://europa.eu/eurobarometer/surveys/detail/999>. Question wording differs from the current survey and uses the term "VET" without distinguishing between initial and continuing VET. QA9: "And do you think that vocational education and training has a very positive, fairly positive, fairly negative or very negative image in (OUR COUNTRY)?"

## Special Eurobarometer 569 Attractiveness of vocational education and training

### II. Public perceptions of VET quality and pathways

QB6: How do you think INITIAL vocational education and training is viewed in (OUR COUNTRY)? - Total 'Positive' (EU27) (%)



## Special Eurobarometer 569 Attractiveness of vocational education and training

### II. Public perceptions of VET quality and pathways

In terms of how initial vocational education and training are viewed, there are some socio-demographic and attitudinal differences among Europeans, as follows.

- Positive perceptions of VET are much more widespread among respondents who think students receive enough information about VET opportunities (81%) than among those who think students do not receive enough information (42%).
- Those who believe that VET offers high-quality learning are more likely to rate VET positively (76%) than those who do not hold this view (42%).
- Respondents who believe VET leads to well-paid jobs are more likely to report positive perceptions of VET (76%) than those who do not (50%).
- There are some notable differences between socio-professional categories: house persons, retirees and manual workers are most likely to say that initial VET is viewed positively (69-70%) compared with 60% of unemployed respondents.
- Respondents aged 55 and over are most likely to have a positive image of VET (68%), while this figure stands at 61% among respondents aged 15 –24.
- Respondents who finished education between ages 16 – 19 are the most likely to think VET has a positive image (70%) compared with 64% among those who studied until the age of 20 or more.
- People who believe that STEM -related VET is more suitable for men are noticeably more positive about VET than those who do not hold this view (72% compared with 61%).
- Differences by gender are negligible.

QB6 How do you think INITIAL vocational education and training is viewed in (OUR COUNTRY)?(%-EU)

|                                                                              | Total 'Positive' | Total 'Negative' | Don't know |
|------------------------------------------------------------------------------|------------------|------------------|------------|
| EU27                                                                         | 67               | 29               | 4          |
| <b>Gender</b>                                                                |                  |                  |            |
| Man                                                                          | 67               | 29               | 4          |
| Woman                                                                        | 66               | 29               | 5          |
| <b>Age</b>                                                                   |                  |                  |            |
| 15-24                                                                        | 61               | 36               | 3          |
| 25-39                                                                        | 66               | 31               | 3          |
| 40-54                                                                        | 67               | 29               | 4          |
| >=55                                                                         | 68               | 26               | 6          |
| <b>Education (End of)</b>                                                    |                  |                  |            |
| <=15                                                                         | 69               | 21               | 10         |
| 16-19                                                                        | 70               | 26               | 4          |
| >=20                                                                         | 64               | 33               | 3          |
| Still Studying                                                               | 60               | 36               | 4          |
| <b>Socio-professional category</b>                                           |                  |                  |            |
| Self-employed                                                                | 66               | 31               | 3          |
| Managers                                                                     | 64               | 33               | 3          |
| Other white collars                                                          | 68               | 30               | 2          |
| Manual workers                                                               | 69               | 27               | 4          |
| House persons                                                                | 70               | 25               | 5          |
| Unemployed                                                                   | 60               | 35               | 5          |
| Retired                                                                      | 69               | 24               | 7          |
| Students                                                                     | 62               | 35               | 3          |
| <b>Subjective urbanisation</b>                                               |                  |                  |            |
| Rural area or village                                                        | 69               | 26               | 5          |
| Small or middle sized town                                                   | 65               | 31               | 4          |
| Large town                                                                   | 67               | 29               | 4          |
| <b>Ever attended initial vocational education training (upper secondary)</b> |                  |                  |            |
| Yes                                                                          | 72               | 25               | 3          |
| No                                                                           | 62               | 32               | 6          |

## 2. Quality of learning

### Around three-quarters of EU citizens say VET offers high quality learning

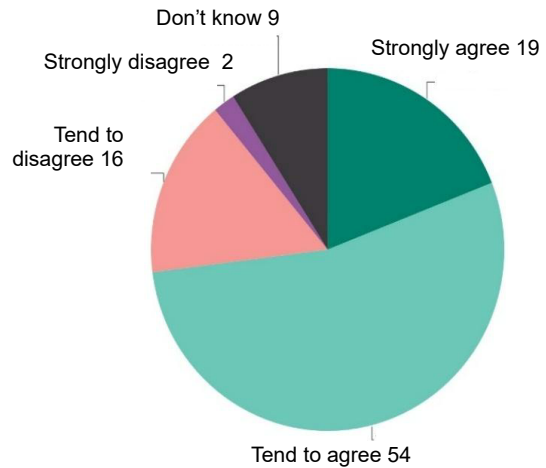
Across the European Union, 73% of respondents agree with the statement that VET offers high quality learning, including 19% who strongly agree and 54% who tend to agree<sup>19</sup>. Only 18% disagree, while 9% do not know.

In the 2011 Eurobarometer survey on VET (EU27), 75% of respondents said VET offered high quality learning<sup>20</sup>, closely reflecting the result seen in this Special Eurobarometer.

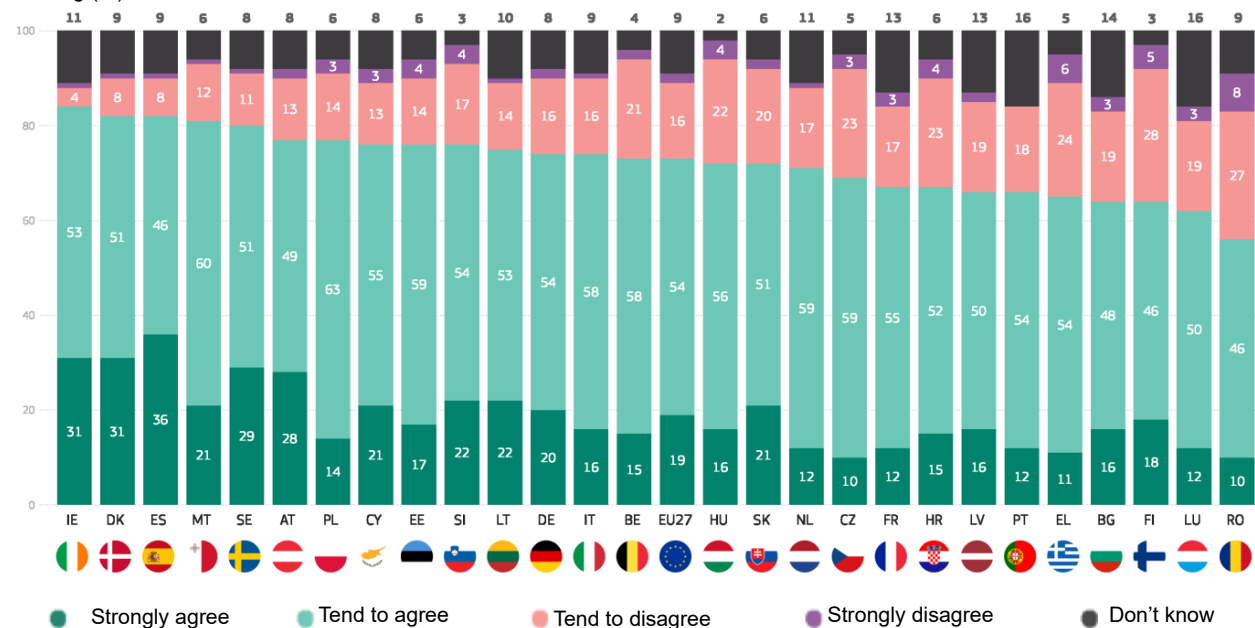
In the current survey views vary across Member States, with the highest levels of agreement recorded in Ireland (84%), Spain and Denmark (both 82%) and Malta (81%). The lowest levels are recorded in Romania (56%), Luxembourg (62%) and Bulgaria and Finland (both 64%). In all Member States, at least half the respondents agree that VET offers high quality learning.

A notable share of respondents answered “don’t know”, with the highest rates in Portugal and Luxembourg (both 16%).

QB7.1: Please tell me to what extent you agree or disagree with each of the following statements: - IVET offers high quality learning (EU27) (%)



QB7.1. Please tell me to what extent you agree or disagree with each of the following statements:— IVET offers high quality learning (%)



19 QB7.1. Please tell me to what extent you agree or disagree with each of the following statements: VET offers high quality learning.

20 <https://europa.eu/eurobarometer/surveys/detail/999>. Question wording differs from the current survey and uses the term "VET" without distinguishing between initial and continuing VET. QA10.1: "Please tell me to what extent you agree or disagree with each of the following statements. Vocational education and training offers high quality learning".

## Special Eurobarometer 569 Attractiveness of vocational education and training

### II. Public perceptions of VET quality and pathways

Opinions as to the extent to which VET offers high quality learning vary by socio-demographic and attitudinal factors, as follows.

- Respondents who see VET in a positive light are more likely to agree: 82% of those who report that VET is perceived positively in their country agree with the statement, compared with 56% of those who state that it is perceived negatively.
- The view that VET offers high quality learning is more widespread among respondents who feel that people receive enough information on VET opportunities (82%) than among those who feel they do not (61%).
- There are some notable differences between socio-professional categories, manual workers being most likely to agree that VET offers high quality learning (75%) compared with 68% of students.
- Subjective urbanisation is also associated with different responses, as 76% of respondents in rural areas or villages agree with this statement compared with 70% of those in small or middle-sized towns.
- There are minor differences by age. Respondents aged 40-55 are most likely to agree that VET offers high quality learning (74%). This figure falls slightly to 73% among those aged 55 and over, 72% among those aged 25-39, and 69% among respondents aged 15 – 24.
- Age at end of education also plays a small role. Belief that VET offers high quality learning is highest among respondents who finished education between the ages of 16-19 (74%), compared with 73% of those who finished at age 20 or later and 71% of those who finished aged 15 or younger.
- Respondents recommending vocational secondary education are more likely to agree with the statement (77%) than those recommending general secondary education (70%).
- Respondents who have themselves attended VET are more likely to agree that VET offers high quality learning (76%) than those who have not (70%).
- Differences in perception by gender are negligible.

QB7.1 Please tell me to what extent you agree or disagree with each of the following statements: IVET offers high quality learning (%-EU)

|                                                                              | Total 'Agree' | Total 'Disagree' | Don't know |
|------------------------------------------------------------------------------|---------------|------------------|------------|
| EU27                                                                         | 73            | 18               | 9          |
| <b>Gender</b>                                                                |               |                  |            |
| Man                                                                          | 72            | 19               | 9          |
| Woman                                                                        | 73            | 18               | 9          |
| <b>Age</b>                                                                   |               |                  |            |
| 15-24                                                                        | 69            | 24               | 7          |
| 25-39                                                                        | 72            | 21               | 7          |
| 40-54                                                                        | 74            | 19               | 7          |
| >=55                                                                         | 73            | 16               | 11         |
| <b>Education (End of)</b>                                                    |               |                  |            |
| <=15                                                                         | 71            | 15               | 14         |
| 16-19                                                                        | 74            | 18               | 8          |
| >=20                                                                         | 73            | 18               | 9          |
| Still Studying                                                               | 67            | 23               | 10         |
| <b>Socio-professional category</b>                                           |               |                  |            |
| Self-employed                                                                | 71            | 21               | 8          |
| Managers                                                                     | 72            | 18               | 10         |
| Other white collars                                                          | 72            | 20               | 8          |
| Manual workers                                                               | 75            | 19               | 6          |
| House persons                                                                | 70            | 20               | 10         |
| Unemployed                                                                   | 70            | 20               | 10         |
| Retired                                                                      | 73            | 15               | 12         |
| Students                                                                     | 68            | 24               | 8          |
| <b>Subjective urbanisation</b>                                               |               |                  |            |
| Rural area or village                                                        | 76            | 16               | 8          |
| Small or middle sized town                                                   | 70            | 20               | 10         |
| Large town                                                                   | 72            | 20               | 8          |
| <b>Perception of IVET in (OUR COUNTRY)</b>                                   |               |                  |            |
| Positive                                                                     | 82            | 12               | 6          |
| Negative                                                                     | 56            | 35               | 9          |
| <b>Ever attended initial vocational education training (upper secondary)</b> |               |                  |            |
| Yes                                                                          | 76            | 18               | 6          |
| No                                                                           | 70            | 19               | 11         |

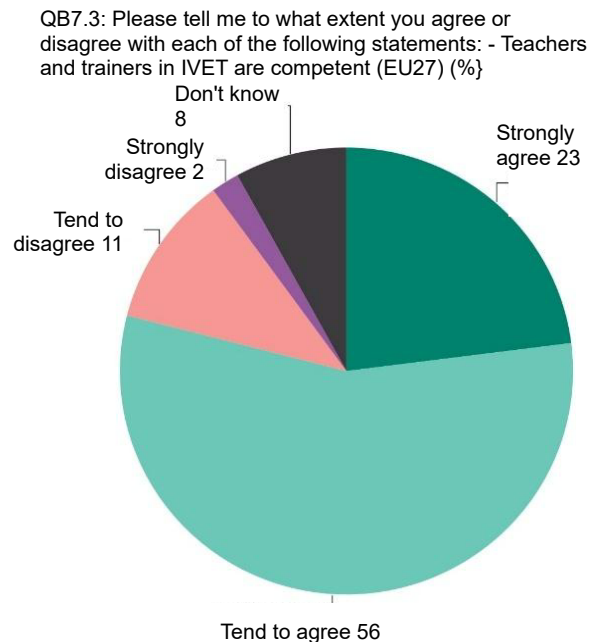
### 3. Quality of teaching workforce

#### Around four in five EU citizens say teachers and trainers in VET are competent

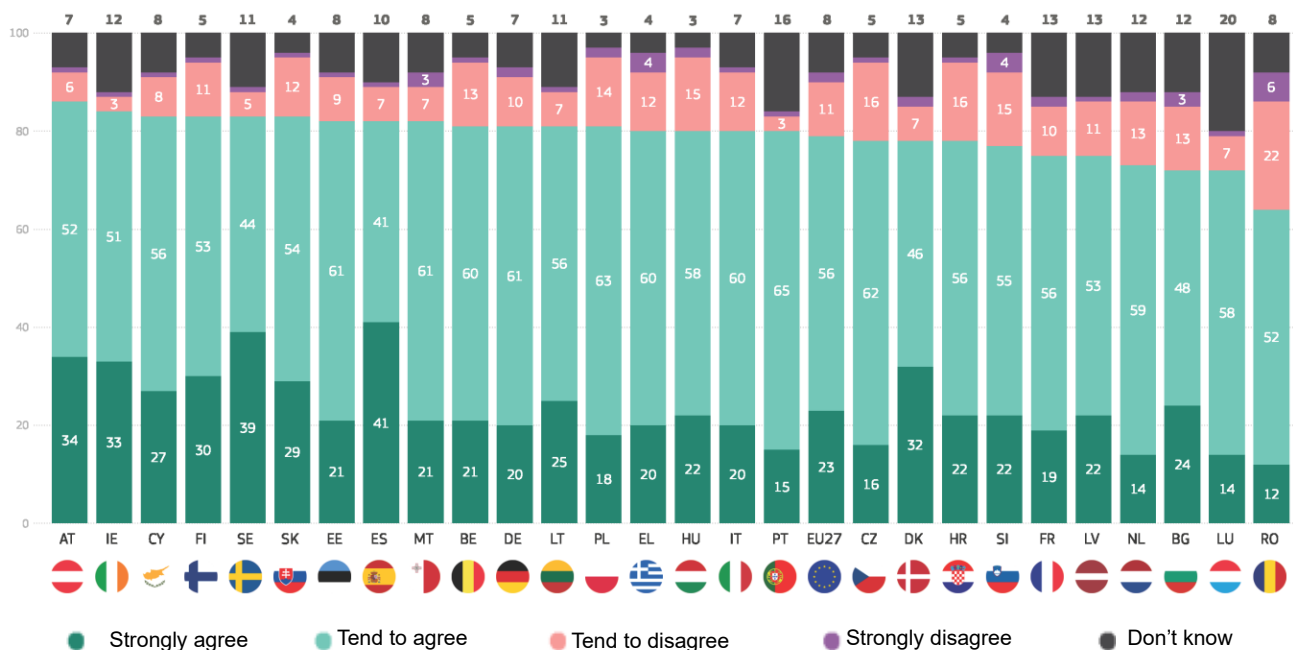
Across the European Union, 79% of EU citizens say teachers and trainers in VET are competent, including 23% who strongly agree and 56% who tend to agree<sup>21</sup>. More than one in ten respondents disagree (13%), while 8% do not know.

Agreement has increased slightly over time. In the 2011 Eurobarometer survey on VET (EU27), 76% of respondents agreed that teachers and trainers in VET were competent<sup>22</sup>.

In the current survey, views vary across Member States, with the highest levels of agreement recorded in Austria (86%), Ireland (84%) and Cyprus (83%). The lowest levels are recorded in Romania (64%), Bulgaria and Luxembourg (both 72%) and the Netherlands (73%). In all Member States, at least six in ten respondents say teachers and trainers in VET are competent.



QB7.3. Please tell me to what extent you agree or disagree with each of the following statements:- Teachers and trainers in IVET are competent (%)



21 QB7.3. Please tell me to what extent you agree or disagree with each of the following statements: Teachers and trainers in VET are competent.

22 <https://europa.eu/eurobarometer/surveys/detail/999> Question wording differs from the current survey and uses the term "VET" without distinguishing between initial and continuing VET. QA10.3: "Please tell me to what extent you agree or disagree with each of the following statements. Teachers and trainers in vocational education and training are competent".

## II. Public perceptions of VET quality and pathways

The extent to which respondents agree that VET teachers and trainers are competent varies by socio-demographic and attitudinal factors, as follows.

- Those who perceive VET in a positive light are more likely to hold this view: 87% compared with 67% among those who think VET has a negative image.
- Respondents who believe that students receive enough information on VET opportunities are much more likely to agree (87%) than those who do not (69%).
- There are some notable differences between socio-professional categories, managers and other white-collar workers being most likely to hold this view (both 81%), compared with 74% of house persons.
- By age at end of education, the belief that VET teachers are competent is most widespread among respondents who finished their education after the age of 20 (81%). This figure stands at 79% for those who finished education between the ages of 16 –19 and 74% for those whose education ended at age 15 or earlier.
- There are some small differences by age, respondents aged 40–54 being most likely to agree that VET teachers are competent (81%), while 77% of respondents aged 15–24 do so.
- Respondents who have attended VET are more likely to agree that VET teachers are competent (81%) than those who have not (77%).
- There are no differences in perception by gender.

QB7.3 Please tell me to what extent you agree or disagree with each of the following statements: Teachers and trainers in IVET are competent (%-EU)

|                                                                              | Total 'Agree' | Total 'Disagree' | Don't know |
|------------------------------------------------------------------------------|---------------|------------------|------------|
| EU27                                                                         | 79            | 13               | 8          |
| <b>Gender</b>                                                                |               |                  |            |
| Man                                                                          | 79            | 13               | 8          |
| Woman                                                                        | 79            | 13               | 8          |
| <b>Age</b>                                                                   |               |                  |            |
| 15-24                                                                        | 77            | 16               | 7          |
| 25-39                                                                        | 80            | 13               | 7          |
| 40-54                                                                        | 81            | 12               | 7          |
| >=55                                                                         | 78            | 11               | 11         |
| <b>Education (End of)</b>                                                    |               |                  |            |
| <=15                                                                         | 74            | 12               | 14         |
| 16-19                                                                        | 79            | 14               | 7          |
| >=20                                                                         | 81            | 11               | 8          |
| Still Studying                                                               | 77            | 15               | 8          |
| <b>Socio-professional category</b>                                           |               |                  |            |
| Self-employed                                                                | 79            | 14               | 7          |
| Managers                                                                     | 81            | 10               | 9          |
| Other white collars                                                          | 81            | 12               | 7          |
| Manual workers                                                               | 80            | 14               | 6          |
| House persons                                                                | 74            | 17               | 9          |
| Unemployed                                                                   | 75            | 16               | 9          |
| Retired                                                                      | 77            | 11               | 12         |
| Students                                                                     | 76            | 17               | 7          |
| <b>Subjective urbanisation</b>                                               |               |                  |            |
| Rural area or village                                                        | 78            | 13               | 9          |
| Small or middle sized town                                                   | 78            | 14               | 8          |
| Large town                                                                   | 80            | 12               | 8          |
| <b>Perception of IVET in (OUR COUNTRY)</b>                                   |               |                  |            |
| Positive                                                                     | 87            | 8                | 5          |
| Negative                                                                     | 67            | 24               | 9          |
| <b>Ever attended initial vocational education training (upper secondary)</b> |               |                  |            |
| Yes                                                                          | 81            | 13               | 6          |
| No                                                                           | 77            | 13               | 10         |

## 4. Quality of infrastructure

### Around four in five EU citizens say VET gives access to modern physical and digital infrastructures

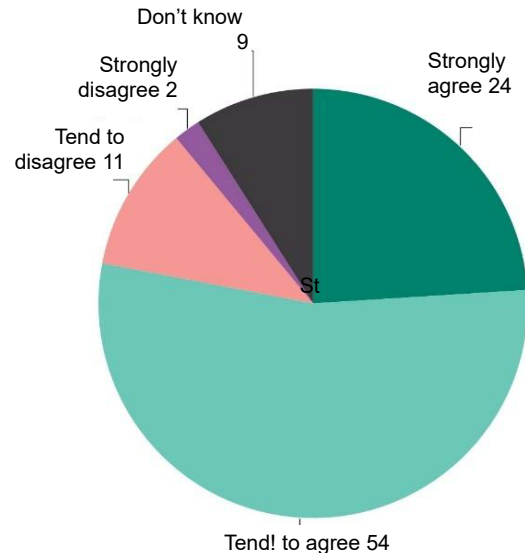
Across the European Union, 78% of EU citizens agree that VET gives access to modern physical and digital infrastructures, such as computers and machines. This includes 24% who strongly agree and 54% who tend to agree. Only 13% disagree, while 9% do not know<sup>23</sup>.

In the 2011 Eurobarometer survey on VET (EU27), 82% of respondents agreed that VET provided access to modern equipment of this kind<sup>24</sup>, somewhat higher than the 78% recorded in this survey.

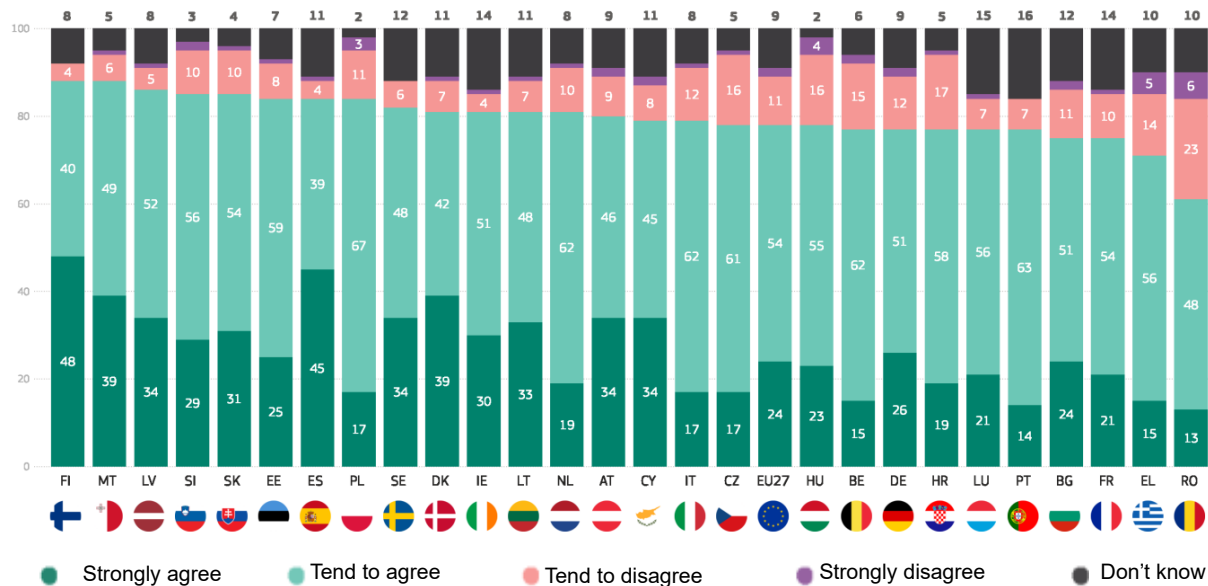
In the current survey, views vary across Member States, with the highest levels of agreement recorded in Malta and Finland (both 88%) and Latvia (86%). The lowest levels are recorded in Romania (61%), Greece (71%) and France (75%).

Across all Member States, at least six in ten respondents say VET gives access to modern physical and digital infrastructures.

QB7.2: Please tell me to what extent you agree or disagree with each of the following statements: - IVET gives access to modern physical and digital infrastructures (computers, machines, etc) (EU27) (%)



QB7.2. Please tell me to what extent you agree or disagree with each of the following statements: IVET gives access to modern physical and digital infrastructures (computers, machines, etc.) (%)



23 QB7.2. Please tell me to what extent you agree or disagree with each of the following statements: VET gives access to modern physical and digital infrastructures (computers, machines, etc.).

24 <https://europa.eu/eurobarometer/surveys/detail/999>. Question wording differs from the current survey and uses the term "VET" without distinguishing between initial and continuing VET. QA10.2: "Please tell me to what extent you agree or disagree with each of the following statements. Vocational education and training gives access to modern equipment (computers, machines, etc.)".

## II. Public perceptions of VET quality and pathways

The extent of agreement that VET gives access to modern infrastructures varies by socio-demographic and attitudinal factors, as follows.

- Respondents who see VET in a positive light are more likely to agree: 86% of people who report that VET is perceived positively in their country do so, compared with 67% of those who say that it is viewed negatively.
- Respondents who believe that people receive enough information on VET opportunities are more likely to agree that VET gives access to modern infrastructures (87%) than those who feel they do not (70%).
- By age at end of education, the view that VET gives access to modern physical and digital infrastructures is more widespread among respondents who finished education at age 16 or later (80%) than among those who finished aged 15 or younger (71%).
- There are some notable differences between socio-professional categories, with manual workers recording the highest level of support for the statement (81%) compared with 74% among house persons.
- By age, respondents aged 25–39 and 40–54 are most likely to agree that VET gives access to modern infrastructures (80 %-81%). This figure falls to 78% among those aged 55 and over and 75% among respondents aged 15–24.
- Respondents who themselves attended VET are more likely to believe that VET provides access to modern infrastructures (82%) than those who did not (76%).
- This view is slightly more widespread among respondents who would recommend vocational secondary education (82%) than among those favouring general secondary education (77%).
- There are no differences in perception by gender.

QB7.2 Please tell me to what extent you agree or disagree with each of the following statements: IVET gives access to modern physical and digital infrastructures (computers, machines, etc.) (%-EU)

|                                                                              | Total 'Agree' | Total 'Disagree' | Don't know |
|------------------------------------------------------------------------------|---------------|------------------|------------|
| EU27                                                                         | 78            | 13               | 9          |
| <b>Gender</b>                                                                |               |                  |            |
| Man                                                                          | 79            | 12               | 9          |
| Woman                                                                        | 78            | 12               | 10         |
| <b>Age</b>                                                                   |               |                  |            |
| 15-24                                                                        | 75            | 18               | 7          |
| 25-39                                                                        | 80            | 14               | 6          |
| 40-54                                                                        | 81            | 12               | 7          |
| >=55                                                                         | 78            | 9                | 13         |
| <b>Education (End of)</b>                                                    |               |                  |            |
| <=15                                                                         | 71            | 10               | 19         |
| 16-19                                                                        | 80            | 12               | 8          |
| >=20                                                                         | 80            | 12               | 8          |
| Still Studying                                                               | 74            | 16               | 10         |
| <b>Socio-professional category</b>                                           |               |                  |            |
| Self-employed                                                                | 78            | 14               | 8          |
| Managers                                                                     | 80            | 11               | 9          |
| Other white collars                                                          | 80            | 14               | 6          |
| Manual workers                                                               | 81            | 13               | 6          |
| House persons                                                                | 74            | 15               | 11         |
| Unemployed                                                                   | 76            | 14               | 10         |
| Retired                                                                      | 77            | 9                | 14         |
| Students                                                                     | 76            | 16               | 8          |
| <b>Subjective urbanisation</b>                                               |               |                  |            |
| Rural area or village                                                        | 79            | 12               | 9          |
| Small or middle sized town                                                   | 78            | 12               | 10         |
| Large town                                                                   | 79            | 12               | 9          |
| <b>Perception of IVET in (OUR COUNTRY)</b>                                   |               |                  |            |
| Positive                                                                     | 86            | 8                | 6          |
| Negative                                                                     | 67            | 23               | 10         |
| <b>Ever attended initial vocational education training (upper secondary)</b> |               |                  |            |
| Yes                                                                          | 82            | 12               | 6          |
| No                                                                           | 76            | 12               | 12         |

## 5. Specialised technical skills

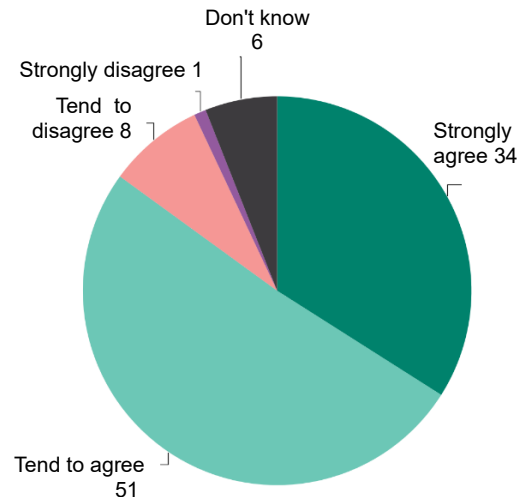
A large majority of EU citizens say people in VET programmes learn specialised technical skills directly relevant to specific occupations

Across the European Union, 85% of respondents agree with the statement that people in VET learn specialised technical skills directly relevant to specific occupations, including 34% who strongly agree and 51% who tend to agree<sup>25</sup>. Less than one in ten respondents disagree (9%), while 6% of respondents do not know.

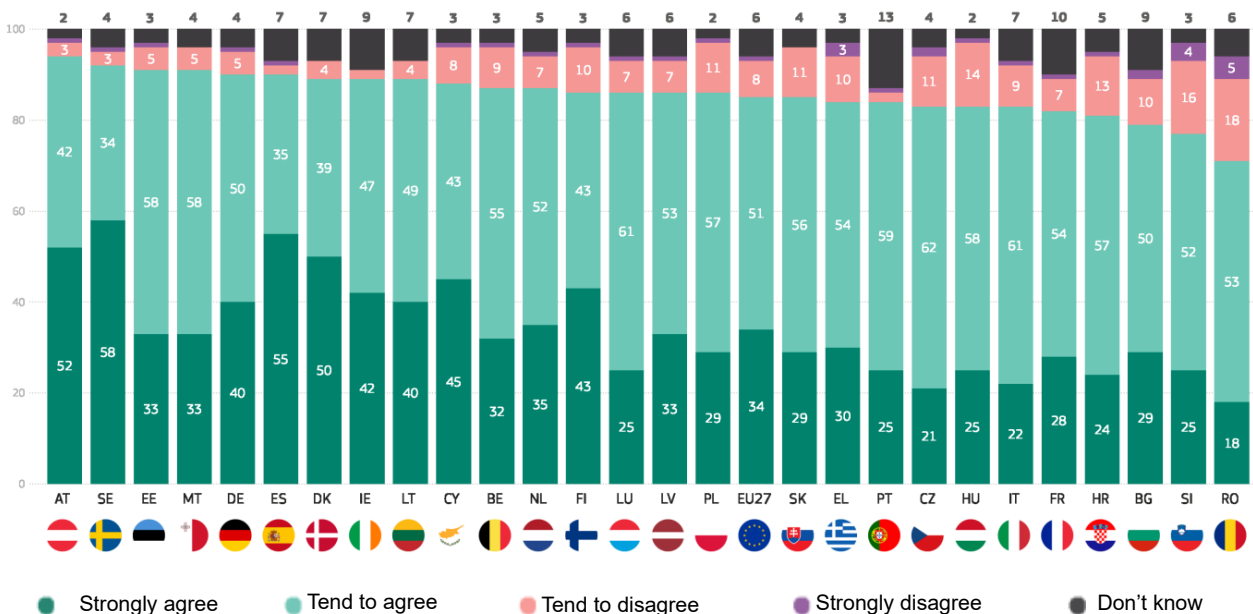
There is broad consensus across Member States on this aspect of VET. The highest levels of agreement are recorded in Austria (94%), Sweden (92%), Malta and Estonia (both 91%) and Germany and Spain (both 90%). The lowest levels are recorded in Romania (71%), Slovenia (77%), Bulgaria (79%) and Croatia (81%), though even in these countries more than seven in ten share this view.

