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 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 (CET) system. The adult education and CET system is designed to meet needs of adult learners, for example by offering part-time courses. The two systems offer education at all levels in various fields of study, with considerable variation between programmes. Qualifications at different levels can be linked, allowing progression and flexibility in career development.

_entries_containing_“transition”

The dual principle, alternating between periods of workplace training and education, is a key feature of the Danish VET system. Apprenticeships are highly respected programmes, where entire training at a company instead of partly at a VET college. A typical IVET programme (EUD) lasts three-and-a-half years with a 2:1 split between workplace and education. Apprenticeships and further training of enterprises, regardless of their involvement in VET colleges receive performance-based block grants. Apprenticeships and further training of enterprises are subsidised according to a performance-based block grant and for employee participation in continuing training. The 2014 growth plan includes funding for the provision of VET colleges receive performance-based block grants. A new social assistance reform (2014) reimburses for providing training placements in ‘Vækstplan 2014’ (growth plan, 2015) are expected to alleviate this problem. Education and training are considered a key to improved productivity and labour market outcomes. As a result, VET is expected to accommodate an increasingly heterogeneous student population. Two reforms will have significant influence on development of VET in 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 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 government has set a target that by 2015, 95% of each youth cohort should 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, 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 widened 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, 2015) 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 upskilling of the workforce is necessary to accommodate the considerable part of the workforce becoming permanent employees as a result of the ongoing VET reform.

The 2014 growth plan includes funding for the universities of applied sciences are subsidised according to a solidarity principle – coordinated in the AUB system (Aktiv tællere) (Ministry of Education, employers educational contributor) where all enterprises are represented. VET colleges receive performance-based block grants. A new social assistance reform (2014) reimburses for providing training placements and for employee participation in continuing training.
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 learn 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 accessibility. 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. Alternative routes to VET qualifications include:

- combined vocational and general upper secondary education,
- apprenticeship programmes (new academic preparation 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; and
- new apprenticeship (Ny Meisterlære) programmes, which allow enrolment at a company instead of partly at a VET college.

These 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 (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) lasting 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.

Vocational adult education (arbejdspædagogisk- 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 at a certain level can provide equivalent qualifications to the vocational academy preparation (KVU) programmes or professional bachelor programmes at tertiary level. Alternative routes to VET qualifications include:

- giving access to tertiary education;
- giving access to tertiary education in the previously acquired field.

Programmes combining VET and general education.

VET in Denmark's education and training system

TERTIARY LEVEL

- Bachelor’s programmes
- Master’s programmes, often part-time or distance education
- Qualifications allowing access to the higher education level

NON-FORMAL ADULT EDUCATION

- Non-formal adult education programmes
- Programmes combining VET and general education
- Other non-formal adult education programmes
- Qualifications allowing access to the non-formal education level

Second, the Danish VET system is characterised by a high level of cooperation between stakeholders, social partners, vocational colleges, teachers and students. Social partners – represented on a council 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 and training. Participation rates reflect the national strategy to focus adult education systems on the key principles of lifelong learning and a large 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 accessibility 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 subsidised according to a solidarity principle – coordinated in the AUB system (Arbejdsgiverenens Uddannelsesforbund, employers educational contributary) where all enterprises of 20+ employees is required to set aside, on average, 10% of gross earnings, or similar. VET college receive a fixed amount per employee to a central fund. Enterprises are then financially reimbursed for providing training placements and employee participation in continuing training.

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 widened 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.

Public unemployement, and particularly long-term unemployment, among young people with little or no work experience is one of the most pressing challenges for VET. VET programmes in particular seek to provide a transition to work for young people instead of a social assistance pathway (EVU), WBL 50%, Apprenticeships

Denmark

Challenges and policy responses

- Giving access to tertiary education in the previously acquired field.
- Programmes combining VET and general education.
- Other non-formal adult education programmes.
- Qualifications allowing access to the higher education level.

Non-formal adult education programmes

- Non-formal adult education programmes
- Programmes combining VET and general education
- Other non-formal adult education programmes
- Qualifications allowing access to the non-formal education level

Making the transition to tertiary education. The government has set a target that by 2020, 40% of each youth cohort will enrol in an upper secondary education programme. It is a huge challenge to keep a focus on both weaker and stronger learners, increased quality in VET, VET teachers’ professional development and the new structure of provision resulting from the ongoing VET reform.

Education and training are considered a key to overcoming structural labour market problems. As a result, VET is expected to accommodate an increasingly heterogeneous student population. Two reforms will have significant influence on development of VET in 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 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.

Public unemployement, and particularly long-term unemployment, among young people with little or no work experience is one of the most pressing challenges for VET. VET programmes in particular seek to provide a transition to work for young people instead of a social assistance pathway (EVU), WBL 50%, Apprenticeships

Denmark

Challenges and policy responses

- Giving access to tertiary education in the previously acquired field.
- Programmes combining VET and general education.
- Other non-formal adult education programmes.
- Qualifications allowing access to the higher education level.

