

# Apprenticeship

## Lærlingeuddannelser

 Denmark

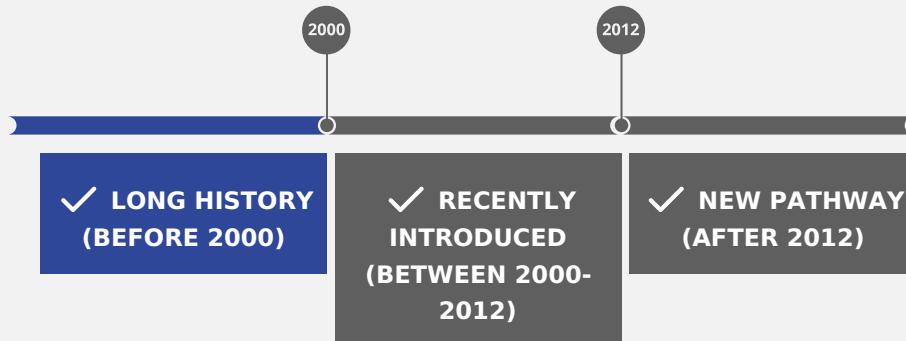
### Reference year 2019

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#### ① SCHEME HISTORY

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##### Q1. When was the scheme introduced?



Apprenticeships were used by the ancient guilds to train craftsmen. When the guilds were abolished in the 19th century, apprenticeship remained as the way of delivering vocational qualifications.

##### Q2. How did the apprenticeship scheme originate?



✓ TRADITIONAL  
CRAFTSMANSHIP  
(MASTER-  
APPRENTICE  
RELATION) TO  
PREPARE  
APPRENTICES FOR  
THE OCCUPATION

✓ SCHOOL-BASED  
VET TRACK BY  
INCLUDING MORE  
WORK-BASED  
LEARNING TO  
SUPPLY SKILLED  
WORKFORCE TO  
MATCH LABOUR  
MARKET NEEDS

✓ EX-NOVO

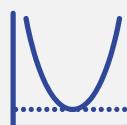


✓ OTHER

In medieval times the apprenticeships were under the administration of guilds (this was dissolved in 1857). In 1937 the foundation of the system as we know it today was introduced. In 1956 the dual programme was introduced with periods of school-based and work-based education. Later, the school-based basic part of apprenticeship programmes was introduced in 1970. Latest, in 2015, the combination of journeyman's qualification and qualifications from upper secondary general education (EUX) was introduced (after being piloted in a few programs from 2010).

## ② BENEFICIARIES

**Q3. Does the legal basis define the minimum and maximum age limits for enrolment of the target group of this scheme?**



✓ MINIMUM AND  
MAXIMUM AGE  
LIMITS DEFINED

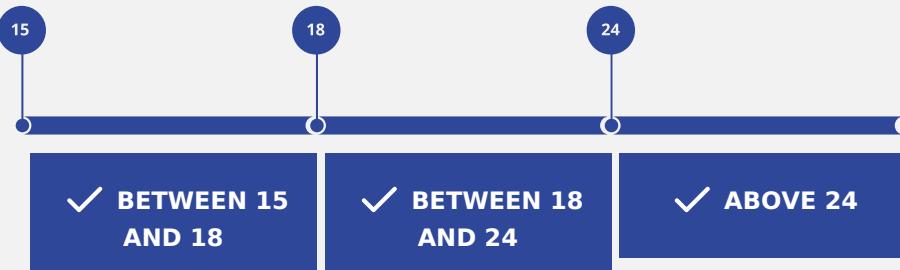
✓ MINIMUM AGE  
LIMITS DEFINED  
ONLY

✓ OTHER

Learners enrol in IVET usually at the age of 16-17. All IVET is organised as

apprenticeship, and the workplace part of training usually starts after one year (40 weeks) of foundation training.

#### **Q4. What is the average age of learners in practice?**



The usual target group of IVET programmes is the age bracket 16-17, but many learners enrol at a later age.

A distinction is made between mainstream and adult VET, but all programmes are organized as apprenticeships.

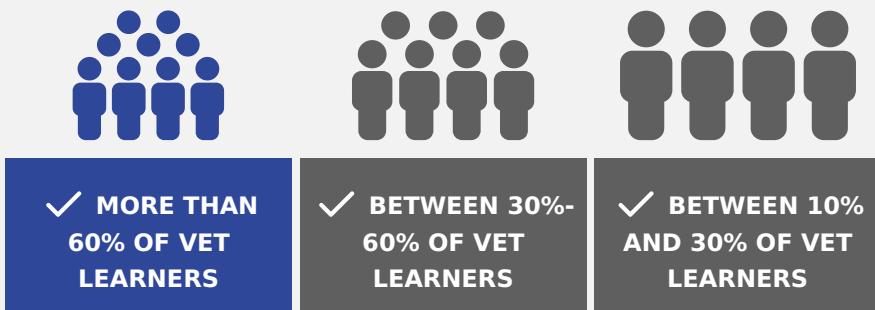
Source: <https://uddannelsesstatistik.dk/Pages/Reports/1838.aspx>;

