

Transition between education and employment – The Danish Reform Case

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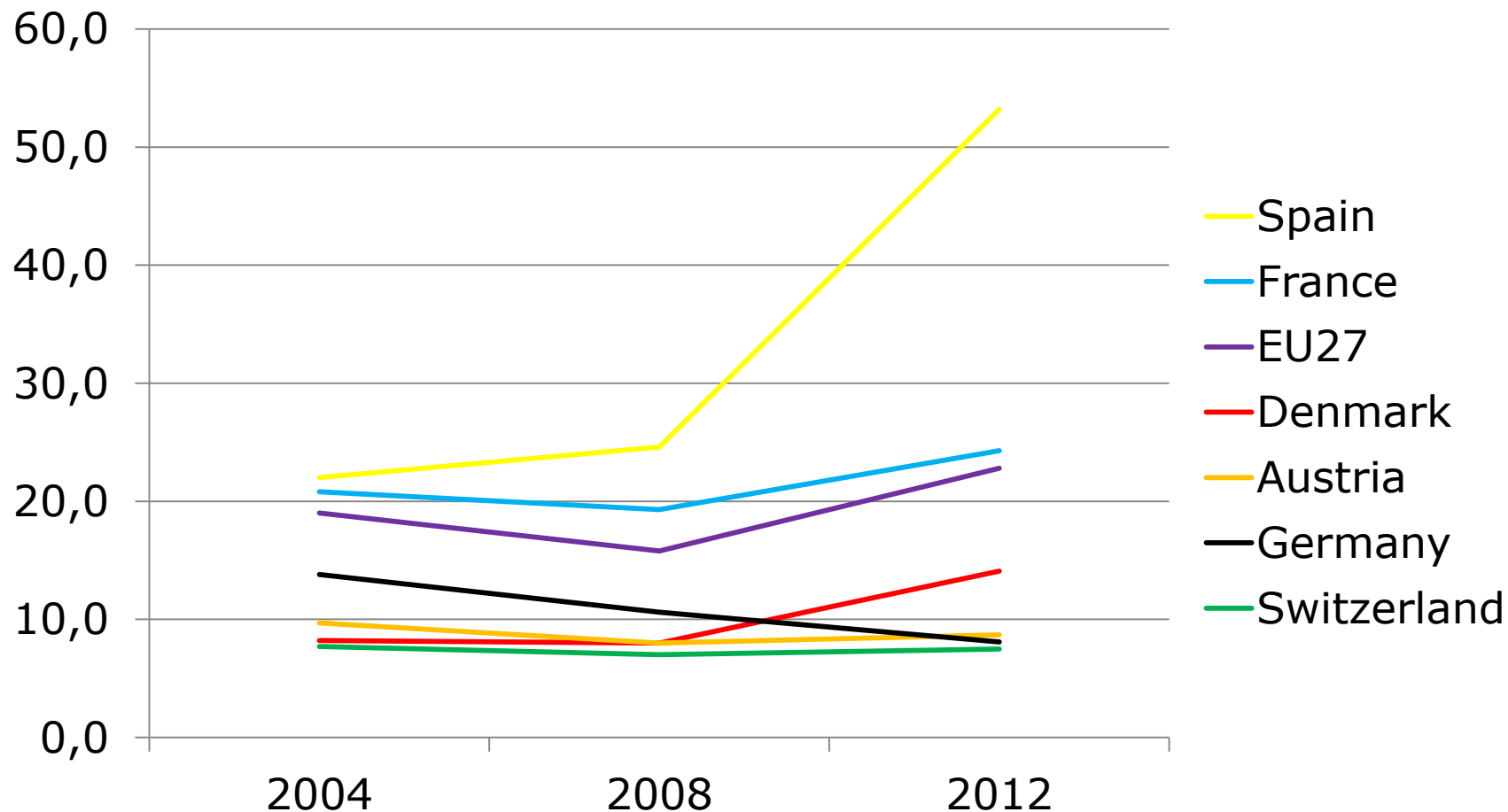
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Youth unemployment in percent