In all Member States, at least two-thirds of respondents say people in VET programmes learn specialised technical skills directly relevant to specific occupations.

QB7.8: Please tell me to what extent you agree or disagree with each of the following statements: - People in IVET programs learn specialised technical skills directly relevant to specific occupations (EU27) (%)



QB7.8: Please tell me to what extent you agree or disagree with each of the following statements: - People in IVET programs learn specialised technical skills directly relevant to specific occupations (EU27) (%)



<sup>25</sup> QB7.8. Please tell me to what extent you agree or disagree with each of the following statements: People in VET programs learn specialised technical skills directly relevant to specific occupations.

## II. Public perceptions of VET quality and pathways

The extent of agreement that people in VET programmes learn directly relevant specialised skills varies by socio-demographic and attitudinal factors as follows.

- Respondents who see VET in a positive light are more likely to agree that VET teaches relevant specialised technical skills : 91% of those who report that VET is perceived positively in their country do so, compared with 78% of those who say its image is negative in their country.
- Respondents who believe young people receive enough information on VET opportunities are more likely to agree with this statement (91%) than those who believe they do not (80%).
- There are some notable differences between socio-professional categories: managers record the highest level of agreement that people in VET learn specialised technical skills directly relevant to specific occupations (90%) and house persons the lowest level (77%).
- By age at end of education, the belief that VET teaches relevant specialised technical skills is most widespread among respondents who remained in education beyond age 20 (88%), followed by those who finished between ages 16 and 19 (86%). Respondents who finished education aged 15 or younger are least likely to share this view (80%).
- Agreement with this statement is consistently high across all age groups, standing at 88% among respondents aged 40-54, 87% among those aged 25-39, 85% among those aged 15-24 and 84% among those aged 55 and over.
- There are no differences in perception by gender.

QB7.8 Please tell me to what extent you agree or disagree with each of the following statements: People in IVET programs learn specialised technical skills directly relevant to specific occupations (%-EU)

|                                                                              | Total 'Agree' | Total 'Disagree' | Don't know |
|------------------------------------------------------------------------------|---------------|------------------|------------|
| EU27                                                                         | 85            | 9                | 6          |
| <b>Gender</b>                                                                |               |                  |            |
| Man                                                                          | 85            | 9                | 6          |
| Woman                                                                        | 86            | 8                | 6          |
| <b>Age</b>                                                                   |               |                  |            |
| 15-24                                                                        | 85            | 10               | 5          |
| 25-39                                                                        | 87            | 9                | 4          |
| 40-54                                                                        | 88            | 8                | 4          |
| >=55                                                                         | 84            | 8                | 8          |
| <b>Education (End of)</b>                                                    |               |                  |            |
| <=15                                                                         | 80            | 7                | 13         |
| 16-19                                                                        | 86            | 9                | 5          |
| >=20                                                                         | 88            | 8                | 4          |
| Still Studying                                                               | 85            | 9                | 6          |
| <b>Socio-professional category</b>                                           |               |                  |            |
| Self-employed                                                                | 86            | 10               | 4          |
| Managers                                                                     | 90            | 6                | 4          |
| Other white collars                                                          | 87            | 9                | 4          |
| Manual workers                                                               | 86            | 9                | 5          |
| House persons                                                                | 77            | 14               | 9          |
| Unemployed                                                                   | 83            | 11               | 6          |
| Retired                                                                      | 84            | 7                | 9          |
| Students                                                                     | 85            | 10               | 5          |
| <b>Subjective urbanisation</b>                                               |               |                  |            |
| Rural area or village                                                        | 85            | 9                | 6          |
| Small or middle sized town                                                   | 85            | 9                | 6          |
| Large town                                                                   | 88            | 7                | 5          |
| <b>Perception of IVET in (OUR COUNTRY)</b>                                   |               |                  |            |
| Positive                                                                     | 91            | 5                | 4          |
| Negative                                                                     | 78            | 17               | 5          |
| <b>Ever attended initial vocational education training (upper secondary)</b> |               |                  |            |
| Yes                                                                          | 88            | 8                | 4          |
| No                                                                           | 83            | 9                | 8          |

QB7.4: Please tell me to what extent you agree or disagree with each of the following statements: - People who complete IVET programs can enrol in university studies (EU27) (%)

## Special Eurobarometer 569 Attractiveness of vocational education and training II. Public perceptions of VET quality and pathways

### 6. Additional learning opportunities

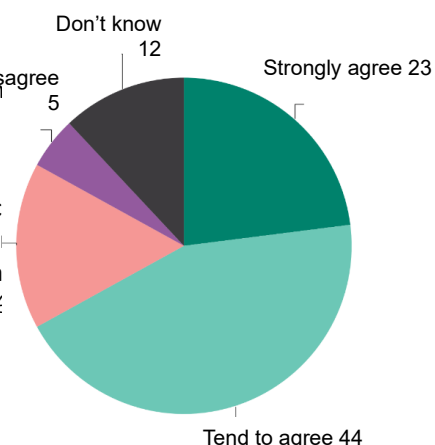
#### Two-thirds of EU citizens say people who complete VET programmes can enrol in university studies

Across the European Union, 67% believe that people who complete VET programmes can enrol in university studies, including 23% who strongly agree and 44% who tend to agree<sup>26</sup>. One in five (21%) disagree, while 12% do not know. In practice, 72.6% of upper secondary VET students in the European Union are in programmes that give direct access to tertiary education<sup>27</sup>. This suggests that public perception broadly reflects reality, though a degree of underestimation remains given that actual access rates are slightly higher than perceived rates.

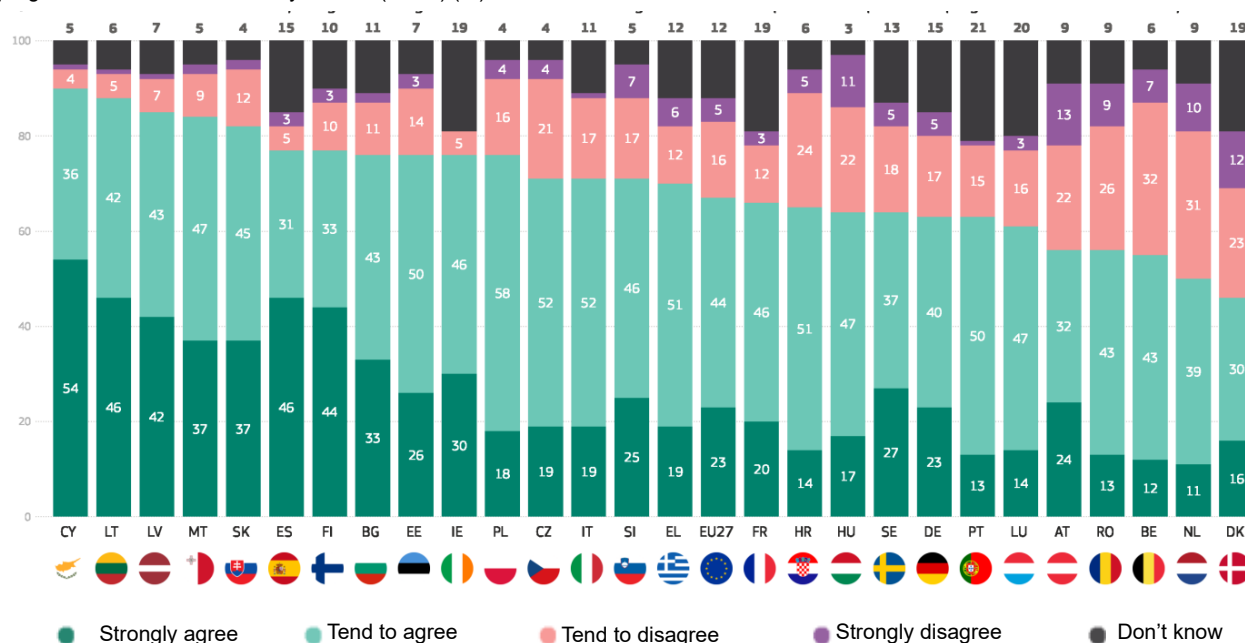
The result observed for this question is stable over time. In the 2011 Eurobarometer survey on VET (EU27), 68% of respondents said VET enabled people to continue with university studies afterwards<sup>28</sup>.

In the current survey, at least half the respondents in 26 Member States say people who complete VET programmes can enrol in university studies.

Views vary considerably at highest levels of agreement. Lithuania (88%) and Latvia recorded in Denmark (46%) Belgium (55%).



QB7.4: Please tell me to what extent you agree or disagree with each of the following statements: - People who complete IVET programs can enrol in university studies (EU27) (%)



26 QB7.4. Please tell me to what extent you agree or disagree with each of the following statements: People who complete VET programs can enrol in university studies.

27 [https://www.cedefop.europa.eu/files/whatsnewinVET\\_2025.pdf](https://www.cedefop.europa.eu/files/whatsnewinVET_2025.pdf)

28 <https://europa.eu/eurobarometer/surveys/detail/999>. Question wording differs from the current survey and uses the term "VET" without distinguishing between initial and continuing VET. with each of the following statements. Vocational education and training enables people to continue with university studies afterwards".

## II. Public perceptions of VET quality and pathways

The extent to which respondents agree that people who complete VET programmes can enrol for university studies varies by socio-demographic factors as follows.

- Respondents who perceive VET positively are more likely to believe that VET graduates can enrol in university studies (74% vs 57% among those who report negative perceptions).
- The view that people who complete VET programmes can enrol in university studies is held by 75% of respondents who believe young people receive enough information on VET opportunities, compared with 62% of those who do not.
- This view declines modestly with increasing age, from 71% among those aged 15–24 to 64% among those aged 55 and over.
- By age at end of education, the view that people who complete VET programmes can enrol in university studies is most widespread among respondents who finished education at age 20 or older and between ages 16–19 (69%-68%), falling to 59% among those who finished at age 15 or earlier.
- Respondents who themselves attended vocational education and training are also more likely to agree with this statement than those who did not (71% vs. 65%).
- There are no differences by gender.

QB7.4 Please tell me to what extent you agree or disagree with each of the following statements: People who complete IVET programs can enrol in university studies (%-EU)

|                                                                              | Total 'Agree' | Total 'Disagree' | Don't know |
|------------------------------------------------------------------------------|---------------|------------------|------------|
| EU27                                                                         | 67            | 21               | 12         |
| <b>Gender</b>                                                                |               |                  |            |
| Man                                                                          | 67            | 21               | 12         |
| Woman                                                                        | 67            | 20               | 13         |
| <b>Age</b>                                                                   |               |                  |            |
| 15-24                                                                        | 71            | 21               | 8          |
| 25-39                                                                        | 70            | 21               | 9          |
| 40-54                                                                        | 69            | 21               | 10         |
| >=55                                                                         | 64            | 19               | 17         |
| <b>Education (End of)</b>                                                    |               |                  |            |
| <=15                                                                         | 59            | 17               | 24         |
| 16-19                                                                        | 68            | 20               | 12         |
| >=20                                                                         | 69            | 22               | 9          |
| Still Studying                                                               | 71            | 20               | 9          |
| <b>Socio-professional category</b>                                           |               |                  |            |
| Self-employed                                                                | 68            | 22               | 10         |
| Managers                                                                     | 68            | 22               | 10         |
| Other white collars                                                          | 68            | 23               | 9          |
| Manual workers                                                               | 70            | 20               | 10         |
| House persons                                                                | 66            | 19               | 15         |
| Unemployed                                                                   | 66            | 20               | 14         |
| Retired                                                                      | 63            | 18               | 19         |
| Students                                                                     | 72            | 20               | 8          |
| <b>Subjective urbanisation</b>                                               |               |                  |            |
| Rural area or village                                                        | 66            | 20               | 14         |
| Small or middle sized town                                                   | 66            | 22               | 12         |
| Large town                                                                   | 71            | 18               | 11         |
| <b>Perception of IVET in (OUR COUNTRY)</b>                                   |               |                  |            |
| Positive                                                                     | 74            | 15               | 11         |
| Negative                                                                     | 57            | 33               | 10         |
| <b>Ever attended initial vocational education training (upper secondary)</b> |               |                  |            |
| Yes                                                                          | 71            | 19               | 10         |
| No                                                                           | 65            | 21               | 14         |

## II. Public perceptions of VET quality and pathways

### Around two-thirds of EU citizens believe that people studying for a VET qualification have opportunities to study abroad as part of their studies

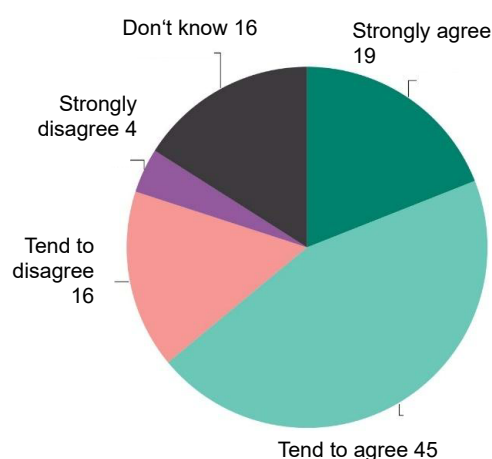
Erasmus+ supports mobility for vocational students, enabling VET learners to take part in study or training periods abroad<sup>29</sup>. Across the European Union, 64% of respondents say people who study for a VET qualification have opportunities to study abroad as part of their studies, including 19% who strongly agree and 45% who tend to agree<sup>30</sup>. Overall, 20% disagree, while 16% do not know.

Awareness of opportunities to study abroad with VET qualifications has grown over time. In the 2016 Cedefop survey (EU28), 60% of respondents agreed that people in VET had opportunities to study or work abroad, 22% disagreed and 18% did not know<sup>31</sup>. In the 2011 Eurobarometer survey on VET (EU27), a somewhat differently worded question showed that 43% of respondents thought that VET provided opportunities to study abroad<sup>32</sup>.

In the current survey, at least half the respondents in 25 Member States believe people studying for a VET qualification have opportunities to study abroad as part of their studies.

Views vary across Member States, with the highest levels of agreement recorded in Cyprus (86%), Malta (85%) and Slovakia (75%). The lowest levels are recorded in Sweden (45%), Portugal (47%) and the Netherlands (51%).

QB7.5: Please tell me to what extent you agree or disagree with each of the following statements: - People who study for an IVET qualification have the opportunities to study abroad as part of their studies (EU27) (%)



29 <https://erasmus-plus.ec.europa.eu/opportunities/individuals/trainees/vocational-education-apprenticeships-and-recent-graduates>

30 QB7.5. Please tell me to what extent you agree or disagree with each of the following statements: People who study for a VET qualification have the opportunities to study abroad as part of their studies.

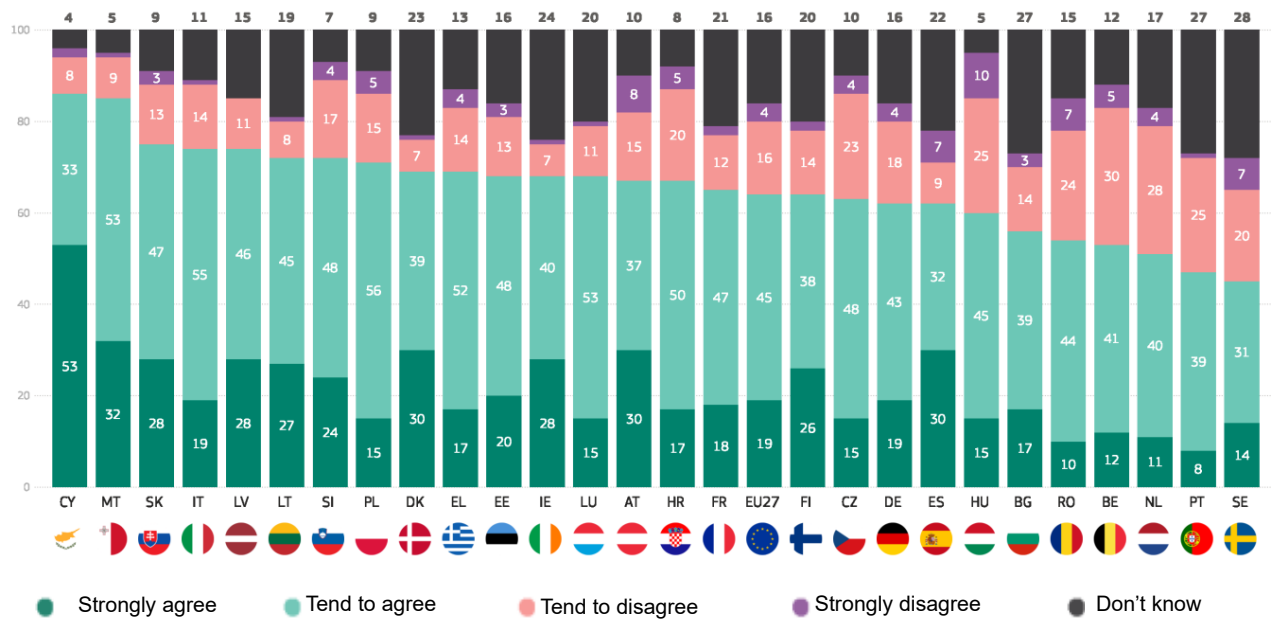
31 [https://www.cedefop.europa.eu/en/tools/opinion-survey-on-vet?visualisation=MAP&topic=group4&question=Q18T2\\_Q&answer=Q18T2\\_A1&subset=EducationLevel&subsetVal=All&country=AT&countryB=EU28](https://www.cedefop.europa.eu/en/tools/opinion-survey-on-vet?visualisation=MAP&topic=group4&question=Q18T2_Q&answer=Q18T2_A1&subset=EducationLevel&subsetVal=All&country=AT&countryB=EU28) Question wording differs from the current survey, which focuses on study abroad as part of VET studies, while the 2016 item covered study or work abroad after VET. Q19.2: "The following statements are about what happens after vocational education at upper secondary education. To what extent do you agree or disagree with each of them? - Vocational education at upper secondary education provides opportunities to study or work abroad".

32 <https://europa.eu/eurobarometer/surveys/detail/999>. Question wording differs from the current survey, uses the term "VET" without distinguishing between initial and continuing VET, and is negatively worded. QA10.5: "Please tell me to what extent you agree or disagree with each of the following statements. Vocational education and training does not provide opportunities to study abroad".

## Special Eurobarometer 569 Attractiveness of vocational education and training

### II. Public perceptions of VET quality and pathways

QB7.5: Please tell me to what extent you agree or disagree with each of the following statements: - People who study for an IVET qualification have the opportunities to study abroad as part of their studies (EU27) (%)



## II. Public perceptions of VET quality and pathways

The extent to which respondents agree that people who study for a VET qualification have opportunities to study abroad varies by socio-demographic and attitudinal factors as follows.

- Respondents who see VET in a positive light are more likely to believe that VET students have opportunities to study abroad (71% vs 52% of those who report negative perceptions).
- Respondents who believe young people receive enough information on VET opportunities are more likely to agree that people studying for a VET qualification have opportunities to study abroad (72%) than those who believe they do not (56%).
- By age at end of education, the belief that people who study for a VET qualification have opportunities to study abroad is most widespread among respondents who finished education between ages 16-19 (65%) and aged 20 or older (64%), falling to 59% among those aged 15 or younger. It stands at 62% among those still studying.
- Belief that VET students have opportunities to study abroad is slightly more widespread among respondents who would recommend vocational secondary education (67%) than among those favouring general secondary education (63%).
- By age, there are only minor differences.
- There are no differences by gender.

QB7.5 Please tell me to what extent you agree or disagree with each of the following statements: People who study for an IVET qualification have the opportunities to study abroad as part of their studies (%-EU)

|                                                                              | Total 'Agree' | Total 'Disagree' | Don't know |
|------------------------------------------------------------------------------|---------------|------------------|------------|
| EU27                                                                         | 64            | 20               | 16         |
| <b>Gender</b>                                                                |               |                  |            |
| Man                                                                          | 64            | 20               | 16         |
| Woman                                                                        | 64            | 19               | 17         |
| <b>Age</b>                                                                   |               |                  |            |
| 15-24                                                                        |               |                  |            |
| 25-39                                                                        | 65            | 24               | 11         |
| 40-54                                                                        | 65            | 22               | 13         |
| >=55                                                                         | 65            | 21               | 14         |
| <b>Education (End of)</b>                                                    |               |                  |            |
| <=15                                                                         | 59            | 16               | 25         |
| 16-19                                                                        | 65            | 19               | 16         |
| >=20                                                                         | 64            | 21               | 15         |
| Still Studying                                                               | 62            | 25               | 13         |
| <b>Socio-professional category</b>                                           |               |                  |            |
| Self-employed                                                                | 67            | 20               | 13         |
| Managers                                                                     | 63            | 21               | 16         |
| Other white collars                                                          | 65            | 21               | 14         |
| Manual workers                                                               | 66            | 20               | 14         |
| House persons                                                                | 62            | 22               | 16         |
| Unemployed                                                                   | 60            | 20               | 20         |
| Retired                                                                      | 62            | 15               | 23         |
| Students                                                                     | 64            | 25               | 11         |
| <b>Subjective urbanisation</b>                                               |               |                  |            |
| Rural area or village                                                        | 64            | 19               | 17         |
| Small or middle sized town                                                   | 64            | 20               | 16         |
| Large town                                                                   | 64            | 20               | 16         |
| <b>Perception of IVET in (OUR COUNTRY)</b>                                   |               |                  |            |
| Positive                                                                     | 71            | 15               | 14         |
| Negative                                                                     | 52            | 32               | 16         |
| <b>Ever attended initial vocational education training (upper secondary)</b> |               |                  |            |
| Yes                                                                          | 66            | 20               | 14         |
| No                                                                           | 62            | 20               | 18         |

## II. Public perceptions of VET quality and pathways

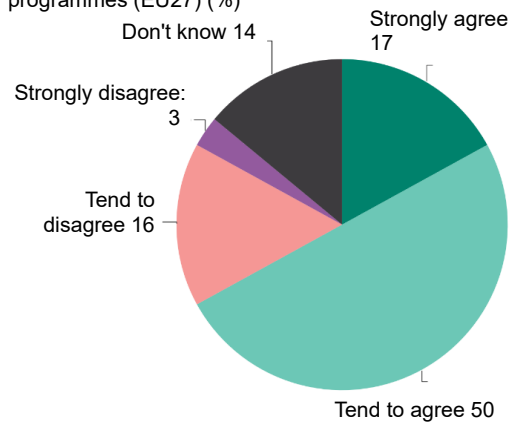
### Two-thirds of EU citizens say VET programmes are inclusive enough to provide learners with necessary support

Across the European Union, 67% of respondents say VET programmes are inclusive enough to ensure that learners who may face barriers in certain types of learning environments get the support they need to complete the programmes, including 17% who strongly agree and 50% who tend to agree<sup>33</sup>. Around one in five (19%) disagree, while 14% do not know.

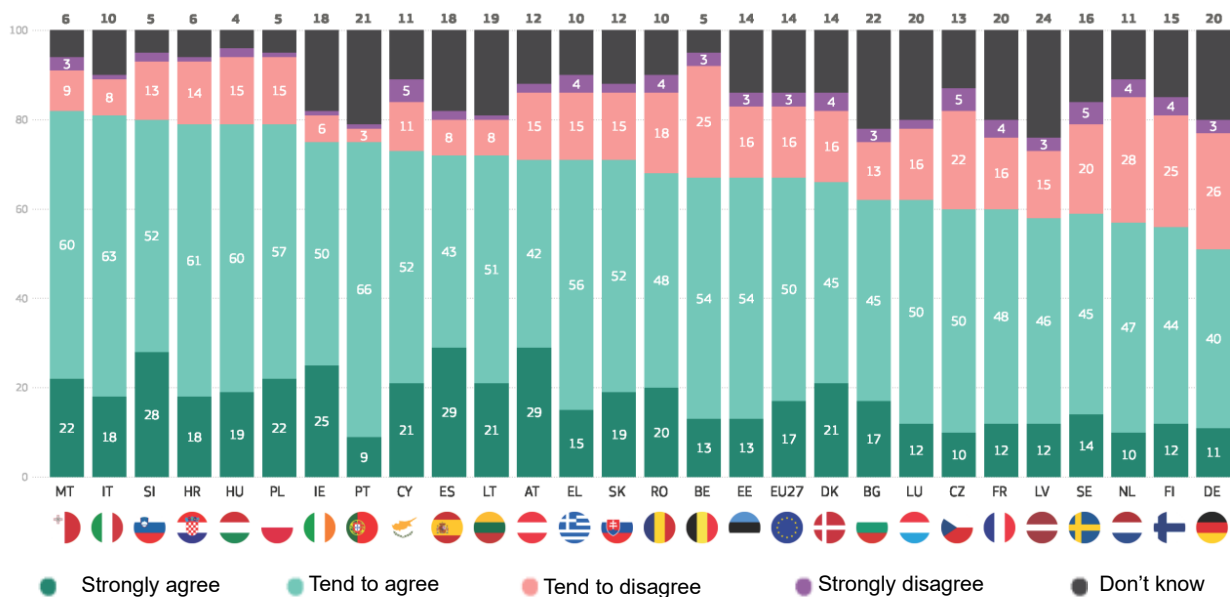
In all Member States, at least half of the respondents agree that VET programmes are inclusive enough to provide learners with the necessary support to complete the programmes.

Views vary across Member States, with the highest levels of agreement recorded in Malta (82%), Italy (81%) and Slovenia (80%). The lowest levels are recorded in Germany (51%), Finland (56%) and the Netherlands (57%).

QB9.4: Please tell me to what extent you agree or disagree with each of the following statements: - IVET programmes are inclusive enough to make sure that the learners that may face barriers in certain types of learning environments get the support they need to be able to complete the programmes (EU27) (%)



QB9.4. Please tell me to what extent you agree or disagree with each of the following statements:- IVET programmes are inclusive enough to make sure that the learners that may face barriers In certain types of learning environments get the support they need to be able to complete the programmes (%)



33 QB9.4. Please tell me to what extent you agree or disagree with each of the following statements: VET programmes are inclusive enough to make sure that the learners that may face barriers in certain types of learning environments get the support they need to be able to complete the programmes.

## II. Public perceptions of VET quality and pathways

The extent to which respondents agree that VET programmes are inclusive enough to provide learners with support varies by socio-demographic and attitudinal factors as follows.

- Respondents who see who VET in a positive light are more likely to believe that VET programmes are inclusive enough (72% vs 58% among those who report negative perceptions).
- By age, agreement that VET programmes are inclusive enough decreases slightly with age: It stands at 69% among respondents aged 15 –24, compared with 68% among those aged 25 –54 and 63% among those aged 55 and over.
- By age at end of education, agreement is slightly more widespread among respondents who finished between ages 16 –19 (67%) and those who completed education at age 20 (66%) than among those who finished education aged 15 or younger (64%).).
- Respondents who themselves attended VET are slightly more likely to agree that VET programmes are inclusive enough (68%) than those who did not (65%).
- There are negligible differences by gender.

QB9.4 Please tell me to what extent you agree or disagree with each of the following statements: IVET programmes are inclusive enough to make sure that the learners that may face barriers in certain types of learning environments get the support they need to be able to complete the programmes (%-EU)

|                                                                              | Total 'Agree' | Total 'Disagree' | Don't know |
|------------------------------------------------------------------------------|---------------|------------------|------------|
| EU27                                                                         | 67            | 19               | 14         |
| <b>Gender</b>                                                                |               |                  |            |
| Man                                                                          | 67            | 19               | 14         |
| Woman                                                                        | 66            | 19               | 15         |
| <b>Age</b>                                                                   |               |                  |            |
| 15-24                                                                        | 69            | 22               | 9          |
| 25-39                                                                        | 68            | 22               | 10         |
| 40-54                                                                        | 68            | 19               | 13         |
| >=55                                                                         | 63            | 18               | 19         |
| <b>Education (End of)</b>                                                    |               |                  |            |
| <=15                                                                         | 64            | 12               | 24         |
| 16-19                                                                        | 67            | 19               | 14         |
| >=20                                                                         | 66            | 22               | 12         |
| Still Studying                                                               | 66            | 23               | 11         |
| <b>Socio-professional category</b>                                           |               |                  |            |
| Self-employed                                                                | 69            | 19               | 12         |
| Managers                                                                     | 66            | 20               | 14         |
| Other white collars                                                          | 70            | 19               | 11         |
| Manual workers                                                               | 69            | 19               | 12         |
| House persons                                                                | 67            | 16               | 17         |
| Unemployed                                                                   | 64            | 20               | 16         |
| Retired                                                                      | 61            | 18               | 21         |
| Students                                                                     | 66            | 25               | 9          |
| <b>Subjective urbanisation</b>                                               |               |                  |            |
| Rural area or village                                                        | 65            | 19               | 16         |
| Small or middle sized town                                                   | 66            | 19               | 15         |
| Large town                                                                   | 68            | 20               | 12         |
| <b>Perception of IVET in (OUR COUNTRY)</b>                                   |               |                  |            |
| Positive                                                                     | 72            | 16               | 12         |
| Negative                                                                     | 58            | 28               | 14         |
| <b>Ever attended initial vocational education training (upper secondary)</b> |               |                  |            |
| Yes                                                                          | 68            | 20               | 12         |
| No                                                                           | 65            | 18               | 17         |

## 7. Recommendations of VET for young people

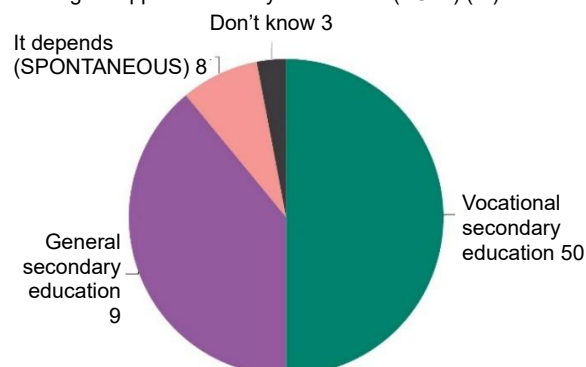
Half of EU citizens would recommend vocational secondary education to a young person choosing an upper secondary education pathway

When asked which educational pathway they would recommend to a young person who is now deciding on upper secondary education, 50% of EU citizens would recommend vocational secondary education, while 39% would recommend general secondary education and 8% spontaneously say it depends on the individual situation<sup>34</sup>.

Support for vocational education as a pathway has grown over time. In the 2011 Eurobarometer survey on VET (EU27), 32% of respondents said they would recommend vocational training to a young person finishing compulsory education, while 34% said they would recommend general secondary or higher education<sup>35</sup>.