#### **Q5. How many learners are enrolled in this scheme?**

According to the statistics of the Ministry of Education, 108.606 learners were enrolled in IVET in 2019

<https://uddannelsesstatistik.dk/Pages/Reports/1838.aspx>;

#### **Q6. What is the share of apprentices enrolled in this scheme in relation to all VET students for the corresponding educational level(s)?**





✓ LESS THAN  
10% OF VET  
LEARNERS

All IVET programmes are organised as apprenticeships. Apprenticeship is the dominant form of IVET. Only in very exceptional cases is it possible to achieve qualifications at IVET-level by other means.

## ③ QUALIFICATIONS

### Q7. Are the qualifications included in the National Qualification Framework (NQF)?



✓ YES

✓ NO

✓ THERE IS NO  
NQF

IVET qualifications are generally at level 4 of the NQF.

### Q8. Is the scheme included in the ISCED 2011 mapping?



✓ YES

✓ NO

Programme number 353.10/level 353

### Q9. Are the qualifications offered only through apprenticeships?



✓ **QUALIFICATIONS  
CAN ONLY BE  
OBTAINED  
THROUGH THIS  
APPRENTICESHIP  
SCHEME**

✓ **THE SAME  
QUALIFICATIONS  
CAN BE ACHIEVED  
ALSO THROUGH  
OTHER SCHEMES  
(I.E. SCHOOL-  
BASED VET)**

Apprenticeship is the dominant form of IVET. Only in very exceptional cases is it possible to achieve qualifications at IVET-level by other means. Learners who are not able to conclude an apprenticeship contract with an enterprise may receive the practical parts of their training in so called placement centres (*skolepraktikcentre*), which have been set up in connection with the vocational schools. This is meant to emulate enterprise training, however, and enrolment only happens when all possibilities for a normal apprenticeship contract are exhausted.

**Q10. Which is the type of qualification obtained through the apprenticeship scheme?**



✓ **FORMAL VET  
QUALIFICATION  
(WHICH DOES NOT  
INDICATE THE  
PATHWAY)**

✓ **FORMAL VET  
QUALIFICATION  
(WHICH INDICATES  
THE PATHWAY)**

✓ **FORMAL  
APPRENTICESHIP  
QUALIFICATION  
(JOURNEYMAN,  
ETC.)**



✓ **OTHERS**

J Journeyman

**Q11. Does the scheme provide direct access to higher education?**



✓ YES

✓ NO

Learners with IVET qualifications as a rule have to take supplementary courses to enrol in higher education. The exception to this is the EUX variety of apprenticeships, which also confers general upper secondary qualifications that allow more direct progression to higher education.

#### **Q12. What is the typical duration of the apprenticeship programme?**

A minimum duration of 2 years and 2 months is set, corresponding to the basic level of journeyman's qualifications.

The Law on VET (*Lov om Erhvervsuddannelser*) stipulates that IVET programmes "as a rule cannot exceed 4 years and 6 months". Still, there are some programmes with longer duration.

For example, programmes with maximum duration of 5 years lead to both journeyman's qualification and qualifications from upper secondary general education (EUX).

Usually VET programmes last 4 years including the first year of basic school-based training.

## ④ GOVERNANCE

#### **Q13. Is there any organization at the national level with roles in co-ordinating the scheme?**



✓ YES

✓ NO

Social partners play an institutionalized role at all levels of VET, from the National advisory council on vocational upper secondary education and training (*Rådet for de grundlæggende Erhvervsrettede Uddannelser*), which advises the Ministry of Education on principal matters concerning VET, to playing an advisory role at the local level through local training committees comprised of representatives of the social partners who advise colleges on local adaptations of VET. Their most important role is to ensure that VET provision is in line with the needs of the labour market.

Details about curriculum, duration, remuneration etc. are decided for each programme by the social partners in the so-called trade committees, which have a central role in apprenticeship governance and coordination (see also Q38, Q39).

**Q14. What is the role of chambers, employers' and employees' representatives, sectoral councils (if existent), in shaping apprenticeship content, as per regulation?**



✓ ROLE IN  
DESIGNING  
QUALIFICATION

✓ ROLE IN  
DESIGNING  
CURRICULA

✓ OTHER



✓ NO ROLE

Social partners play an institutionalized role at all levels of VET.

The National advisory council on vocational upper secondary education and training (*Rådet for de grundlæggende Erhvervsrettede Uddannelser*) advises the Ministry of Education on principal matters concerning VET.

