

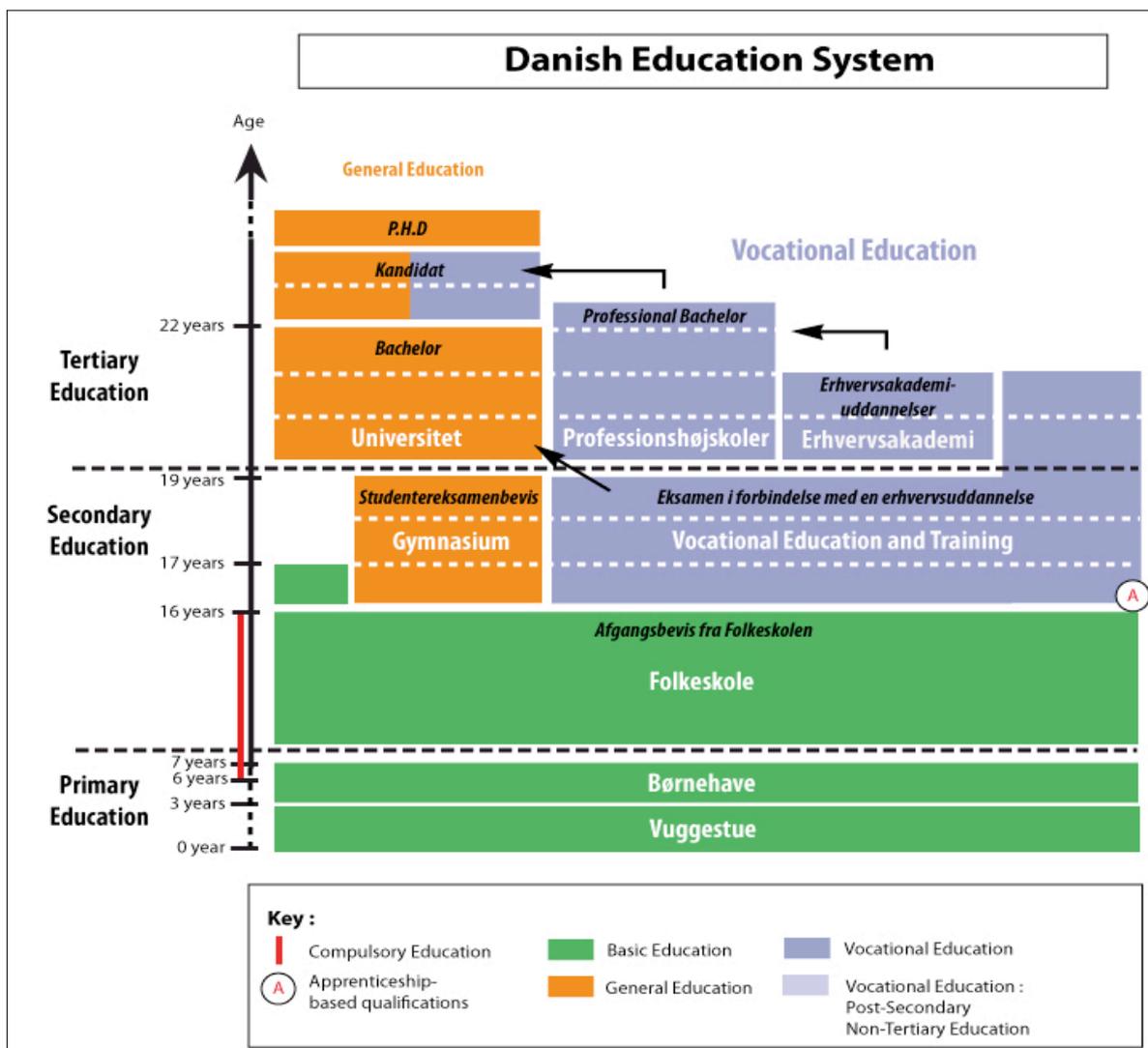
## Presentation of the dual VET-System in Denmark

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### 1. The school system of Denmark

After the obliging visit of a nine-year-old to ten-year-old, public school (folkeskole) - into which primary and lower secondary schools are summarised - the schoolboys and schoolgirls can choose between the visit of a general secondary school (At grammar schools uddannelser) or a professional training (Erhvervsuddannelse).