In the current survey, responses vary across Member States. Vocational secondary education is most likely to

QB2: Which of the following educational pathways would you recommend to a young person who is now deciding on upper secondary education? (EU27) (%)

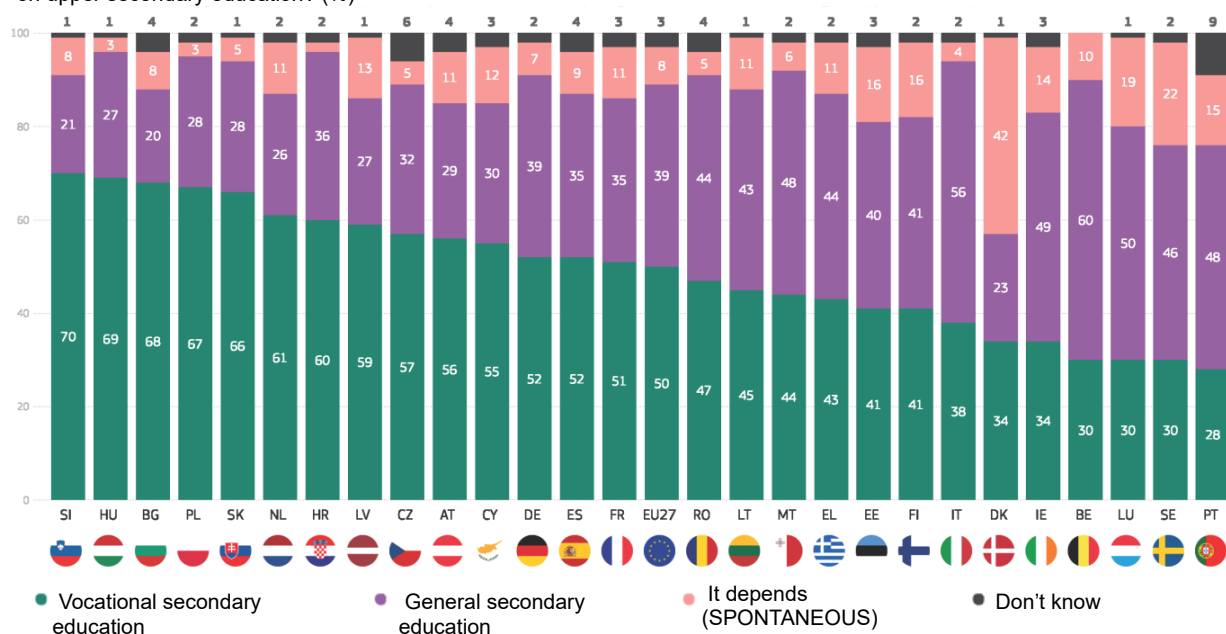


be recommended in Slovenia (70%), Hungary (69%) and Bulgaria (68%). The lowest levels are recorded in Portugal (28%) and Belgium, Luxembourg, and Sweden (all 30%).

General secondary education is most likely to be recommended in Belgium (60%), Italy (56%) and Luxembourg (50%). The lowest levels are recorded in Bulgaria (20%), Slovenia (21%) and Denmark (23%).

The highest proportion of respondents who

QB2. Which of the following educational pathways would you recommend to a young person who is now deciding on upper secondary education? (%)



34 QB2. Which of the following educational pathways would you recommend to a young person who is now deciding on upper secondary education?

35 <https://europa.eu/eurobarometer/surveys/detail/999>. Question wording differs from the current survey, uses the term "VET" without distinguishing between initial and continuing VET, and combines general secondary and higher education into a single response option where the current survey separates them. QA8: "Nowadays, which of the following would you recommend to a young person who is finishing compulsory education?"

spontaneously say the recommendation depends on the individual situation is found in Denmark (42%), followed by Sweden (22%) and Luxembourg (19%).

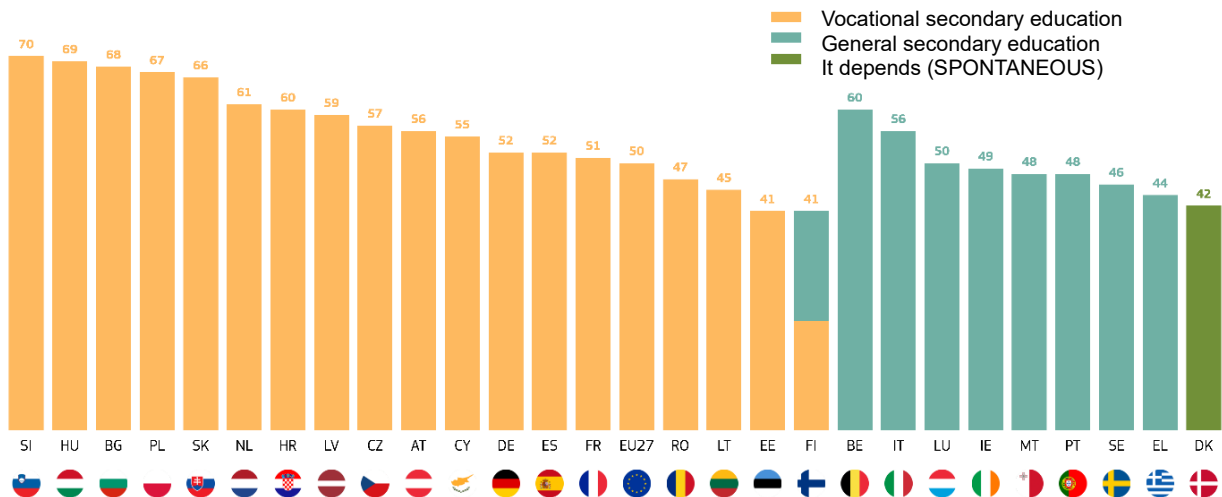
In terms of first choice per country, vocational secondary education is the preferred recommendation in 17 Member States, ranging from 70% in Slovenia to 41% in Estonia. In contrast, general secondary education is the preferred recommendation in eight Member States, led

## Special Eurobarometer 569 Attractiveness of vocational education and training

### II. Public perceptions of VET quality and pathways

by Belgium at 60%, followed by Italy (56%), Luxembourg (50%), and Ireland (49%). In Finland the two pathways are equally likely to be recommended (both 41%). Notably, Denmark stands apart with 42% of respondents saying "it depends", making this the leading response in that country.

QB2: Which of the following educational pathways would you recommend to a young person who is now deciding on upper secondary education? (%)



## II. Public perceptions of VET quality and pathways

When we break down these upper secondary educational pathway recommendations by socio-demographic and attitudinal factors, differences appear as follows.

- Manual workers (58%) and house persons and retirees (55%) are the most likely to recommend vocational education while students (32%) are the least likely to do so.
- Rural and urban respondents show distinct preferences. Those in rural areas or villages are more likely to favour vocational education (55%) than large town residents (46%).
- Respondents who ended their education at ages 16-19 are most likely to recommend the vocational pathway (58%), followed by those who finished their education at the age of 15 or younger (50%). Respondents with higher educational qualifications, i.e. those who finished education at the age of 20 or older, are almost evenly split between general and vocational secondary education (44% vs 43%).
- A clear generational divide emerges in pathway recommendations. Older respondents aged 55 and over (53%) and aged 40-54 (51%) are more likely to recommend vocational education, while this preference declines among younger respondents, reaching 39% in the group aged 15-24.
- Recommendations differ markedly by experience of vocational education. Among respondents who have themselves attended VET, 59% recommend vocational secondary education, compared with 42% of those without VET experience.
- Beliefs about employment outcomes also influence recommendations, with those who see VET as leading to well-regarded jobs more likely to recommend the vocational option (54% vs 44%).
- Views on the quality of VET show a similar gap. Respondents who hold a positive view of VET quality are more likely to recommend vocational education than those who do not (53% vs 46%).

QB2 Which of the following educational pathways would you recommend to a young person who is now deciding on upper secondary education? (%-EU)

|                                                                              | General secondary education | Vocational secondary education | It depends (SPONTANEOUS) | Don't know |
|------------------------------------------------------------------------------|-----------------------------|--------------------------------|--------------------------|------------|
| EU27                                                                         | 39                          | 50                             | 8                        | 3          |
| <b>Gender</b>                                                                |                             |                                |                          |            |
| Man                                                                          | 37                          | 53                             | 7                        | 3          |
| Woman                                                                        | 40                          | 47                             | 10                       | 3          |
| <b>Age</b>                                                                   |                             |                                |                          |            |
| 15-24                                                                        | 53                          | 39                             | 7                        | 1          |
| 25-39                                                                        | 42                          | 48                             | 8                        | 2          |
| 40-54                                                                        | 39                          | 51                             | 8                        | 2          |
| >=55                                                                         | 33                          | 53                             | 10                       | 4          |
| <b>Education (End of)</b>                                                    |                             |                                |                          |            |
| <=15                                                                         | 32                          | 50                             | 10                       | 8          |
| 16-19                                                                        | 34                          | 58                             | 6                        | 2          |
| >=20                                                                         | 44                          | 43                             | 11                       | 2          |
| Still Studying                                                               | 61                          | 30                             | 8                        | 1          |
| <b>Socio-professional category</b>                                           |                             |                                |                          |            |
| Self-employed                                                                | 40                          | 48                             | 10                       | 2          |
| Managers                                                                     | 48                          | 40                             | 10                       | 2          |
| Other white collars                                                          | 44                          | 48                             | 6                        | 2          |
| Manual workers                                                               | 33                          | 58                             | 7                        | 2          |
| House persons                                                                | 33                          | 55                             | 7                        | 5          |
| Unemployed                                                                   | 32                          | 54                             | 11                       | 3          |
| Retired                                                                      | 31                          | 55                             | 10                       | 4          |
| Students                                                                     | 60                          | 32                             | 7                        | 1          |
| <b>Subjective urbanisation</b>                                               |                             |                                |                          |            |
| Rural area or village                                                        | 32                          | 55                             | 9                        | 4          |
| Small or middle sized town                                                   | 41                          | 49                             | 8                        | 2          |
| Large town                                                                   | 43                          | 46                             | 8                        | 3          |
| <b>Perception of IVET in (OUR COUNTRY)</b>                                   |                             |                                |                          |            |
| Positive                                                                     | 38                          | 53                             | 7                        | 2          |
| Negative                                                                     | 43                          | 46                             | 9                        | 2          |
| <b>Ever attended initial vocational education training (upper secondary)</b> |                             |                                |                          |            |
| Yes                                                                          | 33                          | 59                             | 7                        | 1          |
| No                                                                           | 44                          | 42                             | 10                       | 4          |

## II. Public perceptions of VET quality and pathways

### More than half of EU citizens would recommend higher vocational education and training to a young person finishing upper secondary education

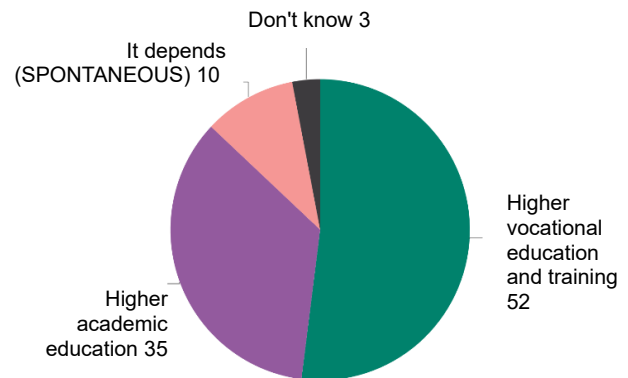
When asked which educational pathway they would recommend to a young person who is finishing upper secondary education, 52% of EU citizens would recommend higher vocational education and training, while 35% would recommend higher academic education and 10% of respondents spontaneously say it depends on the individual situation<sup>36</sup>.

Recommendations vary across Member States. Respondents are most likely to recommend higher vocational education and training in Slovenia (73%), the Netherlands (64%) and Latvia (63%). The lowest levels are recorded in Portugal (27%), Luxembourg (30%) and Denmark (37%).

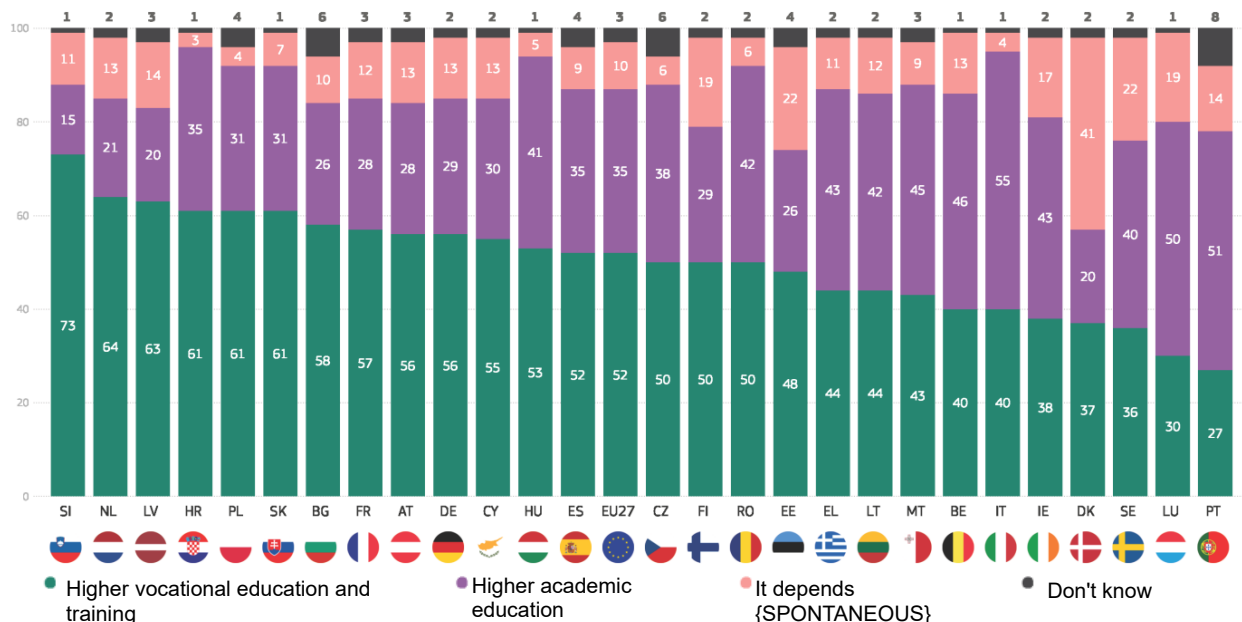
Higher academic education is most likely to be recommended in Italy (55%), Portugal (51%) and Luxembourg (50%). The lowest levels are recorded in Slovenia (15 %) and Denmark and Latvia (both 20%).

A high proportion of respondents spontaneously say the recommendation would depend on the individual situation in Denmark (41%), followed by Sweden and Estonia (both 22%) and Finland and Luxembourg (both 19%).

QB3: Which of the following educational pathways would you recommend to a young person who is finishing upper secondary education? (EU27) (%)



QB3: Which of the following educational pathways would you recommend to a young person who is finishing upper secondary education? (%)



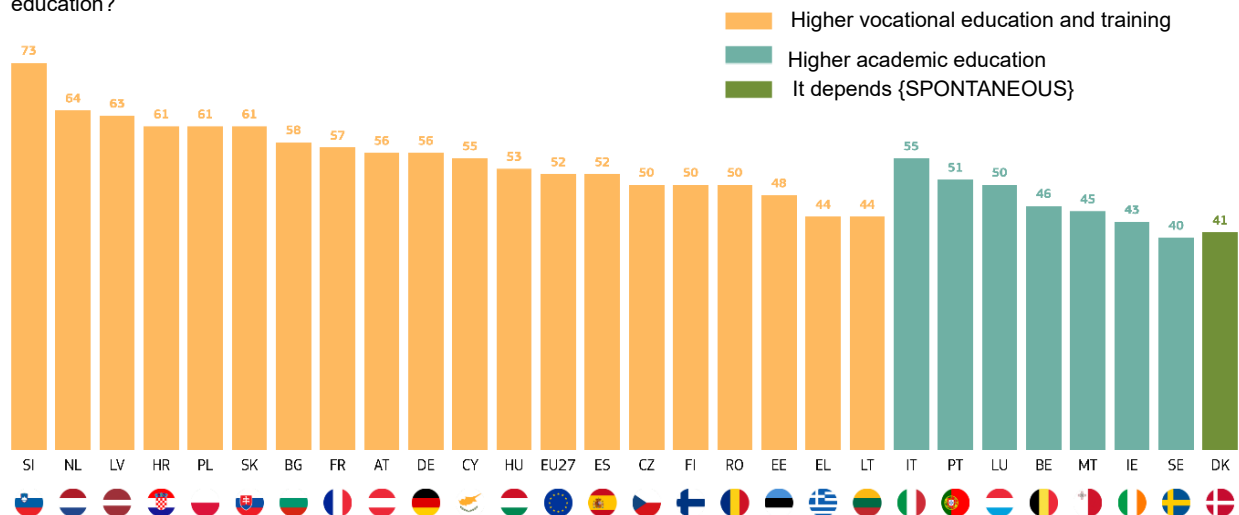
36 QB3. Which of the following educational pathways would you recommend to a young person who is finishing upper secondary education?

## Special Eurobarometer 569 Attractiveness of vocational education and training

### II. Public perceptions of VET quality and pathways

Higher vocational education and training is the preferred recommendation in 19 Member States, ranging from 73% in Slovenia to 44% in Lithuania. In contrast, higher academic education is the preferred recommendation in seven Member States, led by Italy at 55 % and followed by Portugal (51%), Luxembourg (50%), and Belgium (46%). Denmark is the only country in which the most frequent answer was “it depends” (41%).

QB3. Which of the following educational pathways would you recommend to a young person who is finishing upper secondary education?



## Special Eurobarometer 569 Attractiveness of vocational education and training

### II. Public perceptions of VET quality and pathways

When we break down these higher education pathway recommendations by socio-demographic and attitudinal factors, differences appear as follows.

■ Those who have themselves attended VET are the most likely of all socio-demographic categories to recommend higher vocational education (61%), compared with 43% among those who have not.

■ There are large differences between occupational groups. Manual workers demonstrate the strongest support for higher vocational education (60%), while students show the lowest (37%). Managers also record relatively low support (43%) and are slightly more likely to recommend academic education (44%).

■ A clear generational divide emerges in pathway recommendations. Older respondents are most likely to recommend higher vocational education, at 54% among those aged 55 and over, and at 53-51% among the mid age groups (40-54 and 25-39), but this falls to 41% among the youngest respondents aged 15-24.

■ Those in rural areas or villages show the strongest support for higher vocational education (54%) compared with large town residents (49%).

■ Men show a stronger preference for higher vocational education and training (55%) than women (48%).

■ The perception of VET has a small impact on the results of this question. Respondents who believe that VET has a positive image are only slightly more likely to recommend higher vocational education than those who have a negative image (54% vs. 50%).

QB3 Which of the following educational pathways would you recommend to a young person who is finishing upper secondary education? (%-EU)

|                                                                              | Higher academic education | Higher vocational education and training | It depends {SPONTANEOUS} | Don't know |
|------------------------------------------------------------------------------|---------------------------|------------------------------------------|--------------------------|------------|
| EU27                                                                         | 35                        | 52                                       | 10                       | 3          |
| <b>Gender</b>                                                                |                           |                                          |                          |            |
| Man                                                                          | 34                        | 55                                       | 8                        | 3          |
| Woman                                                                        | 37                        | 48                                       | 12                       | 3          |
| <b>Age</b>                                                                   |                           |                                          |                          |            |
| 15-24                                                                        | 49                        | 41                                       | 8                        | 2          |
| 25-39                                                                        | 38                        | 51                                       | 10                       | 1          |
| 40-54                                                                        | 36                        | 53                                       | 9                        | 2          |
| >=55                                                                         | 30                        | 54                                       | 12                       | 4          |
| <b>Education (End of)</b>                                                    |                           |                                          |                          |            |
| <=15                                                                         | 32                        | 50                                       | 10                       | 8          |
| 16-19                                                                        | 31                        | 58                                       | 8                        | 3          |
| >=20                                                                         | 39                        | 47                                       | 13                       | 1          |
| Still Studying                                                               | 55                        | 34                                       | 9                        | 2          |
| <b>Socio-professional category</b>                                           |                           |                                          |                          |            |
| Self-employed                                                                | 39                        | 48                                       | 11                       | 2          |
| Managers                                                                     | 44                        | 43                                       | 12                       | 1          |
| Other white collars                                                          | 42                        | 48                                       | 8                        | 2          |
| Manual workers                                                               | 30                        | 60                                       | 8                        | 2          |
| House persons                                                                | 33                        | 53                                       | 9                        | 5          |
| Unemployed                                                                   | 30                        | 56                                       | 11                       | 3          |
| Retired                                                                      | 27                        | 56                                       | 12                       | 5          |
| Students                                                                     | 53                        | 37                                       | 9                        | 1          |
| <b>Subjective urbanisation</b>                                               |                           |                                          |                          |            |
| Rural area or village                                                        | 30                        | 54                                       | 12                       | 4          |
| Small or middle sized town                                                   | 37                        | 52                                       | 9                        | 2          |
| Large town                                                                   | 40                        | 49                                       | 9                        | 2          |
| <b>Perception of IVET in (OUR COUNTRY)</b>                                   |                           |                                          |                          |            |
| Positive                                                                     | 35                        | 54                                       | 9                        | 2          |
| Negative                                                                     | 38                        | 50                                       | 10                       | 2          |
| <b>Ever attended initial vocational education training (upper secondary)</b> |                           |                                          |                          |            |
| Yes                                                                          | 29                        | 61                                       | 9                        | 1          |
| No                                                                           | 42                        | 43                                       | 11                       | 4          |

# **III. The image gap between VET and general education**

### III. The image gap between VET and general education

## 1. Comparative image of VET versus general education

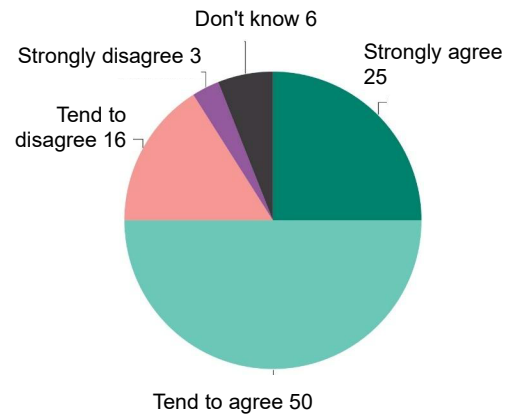
Three-quarters of EU citizens say general education at upper secondary level has a more positive image than VET in their country

Across the European Union, 75% of respondents say general education at upper secondary level has a more positive image than VET in their country, including 25% who strongly agree and 50% who tend to agree<sup>37</sup>. One in five (19%) disagree, while 6% do not know.

These results are stable compared with those observed in 2016. The 2016 Cedefop survey (EU28) found that 74% agreed that general education had a more positive image than vocational education<sup>38</sup>.

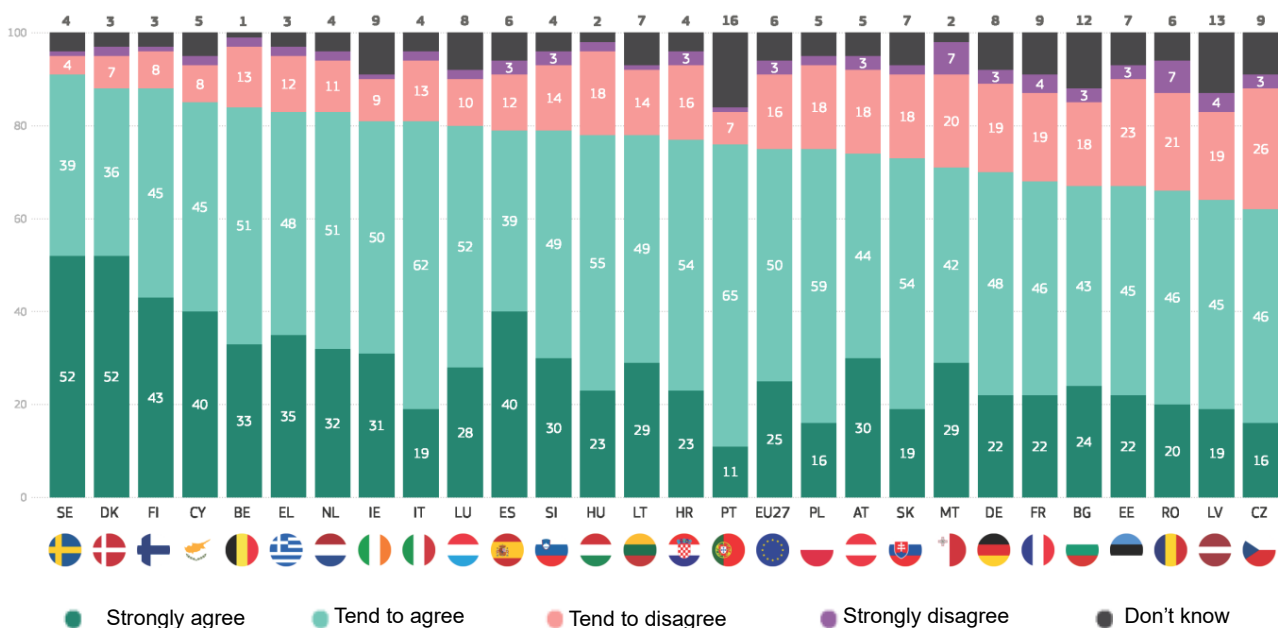
In the current survey, a majority of respondents in all Member States think that general education has a more positive image than VET in their country. However, results vary across Member States, with the highest levels of

QB9.3: Please tell me to what extent you agree or disagree with each of the following statements: - In (OUR COUNTRY) general education at upper secondary level has a more positive image than initial vocational education (EU27) (%)



agreement with this statement recorded in Sweden (91%), Denmark and Finland (both 88%) and Cyprus (85%). The lowest levels are recorded in Czechia (62%),

QB9.3. Please tell me to what extent you agree or disagree with each of the following statements: - In (OUR COUNTRY) general education at upper secondary level has a more positive image than initial vocational education (%)



37 QB9.3. Please tell me to what extent you agree or disagree with each of the following statements: In (OUR COUNTRY) general education at upper secondary level has a more positive image than initial vocational education.

38 [https://www.cedefop.europa.eu/en/tools/opinion-survey-on-vet?visualisation=MAP&topic=group2&question=Q21T2\\_Q&answer=Q21T2\\_A1&subset=EducationLevel&subsetVal=All&country=AT&countryB=EU28](https://www.cedefop.europa.eu/en/tools/opinion-survey-on-vet?visualisation=MAP&topic=group2&question=Q21T2_Q&answer=Q21T2_A1&subset=EducationLevel&subsetVal=All&country=AT&countryB=EU28) Question wording differs from the current survey. Q21.3: "To what extent do you agree or disagree with each of the following statements?-In your country general education has a more positive image than vocational education".

Latvia (64%) and Romania (66%).

In 17 Member States, at least three-quarters of respondents say general education at upper secondary level has a more positive image than VET in their country.

## III. The image gap between VET and general education

The extent to which respondents agree that general upper secondary education has a more positive image than VET varies by socio-demographic and attitudinal factors as follows.

■ There are some notable differences between socio-professional categories: 83% of students believe that general upper secondary education has a more positive image than VET, compared with 71% of house persons.

■ By age at end of education, respondents who finished education at age 20 or older are most likely to agree (79%), compared with 73% among those who finished between ages 16–19 and 68% among those who finished aged 15 or younger.

■ Respondents aged 15–24 are also most likely to believe that general secondary education has a more positive image (79%), compared with 72% of those aged 55 and over.

■ Respondents who are aware of the effects of actively steering students in certain (often gendered) directions and the impact of stigma in education are much more likely to agree that general secondary education has a more positive image than VET. This pattern is most evident among those who believe: that women are directed toward general education even if they are interested in technical subjects (81% vs 64%); that teachers do not adequately address gender bias (82% vs 70%); that families, peers and social media reinforce stereotypes (81% vs 65%); and that men in caregiving VET fields face stigma (82% vs 69%).

■ Respondents who would recommend general secondary education are more likely to agree that it has a more positive image than VET (82%) compared with those who would recommend vocational education (72%).

■ This view is more prevalent among respondents who cite guidance from teachers or school counsellors (80% vs 73%) or poor school performance as factors influencing the choice of VET (80% vs 73%). Smaller gaps appear for advice from parents (77% vs 74%) and the need to earn money quickly (76% vs 74%). The impact of social media on the choice of VET does not appear to affect this result (75% in both groups).

■ There are no differences by gender, or by prior VET attendance.

QB9.3 Please tell me to what extent you agree or disagree with each of the following statements: In (OUR COUNTRY) general education at upper secondary level has a more positive image than initial vocational education (%-EU)

|                                                                              | Total 'Agree' | Total 'Disagree' | Don't know |
|------------------------------------------------------------------------------|---------------|------------------|------------|
| EU27                                                                         | 75            | 19               | 6          |
| <b>Gender</b>                                                                |               |                  |            |
| Man                                                                          | 75            | 19               | 6          |
| Woman                                                                        | 75            | 19               | 6          |
| <b>Age</b>                                                                   |               |                  |            |
| 15-24                                                                        | 79            | 17               | 4          |
| 25-39                                                                        | 78            | 18               | 4          |
| 40-54                                                                        | 74            | 20               | 6          |
| >=55                                                                         | 72            | 19               | 9          |
| <b>Education (End of)</b>                                                    |               |                  |            |
| <=15                                                                         | 68            | 19               | 13         |
| 16-19                                                                        | 73            | 21               | 6          |
| >=20                                                                         | 79            | 17               | 4          |
| Still Studying                                                               | 81            | 15               | 4          |
| <b>Socio-professional category</b>                                           |               |                  |            |
| Self-employed                                                                | 76            | 19               | 5          |
| Managers                                                                     | 79            | 17               | 4          |
| Other white collars                                                          | 78            | 17               | 5          |
| Manual workers                                                               | 73            | 22               | 5          |
| House persons                                                                | 71            | 23               | 6          |
| Unemployed                                                                   | 75            | 18               | 7          |
| Retired                                                                      | 72            | 18               | 10         |
| Students                                                                     | 83            | 14               | 3          |
| <b>Subjective urbanisation</b>                                               |               |                  |            |
| Rural area or village                                                        | 71            | 21               | 8          |
| Small or middle sized town                                                   | 75            | 19               | 6          |
| Large town                                                                   | 79            | 16               | 5          |
| <b>Perception of IVET in (OUR COUNTRY)</b>                                   |               |                  |            |
| Positive                                                                     | 76            | 19               | 5          |
| Negative                                                                     | 78            | 19               | 3          |
| <b>Ever attended initial vocational education training (upper secondary)</b> |               |                  |            |
| Yes                                                                          | 75            | 20               | 5          |
| No                                                                           | 76            | 17               | 7          |

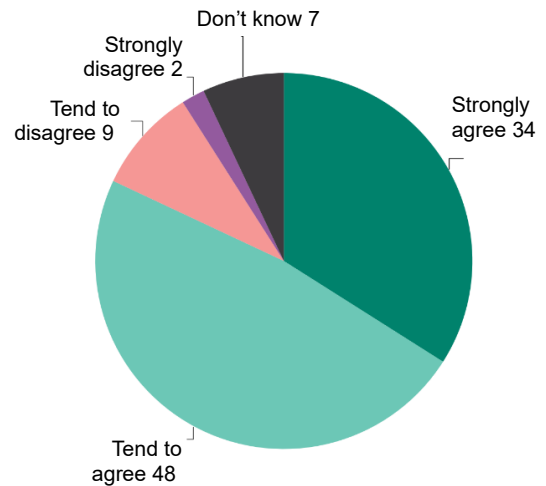
### III. The image gap between VET and general education

#### A large majority of EU citizens say students with higher academic performance are often encouraged to pursue general education rather than VET

Across the European Union, 82% believe that students with higher academic performance are often encouraged, at upper secondary level, to pursue general education rather than VET<sup>39</sup>. Around one in ten respondents disagree (11%), while 7% do not know.