Non-formal adult education programmes

- Non-formal adult education programmes
- Programmes combining VET and general education
- Other non-formal adult education programmes
- Qualifications allowing access to the non-formal education level

Making the transition to tertiary education. The government has set a target that by 2020, 40% of each youth cohort will enrol in an upper secondary education programme. It is a huge challenge to keep a focus on both weaker and stronger learners, increased quality in VET, VET teachers’ professional development and the new structure of provision resulting from the ongoing VET reform.

Education and training are considered a key to overcoming structural labour market problems. As a result, VET is expected to accommodate an increasingly heterogeneous student population. Two reforms will have significant influence on development of VET in 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 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.

Public unemployement, and particularly long-term unemployment, among young people with little or no work experience is one of the most pressing challenges for VET. VET programmes in particular seek to provide a transition to work for young people instead of a social assistance pathway (EVU), WBL 50%, Apprenticeships

Denmark

Challenges and policy responses

- Giving access to tertiary education in the previously acquired field.
- Programmes combining VET and general education.
- Other non-formal adult education programmes.
- Qualifications allowing access to the higher education level.

Non-formal adult education programmes

- Non-formal adult education programmes
- Programmes combining VET and general education
- Other non-formal adult education programmes
- Qualifications allowing access to the non-formal education level

Making the transition to tertiary education. The government has set a target that by 2020, 40% of each youth cohort will enrol in an upper secondary education programme. It is a huge challenge to keep a focus on both weaker and stronger learners, increased quality in VET, VET teachers’ professional development and the new structure of provision resulting from the ongoing VET reform.

Education and training are considered a key to overcoming structural labour market problems. As a result, VET is expected to accommodate an increasingly heterogeneous student population. Two reforms will have significant influence on development of VET in 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 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.

Public unemployement, and particularly long-term unemployment, among young people with little or no work experience is one of the most pressing challenges for VET. VET programmes in particular seek to provide a transition to work for young people instead of a social assistance pathway (EVU), WBL 50%, Apprenticeships

Denmark
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 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 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 entry routes and includes technical, agricultural, commercial and social or core programmes. Programmes are organised according to the dual principle, alternating between periods of college-based learning and work-based learning (dual principle), and taught in a variety of settings.

Danish VET is characterised by a high degree of open, labour market oriented structures. VET programmes are designed to meet the needs of the labour market. Programmes are either initiated by employers or created, adapted or extended to related fields. AMU programmes are created and delivered by companies that are shareholders in the programmes, while GVU study plans are created, adapted and delivered by companies that are partners sharing the responsibility for students, with VET colleges and the social partners in VET.

Danish VET programmes are organised according to the European Qualification Framework (EQF), which maintains close dialogue with various levels, enabling horizontal permeability. Qualifications at various levels are aligned with other national and international systems, offering equivalent qualifications at the same levels. Qualifications at VET levels are aligned with ISCED levels.

Danish education along with a vocational qualification; further education and training; lifelong learning. Access to relevant field of study Giving access to tertiary education in the previously acquired field. VET, VET teachers’ professional development can be a huge challenge to keep a focus on both weaker and stronger learners, increased quality in VET, VET teachers’ professional development and the new structure of provision reviewed from the ongoing VET reform. Lack of sufficiently planning 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 complicated 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. Employment, and particularly long-term unemployment, among young people with little or no work experience to check out for adult education and continuing training. Substantial uptake of non-formal education is necessary to relieve the considerable part of the workforce becoming permanently displaced from the labour market.

The 2014 growth plan includes funding for the Danish government has set a target that by 2020, at least 60% of each youth cohort will complete 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. A new social assistance reform (2014) is making 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 degree of open, labour market oriented structures. VET programmes are designed to meet the needs of the labour market. Programmes are either initiated by employers or created, adapted or extended to related fields. AMU programmes are created and delivered by companies that are shareholders in the programmes, while GVU study plans are created, adapted and delivered by companies that are partners sharing the responsibility for students, with VET colleges and the social partners in VET.

Danish VET programmes are designed to meet the needs of the labour market. Programmes are either initiated by employers or created, adapted or extended to related fields. AMU programmes are created and delivered by companies that are shareholders in the programmes, while GVU study plans are created, adapted and delivered by companies that are partners sharing the responsibility for students, with VET colleges and the social partners in VET.

Danish VET is characterised by a high degree of open, labour market oriented structures. VET programmes are designed to meet the needs of the labour market. Programmes are either initiated by employers or created, adapted or extended to related fields. AMU programmes are created and delivered by companies that are shareholders in the programmes, while GVU study plans are created, adapted and delivered by companies that are partners sharing the responsibility for students, with VET colleges and the social partners in VET.