## 2. The dual vocational education and training system of Denmark

### 2.1 General information

The EUD (alternating professional first education) is one of 4 forms of the binary professional training and encloses the business and technical education ways. The EUD represent approx. 90% of the whole first education activity in Denmark. There exist about 50 technical schools, 50 business schools and 10 combined technical-business schools. The whole period of training amounts approximately 3,5 years.

For the admission of the first education there are two different entrance ways:

- registration in the vocational school to the basic education or
- registration in the company (traineeship with education contract).

In spite of that on which entrance way they decide the duration and the contents of the education are identical. The apprentices who have received no company traineeship and begin the basic education in the vocational school can move any time to a company and conclude a contract.

Lessons at school and company education segments alternate (dual). Generally a trainee spends two thirds of his training period in one or several admitted education companies. These must dispose according to the demands made in the elective occupation of a certain measure in technical equipment and offer a variety of working assignments.

In 2001 one third of all companies in Denmark had a trainee. The narrow interlocking of the company education at school is an essential element to the relief of the shift from the training system into the working life. During the company vocational education phase the trainee acquires not only the professional competence which he needs for the exercise of a certain professional activity, but also social and personal qualifications which are necessary for the entry into the job market.

The EUD was reformed in 2001. The essential aim of this reform was the simplification of the entrance ways. Other central elements of the reform are:

- (a) the installation of an uddannelsesplan (education plan) as an obliging component of a professional first education way. A very extensive correspondence should be thereby guaranteed between the wishes of the trainee and the actual education course;
- (b) the introduction of an uddannelsesbog (education portfolio). This should serve to make the course of her learning processes stronger deliberate to the trainees. While in the personal education plan the aimed education course is marked, the really acquired knowledge and competence of the trainees is associated in the education portfolio with each other and is documented;
- (c) the possibility of the acquisition of additional qualifications and share qualifications. The latter are aimed on performance-weaker participants, who might run to break off her education;
- (d) an educational renewal of the education ways. Besides, the development of the personal qualifications as well as the competence level of the trainees is enhanced even stronger to those who should work more actively in own learning process.

The new technical education ways consist of two education segments:

- (a) to a basic education segment as well as
- (b) to a main education segment (professional specialisation).

### 2.2 Examinations and apprenticeship certification exam

The basic education segments will run through in vocational schools and end with the acquisition of a report. They last generally 20 weeks, however, the period of training can vary according to the demands of the single trainees between 10 and 60 weeks. The basic education segment at school encloses project works as well as a work practical education in the training workshop. The successful graduation of the basic education

segment lends access to 83 main education segments (the professional specialisation possibilities) under which the trainee can choose.

The alternating professional first education ends with a (Apprenticeship-) final examination (apprenticeship certification exam or the like). The responsible industry committee of experts gives with successful conclusion of an education way a suitable report (apprenticeship diploma or the like). For the schooling part of the education the respective vocational school submit a school-leaving certificate.

## 2.3 Constitution of responsibilities

### The state

- Danish job market authority (general executive board for activity, placement and professional continuing education)
- Danish Ministry of Employment
- Danish Ministry of Education

The professional first education, korte videregående uddannelser – KVVU and the „open education“ fall in the competence of the teaching ministry (with the exception of the education ways in the welfare and health service which lie in the responsibility of the administrative districts). The assignments of the ministries in the area of the professional education were limited bit by bit to the determination and supervision of aim and frame standards. A bigger autonomy was granted to the vocational schools and AMU centres concerning the content structuring, organisation and financial management of their activity. Nevertheless, the maintenance of nationally valid qualification standards still forms a central objective.

### The social partners

- Danish employers' association
- Danish association of labour unions

An essential element of the Danish vocational training system is the active participation of the social partners (the „Danish model“). Thereby it is guaranteed that the contents of single professional educational measures correspond to the requirements of the job market and that the acquired qualifications are recognised by the economy.

