

THE DANISH VOCATIONAL EDUCATION AND TRAINING SYSTEM

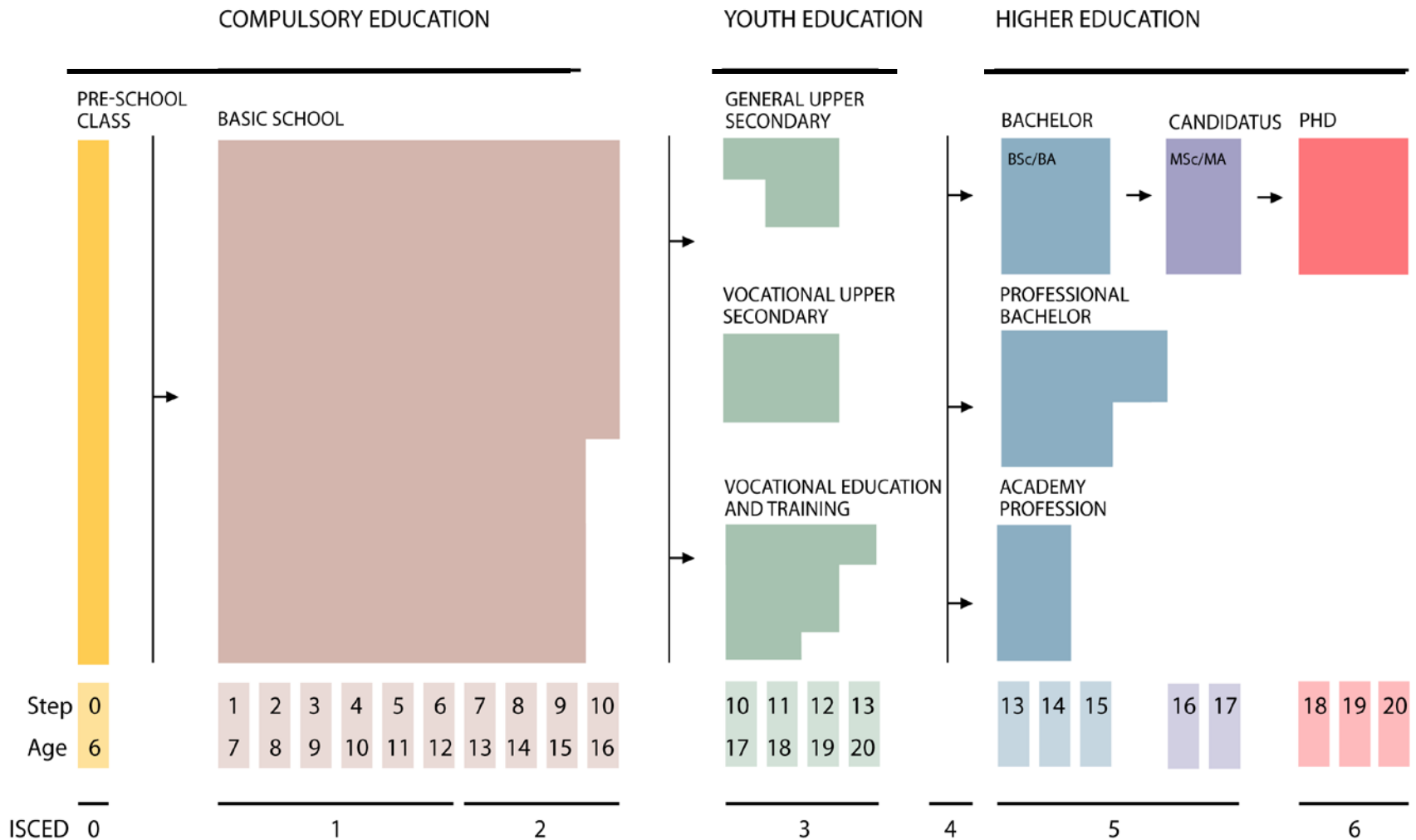
CIRIUS is the Danish agency for internationalization of training and education



KEY PRINCIPLES IN DANISH EDUCATION

- Education for all
- Flexible pathways
- Lifelong learning
- High-quality education
- International outlook
- Financed by public means
- Active participation
- Career guidance