Danish VET is characterised by a high degree of open, labour market oriented structures. VET programmes are designed to meet the needs of the labour market. Programmes are either initiated by employers or created, adapted or extended to related fields. AMU programmes are created and delivered by companies that are shareholders in the programmes, while GVU study plans are created, adapted and delivered by companies that are partners sharing the responsibility for students, with VET colleges and the social partners in VET.
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

This spotlight is based on input from ReferNet Denmark.
## 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>DK</td>
<td>20.8</td>
<td>21.2</td>
</tr>
<tr>
<td>SE</td>
<td>23.7</td>
<td>23.9</td>
</tr>
<tr>
<td>NO</td>
<td>30.5</td>
<td>69.5</td>
</tr>
<tr>
<td>NL</td>
<td>48.0</td>
<td>52.0</td>
</tr>
<tr>
<td>AT</td>
<td>49.6</td>
<td>50.4</td>
</tr>
<tr>
<td>BE</td>
<td>50.6</td>
<td>49.4</td>
</tr>
<tr>
<td>IT</td>
<td>51.7</td>
<td>48.3</td>
</tr>
<tr>
<td>GR</td>
<td>53.9</td>
<td>46.1</td>
</tr>
<tr>
<td>ES</td>
<td>86.8</td>
<td>13.2</td>
</tr>
</tbody>
</table>

Source: Eurostat, Labour force survey, date of extraction 19.5.2014.

**Tertiary education by type**

<table>
<thead>
<tr>
<th>Country</th>
<th>ISCED 5B</th>
<th>ISCED 5A-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>DK</td>
<td>24.8</td>
<td>17.9</td>
</tr>
<tr>
<td>SE</td>
<td>31.6</td>
<td>1.7</td>
</tr>
<tr>
<td>NO</td>
<td>10.4</td>
<td>7.8</td>
</tr>
<tr>
<td>NL</td>
<td>10.0</td>
<td>10.0</td>
</tr>
<tr>
<td>AT</td>
<td>8.0</td>
<td>10.0</td>
</tr>
<tr>
<td>BE</td>
<td>10.0</td>
<td>10.0</td>
</tr>
<tr>
<td>IT</td>
<td>4.0</td>
<td>13.7</td>
</tr>
<tr>
<td>GR</td>
<td>9.9</td>
<td>9.9</td>
</tr>
<tr>
<td>ES</td>
<td>9.2</td>
<td>8.7</td>
</tr>
</tbody>
</table>

Source: Eurostat, Labour force survey, date of extraction 19.5.2014.

**Lifelong learning**

<table>
<thead>
<tr>
<th>Country</th>
<th>% of population aged 25-64 participating in education and training over the four weeks prior to the survey, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>DK</td>
<td>23.4</td>
</tr>
<tr>
<td>SE</td>
<td>23.4</td>
</tr>
<tr>
<td>NO</td>
<td>23.7</td>
</tr>
<tr>
<td>NL</td>
<td>23.5</td>
</tr>
<tr>
<td>AT</td>
<td>23.5</td>
</tr>
<tr>
<td>BE</td>
<td>23.5</td>
</tr>
<tr>
<td>IT</td>
<td>23.5</td>
</tr>
<tr>
<td>GR</td>
<td>23.5</td>
</tr>
<tr>
<td>ES</td>
<td>23.5</td>
</tr>
</tbody>
</table>

Source: Eurostat, Labour force survey, date of extraction 19.5.2014.

**Early leavers from education and training**

<table>
<thead>
<tr>
<th>Country</th>
<th>% of early leavers from education and training, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>DK</td>
<td>3.7</td>
</tr>
<tr>
<td>SE</td>
<td>3.7</td>
</tr>
<tr>
<td>NO</td>
<td>3.7</td>
</tr>
<tr>
<td>NL</td>
<td>3.7</td>
</tr>
<tr>
<td>AT</td>
<td>3.7</td>
</tr>
<tr>
<td>BE</td>
<td>3.7</td>
</tr>
<tr>
<td>IT</td>
<td>2.8</td>
</tr>
<tr>
<td>GR</td>
<td>2.8</td>
</tr>
<tr>
<td>ES</td>
<td>2.8</td>
</tr>
</tbody>
</table>

Source: Eurostat, Labour force survey, date of extraction 19.5.2014.

### Further information


### Danish Ministry of Education

[http://ufm.dk/en](http://ufm.dk/en)

### Ministry of Higher Education and Science

[http://ufm.dk/en](http://ufm.dk/en)

### Ministry of Employment


### Danish Agency for Higher Education

[organisation/danish-agency-for-higher-education](organisation/danish-agency-for-higher-education)

### National Statistics Office / StatBank Denmark

[www.statbank.dk](http://www.statbank.dk)

### Skills and labour market analyses

[www.fagligeudvalg.dk](http://www.fagligeudvalg.dk)

### Danish Ministry of Education

[guide to education and training](http://eng.uvm.dk/Fact-Sheets/Upper-secondary-education)

### Education and training in figures

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

Source: Eurostat, Labour force survey, date of extraction 19.5.2014.

Source: Cedefop calculations based on Eurostat, Labour force survey, date of extraction 19.5.2014.

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