Opinions vary across Member States, with the highest levels of agreement being recorded in Sweden (93%), Greece (91%) and Denmark (90%). However, agreement is widespread even in the countries with the lowest levels of agreement: Czechia (69%), Bulgaria (71%), and Romania (73%).

QB 9.2: Please tell me to what extent you agree or disagree with each of the following statements: - Students with higher academic performance are often encouraged, at upper secondary level, to pursue general education rather than initial vocational (EU27) (%)



<sup>39</sup> QB9.2. Please tell me to what extent you agree or disagree with each of the following statements: Students with higher academic performance are often encouraged, at upper secondary level, to pursue general education rather than initial vocational.

## III. The image gap between VET and general education

The extent to which respondents agree that students with higher academic performance are often encouraged to follow general education rather than VET varies by socio-demographic and attitudinal factors as follows.

- Respondents who are still studying and those who finished education at age 20 or older are most likely to agree that students with higher academic performance are often encouraged to pursue general education rather than VET (87%-86%). This figure stands at 76% among those who finished education aged 15 or younger.
- There are some differences between socio-professional categories: managers (88%) and students (87%) are more likely than other occupational categories (79– 84%) to agree with this statement.
- Respondents aged 15 –24 and 25-39 (84-85%) are most likely to believe that students with higher academic performance are encouraged into general education. This figure falls to 80% among those aged 55 and over.
- Agreement with this statement is higher among those who see teacher guidance and the need to earn money quickly as significant factors in choosing VET (87% vs. 81% and 86% vs. 79%, respectively). The impact of social media on the choice of VET does not appear to affect levels of agreement (83% in both groups).
- Respondents who consider that poor grades-another aspect of school performance-are a factor influencing VET choice are slightly more likely to agree with the statement (87%) than those who do not (81%).
- There are no differences by gender.

QB9.2 Please tell me to what extent you agree or disagree with each of the following statements: Students with higher academic performance are often encouraged, at upper secondary level, to pursue general education rather than initial vocational (%-EU)

|                                                                              | Total 'Agree' | Total 'Disagree' | Don't know |
|------------------------------------------------------------------------------|---------------|------------------|------------|
| EU27                                                                         | 82            | 11               | 7          |
| <b>Gender</b>                                                                |               |                  |            |
| Man                                                                          | 81            | 12               | 7          |
| Woman                                                                        | 83            | 11               | 6          |
| <b>Age</b>                                                                   |               |                  |            |
| 15-24                                                                        | 84            | 13               | 3          |
| 25-39                                                                        | 85            | 11               | 4          |
| 40-54                                                                        | 82            | 12               | 6          |
| >=55                                                                         | 80            | 11               | 9          |
| <b>Education (End of)</b>                                                    |               |                  |            |
| <=15                                                                         | 76            | 9                | 15         |
| 16-19                                                                        | 81            | 13               | 6          |
| >=20                                                                         | 86            | 10               | 4          |
| Still Studying                                                               | 87            | 11               | 2          |
| <b>Socio-professional category</b>                                           |               |                  |            |
| Self-employed                                                                | 83            | 11               | 6          |
| Managers                                                                     | 88            | 8                | 4          |
| Other white collars                                                          | 84            | 11               | 5          |
| Manual workers                                                               | 81            | 13               | 6          |
| House persons                                                                | 79            | 14               | 7          |
| Unemployed                                                                   | 79            | 13               | 8          |
| Retired                                                                      | 80            | 10               | 10         |
| Students                                                                     | 87            | 11               | 2          |
| <b>Subjective urbanisation</b>                                               |               |                  |            |
| Rural area or village                                                        | 80            | 12               | 8          |
| Small or middle sized town                                                   | 83            | 11               | 6          |
| Large town                                                                   | 85            | 9                | 6          |
| <b>Perception of IVET in (OUR COUNTRY)</b>                                   |               |                  |            |
| Positive                                                                     | 85            | 10               | 5          |
| Negative                                                                     | 82            | 13               | 5          |
| <b>Ever attended initial vocational education training (upper secondary)</b> |               |                  |            |
| Yes                                                                          | 84            | 11               | 5          |
| No                                                                           | 82            | 10               | 8          |

## Special Eurobarometer 569 Attractiveness of vocational education and training

### III. The image gap between VET and general education

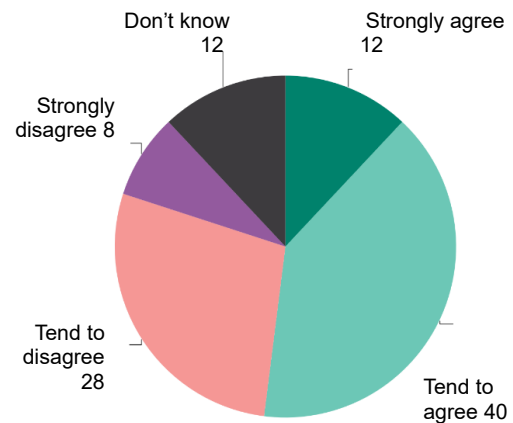
#### Just over half of EU citizens say it is generally easier to study for a qualification in general upper secondary education than in VET

Across the European Union, 52% of respondents say it is generally easier to study for a qualification in general upper secondary education than in VET, including 12% who strongly agree and 40% who tend to agree<sup>40</sup>. Overall, 36% disagree, while 12% do not know. This presents an apparent paradox, since a majority of respondents also believe that students with higher academic performance are encouraged to pursue the general education pathway.

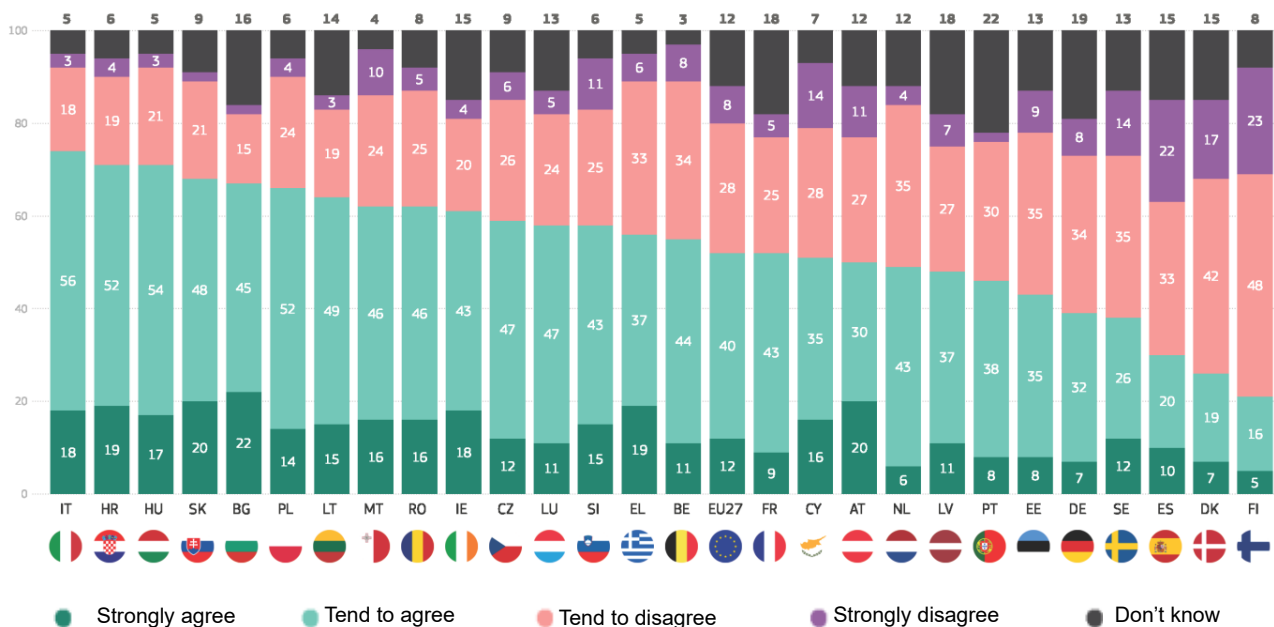
In 18 Member States, at least half of respondents say it is generally easier to study for a qualification in general upper secondary education than in VET.

Views vary widely across Member States, with the highest levels of agreement recorded in Italy (74%), Croatia and Hungary (both 71%), and Slovakia (68%) and the lowest in Finland (21%), Denmark (26%) and Spain (30%).

QB 9.1: Please tell me to what extent you agree or disagree with each of the following statements: - It is generally easier to study for a qualification in general upper secondary education than in initial vocational education and training (EU27) (%)



QB 9.1. Please tell me to what extent you agree or disagree with each of the following statements: - It is generally easier to study for a qualification in general upper secondary education than in initial vocational education and training (%)



<sup>40</sup> QB9.1. Please tell me to what extent you agree or disagree with each of the following statements: It is generally easier to study for a qualification in general upper secondary education than in initial vocational education and training.

## Special Eurobarometer 569 Attractiveness of vocational education and training

### III. The image gap between VET and general education

The extent to which respondents agree that it is generally easier to study for a qualification in general education than in VET varies by socio-demographic and attitudinal factors as follows.

- Among respondents who see VET in a positive light, 57% hold this view, compared with 46% of those who report negative perceptions in their country.
- Respondents who hold gendered views of STEM in VET are more likely to agree that it is easier to study for a qualification in general secondary education. This includes those who: believe STEM-related fields are more suitable for men (62% vs 41%); think women receive less encouragement to engage in STEM-related VET fields (57% vs 46%); believe teachers and counsellors do not adequately address gender bias (64% vs 43%); think men in caregiving or service VET fields face stigma (62% vs 43%); and believe women are steered toward general education despite an interest in technical subjects (58% vs 43%). Smaller differences are seen among respondents who think men with low academic achievement face pressure to choose VET (57% vs 47%) and who believe gender stereotypes are reinforced by families, peers and social media (57% vs 51%).
- There are some differences between socio-professional categories, with 59% of house persons believing that a qualification in general upper secondary education is easier to study for than VET, compared with 43% of unemployed respondents.
- By age at end of education, this view stands at 54% among those who finished between ages 16 –19, compared with 53% among those still studying and 51% among those who finished aged 15 or younger. Those who continued education beyond age 20 record the lowest share at 49%.
- There are no differences by gender, age or prior experience of VET.

QB9.1 Please tell me to what extent you agree or disagree with each of the following statements: It is generally easier to study for a qualification in general upper secondary education than in initial vocational education and training (%-EU)

|                                                                              | Total 'Agree' | Total 'Disagree' | Don't know |
|------------------------------------------------------------------------------|---------------|------------------|------------|
| EU27                                                                         | 52            | 36               | 12         |
| <b>Gender</b>                                                                |               |                  |            |
| Man                                                                          | 52            | 36               | 12         |
| Woman                                                                        | 52            | 35               | 13         |
| <b>Age</b>                                                                   |               |                  |            |
| 15-24                                                                        | 53            | 40               | 7          |
| 25-39                                                                        | 52            | 39               | 9          |
| 40-54                                                                        | 52            | 38               | 10         |
| >=55                                                                         | 52            | 31               | 17         |
| <b>Education (End of)</b>                                                    |               |                  |            |
| <=15                                                                         | 51            | 29               | 20         |
| 16-19                                                                        | 54            | 33               | 13         |
| >=20                                                                         | 49            | 41               | 10         |
| Still Studying                                                               | 53            | 38               | 9          |
| <b>Socio-professional category</b>                                           |               |                  |            |
| Self-employed                                                                | 51            | 40               | 9          |
| Managers                                                                     | 48            | 41               | 11         |
| Other white collars                                                          | 56            | 35               | 9          |
| Manual workers                                                               | 54            | 36               | 10         |
| House persons                                                                | 59            | 29               | 12         |
| Unemployed                                                                   | 43            | 42               | 15         |
| Retired                                                                      | 51            | 30               | 19         |
| Students                                                                     | 52            | 40               | 8          |
| <b>Subjective urbanisation</b>                                               |               |                  |            |
| Rural area or village                                                        | 49            | 36               | 15         |
| Small or middle sized town                                                   | 54            | 34               | 12         |
| Large town                                                                   | 52            | 37               | 11         |
| <b>Perception of IVET in (OUR COUNTRY)</b>                                   |               |                  |            |
| Positive                                                                     | 57            | 33               | 10         |
| Negative                                                                     | 46            | 44               | 10         |
| <b>Ever attended initial vocational education training (upper secondary)</b> |               |                  |            |
| Yes                                                                          | 53            | 36               | 11         |
| No                                                                           | 52            | 35               | 13         |

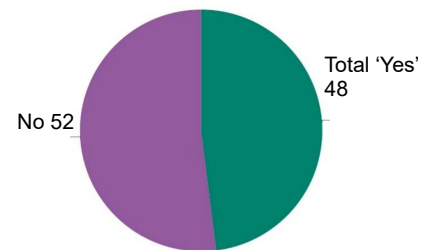
## 2. Experience with VET influences the choice of VET

### Almost half of EU citizens have experience of VET

Almost half of EU citizens (48%) have taken VET, either in the past, currently or both. The majority of these respondents participated in VET in the past (41%), while 5% are currently doing so and 2% have participated both in the past and currently. Just over half of EU citizens (52%) have never taken VET<sup>41</sup>.

According to the Cedefop European public opinion survey on vocational education and training (2016)<sup>42</sup>, 40% had followed a vocational upper secondary pathway and 59% a general pathway. These figures reflect the EU28 at the time but nevertheless provide a baseline against which to compare the 2025 (EU27) results, which show a higher proportion with experience of vocational education<sup>43</sup>.

QB1: Have you ever, in the past or currently, taken initial vocational education and training at upper secondary level? (EU27) (%)



41 QB1. Have you ever, in the past or currently, taken initial vocational education and training at upper secondary level?

42 <https://www.cedefop.europa.eu/en/publications/55>

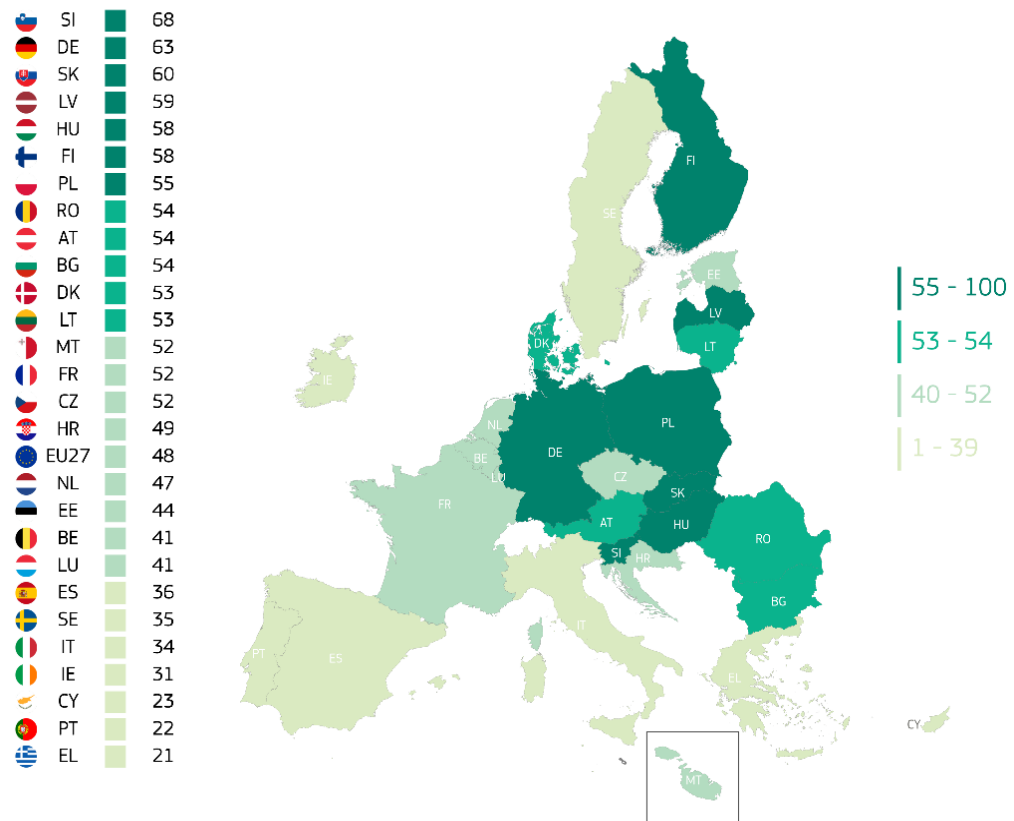
43 <https://www.cedefop.europa.eu/en/tools/opinion-survey-on-vet>

## Special Eurobarometer 569 Attractiveness of vocational education and training

### III. The image gap between VET and general education

Participation levels vary widely across Member States. The highest levels are recorded in Slovenia (68%), Germany (63%) and Slovakia (60%), while the lowest levels are recorded in Greece (21%), Portugal (22%) and Cyprus (23%). In 15 Member States, at least half the respondents have taken VET.

QB1: Have you ever, in the past or currently, taken initial vocational education and training at upper secondary level? - Total 'Yes' (EU27) (%)



## Special Eurobarometer 569 Attractiveness of vocational education and training

### III. The image gap between VET and general education

A socio-demographic and attitudinal breakdown of participation in VET shows the following:

■ Participation is highest among those who finished education between ages 16 –19 (54%), followed by those who finished at age 20 or later (51%). Those who finished education aged 15 or younger record a markedly lower participation level (19%).

■ Urbanisation patterns indicate that respondents in rural areas or villages record higher participation rates (52%) than those in large towns (43%).

■ Participation stands at 53% among respondents aged 25–39 and 52% among those aged 40 –54, compared with 44% among those aged 55 and over. For the youngest age group (15 –24) the figure stands at 46%.

■ There are some differences between socio-professional categories, with manual workers recording the highest participation rates (55%), closely followed by self-employed people (52%), other white collars (50%) and managers (48%).

■ VET participation is slightly higher among men (50%) than women (46%).

■ Participation is higher among respondents who say that VET is seen in a positive light in their country<sup>44</sup> (52%) than among those who report a negative perception (42%).

QB1 Have you ever, in the past or currently, taken initial vocational education and training at upper secondary level? (%-EU)

|                                            | Total 'Yes' | No | Don't know |
|--------------------------------------------|-------------|----|------------|
| EU27                                       | 48          | 52 | 0          |
| <b>Gender</b>                              |             |    |            |
| Man                                        | 50          | 50 | 0          |
| Woman                                      | 46          | 54 | 0          |
| <b>Age</b>                                 |             |    |            |
| 15-24                                      | 46          | 54 | 0          |
| 25-39                                      | 53          | 47 | 0          |
| 40-54                                      | 52          | 48 | 0          |
| >=55                                       | 44          | 56 | 0          |
| <b>Education (End of)</b>                  |             |    |            |
| <=15                                       | 19          | 80 | 1          |
| 16-19                                      | 54          | 46 | 0          |
| >=20                                       | 51          | 49 | 0          |
| Still Studying                             | 41          | 59 | 0          |
| <b>Socio-professional category</b>         |             |    |            |
| Self-employed                              | 52          | 48 | 0          |
| Managers                                   | 48          | 52 | 0          |
| Other white collars                        | 50          | 50 | 0          |
| Manual workers                             | 55          | 45 | 0          |
| House persons                              | 34          | 66 | 0          |
| Unemployed                                 | 44          | 56 | 0          |
| Retired                                    | 45          | 55 | 0          |
| Students                                   | 42          | 58 | 0          |
| <b>Subjective urbanisation</b>             |             |    |            |
| Rural area or village                      | 52          | 48 | 0          |
| Small or middle sized town                 | 49          | 51 | 0          |
| Large town                                 | 43          | 57 | 0          |
| <b>Perception of IVET in (OUR COUNTRY)</b> |             |    |            |
| Positive                                   | 52          | 48 | 0          |
| Negative                                   | 42          | 58 | 0          |

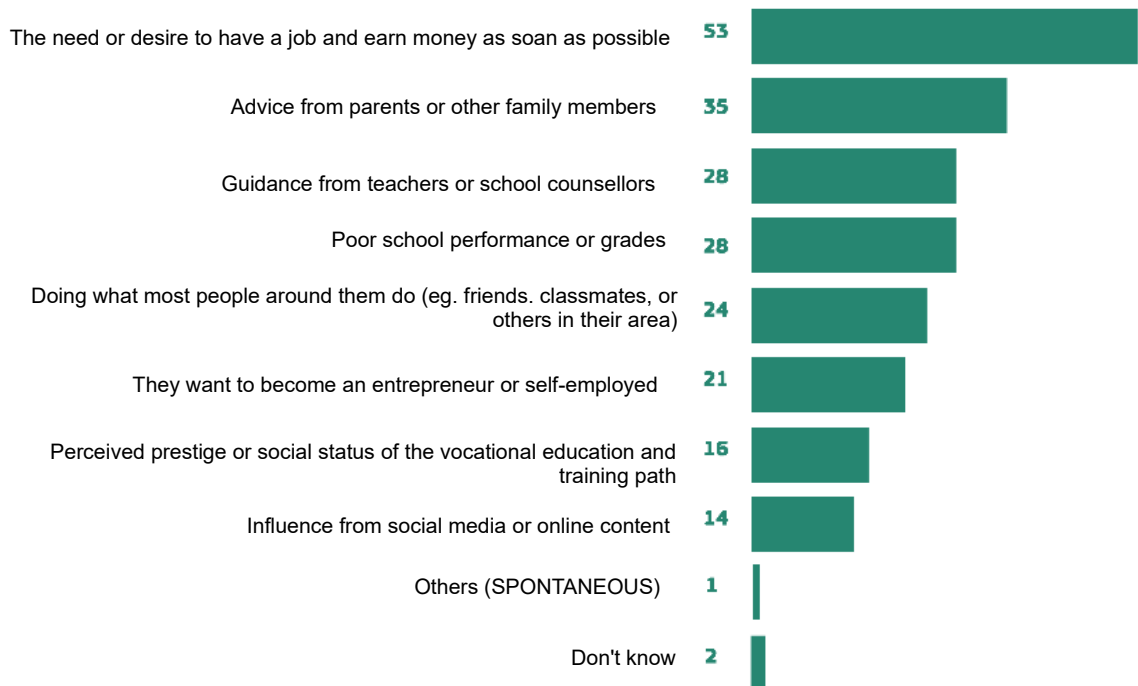
44 This is based on the question: How do you think INITIAL vocational education and training is viewed in (OUR COUNTRY)?

### III. The image gap between VET and general education

The need to have a job and earn money as soon as possible is considered the main factor influencing young people's choice of VET

When asked about the main factors that influence young people to choose vocational education and training over general education nowadays, more than half of EU citizens (53%) cite the need or desire to have a job and earn money as soon as possible<sup>45</sup>. Notably, one in five (21%) also cite the desire to become an entrepreneur or self-employed. Beyond these two factors, responses follow a decreasing order: advice from parents or other family members (35%), guidance from teachers or school counsellors (28%), poor school performance or grades (28%), doing what most people around them do (24%), the perceived prestige or social status of the VET path (16%) and influence from social media or online content (14%).

QB4. What do you think are the main factor(s) that influence young people to choose vocational education and training over general education nowadays? (MAX. 3 ANSWERS) (EU27) (%)



<sup>45</sup> QB4. What do you think are the main factor(s) that influence young people to choose vocational education and training over general education nowadays? (MAX. 3 ANSWERS)

## Special Eurobarometer 569 Attractiveness of vocational education and training

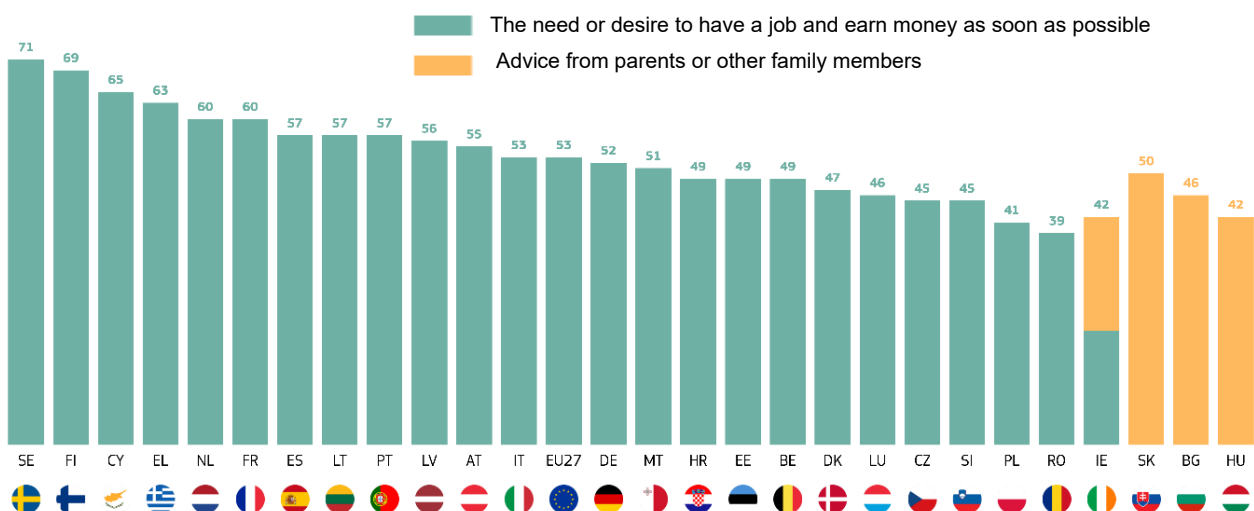
### III. The image gap between VET and general education

Perceptions of the factors influencing young people's choices vary across Member States. The need or desire to have a job and earn money as soon as possible is most frequently cited in Sweden (71%), Finland (69%), Cyprus (65%) and Greece (63%), and least commonly mentioned in Hungary (38%), Romania (39%), Poland (41%), and Bulgaria and Slovakia (both 42%).

Advice from parents or other family members is most frequently cited in Slovakia (50%), Bulgaria (46%), Austria (44%) and Hungary (42%), and least so in Poland (25%), Portugal (27%), and Latvia and Finland (both 28%). In Ireland, the need or desire to have a job and earn money as soon as possible and advice from parents or other family members are equally cited as the top factors (both 42%).

#### Factors influencing the choice of VET over general education : highest answer per Member

QB4: What do you think are the main factor(s) that influence young people to choose vocational education and training over general education nowadays? (MAX. 3 ANSWERS) (%)



## Special Eurobarometer 569 Attractiveness of vocational education and training

### III. The image gap between VET and general education

Guidance from teachers or school counsellors is most frequently cited in Italy (37%), Denmark (35%), and Greece and Slovakia (both 33%), while it is least commonly mentioned in Latvia (13%), Lithuania (15%), Finland (17%) and Poland (18%).

Poor school performance or grades is most frequently cited in Greece (51%), Lithuania (46%), Sweden (45%) and Belgium and Cyprus (both 41%), and least so in the Netherlands and Bulgaria (both 14%), Slovakia (20%), and Croatia and Malta (both 21%).

Doing what most people around them do is most frequently cited in Finland (40%), the Netherlands (39%), Austria (36%), and Bulgaria and Slovakia (both 35%), while it is least commonly mentioned in Luxembourg (13%) and France and Portugal (both 14%).

The desire to become an entrepreneur or self-employed is most frequently cited in Croatia (39%), Cyprus (33%), Denmark (31%), and Slovenia (29%), while it is least often mentioned in Germany (12%), Portugal (16%), and Lithuania, Spain and Poland (all 18%).

Influence from social media or online content is most frequently cited in the Netherlands (31%), Malta (27%), Croatia (24%), and Czechia and Slovakia (both 22%), while it is least commonly mentioned in Portugal (6%), Lithuania (8%), and Estonia, France and Spain (all 11%).

The perceived prestige or social status of the VET path is most frequently cited in Austria (24%) and Malta and Hungary (both 23%), while it is mentioned least frequently in Cyprus (7%), Greece (10%), and Belgium, France, Portugal and Luxembourg (all 11%).

Financial motivation is the dominant driver of choice. In 24 Member States, the need or desire to have a job and earn money as soon as possible is the most frequently cited factor, ranging from 71% in Sweden to 39% in Romania in those countries where it ranks as the top driver. Parental advice ranks as the primary factor in only three Member States: Slovakia (50%), Bulgaria (46%), and Hungary (42%). In Ireland, financial motivation and

parental advice are tied at 42% each. Teacher guidance, despite being mentioned by 28% of Europeans overall, never ranks as the primary factor in any EU Member State, with the highest share in Italy at 37%.

|                                                                                           | EU27 | BE | BG | CZ | DK | DE | EE | IE | EL | ES | FR | HR | IT | CY | LV | LT | LU | HU | MT | NL | AT | PL | PT | RO | SI | SK | FI | SE |
|-------------------------------------------------------------------------------------------|------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| The need or desire to have a job and earn money as soon as possible                       | 53   | 49 | 42 | 45 | 47 | 52 | 49 | 42 | 63 | 57 | 60 | 49 | 53 | 65 | 56 | 57 | 46 | 38 | 51 | 60 | 55 | 41 | 57 | 39 | 45 | 42 | 69 | 71 |
| Advice from parents or other family members                                               | 35   | 29 | 46 | 36 | 40 | 41 | 34 | 42 | 39 | 31 | 35 | 38 | 33 | 32 | 28 | 32 | 38 | 42 | 30 | 30 | 44 | 25 | 27 | 31 | 40 | 50 | 28 | 37 |
| Guidance from teachers or school counsellors                                              | 28   | 31 | 25 | 22 | 35 | 27 | 22 | 31 | 33 | 27 | 32 | 19 | 37 | 19 | 13 | 15 | 32 | 26 | 23 | 28 | 28 | 18 | 32 | 23 | 20 | 33 | 17 | 25 |
| Poor school performance or grades                                                         | 28   | 41 | 14 | 24 | 33 | 25 | 38 | 27 | 51 | 28 | 31 | 21 | 27 | 41 | 26 | 46 | 32 | 26 | 21 | 14 | 25 | 25 | 29 | 24 | 27 | 20 | 35 | 45 |
| Doing what most people around them do (e.g. friends, classmates, or others in their area) | 24   | 21 | 35 | 23 | 33 | 27 | 26 | 25 | 31 | 19 | 14 | 29 | 21 | 20 | 22 | 20 | 13 | 34 | 34 | 39 | 36 | 30 | 14 | 23 | 26 | 35 | 40 | 33 |
| They want to become an entrepreneur or self-employed                                      | 21   | 26 | 22 | 22 | 31 | 12 | 19 | 24 | 27 | 18 | 27 | 39 | 24 | 33 | 21 | 18 | 24 | 23 | 28 | 22 | 21 | 18 | 16 | 20 | 29 | 24 | 22 | 24 |
| Perceived prestige or social status of the vocational education and training path         | 16   | 11 | 22 | 14 | 19 | 18 | 13 | 11 | 10 | 14 | 11 | 17 | 16 | 7  | 14 | 11 | 11 | 23 | 23 | 18 | 24 | 21 | 11 | 17 | 14 | 17 | 12 | 15 |
| Influence from social media or online content                                             | 14   | 17 | 12 | 22 | 18 | 17 | 11 | 15 | 12 | 11 | 11 | 24 | 13 | 12 | 11 | 8  | 11 | 12 | 27 | 31 | 16 | 12 | 6  | 16 | 15 | 22 | 12 | 13 |
| Others (SPONTANEOUS)                                                                      | 1    | 0  | 0  | 0  | 1  | 1  | 5  | 0  | 1  | 2  | 1  | 0  | 0  | 0  | 1  | 2  | 3  | 0  | 1  | 1  | 2  | 0  | 1  | 0  | 1  | 0  | 1  | 1  |
| Don't know                                                                                | 2    | 0  | 3  | 3  | 3  | 2  | 1  | 2  | 0  | 4  | 3  | 1  | 2  | 1  | 3  | 2  | 2  | 1  | 1  | 3  | 2  | 1  | 7  | 1  | 0  | 1  | 1  | 1  |

1st Most Frequently Mentioned Item  
2nd Most Frequently Mentioned Item  
3rd Most Frequently Mentioned Item

### III. The image gap between VET and general education

When we analyse the factors influencing young people by socio-demographic and attitudinal categories, the following patterns can be observed:

The need or desire to have a job and earn money as soon as possible is cited by around half of all respondents, with minimal gender differences (men 52%, women 53%). Variations by age are modest, ranging from 51% among those aged 55 and over to 55% among those aged 25-39. Among socio-professional categories, the unemployed are most likely to give this response (60%), representing an 11-percentage point difference compared with house persons<sup>46</sup> (49%).