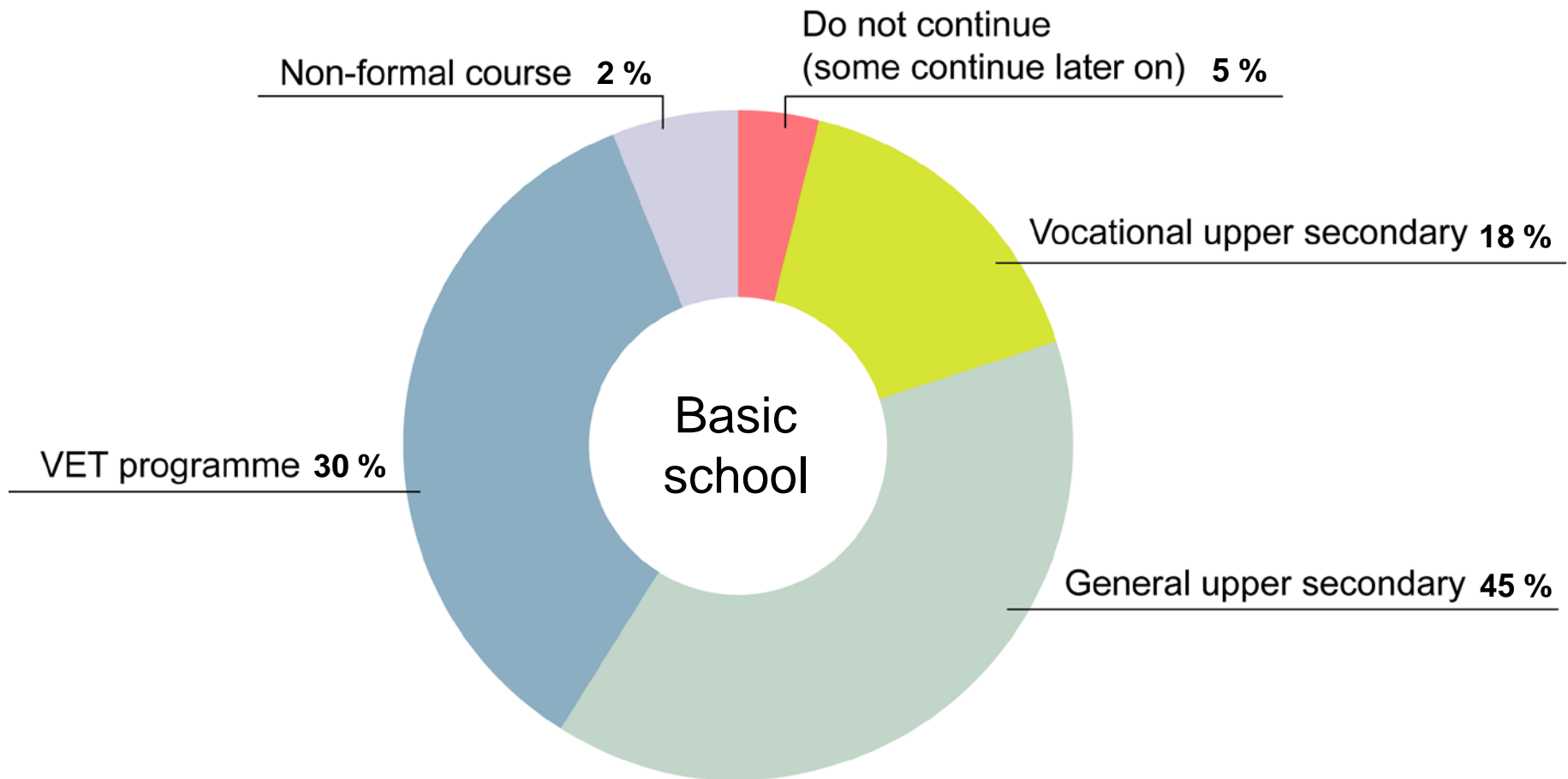
THE MAINSTREAM EDUCATION SYSTEM



GOVERNMENT OBJECTIVES

- **At least 85 % of a year group should complete a youth education programme in 2010, and 95 % in 2015 (2008: 81 %)**
- **At least 45 % of a year group should complete a higher education programme in 2010, and 50 % in 2015 (2005: 44 %)**

FROM BASIC SCHOOL TO YOUTH EDUCATION



2006

INITIAL VOCATIONAL EDUCATION AND TRAINING IN DENMARK (IVET)