In relation to shaping the apprenticeship content, social partners in the Trade Committees at national and local level:

- Provide yearly evaluation rapport with assessment of future needs for new competences and the description of new learning outcomes
  - define learning objectives and curricula;
  - define the length of a programme and its division between the school and the enterprise.

**Q15. What is the role of chambers, employers' and employees' representatives in implementing the apprenticeship scheme, as per regulation?**



✓ ROLE IN FINAL  
ASSESSMENT OF  
APPRENTICES

✓ ROLE IN  
ACCREDITATION OF  
COMPANIES

✓ ROLE IN  
MONITORING OF  
THE IN-COMPANY  
TRAINING



✓ OTHER

✓ NO ROLE

The social partners in the Trade Committees at national and local level:

- Provide assessors for the final exams (journeyman's test).
- Asses and gives accreditation to companies that allow them to hire apprentices
- negotiate the wage level for apprentices

## ⑤ TRAINING AT THE WORKPLACE

**Q17. Is it compulsory to alternate training between two learning venues (school and company)?**



✓ YES

✓ NO

The first year of IVET programmes in Denmark is school-based training. From the second year, most learners get an apprenticeship contract with a company or a public institution and usually spend 2/3 of their time with work-based learning and 1/3 of their time with school-based learning.

Only in very exceptional cases is it possible to achieve qualifications at IVET level by other means. Learners who are not able to conclude an apprenticeship contract with an enterprise may receive the practical parts of their training in so called placement centers (*skolepraktikcentre*), which have been set up in connection with the vocational schools. This is meant to emulate enterprise training, however, and enrolment only happens when all possibilities for a normal apprenticeship contract are exhausted.

**Q18. Is the in-company training defined as minimum share of the apprenticeship scheme duration?**



✓ YES,  
EQUIVALENT OR  
MORE THAN 50%  
OF SCHEME  
DURATION

✓ YES, BETWEEN  
20% AND 50% OF  
THE SCHEME  
DURATION

✓ YES, LESS  
THAN 20% OF THE  
SCHEME DURATION



✓ NO, NO  
MINIMUM SHARE IS  
COMPULSORY

The Law on VET contains no prescriptions for the length of time spent at school and in the enterprise. This is decided individually for each programme by the social partners in the Trade Committees. Generally, the relationship between time spent in school and enterprise is 1/3 (school) to 2/3 (enterprise).

**Q19. Is there a distinction between the training time and working time for the period spent at workplace, as per regulation?**



✓ YES, THE  
LEGAL FRAMEWORK  
MAKES THIS  
DISTINCTION

✓ NO, THE LEGAL  
FRAMEWORK  
MAKES NO  
DISTINCTION

**Q20. What is the form of alternation of training between workplace (company) and school?**



**EVERY WEEK INCLUDES BOTH VENUES**



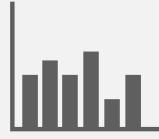
**ONE OR MORE WEEKS (LESS THAN 1 MONTH) SPENT AT SCHOOL FOLLOWED BY ONE OR MORE WEEKS AT WORKPLACE**



**ONE OR MORE MONTHS (LESS THAN 1 YEAR) SPENT AT SCHOOL FOLLOWED BY ONE OR MORE MONTHS AT WORKPLACE**



**A LONGER PERIOD (1-2 YEARS) SPENT AT SCHOOL FOLLOWED BY A LONGER PERIOD SPENT TRAINING AT WORKPLACE**



**VARIOUS - DEPENDS ON AGREEMENTS BETWEEN THE SCHOOL AND THE COMPANY**



**OTHER**



**NOT SPECIFIED**

The apprenticeship system is built on block release, where apprentices spend periods of up to one year in the enterprises, and have school periods of up to 3 months (apart from the initial period (*grundforløbet*) which is entirely school-based and may last up to 40 weeks.

## Q21. What is the basis for the training offered?



✓ THE SCHEME IS  
IMPLEMENTED VIA  
A SPECIFIC  
APPRENTICESHIP  
PROGRAMME

✓ THE SCHEME IS  
IMPLEMENTED ON  
THE BASIS OF THE  
SCHOOL-BASED VET  
PROGRAMME

✓ THE SCHEME IS  
IMPLEMENTED  
BASED ON THE VET  
STANDARDS (VALID  
GENERALLY FOR  
ALL VET SCHEMES)



✓ OTHER

Apprenticeship is the dominant form of IVET in Denmark. Only learners who are not able to conclude an apprenticeship contract with an enterprise may receive the practical parts of their training in so called placement centres. But almost all students end up signing an apprenticeship contract before the end of their education.

**Q22. Is the company hosting apprentices required by regulation to follow a training plan at the workplace?**



✓ YES, THE  
TRAINING PLAN IS  
BASED ON THE  
NATIONAL/SECTORAL  
REQUIREMENTS  
FOR THE IN-  
COMPANY  
TRAINING



✓ YES, THE  
TRAINING PLAN IS  
AGREED AT THE  
LEVEL OF SCHOOL  
AND COMPANY



✓ NO, IS NOT  
REQUIRED  
FORMALLY

Learning objectives (*praktikmål*) for the placement periods are defined by the Trade Committees and the employer must provide training that allows the apprentice to reach these learning objectives.

