

## Annex 1 - Template and guidelines for National implementation plans

Please fill in the information in English.

### 1. Brief information on the national context and baseline

This section **briefly** presents the national context and serves as a baseline for the plan. The participating countries should describe:

- i. The strategic and legal frameworks that are in place and the national context of the VET system at the time of submission of the NIP that will guide the implementation of the planned measures for VET. The information may refer to relevant points of national long-term visions and strategies (e.g. for 2030 and beyond), main strategic documents related to the development of education, training and lifelong learning and, specifically, VET strategies and/or plans, the EU skills agenda, resilience and recovery plans <sup>(1)</sup>, employment policies, as well as to sectoral and regional strategies, if applicable. The presentation of the national context of the VET system will focus on the factors (e.g. strong involvement of the social partners) that national VET policy can build upon to address the European priorities and to achieve the objectives of the NIPs.
- ii. main policy initiatives and reforms that have already started and are ongoing at the time of preparing the NIPs. These might include initiatives and reforms that may be completed by May 2022 or will continue. Countries are invited to reflect and describe how these national initiatives will contribute to the implementation of the common priorities.
- iii. relevant (statistical) evidence, especially regarding the quantitative objectives set in the Recommendation (the Commission will provide more information on these in Spring 2022).

#### **Ad. i:**

The Danish VET system is based on tri-partite governance between the state, employers and employees including legal Framework, national qualifications standards, quality assurance and financing. The social partners play an institutionalized role in the curriculum development, the dual organization of VET and the monitoring of VET at the national, sectoral and the institutional level.

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(1) Especially the components related to education and training and labour market and social protection. National recovery and resilience plans will be available here: [https://ec.europa.eu/info/business-economy-euro/recovery-coronavirus/recovery-and-resilience-facility\\_en](https://ec.europa.eu/info/business-economy-euro/recovery-coronavirus/recovery-and-resilience-facility_en)

The Danish VET-system is characterized by a high degree of involvement of social partners and stakeholder cooperation. They play a central part in the management and development of the VET-system in Denmark. Their role is central to ensuring that the training content always corresponds with the labour market requirements. Secondly, the social partners play an important role in defining the learning objectives of the VET programme. In addition, the social partners have traditionally, also during financial crises, played a central role in ensuring a smooth transition from education to employment – partly due to the fact that the VET programmes leads to nationally recognized qualifications.

The Ministry of Children and Education manages the VET system and approves VET providers. The involvement of social partners as competent bodies is stipulated by law at all levels of the system, and the self-governing VET providers are led by governing boards composed of social partner representatives.

The Danish VET system is characterized by a high level of stakeholder involvement, where not only the competent bodies and social partners, but also vocational colleges, teachers and students are involved in the development of VET qualifications based on the principles of consensus and shared responsibility.

The competent bodies in the Danish VET system are as follows:

***The Ministry of Children and Education.*** Parliament sets out the overall legal framework for VET, which is administered by the Ministry of Children and Education. The Ministry has overall parliamentary, financial and legal responsibility for VET, laying down the overall objectives of the programs, and providing the legislative framework within which stakeholders, social partners, VET providers and companies are able to adapt curricula and methodologies to labour market and student needs. The Ministry of Children and Education is responsible for approving new VET qualifications on the basis of recommendations from the Advisory Council for Initial Vocational Education and Training (REU), and for approving the colleges that are to provide the basic and main VET programs. It also lays down the overall rules for VET – in cooperation with the REU – and draws up regulations for individual VET programs in cooperation with the trade committees. The Ministry of Children and Education is also responsible for quality assurance and for ensuring the effective use of resources. The Ministry also defines the institutional framework for VET providers’ educational, economic and legal management, and funds the college-based part of VET, for which accredited providers are responsible.

***The Advisory Council on the Initial Vocational Education and Training*** (Rådet for de Grundlæggende Erhvervsrettede Uddannelser (REU)) is a council in which all the stakeholders in VET are represented. Under the Vocational Training Act, the Advisory Council has the

responsibility for advising the Ministry of Children and Education on all principal policy and quality matters concerning VET, including monitoring developments in society and highlighting trends in labour markets that are relevant to VET.

**The Trade Committees** (Faglige Udvalg) constitute the backbone of the VET system. Around fifty trade committees are responsible for more than 100 main courses. The committees are formed by labour market organizations with parity of membership between employer and employee organizations. They are responsible for the main programs, specializations, duration, structure, examination, levels of competence for entrance to the main programs etc.

**The Local Training Committees** ensure close contact between the VET providers, the local community and specific local labour market needs. The members typically come from the local labour market and local community.

The VET providers. The VET providers are self-governing institutions led by governing boards that include social partner representation. They have overall responsibility for the administrative and financial management of the institution and for educational activities in accordance with the legal framework defined by the Ministry of Children and Education. They assume everyday responsibilities for teaching and examination.

