



Confederation of Danish Industry

Anja Trier Wang



VET in DK at crossroads



VET in DK at crossroads

Can CEDEFOPs scenarios
give guidance?

Initial VET in DK

Characteristics:

- Apprenticeship model for centuries – 1/3 school, 2/3 company
- Apprenticeship for young as well as adults
- Distinctive VET-system – separate institutions and governance
- Strong social partner dialog and involvement in governance
- High responsiveness to labour market needs
- High employability of VET-graduates

Paradise on Earth – or...?



Some challenges...

- Academic/theoretic drift for decades in Danish education system
- Strong political focus on increasing the number of secondary level graduates
- VET – strong political focus on social inclusion
- High drop-out rates in VET
- Rapidly declining image and esteem of initial VET

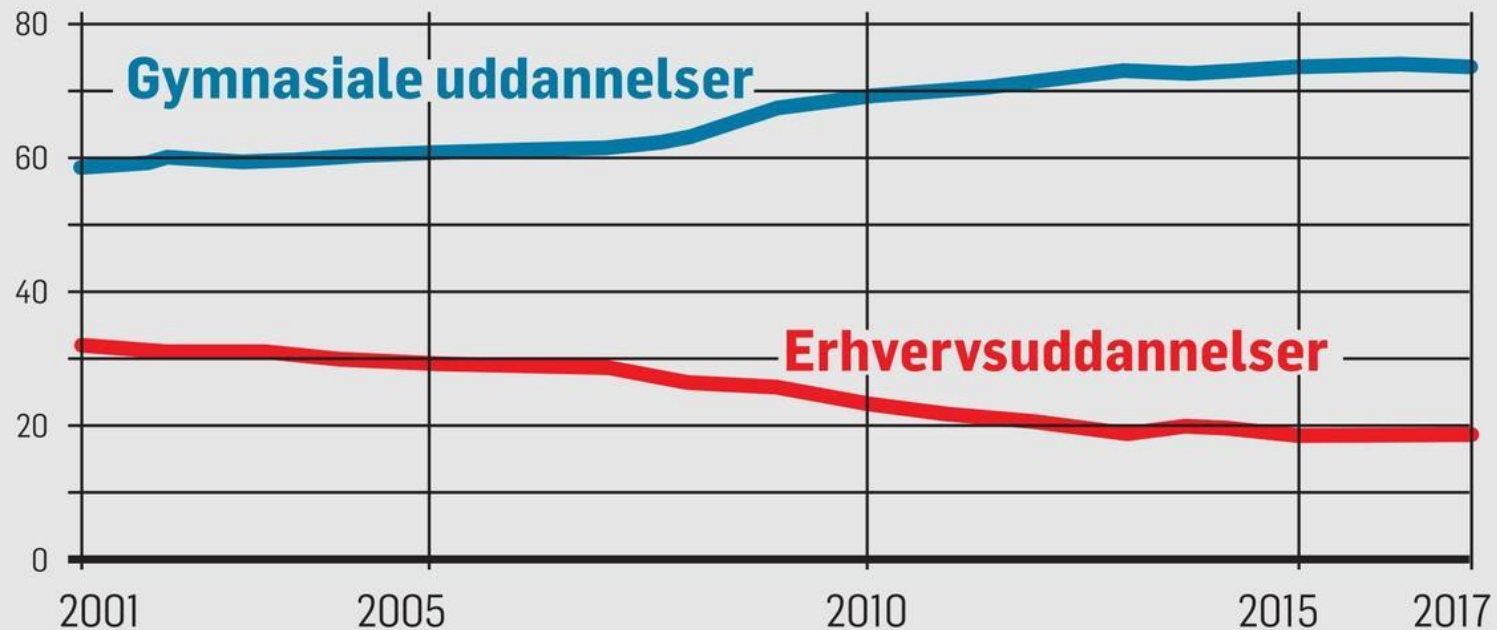


Recruitment to VET (1)

