

## VET in Denmark

Vocational education and training (VET) plays a key role in the Danish strategy for lifelong learning, alongside meeting the challenges of globalisation and technological change. An inclusive and flexible initial VET system helps ensure that all young people have the opportunity to acquire 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 features a mainstream system providing qualifications at all levels, from compulsory schooling to doctoral degrees, and a parallel adult education and continuing vocational training (CVT) system. Adult education and 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; food, 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 work-based learning (apprenticeship training) in enterprises. A typical initial VET programme (EUD) 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 ensure responsiveness 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 (EUX, an academic preparation programme), a relatively new

pathway, which lasts around four years. It enables highly motivated students to obtain access to higher education along with a vocational qualification;

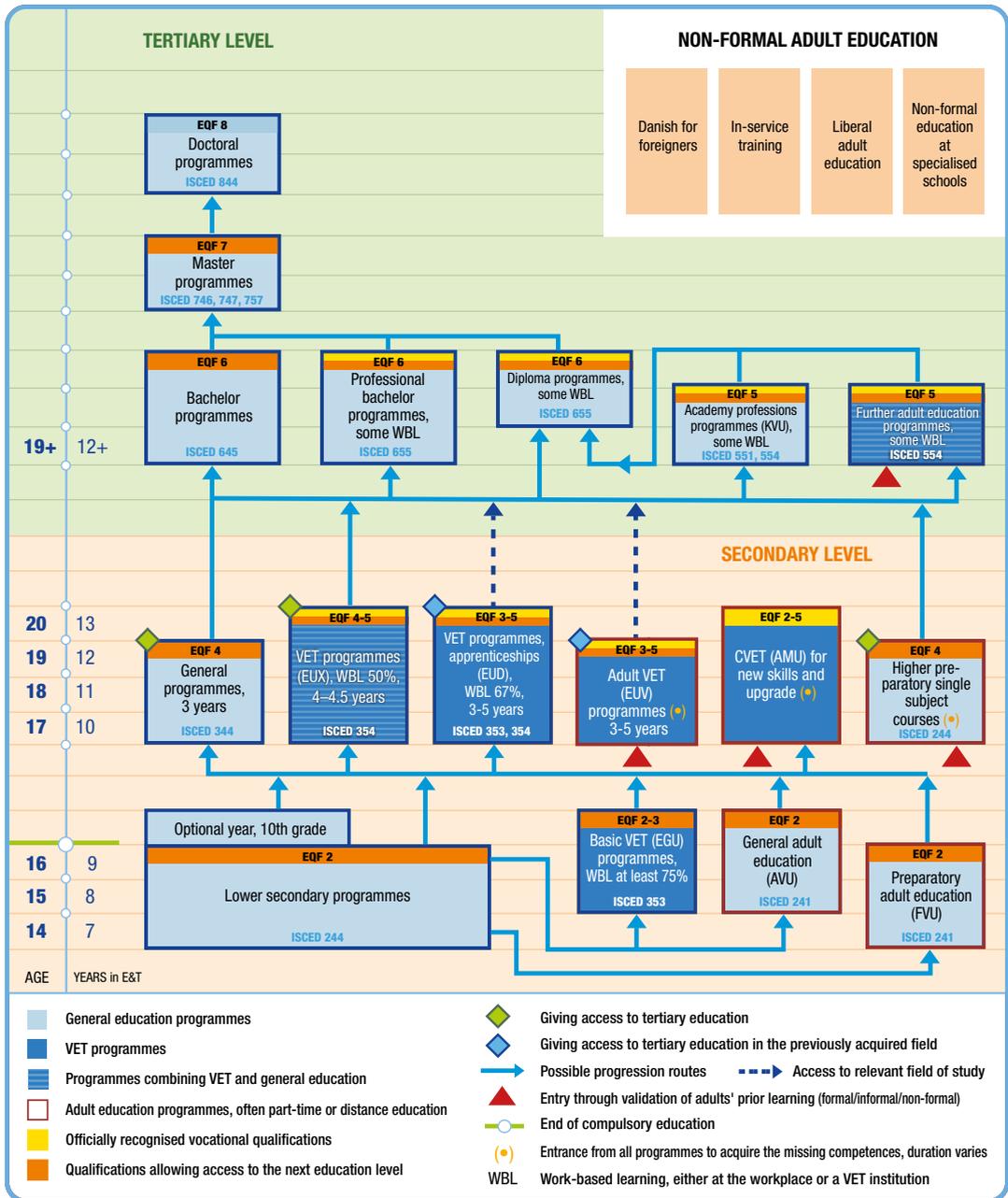
- 'new apprenticeship' <sup>(1)</sup> (*Ny Mesterlære*) programmes, where the entire training takes place at a company instead of partly at a VET college. Students with a practical approach to learning benefit from these programmes;
- combined post-compulsory education for people aged 15 to 24 who do not possess the necessary vocational, personal or social skills to complete a VET programme;
- basic VET (EGU) for lower secondary 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).

### Adult learning

VET for adults aged 25 or older (EUV) has been established as a specific track to offer the low-skilled an attractive and goal-oriented path to become a skilled worker.

Adults with at least two years of work experience can receive VET education without the basic programme and without internship. Adult vocational training (*arbejdsmarkedsuddannelser*, AMU) provides participants with skills and competences relevant to the labour market and is primarily geared to specific sectors and jobs. The programmes help learners either deepen their existing knowledge in a particular field or develop new knowledge in related fields. AMU programmes (around 3 000) last one week on average and are created, adapted or discontinued in response to labour market needs. At tertiary level, further VET and adult education programmes lead to EQF level 5 qualifications.

(1) This is the minor pathway and therefore not presented in the VET in Denmark's education and training system chart.



NB: ISCED-P 2011.

Source: Cedefop and ReferNet Denmark.



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