Percent



SOURCE: Eurostat

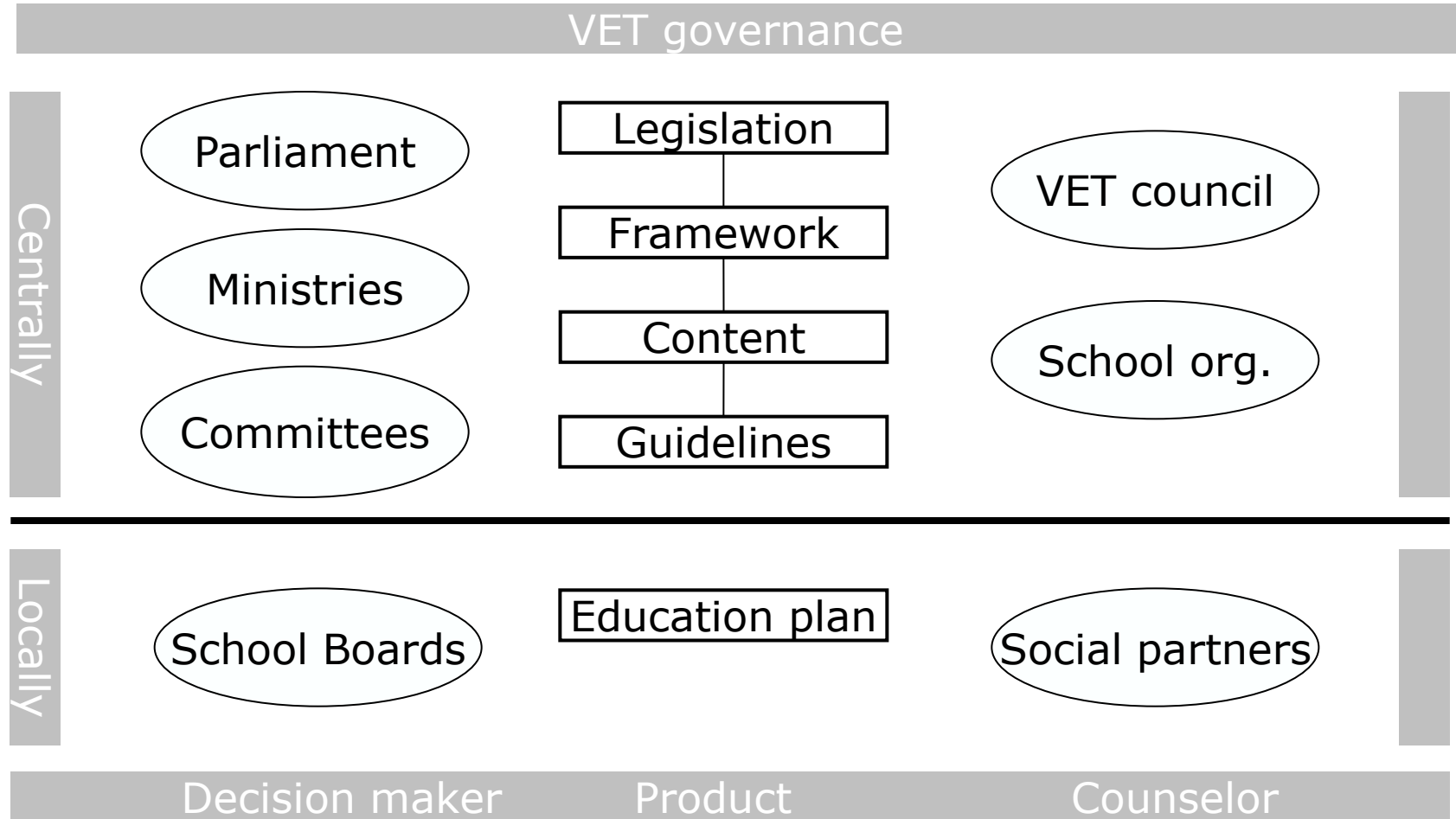
NOTE: Youth unemployment among the 15-24 year olds



The Danish VET system

- After primary education, Danish students can choose between a wide variety of trades within the VET system
- Students alternate between school and practical training
 - 2/3 thirds of the training in companies
 - 1/3 in VET schools
- Social partners are an integral part of the system participating in the governance of the VET system

Social partners involvement



Advantages of the Danish VET system

- VET creates links between education and employment and secures smooth transition into employment
 - Low unemployment among VET-graduates
 - Entrepreneurship is widespread among VET-graduates
- Companies in Denmark hire VET students because:
 - Employing VET students is a unique source of recruitment for companies
 - VET students contribute to production
 - VET students contribute with new impetus to the company
 - VET students are a skilled workforce

Challenges for the Danish VET system

- Many students with poor skills and grades enter VET
 - No Admission criteria
 - Poor transition systems
 - Unhealthy economic incentives
- High drop-out levels
 - Too many students with poor skills and grades enter VET
- Too few choose a VET education
 - Poor image of VET education among the young

Reform process in Denmark

- Tripartisan process started in the autumn 2012. Ends its work this summer.
- Phase 1 : Focus on provision of more apprenticeships and on management of problems related to current challenges on the labour market
- Phase 2: Focus on issues related to larger enrolment and better quality

Objectives for reform process

- To increase the transition from primary school to VET
- To decrease the dropout rate from VET
- To modernise the dual system and ensure the influence of the social partners in VET
- To make sure that quality of VET programs meet labour market demands and as such contributes to growth, innovation and employment

Suggestions from the social partners

- Strengthening of the transition from school to VET
- Better progression and coherence in the specific VET programs
- A quality lift to make sure that the VET programs meet future needs on the labour market

Transition from school to VET

- Wider scope of the career guidance in the last years of basic school
- Admission rules and clear expectations
- Different options after basic school:
 - 10. grad if you lack maturity or cannot pass in Danish and Math
 - 1 year in the vocational class on a VET school if you meet admission demands but is undecided in relation to what program to choose
 - Start on a specific VET program

Progression and coherence

- Everybody that starts on a vocational school can finish some VET program
- Everyone that is admitted into a specific VET program can finish this program
- There are no quotas in the system
- There is a direct continuous flow from part one to part two either in full apprenticeship or in part-apprenticeships organised by “Apprenticeship-centers”

Better quality

- More detailed descriptions of competence to be achieved to raise quality of school-based as well as work-based learning
- Higher learning expectations. Explicit demands to the students
- 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