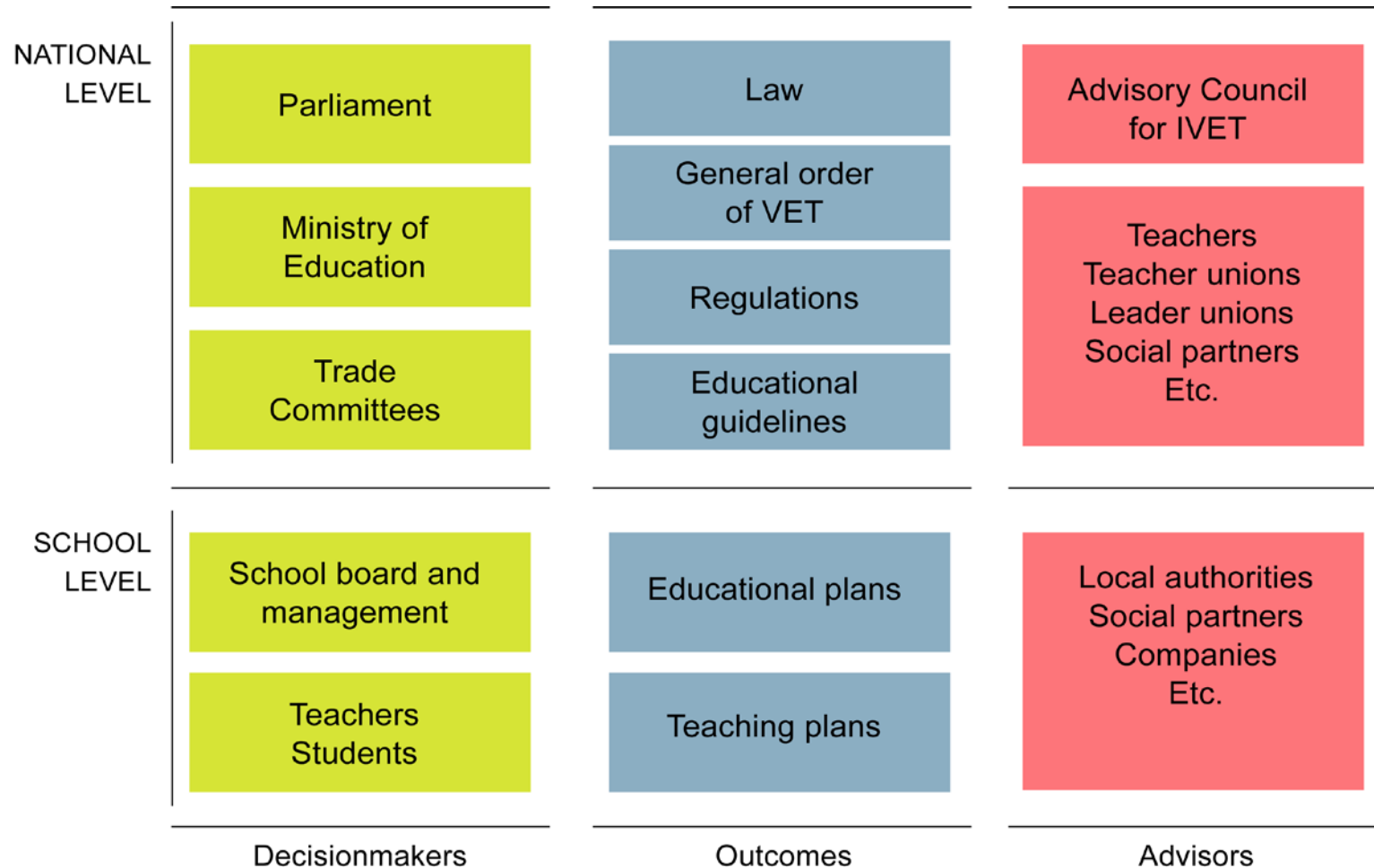
VOCATIONAL EDUCATION AND TRAINING

- Classifies as a corporatist system

The Danish system can be clustered with the Austrian, German and Swiss systems as a corporatist system exhibiting the following main characteristics:

1. Involvement of social partners in the administration and financing of training;
2. The provision of portable certified occupational skills recognised nationwide through “dual” programmes i.e. alternation between school-based education and workplace training;
3. The inclusion of VET into the youth education system with an emphasis of general education for personal development, citizenship and further education.

