DENMARK

Education and training in figures

Upper secondary students (ISCED 2011 level 3) enrolled in vocational and general programmes

% of all students in upper secondary education, 2014

<table>
<thead>
<tr>
<th>Vocational</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>47.4%</td>
<td>52.6%</td>
</tr>
</tbody>
</table>

Lifelong learning

% of population aged 25 to 64 participating in education and training over the four weeks prior to the survey, 2015

<table>
<thead>
<tr>
<th>Vocational</th>
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</tr>
</thead>
<tbody>
<tr>
<td>30.8%</td>
<td>69.2%</td>
</tr>
</tbody>
</table>

Early leavers from education and training

% of early leavers from education and training, 2015

<table>
<thead>
<tr>
<th>Vocational</th>
<th>General</th>
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<tbody>
<tr>
<td>10.1%</td>
<td>10.0%</td>
</tr>
</tbody>
</table>

Share of employees (aged 34 to 60) with medium-level education (ISCED 3-4) who obtained a vocational qualification, and whose highest level of education involved some learning in a workplace (%), 2014

<table>
<thead>
<tr>
<th>Vocational</th>
<th>WBL</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.1%</td>
<td>20.0%</td>
</tr>
</tbody>
</table>

Further information


This Spotlight is based on input from Metropol University College (ReferNet Denmark 2016).
VET in Denmark

Vocational education and training (VET) plays a key role in the Danish strategy for lifelong learning and meeting the challenges of globalisation and technological change. An inclusive and flexible initial VET system helps ensure that all young people have an opportunity to obtain competences to aid smooth transition to the labour market. Adult education and continuing training respond to structural and technological changes in the labour market and provide the workforce with new and updated skills.

Danish education and training comprises a mainstream system providing qualifications at all levels, from compulsory schooling to doctoral degrees, and a parallel adult education and continuing training (CVT) system. Adult education and training (CVT) are designed to meet the needs of adult learners, for example through part-time courses. The two systems offer equivalent qualifications at various levels, enabling horizontal permeability. VET jurisdiction is with the Ministry of Education, which maintains close dialogue with social partners to respond to labour market needs. Initial VET is organised into four broad entry routes: care, health and pedagogy; office, trade and business services; agriculture and ‘experiences’ (an umbrella term for tourism and recreation); and technology, construction and transportation. Programmes are organised according to the dual principle, alternating between periods of college-based and workplace training.

Vocational education is provided at three levels: basic VET (EGU) for lower secondary programmes, where the entire training takes place at a company instead of partly at a VET college. Students with a practical approach to learning benefit from these programmes. Vocational training (AMU) provides participants with skills and ‘experiences’ (an umbrella term for tourism and recreation); and technology, construction and transportation. Programmes are organised according to the dual principle, alternating between periods of college-based and workplace training. Programmes are organised according to the dual principle, alternating between periods of college-based and workplace training.

Vocational education and training (VET) in Denmark

**VET in Denmark’s education and training system**

**TERTIARY LEVEL**

- General education programmes
  - Bachelor programmes
  - Master programmes
  - PhD programmes

**NON-FORMAL ADULT EDUCATION**

- Adult education programmes
  - After part-time education
  - Officially recognised vocational education
  - Qualifications allowing access to the non-formal adult education

**SECONDARY LEVEL**

- General programmes
  - 2 years
  - 3 years

** denmark's education and training system**

- Distinctive features of VET
  - The Danish VET system is characterised by a high level of flexibility and options for learners to choose partners, vocational colleges, teachers and students must develop curricula based on consensus and shared responsibility.
  - Stakeholders play a key role in advising the Ministry of Education on overall VET policy and determining the structure and general framework for training programmes within their field, cooperating in national trade committees.
  - Adult education and training is frequently cited as a primary reason for student dropout. Several policy initiatives seek to address the problem, but the overall financial crisis has further widened the gap between training place supply and demand. Implementation of 50 practical training centres (2012) and the creation of 1,000 new placements in Vækstplan (2013) and the planned 1,000 new placements in 2014 VET reform (2014) reform (growth plan, 2014) are expected to alleviate this problem. Unemployment, and particularly long-term unemployment, among young people with little or no vocational training poses challenges for adult education and continuing training. Substantial upskilling and reskilling is necessary to avoid a considerable gap in the workforce becoming permanently excluded from the labour market. The 2014 growth plan includes funding to help unemployed to become skilled workers through targeted adult VET programmes.