### **Legal Framework in Denmark**

The regulatory framework for VET is based on four major laws. The laws all have national coverage and stipulate the legal structure within which the VET system functions, including programs, funding and institutional framework.

The regulatory framework for VET in Denmark consists of the following four laws:

1. The “Vocational Training Act” (Lov om erhvervsuddannelser) sets out the framework of VET, including the overall goals, admission rules and structure. It also stipulates the roles of the advisory boards, companies, Centres of Placement etc. In addition, the Act states that the minimum wage for apprentices is a question for the collective agreement for the trade (§ 55).
2. “The Act on general upper secondary exams in connection with vocational education and training (EUX)” focuses on the pathways leading to a dual qualification as a skilled worker and a general upper secondary certificate providing access to tertiary education (Lov om studiekompetencegivende eksamen i forbindelse med erhvervsuddannelse (eux) mv). The law sets out the common provisions of teaching at the general upper secondary level at VET colleges, thus providing the framework for EUX.
3. The “Act on Employers’ Reimbursements Funds” (lov om Arbejdsgivernes Uddannelsesbidrag) secures the apprentices’ wages in the school-based periods of the VET program.
4. The “Act on Institutions of Vocational Education and Training” (Lov om institutioner for erhvervsrettet uddannelse) stipulates the framework for the VET colleges as self-governing institutions and the school boards.

**Ad. ii: Main policy initiatives and reforms that have already started and are ongoing at the time of preparing the NIP**

- (i) VET reform: *“Better and more attractive vocational education” (2014)*: The comprehensive reform states four main goals:
  - More students must choose a vocational education directly after 9th or 10th grade
  - More people must complete a vocational education
  - Vocational education must challenge all students to become as proficient as they can
  - Confidence in and well-being at vocational schools must be strengthened
- (ii) VET agreement: *From Primary School to Skilled Worker – vocational educations for the future (2018)*
- (iii) *A tripartite agreement on better and more flexible continuing vocational education (2018-21/22)*
- (iv) *Tripartite agreement on more apprenticeships and unequivocal responsibility (2020)*: The government and the labor-marked representatives agreed on an initiative worth 500 million DKR. The initiative aims to ensure a more secure and coherent training course.
- (v) *Educational efforts for green conversion*: There is a need for intense work with sustainability and green conversion in VET, and this issue is now included as purpose in the law on VET in Denmark.
- (vi) *Tripartite agreement on strengthened recruitment to the public labor market (2020)*: There is a risk of a decrease in the number of people employed in the social and welfare sector. The collective agreement aims to increase applications to VET programmes in this sector and, in the long term, to increase the number of those employed in the sector.
- (vii) *Better opportunities for VET students in higher education*: The background of this change is to ensure VET graduates have better progression opportunities in higher education.
- (viii) *Knowledge centres for VET*: One aspect of the 2015 VET reform was to establish 10 knowledge centres to provide knowledge and inspiration in specific areas relevant to the VET sector. This center of excellence concept has emerged out of a focus on the role of further education provision in delivering education with a high degree of relevance for industries undergoing rapid change. Further financing has been provided to the *Knowledge Centers* until 2024.
- (ix) Pool of DKK 200 million over 2 years (2021-2022) for upskilling and continuing education in climate adaptation and green change

- (x) *Political agreement on better pathways to education and job (2017)*: The preparatory basic education is a flexible educational offer for young people under the age of 25 who have not completed or are in the process of a youth education and who are also not in employment.
- (xi) Green entrepreneurship: a green entrepreneurial pool across the youth educations
- (xii) Role models: The project aims to recruit more student to IVET. The project is run by a VET student organization.
- (xiii) Training abroad: A national program for VET student wanting to practice abroad (PIU) including Erasmus+ activities
- (xiv) Euro Skills Competition in Denmark 2025

### **Education and upskilling as a part of the Active labour Market Policy (AMLMP)**

The Danish Government has reached more political agreements and tripartite Agreement that strengthens the opportunities for upskilling and job-focused education for the unemployed. There are many different schemes or programmes for upskilling unemployed in the Danish Active labour Market Policy (ALMP). Selected measures:

- (xv) A scheme that allows for up to 2 years of vocational education while receiving 110 percent of unemployment benefits.
- (xvi) A Job-VEU model, with the purpose to create more compliance on the labour market in the areas where demand and supply do not meet and pave the way for skilling unskilled workers. The coordination of the upskilling programmes happen with close cooperation between among others firms, the social partners, educational institutions, and job centres.
- (xvii) A right that allows jobseekers 6 weeks of vocational training on unemployment benefits for recently unemployed unskilled workers and skilled workers with obsolete education. The vocational training is targeted towards skills that are in demand. Social partners within each industry are involved in identifying relevant programmes.
- (xviii) Regional funding for job centres to purchase 1-5 week short vocational training courses, targeting sectors in demand of labour. The Regional Labour Market Councils identify the relevant courses.

