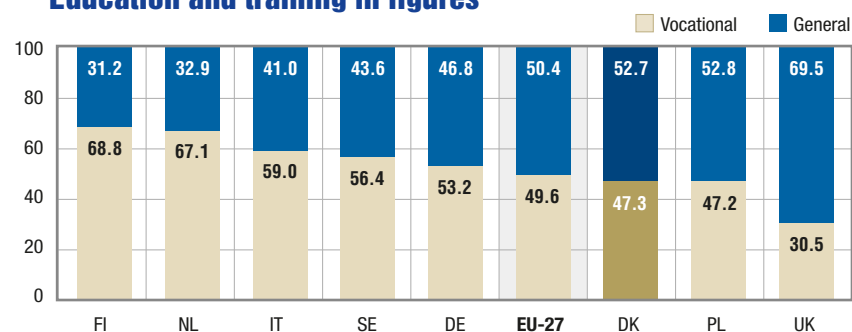


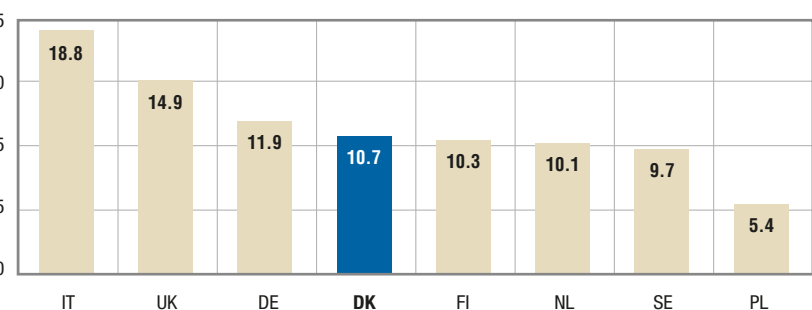
Education and training in figures

Students in upper secondary education enrolled in vocational and general programmes
(% of all students in upper secondary education, 2009)



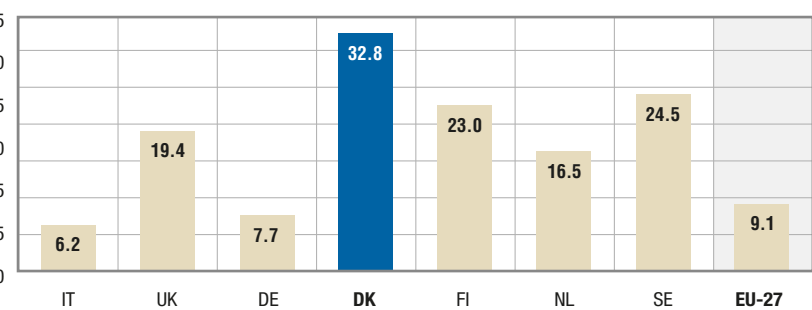
Source: Eurostat, UOE data collection, date of extraction 8.3.2012.

Early-leavers from education and training
Population aged 18-24 with, at most, lower secondary education and not in further education or training (2010, %)



N.B. For Sweden, data are provisional.
Source: Eurostat, labour force survey, date of extraction 8.3.2012.

Participation in lifelong learning
Population aged 25-64 participating in education and training over the four weeks prior to the survey (2010, %)



Source: Eurostat, labour force survey, date of extraction 28.7.2011.

Educational attainment of the population
Population aged 25-64 by highest level of education attained in Denmark and in selected Member States (2010, %)

Country	ISCED 0-2	ISCED 3-4	ISCED 5-6
Italy	44.8	40.4	14.8
Netherlands	27.7	40.4	31.9
UK	23.9	41.1	35.0
Denmark	23.5	42.3	34.2
Finland	17.0	44.8	38.1
Sweden	18.4	47.4	34.2
Germany	14.2	59.2	26.6
Poland	11.3	65.8	22.9
EU-27	27.3	46.8	25.9

ISCED International standard classification of education
ISCED 0-2 Pre-primary, primary and lower secondary education
ISCED 3-4 Upper secondary education and post-secondary education
ISCED 5-6 Higher education
Countries listed by the percentage of their population educated at least to level 3.
Source: Eurostat, labour force survey, date of extraction 8.3.2012.

