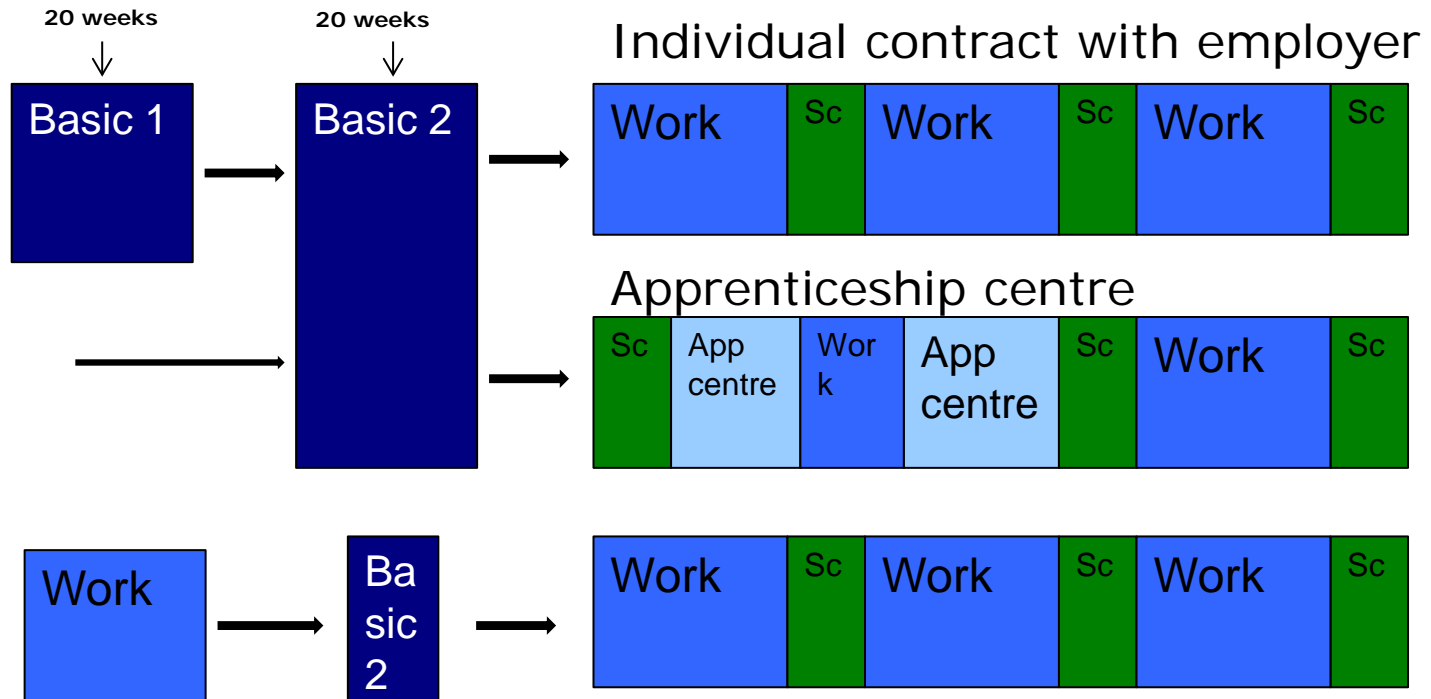


Reform of VET in Denmark. Content and Process

Confederation of Danish Employers
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The Danish Dual System



VET in a Nutshell

- Based on *the dual training principle*: 25-30% is school-based education and 70-75% is workplace training
- Qualifies students for labour market entry as skilled workers
- Admission requirement: Completion of compulsory education (10 years comprehensive school) and having past the final test in Danish and Mathematics
- Duration: 2 to 5 years – the most typical being 3.5 to 4 years
- Four groups of programmes: Technology and Construction, Health and Care, Business and Trade, Food and Agriculture.
106 VET programs.

Financing of Apprentices' Wages

The apprentices' wages are:

- Determined by collective labour market agreements
- Paid by the employers
- Increasing over the years starting at 40-50% of the minimum wage of a skilled worker ending at 80%

AUB – Employers Educational Contribution

- Employers are reimbursed for:
 - Trainee wages during school periods
 - 80% of trainees' travelling expenses
- Financing payment for those in apprenticeship centres

The burning platform for VET

- The core of the work force in DA's membership (40 % are skilled workers) – drastic fall in access in the future
- Fewer start in VET – 18 % today/ 30 % is necessary – and 61 % start at the gymnasium



The Burning Platform for VET

- Drop-out rate is high and the completion rate is only 52 % today – must be raised to 67 %
- The pupils from comprehensive school have weak qualifications
- The enterprises are not satisfied with the quality



Employers' Demands to the Reform

- Skilled workers must be more competent than today
- 30 % must start a VET after comprehensive school – today it is 18 %
- The quality of VET must improve in terms of employment, company satisfaction and number of high level programmes
- The number of people that continue in a higher education programme must rise every year

Employers' Demands to the Reform

- Students beginning in further education from comprehensive school must be more competent and motivated
- The professional level in VET must be raised and there must be progression in the programmes
- The students in the VET schools must be active – it is not a social arrangement
- Guarantee for the student that he can finish his programme in an enterprise or in school

Transition from School to VET

- Wider scope of career guidance in the last years of comprehensive school
- Admission rules and clear expectations
- Different options after school:
 - 10.th grade if you lack maturity or cannot pass in Danish and Math
 - 30-40 weeks in a vocational class on a VET school if you meet admission criteria but is undecided in relation to what programme to choose
 - Start on a specific VET programme



Progression and Coherence

- Everybody starting on a vocational school must be able to finish some VET programme.
- Everyone that is admitted into a specific VET programme can finish this programme.
- There are few quotas in the system
- There is a direct continuous flow from part one to part two of the programme, either in a full apprenticeship or in part-apprenticeships organised by “Apprenticeship-Centres”

Better Quality

- More detailed descriptions of competences to be achieved to raise quality of school-based as well as work-based learning
- Higher learning expectations. Explicit demands to the students about the standards they must meet.
- Vocational programmes prepare for further studies as well as for the profession
- Differentiation in all teaching and training to make sure that everyone reaches his/her maximum level of learning
- Continuous focus on employment rates and involvement of social partners



Three Levels of Cooperation

Organisations:	VET system:
•Main labour market organisations (DA, LO)	•Danish council for VET
•Trade organisations – i.e. employers and employees within construction or metal	Trade committees – 57 committees for 106 VET programs
•Local trade union representatives and individual companies	Local trade committees and school boards

The reform of VET in Denmark

- The Government invited the social partners to mutual discussions on a reform of VET in autumn 2012. These talks ended summer 2013
- No final report, but productive discussions that formed the basis of the Government model for the reform programme
- Common declaration from the Government, DA and LO on the basic components of a reform. The Government presented its proposal
- Traditional lobbying process during autumn and winter
- Reform adopted late spring 2014 after a hearing process with extended involvement of the social partners

The Implementation of the Reform

- Comprehensive cooperation between Government and social partners
- Danish council for VET is given a formal role in the implementation process by giving recommendations on specific issues and following the progress of the process
- Trade committees are in intensive dialogue with the ministry on the specific educational programmes
- The schools are adjusting their courses to the new VET structure and the new demands for higher quality
- Very important phase – *the devil hides in the detail*

Recommendations

- Essential with a constructive internal process in employers' organisations – to unite different expectations and agree on common goals
- Involve the unions in a constructive process but do not give in on essential goals – ownership to the reform is essential in the implementation
- Involve the VET schools in the implementation – ownership is essential

Recommendations

- Be engaged in good relations to the Government and Administration

