

Parliament's agreement to increase the attractiveness of VET

POLICY DEVELOPMENT

STRATEGY/ACTION PLAN

 DENMARK

Timeline



ID number 28767

Objectives

The objective is to attract more students to VET through restructuring its management and making it less bureaucratic. A stronger focus on practical issues in primary and lower secondary education, reconstruction of the basic course in VET, greater security for internships and reduced dropout rates, a stronger involvement of the municipalities in guidance and a stronger focus on professional VET school boards are all expected to increase the attractiveness of VET. The aim is also to increase young people's knowledge of VET and their motivation for choosing VET programmes.

Description

On 22 November 2018, parties in the Danish Parliament concluded an agreement to increase the attractiveness of VET.

The main initiatives under the agreement were:

- (a) more professionalism in primary schools: students must also meet practical, creative and artisanal challenges in primary school;
- (b) a stronger foundation for choosing youth education: students must be challenged in their choice of youth education;
- (c) municipalities must have greater responsibility for young people's search for VET, which is a national and countrywide objective;
- (d) follow the effect of changing framework conditions: the search patterns for youth education are being closely followed;
- (e) more tenth grade classes must be located in vocational schools;
- (f) formation, entrepreneurship and further training opportunities in entrepreneurship, better recording opportunities, and increased focus on training;
- (g) attractive learning environments, skills development, less pupil absenteeism and better training opportunities: coherent courses from start to finish;
- (h) high quality as a means of achieving better completion rates: a vocational training quality sum for attractive educational environments and greater transparency about business school ratios;
- (i) greater security in obtaining an internship: increased flexibility for the company and

- greater security for students in employment;
- (j) social and health care VET and mercantile VET: experimental frameworks for social and health education and transitional arrangements for students in mercantile training;
- (k) de-bureaucratisation, freedom and simplification: the centrally set requirements for vocational schools will be loosened;
- (l) simplifying and professionalising VET boards: VET institutions must be able to attract board members with the right skills;
- (m) access courses, extended access to part 1 of the basic course and a new basic course: adult applicants must be qualified and access to the basic course must be extended.

Companies are involved in the endeavour to create new internships.

2018 Approved/Agreed
<p>2019 Implementation</p> <p>Funding of EUR 308.7 million (DKK 2.3 billion) was secured, meaning that VET will have the same financial framework in 2019 as in 2018.</p>
<p>2020 Implementation</p> <p>Due to the COVID-19 regime of school work, little has been done in 2020.</p>
<p>2021 Implementation</p> <p>The agreement was in progress.</p>
<p>2022 Implementation</p> <p>A total of EUR 269 000 (DKK 2 million) was allocated to a funding pool to support internships at vocational schools for primary and lower secondary school teachers and educational and vocational guidance counsellors. The funding pool is part of the 2018 agreement, 'From primary school to skilled worker - VET for the future'. Only 12% of primary school teachers believe that they have good knowledge of vocational education, and the pool aims to change this through internships. Municipalities may apply for funds on behalf of primary and lower secondary schools for teacher training in VET schools. By improving their knowledge on VET, teachers and educational and vocational guidance counsellors may provide a stronger foundation to young people when they choose between general or vocational upper secondary (youth) education.</p>
<p>2023 Implementation</p> <p>The initiative was operational and ran as regular practice.</p>
<p>2024 Implementation</p> <p>The initiative was operational and ran as regular practice.</p>

Bodies responsible

- Ministry of Children and Education

Target group

Learners

Learners in upper secondary, including apprentices

Learners at risk of early leaving or/and early leavers

Education professionals

Teachers
Guidance practitioners

Entities providing VET

Companies
Small and medium-sized enterprises (SMEs)
VET providers (all kinds)

Thematic categories

Governance of VET and lifelong learning

Engaging VET stakeholders and strengthening partnerships in VET

Modernising VET offer and delivery

Acquiring key competences
Reinforcing work-based learning, including apprenticeships

Teachers, trainers and school leaders competences

Systematic approaches to and opportunities for initial and continuous professional development of school leaders, teachers and trainers

Supporting lifelong learning culture and increasing participation

Ensuring equal opportunities and inclusiveness in education and training

European priorities in VET

VET Recommendation

VET agile in adapting to labour market challenges

Subsystem

IVET CVET

Further reading

[The agreement](#)

[Round of applications for a funding pool that allows internships in VET schools for primary and lower education teachers and counsellors](#)

Related policy developments

2024 Completed

Enhanced guidance

This initiative consists of:

 DENMARK

Type of development

Practical
measure/Initiative

Subsystem

IVET

2024 Implementation

Primary school portfolio of educational choice

In 2017, a new initiative was launched by the Ministry of Children and Education: the Portfolio of educational choice. The portfolio aims to strengthen thinking on educational choice at primary school (folkeskole).

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Type of development

Practical
measure/Initiative

Subsystem

IVET

“ ... ” **Cite as**

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