## 2.4 Financing of the apprenticeship

In comparison to other countries in Denmark a relatively large part of the general and professional education is organised and financed by the public authorities. In 1998 the public spending for the general and professional training system put out 8.3% of the gross domestic product (GDP). This corresponds to an increase of 0.6% since 1995. The relevant OECD average lay with 5.3%. The educational expenses of the private sector amounted in 1998 only 0.36% of the GDP. Therefore the funds used for the training system spread in 1998 in public authorities and the private sector as followed:

- (a) public authorities: 97.9%
- (b) private sector: 2.1%.

The educational area also puts a relatively high proportional interest in the whole public spending. In 1998 14.8% of the total expenditures of the state were used for the financing by general and professional educational measures. This number also encloses subsidies paid to the private sector and the private households. As the figures of the OECD point from 1995, a relatively high rate of the educational expenses flows in Denmark into aid for the contesting of the cost of living (i.e. the state promotion of training system), namely 2.5% towards the OECD average of 0.9%.

The vocational schools receive subsidies from the state according to the number of the education participants. As a result of the introduction of this system the schools relish in financial, administrative and educational questions relatively big autonomy. The participation in the lessons is free, and trainees receive during the whole term of her education contract an education reimbursement, during the company ones as well as during the education phases at school. In the segments at school the education companies cover compensations from the collective Arbejdsgivernes Elevrefusion – AER (trainee's reimbursement fund of the employers). This fund was furnished in 1977 by law and finances itself by sales which are raised by all employers. In 2000 the ground took a total of 2,258 milliards Danish crowns (305 million euros).

## **2.5 Education of the instructors**

### Requirements of the teachers in the vocational schools

In comparison to other EU member states the education of teachers is relatively short in the vocational education and training in Denmark. The suitable course is based on the professional competence and practical working experience of the participants with whom it concerns either qualified skilled workers or graduates of a tertiary educational background. The course should provide that competence which they need as teachers in vocational schools or job market training centres to the participants.

The basic education of teachers for the vocational training (pædagogikum) is invested as an alternating educational background, besides, i.e. theoretical teaching modules and practical education segments alternate. The education lasts a total of three semestres from what 14 weeks take place as theoretical lessons and 4 weeks as an internship. The practical education encloses teaching practise, the impartation of observation technologies and the instructions and consultation to the specialist didactics and methodology. The participants already work during their education as a teacher. Qualified teachers have the possibility to finish other training measures, school-inside as well as externally. This is valid as an important instrument not only for the development of the vocational training ways and the work of the professional schools, but also for the support of the abilities and competence of the teachers.

### Requirements of the instructors

Since the reform processes numerous bigger companies have begun to organise in-firm educational measures for instructors. Vocational schools and job market training centres offer courses in support technologies for company instructors. Numerous companies organise other trainings for upskilling of the competence from instructors. This development supports the development of the personal education plan in the professional first education as well as on the general trend towards the improvement of the human resource management.

## **2.6 Qualification frames and permeability**

Denmark owns a fit NQR since 2011. This orientates itself very strongly by the EQR. A principal purpose of the Danish government by the introduction of the NQR was it to get a transparency about the education system and the possibilities of the permeability.

Exemplarily for the permeability the following points should be called:

- Vocational training measures are offered in Denmark within the frame of an even exhaustive system and recognize qualifications in the whole country and by employers and trade unions.
- All professional first education ways provide the necessary professional competence for the practice of a certain occupation and, besides, lend access to further educational possibilities.

### 3. Specifics

#### Professional first education for adults (from 25 years)

Within the system of the professional first education exists a special programme, voksenerhvervsuddannelser – VEUD (professional first education for adults), the adult who is older than 25 years gets to offer of the possibility to acquire the same professional qualifications like youngsters and adults less than 25 years. The VEUD programme was created in 1992 to reduce the number of the unqualified employees and to repair bottlenecks in the job market. Professional first education ways for adults are offered by vocational schools and are as invested as the regular professional first education ways, i.e. as an alternating and company education at school. Nevertheless, adult trainees can shorten the duration of their education by charge from former times to acquired educational qualifications and appropriate working experiences.

The employers receive for the admission of an adult trainee higher wage or salary subsidies. To the adult trainee a higher education reimbursement is also paid. In 1999 there were in the professional first education for adults 2 579 full-time trainees.

A special option for person on relief youngsters is the Vocational invested for two years vocational basic training programme (EGU).

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