**Vocational education and training (VET) plays a key role in the Danish strategy for lifelong learning and meeting the challenges of globalisation and technological change.**

**VET in Denmark**

- Alternative routes to VET qualifications include:
  - Combined vocational and general upper secondary education (EUK, an academic preparatory programme), a relatively new pathway, which lasts around four years. It provides access to higher education along with a vocational qualification.
  - General programmes (EUV), which provide a practical approach to learning.
  - Combined post-compulsory education for people aged 15 to 24 who do not possess the necessary vocational, personal or social skills to complete a VET programme.
  - Basic VET (EGU) for lower secondary programmes, where the entire training takes place at a company instead of partly at a VET college.
  - General programmes (EUX), WBL 50%

- Adult learning VET for adults aged 25 or older (EUV) has been established as a specific track to offer the new skills and qualifications relevant to the labour market and is primarily geared towards specific sectors and jobs. The programmes either help learners become a skilled worker.

- The programmes either help learners deepen their existing knowledge in a particular field and develop new knowledge in related fields.

- AMU programmes (around 3,000) last one week to two weeks and are offered in the workplace, as an employer and or student satisfaction with VET is expected to increase.

- Education and training are considered a key area as demonstrated by the latest trends in the labour market. The 2014 VET reform has four main objectives for improving VET quality:
  - more students must enter VET directly from compulsory school; from 18% in 2013 to 30% by 2025;
  - completion rates in VET must be improved; from 52% in 2012 to 67% in 2025;
  - VET must challenge all students so they may reach their full potential;
  - employer and student satisfaction with VET must gradually be increased by 2020.

- Lack of suitable training placements in enterprises is frequently cited as a primary reason for student dropout. Several policy initiatives seek to address the problem, but the overall financial crisis has further widened the gap between training place supply and demand. Implementation of 50 practical training centres (2012) and the creation of 1,000 new placements in Vækstplan (2013) are expected to alleviate this problem. Unemployment, and particularly long-term unemployment, among young people with little or no vocational training poses challenges for adult education and continuing training. Substantial upskilling and reskilling is necessary to avoid a considerable gap in the workforce becoming permanently excluded from the labour market. The 2014 growth plan includes funding to help unemployed to become skilled workers through targeted adult VET programmes.
Vocational education and training (VET) plays a key role in the Danish strategy for lifelong learning and meeting the challenges of globalisation and technological change. An inclusive and flexible initial VET system ensures that all young people have an opportunity to obtain competences to aid smooth transition to the labour market. Adult education and continuing training respond to structural and technological changes in the labour market and provide the workforce with new and updated skills.

Danish education and training comprises a mainstream system providing qualifications at all levels, from compulsory schooling to doctoral degrees, and a parallel adult education and continuing training (CVT) system. Adult education and training CVT are designed to meet the needs of adult learners, for example through part-time courses. The two systems offer equivalent qualifications at various levels, enabling horizontal permeability. VET jurisdiction is in the Ministry of Education, which maintains close dialogue with social partners to respond to labour market needs. Initial VET is organised into four broad entry routes: care, health and pedagogy; trade and business services; agriculture and ‘experiences’ (an umbrella term for tourism trade and business services; food, agriculture and ‘experiences’). Education programmes at tertiary level.

Programmes at tertiary level.

- programmes and professional bachelor to relevant fields in academy profession (KVU)
- programmes lead to EQF level 5 qualifications.
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Adult learning

VET for adults aged 25 or older (EU) has been established as a specific track to offer the low-skilled an attractive and goal-oriented path to employment. Adults with at least two years of work experience will receive VET education without the need for validation of prior learning. Programmes are organised according to the dual principle, alternating between periods of college-based and work-based learning (apprenticeship training) in the workplace. A typical programme (EGU) lasts three-and-a-half years with a 2:1 split between workplace and college-based training, although there is considerable variation among programmes. Individual study plans are compiled for all students. VET colleges and social partners share the responsibility for developing curricula to meet employers’ needs and responsive to local labour market needs. Qualifications at this level provide access to relevant fields in academy profession (KVU) programmes and professional bachelor programmes at tertiary level.