**Q23. What are the requirements on companies to provide placements, as per regulation?**



✓ HAVE TO  
PROVIDE A  
SUITABLE  
LEARNING  
ENVIRONMENT

✓ HAVE TO  
PROVIDE A MENTOR  
/ TUTOR / TRAINER

✓ OTHER

There are requirements as to the ratio of apprentices and trained employees, as well as the nature of the tasks undertaken and the availability of machines and tools relevant to the trade. The rules for this are formulated by the Trade Committees.

Enterprises wishing to take apprentices must be approved by the Trade Committee (which may delegate this task to the vocational school).

Workplaces are not obligated to provide trained mentors, but there are short voluntary courses for trainers.

**Q25. Are there any sanctions on companies that do not provide training to apprentices at the workplace?**



✓ YES

✓ NO

They can lose the right to train apprentices.

## ⑥ CONTRACT AND COMPENSATION

**Q26. What is the status of the learner?**



**ONLY STUDENT**

**ONLY EMPLOYEE**

**APPRENTICE IS A SPECIFIC STATUS (STUDENT AND EMPLOYEE COMBINED)**



**OTHER**

The apprentice is an employee of the enterprise but has a special status as a learner. The enterprise is obliged to provide training so that the apprentice can reach the learning objectives (*praktikmål*) that have been formulated by the relevant Trade Committee for the placement periods.

**Q27. Is there any written arrangement between the learner and company, required as per regulation?**



**YES**



**NO**

The learner concludes an apprenticeship contract with the enterprise. The vocational school approves the contract but is not a signatory part.

**Q28. What is the nature of the written arrangement?**



APPRENTICESHIPS  
ARE AN ORDINARY  
EMPLOYMENT  
CONTRACT

APPRENTICESHIPS  
ARE A SPECIFIC  
TYPE OF CONTRACT

ANOTHER TYPE  
OF FORMAL  
AGREEMENT, NOT A  
CONTRACT

The apprentice has the status of an employee at the enterprise.

**Q29. Where is the contract or the formal agreement registered?**



AT THE  
SCHOOL

AT THE  
MINISTRY OF  
EMPLOYMENT

AT THE  
CHAMBERS



AT THE  
MINISTRY OF  
EDUCATION

OTHER

The learner's vocational school approves the contract (checks that all formalities are met) and registers the contract. Then the school sends the contract to the Trade Committee (*Det faglige udvalg*) and to the Ministry of education

**Q30. Do apprentices receive a wage or allowance?**



✓ YES, ALL APPRENTICES RECEIVE A WAGE (TAXABLE INCOME)

✓ YES, ALL APPRENTICES RECEIVE AN ALLOWANCE (NOT A FORM OF TAXABLE INCOME)

✓ APPRENTICES RECEIVE A REIMBURSEMENT OF EXPENSES



✓ NO FORM OF COMPENSATION IS FORESEEN BY LAW

All apprentices receive wage.

The apprentice is paid wages from the moment the contract comes into force.

### Q31. How is the apprentice wage (taxable income) set?



✓ BY LAW (APPLYING FOR ALL)

✓ BY CROSS-SECTORAL COLLECTIVE AGREEMENTS AT NATIONAL OR LOCAL LEVEL

✓ BY SECTORAL COLLECTIVE AGREEMENTS AT NATIONAL OR LOCAL LEVEL



**BY FIRM-LEVEL  
COLLECTIVE  
AGREEMENTS OR  
INDIVIDUAL  
AGREEMENTS  
BETWEEN  
APPRENTICE AND  
COMPANY**

**OTHER**

Apprentices' wages are negotiated as part of the collective agreements between the social partners. An example (plumber apprentices, 2019):

1st year DKK 66.15 per hour  
2nd year DKK 76.30 per hour  
3rd year DKK 96.15 per hour  
4th year DKK 109.45 per hour  
5th year (EUX) DKK 120,20 per hour

## ⑦ FINANCING AND INCENTIVES

### **Q32. Who covers the cost of the wage or allowance of the apprentice?**



**EMPLOYERS**

**STATE**

**OTHER**

The apprentice's wages are paid by the employer. The employer may recover costs for wages during school periods from the Employers Reimbursement Fund (AUB).

### **Q33. What are the sources of financing of the direct costs for the in-company training part of the apprenticeship scheme?**



**SINGLE  
EMPLOYERS  
HOSTING  
APPRENTICES**

**TRAINING  
FUNDS**

**STATE**



**OTHER**

Employers with apprentices are required to pay the apprentice's wages during the apprenticeship.