Further information

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- <http://en.fivu.dk/> Ministry of Science, Innovation and Higher Education
- www.uk.bm.dk/ Ministry of Employment
- <http://en.iu.dk/> Danish Agency for Universities and Internationalisation information on education and training in Denmark
- www.ug.dk/ Danish Ministry of Children and Education guide to education and training [primarily in Danish, but also including a section on programmes taught in English]
- www.statbank.dk/statbank5a/default.asp?w=1024 National statistics available at StatBank Denmark
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Spotlight on VET
Denmark



Transition and modernisation

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 IVET system helps ensure that all young people have an opportunity to obtain relevant competences for smooth transition to the labour market. Adult education and continuing training responds to structural and technological change in the labour market and provides the workforce with new and updated skills.

VET is under the jurisdiction of the Ministry of Children and Education, which maintains close dialogue with the social partners to respond to labour market needs. Recent VET reforms have concentrated on:

- making the VET system more inclusive by introducing partial qualifications and alternative pathways aimed at weaker learners and additional qualifications for stronger learners;
- supporting flexibility through individualised learning pathways, decentralisation of VET curricula and continuing training programmes tailored to the needs of enterprises;
- increasing cohesiveness by simplifying entry routes and creating fewer, larger institutional providers offering a wider range of VET programmes;
- improving transparency by incorporating all VET qualifications within a national qualifications framework;
- reducing drop-out rates by consolidating guidance services and guaranteeing sufficient apprenticeship places for trainees;
- improving responsiveness through partnerships between VET providers and local enterprises, monitoring and quality assurance mechanisms, as well as research, analysis and forecasting activities.

Structure

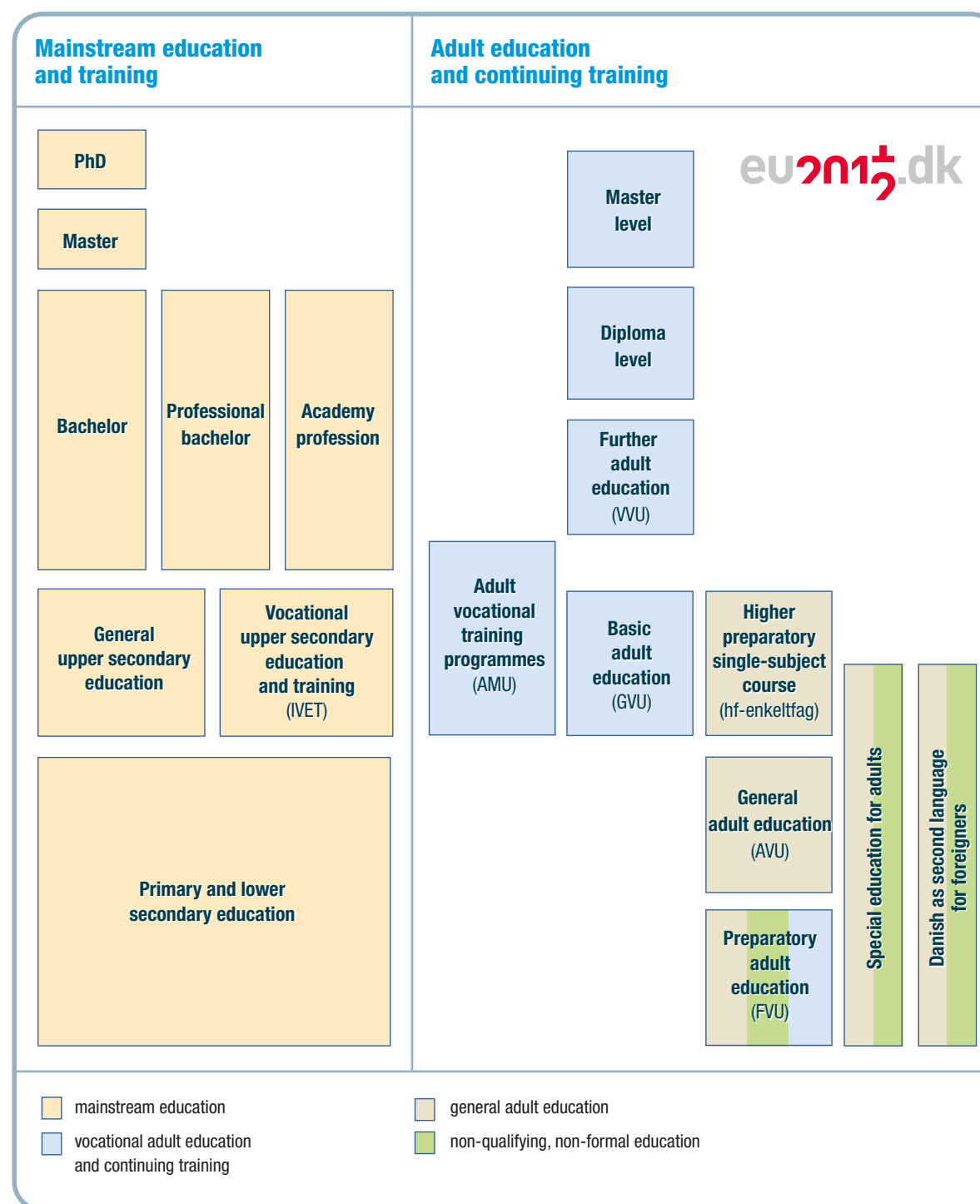
The Danish education and training system comprises a mainstream system providing qualifications at all levels, from compulsory schooling to doctoral degrees, and a parallel adult education and continuing training system. The adult education and continuing training system is designed to meet the needs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

