

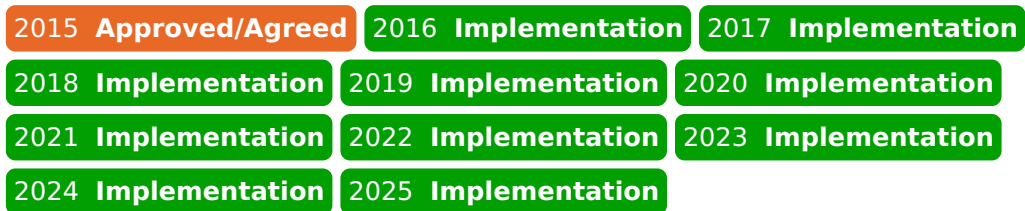
Pedagogy becomes a mandatory part of initial teacher training

POLICY DEVELOPMENT

REGULATION/LEGISLATION

 DENMARK

Timeline



ID number 28151

Background

A norm, entitled Better and more attractive vocational education and training programmes, was adopted by the Danish Parliament in June 2014 and came into effect in August 2015. It was mainly aimed at tackling the problems of a decline in VET's attractiveness and non-completion/dropout rates. Its medium-term targets were: to increase the proportion of young people starting a VET programme from 19% in 2015 to 25% in 2020; to reach a completion rate of 60% by 2020. The difficulties in attracting young people to VET are leading to a significant shortage of skilled workers, which could ultimately slow the pace of economic growth. According to one study, Denmark could face a shortage of 70 000 skilled workers by 2025.

Objectives

The objective of this initiative is to enhance the level of VET teachers' pedagogical competencies.

Description

Following the norm of 2015, legislation requires that VET teachers start their studies in vocational pedagogy normally one year after being recruited and complete their studies at least four years after recruitment at the bachelor or diploma level (60 ECTS – European credit transfer and accumulation system, EQF level 6). Four of the seven modules are mandatory and focus on teaching and learning, planning and didactics, pedagogical science theory and a final thesis. The three elective modules may include digital technologies. It is also possible to take final exams in pedagogy for vulnerable groups. This model has now been fully implemented and means that a growing number of VET teachers are reaching diploma level in vocational pedagogy.

2015 Approved/Agreed

2016 Implementation

A new module was developed to enhance VET teacher entrepreneurial skills, 'Professional entrepreneurship in VET'.

2017 Implementation

2018 Implementation

2019 Implementation

The initiative continued in 2019 with some pedagogical adjustments aiming to focus more on VET teachers' practical challenges. Pedagogical experiments have been conducted to enhance VET teachers' skills.

2020 Implementation

Two new modules are under development: a module for pedagogical management for VET and a module for VET teachers aiming to develop STEM didactical competencies.

2021 Implementation

A module for VET teachers aiming to develop STEM didactical competences was developed, along with a module in sustainability in pedagogical practice. Both can be offered to VET teachers.

2022 Implementation

The initiative was operational and ran as regular practice.

2023 Implementation

In 2023, a new module on VET teachers' didactical competence in the field of sustainability and transition, was developed and launched.

2024 Implementation

The initiative was operational and ran as regular practice.

2025 Implementation

Overall, the initiative continued as regular practice with no major changes to the diploma, subjects, etc. However, under the new agreement on strengthening VET, it is a priority that VET teachers become even better educators. As skilled teachers are crucial to the quality of teaching and to student motivation and retention, continuing education for teachers should therefore be strengthened, made more practice-oriented, and completed by more teachers.

The agreement allocates EUR 540,000 (DKK 4 million) for development work in 2026-2027, and from 2028, EUR 2 million (DKK 15 million) will be allocated, increasing to approximately EUR 13.4 million (DKK 100 million) from 2032 onwards, to enhance schools' ability to send teachers on continuing professional development courses.

Bodies responsible

- Ministry of Children and Education

Target group

Education professionals

Teachers

Thematic categories

Teachers, trainers and school leaders competences

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

Subsystem

IVET CVET

Further reading

[VET teacher education: Pedagogy as part of teacher training](#)

[VET pedagogy](#)

Related policy developments

2025 Implementation

A substantial reinforcement of VET

The agreement contains 31 initiatives that have the purpose of improving Danish VET. Many of the initiatives included in the agreement are linked to other agreements within the VET area.

 DENMARK

Type of development

Regulation/Legislation

Subsystem

IVET

2025 Implementation

Recommendations for the use of generative artificial intelligence in teaching in youth education

Together with experts and practitioners from the field of education, the National Agency for Teaching and Quality (STUK) has developed a list of recommendations for the use of generative AI in youth education (both in school and for homework).

 DENMARK

Type of development

Practical
measure/Initiative

Subsystem

IVET

2020 Completed**Updating teachers' continuing training**

This continuing professional development (CPD) requirement for VET teachers is based on a competence needs analysis carried out by the ministry to accommodate the goals of the 2015 reform.

 DENMARK**Type of development**

Practical
measure/Initiative

Subsystem

IVET CVET

“ ... ” Cite as

Cedefop, & ReferNet. (2026). Pedagogy becomes a mandatory part of initial teacher training: Denmark. In Cedefop, & ReferNet. (2026). *Timeline of VET policies in Europe* (2025 update) [Online tool].

<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28151>