Employers with more than five employees must contribute to the so-called Employers Reimbursement Scheme (*Arbejdsgivernes Uddannelsesbidrag - AUB*) irrespective of whether they have apprentices or not. The funds are used to compensate employers with apprentices for the extra costs they have for this (e.g. wages of apprentices during school periods, when they are not available to the enterprise).

**Q34. Are there any financial incentives for companies that offer apprenticeship places?**



**YES, SUBSIDIES**

**YES, TAX  
DEDUCTIONS**

**YES, OTHER  
INCENTIVES**



**NO FINANCIAL  
INCENTIVES**

Since 2018, companies and institutions that do not take their share of apprentices have

to pay extra to the common fund (AUB). So, an expected ratio is calculated for different industries and those workplaces who do not have enough apprentices have to pay 3600 euro per year per 'missing' apprentice. At the same time those who expand their number of apprentices are rewarded with 3350 per year per extra apprentice. [Link](#)

**Q35. Does the wage or allowance of the apprentice cover both the time spent at school and in the company?**



✓ YES

✓ NO, IT COVERS  
ONLY THE TIME  
SPENT IN THE  
COMPANY

Learners receive wage both when they participate in school based and work-based learning. The employer may recover costs for wages during school periods from the Employers Reimbursement Fund (AUB).

**Q36. Are there any incentives for learners?**



✓ YES, GRANTS  
PAID TO LEARNERS  
TO TOP UP THEIR  
REMUNERATION



✓ YES, GRANTS  
PAID TO LEARNERS  
RELATED TO OTHER  
COSTS (TRAVEL,  
FOOD ETC.)



✓ YES,  
RECOGNITION OF  
PRIOR LEARNING /  
FAST-TRACK  
OPPORTUNITIES



✓ YES, GUIDANCE  
OR LEARNER  
SUPPORT



✓ YES, OTHER  
TYPES OF  
INCENTIVES



✓ NO

# Reference Year 2016

## ① TARGET GROUP

### Q7. What is the target group of this scheme?



YOUNG PEOPLE  
IN INITIAL  
VOCATIONAL  
EDUCATION AND  
TRAINING (15-16  
YEAR-OLDS)

YOUNG ADULTS  
IN EDUCATION AND  
TRAINING (ABOVE  
16 YEAR-OLDS)

UNEMPLOYED



OTHER (PLEASE  
SPECIFY IN THE  
DESCRIPTION)

The main target group are young people who have completed the 9<sup>th</sup> or the 10<sup>th</sup> grade in lower secondary education (compulsory schooling finishes at the 9<sup>th</sup> grade, but most pupils take an optional 10<sup>th</sup> year before moving on). This target group will be between 16-17 years of age, but many wait till later to enrol – the average age of enrolment is nearly 21.

Adult learners may enter VET and do an apprenticeship. A system for the accreditation of prior learning (*realkompetencevurdering*) ensures that previous practical experience and educational achievements are taken into account and the total length of their learning trajectory shortened.

### Q8. What is the age of learners?



The main target group are in the age bracket aged 16-17, but many enrol at a later age. A distinction is made between mainstream and adult VET, but all programmes are organised as apprenticeships

## ② OVERVIEW OF THE SCHEME

### Q9. Is the scheme included in the ISCED 2011 mapping?



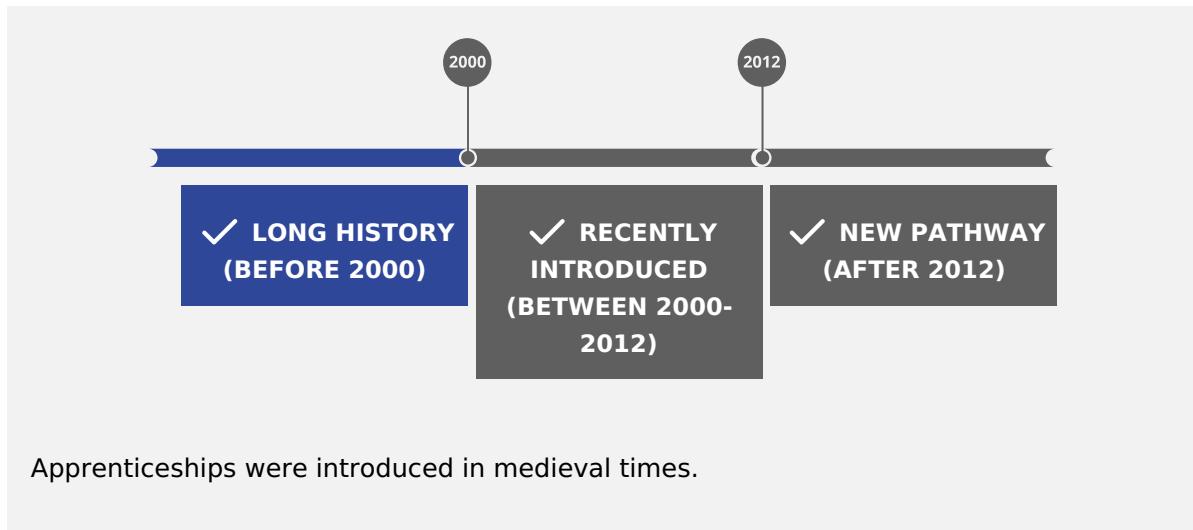
Programme number 353.10/level 353.

