DENMARK
Education and training in figures

Upper secondary students (ISCED 2011 level 3) enrolled in vocational and general programmes
% of all students in upper secondary education, 2014

Lifelong learning
% of population aged 25 to 64 participating in education and training over the four weeks prior to the survey, 2015

Early leavers from education and training
% of early leavers from education and training, 2015

Share of employees (aged 24 to 65) with medium-level education (ISCED 3-4) who obtained a vocational qualification, and whose highest level of education involved some learning in a workplace (%), 2014

Further information

http://www.englisheducation.dk/education-and-training

http://www.statbank.dk
- National Statistics Office / StatBank Denmark

http://www.ug.dk/programmes/aboutugdk
- Danish Ministry of Education

http://www.sdu.dk
- Ministry of Science Education and Gender Equality

http://www.hi.dk
- Ministry of Higher Education and Science

DENMARK
EN

Vocational education and training (VET) plays a key role in the Danish strategy for lifelong learning and meeting the challenges of globalisation and technological change. An inclusive and flexible initial VET system ensures that all young people have an opportunity to obtain competences to aid smooth transition to the labour market. Adult education and continuing training respond to structural and technological changes in the labour market and provide the workforce with new and updated skills.

Danish education and training comprises a mainstream system providing qualifications at all levels, from compulsory schooling to doctoral degrees, and a parallel adult education and continuing training (CVT) system. Adult education and training are designed to meet the needs of adult learners, for example through part-time courses. The two systems offer equivalent qualifications at various levels, enabling horizontal permeability.

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**Vocational education and training (VET)** plays a key role in advising the Ministry of Education on overall VET policy and determining the structure and general framework for training programmes within their field, cooperating in national trade committees. At local level, stakeholders cooperate in developing curricula to respond to local labour market needs.

Denmark has the highest participation in adult education and continuing training in the EU. The policy framework focuses on knowledge-intensive specialisms and is in close alignment with the large public sector, and a tradition of strong ties between education institutions and social partners.

An integrated lifelong learning strategy was introduced in 2007 and supported by the implementation of a national qualifications framework. This improved horizontal and vertical permeability within education and training, also improved guidance services and provided better opportunities for recognition of non-formal learning and qualifications through standardised procedures for validation of prior learning.

Public financing is central to the VET system, with colleges receiving performance-based block grants. Apprenticeships and employees further training are subsidised according to a solidarity principle, coordinated in the AUB system (Arbejdsgivernes Uddannelses Bidrag). In this, all enterprises, regardless of their size or involvement in training, must contribute with a percentage of the training spend per employee to a central fund. Enterprises are then partially reimbursed for providing training placements and for employee participation in training.

Education and training are considered a key area as Denmark has to train an estimated 150,000 new workers in tertiary level. The VET system is expected to accommodate an increasingly heterogeneous student body. The reforms have had significant influence on VET development. The VET reform (2014) established VET learners’ minimum entrance requirements. Earlier requirements for VET teachers were strengthened: since 2010, all VET teachers must have a pedagogic diploma (80 ECTS) at EQF level 6. Both initiatives are expected to increase VET quality. The VET reform (2014) makes it mandatory for unemployed people under 30 receiving social benefits to participate in education and training. This will increase the number of weaker learners entering the VET system.

The 2014 VET reform has four main objectives for improving quality:

- more students must enter VET directly from compulsory school; from 18% in 2013 to 30% by 2025;
- completion rates in VET must be improved; from 52% in 2012 to 67% in 2025;
- VET must challenge all students so they may reach their full potential;
- employer and student satisfaction with VET must gradually be increased by 2020.

Lack of suitable training placements in enterprises is frequently cited as a primary reason for student dropout. Several policy initiatives seek to address the problem, but the global financial crisis has further widened the gap between training place supply and demand. Implementation of 50 practical training centres (2010) and an enforced 1,000 placements in Vækstplan 2014 (growth plan, 2014) are expected to alleviate this problem.