Alternative routes to VET qualifications include:
- combined vocational and general upper secondary education (EUK, an academic preparation programme), a relatively new pathway, which lasts around four years. It enables highly motivated students to adopt a higher access to education along with a vocational qualification.
- ‘new apprenticeship’ (Ny Mesterlære) programmes, where the entire training takes place at a company instead of partly at a VET college. Students with a practical approach to learning benefit from these programmes.
- combined post-secondary education for people aged 15 to 24 who do not possess the necessary vocational, personal or social skills to complete a VET programme;
- basic VET (EQU) for lower secondary graduates, with a practical approach to learning. The programme caters to the young unemployed, lasts three to four years, and includes at least 75% of work-based learning (WBL).

* * *

### Programmes for Adult VET (EUV) (2013)

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of places</th>
<th>Tertiary</th>
<th>Non-formal</th>
<th>Adult education</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>12,500</td>
<td>10,000</td>
<td>2,500</td>
<td>200</td>
</tr>
<tr>
<td>2017</td>
<td>13,000</td>
<td>10,500</td>
<td>2,500</td>
<td>250</td>
</tr>
<tr>
<td>2018</td>
<td>13,500</td>
<td>11,000</td>
<td>2,500</td>
<td>300</td>
</tr>
</tbody>
</table>

### Distinctive features of VET

The Danish VET system is characterised by a high degree of collaboration between social partners, vocational colleges, teachers and students. The system is based on consensus and shared responsibility. Stakeholders play a key role in advising the Ministry of Education on overall VET policy and determining the structure and general framework for training programmes within their field, cooperating in national trade committees. At local level, stakeholders cooperate in developing curricula to respond to local labour market needs.

Denmark has the highest participation in adult education and continuing training in the EU. The national strategy to focus on knowledge-intensive specialisation has been widely welcomed by the large public sector, and a tradition of strong ties between education institutions and social partners. An integrated lifelong learning strategy was introduced in 2007 and supported by the implementation of a national qualifications framework. This improved horizontal and vertical permeability within education and training, and the national strategy has also improved guidance services and provided better opportunities for recognition of non-formal learning and qualifications through standardised procedures for validation of prior learning. Public financing is central to the VET system, with colleges receiving performance-based block grants. Apprenticeships and employees further training are subsidised according to a solidarity principle, coordinated in the AUB system (Arbejdspædagogisk Udbygningsfond). In this, all enterprises, regardless of their size, are involved. Earnings per employee to a central fund. Enterprises are then partially reimbursed for providing training placements for and employee participation in continuing training.

### Challenges and policy responses

Education and training are considered a key area as Denmark is an industrialised country with a large skilled workforce. The VET reform (2014) is expected to accommodate an increasingly heterogeneous student body. There are no significant problems that have had significant influence on VET development.

The VET reform (2014) established VET students’ minimum entrance requirements. Earlier, requirements for VET teachers were strengthened: since 2010, all VET teachers must have a pedagogical diploma (EØ.1) at EQF level 6. Both initiatives are expected to increase VET quality. Social partners are encouraged to adopt a growth strategy to focus on knowledge-intensive specialisation has been widely welcomed by the large public sector, and a tradition of strong ties between education institutions and social partners. An integrated lifelong learning strategy was introduced in 2007 and supported by the implementation of a national qualifications framework. This improved horizontal and vertical permeability within education and training, and the national strategy has also improved guidance services and provided better opportunities for recognition of non-formal learning and qualifications through standardised procedures for validation of prior learning. Public financing is central to the VET system, with colleges receiving performance-based block grants. Apprenticeships and employees further training are subsidised according to a solidarity principle, coordinated in the AUB system (Arbejdspædagogisk Udbygningsfond). In this, all enterprises, regardless of their size, are involved. Earnings per employee to a central fund. Enterprises are then partially reimbursed for providing training placements for and employee participation in continuing training.

The 2014 VET reform has four main objectives for improving the quality of VET:

- more students must enter VET directly from compulsory school; from 18% in 2013 to 30% by 2025;
- completion rates in VET must be improved; from 52% in 2012 to 67% by 2020;
- VET must challenge all students so they may reach their full potential;
- employer and student satisfaction with VET must gradually be increased by 2020.

### Lack of suitable training placements in enterprises is frequently cited as a primary reason for student dropout. Several policy initiatives are addressing the problem, but the global financial crisis has further widened the gap between training place supply and demand. Implementation of 50 practical training places (2013) and the planned 1,000 new training centres (2013) and the planned 1,000 new training centres (2013) and the planned 1,000 new training centres (2013) is expected to alleviate this problem.