### Q10 - Is the scheme part of the VET system?



Apprenticeship is the dominant form of IVET.

### Q11 - When was the scheme introduced?



#### **Q12 - How did the apprenticeship scheme originate?**



✓ TRADITIONAL  
CRAFTSMANSHIP  
(MASTER-APPRENTICE  
RELATION) TO  
PREPARE  
APPRENTICES FOR  
THE OCCUPATION

✓ SCHOOL-BASED  
VET TRACK BY  
INCLUDING MORE  
WORK-BASED  
LEARNING TO  
SUPPLY SKILLED  
WORKFORCE TO  
MATCH LABOUR  
MARKET NEEDS

✓ PROGRAMMES  
FOR THE  
UNEMPLOYED  
(ACTIVE LABOUR  
MARKET  
MEASURES) TO  
FACILITATE  
INTEGRATION ON  
THE LABOUR  
MARKET



✓ OTHER

Apprenticeships were used by the ancient guilds to train craftsmen. When the guilds were abolished in the 19<sup>th</sup> century, apprenticeship remained as the way of delivering vocational qualifications.

#### **Q13 - What are the major sources of financing of the in-company training part of the apprenticeship scheme?**



✓ BY COMPANIES  
HOSTING  
APPRENTICES

✓ BY EMPLOYERS  
THROUGH  
SECTORAL FUNDS

✓ BY THE STATE  
FROM THE  
EDUCATION  
BUDGET



✓ BY THE STATE  
FROM THE LABOUR  
/ SOCIAL SECURITY  
BUDGET

✓ BY EU FUNDING

✓ OTHER

Employers with apprentices are required to pay the apprentice's wages during the apprenticeship. All enterprises (also those without apprentices) have to contribute to a common fund (AUB), which compensates employers with apprentices for extra costs incurred (e.g. wages of apprentices during school periods, when they are not available to the enterprise).

#### Q14 - Are there any financial incentives for companies that offer apprenticeship places?



✓ YES, SUBSIDIES



✓ YES, TAX  
DEDUCTIONS



✓ YES, OTHER  
INCENTIVES



✓ NO FINANCIAL  
INCENTIVES

**Q15 - Is the scheme temporary, meaning that it is financed for a limited period of time?**



✓ YES

✓ NO

**Q16. How many learners are enrolled in this scheme?**

49.932

According to the statistics of the Ministry of Education, 49,932 learners enrolled in IVET in 2014 (<http://statweb.uni-c.dk/Databanken/uvmDataWeb/ShowReport.aspx?report=EAK-tilgang-erhudd>).

**Q17 - How many learners are enrolled in this scheme in relation to all VET students?**



✓ THE MAIN VET TRACK (MAJORITY OF VET LEARNERS - MORE THAN 60% OF VET LEARNERS)

✓ STRONG VET TRACK (IMPORTANT SHARE OF VET LEARNERS - BETWEEN 30%-60%)

✓ MINOR TRACK (SMALL SHARE OF LEARNERS - BETWEEN 10% AND 30%)



✓ VERY SMALL TRACK (LESS THAN 10%)

✓ APPRENTICES ARE NOT CONSIDERED AS LEARNERS (THEY ARE EMPLOYEES)

All IVET-programmes are organised as apprenticeships.

**Q18 - How many learners are enrolled in the scheme in relation to all programmes for learners of the same age group?**



✓ THE MAIN  
TRACK (MAJORITY  
OF LEARNERS -  
MORE THAN 60%  
OF ALL LEARNERS)

✓ STRONG TRACK  
(IMPORTANT SHARE  
OF ALL LEARNERS -  
BETWEEN 30%-  
60%)

✓ MINOR TRACK  
(SMALL SHARE OF  
LEARNERS -  
BETWEEN 10% AND  
30%)



✓ VERY SMALL  
TRACK (LESS THAN  
10%)

According to the latest statistics from the Ministry of Education, 18.4% of all those leaving compulsory education (9<sup>th</sup> or 10<sup>th</sup> form) opted for IVET. Nearly 75% opted for upper secondary general education ([https://www.uvm.dk/Service/Statistik/Statistik-om-folkeskolen-og-frie-skoler/Statistik-om-elever-i-folkeskolen-og-frie-skoler/Statistik-over-tilmelding-til-ungdomsuddannelserne-for-9,-d,-og-10,-d,-klasser-\(FTU\)](https://www.uvm.dk/Service/Statistik/Statistik-om-folkeskolen-og-frie-skoler/Statistik-om-elever-i-folkeskolen-og-frie-skoler/Statistik-over-tilmelding-til-ungdomsuddannelserne-for-9,-d,-og-10,-d,-klasser-(FTU))).