Uddannelsesretning

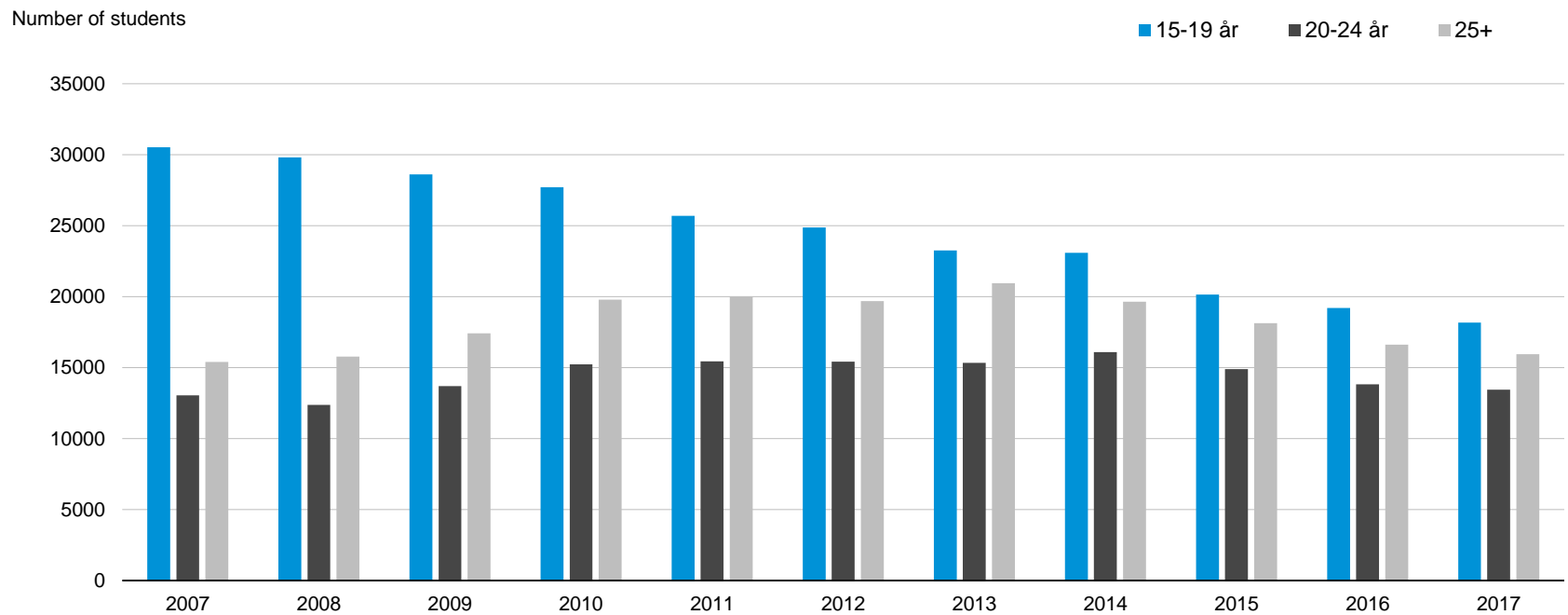
Sådan fordeler elever fra 9.- og 10.-klasse sig på de gymnasiale og erhvervsrettede uddannelser

PROCENT



Recruitment to VET (2)

Recruitment to initial VET in agegroups

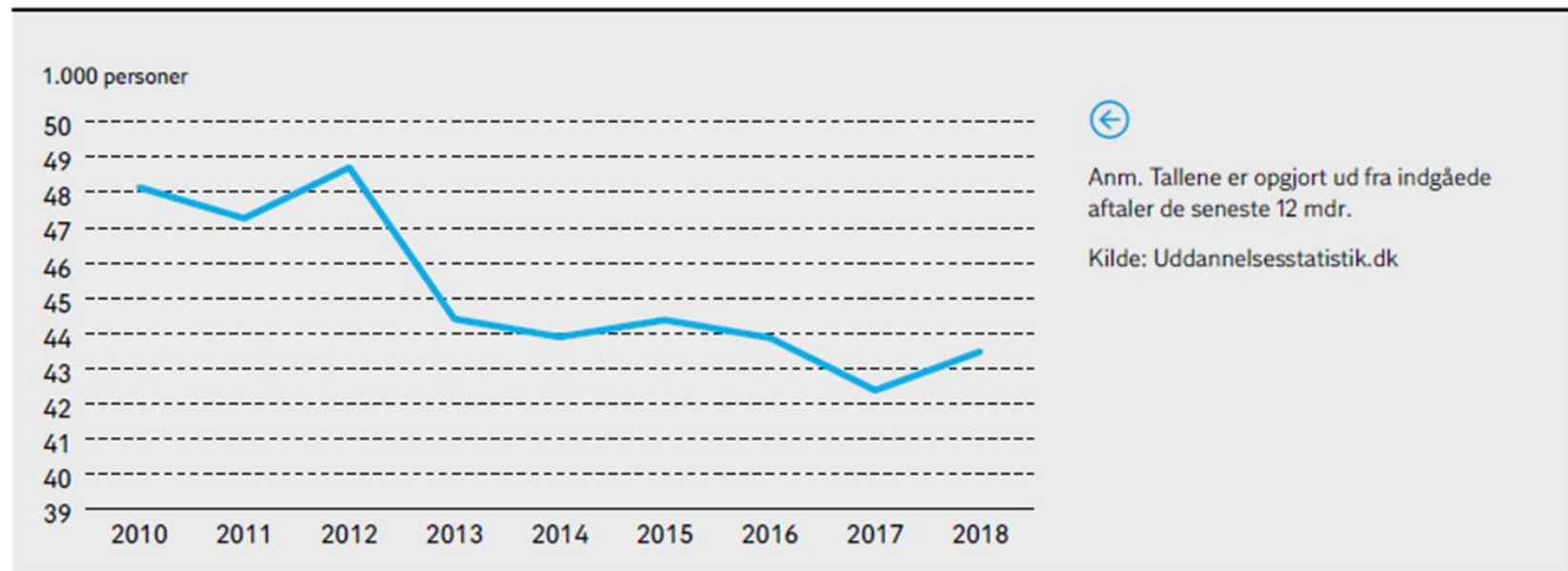


Kilde: UVM.dk

Apprenticeship in decline?

