DENMARK

Education and training in figures

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
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 know-how and 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 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 programmes, attended by very few students, consisting of subject courses and elements from EUD programmes; basic vocational education and training (EUD), 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 (grunduddannelsen 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 recognise prior learning, can comprise elements from other adult education programmes.

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Adult vocational training (arbejdsmarkedsnærværelse, AMU) provides participants with a practical approach to learning; AMU can provide training for new and updated skills.
The Danish VET system is characterised by a high degree of co-operation between education, business and social partners, vocational colleges, teachers and students. These co-operative arrangements are 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, and participation rates reflect the national strategy to focus on lifelong learning (WBL) being at least 75%.

Basic adult education (grunduddannelse 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 recognise prior learning, are used. GVU study plans can comprise elements from other adult education programmes.

Adult vocational training (arbejdsmarkeds- uddannelse) 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 range from one week and are created, adapted or discontinued in response to labour market needs. At tertiary level, further VET and adult education programmes lead to EQF level 5 qualifications.

Denmark. The VET system reform (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. It is a challenge to improve completion rates in VET. VET teachers' professional development has been greatly improved.

The VET system reform (2014) is expected to alleviate this problem. The current global financial crisis has further weakened 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 is a key issue for Denmark. VET has been highlighted as a way to address this problem. The 2014 growth plan includes funding for the VET sector to help unemployed people to gain new skills.

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 to work with new and updated skills.

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Initial VET is organised into 12 broad programmes, each consisting of a basic education programme and specialisations within the social partners' fields.

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Education and training are considered a key to attracting and keeping labour in Denmark. Public financing is central to the VET system. VET colleges receive performance-based block grants. Apprenticeships and further training of employed persons are subsidised according to a solidarity principle – coordinated in the AUB system (Arbejdsmarkedsunionen) where all enterprises, regardless of their involvement in VET, contribute a fixed amount per employee to a central fund. Enterprises are then reimbursed for providing training places and for employee participation in continuing training.

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VET in Denmark

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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 – coordinated in the AUB system – where contributions from employers, educational counsellors and all enterprises is collected and directed to the individual. Unemployment, and particularly long-term unemployment, among young people with little or no work experience is a concern for VET. A new social assistance reform (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 Danish VET system is characterised by a high level of flexibility and an emphasis on learning. Stakeholders cooperate in developing local curricula to respond to local labour market needs. Denmark has the highest participation in adult education and training in the EU, with participation rates reflecting 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.

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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

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

Further information

do

This spotlight is based on input from ReferNet Denmark.

DENMARK

Spotlight on VET

DENMARK

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### DENMARK

**Education and training in figures**

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

<table>
<thead>
<tr>
<th>Country</th>
<th>Vocational</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT</td>
<td>22.1</td>
<td>77.9</td>
</tr>
<tr>
<td>NL</td>
<td>25.6</td>
<td>74.4</td>
</tr>
<tr>
<td>NO</td>
<td>22.3</td>
<td>77.7</td>
</tr>
<tr>
<td>DE</td>
<td>20.4</td>
<td>79.6</td>
</tr>
<tr>
<td>EU-28</td>
<td>22.0</td>
<td>78.0</td>
</tr>
<tr>
<td>SE</td>
<td>25.6</td>
<td>74.4</td>
</tr>
<tr>
<td>DK</td>
<td>22.3</td>
<td>77.7</td>
</tr>
<tr>
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<td>20.4</td>
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<tr>
<td>EU-28</td>
<td>22.0</td>
<td>78.0</td>
</tr>
</tbody>
</table>

**Source:** Eurostat, Education statistics, school-based systems, data of extraction 03.05.2013.

#### Tertiary education by type

<table>
<thead>
<tr>
<th>Country</th>
<th>ISCED 5B</th>
<th>ISCED 5A-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE</td>
<td>34%</td>
<td>66%</td>
</tr>
<tr>
<td>DE</td>
<td>34%</td>
<td>66%</td>
</tr>
<tr>
<td>SE</td>
<td>34%</td>
<td>66%</td>
</tr>
<tr>
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<td>34%</td>
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<td>66%</td>
</tr>
<tr>
<td>EU-28</td>
<td>34%</td>
<td>66%</td>
</tr>
</tbody>
</table>

**Source:** Eurostat, UOE data collection on education systems, date of extraction 30.5.2014.

#### Lifelong learning

<p>| % of population aged 25-64 participating in education and training over the four weeks prior to the survey |</p>
<table>
<thead>
<tr>
<th>2013</th>
<th>2020 NATIONAL TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT</td>
<td>31.4%</td>
</tr>
<tr>
<td>NL</td>
<td>28.1%</td>
</tr>
<tr>
<td>NO</td>
<td>17.4%</td>
</tr>
<tr>
<td>DE</td>
<td>20.4%</td>
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<td>EU-28</td>
<td>23.5%</td>
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**Source:** Eurostat, labour force survey, date of extraction 19.5.2014.

#### Early leavers from education and training

<p>| % of early leavers from education and training |</p>
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<tr>
<th>2013</th>
<th>2020 NATIONAL TARGET</th>
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<tr>
<td>AT</td>
<td>4.0%</td>
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### Further information


### Danish Ministry of Education

- http://en.cedefop.dk
- Ministry of Higher Education and Science
- www.uvm.dk/~/media/UVM/Filer/English/PDF/140708%20Improving%20Vocational%20Education.pdf
- Danish Agency for Higher Education
- www.statbank.dk
- National Statistics Office / StatBank Denmark
- www.fagligeudvalg.dk
- Skills and labour market analyses
- www.ug.dk/programmes/aboutug.dk
- Danish Ministry of Education
- guide to education and training
- Factsheet of upper-secondary education
- www.praktikpladsen.dk
- Information on training placements
- www.phmetropol.dk/Refernet
- ReferNet Denmark

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- http://en.cedefop.dk
- Ministry of Higher Education and Science
- www.uvm.dk/~/media/UVM/Filer/English/PDF/140708%20Improving%20Vocational%20Education.pdf
- Danish Ministry of Education
- www.statbank.dk
- National Statistics Office / StatBank Denmark
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