DENMARK

Further information


Learners in upper secondary education enrolled in vocational and general programmes % of all students in upper secondary education, 2012

Tertiary education by type % of 30-34 year-olds with tertiary education by type, 2013

Lifelong learning % of population aged 25-64 participating in education and training over the four weeks prior to the survey, 2013

Early leavers from education and training % of early leavers from education and training, 2013

Source: Eurostat, DB (database on education systems), date of extraction 2013.

Source: Eurostat, D (database on education systems), date of extraction 2013.

Source: Eurostat, labour force survey, date of extraction 2013.

Source: Eurostat, labour force survey, date of extraction 2013.

This spotlight is based on input from ReferNet Denmark.

E&T 2020=15
Vocational education and training (VET) plays a key role in Danish strategy for lifelong learning and meeting the challenges of globalisation and technological change. An inclusive and flexible initial VET 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 respond to structural and technological changes in the labour market and provide the workforce with the tools for new and updated skills. 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 (CVT) system. The adult education and CVT system is designed to meet needs of adult learners, for example by offering part-time courses. The two systems offer differentiated learning experience at various levels, enabling horizontal permeability. The initial VET system is under the Ministry of Education’s jurisdiction, which maintains close dialogue with the social partners to respond to labour market needs. Initial VET is organised into 12 broad entry routes and includes technical, agricultural, commercial, social and childcare programmes.

Programmes are organised according to the dual principle, alternating between periods of college-based learning and work-based learning (apprenticeship training) in enterprises. A typical programme comprises elements from other adult education and non-formal learning programmes; it can be tailored to meet needs of adult learners, for example by offering part-time courses. The two programmes offer differentiated learning experience at various levels, enabling horizontal permeability. VET is under the Ministry of Education’s jurisdiction, which maintains close dialogue with the social partners to respond to labour market needs. Initial VET is organised into 12 broad entry routes and includes technical, agricultural, commercial, social and childcare programmes.

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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 (CVT) system. The adult education and CVT system is designed to meet needs of adult learners, for example by offering part-time courses. The two systems offer equivalent qualifications at various levels, enabling horizontal permeability. VET is under the Ministry of Education’s jurisdiction, which maintains close dialogue with the social partners to respond to labour market needs. Initial VET is organised into 12 broad fields or extend it to related fields. AMU (uddannelser), GVU study plans can comprise elements from other adult education programmes.

Programmes are organised according to the dual principle, alternating between periods of college-based learning and work-based learning (apprenticeship training) in enterprises. Typical programmes (ELP) lasts three- to four-year periods. VET is targeted at younger learners (20 years old) with at least two years relevant work experience, but without formal qualifications. GVU programmes are offered to young unemployed, and lasts for three to four years, with work-based learning (WBL) being at least 75%.

Basic adult education (grunduddannelser for voksne, GVU) provides qualifications equivalent to VET. GVU is aimed at adults (minimum 25 years old) with at least two years relevant work experience, but without formal qualifications. Individual study plans, which recognize prior learning, are used. GVU study plans can comprise elements from other adult education programmes.

Adult vocational training (vagtuddannelser) AMU) provides participants with skills and competences relevant to the labour market and is primarily directed towards specific sectors and jobs. Programmes may either deepen a participant’s knowledge in a particular field or extend it to related fields. AMU programmes level 4 can provide equivalent qualifications at an upper secondary education programme. It will be a huge challenge to keep a focus on both weaker and stronger learners, increased quality in VET, teachers’ professional development and the new structure of provision resulting from the ongoing VET reform.

Denmark has the highest participation in adult education and training. Adult participation rates reflect the national strategy to focus on improving systems and programmes in enterprises, including new training for lifelong learning, the public sector, and a tradition of strong ties between educational institutions and the social partners.

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 learning and qualifications through standardised procedures for validation of prior learning.

Public financing is central to the VET system. VET colleges receive performance-based block grants. Apprenticeships and further training of employees are subsidies according to a solidarity principle – coordinated in the AUB system (Aktorforeningen Uddannelsesbyrå). Among employers educational contribution) where all enterprises are encouraged to provide training, employees receive a fixed amount per employee to a central fund. Enterprises and the government are then reimbursed for providing training placements and for employee participation in continuing training.

The Danish VET system is characterised by a high degree of demand and labour market orientation. Social partners, vocational colleges, teachers and students participate in the planning and implementation of programmes, based on the principles of consensus and shared responsibility. At national level, 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, by cooperating in national trade committees. At local level, stakeholders cooperate in developing local curricula to respond to local labour market needs.