**Q19 - Does the apprenticeship scheme result in a qualification?**



✓ YES

✓ NO

J Journeyman.

**Q20 - Which is the type of qualification obtained through the apprenticeship scheme?**



✓ EDUCATIONAL  
QUALIFICATION

✓ OCCUPATIONAL  
/ SECTORAL  
QUALIFICATION

J journeyman.

## ③ QUALIFICATIONS

### Q21 - Is the qualification included in the National Qualification Framework (NQF)



✓ YES

✓ NO

✓ THERE IS NO  
NQF

IVET qualifications are generally at level 4 of the NQF.

### Q22 - How does the qualification link to the scheme?



✓ IT IS A  
SPECIFIC TYPE OF  
QUALIFICATION  
WHICH CAN ONLY  
BE OBTAINED  
THROUGH THIS  
APPRENTICESHIP  
SCHEME

✓ THE SAME  
QUALIFICATION  
CAN BE ACHIEVED  
ALSO THROUGH  
OTHER  
PROGRAMMES (I.E.  
SCHOOL-BASED  
VET)

Apprenticeship is the dominant form of IVET. Only in very exceptional cases is it possible

to achieve qualifications at IVET-level by other means. Learners who are not able to conclude an apprenticeship contract with an enterprise may receive the practical parts of their training in so called placement centres (*skolepraktikcentre*), which have been set up in connection with the vocational schools. This is meant to emulate enterprise training, however, and enrolment only happens when all possibilities for a normal apprenticeship contract are exhausted.

#### **Q23 - Does the scheme provide direct access to higher education?**



Learners with qualifications from IVET will as a rule have to take supplementary courses to enrol in higher education. The exception to this is the EUX variety of apprenticeships, which also confers general upper secondary qualifications.

## **④ DURATION**

#### **Q24. What is the duration of the VET pathway? (please refer to the typical duration)**

4 years

Most programmes are of a duration of around 4 years, but there are some that last 3 years while some others can last 5 years.

#### **Q25 - How is the length of stay in apprenticeships defined in the regulation?**





✓ IS NOT  
DEFINED BY  
REGULATION

The Law on VET (*Lov om Erhvervsuddannelser*) stipulates that IVET programmes "as a rule cannot exceed 4 years and 6 months". Still, there are some programmes with longer duration.

**Q26 - Is there a distinction between the training and working period for the time spent at workplace, as per regulation?**



✓ YES, THE  
LEGAL FRAMEWORK  
MAKES THIS  
DISTINCTION

✓ NO, THE LEGAL  
FRAMEWORK  
MAKES NO  
DISTINCTION

The Law on VET contains no prescriptions for the length of time spent at school and in the enterprise. This is decided by the social partners in the Trade Committees.

**⑤ ALTERNATION OF WORK-BASED (IN-COMPANY)  
TRAINING AND SCHOOL-BASED TRAINING**

**Q27 - Is in-company training a compulsory part of the scheme, as per regulation?**



✓ YES

✓ NO

Apprenticeship is the dominant form of IVET. Only in very exceptional cases is it possible

to achieve qualifications at IVET-level by other means. Learners who are not able to conclude an apprenticeship contract with an enterprise may receive the practical parts of their training in so called placement centres (skolepraktikcentre), which have been set up in connection with the vocational schools. This is meant to emulate enterprise training, however, and enrolment only happens when all possibilities for a normal apprenticeship contract are exhausted.

**Q28 - Is there a minimum share of time of the apprenticeship spent in in-company training compulsory as per regulation?**



✓ YES,  
EQUIVALENT OR  
MORE THAN 50%

✓ YES, BETWEEN  
20% AND 50%

✓ YES, LESS  
THAN 20%



✓ NO, NO  
MINIMUM SHARE IS  
COMPULSORY

This is decided individually for each programme by the social partners in the Trade Committees. Generally, the relationship between time spent in school and enterprise is 1 (school) to 4 (enterprise).

**Q29 - What is the form of alternation of training between workplace (company) and school / training centre?**



## ⑥ FORMAL RELATIONSHIP WITH THE EMPLOYER

**Q30 - Is any contractual arrangement between the learner, company and/or education and training provider, required as per regulation?**



✓ YES

✓ NO

The learner concludes an apprenticeship contract with the enterprise. The vocational school approves the contract, but is not a signatory part.