Unemployment, and particularly long-term unemployment, among young people with little or no education poses challenges for adult education and continuing training. Substantial upskilling and retraining is necessary to avoid a considerable part of the workforce becoming permanently excluded from the labour market. The 2014 growth plan includes funding for the unemployed to become skilled workers through targeted adult VET programmes.

**Distinctive features of VET**

The Danish VET system is characterised by a high level of cooperation between employers and training partners, vocational colleges, teachers and students and is strongly based on consensus and shared responsibility. Stakeholders play a key role in advising the Ministry of Education on overall VET policy and determining the structure and general framework for training programmes within their field, cooperating in national trade committees. At local level, stakeholders cooperate in developing curricula to respond to local labour market needs.

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**Spotlight on VET**

**VET in Denmark**

**VET in Denmark’s education and training system**

**TERTIARY LEVEL**

- **General programmes**
- **Programmes combining VET and general education**
- **Officially recognised vocational programmes**
- **Qualifications allowing access to the next education level**

**NON-FORMAL ADULT EDUCATION**

- **Academy professions**
- **Technical programmes**
- **Vocational programmes with a focus on entrepreneurship**
- **Qualifications allowing access to the next education level**

**SECONDARY LEVEL**

- **General programmes**
- **Vocational programmes**
- **Elaborate courses**
- **In-service programmes**
- **Qualifications allowing access to the next education level**

**Adult education**

- **Basic VET (EGU) for lower secondary education**
- **Vocational upgrade (•)**
- **Further adult education**
- **General education programmes**
- **Liberal adult education**
- **Specialised adult education**

**VET programmes**

- **Arbejdsmarkedsuddannelser (AMU)**
- **New apprenticeship (•)**
- **Ny Mesterlære**

**Other**

- **In-service programmes**
- **Elaborate courses**
- **In-service programmes**

**Programmes, programmes!**

- **Academy professions**
- **Technical programmes**
- **Vocational programmes with a focus on entrepreneurship**
- **Qualifications allowing access to the next education level**

**Source:** NB: ISCED-P 2011.
VOCATIONAL EDUCATION AND TRAINING IN DENMARK

**Spotlight on VET**

**Vocational Education and Training (VET)** plays a key role in the Danish strategy for lifelong learning and meeting the challenges of globalisation and technological change. An inclusive and flexible initial VET system helps to ensure that all young people have an opportunity to obtain competences to aid smooth transition to the labour market. Adult education and continuing training respond to structural and technological changes in the labour market and provide the workforce with new and updated skills.

Danish education and training comprises a mainstream system providing qualifications at all levels, from compulsory schooling to doctoral degrees, and a parallel adult education and continuing training (CVT) system. Education and training (CUD) are designed to meet the needs of adult learners, for example through part-time courses. The two systems offer equivalent qualifications at various levels, enabling horizontal permeability. The literacy and numeracy qualifications (NVQ) are the Ministry of Education, which maintains close dialogue with social partners to respond to labour market needs.

Initial VET is organised into four broad learning pathways, each leading to a different level of qualification. These pathways are:

1. **General VET (AVU)**: Suitable for students who have completed mandatory school (compulsory school) and wish to pursue further education and training at the high school level.
2. **Preparatory VET (FVU)**: Suitable for students who have completed mandatory school and wish to pursue further education and training at the lower secondary level.
3. **Preparatory VET (FVU)**: Suitable for students who have completed mandatory school and wish to pursue further education and training at the upper secondary level.
4. **General VET (AVU)**: Suitable for students who have completed mandatory school and wish to pursue further education and training at the upper secondary level.

**Tertiary level**

The Danish VET system is characterised by a high degree of cooperation between education and work. VET programmes are developed in close cooperation between education and the workforce. This cooperation is based on consensus and shared responsibility. Stakeholders play a key role in advising the Ministry of Education on overall VET policy and determining the structure and general framework for training programmes within their field, cooperating in national trade committees. At local level, stakeholders cooperate in developing curricula to respond to local labour market needs.

Denmark has the highest participation in adult education and continuing training in the EU. In parallel, the national strategy to focus on knowledge-intensive sectors widens the gap between the large public sector, and a strong tradition of strong ties between education institutions and social partners.