Advice from parents or other family members shows no gender differences, with both men and women citing this factor at similar levels (35%). Age differences are more significant here : 31% of those aged 15-24 mention this factor, rising to 37% among those aged 55 and over. Patterns of education reveal that those who finished education earlier are more likely to mention this factor: 37% of those who finished at age 15 or earlier do so, compared with 33% of those who finished their education at the age of 20 or older.

Guidance from teachers or school counsellors is cited at similar levels by men (28%) and women (29%). Across age groups, responses remain relatively stable, ranging from 26% among those aged 15-24 to 29% among those aged 25-39 and 40-54. Nor does educational attainment much affect responses, since mentions range from 27% among those who finished education at age 15 or earlier to 29% among those still studying.

The desire to become an entrepreneur or self-employed varies minimally across demographic groups, with around one respondent in five citing this factor. Gender differences are modest (men 22%, women 20%), and there are few differences by age, with mentions ranging from 20% to 22%. Respondents who are self-employed are more likely than any other occupational category to mention this item.

Poor school performance or grades is mentioned similarly by both men and women (both 28%). Age differences are considerable: one-third of those aged 15-24 (33%) cite this factor, declining to 26% among those aged 55 and over. There are limited variations by educational attainment for this item. Among socio-professional categories, the unemployed (35%) and students (33%) record much higher shares than manual workers (25%). Respondents who say that VET is perceived negatively in their country are more likely to mention this factor (34%)

than those who state that VET has a positive image in their country (26%).

Doing what most people around them do : there are minimal gender differences for this item (men 25%, women 24%). Age variation is modest, though respondents aged 25-39 mention this slightly more often (26%) than those aged 15-24 (23%). Educational patterns show that those who finished education at age 20 or later are more likely to mention this factor (26%) than those who finished earlier (22%).

Influence from social media or online content again shows minimal differences by gender (men 14%, women 15%). Differences by age are modest, with scores ranging from 13% among those aged 55 and over to 16% among those aged 15-24. Educational patterns reveal that those who finished education at age 20 or later (16%) cite this factor more frequently than those who finished at age 15 or earlier (10%).

Perceived prestige or social status of the vocational education and training path shows minimal variation across most groups. Gender differences are modest (men 17%, women 15%), and 16% of respondents mention this item consistently across all age categories. Differences by education are more notable: those who finished education at age 20 or later are more likely to mention this item (18%) than those who did so at age 15 or earlier (12%).

46 A houseperson is someone who manages a household e.g. a housewife or a househusband.

| QB4 What do you think are the main factor(s) that influence young people to choose vocational education and training over general education nowadays? (MAX. 3 ANSWERS) (%-EU) |                                              |                                             |                                                                     |                                                      |                                   |                                                                                           |                                               |                                                                                   |                      |            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|---------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------|-----------------------------------|-------------------------------------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------------------------------------------|----------------------|------------|
|                                                                                                                                                                               | Guidance from teachers or school counsellors | Advice from parents or other family members | The need or desire to have a job and earn money as soon as possible | They want to become an entrepreneur or self-employed | Poor school performance or grades | Doing what most people around them do (e.g. friends, classmates, or others in their area) | Influence from social media or online content | Perceived prestige or social status of the vocational education and training path | Others (SPONTANEOUS) | Don't know |
| EU27                                                                                                                                                                          | 28                                           | 35                                          | 53                                                                  | 21                                                   | 28                                | 24                                                                                        | 14                                            | 16                                                                                | 1                    | 2          |
| <b>Gender</b>                                                                                                                                                                 |                                              |                                             |                                                                     |                                                      |                                   |                                                                                           |                                               |                                                                                   |                      |            |
| Man                                                                                                                                                                           | 28                                           | 35                                          | 52                                                                  | 22                                                   | 28                                | 25                                                                                        | 14                                            | 17                                                                                | 1                    | 2          |
| Woman                                                                                                                                                                         | 29                                           | 35                                          | 53                                                                  | 20                                                   | 28                                | 24                                                                                        | 15                                            | 15                                                                                | 1                    | 2          |
| <b>Age</b>                                                                                                                                                                    |                                              |                                             |                                                                     |                                                      |                                   |                                                                                           |                                               |                                                                                   |                      |            |
| 15-24                                                                                                                                                                         | 26                                           | 31                                          | 54                                                                  | 21                                                   | 33                                | 23                                                                                        | 16                                            | 16                                                                                | 1                    | 1          |
| 25-39                                                                                                                                                                         | 29                                           | 33                                          | 55                                                                  | 22                                                   | 27                                | 26                                                                                        | 15                                            | 16                                                                                | 1                    | 1          |
| 40-54                                                                                                                                                                         | 29                                           | 35                                          | 53                                                                  | 21                                                   | 28                                | 24                                                                                        | 15                                            | 16                                                                                | 1                    | 2          |
| >=55                                                                                                                                                                          | 28                                           | 37                                          | 51                                                                  | 20                                                   | 26                                | 24                                                                                        | 13                                            | 16                                                                                | 1                    | 3          |
| <b>Education (End of)</b>                                                                                                                                                     |                                              |                                             |                                                                     |                                                      |                                   |                                                                                           |                                               |                                                                                   |                      |            |
| <=15                                                                                                                                                                          | 27                                           | 37                                          | 52                                                                  | 18                                                   | 29                                | 22                                                                                        | 10                                            | 12                                                                                | 1                    | 5          |
| 16-19                                                                                                                                                                         | 29                                           | 36                                          | 51                                                                  | 21                                                   | 26                                | 24                                                                                        | 14                                            | 16                                                                                | 1                    | 2          |
| >=20                                                                                                                                                                          | 28                                           | 33                                          | 55                                                                  | 21                                                   | 28                                | 26                                                                                        | 16                                            | 18                                                                                | 1                    | 2          |
| Still Studying                                                                                                                                                                | 29                                           | 31                                          | 55                                                                  | 21                                                   | 34                                | 22                                                                                        | 15                                            | 13                                                                                | 2                    | 2          |
| <b>Socio-professional category</b>                                                                                                                                            |                                              |                                             |                                                                     |                                                      |                                   |                                                                                           |                                               |                                                                                   |                      |            |
| Self-employed                                                                                                                                                                 | 28                                           | 34                                          | 52                                                                  | 26                                                   | 26                                | 24                                                                                        | 14                                            | 14                                                                                | 1                    | 2          |
| Managers                                                                                                                                                                      | 30                                           | 35                                          | 53                                                                  | 19                                                   | 29                                | 27                                                                                        | 18                                            | 19                                                                                | 1                    | 1          |
| Other white collars                                                                                                                                                           | 30                                           | 34                                          | 52                                                                  | 21                                                   | 28                                | 27                                                                                        | 16                                            | 17                                                                                | 1                    | 1          |
| Manual workers                                                                                                                                                                | 28                                           | 34                                          | 54                                                                  | 20                                                   | 25                                | 24                                                                                        | 14                                            | 17                                                                                | 1                    | 2          |
| House persons                                                                                                                                                                 | 28                                           | 33                                          | 49                                                                  | 22                                                   | 29                                | 25                                                                                        | 13                                            | 14                                                                                | 2                    | 2          |
| Unemployed                                                                                                                                                                    | 25                                           | 33                                          | 60                                                                  | 20                                                   | 35                                | 25                                                                                        | 12                                            | 13                                                                                | 1                    | 3          |
| Retired                                                                                                                                                                       | 28                                           | 38                                          | 51                                                                  | 20                                                   | 26                                | 22                                                                                        | 12                                            | 15                                                                                | 1                    | 4          |
| Students                                                                                                                                                                      | 27                                           | 31                                          | 55                                                                  | 21                                                   | 33                                | 23                                                                                        | 16                                            | 13                                                                                | 1                    | 1          |
| <b>Subjective urbanisation</b>                                                                                                                                                |                                              |                                             |                                                                     |                                                      |                                   |                                                                                           |                                               |                                                                                   |                      |            |
| Rural area or village                                                                                                                                                         | 26                                           | 35                                          | 51                                                                  | 20                                                   | 27                                | 25                                                                                        | 14                                            | 16                                                                                | 1                    | 3          |
| Small or middle sized town                                                                                                                                                    | 30                                           | 34                                          | 52                                                                  | 22                                                   | 28                                | 23                                                                                        | 15                                            | 15                                                                                | 1                    | 2          |
| Large town                                                                                                                                                                    | 28                                           | 35                                          | 56                                                                  | 19                                                   | 28                                | 25                                                                                        | 15                                            | 17                                                                                | 1                    | 2          |
| <b>Perception of IVET in (OUR COUNTRY)</b>                                                                                                                                    |                                              |                                             |                                                                     |                                                      |                                   |                                                                                           |                                               |                                                                                   |                      |            |
| Positive                                                                                                                                                                      | 30                                           | 37                                          | 53                                                                  | 21                                                   | 26                                | 26                                                                                        | 14                                            | 17                                                                                | 1                    | 1          |
| Negative                                                                                                                                                                      | 26                                           | 30                                          | 53                                                                  | 21                                                   | 34                                | 23                                                                                        | 17                                            | 14                                                                                | 1                    | 1          |
| <b>Ever attended initial vocational education training (upper secondary)</b>                                                                                                  |                                              |                                             |                                                                     |                                                      |                                   |                                                                                           |                                               |                                                                                   |                      |            |
| Yes                                                                                                                                                                           | 28                                           | 37                                          | 52                                                                  | 21                                                   | 24                                | 25                                                                                        | 16                                            | 18                                                                                | 1                    | 1          |
| No                                                                                                                                                                            | 28                                           | 33                                          | 54                                                                  | 20                                                   | 31                                | 24                                                                                        | 13                                            | 14                                                                                | 1                    | 3          |

# **IV. Barriers to VET participation**

## 1. Challenges related to non-technical skills

### Half of EU citizens say VET does not provide enough transversal skills such as communication or critical thinking

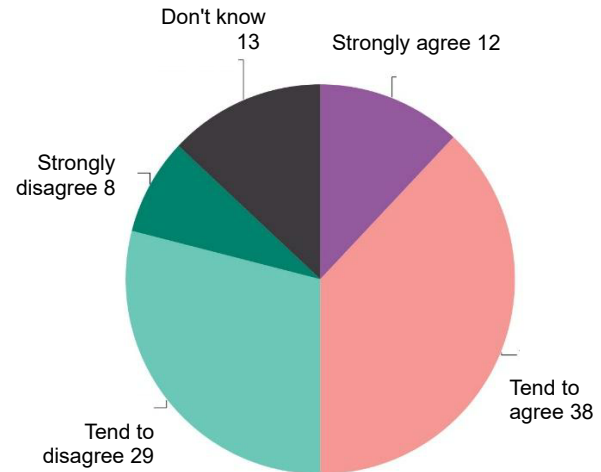
Across the European Union, 50% say VET does not provide enough transversal skills such as communication or critical thinking, including 12% who strongly agree and 38% who tend to agree<sup>47</sup>. Overall, 37% disagree with this statement, while 13% do not know.

The highest levels of agreement are recorded in Poland (66%), Croatia (65%) and Slovenia (64%), with the lowest in Spain (36%), Denmark (39%), Estonia (40%) and Ireland and Sweden (both 44%).

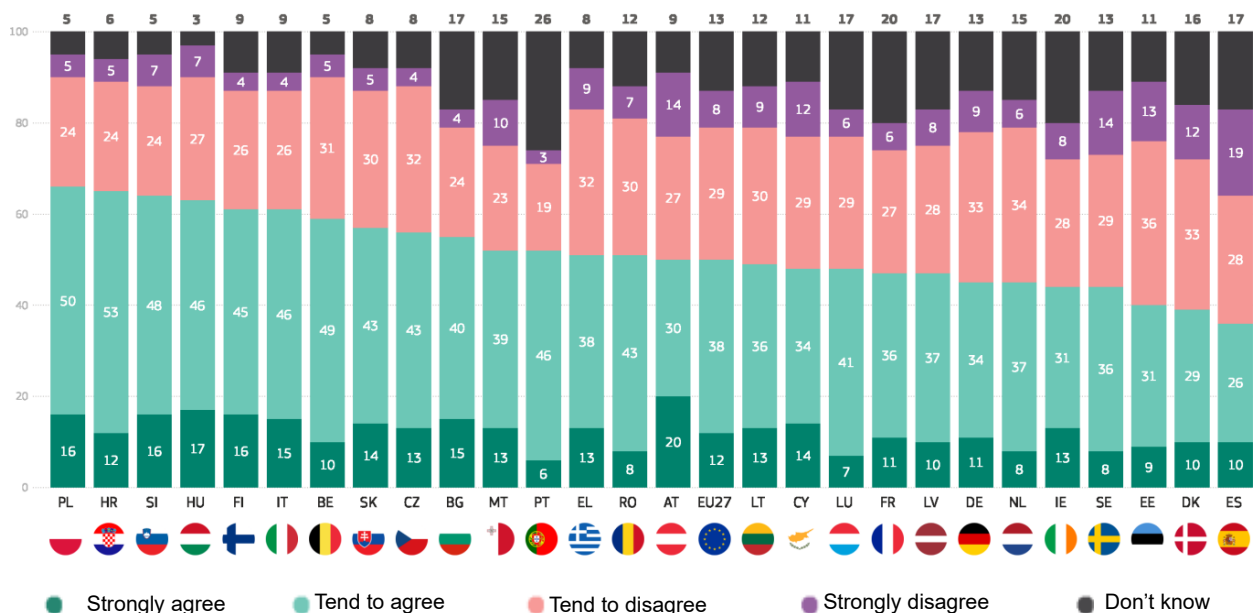
In 24 EU Member States majorities think that VET does not provide enough transversal skills. Only in three countries, Estonia (49%), Spain (47%) and Denmark (45%), do more respondents disagree than agree with the statement.

In several EU Member States, including Germany, the Netherlands and Austria, views are more evenly split, with those agreeing with the statement ranging from 45% to 50%.

QB7.6. Please tell me to what extent you agree or disagree with each of the following statements: VET does not provide enough transversal skills such as communication or critical thinking (EU27) (%)



QB7.6. Please tell me to what extent you agree or disagree with each of the following statements: VET does not provide enough transversal skills such as communication or critical thinking (%)



47 QB7.6. Please tell me to what extent you agree or disagree with each of the following statements: VET does not provide enough transversal skills such as communication or critical thinking

## IV. Barriers to VET participation

The extent to which respondents agree that VET does not provide enough transversal skills varies by socio-demographic and attitudinal factors as follows:

- There are moderate differences by socio-professional categories, with students and other white-collar workers most likely to believe that VET does not provide enough transversal skills such as communication or critical thinking (both 55%), while unemployed respondents record notably lower levels (45%).
- By age at end of education, this view is most widespread among respondents still studying (54%), followed by those who finished education aged 20 or later and those aged 16-19 (both 51%). Respondents whose education ended at age 15 or earlier are least likely to agree with this statement (45%).
- By age, this view is most prevalent among respondents aged 25 –39 (54%), followed by those aged 15 –24 and 40–54 (both 52%). It is least widespread among those aged 55 and over (48%).
- Respondents who think students receive enough information on VET are more likely to agree with the statement (55%) than those who think the information is insufficient (48%).
- There are only minimal variations when looking at VET attendance. Respondents who have themselves attended VET are only slightly more likely to agree that VET provides insufficient transversal skills (53%) than those who have no experience of VET (50%).
- In terms of their image of VET, respondents who have a positive image of VET are only slightly more likely to agree with this statement than those who have a negative image (53% vs. 50%).
- There are no differences by gender.

QB7.6 Please tell me to what extent you agree or disagree with each of the following statements: IVET does not provide enough transversal skills such as communication or critical thinking (%-EU)

|                                                                              | Total 'Agree' | Total 'Disagree' | Don't know |
|------------------------------------------------------------------------------|---------------|------------------|------------|
| EU27                                                                         | 50            | 37               | 13         |
| <b>Gender</b>                                                                |               |                  |            |
| Man                                                                          | 52            | 36               | 12         |
| Woman                                                                        | 50            | 37               | 13         |
| <b>Age</b>                                                                   |               |                  |            |
| 15-24                                                                        | 52            | 39               | 9          |
| 25-39                                                                        | 54            | 37               | 9          |
| 40-54                                                                        | 52            | 38               | 10         |
| >=55                                                                         | 48            | 35               | 17         |
| <b>Education (End of)</b>                                                    |               |                  |            |
| <=15                                                                         | 45            | 33               | 22         |
| 16-19                                                                        | 51            | 37               | 12         |
| >=20                                                                         | 51            | 38               | 11         |
| Still Studying                                                               | 54            | 36               | 10         |
| <b>Socio-professional category</b>                                           |               |                  |            |
| Self-employed                                                                | 49            | 39               | 12         |
| Managers                                                                     | 51            | 38               | 11         |
| Other white collars                                                          | 55            | 36               | 9          |
| Manual workers                                                               | 52            | 38               | 10         |
| House persons                                                                | 49            | 36               | 15         |
| Unemployed                                                                   | 45            | 40               | 15         |
| Retired                                                                      | 48            | 33               | 19         |
| Students                                                                     | 55            | 36               | 9          |
| <b>Subjective urbanisation</b>                                               |               |                  |            |
| Rural area or village                                                        | 49            | 38               | 13         |
| Small or middle sized town                                                   | 52            | 35               | 13         |
| Large town                                                                   | 51            | 37               | 12         |
| <b>Perception of IVET in (OUR COUNTRY)</b>                                   |               |                  |            |
| Positive                                                                     | 53            | 37               | 10         |
| Negative                                                                     | 50            | 38               | 12         |
| <b>Ever attended initial vocational education training (upper secondary)</b> |               |                  |            |
| Yes                                                                          | 53            | 38               | 9          |
| No                                                                           | 49            | 35               | 16         |

#### IV. Barriers to VET participation

##### Half of EU citizens say VET programmes often fall short in teaching basic skills like literacy or digital literacy

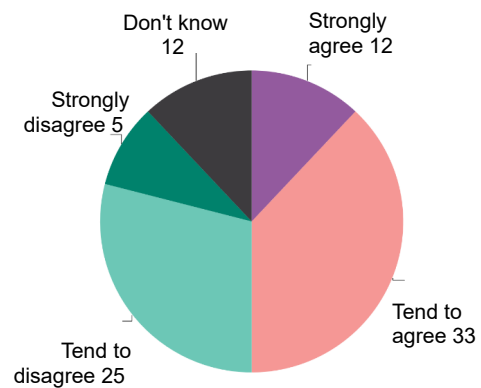
Across the European Union, 50% of respondents believe that VET programmes often fall short in teaching basic skills like literacy or digital literacy, including 12% who strongly agree and 38% who tend to agree<sup>48</sup>. By contrast, 38% disagree with this statement, while 12% do not know.

In 15 Member States, at least half of the respondents agree with the statement.

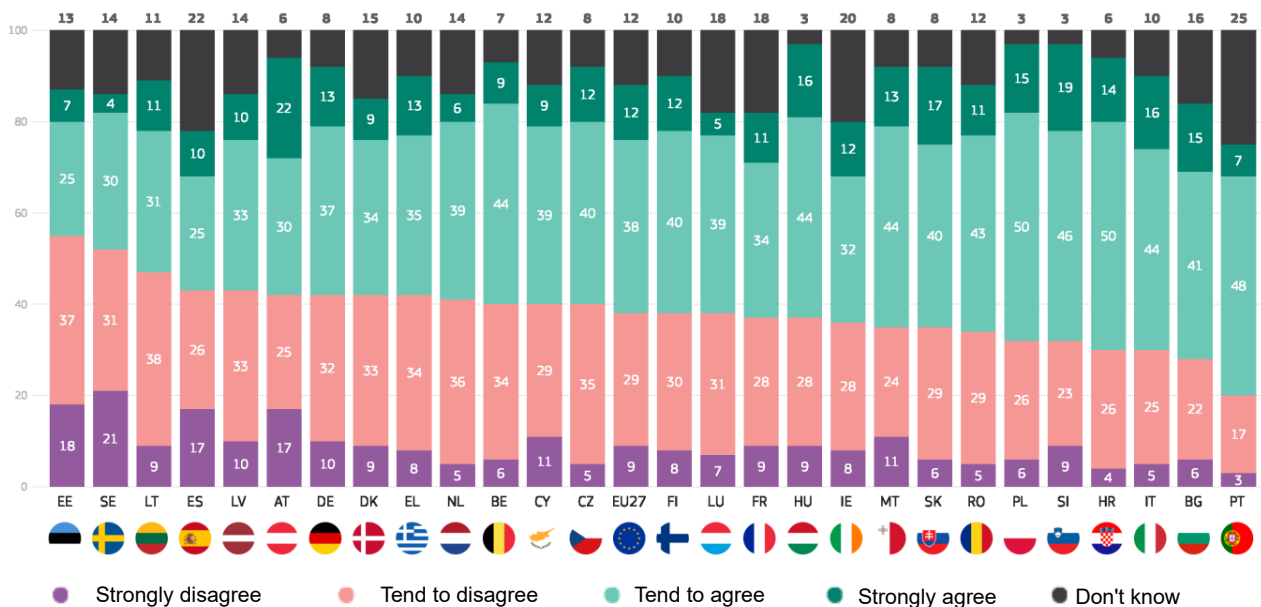
Perceptions of this issue vary considerably across Member States. The highest levels of agreement are recorded in Poland and Slovenia (both 65%), followed by Croatia (64%), and Italy and Hungary (both 60%). The lowest levels are recorded in Estonia (32%), Sweden (34%) and Spain (35%).

In Member States where views are more evenly divided, this view is held by 43% in Denmark and Latvia, 44% in Ireland and Luxembourg, and 45% in the Netherlands.

QB7.7: Please tell me to what extent you agree or disagree with each of the following statements: - IVET programs often fail to teach basic skills like literacy or digital literacy (EU27) (%)



QB7.7. Please tell me to what extent you agree or disagree with each of the following statements: VET programs often fail to teach basic skills like literacy or digital literacy. (%)



48 QB7.7. Please tell me to what extent you agree or disagree with each of the following statements: VET programs often fail to teach basic skills like literacy or digital literacy.

## IV. Barriers to VET participation

The extent to which respondents agree that VET programmes often fail to teach basic skills varies by socio-demographic and attitudinal factors as follows.

- By age at end of education, respondents who finished education between ages 16 –19 (53%) are most likely to agree that VET often fails in teaching basic skills, followed by those who finished at age 20 or older (50%). Respondents whose education ended at age 15 or earlier are least likely to agree (44%).
- Respondents aged 25 –39 have the highest level of agreement, (53%) followed by those aged 40 –54 (52 %). Those aged 15 –24 and 55 and over are least likely to agree (both 49%).
- Respondents who had at some time attended VET themselves are slightly more likely to share this concern (53%) than those who had not (48%).
- Those who believe students receive enough information on VET opportunities are more likely to say that VET fails to teach basic skills (56% vs 45%).
- By recommended pathway, respondents who would recommend general secondary education are more likely to agree with this statement (55%) than those who would recommend vocational secondary education (51%).
- There are no differences by gender.

QB7.7 Please tell me to what extent you agree or disagree with each of the following statements: IVET programs often fail to teach basic skills like literacy or digital literacy (%-EU)

|                                                                              | Total 'Agree' | Total 'Disagree' | Don't know |
|------------------------------------------------------------------------------|---------------|------------------|------------|
| EU27                                                                         | 50            | 38               | 12         |
| <b>Gender</b>                                                                |               |                  |            |
| Man                                                                          | 51            | 38               | 11         |
| Woman                                                                        | 50            | 37               | 13         |
| <b>Age</b>                                                                   |               |                  |            |
| 15-24                                                                        | 49            | 42               | 9          |
| 25-39                                                                        | 53            | 39               | 8          |
| 40-54                                                                        | 52            | 39               | 9          |
| >=55                                                                         | 49            | 34               | 17         |
| <b>Education (End of)</b>                                                    |               |                  |            |
| <=15                                                                         | 44            | 31               | 25         |
| 16-19                                                                        | 53            | 37               | 10         |
| >=20                                                                         | 50            | 39               | 11         |
| Still Studying                                                               | 48            | 43               | 9          |
| <b>Socio-professional category</b>                                           |               |                  |            |
| Self-employed                                                                | 51            | 40               | 9          |
| Managers                                                                     | 51            | 39               | 10         |
| Other white collars                                                          | 53            | 38               | 9          |
| Manual workers                                                               | 53            | 38               | 9          |
| House persons                                                                | 48            | 34               | 18         |
| Unemployed                                                                   | 46            | 40               | 14         |
| Retired                                                                      | 49            | 33               | 18         |
| Students                                                                     | 48            | 43               | 9          |
| <b>Subjective urbanisation</b>                                               |               |                  |            |
| Rural area or village                                                        | 49            | 38               | 13         |
| Small or middle sized town                                                   | 52            | 37               | 11         |
| Large town                                                                   | 50            | 38               | 12         |
| <b>Perception of IVET in (OUR COUNTRY)</b>                                   |               |                  |            |
| Positive                                                                     | 54            | 37               | 9          |
| Negative                                                                     | 48            | 41               | 11         |
| <b>Ever attended initial vocational education training (upper secondary)</b> |               |                  |            |
| Yes                                                                          | 53            | 39               | 8          |
| No                                                                           | 48            | 36               | 16         |

## 2. Challenges related to guidance and gender stereotypes

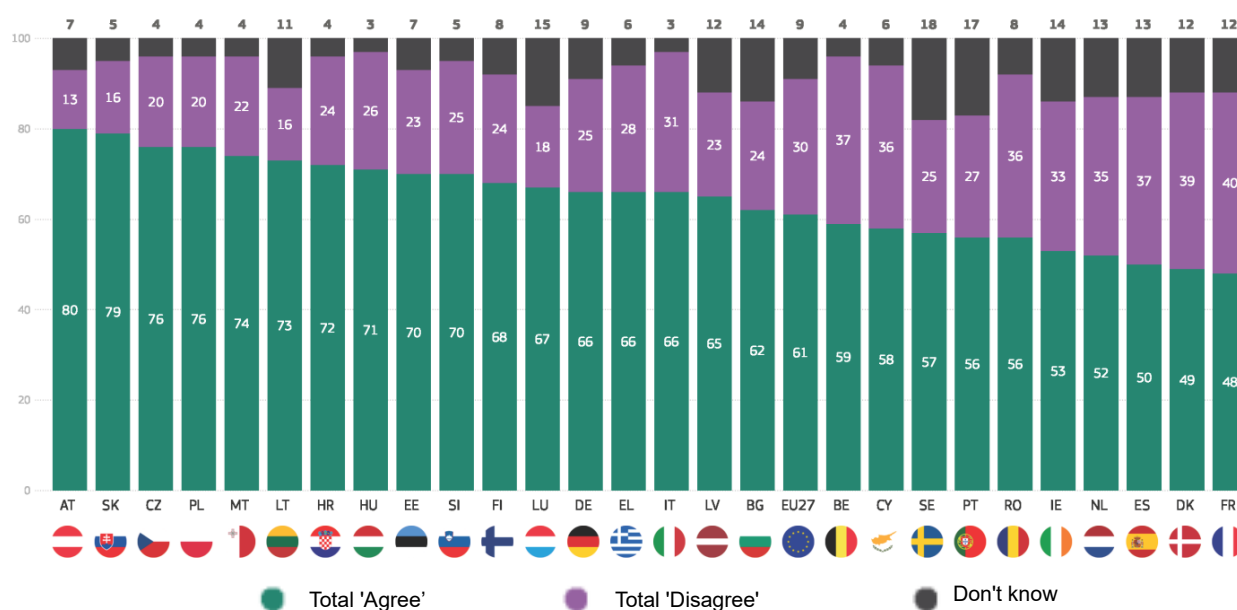
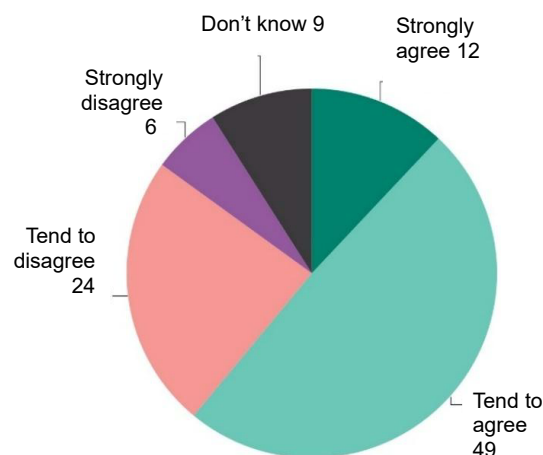
### Six in ten EU citizens say people about to choose upper secondary education receive enough information on VET opportunities

Across the European Union, 61% of citizens believe that in their country, people about to choose their upper secondary education receive enough information on VET opportunities, including 12% who strongly agree and 49% who tend to agree. Three in ten respondents disagree (30%), while 9% do not know<sup>49</sup>.

For context, the 2016 Cedefop survey (EU28) asked a similar but not identical question, focused on whether people were given information at the time they made their upper secondary choice. Results are relatively stable over time: in that survey, 58% said yes, 40% said no, and 2% did not know<sup>50</sup>.

QB5. Could you tell me to what extent you agree or disagree with the following statement In {OUR COUNTRY}. people about to choose their upper secondary education receive enough information on VET opportunities. (%)

QB5: Could you tell me to what extent you agree or disagree with the following statement: In (OUR COUNTRY), people about to choose their upper secondary education receive enough information on VET opportunities. (EU27) (%)



49 QB5. Could you tell me to what extent you agree or disagree with the following statement: In (OUR COUNTRY), people about to choose their upper secondary education receive enough information on VET opportunities.

50 [https://www.cedefop.europa.eu/en/tools/opinion-survey-on-vet?visualisation=MAP&topic=group2&question=Q21T2\\_Q&answer=Q21T2\\_A1&subset=EducationLevel&subsetVal=All&country=AT&countryB=EU28](https://www.cedefop.europa.eu/en/tools/opinion-survey-on-vet?visualisation=MAP&topic=group2&question=Q21T2_Q&answer=Q21T2_A1&subset=EducationLevel&subsetVal=All&country=AT&countryB=EU28) Question wording differs from the current survey, which asks about information available to people currently choosing upper secondary education, while the 2016 item asked respondents to reflect on their own past experience. Q6: "At the time that you were making a decision about your education at upper secondary education, were you given information about vocational education?"

In the current survey, views vary across Member States. The highest levels of agreement are recorded in Austria (80%), Slovakia (79%), and Czechia and Poland (both 76%). The lowest levels are recorded in France (48%), Denmark (49%) and Spain (50%). A notable share of respondents answered "don't know", with the highest rates in Sweden (18%), Portugal (17%) and Luxembourg (15%).

## IV. Barriers to VET participation

The extent to which respondents agree that people receive enough information about VET opportunities varies by socio-demographic and attitudinal factors as follows.