Vocational upper secondary education and training, or IVET, includes technical, agricultural, commercial, and social and healthcare programmes. Organised into 12 broad entry routes, they provide access to 109 more specialised main programmes and 301 different vocational qualifications. Programmes are organised according to the dual principle, alternating between periods of college-based learning and practical apprenticeship training in enterprises. A typical IVET programme lasts three and a half years with a 2:1 split between workplace and college-based training, although there is considerable variation between programmes. Individual study plans are compiled for all students, with VET colleges and the social partners sharing responsibility for developing curricula to ensure responsiveness to local labour market needs. Qualifications at this level can provide access to relevant academy profession or professional bachelor tertiary programmes.

Basic adult education (*grunduddannelse for voksne*, GUV) provides qualifications equivalent to IVET. GUV is aimed at adults (minimum 25 years old) with at least two years relevant work experience, but without formal qualifications. An individual study plan is designed, which considers and credits prior learning.

Adult vocational training (*arbejdsmarkedsuddannelser*, AMU) provides participants with skills and competences relevant to the labour market and primarily directed towards specific sectors and jobs. Programmes may either deepen the participant's knowledge in a particular field or extend it to related fields. AMU programmes (around 3 000) last an average of one week and are created, adapted or discontinued in response to labour market needs.

The education system in Denmark



Source: Danish Ministry of Children and Education (forthcoming).

Characteristics

The Danish VET system is characterised by a high level of stakeholder involvement with the social partners, vocational colleges, teachers and students all involved in developing VET based on the principles of consensus and shared responsibility:

- at national level, stakeholders play a key role in advising the Ministry of Children and Education on overall VET policy and determining the structure and general framework for training programmes within their field, by cooperating in national trade committees;
- at local level, stakeholders cooperate in developing curricula to respond to local labour market needs.

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

Denmark has the highest levels of participation in adult education and continuing training in the EU. High participation rates reflect: the national strategy to focus on knowledge-intensive specialist sectors and lifelong learning; the large public sector; and a tradition of strong ties between educational institutions and the social partners.

Public financing is central to the VET system. VET colleges receive performance-based block grants. Apprenticeships and further training of employees are subsidised according to a solidarity principle whereby all enterprises, regardless of their involvement in VET, contribute a fixed amount per employee to a centralised fund. Enterprises are then partially reimbursed for provision of training placements and for employee participation in continuing training.

Challenges

The main challenge for IVET is improving completion rates. The government has a stated objective that, by 2015, 95 % of a youth cohort should complete an upper secondary education programme. Education and training are considered key as demand for unskilled labour continues to fall. As a result, IVET is expected to accommodate an increasingly heterogeneous student body. The latest projections indicate that 81 % of those commencing one of the main programmes of IVET in 2010 are expected to complete the programme. Improving this figure by ensuring IVET is an attractive and viable option for both stronger and weaker learners is a political priority.

An associated issue is provision of a sufficient number of training placements in enterprises. Lack of suitable training placements is frequently cited as a primary reason for student dropout. A multitude of policy initiatives seek to alleviate the problem, but the current global financial crisis has further widened the gap between supply and demand.

Improving vertical permeability from VET to higher education is currently a political priority because it is seen as vital in attracting strong learners to VET. Relevant VET qualifications can provide access to the new academy profession and professional bachelor degree programmes. However, options remain limited and often require supplementary qualifications. The recent introduction of an upper secondary programme combining vocational and general upper secondary qualifications may provide a solution. This programme will allow unrestricted access to tertiary education, including university programmes, while also providing a full vocational qualification.

Rising unemployment levels, and particularly long-term unemployment among young people with little or no work experience, poses a major challenge for adult education and continuing training. The global financial crisis has also led to a faster decline in demand for unskilled labour. Substantial upskilling and reskilling will be necessary to avoid a considerable part of the workforce becoming permanently excluded from the labour market.