An integrated lifelong learning strategy was introduced in 2007 and supported by the implementation of an upper secondary qualifications framework. This improved horizontal and vertical permeability within education and training. It also improved guidance services and provided better opportunities for recognition of non-formal learning and qualifications through standardised procedures for validation of prior learning.

Public financing is central to the VET system, with colleges receiving performance-based block grants. Apprenticeships and employees further training are subsidised according to a solidarity principle, coordinated in the AUB system. Further training requirements for VET teachers were strengthened: since 2010, all VET teachers must have a pedagogic diploma (80 ECTS) at EQF level 6. Both initiatives are expected to increase VET quality. Following the Danish VET reform (2014) makes it mandatory for unemployed people under 30 receiving social benefits to participate in education and training. This will increase the number of weaker learners entering VET.

The 2014 VET reform has four main objectives for improving VET quality:

- more students must enter VET directly from compulsory school; from 18% in 2015 to 30% by 2025;
- completion rates in VET must be improved; from 52% in 2012 to 67% in 2025;
- VET must challenge all students so they may reach their full potential;
- employer and student satisfaction with VET must gradually be increased by 2020.

Lack of suitable training placements in enterprises is frequently cited as a primary reason for student dropout. Several policy initiatives seek to address the problem, but the global financial crisis has further widened the gap between training place supply and demand. Implementation of 50 practical training centers (2012) and the reserved 1,000 training places in Vækstplan 2014 (growth plan 2014) are expected to alleviate this problem.

Unemployment, and particularly long-term unemployment, among young people with little or no work experience, are expected to increase for adult education and continuing training. Substantial upskilling and retraining are necessary to avoid a considerable gap in the workforce becoming permanently excluded from the labour market. The 2014 growth plan includes funding for the unemployed to become skilled workers through targeted adult VET programmes.

**Distinctive features of VET**

- Education and training are considered a key area as a dynamic and central part of the Danish development strategy, and VET is expected to accommodate an increasingly heterogeneous student body. These reforms have had significant influence on VET development.
- The VET reform (2014) established VET students’ minimum entrance requirements. Earlier requirements for VET teachers were strengthened:
  - Since 2010, all VET teachers must have a pedagogic diploma (80 ECTS) at EQF level 6. Both initiatives are expected to increase VET quality.
- The Danish VET reform (2014) makes it mandatory for unemployed people under 30 receiving social benefits to participate in education and training. This will increase the number of weaker learners entering VET.

**Challenges and policy responses**

- **Unemployment, and particularly long-term unemployment, among young people with little or no work experience, are expected to increase for adult education and continuing training.** Substantial upskilling and retraining are necessary to avoid a considerable gap in the workforce becoming permanently excluded from the labour market. The 2014 growth plan includes funding for the unemployed to become skilled workers through targeted adult VET programmes.
Vocational education and training (VET) plays a key role in the Danish strategy for lifelong learning and meeting the challenges of globalisation and technological change. An inclusive and flexible initial VET system ensures that all young people have an opportunity to obtain competences to aid smooth transition to the labour market. Adult education and continuing training respond to structural and technological changes in the labour market and provide the workforce with new and updated skills.

Danish education and training comprises a mainstream system providing qualifications at all levels, from compulsory schooling to doctoral degrees, and a parallel adult education and continuing training (CVT) system. Adult education and training programmes are designed to meet the needs of adult learners, for example through part-time courses.

Levels and areas of training

The two systems offer equivalent qualifications at different levels, from compulsory schooling to doctoral degrees, and provide opportunities to acquire qualifications through standardised procedures for validation of prior learning.

The Danish VET system is characterised by a high degree of involvement of social partners, vocational colleges, teachers and students (apprentices). The VET system is based on consensus and shared responsibility. Stakeholders play a key role in advising the Ministry of Education on overall VET policy and determining the structure and general framework for training programmes within their field, cooperating in national trade committees. At local level, stakeholders cooperate in developing curricula to respond to local labour market needs.