- Respondents who see VET in a positive light in their country are far more likely to agree that there is enough information about these opportunities (74%), compared with 36% of those who state that VET has a negative image.
- Similarly, respondents with favourable views of the quality and opportunities of VET are generally much more likely to believe that enough information is available. This applies to those who: believe VET offers high-quality learning (69% vs 44%); say VET teachers are competent (67% vs 43%); agree that VET gives access to modern infrastructure (67% vs 45%) and that VET teaches technical skills (65% vs 43%); believe that VET offers opportunities to study abroad (69% vs 52%) and a route into university studies (67% vs 54%). It also applies to those who perceive no lack of transversal skills (67% vs 61%) or basic skills (68% vs 59%).
- There are some significant differences by socio-professional category: 65% of other white-collar workers believe that people about to choose upper secondary education receive enough information on VET opportunities, compared with 50% among unemployed respondents.
- Respondents who finished education between the ages of 16–19 are most likely to agree (63%). Those whose education ended when they were age 15 or younger are the least likely to do so (58%).
- There are no differences by gender or age.

QB5 Could you tell me to what extent you agree or disagree with the following statement: In (OUR COUNTRY), people about to choose their upper secondary education receive enough information on VET opportunities. (%-EU)

|                                                                              | Total 'Agree' | Total 'Disagree' | Don't know |
|------------------------------------------------------------------------------|---------------|------------------|------------|
| EU27                                                                         | 61            | 30               | 9          |
| <b>Gender</b>                                                                |               |                  |            |
| Man                                                                          | 61            | 30               | 9          |
| Woman                                                                        | 61            | 31               | 8          |
| <b>Age</b>                                                                   |               |                  |            |
| 15-24                                                                        | 61            | 37               | 2          |
| 25-39                                                                        | 61            | 34               | 5          |
| 40-54                                                                        | 62            | 30               | 8          |
| >=55                                                                         | 61            | 26               | 13         |
| <b>Education (End of)</b>                                                    |               |                  |            |
| <=15                                                                         | 58            | 25               | 17         |
| 16-19                                                                        | 63            | 29               | 8          |
| >=20                                                                         | 61            | 32               | 7          |
| Still Studying                                                               | 61            | 37               | 2          |
| <b>Socio-professional category</b>                                           |               |                  |            |
| Self-employed                                                                | 58            | 34               | 8          |
| Managers                                                                     | 62            | 31               | 7          |
| Other white collars                                                          | 65            | 29               | 6          |
| Manual workers                                                               | 63            | 30               | 7          |
| House persons                                                                | 58            | 33               | 9          |
| Unemployed                                                                   | 50            | 40               | 10         |
| Retired                                                                      | 61            | 25               | 14         |
| Students                                                                     | 60            | 38               | 2          |
| <b>Subjective urbanisation</b>                                               |               |                  |            |
| Rural area or village                                                        | 61            | 29               | 10         |
| Small or middle sized town                                                   | 60            | 32               | 8          |
| Large town                                                                   | 63            | 29               | 8          |
| <b>Perception of IVET in (OUR COUNTRY)</b>                                   |               |                  |            |
| Positive                                                                     | 74            | 19               | 7          |
| Negative                                                                     | 36            | 57               | 7          |
| <b>Ever attended initial vocational education training (upper secondary)</b> |               |                  |            |
| Yes                                                                          | 65            | 28               | 7          |
| No                                                                           | 58            | 32               | 10         |

Special Eurobarometer 569 Attractiveness of vocational education and training

IV. Barriers to VET participation

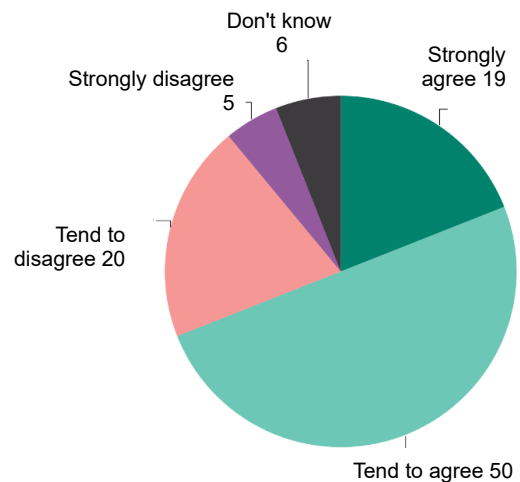
Around seven in ten EU citizens say women interested in STEM<sup>51</sup>-related fields in VET may receive less encouragement from families and schools than men

Across the European Union, 69% of EU citizens say women interested in STEM-related fields in VET may receive less encouragement from families and schools than men interested in STEM-related fields, including 19% who strongly agree and 50% who tend to agree<sup>52</sup>. One in four disagree (25%), while 6% do not know.

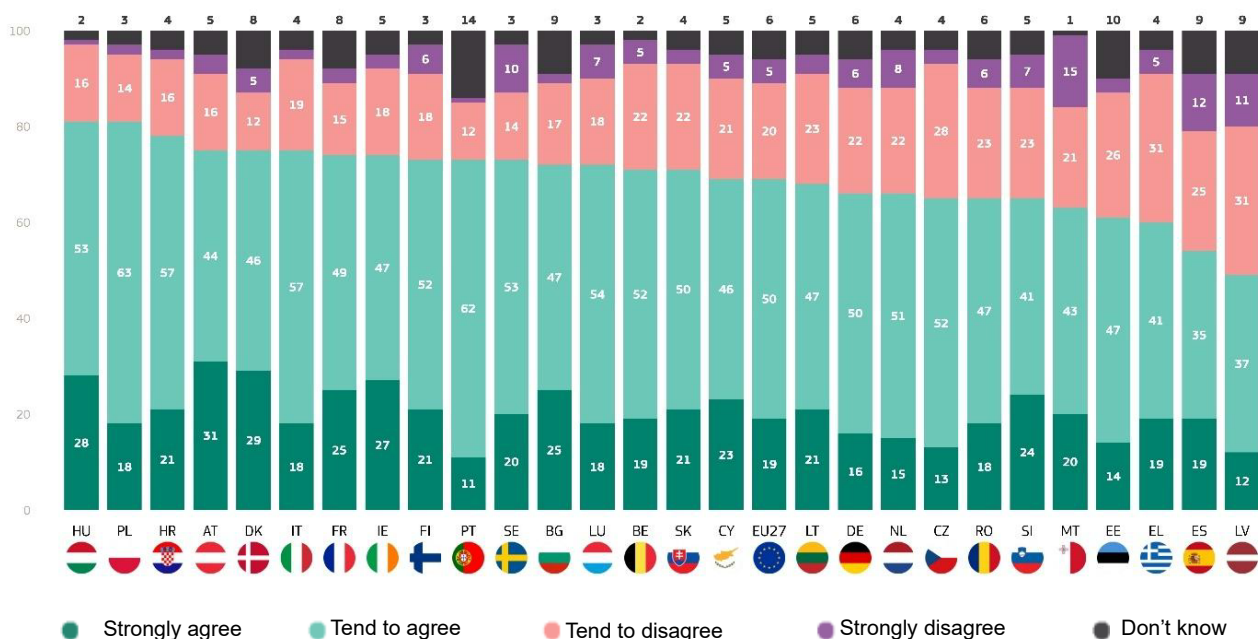
Views vary across Member States. The highest levels of agreement are recorded in Hungary and Poland (both 81%) and Croatia (78%). The lowest levels are recorded in Latvia (49%), Spain (54%) and Greece (60%).

In 25 Member States, at least six in ten respondents say women interested in STEM-related fields in VET may receive less encouragement from families and schools than men interested in STEM-related fields.

QB10.2: Please tell me to what extent you agree or disagree with each of the following statements: - Women interested in STEM-related fields in IVET may receive less encouragement from families and schools than men interested in STEM-related fields {EU27} (%)



QB10.2. Please tell me to what extent you agree or disagree with each of the following statements: Women interested in STEM-related fields in VET may receive less encouragement from families and schools than men interested in STEM-related fields. (%)



51 Science, Technology, Engineering, and Mathematics

52 QB10.2. Please tell me to what extent you agree or disagree with each of the following statements: Women interested in STEM-related fields in VET may receive less encouragement from families and schools than men interested in STEM-related fields.

## IV. Barriers to VET participation

The extent to which respondents agree that women interested in STEM-related fields may receive less encouragement than men varies by socio-demographic factors, as follows.

- By age at end of education, respondents who are still studying are most likely to believe that women interested in STEM-related VET fields receive less encouragement than men (73%), while 71% of those who finished their education aged 20+ and 69% of those who finished between ages 16 –19 agree. This figure falls to 63% for respondents who finished education aged 15 or younger.
- There are some differences by socio-professional category, with 74% of self-employed respondents and 72% of students sharing this view, compared with 66% of house persons.
- By age, this view stands at 72% among respondents aged 15 –24 compared with 68% among those aged 55 and over.
- There are no differences by gender.

QB10.2 Please tell me to what extent you agree or disagree with each of the following statements: Women interested in STEM-related fields in IVET may receive less encouragement from families and schools than men interested in STEM-related fields (%-EU)

|                                                                              | Total 'Agree' | Total 'Disagree' | Don't know |
|------------------------------------------------------------------------------|---------------|------------------|------------|
| EU27                                                                         | 69            | 25               | 6          |
| <b>Gender</b>                                                                |               |                  |            |
| Man                                                                          | 69            | 25               | 6          |
| Woman                                                                        | 69            | 25               | 6          |
| <b>Age</b>                                                                   |               |                  |            |
| 15-24                                                                        | 72            | 24               | 4          |
| 25-39                                                                        | 72            | 24               | 4          |
| 40-54                                                                        | 69            | 27               | 4          |
| >=55                                                                         | 68            | 24               | 8          |
| <b>Education (End of)</b>                                                    |               |                  |            |
| <=15                                                                         | 63            | 24               | 13         |
| 16-19                                                                        | 69            | 26               | 5          |
| >=20                                                                         | 71            | 25               | 4          |
| Still Studying                                                               | 73            | 22               | 5          |
| <b>Socio-professional category</b>                                           |               |                  |            |
| Self-employed                                                                | 74            | 22               | 4          |
| Managers                                                                     | 70            | 26               | 4          |
| Other white collars                                                          | 70            | 26               | 4          |
| Manual workers                                                               | 70            | 25               | 5          |
| House persons                                                                | 66            | 29               | 5          |
| Unemployed                                                                   | 70            | 24               | 6          |
| Retired                                                                      | 67            | 24               | 9          |
| Students                                                                     | 72            | 24               | 4          |
| <b>Subjective urbanisation</b>                                               |               |                  |            |
| Rural area or village                                                        | 68            | 26               | 6          |
| Small or middle sized town                                                   | 70            | 24               | 6          |
| Large town                                                                   | 71            | 23               | 6          |
| <b>Perception of IVET in (OUR COUNTRY)</b>                                   |               |                  |            |
| Positive                                                                     | 70            | 26               | 4          |
| Negative                                                                     | 72            | 24               | 4          |
| <b>Ever attended initial vocational education training (upper secondary)</b> |               |                  |            |
| Yes                                                                          | 71            | 25               | 4          |
| No                                                                           | 68            | 25               | 7          |

Special Eurobarometer 569 Attractiveness of vocational education and training  
IV. Barriers to VET participation

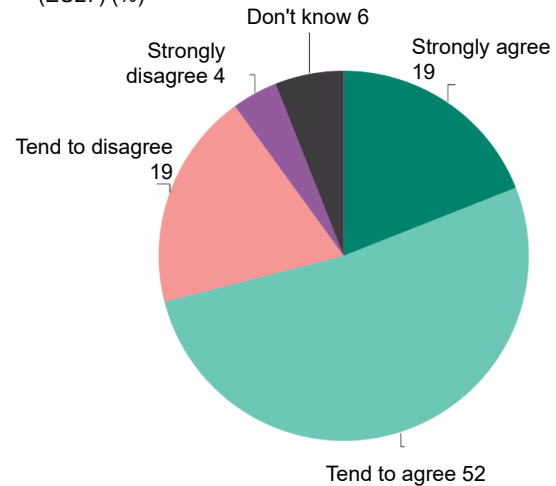
**Around seven in ten EU citizens say women are often encouraged to pursue general education, even though they express interest in technical subjects**

Across the European Union, 71% of EU citizens say women are often encouraged to pursue general education, even though they express interest in technical, practical, hands-on subjects, including 19% who strongly agree and 52% who tend to agree<sup>53</sup>. Around one in four (23%) disagree, while 6% do not know.

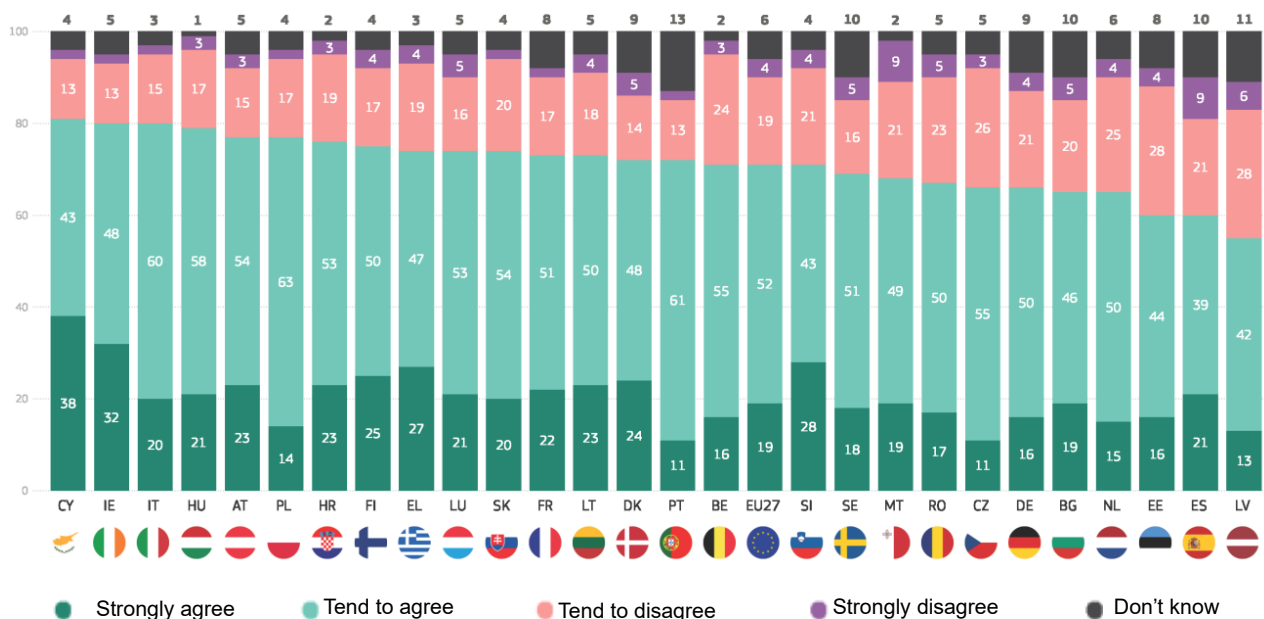
A majority of respondents agree with this statement in all Member States. However, the levels of agreement vary across Member States. The highest levels are recorded in Cyprus (81%), Italy and Ireland (both 80%) and Hungary (79%). The lowest levels are found in Latvia (55%), and Spain and Estonia (both 60%).

In 17 Member States, at least seven in ten respondents agree that women are often encouraged to pursue general education despite expressing interest in technical subjects.

QB11.1: Please tell me to what extent you agree or disagree with each of the following statements: - Women are often encouraged to pursue general education, even though they express interest in technical, practical, hands-on subjects (EU27) (%)



QB11.1. Please tell me to what extent you agree or disagree with each of the following statements: Women are often encouraged to pursue general education, even though they express interest in technical, practical, hands-on subjects.(%)



<sup>53</sup> QB11.1. Please tell me to what extent you agree or disagree with each of the following statements: Women are often encouraged to pursue general education, even though they express interest in technical, practical, hands-on subjects.

## IV. Barriers to VET participation

The extent to which respondents agree that women are often encouraged to pursue general education varies by socio-demographic and attitudinal factors, as follows.

- By age at end of education, respondents who finished education between ages 16 –19 or at age 20 or later are most likely to believe that women are often steered toward general education despite interest in technical subjects (both 71%). This figure falls to 68% among those who finished education aged 15 or younger. It is highest among those who are still studying (74%).
- There are modest differences across socio-professional categories, with 74% of students sharing this view, compared with 68% among managers and unemployed respondents.
- Urbanisation influences responses here, since 74% of respondents in large towns agree that women receive less encouragement to take up technical subjects than men, compared with 68% among those in rural areas or villages.
- By age, this view declines from 74% of respondents aged 15-24 to 73% of those aged 25-39, 70% of those aged 40-54 and 69% of those aged 55 and over.
- There are no differences by gender, or by prior experience of VET.

QB11.1 Please tell me to what extent you agree or disagree with each of the following statements: Women are often encouraged to pursue general education, even though they express interest in technical, practical, hands-on subjects (%-EU)

|                                                                              | Total 'Agree' | Total 'Disagree' | Don't know |
|------------------------------------------------------------------------------|---------------|------------------|------------|
| EU27                                                                         | 71            | 23               | 6          |
| <b>Gender</b>                                                                |               |                  |            |
| Man                                                                          | 71            | 22               | 7          |
| Woman                                                                        | 71            | 23               | 6          |
| <b>Age</b>                                                                   |               |                  |            |
| 15-24                                                                        | 74            | 22               | 4          |
| 25-39                                                                        | 73            | 22               | 5          |
| 40-54                                                                        | 70            | 24               | 6          |
| >=55                                                                         | 69            | 22               | 9          |
| <b>Education (End of)</b>                                                    |               |                  |            |
| <=15                                                                         | 68            | 20               | 12         |
| 16-19                                                                        | 71            | 22               | 7          |
| >=20                                                                         | 71            | 24               | 5          |
| Still Studying                                                               | 74            | 21               | 5          |
| <b>Socio-professional category</b>                                           |               |                  |            |
| Self-employed                                                                | 72            | 22               | 6          |
| Managers                                                                     | 68            | 26               | 6          |
| Other white collars                                                          | 72            | 23               | 5          |
| Manual workers                                                               | 72            | 23               | 5          |
| House persons                                                                | 72            | 22               | 6          |
| Unemployed                                                                   | 68            | 23               | 9          |
| Retired                                                                      | 69            | 21               | 10         |
| Students                                                                     | 74            | 22               | 4          |
| <b>Subjective urbanisation</b>                                               |               |                  |            |
| Rural area or village                                                        | 68            | 25               | 7          |
| Small or middle sized town                                                   | 71            | 22               | 7          |
| Large town                                                                   | 74            | 20               | 6          |
| <b>Perception of IVET in (OUR COUNTRY)</b>                                   |               |                  |            |
| Positive                                                                     | 72            | 23               | 5          |
| Negative                                                                     | 71            | 24               | 5          |
| <b>Ever attended initial vocational education training (upper secondary)</b> |               |                  |            |
| Yes                                                                          | 72            | 22               | 6          |
| No                                                                           | 70            | 22               | 8          |

## IV. Barriers to VET participation

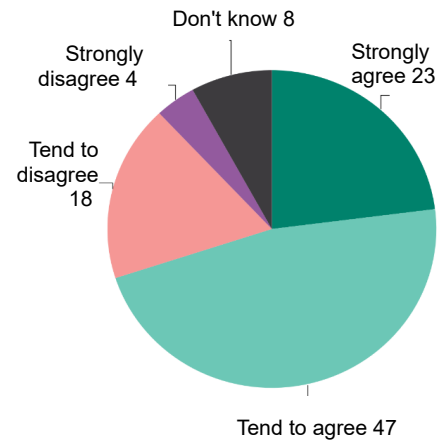
### Seven in ten EU citizens say men who are not high academic achievers face more pressure to choose VET over general education than women

Across the European Union, 70% of EU citizens say men who are not high academic achievers face more pressure to choose VET over general education than women, including 23% who strongly agree and 47% who tend to agree<sup>54</sup>. Around one in four (22 %) disagree, while 8% do not know.

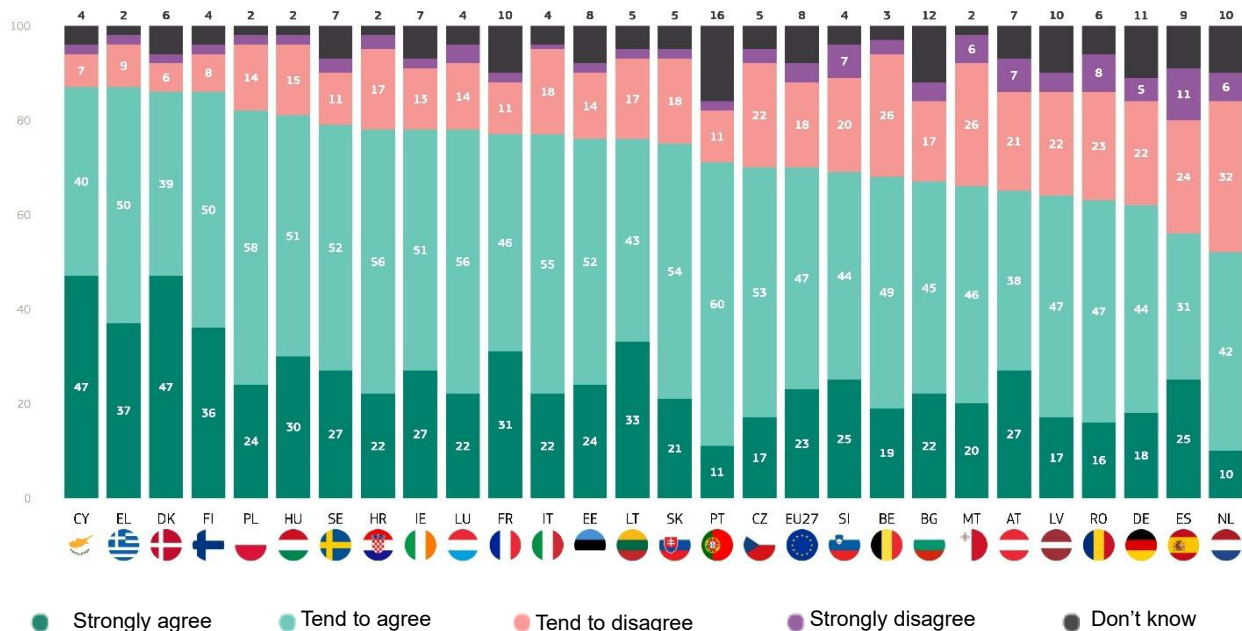
A majority of respondents agree with this statement across all Member States. However, levels of agreement in this area differ widely across the Member States. The highest levels of agreement are recorded in Greece and Cyprus (both 87%) and Denmark (86%). The lowest levels are found in the Netherlands (52%), Spain (56%) and Germany (62%).

In 17 Member States, at least seven in ten respondents agree that men who are not high achievers academically face more pressure to choose VET than women.

QB 11.2: Please tell me to what extent you agree or disagree with each of the following statements: - Men who are not high academic achievers face more pressure to choose IVET over general education than women (EU27) (%)



QB11.2. Please tell me to what extent you agree or disagree with each of the following statements: Men who are not high academic achievers face more pressure to choose VET over general education than women. (%)



<sup>54</sup> QB11.2. Please tell me to what extent you agree or disagree with each of the following statements: Men who are not high academic achievers face more pressure to choose VET over general education than women.

## IV. Barriers to VET participation

The extent to which respondents agree that men who are not academic high achievers face more pressure than women to choose VET varies by socio-demographic and attitudinal factors as follows.

- Respondents who believe high -performing students are steered towards general education are more likely to share this view (76% vs 54%). A similar pattern appears among those who feel general education has a better image (76% vs 58%), who think general education is easier (79% vs 65%), and who believe VET programmes are inclusive (76% vs 67%).
- Respondents who selected “poor performance” as a factor for choosing for VET are more likely to agree with this statement than those who did not (76% vs 68%).
- By age at end of education, the respondents most like to agree that men with lower academic performance face more pressure to choose VET than women are those who finished education at age 20 or later and those still studying (both 72%), followed by those who finished between ages 16 –19 (70 %). Those who finished education aged 15 or younger are least likely to agree (66%).
- Urbanisation plays a small role here: 73% of respondents in large towns agree with this statement, compared with 69% in rural areas or villages.
- There are minimal differences by socio-professional category. Unemployed respondents are slightly more likely to agree (73%) than other categories (70 –72%).
- There are no differences by gender and age.

QB11.2 Please tell me to what extent you agree or disagree with each of the following statements: Men who are not high academic achievers face more pressure to choose IVET over general education than women (%-EU)

|                                                                              | Total 'Agree' | Total 'Disagree' | Don't know |
|------------------------------------------------------------------------------|---------------|------------------|------------|
| EU27                                                                         | 70            | 22               | 8          |
| <b>Gender</b>                                                                |               |                  |            |
| Man                                                                          | 71            | 22               | 7          |
| Woman                                                                        | 70            | 22               | 8          |
| <b>Age</b>                                                                   |               |                  |            |
| 15-24                                                                        | 71            | 24               | 5          |
| 25-39                                                                        | 72            | 22               | 6          |
| 40-54                                                                        | 70            | 24               | 6          |
| >=55                                                                         | 70            | 21               | 9          |
| <b>Education (End of)</b>                                                    |               |                  |            |
| <=15                                                                         | 66            | 21               | 13         |
| 16-19                                                                        | 70            | 23               | 7          |
| >=20                                                                         | 72            | 22               | 6          |
| Still Studying                                                               | 72            | 22               | 6          |
| <b>Socio-professional category</b>                                           |               |                  |            |
| Self-employed                                                                | 70            | 23               | 7          |
| Managers                                                                     | 70            | 23               | 7          |
| Other white collars                                                          | 72            | 22               | 6          |
| Manual workers                                                               | 71            | 23               | 6          |
| House persons                                                                | 70            | 24               | 6          |
| Unemployed                                                                   | 73            | 21               | 6          |
| Retired                                                                      | 70            | 19               | 11         |
| Students                                                                     | 70            | 25               | 5          |
| <b>Subjective urbanisation</b>                                               |               |                  |            |
| Rural area or village                                                        | 69            | 22               | 9          |
| Small or middle sized town                                                   | 70            | 23               | 7          |
| Large town                                                                   | 73            | 21               | 6          |
| <b>Perception of IVET in (OUR COUNTRY)</b>                                   |               |                  |            |
| Positive                                                                     | 71            | 23               | 6          |
| Negative                                                                     | 72            | 23               | 5          |
| <b>Ever attended initial vocational education training (upper secondary)</b> |               |                  |            |
| Yes                                                                          | 71            | 23               | 6          |
| No                                                                           | 71            | 21               | 8          |

Special Eurobarometer 569 Attractiveness of vocational education and training  
IV. Barriers to VET participation

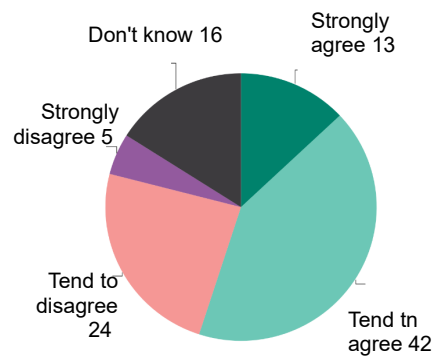
More than half of EU citizens say teachers and guidance counsellors do not adequately address gender biases before students choose between general and vocational education

Across the European Union, 55% of EU citizens say teachers and guidance counsellors do not adequately address gender biases before students make their choice between general and vocational education, including 13% who strongly agree and 42% who tend to agree<sup>55</sup>. Nearly a third (29%) disagree, while 16% do not know.

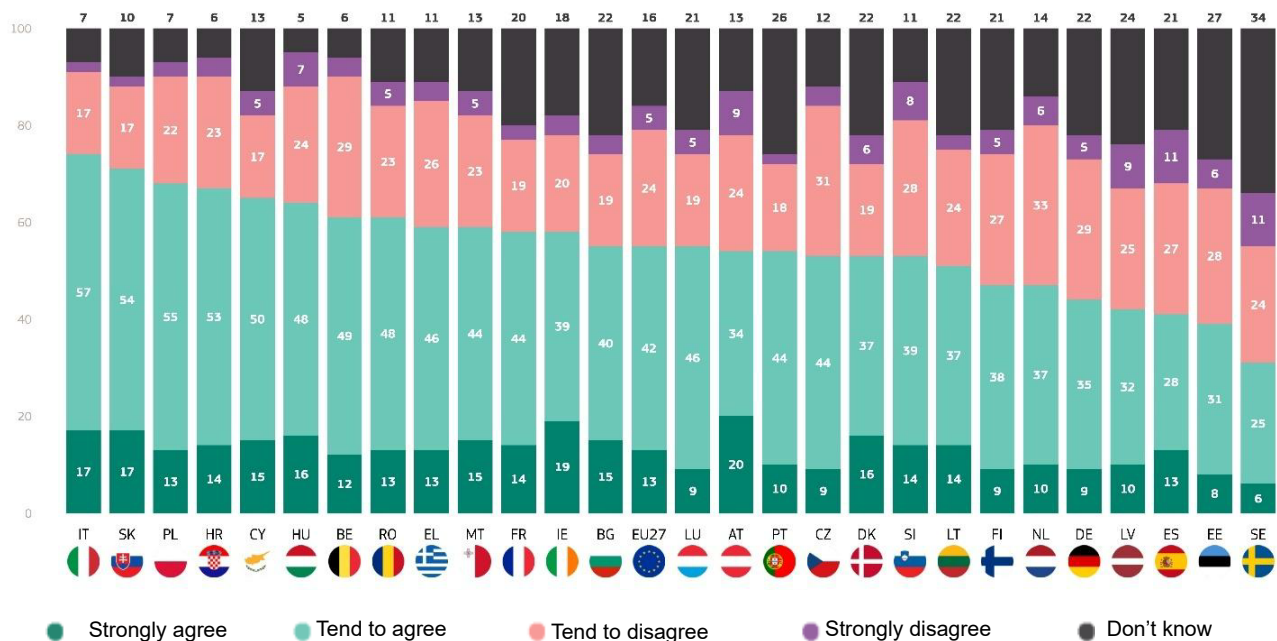
Views vary across Member States. The highest levels of agreement are recorded in Italy (74%), Slovakia (71%) and Poland (68%). The lowest levels are recorded in Sweden (31%), Estonia (39%) and Spain (41%).

In 20 Member States, at least half of respondents agree that gender biases are not adequately addressed.

QB11.3. Please tell me to what extent you agree or disagree with each of the following statements: Teachers and guidance counsellors do not adequately address gender biases before students make their choice between general and vocational education. (EU27) (%)



QB11.3. Please tell me to what extent you agree or disagree with each of the following statements: Teachers and guidance counsellors do not adequately address gender biases before students make their choice between general and vocational education. (%)



<sup>55</sup> QB11.3. Please tell me to what extent you agree or disagree with each of the following statements: Teachers and guidance counsellors do not adequately address gender biases before students make their choice between general and vocational education.

## IV. Barriers to VET participation

The extent to which respondents agree that gender biases are not adequately addressed when students make their choice varies by socio-demographic and attitudinal factors, as follows.

- There are some differences by socio-professional category, with 61% of students sharing this view, compared with 50% of retired respondents.
- By age, agreement declines from 62% among respondents aged 15-24 to 52% among those aged 55 and over.
- By age at end of education, 57% of those who finished between ages 16 –19 and 54% of those who finished at age 20 or later believe that teachers and guidance counsellors do not adequately address gender biases before students choose between general and vocational education. This figure stands at 50% for those who finished aged 15 or younger. It reaches its highest level among Europeans who are still studying (61%).
- Respondents who would recommend general secondary education are slightly more likely than those favouring vocational education (60 % vs 56%) to agree that gender biases are not adequately addressed.
- There are no differences by gender.