Cf. 1 STAKEHOLDER INVOLVEMENT AND MANAGEMENT



Cf. 2 PROVIDERS OF IVET PROGRAMMES

The dual principle

VOCATIONAL COLLEGES

- School-based education and school-based practical training

OVERALL MANAGEMENT BOARD (6-12 MEMBERS)

Employers Employees Appointees Public
representative

GENERAL MANAGEMENT

Managing director

COMPANIES

- Workplaces for trainees
- About one third of all Danish companies have trainees
- Must be approved by the national trade committees
- Must have employees educated in the specific field in question

Cf. 3 OVERALL OBJECTIVES

IVET programmes aim at providing the participants with:



Vocational qualifications which are formally recognised and in demand by the labour market



General, personal and social qualifications which open up the individual's possibilities for lifelong learning, employability, active citizenship and personal fulfilment

PROGRAMMES WITHIN THE IVET SYSTEM



Vocational education and training programmes

- Technical VET programmes
- Business VET programmes
- Basic Social and Health Care education programmes
- Agricultural, Maritime and other programmes

Individual programme options

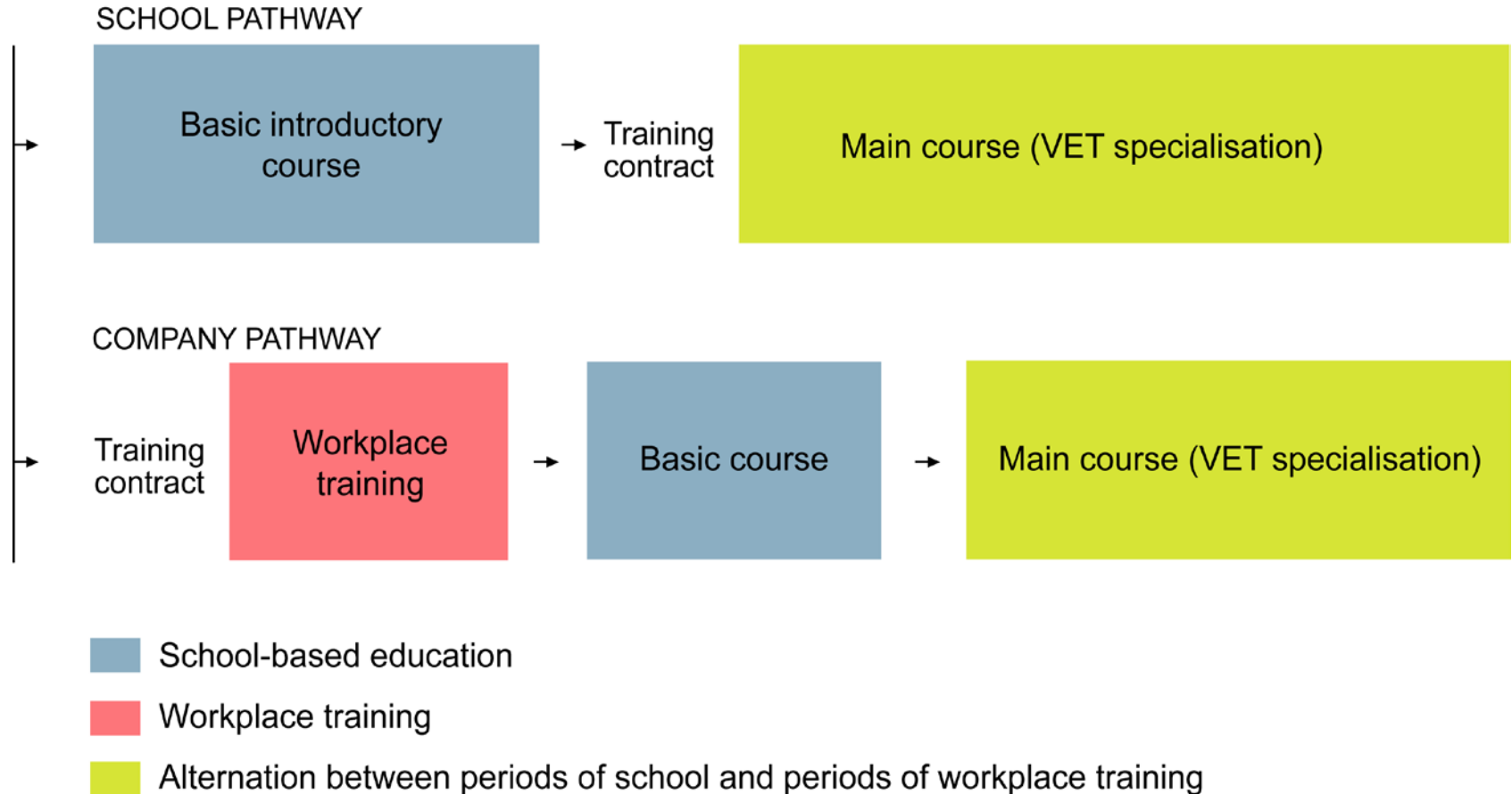


- The practical pathway (mesterlære)
- Vocational basic training (EGU)
- Production schools
- Vocational education and training for adults