### **Q31 - Which parties enter a contractual relationship?**



✓ LEARNER AND EMPLOYER

✓ LEARNER, EMPLOYER AND THE EDUCATION AND TRAINING INSTITUTION

✓ EDUCATION AND TRAINING INSTITUTION AND THE EMPLOYER (NOT THE LEARNER)



✓ OTHER

✓ NO CONTRACT IS REQUIRED

The learner concludes an apprenticeship contract with the enterprise. The vocational school approves the contract, but is not a signatory part.

### **Q32 - What is the nature of the contract?**



APPRENTICESHIPS ARE A SPECIFIC CONTRACT COVERED BY THE LABOUR CODE

APPRENTICESHIPS ARE A FORM OF EMPLOYMENT CONTRACT

FORMAL AGREEMENT, NOT COVERED BY THE LABOUR CODE

The apprentice has the status of an employee at the enterprise.

### Q33 - Where is the contract registered?



AT THE EDUCATION AND TRAINING INSTITUTION

AT THE EMPLOYMENT OFFICE

AT THE CHAMBERS



AT THE MINISTRY OF EDUCATION

OTHER

The learner's vocational school approves the contract (checks that all formalities are OK) and registers the contract.

### Q34 - What is the status of the learner?



APPRENTICE IS  
A SPECIFIC STATUS

STUDENT

EMPLOYEE



OTHER

The apprentice is an employee of the enterprise, but has a special status as a learner. The enterprise is obliged to provide training so that the apprentice can reach the learning objectives that have been formulated by the relevant Trade Committee for the placement periods (*praktikmål*).

## 7 REMUNERATION

### Q35 - Do apprentices receive a salary, allowance or compensation?



YES, ALL  
APPRENTICES  
RECEIVE A SALARY  
(TAXABLE INCOME)

YES, ALL  
APPRENTICES  
RECEIVE AN  
ALLOWANCE (NOT  
A FORM OF  
TAXABLE INCOME)

APPRENTICES  
RECEIVE A  
REIMBURSEMENT  
OF EXPENSES



**COMPENSATION  
IS POSSIBLE BUT  
NOT REQUIRED**

**NO FORM OF  
COMPENSATION IS  
FORESEEN BY LAW**

Apprentices' wages are negotiated as part of the collective agreements between the social partners. An example (plumber apprentices, 2014):

1st year DKK 61.75 per hour  
2nd year DKK 71.20 per hour  
3rd year DKK 89.70 per hour  
4th year DKK 102.10 per hour

The apprentice is paid wages from the moment the contract comes into force.

#### **Q36 - Who pays the salary / allowance of the apprentice?**



**EMPLOYERS**

**STATE**

**OTHER**

The apprentice's wages are paid by the employer. The employer may recover costs for wages during school periods from the Employers Reimbursement Fund (AUB).

#### **Q37 - Is the company hosting apprentices required to provide training at the workplace?**



✓ YES,  
OBLIGATION TO  
PROVIDE TRAINING  
AT THE  
WORKPLACE IS  
REQUIRED IN THE  
CONTRACT

✓ YES, IT IS  
REQUIRED BY LAW

✓ YES, REQUIRED  
BY OTHER  
REGULATIONS



✓ NO, NOT  
REQUIRED  
FORMALLY

The employer must provide training, and learning objectives for the placement periods have been defined by the Trade Committees.

## ⑧ RESPONSIBILITY OF EMPLOYERS

### Q38 - What are the requirements on training companies, as per regulation?



✓ HAVE TO  
PROVIDE A MENTOR  
/ TUTOR / TRAINER

✓ HAVE TO  
PROVIDE LEARNING  
ENVIRONMENT

✓ HAVE TO  
ENSURE LEARNING  
SUPPORT



✓ HAVE TO  
DEVELOP A  
TRAINING PLAN

✓ OTHER

The are requirements as to the ratio of apprentices and trained employees, as well as the nature of the tasks undertaken and the presence of machines and tools relevant to the trade. The rules for this are formulated by the Trade Committees. Enterprises wishing to take apprentices must be approved by the Trade Committee (which may delegate this task to the vocational school).

**Q39 - Are there any sanctions on companies that do not provide training to apprentices at the workplace?**



✓ YES

✓ NO

They can lose the right to train apprentices.

**Q40 - What is the role of chambers, employers' and employees' representatives (social partners), sectoral councils (if existent), in apprenticeships, as per regulation?**



✓ ROLES IN  
DESIGNING  
QUALIFICATIONS/  
CURRICULA

✓ ROLES IN FINAL  
ASSESSMENT OF  
APPRENTICES

✓ ROLES IN  
QUALITY  
ASSURANCE OF  
WORK-BASED VET



**RESPONSIBLE  
FOR THE  
REGULATION OF  
THE CONTRACT**

**OTHER**

**NO ROLE**

The social partners in the Trade Committees at national and local level:

- define learning objectives and curricula;
- define length of programme and division school/enterprise;
- negotiate wage level for apprentices;
- provide assessors for the final exams (journeyman's test).