Antallet af praktikpladsaftaler er faldet gennem en årrække

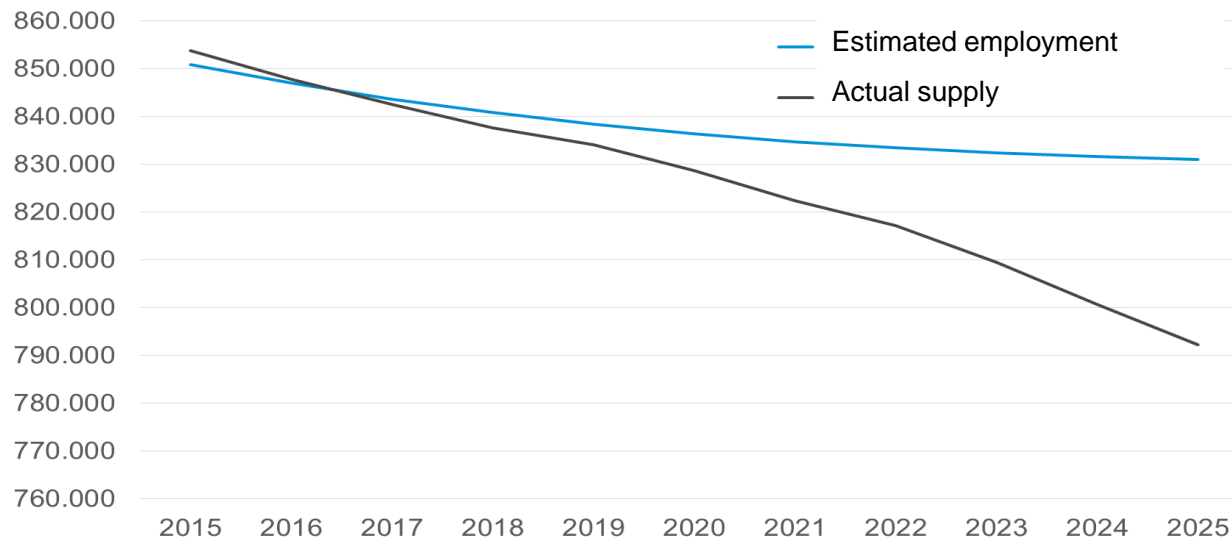
Indgåede praktikpladsaftaler, 2010–2018



Skills forecasts – crisis predicted

The supply of skilled labour is decreasing more than the needs

Actual supply and estimated employment for all skilled workers in the age of 16-66. Number of persons



Source: DI's forecast for skilled labour

Where can we go from here?

- Initiatives have been taken to
 - increase quality and esteem of VET
 - increase number of apprenticeship places
 - increase recruitment to VET of young pupils from primary school
 - establish a joint VET/general secondary degree (eux)
 - increase permeability from VET to higher education
- But progress is slow and further action is needed.



3 scenarios applied... (1)

1. Pluralist VET – Lifelong learning

- Synergi between VET and general education – broader qualification profiles, focus on transversal skills rather than occupations
- Vocational learning throughout life and across systems and levels
- Governance extended to broader range of stakeholders

Comments and reflections

- Employability – or need for job-entry arrangements?
- Can vocational traits survive – or will academic drift conquer?
- Will apprenticeship-model survive?
- Compliance with labour market model?
- Finances?

3 scenarios applied... (2)

2. Distinctive VET – Occupational profiles

- Separate VET system, strong link to labour market and apprenticeship
- Targets young learners and expands into higher VET – permeability

Comments and reflections

- Review of apprenticeship model – to recruit students and to keep it attractive to companies
- Higher VET (dual) programmes – need for review of Higher education
- Permeability between VET and general education reinforced – need to focus on employability, not level
- Forecasting future needs doesn't become easier...

3 scenarios applied... (3)

3. Job-oriented VET – Special purpose VET

- Short and quick continuing VET to gain short-term employability – less basic and transversal skills
- Targets adults and emphasizes transparency and portability

Comments and reflections

- Can it work in highly specialized production/service teams – or is a sound vocational base necessary, topped up by job-oriented VET?

Summing up

For consideration:

- Connection or balance between VET-system and labour market model/organisation is crucial to observe
- Can vocational drift counterbalance academic drift?
- Is there a common European path?





Thank you for your attention!

Anja Trier Wang

atw@di.dk