

More school learners have the opportunity to take electives in VET

POLICY DEVELOPMENT

PRACTICAL MEASURE/INITIATIVE

 DENMARK

Timeline

2020 Pilot 2021 Pilot 2022 Pilot 2023 Pilot 2024 Pilot 2025 Pilot

ID number 46058

Background

In the Danish context primary education covers kindergarten and grades 1-10 (with grade 10 being optional). Grades 7-9 are considered lower secondary education in the European mainstream educational environment. Not all learners thrive in school environments where most teaching is sedentary and takes place within the classroom. Also, there is a persistent challenge of ensuring inclusive access to VET. The pilot programme seeks to address this challenge and the challenge of recruitment to VET by offering learners in lower secondary education (grades 8-9) the option to take electives at a VET school.

Objectives

The goal of the pilot programme is to address the diverse needs and motivations of young people while testing whether a teaching approach focused on connecting lower secondary school learners (or primary school learners in the Danish context) with VET can better support them in completing basic education and applying for VET programmes after grade 9.

Description

The pilot programme is a continuation of the previous framework experiment with EUD 8/9 (VET 8/9), which originated from the political agreement, *From primary school to skilled worker – vocational education for the future*, in November 2018.

Selected grades 8 and 9 earners may follow a reduced curriculum in lower secondary school (primary school in the Danish context) while also participating in hands-on VET electives. The target group of the programme is learners with special needs who are at risk of not starting or completing a youth education programme. Municipalities involved in the programme are required to participate in an evaluation process to gather insights and assess the outcomes of the programme.

This reduction in core subjects is designed to make room for practical electives at vocational schools, which take up significantly more time than standard elective courses, typically about two days per week. The programme is structured so that learners spend three days per week in their school for core subjects and two days per week at a vocational school, engaging in career-oriented electives. However, due to the reduced number of core

subjects in the pilot, learners do not meet the standard requirements to complete compulsory schooling and gain direct admission to a youth education programme. They can still access VET or upper secondary school through interviews and entrance exams. It is essential that learners that are offered a place in the pilot are thoroughly informed about how participation may impact their chances of enrolling in upper secondary education. The municipality is responsible for providing written information that explains the implications, ensuring both learners and their parents understand the options and consequences of joining the *EUD 8/9* programme.

2020 Pilot

In 2020, three municipalities participated in the pilot programme.

2021 Pilot

In 2021, the same three municipalities participated in the pilot programme.

2022 Pilot

In 2022, the same three municipalities participated in the pilot programme.

2023 Pilot

In 2023, the education ministry launched a new phase of the pilot programme under the same framework, expanding it to allow to all municipalities to offer the programme to their pupils. EUR 938 thousand (DKK 7 million) was set aside to be allocated annually in 2024 and 2025.

10 municipalities were approved to participate in the pilot programme, and the remaining municipalities (88 in total) can apply to participate in the pilot, which will run until the academic year 2025/26.

2024 Pilot

The Danish Agency for Education and Quality (STUK, which is responsible for overseeing and ensuring the quality of education across various levels, including primary, secondary, and VET) announced another application round where municipalities could apply to participate in the pilot programme, which extends until the school year 2025/26.

2025 Pilot

EUD 8/9 continued in the 2025/26 school year as a pilot programme under the *junior apprenticeship* scheme. Previously, the experiment was exempt from certain provisions of the Danish public school Act, but this is no longer the case.

Only municipalities that continue to participate in the experiment may apply for funding to cover expenses related to teaching activities at vocational schools, in the same way as in previous years. The scheme for supporting the EUD 8/9 pilot programme aims to provide financial support for the continuation of the experiment. A total of EUR 940 000 (DKK 7 million) had been allocated in 2025 to support the initiative.

Bodies responsible

- Ministry of Children and Education
- National Agency for Education and Quality (STUK)

Target group

Learners

Learners at risk of early leaving or/and early leavers

Other

lower secondary school learners (primary school learners in the Danish context)

Thematic categories

Supporting lifelong learning culture and increasing participation

Permeability between IVET and CVET and general and vocational pathways, academic and professional higher education

Ensuring equal opportunities and inclusiveness in education and training

European priorities in VET

VET Recommendation

VET promoting equality of opportunities

Subsystem

IVET

Further reading

[Ministry of Children and Education. \(2024, February 8\). Now even more learners will have the opportunity to take electives in vocational education](#)

[Guidance on the framework for applying for and participation in the pilot programme VET 8/9 \(EUD 8/9\) \(in Danish\)](#)

[Ministry of Children and Education. \(2023, November 28\). Finance Act 2024](#)

[Fund to support pilot with eud 8/9](#)

Related policy developments

2025 Implementation

Mandatory work experience

The content of a mandatory internship typically includes observing and participating in daily work tasks, learning about the organisation and its operations, understanding workplace rules and routines, developing practical job-related skills, and reflecting on personal strengths, interests, and f

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Type of development

“ … ” **Cite as**

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/46058>