Denmark has the highest participation in adult education in the EU. Denmark’s government has set a target that by 2020, 50% of each youth cohort will complete an upper secondary education programme. It is a huge challenge to keep a focus on both weaker and stronger learners, increased quality in VET, teachers’ professional development and the new structure of provision resulting from the ongoing VET reform.

Lack of suitable training placements in enterprises is frequently cited as a primary reason for student dropout. Several policy initiatives seek to alleviate the problem, but the current global financial crisis has further increased the gap between supply and demand of training places. Implementation of 50 practical training centres (2013) and the planned 1000 new 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 work experience poses challenges for adult education and continuing training. Substantial uptake of VET is necessary to avoid a considerable part of the workforce becoming permanently unemployable from the labour market.

The 2014 growth plan includes funding for the disabled and targeted adult VET programmes.
Vocational education and training (VET) plays a key role in Danish strategy for lifelong learning and meeting the challenges of globalisation and technological change. An inclusive and flexible initial VET 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 respond to structural and technological changes in the labour market and provide the workforce with the knowledge and new and updated skills.

The Danish VET system is characterised by a high level of coordination between labour market partners, vocational colleges, teachers and students. It is based on the principles of consensus and shared responsibility. At national level, 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, by cooperating in national trade committees. At local level, stakeholders cooperate in developing local curricula to respond to local labour market needs.

Denmark has the highest participation in adult education among the EU member states. Participation rates reflect the national strategy to focus on lifelong learning systems in the area of work-based learning, either at the workplace or a VET institution.

Denmark. The VET system reform (2014) establishes VET teachers' minimum qualification requirements and VET students' minimum entrance requirements, thus increasing quality in VET. A new social assistance framework (2014) makes it mandatory for unemployed people under 30 receiving social benefits to participate in education and training. Thus, numbers of weaker learners entering VET will increase.

The 2014 growth plan includes funding for the creation of learning places. Implementation of 50 practical training centres (2013) and the planned 1000 new places in “Vækstplan 2014” (growth plan, 2014) are expected to alleviate the problem.

Unemployment, and particularly long-term unemployment, among young people with little or no work experience may_REFERER to challenges for adult education and continuing training. Substantial up-skilling and re-skilling is necessary to avoid VET, contribute a fixed amount per employee to a central fund. Enterprises are then partially reimbursed for providing training placements and for employee participation in continuing training.

The 2014 growth plan includes funding for the unemployed to become skilled workers through targeted adult VET programmes.

Spotlight on VET

Vocational education and training (VET) programmes

- combined vocational and general upper secondary education, EUI programme
- a relatively new pathway, which lasts around four years, attended by highly-motivated students aiming at obtaining access to higher education along with a vocational qualification;
- new apprenticeship (Ny Meisterlære) programmes, where students receive training at a company instead of partly at a VET college;
- Præst programmes are attended by students with a practical approach to learning;
- individual VET programmes, attended by very few students, consist of single subject courses and elements from EUD programmes;
- basic vocational education and training (EUG), attended by lower secondary graduates with a practical approach to learning.

The programme caters for young unemployed, and lasts for three to four years, with work-based learning (WBL) being at least 75%.

Basic adult education (grunduddannelse for voksne, GUV) provides qualifications equivalent to VET. GUV is aimed at adults (minimum 25 years old) with at least two years relevant work experience, but without formal qualifications.

Individual study plans, which recognise prior learning, can comprise elements from other adult education programmes.

Adult vocational training (arbejdsmarkeds-uddannelse), AMU, provides participants with new and updated skills.

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**DENMARK**

**Education and training in figures**

### Learners in upper secondary education enrolled in vocational and general programmes

% of all students in upper secondary education, 2012

<table>
<thead>
<tr>
<th>Programme</th>
<th>AT</th>
<th>NL</th>
<th>DE</th>
<th>SE</th>
<th>ES</th>
<th>FR</th>
<th>IT</th>
<th>DK</th>
<th>CY</th>
<th>EU-28</th>
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<tbody>
<tr>
<td>Vocational</td>
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<td>37.0</td>
<td>46.2</td>
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<td>55.0</td>
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<td>42.0</td>
<td>50.6</td>
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<td>53.9</td>
</tr>
<tr>
<td>General</td>
<td>23.7</td>
<td>28.1</td>
<td>21.9</td>
<td>17.4</td>
<td>18.7</td>
<td>13.7</td>
<td>8.7</td>
<td>7.1</td>
<td>15.0</td>
<td>15.0</td>
</tr>
<tr>
<td>Vocational/Generic</td>
<td>70.7</td>
<td>65.1</td>
<td>68.1</td>
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<td>73.8</td>
<td>63.1</td>
<td>50.7</td>
<td>57.7</td>
<td>56.7</td>
<td>64.9</td>
</tr>
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(Source: Eurostat, SKS database on education systems, date of extraction 19.5.2013.