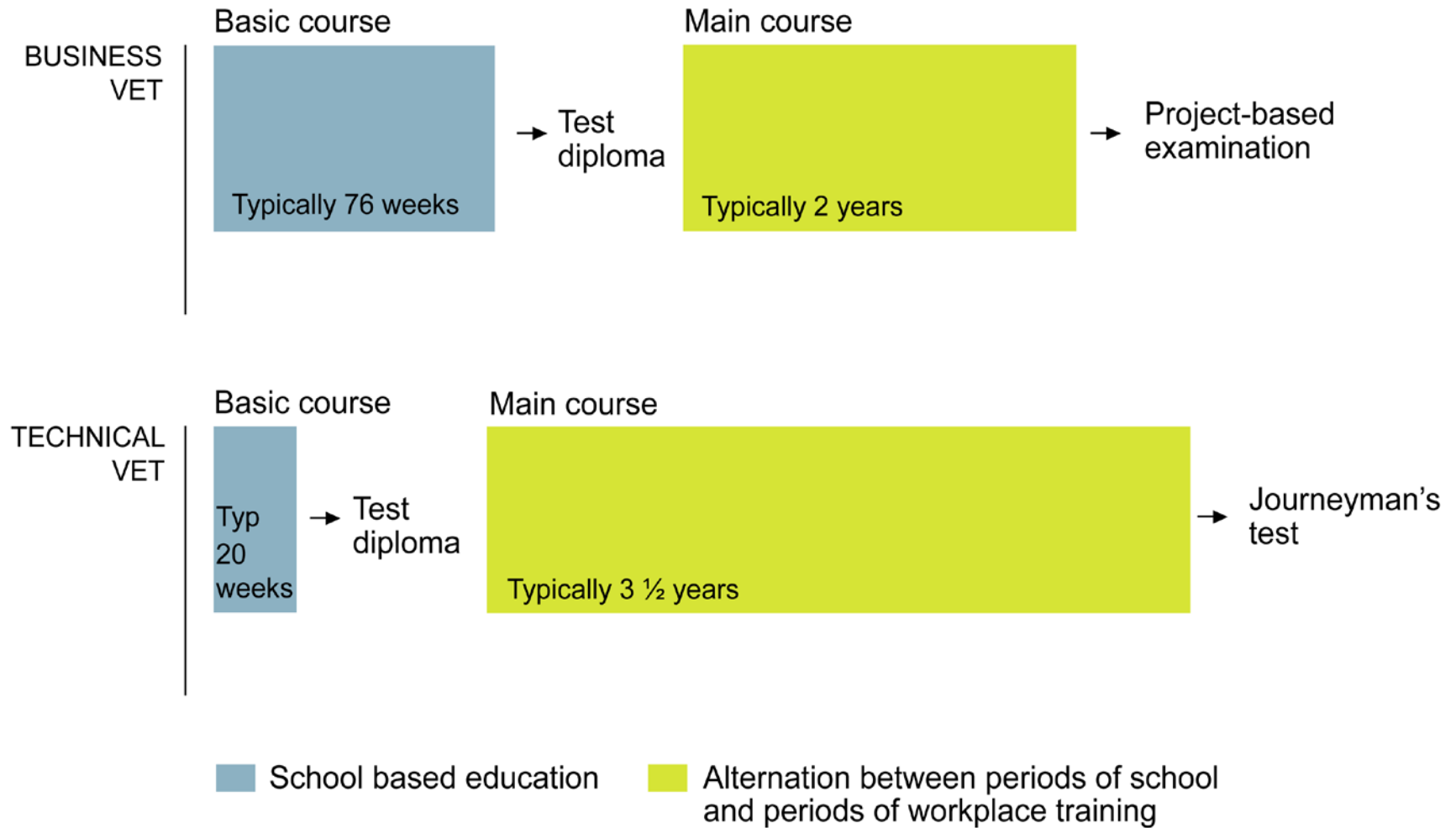


THE DUAL TRAINING SYSTEM

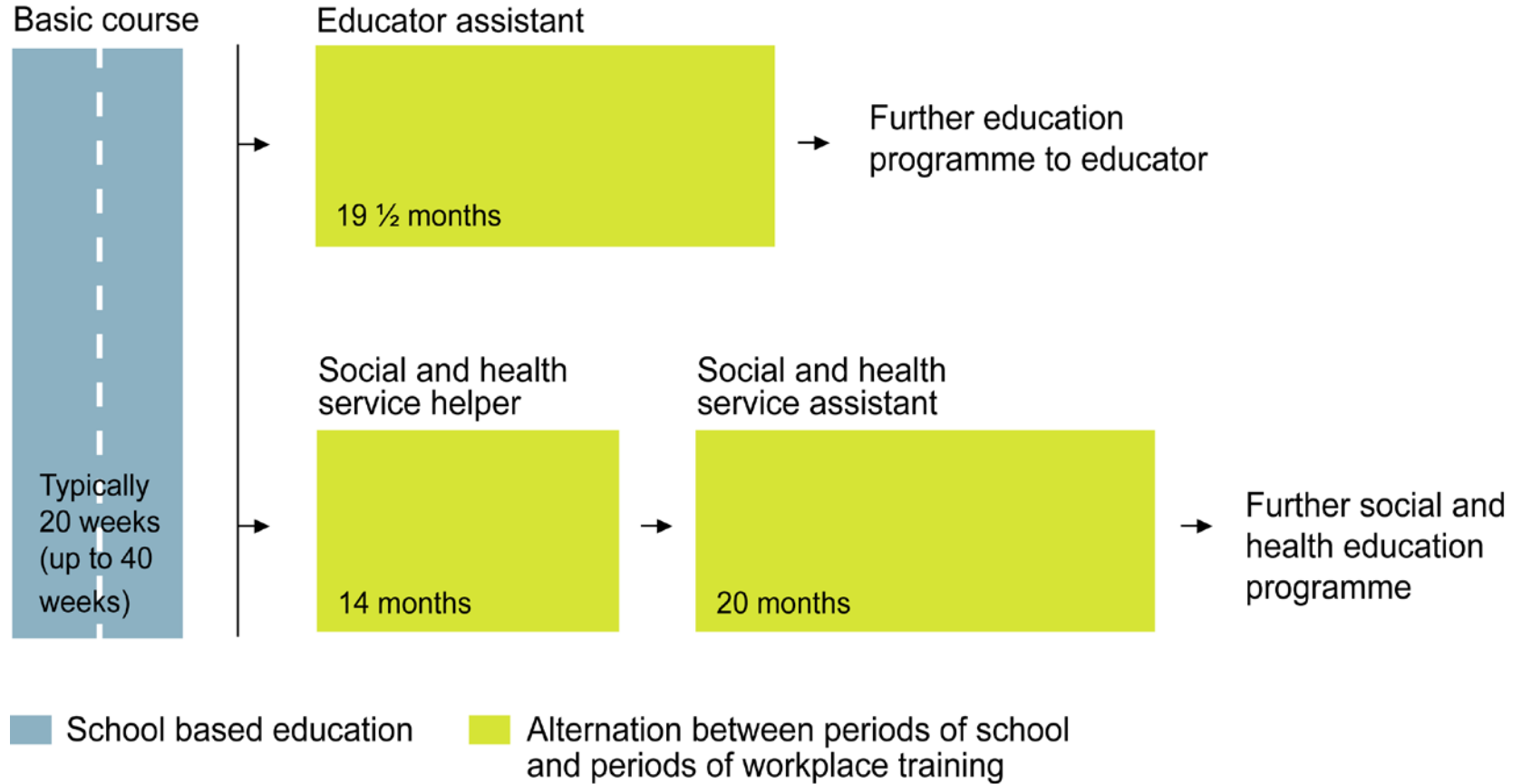
- IVET programmes alternate between school-based education and workplace training