Denmark has the highest participation in adult education and continuing training in the EU. The VET system has a material safety net to ensure that all young people have an opportunity to obtain competences to aid smooth transition to the labour market. The 2014 growth plan includes reskilling is necessary to avoid a considerable part of workforce dropout. Several policy initiatives seek to address the problem, but the global financial crisis has further widened the gap between training place supply and demand. Implementation of 50 practical training placements in enterprises (2013) and the planned 1,000 new training placements in enterprises (2014) are expected to alleviate this problem.

• Employer and student satisfaction with VET must gradually be increased by 2020.

Vocational education and training (VET) at tertiary level. Further VET and adult education programmes lead to EQF level 5 qualifications.

Denmark has the highest participation in adult education and continuing training in the EU. The VET system has a material safety net to ensure that all young people have an opportunity to obtain competences to aid smooth transition to the labour market. The 2014 growth plan includes reskilling is necessary to avoid a considerable part of workforce dropout. Several policy initiatives seek to address the problem, but the global financial crisis has further widened the gap between training place supply and demand. Implementation of 50 practical training placements in enterprises (2013) and the planned 1,000 new training placements in enterprises (2014) are expected to alleviate this problem.

Education and training are considered a key area as Denmark is an ageing society. The 2014 growth plan is expected to accommodate an increasingly heterogeneous student population. The reforms have had significant influence on VET development. The VET reform (2014) established VET students’ minimum entrance requirements. Earlier, requirements for VET teachers were strengthened: since 2010, all VET teachers must have a pedagogical diploma (80 ECTS) at EQF level 6. Both initiatives are expected to increase VET quality. Social assistance reform (2014) makes it mandatory for unemployed people under 30 receiving social benefits to participate in education and training. This will increase the number of weaker learners entering training.

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Spotlight on VET

DENMARK

Education and training in figures

Upper secondary students (ISCED 2011 level 3) enrolled in vocational and general programmes % of all students in upper secondary education, 2014

Lifelong learning % of population aged 25 to 64 participating in education and training over the four weeks prior to the survey, 2015

Early leavers from education and training % of early leavers from education and training, 2015

Share of employees (aged 24 to 65) with medium-level education (ISCED 3-4) who obtained a vocational qualification, and whose highest level of education involved some learning in a workplace (%), 2014

Further information


http://eng.uvm.dk
Ministry for Children, Education and Gender Equality
http://ufm.dk/en
Ministry of Higher Education and Science
www.uk.bm.dk
Ministry of Employment
Danish Agency for Higher Education organisation/danish-agency-for-higher-education
www.statbank.dk
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www.ug.dk/programmes/aboutugdk
Danish Ministry of Education guide to education and training
http://eng.uvm.dk/Fact-Sheets/Upper-secondary-education
Upper secondary education factsheet
www.eng.uvm.dk/service/Publications.aspx
Publications on IVET and adult education
www.praktikpladsen.dk
Information on training placements
www.phmetropol.dk/Refernet
ReferNet Denmark

This Spotlight is based on input from Metropol University College (ReferNet Denmark 2016).


100
80
60
40
20
0
VOCATIONAL GENERAL

100
80
60
40
20
0
VET WBL

NB: VET: survey respondents described their highest qualification as vocational; WBL: studies involved some learning at a workplace (e.g. apprenticeships, internships, other forms of work-based learning).

Results may differ from those reported in national statistics and international surveys, as the online data collection method used does not always lead to fully representative findings.

Source: Cedefop European skills and jobs survey, 2014.
DENMARK

Education and training in figures

Upper secondary students (ISCED 2011 level 3) enrolled in vocational and general programmes (% of all students in upper secondary education, 2014)

<table>
<thead>
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<tbody>
<tr>
<td>63.6</td>
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Lifelong learning

% of population aged 25 to 64 participating in education and training over the four weeks prior to the survey, 2015

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Early leavers from education and training

% of early leavers from education and training, 2015

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Share of employees (aged 24 to 65) with medium-level education (ISCED 3-4) who obtained a vocational qualification, and whose highest level of education involved some learning in a workplace (%), 2014

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Further information


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