QB11.3 Please tell me to what extent you agree or disagree with each of the following statements: Teachers and guidance counsellors do not adequately address gender biases before students make their choice between general and vocational education (%-EU)

|                                                                              | Total 'Agree' | Total 'Disagree' | Don't know |
|------------------------------------------------------------------------------|---------------|------------------|------------|
| EU27                                                                         | 55            | 29               | 16         |
| <b>Gender</b>                                                                |               |                  |            |
| Man                                                                          | 55            | 29               | 16         |
| Woman                                                                        | 55            | 29               | 16         |
| <b>Age</b>                                                                   |               |                  |            |
| 15-24                                                                        | 62            | 29               | 9          |
| 25-39                                                                        | 58            | 30               | 12         |
| 40-54                                                                        | 56            | 30               | 14         |
| >=55                                                                         | 52            | 26               | 22         |
| <b>Education (End of)</b>                                                    |               |                  |            |
| <=15                                                                         | 50            | 24               | 26         |
| 16-19                                                                        | 57            | 28               | 15         |
| >=20                                                                         | 54            | 31               | 15         |
| Still Studying                                                               | 61            | 28               | 11         |
| <b>Socio-professional category</b>                                           |               |                  |            |
| Self-employed                                                                | 56            | 30               | 14         |
| Managers                                                                     | 54            | 31               | 15         |
| Other white collars                                                          | 58            | 29               | 13         |
| Manual workers                                                               | 57            | 29               | 14         |
| House persons                                                                | 57            | 27               | 16         |
| Unemployed                                                                   | 51            | 32               | 17         |
| Retired                                                                      | 50            | 26               | 24         |
| Students                                                                     | 61            | 29               | 10         |
| <b>Subjective urbanisation</b>                                               |               |                  |            |
| Rural area or village                                                        | 52            | 31               | 17         |
| Small or middle sized town                                                   | 56            | 28               | 16         |
| Large town                                                                   | 58            | 27               | 15         |
| <b>Perception of IVET in (OUR COUNTRY)</b>                                   |               |                  |            |
| Positive                                                                     | 57            | 29               | 14         |
| Negative                                                                     | 56            | 30               | 14         |
| <b>Ever attended initial vocational education training (upper secondary)</b> |               |                  |            |
| Yes                                                                          | 57            | 28               | 15         |
| No                                                                           | 54            | 29               | 17         |

Special Eurobarometer 569 Attractiveness of vocational education and training  
IV. Barriers to VET participation

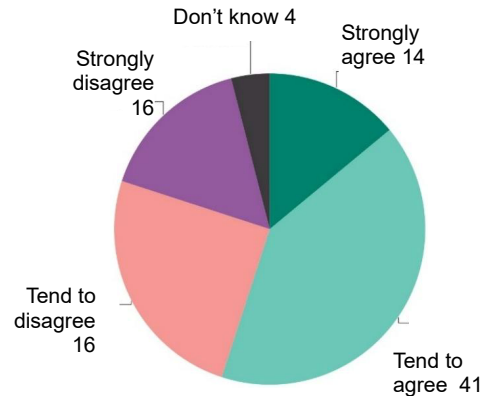
More than half of EU citizens say STEM-related fields in VET are more suitable for men

Across the European Union, 55% of EU citizens say STEM-related fields in VET, such as construction, automotive, manufacturing and ICT, are more suitable for men, including 14% who strongly agree and 41% who tend to agree<sup>56</sup>. Overall, 41% disagree, while 4% do not know.

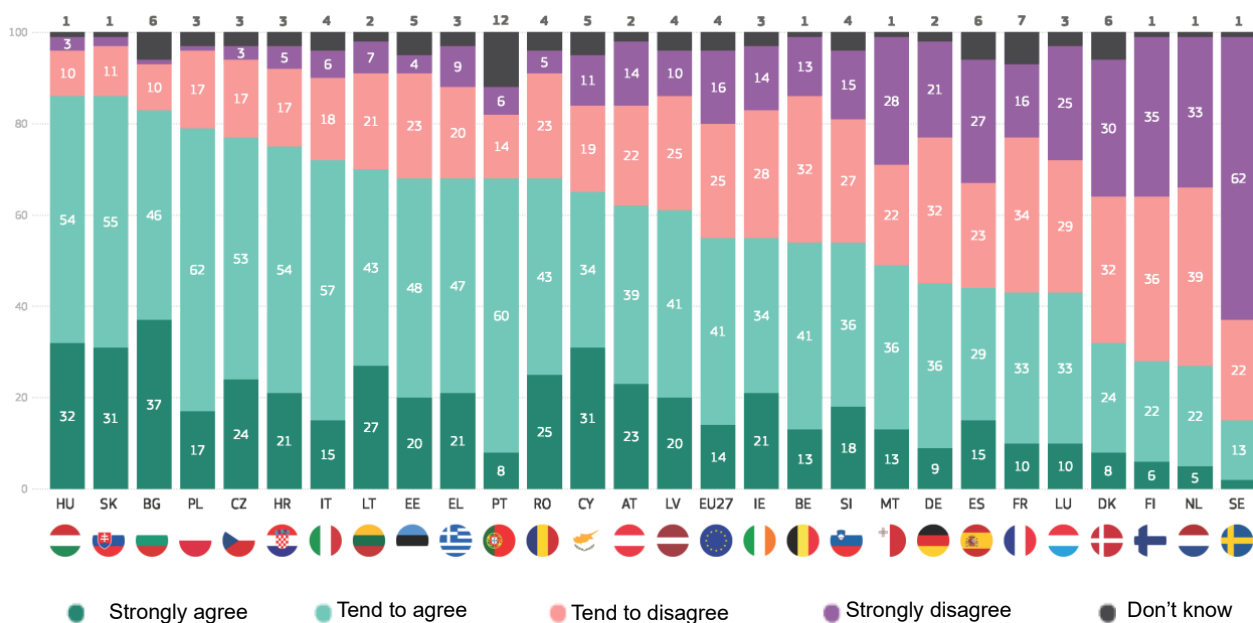
In 18 Member States, at least half of respondents agree that STEM-related fields are more suitable for men.

Views vary across Member States. The highest levels of agreement are recorded in Hungary and Slovakia (both 86%) and Bulgaria (83%). The lowest levels are recorded in Sweden (15%), the Netherlands (27%) and Finland (28%).

QB10.1. Please tell me to what extent you agree or disagree with each of the following statements: STEM -related fields in VET (e.g. construction, automotive, manufacturing, ICT) are more suitable for men. (EU27) (%)



QB10.1. Please tell me to what extent you agree or disagree with each of the following statements: STEM -related fields in VET (e.g. construction, automotive, manufacturing, ICT) are more suitable for men. (%)



<sup>56</sup> QB10.1. Please tell me to what extent you agree or disagree with each of the following statements: STEM-related fields in VET (e.g. construction, automotive, manufacturing, ICT) are more suitable for men.

## IV. Barriers to VET participation

The extent to which respondents agree that STEM-related fields are more suitable for men varies by socio-demographic and attitudinal factors, as follows.

- This view is more widespread among respondents who : believe teachers and guidance counsellors do not adequately address gender biases (65% vs 43%) ; believe that men who are not high academic achievers face more pressure to choose VET (62% vs 42%) ; think women are encouraged towards general education despite interest in technical subjects (63% vs 38%) ; feel gender stereotypes are reinforced by families, peers and social media (59% vs 46%) ; and believe men in caregiving or service -related VET fields face social stigma (63% vs 46%).
- Respondents who believe young people receive enough information on VET opportunities are more likely to agree (62%) than those who believe they do not (47%).
- Almost two-thirds of respondents (60%) who report that VET is perceived positively in their country agree that STEM-related fields are more suited to men, compared with 47% of those who report negative perceptions.
- There are some striking differences by socio-professional category, with house persons most likely to believe that STEM-related fields in VET are more suitable for men (63%), compared with 47% of managers.
- By age at end of education, this view is most widespread among those who finished education between ages 16 – 19 (62%), followed by those who finished aged 15 or younger (59%). Those who continued education beyond age 20 record the lowest rate of agreement (47 %), while for respondents who are still studying this figure stands at 50%.
- The view that STEM-related fields in VET are more suitable for men is slightly more widespread among men (58%) than women (53%).
- There are no differences by age or prior VET attendance.

QB10.1 Please tell me to what extent you agree or disagree with each of the following statements: STEM-related fields in IVET (e.g. construction, automotive, manufacturing, ICT) are more suitable for men (%-EU)

|                                                                              | Total 'Agree' | Total 'Disagree' | Don't know |
|------------------------------------------------------------------------------|---------------|------------------|------------|
| EU27                                                                         | 55            | 41               | 4          |
| <b>Gender</b>                                                                |               |                  |            |
| Man                                                                          | 58            | 38               | 4          |
| Woman                                                                        | 53            | 43               | 4          |
| <b>Age</b>                                                                   |               |                  |            |
| 15-24                                                                        | 55            | 42               | 3          |
| 25-39                                                                        | 55            | 43               | 2          |
| 40-54                                                                        | 56            | 41               | 3          |
| >=55                                                                         | 55            | 39               | 6          |
| <b>Education (End of)</b>                                                    |               |                  |            |
| <=15                                                                         | 59            | 31               | 10         |
| 16-19                                                                        | 62            | 35               | 3          |
| >=20                                                                         | 47            | 50               | 3          |
| Still Studying                                                               | 50            | 47               | 3          |
| <b>Socio-professional category</b>                                           |               |                  |            |
| Self-employed                                                                | 58            | 39               | 3          |
| Managers                                                                     | 47            | 50               | 3          |
| Other white collars                                                          | 60            | 37               | 3          |
| Manual workers                                                               | 59            | 38               | 3          |
| House persons                                                                | 63            | 33               | 4          |
| Unemployed                                                                   | 49            | 47               | 4          |
| Retired                                                                      | 55            | 39               | 6          |
| Students                                                                     | 51            | 46               | 3          |
| <b>Subjective urbanisation</b>                                               |               |                  |            |
| Rural area or village                                                        | 55            | 41               | 4          |
| Small or middle sized town                                                   | 57            | 39               | 4          |
| Large town                                                                   | 55            | 41               | 4          |
| <b>Perception of IVET in (OUR COUNTRY)</b>                                   |               |                  |            |
| Positive                                                                     | 60            | 37               | 3          |
| Negative                                                                     | 47            | 50               | 3          |
| <b>Ever attended initial vocational education training (upper secondary)</b> |               |                  |            |
| Yes                                                                          | 56            | 42               | 2          |
| No                                                                           | 55            | 40               | 5          |

Special Eurobarometer 569 Attractiveness of vocational education and training  
IV. Barriers to VET participation

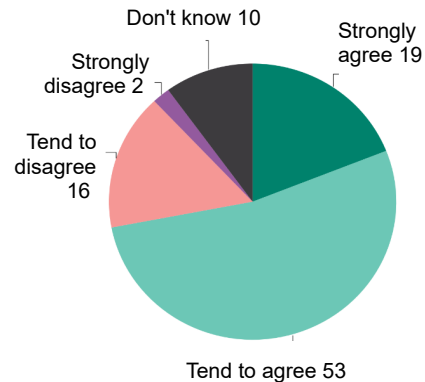
Around seven in ten EU citizens say gender stereotypes around choosing between general and vocational education are often reinforced by families, peers and social media

Across the European Union, 72% say gender stereotypes around choosing between general and vocational education are often reinforced by families, peers and social media, including 19% who strongly agree and 53% who tend to agree<sup>57</sup>. Around one in five disagree (18%), while 10% do not know.

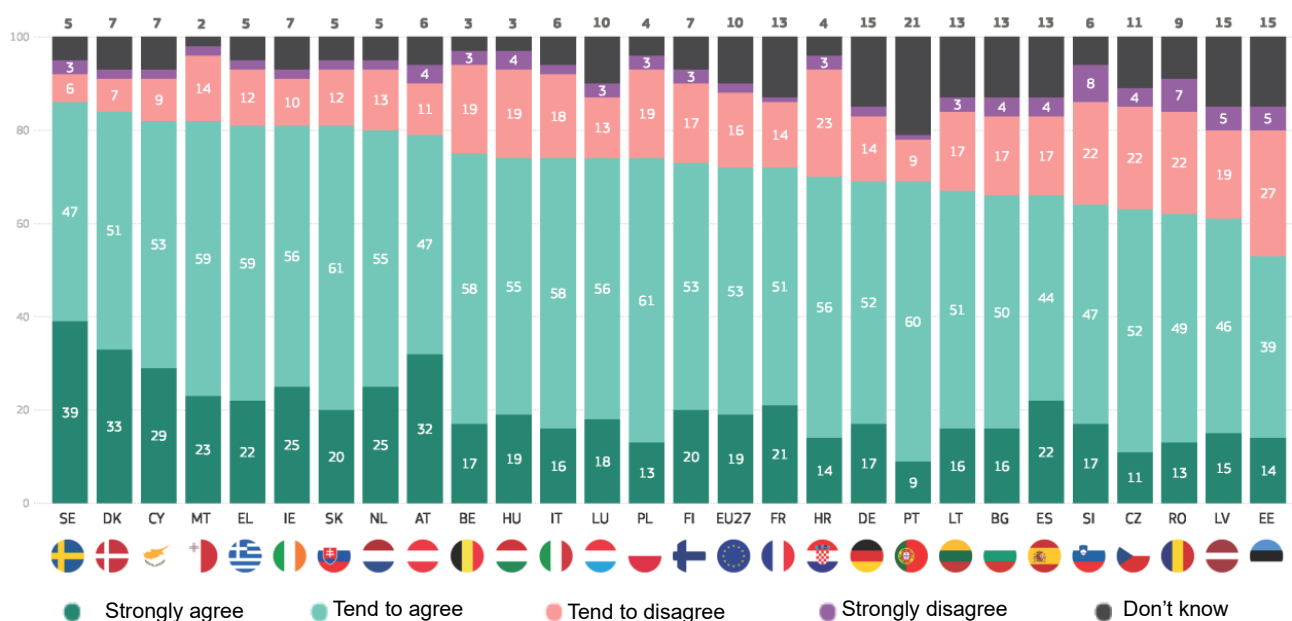
A majority of respondents agree with this statement across all Member States. Levels of agreements vary, however, across Member States. The highest levels of agreement are recorded in Sweden (86%), Denmark (84%) and Cyprus (82%). The lowest levels are recorded in Estonia (53%), Latvia (61%) and Romania (62%).

In 17 Member States, at least seven in ten respondents agree that gender stereotypes are often reinforced by families, peers and social media.

QB11.4: Please tell me to what extent you agree or disagree with each of the following statements: - Gender stereotypes around choosing between general and vocational education are often reinforced by families, peers and social media (EU27) (%)



QB11.4. Please tell me to what extent you agree or disagree with each of the following statements: Gender stereotypes around choosing between general and vocational education are often reinforced by families, peers and social media.(%)



<sup>57</sup> QB11.4. Please tell me to what extent you agree or disagree with each of the following statements: Gender stereotypes around choosing between general and vocational education are often reinforced by families, peers and social media.

## IV. Barriers to VET participation

The extent to which respondents agree that gender stereotypes are often reinforced by families, peers and social media varies by socio-demographic and attitudinal factors, as follows.

- Respondents who believe high performing students are steered towards general education are more likely to agree that gender stereotypes are often reinforced (77% vs 57 %), as are those who feel general education has a more positive image (77% vs 61%).
- By age at end of education, 76% of those who continued beyond age 20 believe that gender stereotypes around choosing between general and vocational education are reinforced by families, peers and social media, falling to 71% of those who finished between ages 16 –19 and 64% of those who finished education aged 15 or younger. This figure stands at 73% for respondents who are still studying.
- There are modest differences by socio-professional category, with 75% of managers and other white-collar workers sharing this view, compared with 68% of retired respondents.
- There are also small differences by age. Respondents aged 25–39 are most likely to share this view (75%). It is least widespread among those aged 55 and over (69%).
- In terms of the factors influencing the choice of VET, differences are moderate. Agreement is slightly higher among respondents who cite the influence of social media (76% vs 71%).
- There are no differences by gender.

QB11.4 Please tell me to what extent you agree or disagree with each of the following statements: Gender stereotypes around choosing between general and vocational education are often reinforced by families, peers and social media (%-EU)

|                                                                              | Total 'Agree' | Total 'Disagree' | Don't know |
|------------------------------------------------------------------------------|---------------|------------------|------------|
| EU27                                                                         | 72            | 18               | 10         |
| <b>Gender</b>                                                                |               |                  |            |
| Man                                                                          | 71            | 19               | 10         |
| Woman                                                                        | 72            | 18               | 10         |
| <b>Age</b>                                                                   |               |                  |            |
| 15-24                                                                        | 73            | 20               | 7          |
| 25-39                                                                        | 75            | 18               | 7          |
| 40-54                                                                        | 73            | 19               | 8          |
| >=55                                                                         | 69            | 17               | 14         |
| <b>Education (End of)</b>                                                    |               |                  |            |
| <=15                                                                         | 64            | 16               | 20         |
| 16-19                                                                        | 71            | 19               | 10         |
| >=20                                                                         | 76            | 18               | 6          |
| Still Studying                                                               | 73            | 19               | 8          |
| <b>Socio-professional category</b>                                           |               |                  |            |
| Self-employed                                                                | 73            | 19               | 8          |
| Managers                                                                     | 75            | 18               | 7          |
| Other white collars                                                          | 75            | 18               | 7          |
| Manual workers                                                               | 71            | 21               | 8          |
| House persons                                                                | 69            | 21               | 10         |
| Unemployed                                                                   | 75            | 16               | 9          |
| Retired                                                                      | 68            | 16               | 16         |
| Students                                                                     | 74            | 19               | 7          |
| <b>Subjective urbanisation</b>                                               |               |                  |            |
| Rural area or village                                                        | 70            | 19               | 11         |
| Small or middle sized town                                                   | 72            | 18               | 10         |
| Large town                                                                   | 75            | 17               | 8          |
| <b>Perception of IVET in (OUR COUNTRY)</b>                                   |               |                  |            |
| Positive                                                                     | 73            | 18               | 9          |
| Negative                                                                     | 73            | 21               | 6          |
| <b>Ever attended initial vocational education training (upper secondary)</b> |               |                  |            |
| Yes                                                                          | 73            | 18               | 9          |
| No                                                                           | 71            | 18               | 11         |

Special Eurobarometer 569 Attractiveness of vocational education and training  
IV. Barriers to VET participation

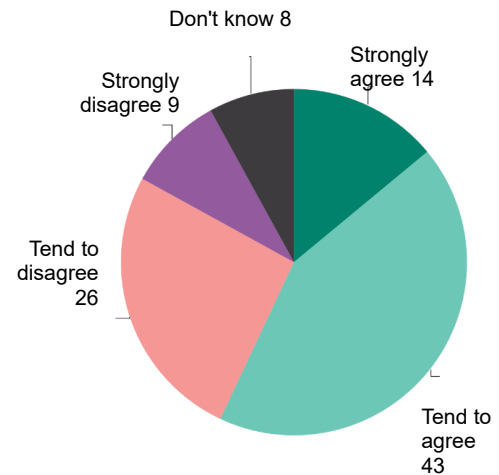
More than half of EU citizens say men in caregiving or service-related VET fields often face social stigma or judgment

Across the European Union, 57% of EU citizens say men in caregiving or service-related VET fields often face social stigma or judgment, including 14% who strongly agree and 43% who tend to agree<sup>58</sup>. 35% disagree, while 8% do not know.

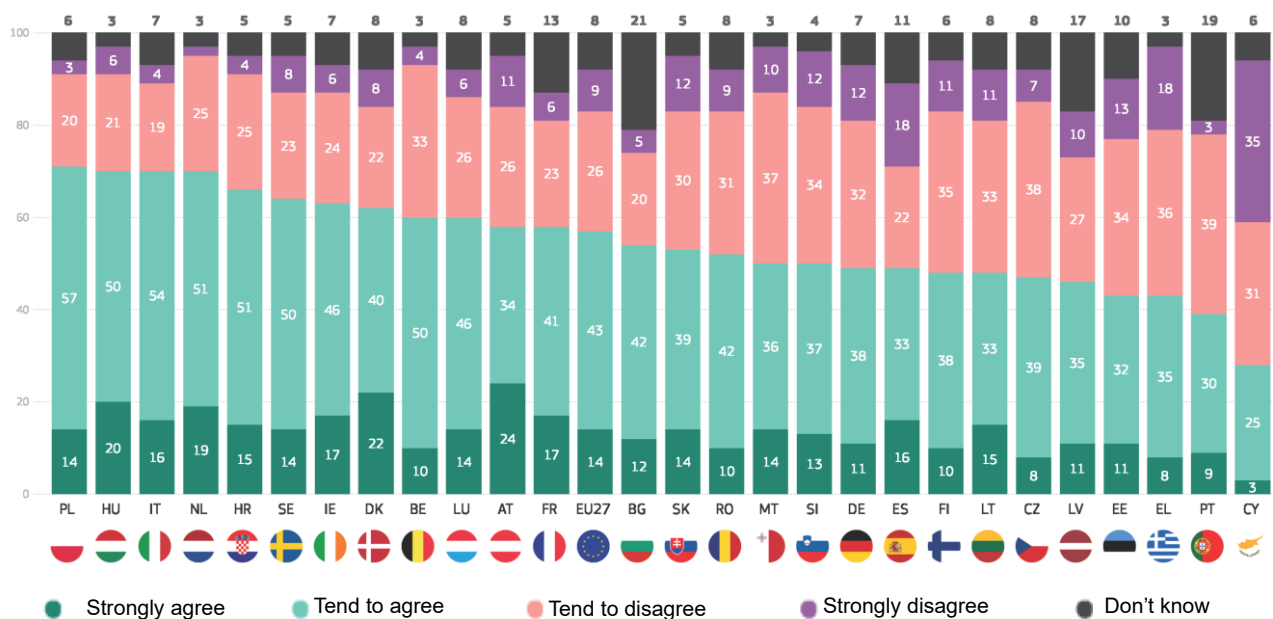
Views vary across Member States. The highest levels of agreement are recorded in Poland (71%), Hungary (70%), and Italy and the Netherlands (both 70%). The lowest levels are recorded in Cyprus (28%), Portugal (39%) and Greece (43%).

In 17 Member States, at least half the respondents agree that men in caregiving or service-related roles often face stigma.

QB11.5. Please tell me to what extent you agree or disagree with each of the following statements: Men in caregiving or service -related VET fields often face social stigma or judgment. (EU27) (%)



QB11.5. Please tell me to what extent you agree or disagree with each of the following statements: Men in caregiving or service -related VET fields often face social stigma or judgment. (%)



58 QB11.5. Please tell me to what extent you agree or disagree with each of the following statements: Men in caregiving or service-related VET fields often face social stigma or judgment.

## IV. Barriers to VET participation

The extent to which respondents agree that men in caregiving or service-related roles often face stigma varies by socio-demographic and attitudinal factors, as follows.

- By age, this view declines from 63% among respondents aged 15-24 to 53% among those aged 55 and over.
- There are some differences between socio-professional categories. While 63% of other white-collar workers and students agree than men in caregiving roles can face stigma, this figure falls to 53% among retired respondents.
- By age at end of education, respondents who finished education at age 15 or younger are less likely to think that men in caregiving or service-related VET fields face social stigma (51%) than those who finished at age 16-19 or 20+ (57 –58%). Among those who are still studying, this view stands at 63%.
- In terms of factors influencing the choice of VET, differences are modest. This view is slightly more common among respondents who cite the influence of social media (64% vs 56%).
- There are no differences by gender or by prior VET experience.

QB11.5 Please tell me to what extent you agree or disagree with each of the following statements: Men in caregiving or service-related IVET fields often face social stigma or judgment (%-EU)

|                                                                              | Total 'Agree' | Total 'Disagree' | Don't know |
|------------------------------------------------------------------------------|---------------|------------------|------------|
| EU27                                                                         | 57            | 35               | 8          |
| <b>Gender</b>                                                                |               |                  |            |
| Man                                                                          | 57            | 35               | 8          |
| Woman                                                                        | 57            | 34               | 9          |
| <b>Age</b>                                                                   |               |                  |            |
| 15-24                                                                        | 63            | 29               | 8          |
| 25-39                                                                        | 61            | 34               | 5          |
| 40-54                                                                        | 58            | 35               | 7          |
| >=55                                                                         | 53            | 36               | 11         |
| <b>Education (End of)</b>                                                    |               |                  |            |
| <=15                                                                         | 51            | 33               | 16         |
| 16-19                                                                        | 57            | 35               | 8          |
| >=20                                                                         | 58            | 36               | 6          |
| Still Studying                                                               | 63            | 27               | 10         |
| <b>Socio-professional category</b>                                           |               |                  |            |
| Self-employed                                                                | 54            | 38               | 8          |
| Managers                                                                     | 57            | 36               | 7          |
| Other white collars                                                          | 63            | 31               | 6          |
| Manual workers                                                               | 58            | 35               | 7          |
| House persons                                                                | 55            | 38               | 7          |
| Unemployed                                                                   | 54            | 38               | 8          |
| Retired                                                                      | 53            | 35               | 12         |
| Students                                                                     | 63            | 30               | 7          |
| <b>Subjective urbanisation</b>                                               |               |                  |            |
| Rural area or village                                                        | 55            | 36               | 9          |
| Small or middle sized town                                                   | 58            | 34               | 8          |
| Large town                                                                   | 58            | 34               | 8          |
| <b>Perception of IVET in (OUR COUNTRY)</b>                                   |               |                  |            |
| Positive                                                                     | 59            | 35               | 6          |
| Negative                                                                     | 58            | 35               | 7          |
| <b>Ever attended initial vocational education training (upper secondary)</b> |               |                  |            |
| Yes                                                                          | 58            | 35               | 7          |
| No                                                                           | 56            | 34               | 10         |

### 3. Future challenges

#### More than half of EU citizens say jobs linked to VET qualifications are at risk of being replaced by automation

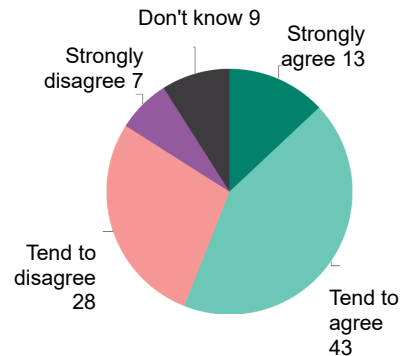
Across the European Union, 56% of EU citizens say jobs linked to VET qualifications are at risk of being replaced by automation, including 13% who strongly agree and 43% who tend to agree<sup>59</sup>. More than a third of respondents (35 %) disagree, while 9% do not know.

By way of comparison, the Special Eurobarometer on Artificial Intelligence and the Future of Work conducted in 2024 found that 66% of people believed that more jobs would disappear than be created due to robots and Artificial Intelligence<sup>60</sup>. The 56% recorded in the present survey is significantly lower, which may suggest that fears about vocational pathways are part of a wider societal anxiety rather than a specific judgement about the future of VET.

In 23 Member States, at least half of respondents agree that VET jobs are at risk of replacement by automation.

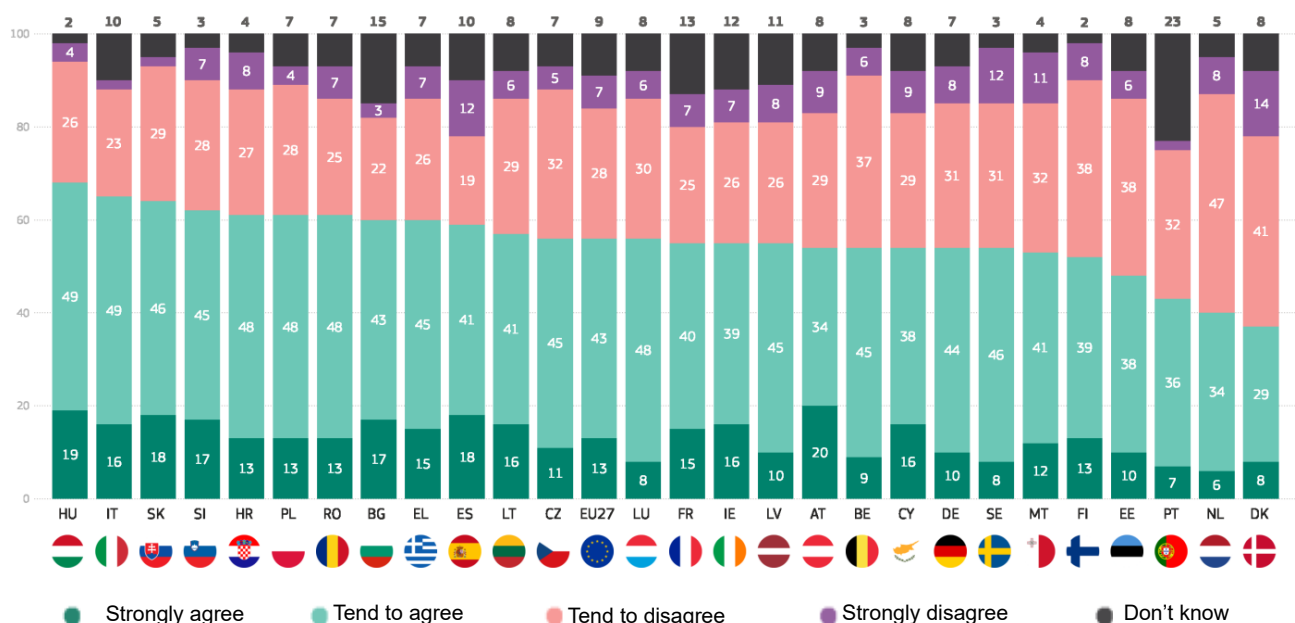
Views vary across Member States. The highest levels of agreement are recorded in Hungary (68%), Italy (65%) and Slovakia (64%). The lowest levels are recorded in

QB8.1. Please tell me to what extent you agree or disagree with each of the following statements: Jobs linked to VET qualifications are at risk of being replaced by automation.



Denmark (37%), the Netherlands (40%) and Portugal (43%).

QB8.1. Please tell me to what extent you agree or disagree with each of the following statements: Jobs linked to VET qualifications are at risk of being replaced by automation. (%)



59 QB8.1. Please tell me to what extent you agree or disagree with each of the following statements: Jobs linked to VET qualifications are at risk of being replaced by automation.

60 <https://europa.eu/eurobarometer/surveys/detail/3222>

## IV. Barriers to VET participation

The extent to which respondents believe that VET-linked jobs will be replaced by automation varies by socio-demographic and attitudinal factors, as follows.

- There are some differences by socio-professional category, with 60% of unemployed respondents and 59% of retired respondents believing that jobs linked to VET qualifications are at risk of automation, compared with 52% of managers.
- By age at end of education, this view is shared by 60% of respondents who finished education between ages 16-19, compared with 57% of those still studying and 56% of those who finished aged 15 or younger. This figure is lowest for respondents who finished education at age 20 or later (54%).
- By age, respondents aged 15-24 are the most likely to believe that VET jobs are at risk from automation (60%), compared with 55% of those aged 25-39, 56% of those aged 40-54 and 57% of those aged 55 and over.
- This view is more common among respondents who believe young people receive enough information on VET opportunities (62% compared with 51% among those who disagree).
- Those who see VET in a positive light are more likely to believe that VET jobs face automation risk (60% vs 52% of those who report negative perceptions).
- Respondents who believe that VET qualifications lead to jobs that are highly regarded in society are more likely to agree (61%) than those who do not share this view (54%).
- Respondents who cite the need to earn money as soon as possible as a factor when choosing VET are slightly less likely to agree that VET jobs face automation risk (55% vs 59%).
- There are no differences by gender.