Unemployment, and particularly long-term unemployment, among young people with little or no qualification is a major concern for adult education and continuing training. Substantial upskilling and reskilling is necessary to avoid a considerable part of the workforce becoming permanently excluded from the labour market. The 2014 growth plan includes funding for the unemployed to become skilled workers through targeted adult VET programmes.
Vocational education and training (VET) plays a key role in the Danish strategy for lifelong learning and meeting the challenges of globalisation and technological change. An inclusive and flexible initial VET system helps ensure that all young people have an opportunity to obtain competences to aid smooth transition to the labour market. Adult education and continuing training respond to structural and technological changes in the labour market and provide the workforce with new and updated skills.

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At tertiary level, further VET and adult education programmes lead to EQF level 5 qualifications. At secondary level, programmes lead to EQF level 4 qualifications. At primary level, programmes lead to EQF level 3 qualifications. Adult education programmes, often part-time or distance education, usually result in a qualification at EQF level 4. Some programmes are work-based learning programmes, often designed to meet the needs of adult learners, for example through part-time courses.

At secondary level, VET and education programmes are designed to enable highly motivated students to obtain qualifications at EQF level 5. Further education and training programmes, which are also part of the SVT system, are designed to provide comprehensive, multidisciplinary learning experiences for students aged 15 to 24 who do not possess the necessary vocational, personal or social skills to complete a VET programme; or basic VET (EGU) for lower secondary school leavers; or work-based learning (WBL), which allows adults with at least two years of work experience to acquire the missing competences, duration varies.

The 2014 VET reform has four main objectives for improving quality and accessibility:

- more students must enter VET directly from compulsory school; from 18% in 2015 to 30% by 2025;
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## Spotlight on VET: Denmark

### Upper secondary students (ISCED 2011 level 3) enrolled in vocational and general programmes % of all students in upper secondary education, 2014

<table>
<thead>
<tr>
<th>Year</th>
<th>Vocational</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>58.8%</td>
<td>41.2%</td>
</tr>
</tbody>
</table>

### Lifelong learning % of population aged 25 to 64 participating in education and training over the four weeks prior to the survey, 2015

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<thead>
<tr>
<th>Year</th>
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<th>General</th>
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<tr>
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### Early leavers from education and training % of early leavers from education and training, 2015

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<tr>
<th>Year</th>
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<tbody>
<tr>
<td>2015</td>
<td>10.9%</td>
<td>89.1%</td>
</tr>
</tbody>
</table>

### Share of employees (aged 24 to 65) with medium-level education (ISCED 3-4) who obtained a vocational qualification, and whose highest level of education involved some learning in a workplace (%), 2014

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<tr>
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### Further information


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#### OECD Education Figures

- **Upper secondary students (ISCED 2011 level 3) enrolled in vocational and general programmes % of all students in upper secondary education, 2014**

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DENMARK

Education and training in figures

Upper secondary students (ISCED 2011 level 3) enrolled in vocational and general programmes

% of all students in upper secondary education, 2014

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</thead>
<tbody>
<tr>
<td>10%</td>
<td>90%</td>
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Lifelong learning

% of population aged 25 to 64 participating in education and training over the four weeks prior to the survey, 2015

<table>
<thead>
<tr>
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<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>6%</td>
<td>94%</td>
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Early leavers from education and training

% of early leavers from education and training, 2015

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<table>
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<tr>
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<tbody>
<tr>
<td>40%</td>
<td>60%</td>
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Further information


http://eng.uvm.dk
Ministry for Children, Education and Gender Equality
http://ufm.dk/en
Ministry of Higher Education and Science
www.uk.bm.dk
Ministry of Employment
danish-agency-for-higher-education
www.statbank.dk
National Statistics Office / StatBank Denmark
www.ug.dk/programmes/aboutugdk
Danish Ministry of Education
guide to education and training
http://eng.uvm.dk/Fact-Sheets/Upper-secondary-education
Upper secondary education factsheet
www.eng.uvm.dk/service/Publications.aspx
Publications on IVET and adult education
www.praktikpladsen.dk
Information on training placements
www.phmetropol.dk/Refernet
ReferNet Denmark

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