STRUCTURE OF THE IVET PROGRAMMES



BASIC SOCIAL AND HEALTH CARE EDUCATION



VOCATIONAL BASIC TRAINING AND PRODUCTION SCHOOLS



Special options for young people in a difficult educational or employment situation



Individually designed programme options

Strong emphasis on personal development



Individual guidance on a day-to-day basis

COUNSELLING AND GUIDANCE



Personal educational portfolio



Personal education plan



Contact teacher



The mentor programme



Individual and group
guidance sessions



FINANCING OF TRAINEES' WAGES



Trainees' wages are:

- Determined by collective labour market agreements
- Paid by the employers
- Increasing over the years and end at typically 40% of that of a skilled worker

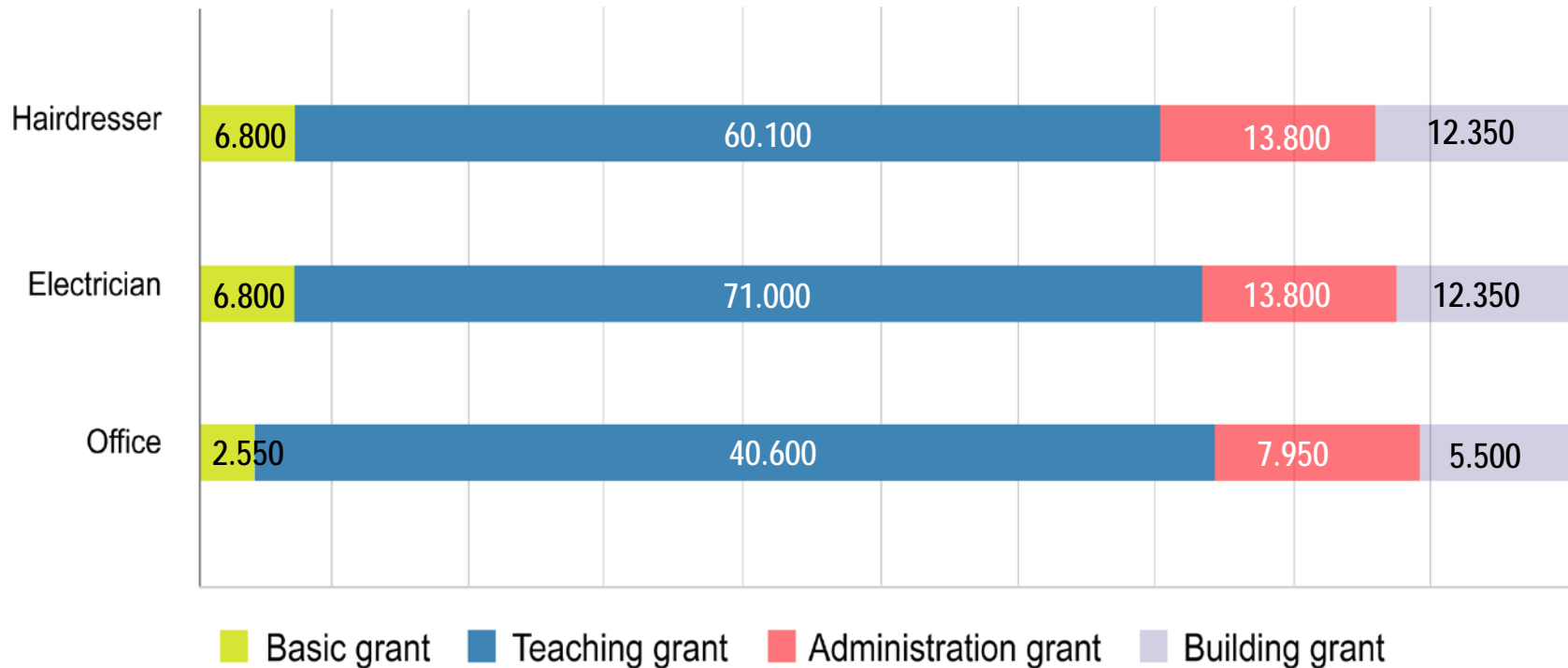


AER – Employers' Reimbursement System

- Provides incentives for private companies to offer training places
- Employers will receive funding from AER for:
 - Trainee wages during school periods
 - 80% of trainees' travelling expenses