### Tertiary education by type

% of 25-34 year-olds with tertiary education by type, 2013

<table>
<thead>
<tr>
<th>Type</th>
<th>AT</th>
<th>NL</th>
<th>DE</th>
<th>SE</th>
<th>ES</th>
<th>FR</th>
<th>IT</th>
<th>DK</th>
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<td>50.4</td>
<td>48.3</td>
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</tr>
<tr>
<td>2020 National Target</td>
<td>24.8</td>
<td>17.9</td>
<td>13.2</td>
<td>15.0</td>
<td>11.9</td>
<td>13.7</td>
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<td>13.7</td>
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</tr>
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</table>

This spotlight is based on input from ReferNet Denmark.

### Lifelong learning

% of population aged 25-64 participating in education and training over the four weeks prior to the survey, 2013

<table>
<thead>
<tr>
<th>Type</th>
<th>AT</th>
<th>NL</th>
<th>DE</th>
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<th>ES</th>
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</tbody>
</table>

(Source: Eurostat, labour force survey, date of extraction 19.5.2014.

### Early leavers from education and training

% of early leavers from education and training, 2013

<table>
<thead>
<tr>
<th>Year</th>
<th>AT</th>
<th>NL</th>
<th>DE</th>
<th>SE</th>
<th>ES</th>
<th>FR</th>
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</thead>
<tbody>
<tr>
<td>2013</td>
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<td>9.2</td>
<td>8.0</td>
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<td>8.0</td>
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<td>8.0</td>
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<td>7.1</td>
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### Further information


**Learners in upper secondary education enrolled in vocational and general programmes**

<table>
<thead>
<tr>
<th>Programme</th>
<th>AT</th>
<th>NL</th>
<th>DE</th>
<th>SE</th>
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### Tertiary education by type

% of 25-34 year-olds with tertiary education by type, 2013

<table>
<thead>
<tr>
<th>Type</th>
<th>AT</th>
<th>NL</th>
<th>DE</th>
<th>SE</th>
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</tr>
</thead>
<tbody>
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<td>50.4</td>
<td>48.3</td>
<td>46.1</td>
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<tr>
<td>2020 National Target</td>
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<td>13.2</td>
<td>15.0</td>
<td>11.9</td>
<td>13.7</td>
<td>13.7</td>
<td>13.7</td>
<td>13.7</td>
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### Lifelong learning

% of population aged 25-64 participating in education and training over the four weeks prior to the survey, 2013

<table>
<thead>
<tr>
<th>Type</th>
<th>AT</th>
<th>NL</th>
<th>DE</th>
<th>SE</th>
<th>ES</th>
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</tr>
</thead>
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</tbody>
</table>

(Source: Eurostat, labour force survey, date of extraction 19.5.2014.

### Early leavers from education and training

% of early leavers from education and training, 2013

<table>
<thead>
<tr>
<th>Year</th>
<th>AT</th>
<th>NL</th>
<th>DE</th>
<th>SE</th>
<th>ES</th>
<th>FR</th>
<th>IT</th>
<th>DK</th>
<th>CY</th>
<th>EU-28</th>
</tr>
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<tbody>
<tr>
<td>2013</td>
<td>47.0</td>
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<td>7.1</td>
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<td>7.1</td>
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<tr>
<td>2011</td>
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<td>8.0</td>
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<td>7.1</td>
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<tr>
<td>2010</td>
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<td>8.0</td>
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<td>8.0</td>
<td>7.1</td>
<td>8.0</td>
<td>8.0</td>
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</tbody>
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### Further information


This spotlight is based on input from ReferNet Denmark.
### Further information


### Education and training in figures

#### Learners in upper secondary education enrolled in vocational and general programmes

<table>
<thead>
<tr>
<th>Year</th>
<th>Vocational</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>30.5</td>
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</table>

#### Tertiary education by type

<table>
<thead>
<tr>
<th>Type</th>
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<th>2020 National Target</th>
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<td>Vocational</td>
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</tr>
<tr>
<td>General</td>
<td>17.9</td>
<td>30</td>
</tr>
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</table>

### Further information

- http://www.vækstforudblikningscenter.dk/
- organisation/svend检察院-for-higher-education
- Danish Agency for Higher Education
- http://www.ug.dk/programmes/aboutugdk: Skills and labour market analyses
- http://www.praktikpladsen.dk: Information on training placements