QB8.1 Please tell me to what extent you agree or disagree with each of the following statements: Jobs linked to IVET qualifications are at risk of being replaced by automation (%-EU)

|                                                                              | Total 'Agree' | Total 'Disagree' | Don't know |
|------------------------------------------------------------------------------|---------------|------------------|------------|
| EU27                                                                         | 56            | 35               | 9          |
| <b>Gender</b>                                                                |               |                  |            |
| Man                                                                          | 56            | 36               | 8          |
| Woman                                                                        | 58            | 33               | 9          |
| <b>Age</b>                                                                   |               |                  |            |
| 15-24                                                                        | 60            | 33               | 7          |
| 25-39                                                                        | 55            | 38               | 7          |
| 40-54                                                                        | 56            | 37               | 7          |
| >=55                                                                         | 57            | 32               | 11         |
| <b>Education (End of)</b>                                                    |               |                  |            |
| <=15                                                                         | 56            | 27               | 17         |
| 16-19                                                                        | 60            | 32               | 8          |
| >=20                                                                         | 54            | 40               | 6          |
| Still Studying                                                               | 57            | 34               | 9          |
| <b>Socio-professional category</b>                                           |               |                  |            |
| Self-employed                                                                | 55            | 38               | 7          |
| Managers                                                                     | 52            | 41               | 7          |
| Other white collars                                                          | 58            | 36               | 6          |
| Manual workers                                                               | 57            | 35               | 8          |
| House persons                                                                | 54            | 34               | 12         |
| Unemployed                                                                   | 60            | 31               | 9          |
| Retired                                                                      | 59            | 29               | 12         |
| Students                                                                     | 58            | 35               | 7          |
| <b>Subjective urbanisation</b>                                               |               |                  |            |
| Rural area or village                                                        | 56            | 35               | 9          |
| Small or middle sized town                                                   | 57            | 35               | 8          |
| Large town                                                                   | 57            | 34               | 9          |
| <b>Perception of IVET in (OUR COUNTRY)</b>                                   |               |                  |            |
| Positive                                                                     | 60            | 33               | 7          |
| Negative                                                                     | 52            | 41               | 7          |
| <b>Ever attended initial vocational education training (upper secondary)</b> |               |                  |            |
| Yes                                                                          | 59            | 35               | 6          |
| No                                                                           | 55            | 34               | 11         |

# Conclusion

This Special Eurobarometer shows that Europeans broadly recognise the high quality and beneficial outcomes of initial vocational education and training (VET), even if outdated perceptions and stereotypes persist. VET is seen in a positive light, with quality learning, competent teachers, modern infrastructure and strong links to jobs in high demand. It is the educational pathway most widely recommended to young people by Europeans. At the same time, general education continues to enjoy higher social prestige, and participation in VET remains uneven both across Member States and across generations.

#### **VET's untapped potential: strong results, outdated perceptions**

Europeans clearly value VET's practical strengths. Two in three citizens say VET has a positive image in their country, with majorities in almost all Member States. Infrastructure and staff are also well regarded, with 78% saying that VET provides access to modern facilities and 79% that teachers and trainers are competent. Overall, 73% are convinced that VET offers high-quality learning.

#### **VET is recognised as a quality education pathway**

Respondents consistently endorse the quality of VET provision across Europe. Perceptions of teacher competence, learning quality and modern infrastructure contribute to a broad sense that VET offers solid educational foundations. Early entry into the labour market is a strong motivator for many learners: more than half of Europeans (53%) cite the need or desire to earn money quickly, the most frequently mentioned factor in 24 Member States, and more than half of self-employed people hold a VET qualification.

#### **VET delivers skills for well-paid jobs in high demand**

Europeans widely believe that VET provides students with job-relevant technical skills (85%) that lead to jobs in high demand (82%). Two-thirds say these jobs are well paid. One in five respondents (21%) also mention entrepreneurial aspirations as a reason to choose VET, underlining its role in supporting self-employment and enterprise.

#### **Europeans recommend VET to young people**

VET's strengths translate into concrete recommendations. Half of Europeans (50%) recommend vocational secondary education to young people choosing upper secondary pathways, making it the most frequently recommended option across the EU. At tertiary level, 52% would recommend higher vocational education and training, compared with 35% who would recommend higher academic education. A generational divide exists, however, as those aged 25–54 are significantly more likely to recommend general secondary

education (53%) than respondents aged 55 and above (33%), revealing a striking reversal of opinion across the generations.

#### **A persistent image gap remains**

Despite these strengths, VET faces a significant perception gap. Three-quarters of Europeans say that general upper secondary education has a more positive image in their country, and more than eight in ten say high achieving students are systematically encouraged towards general education. Yet most respondents consider general education easier to qualify in than VET (52% vs. 36%), suggesting a paradox in public perceptions. Participation in VET varies widely across the European Union, from 21% in Greece to 68% in Slovenia, revealing deep structural and cultural differences in how Member States organise upper secondary education. Countries with well-established dual training systems have divergent outcomes that challenge simple assumptions about institutional design. In Germany (82% positive perception s, 63% participation) the quality of VET commands high prestige and there is strong public confidence in VET. However, the dual system model does not guarantee uniformly positive perceptions: the Netherlands records the least positive overall image of VET in the EU (44%), despite its long tradition of combining workplace learning with classroom instruction. Denmark presents yet another pattern, with strong perceptions of quality but with a distinctively high share of respondents (42%) who say recommendations depend on individual circumstances, suggesting a more personalised, less categorical approach to educational pathway selection. These variations within dual system countries illustrate that institutional structures alone do not determine public perceptions, and that views are shaped by a wider mix of factors that may include cultural attitudes, labour market conditions, miscommunication practices and the role of social partners.

#### **Misperceptions and gender stereotypes may limit VET's appeal**

Half of Europeans believe VET programmes do not seem to give sufficient attention to basic skills such as literacy or digital literacy, and a similar proportion think transversal skills like communication and critical thinking are inadequately addressed. Differences between respondents with and without VET experience are small, at 53% versus 48% for basic skills and 53% versus 50% for transversal skills. This pattern suggests a perceived underlying gap in the VET curriculum.

As the survey did not compare VET with general education, these views may reflect broader concerns about these skills, and the higher expectations often placed on VET. These views sit alongside strong

endorsement for VET's provision of specialised technical skills (85%) and quality learning (73%). Gender bias also remains a challenge: 55% perceive STEM-related VET fields as more suitable for men, with wide variation across Member States. Many respondents believe that women interested in technical subjects are often channelled towards general education, and that women in STEM-related VET fields receive limited encouragement. Meanwhile men who are not high achievers are thought to face pressure to choose VET.

The low salience of VET's prestige and social status (mentioned by only 16% as a factor in educational choice) suggests substantial scope for raising public awareness of the value and social contribution of vocational education.

### **Entrepreneurship and self-employment in VET**

Entrepreneurial motivations are an important factor in educational choice. One in five respondents (21%) identify the desire to become self-employed or start a business as a main reason to choose VET, and more than half of the self-employed in the EU hold a VET qualification. These findings highlight VET's role in enabling diverse career pathways and supporting Europe's entrepreneurial landscape.

### **The upcoming VET strategy provides a timely opportunity**

Across the survey, a generational pattern emerges. Younger respondents tend to be more aware of the barriers and biases in vocational education than older generations. At the same time, this awareness coincides with lower rates of participation in VET and stronger

preferences for academic pathways. Those aged 15 to 24 report a VET participation rate of 46% compared with 52-53% among those aged 25 to 54. This youngest group are more inclined than older respondents to recommend general secondary education. This suggests that higher educational attainment correlates with both greater awareness of VET's shortcomings and a stronger preference for academic pathways, a pattern with significant implications for the future appeal of vocational education among highly qualified populations.

Alongside these perceptions, 56% of Europeans say that jobs linked to VET qualifications are at risk of being replaced by automation. This concern co-exists with the widespread recognition that VET qualifications currently lead to jobs in high demand (as 82% believe). Broader survey evidence confirms this: the Special Eurobarometer on Artificial Intelligence and the Future of Work (2024) found that 66% of Europeans expressed concern about job losses across the economy as a whole, suggesting that automation anxiety extends well beyond vocational pathways.

The findings seem to suggest that the challenge for VET lies not in its performance or relevance, but in how it is perceived. The upcoming VET strategy therefore provides a timely opportunity to reinforce its image as a first-choice option for many more Europeans, to publicise the high-quality education and skills it offers more effectively, and to tackle the stereotypes and biases that continue to influence pathway choices and narrow the target group.

# Comments

(Pierre Dieumegard)

(IV 1) The colors are inverted between the overall pie chart and the bar chart by country. It is a pity not to maintain consistent graphical conventions throughout the report.

As is very often the case, the differences between countries are greater than the differences between social groups (gender, age, education level, etc.). One often finds sentences in this report such as “Differences by gender are negligible” or “There are no differences in perception by gender”. It is worth highlighting this similarity in responses across genders.



## Technical Specifications

Between 6 and 30 November 2025, Verian Belgium carried out the wave 104.2 of the Eurobarometer survey, on request of the European Commission, Directorate-General for Communication, "Public Opinion & Citizen Engagement" Unit.

The Wave 104.2 covers the population of the respective nationalities of the European Union Member States, resident in each of the 27 Member States and aged 15 years and over.

The basic sample design applied in all countries is a stratified multi-stage, random (probability) one. In each country, the sample frame is first stratified by NUTS regions and within each region by a measure of urbanity (DEGURBA). The number of sample points selected in each stratum reflects the stratum population 15+. At the second stage sampling points were drawn with probability proportional to their 0+ population size from within each stratum. The samples thus represent the whole territory of the countries surveyed according to the EUROSTAT NUTS II (or equivalent) and according to the distribution of the resident population of the respective nationalities in terms of metropolitan, urban and rural areas<sup>61</sup>.

In each of the selected sampling points, a starting coordinate was drawn at random and a reverse geo-coding tool used to identify the closest address to the coordinate. This address was the starting address for the random walk. Further addresses (every Nth address) were selected by standard "random route" procedures, from the initial address. In each household, the respondent was drawn, at random. The approach to the random selection was conditional on the household size. By way of example for households with two 15+ members the script was used to select either the informant (person responding to the screener questionnaire) or the other eligible member in the household. For households with three 15+ members the script was used to select either the informant (1/3 of the time) or the two other eligible members in the household (2/3 of the time). Where the two other members were selected, the interviewer was then told to either ask for the youngest or oldest. The script would randomly assign the selection to youngest or oldest with equal probability. This process continues for four 15+ household members – randomly asking for the youngest, 2nd youngest and

oldest. For households with five 15+ members we revert to the last birthday rule.

If no contact was made with anyone in the household, or if the respondent selected was not available (busy), the interviewer revisited the same household up to three additional times (four contact attempts in total). Interviewers never indicate that the survey is conducted on behalf of the European Commission beforehand; they may give this information once the survey is completed, upon request.

The recruitment phase was slightly different in the Netherlands, Finland, and Sweden. In the two latter countries, a sample of addresses within each sampling point were selected from the address or population register (in Finland, selection is not done in all sample points, but in some where response rates are expected to improve). The selection of addresses was done in a random manner. Households were then contacted by telephone and recruited to take part in the survey. In the Netherlands, a dual frame RDD sample (mobile and landline numbers) are used as there is no comprehensive population register with telephone numbers available. The selection of numbers on both frames is done in a random manner with each number getting an equal probability of selection. Unlike Sweden and Finland, the sample is un-clustered.

---

61 Urban Rural classification based on DEGURBA (<https://ec.europa.eu/eurostat/web/degree-of-urbanisation/background>)

Special Eurobarometer 569 Attractiveness of vocational education and training  
Technical Specifications

(institutes)

|            | COUNTRIES      | INSTITUTES                      | N°<br>INTERVIEWS | FIELDWORK<br>DATES |            | POPULATION<br>15+ | PROPORTION<br>EU27 |
|------------|----------------|---------------------------------|------------------|--------------------|------------|-------------------|--------------------|
| BE         | Belgium        | MCM Belgium                     | 1,021            | 06-11-2025         | 24-11-2025 | 9,892,796         | 2.6%               |
| BG         | Bulgaria       | Kantar TNS BBSS                 | 1,046            | 06-11-2025         | 26-11-2025 | 5,534,456         | 1.4%               |
| CZ         | Czechia        | STEM/MARK                       | 1,064            | 06-11-2025         | 24-11-2025 | 9,172,797         | 2.4%               |
| DK         | Denmark        | Mantle Denmark (Verian)         | 1,016            | 06-11-2025         | 30-11-2025 | 5,022,981         | 1.3%               |
| DE         | Germany        | Mantle Germany (Verian)         | 1,527            | 07-11-2025         | 26-11-2025 | 71,818,299        | 18.7%              |
| EE         | Estonia        | B&B Research OÜ                 | 1,006            | 06-11-2025         | 26-11-2025 | 1,154,359         | 0.3%               |
| IE         | Ireland        | B and A Research                | 1,006            | 06-11-2025         | 30-11-2025 | 4,338,938         | 1.1%               |
| EL         | Greece         | Kantar Greece                   | 1,007            | 06-11-2025         | 23-11-2025 | 9,041,201         | 2.4%               |
| ES         | Spain          | Mantle Spain (Verian)           | 1,011            | 06-11-2025         | 25-11-2025 | 42,189,318        | 11.0%              |
| FR         | France         | MCM France                      | 1,004            | 06-11-2025         | 26-11-2025 | 56,855,864        | 14.8%              |
| HR         | Croatia        | Hendal                          | 1,003            | 08-11-2025         | 25-11-2025 | 3,319,752         | 0.9%               |
| IT         | Italy          | Testpoint Italia                | 1,031            | 06-11-2025         | 28-11-2025 | 51,784,963        | 13.5%              |
| CY         | Rep. of Cyprus | CYMAR Market Research           | 501              | 06-11-2025         | 27-11-2025 | 818,909           | 0.2%               |
| LV         | Latvia         | Kantar TNS Latvia               | 1,004            | 06-11-2025         | 27-11-2025 | 1,579,066         | 0.4%               |
| LT         | Lithuania      | Norstat LT                      | 1,023            | 06-11-2025         | 24-11-2025 | 2,467,008         | 0.6%               |
| LU         | Luxembourg     | ILRES                           | 508              | 06-11-2025         | 28-11-2025 | 566,303           | 0.1%               |
| HU         | Hungary        | Kantar Hoffmann                 | 1,026            | 07-11-2025         | 24-11-2025 | 8,199,448         | 2.1%               |
| MT         | Malta          | MISCO International             | 502              | 06-11-2025         | 24-11-2025 | 493,961           | 0.1%               |
| NL         | Netherlands    | MCM Netherlands                 | 1,010            | 06-11-2025         | 25-11-2025 | 15,228,902        | 4.0%               |
| AT         | Austria        | Das Österreichische Gallup Ins. | 1,003            | 08-11-2025         | 25-11-2025 | 7,842,929         | 2.0%               |
| PL         | Poland         | Research Collective             | 1,016            | 07-11-2025         | 26-11-2025 | 31,082,980        | 8.1%               |
| PT         | Portugal       | Intercampus SA                  | 1,037            | 07-11-2025         | 26-11-2025 | 9,275,958         | 2.4%               |
| RO         | Romania        | CSOP SRL                        | 1,041            | 06-11-2025         | 26-11-2025 | 16,034,437        | 4.2%               |
| SI         | Slovenia       | Mediana DOO                     | 1,005            | 06-11-2025         | 24-11-2025 | 1,811,104         | 0.5%               |
| SK         | Slovakia       | MNFORCE                         | 1,003            | 06-11-2025         | 24-11-2025 | 4,557,290         | 1.2%               |
| FI         | Finland        | Taloustutkimus Oy               | 1,001            | 06-11-2025         | 27-11-2025 | 4,771,619         | 1.2%               |
| SE         | Sweden         | Mantle Sweden (Verian)          | 1,031            | 06-11-2025         | 26-11-2025 | 8,748,126         | 2.3%               |
| TOTAL EU27 |                |                                 | 26,453           | 06-11-2025         | 30-11-2025 | 383,603,764       | 100%               |

\* It should be noted that the total percentage shown in this table may exceed 100% due to rounding.

Special Eurobarometer 569 Attractiveness of vocational education and training  
Technical Specifications

## Response rates

For each country a comparison between the responding sample and the universe (i.e. the overall population in the country) is carried out. Weights are used to match the responding sample to the universe on gender by age, region and degree of urbanisation. For European estimates (i.e. EU average), an adjustment is made to the individual country weights, weighting them up or down to reflect their 15+ population as a proportion of the EU 15+ population.

The response rates are calculated by dividing the total number of complete interviews with the number of all the addresses visited, apart from ones that are not eligible but including those where eligibility is unknown. For wave 104.2 of the Eurobarometer survey, the response rates for the EU27 countries, calculated by Verian Belgium, are:

|    | COUNTRIES      | CAPI RESPONSE RATES |
|----|----------------|---------------------|
| BE | Belgium        | 53.9%               |
| BG | Bulgaria       | 43.7%               |
| CZ | Czechia        | 63.0%               |
| DK | Denmark        | 52.1%               |
| DE | Germany        | 31.8%               |
| EE | Estonia        | 57.0%               |
| IE | Ireland        | 56.9%               |
| EL | Greece         | 32.9%               |
| ES | Spain          | 36.3%               |
| FR | France         | 37.7%               |
| HR | Croatia        | 47.0%               |
| IT | Italy          | 31.2%               |
| CY | Rep. Of Cyprus | 77.4%               |
| LV | Latvia         | 63.5%               |
| LT | Lithuania      | 45.2%               |
| LU | Luxembourg     | 26.4%               |
| HU | Hungary        | 65.4%               |
| MT | Malta          | 86.6%               |
| NL | Netherlands    | 89.9%               |
| AT | Austria        | 45.8%               |
| PL | Poland         | 50.1%               |
| PT | Portugal       | 48.7%               |
| RO | Romania        | 49.0%               |
| SI | Slovenia       | 49.3%               |
| SK | Slovakia       | 51.6%               |
| FI | Finland        | 31.7%               |
| SE | Sweden         | 80.8%               |

CAPI : Computer-Assisted Personal Interviewing

Special Eurobarometer 569 Attractiveness of vocational education and training  
Technical Specifications

## Interviewing mode per country

Interviews were conducted through face-to-face interviews, either physically in people's homes or through remote video interaction in the appropriate national language. Interviews with remote video interaction ("online face-to-face" or CAVI, Computer Assisted Video Interviewing, were conducted only in Republic of Cyprus, Denmark, Malta, Netherlands, Finland and Sweden).

|    | COUNTRIES      | N° OF CAPI INTERVIEWS | N° OF CAVI INTERVIEWS | TOTAL N° INTERVIEWS |
|----|----------------|-----------------------|-----------------------|---------------------|
| BE | Belgium        | 1,021                 |                       | 1,021               |
| BG | Bulgaria       | 1,046                 |                       | 1,046               |
| CZ | Czechia        | 1,064                 |                       | 1,064               |
| DK | Denmark        | 703                   | 313                   | 1,016               |
| DE | Germany        | 1,527                 |                       | 1,527               |
| EE | Estonia        | 1,006                 |                       | 1,006               |
| IE | Ireland        | 1,006                 |                       | 1,006               |
| EL | Greece         | 1,007                 |                       | 1,007               |
| ES | Spain          | 1,011                 |                       | 1,011               |
| FR | France         | 1,004                 |                       | 1,004               |
| HR | Croatia        | 1,003                 |                       | 1,003               |
| IT | Italy          | 1,031                 |                       | 1,031               |
| CY | Rep. Of Cyprus | 441                   | 60                    | 501                 |
| LV | Latvia         | 1,004                 |                       | 1,004               |
| LT | Lithuania      | 1,023                 |                       | 1,023               |
| LU | Luxembourg     | 508                   |                       | 508                 |
| HU | Hungary        | 1,026                 |                       | 1,026               |
| MT | Malta          | 325                   | 177                   | 502                 |
| NL | Netherlands    | 824                   | 186                   | 1,010               |
| AT | Austria        | 1,003                 |                       | 1,003               |
| PL | Poland         | 1,016                 |                       | 1,016               |
| PT | Portugal       | 1,037                 |                       | 1,037               |
| RO | Romania        | 1,041                 |                       | 1,041               |
| SI | Slovenia       | 1,005                 |                       | 1,005               |
| SK | Slovakia       | 1,003                 |                       | 1,003               |
| FI | Finland        | 703                   | 298                   | 1,001               |
| SE | Sweden         | 711                   | 320                   | 1,031               |
|    | TOTAL EU27     | 25,099                | 1,354                 | 26,453              |

CAPI : Computer-Assisted Personal interviewing

CAVI : Computer-Assisted Video interviewing

Special Eurobarometer 569 Attractiveness of vocational education and training  
Technical Specifications

## Margins of error

Readers are reminded that survey results are estimations, the accuracy of which, everything being equal, rests upon the sample size and upon the observed percentage. With samples of about 1,000 interviews, the real percentages vary within the following confidence limits:

| Statistical Margins due to the sampling process |      |      |      |      |                                         |      |      |      |      |      |         |
|-------------------------------------------------|------|------|------|------|-----------------------------------------|------|------|------|------|------|---------|
| (at the 95% level of confidence)                |      |      |      |      |                                         |      |      |      |      |      |         |
| various sample sizes are in rows                |      |      |      |      | various observed results are in columns |      |      |      |      |      |         |
|                                                 | 5 %  | 10 % | 15 % | 20 % | 25 %                                    | 30 % | 35 % | 40 % | 45 % | 50 % |         |
|                                                 | 95 % | 90 % | 85 % | 80 % | 75 %                                    | 70 % | 65 % | 60 % | 55 % | 50 % |         |
| N=50                                            | 6,0  | 8,3  | 9,9  | 11,1 | 12,0                                    | 12,7 | 13,2 | 13,6 | 13,8 | 13,9 | N=50    |
| N=500                                           | 1,9  | 2,6  | 3,1  | 3,5  | 3,8                                     | 4,0  | 4,2  | 4,3  | 4,4  | 4,4  | N=500   |
| N=1000                                          | 1,4  | 1,9  | 2,2  | 2,5  | 2,7                                     | 2,8  | 3,0  | 3,0  | 3,1  | 3,1  | N=1000  |
| N=1500                                          | 1,1  | 1,5  | 1,8  | 2,0  | 2,2                                     | 2,3  | 2,4  | 2,5  | 2,5  | 2,5  | N=1500  |
| N=2000                                          | 1,0  | 1,3  | 1,6  | 1,8  | 1,9                                     | 2,0  | 2,1  | 2,1  | 2,2  | 2,2  | N=2000  |
| N=3000                                          | 0,8  | 1,1  | 1,3  | 1,4  | 1,5                                     | 1,6  | 1,7  | 1,8  | 1,8  | 1,8  | N=3000  |
| N=4000                                          | 0,7  | 0,9  | 1,1  | 1,2  | 1,3                                     | 1,4  | 1,5  | 1,5  | 1,5  | 1,5  | N=4000  |
| N=5000                                          | 0,6  | 0,8  | 1,0  | 1,1  | 1,2                                     | 1,3  | 1,3  | 1,4  | 1,4  | 1,4  | N=5000  |
| N=6000                                          | 0,6  | 0,8  | 0,9  | 1,0  | 1,1                                     | 1,2  | 1,2  | 1,2  | 1,3  | 1,3  | N=6000  |
| N=7000                                          | 0,5  | 0,7  | 0,8  | 0,9  | 1,0                                     | 1,1  | 1,1  | 1,1  | 1,2  | 1,2  | N=7000  |
| N=7500                                          | 0,5  | 0,7  | 0,8  | 0,9  | 1,0                                     | 1,0  | 1,1  | 1,1  | 1,1  | 1,1  | N=7500  |
| N=8000                                          | 0,5  | 0,7  | 0,8  | 0,9  | 0,9                                     | 1,0  | 1,0  | 1,1  | 1,1  | 1,1  | N=8000  |
| N=9000                                          | 0,5  | 0,6  | 0,7  | 0,8  | 0,9                                     | 0,9  | 1,0  | 1,0  | 1,0  | 1,0  | N=9000  |
| N=10000                                         | 0,4  | 0,6  | 0,7  | 0,8  | 0,8                                     | 0,9  | 0,9  | 1,0  | 1,0  | 1,0  | N=10000 |
| N=11000                                         | 0,4  | 0,6  | 0,7  | 0,7  | 0,8                                     | 0,9  | 0,9  | 0,9  | 0,9  | 0,9  | N=11000 |
| N=12000                                         | 0,4  | 0,5  | 0,6  | 0,7  | 0,8                                     | 0,8  | 0,9  | 0,9  | 0,9  | 0,9  | N=12000 |
| N=13000                                         | 0,4  | 0,5  | 0,6  | 0,7  | 0,7                                     | 0,8  | 0,8  | 0,8  | 0,9  | 0,9  | N=13000 |
| N=14000                                         | 0,4  | 0,5  | 0,6  | 0,7  | 0,7                                     | 0,8  | 0,8  | 0,8  | 0,8  | 0,8  | N=14000 |
| N=15000                                         | 0,3  | 0,5  | 0,6  | 0,6  | 0,7                                     | 0,7  | 0,8  | 0,8  | 0,8  | 0,8  | N=15000 |
|                                                 | 5 %  | 10 % | 15 % | 20 % | 25 %                                    | 30 % | 35 % | 40 % | 45 % | 50 % |         |
|                                                 | 95 % | 90 % | 85 % | 80 % | 75 %                                    | 70 % | 65 % | 60 % | 55 % | 50 % |         |

## Questionnaire

**QB1) Have you ever, in the past or currently, taken initial vocational education and training at upper secondary level?** (READ OUT-ONE ANSWER ONLY)

- 1 Totally agree
- 2 Tend to agree
- 3 Tend to disagree
- 4 Totally disagree
- 999 Don't know

**QB2) Which of the following educational pathways would you recommend to a young person who is now deciding on upper secondary education?** (READ OUT – ONE ANSWER ONLY)

- 1 General secondary education
- 2 Vocational secondary education
- 3 It depends (SPONTANEOUS)
- 999 Don't know

**QB3) Which of the following educational pathways would you recommend to a young person who is finishing upper secondary education?** (READ OUT – ONE ANSWER ONLY)

- 1 Higher academic education
- 2 Higher vocational education and training
- 3 It depends (SPONTANEOUS)
- 999 Don't know

**QB4) What do you think are the main factor(s) that influence young people to choose vocational education and training over general education nowadays?** (SHOW SCREEN-READ OUT-MAX. 3 RESPONSES POSSIBLE-RANDOMISE)

- 1 Guidance from teachers or school counsellors
- 2 Advice from parents or other family members
- 3 The need or desire to have a job and earn money as soon as possible
- 4 Want to become an entrepreneur or self-employed
- 5 Poor school performance or grades
- 6 Doing what most people around them do (e.g. friends, classmates, or others in their area)
- 7 Influence from social media or online content
- 8 Perceived prestige or social status of the vocational education and training path
- 9 Others (SPONTANEOUS)
- 10 Don't know

**QB5) Could you tell me to what extent you agree or disagree with the following statement: In (OUR**

**COUNTRY), people about to choose their upper secondary education receive enough information on VET opportunities.** (SHOW SCREEN-READ OUT-ONE ANSWER ONLY)

- 1 Totally agree
- 2 Tend to agree
- 3 Tend to disagree
- 4 Totally disagree
- 999 Don't know

**QB6) How do you think INITIAL vocational education and training is viewed in (OUR COUNTRY)?** (SHOW SCREEN-READ OUT-ONE ANSWER ONLY)

- 1 Very positive
- 2 Fairly positive
- 3 Fairly negative
- 4 Very negative
- 999 Don't know

**QB7) Please tell me to what extent you agree or disagree with each of the following statements:** (SHOW SCREEN-READ OUT-ONE ANSWER PER ITEM – RANDOMISE ITEMS)

Strongly agree

Tend to agree

Tend to disagree

Strongly disagree

Don't know

IVET offers high quality learning

1 2 3 4 999

IVET gives access to modern physical and digital infrastructures (computers, machines, etc.)

1 2 3 4 999

Teachers and trainers in IVET are competent

1 2 3 4 999

People who complete IVET programs can enrol in university studies

1 2 3 4 999

Special Eurobarometer 569 Attractiveness of vocational education and training  
Questionnaire

People who study for an IVET qualification have the opportunities to study abroad as part of their studies

1 2 3 4 999

IVET does not provide enough transversal skills such as communication or critical thinking

1 2 3 4 999

IVET programs often fail to teach basic skills like literacy or digital literacy

1 2 3 4 999

People in IVET programs learn specialised technical skills directly relevant to specific occupations

1 2 3 4 99

**QB8) Please tell me to what extent you agree or disagree with each of the following statements:** (SHOW SCREEN-READ OUT-ONE ANSWER PER ITEM-RANDOMISE)

Strongly agree

Tend to agree

Tend to disagree

Strongly disagree

Don't know

Jobs linked to IVET qualifications are at risk of being replaced by automation

1 2 3 4 999

IVET qualifications lead to jobs which are well paid

1 2 3 4 999

IVET qualifications lead to jobs that are highly regarded in society

1 2 3 4 999

IVET qualifications lead to jobs which are in high demand in the labour market in (OUR COUNTRY)

1 2 3 4 999

IVET qualifications lead to jobs that contribute to the green transition

1 2 3 4 999

**QB9) Please tell me to what extent you agree or disagree with each of the following statements:** (SHOW SCREEN-READ OUT-ONE ANSWER PER ITEM-RANDOMISE)

Strongly agree

Tend to agree

Tend to disagree

Strongly disagree

Don't know

It is generally easier to study for a qualification in general upper secondary education than in initial vocational education and training

1 2 3 4 999

Students with higher academic performance are often encouraged, at upper secondary level, to pursue general education rather than initial vocational

1 2 3 4 999

In (OUR COUNTRY) general education at upper secondary level has a more positive image than initial vocational education

1 2 3 4 999

IVET programmes are inclusive enough to make sure that the learners that may face barriers in certain types of learning environments get the support they need to be able to complete the programmes

1 2 3 4 999

The next question is about STEM — that stands for Science, Technology, Engineering, and Mathematics. This includes fields like construction, automotive, manufacturing, and ICT, which involve technical skills, creativity, and problem-solving.

**QB10) Please tell me to what extent you agree or disagree with each of the following statements:**

(SHOW SCREEN-READ OUT-ONE ANSWER PER ITEM)

Strongly agree

Tend to agree

Tend to disagree

Strongly disagree

Don't know

STEM-related fields in IVET (e.g. construction, automotive, manufacturing, ICT) are more suitable for men

1 2 3 4 999

Women interested in STEM-related fields in IVET may receive less encouragement from families and schools than men interested in STEM-related fields

1 2 3 4 999

**QB11) Please tell me to what extent you agree or disagree with each of the following statements:**

(SHOW SCREEN-READ OUT-ONE ANSWER PER ITEM)

Strongly agree

Tend to agree

Special Eurobarometer 569 Attractiveness of vocational education and training  
Questionnaire

|                                                            |                                                            |
|------------------------------------------------------------|------------------------------------------------------------|
| Tend to disagree                                           | 1 2 3 4 999                                                |
| Strongly disagree                                          | Teachers and guidance counsellors do not adequately        |
| Don't know                                                 | address gender biases before students make their choice    |
|                                                            | between general and vocational education                   |
| Women are often encouraged to pursue general               | 1 2 3 4 999                                                |
| education, even though they express interest in technical, | Gender stereotypes around choosing between general         |
| practical, hands-on subjects                               | and vocational education are often reinforced by families, |
| 1 2 3 4 999                                                | peers and social media                                     |
| Men who are not high academic achievers face more          | 1 2 3 4 999                                                |
| pressure to choose IVET over general education than        | Men in caregiving or service-related IVET fields often     |
| women                                                      | face social stigma or judgment                             |
|                                                            | 1 2 3 4 999                                                |