FUNDING OF VOCATIONAL COLLEGES

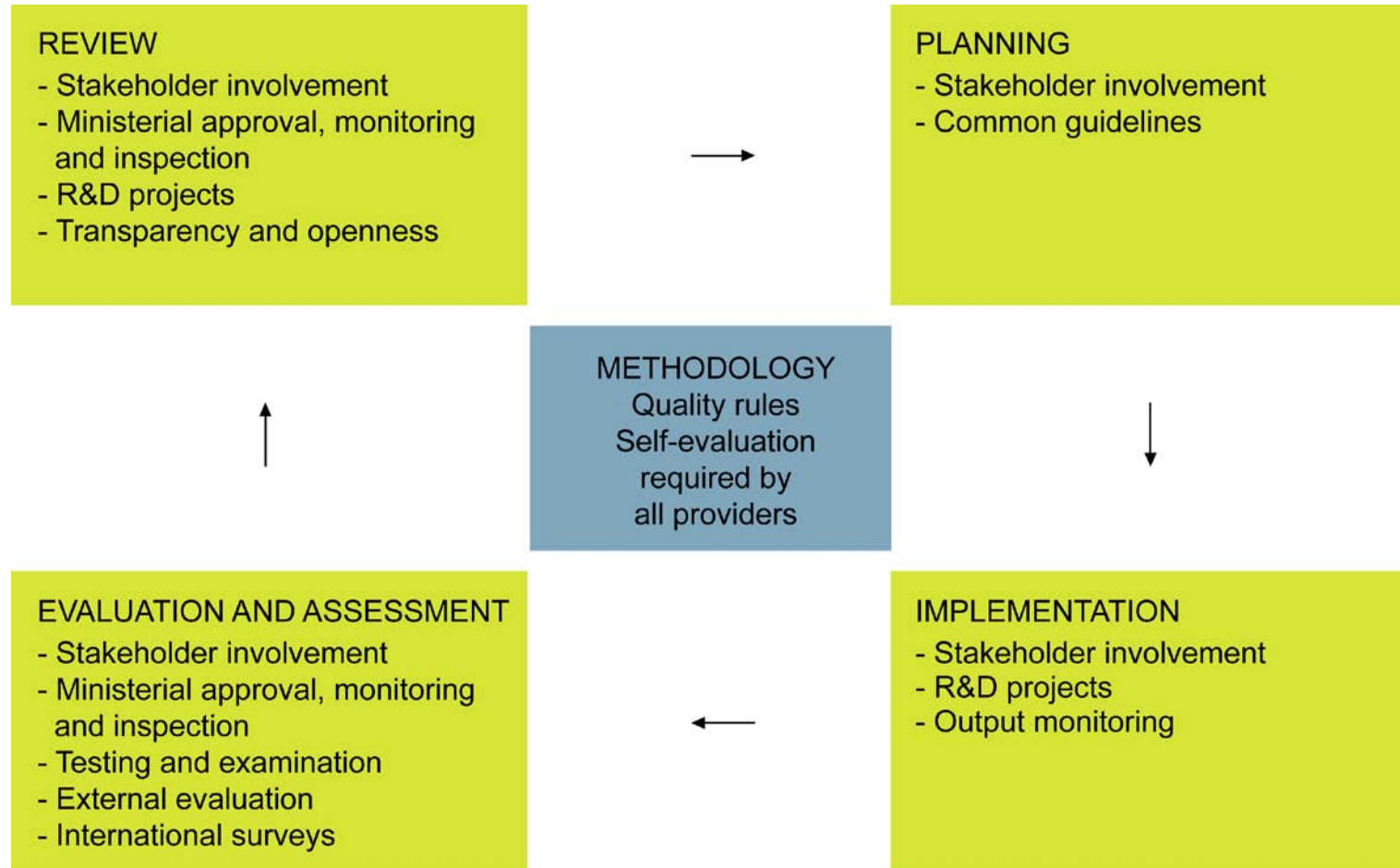
- Annual government grants based on a combination of fixed and per capita grants in relation to intake and completion rates



2008

QUALITY ASSURANCE AND DEVELOPMENT

- All IVET providers must have a quality system and a quality plan



FUTURE CHALLENGES IN IVET



Attractiveness



All-inclusive and developing



Flexibility and lifelong learning



Student retention



Training places in companies



Thank you for your attention

For further information please contact

Pia Cort

Assistant Professor in Vocational Education and
Training

DPU

cort@dpu.dk