### **Vocational education on EQF level 5-8**

Further adult education is under the responsibility of the Danish Ministry of Higher Education and Science which oversees education at universities and Universities of Applied Science (professionshøjskoler).

The business academies (former academies of professional higher education) offer higher education and further education related to regional areas of the country. The eight business academies are independent institutions regulated by the Act on Academies of professional higher education.

The organization of business academies is based on a vertical management structure with a board. The board has the general and strategic responsibility for the quality and development of programmes at the institution. The management of the institution also includes the responsibility for educational activities, efficiency and economy. The business academies offer academy profession programmes and certain first-cycle higher educational programmes (i.e. professional bachelor programmes), further adult education and diploma programmes.

The main aim of the business academies is to offer and develop higher education in the region where the business academy is located with a strong relation to practice, especially in the area of technical and mercantile educations. They are to ensure a broad geographic coverage of educational programmes throughout the country and thereby helping to fulfil the political objective that at least 50 per cent of 30 year old people in Denmark have achieved an higher education.

The business academies offer academy profession programmes, certain professional bachelor programmes (first-cycle higher educational programmes) in the area of technical and mercantile education and further adult education and diploma programmes. Professional bachelor programmes are offered through a full professional bachelor programme (180-240 ECTS) or through a top-up professional bachelor programme (90 ECTS) following a relevant academy profession degree.

Business academies function as regional knowledge institutions in close dialogue with regional stakeholders. These stakeholders could be companies or regional growth forums. Other collaborations could include institutions such as university colleges and universities.

Academy profession programmes are normally awarded after 2 years and are equivalent to the first 2 years of a bachelor degree. Academy profession programmes combine theoretical studies with a practically oriented approach in form of mandatory work placement. Academy profession programmes are oriented towards specific professions or job functions. Most programmes are awarded after 120 ECTS.

There are approximately 27 academy profession programmes. Academy profession programmes exist in the following fields:

*Business and Economics, Technology, Information technology, Laboratory technology, Social sciences, Design and Healthcare.*

Most of the academy profession programmes are offered at business academies. The academy profession programmes provide the graduates with knowledge and understanding of practice within the field of applied theory and methodology to a level that qualifies the students to independently analyse and assess problems as well as perform practice-oriented business functions. Furthermore, the

education programme qualifies the student for relevant further education. Students who have passed an academy profession programme can continue in a top-up bachelor programme.

These programmes are not further described in this plan.

**Measures proposed and/or in negotiations with relevance to this plan as of the time of the development of the National Implementation Plan:**

1. Climate Vocational institutions (Part of a Governmental political proposal from 2021: *Danmark kan mere 1 – Denmark is able to more 1*)
2. Selected parts of a Governmental political proposal from 2021: Danmark kan mere 1 (Denmark is able to more 1)

These measures are described in the latter part of section 3.

**Ad. iii: Data and statistics**

The Danish government has continuously invested in new policies targeted at education and skills, increasing funding for these areas significantly. The Danish government and the Danish employee and labor organizations reached a number of tripartite agreements in 2020 aimed at vocational education and training. With these agreements, a total of 6.1 bn. DKK have been invested in vocational education in 2020, with an additional 500 m. DKK yearly earmarked to new initiatives from 2021 and onwards. The Danish government and the political parties in the Danish Parliament have allocated 18.2 bn. DKK on research and development, where 2.7 bn. DKK will be targeted at research areas within the green transition and climate change. This corresponds to an increase of 420 m. DKK from 2020.<sup>2</sup>

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<sup>2</sup> Denmark's Recovery and Resilience Plan, Danish Ministry of Finance, April 2021

**Statistics as of 2022 regarding the targets set out in the VET Recommendation (2020):**

- the share of employed graduates from VET should be at least 82 %<sup>(23)</sup>;

GEO/TIME	2014	2015	2016	2017	2018	2019	2020	2021
European Union - 27 countries (from 2020)	72,4	72,3	75,0	75,9	79,0	79,1	75,7	76,4
Denmark	81,9	80,5	79,1	81,8	85,0	84,7	84,5	84,4

*Table 1: Share of employed graduates from VET 2014-2021*

*Source: European Labour Force Survey (LFS), April 2022*

- 60 % of recent graduates from VET benefit from exposure to work-based learning during their vocational education and training. This objective refers to all forms of work based learning at a workplace, and will also thereby contribute to increased apprenticeship opportunities which can be supported with the Youth Guarantee;



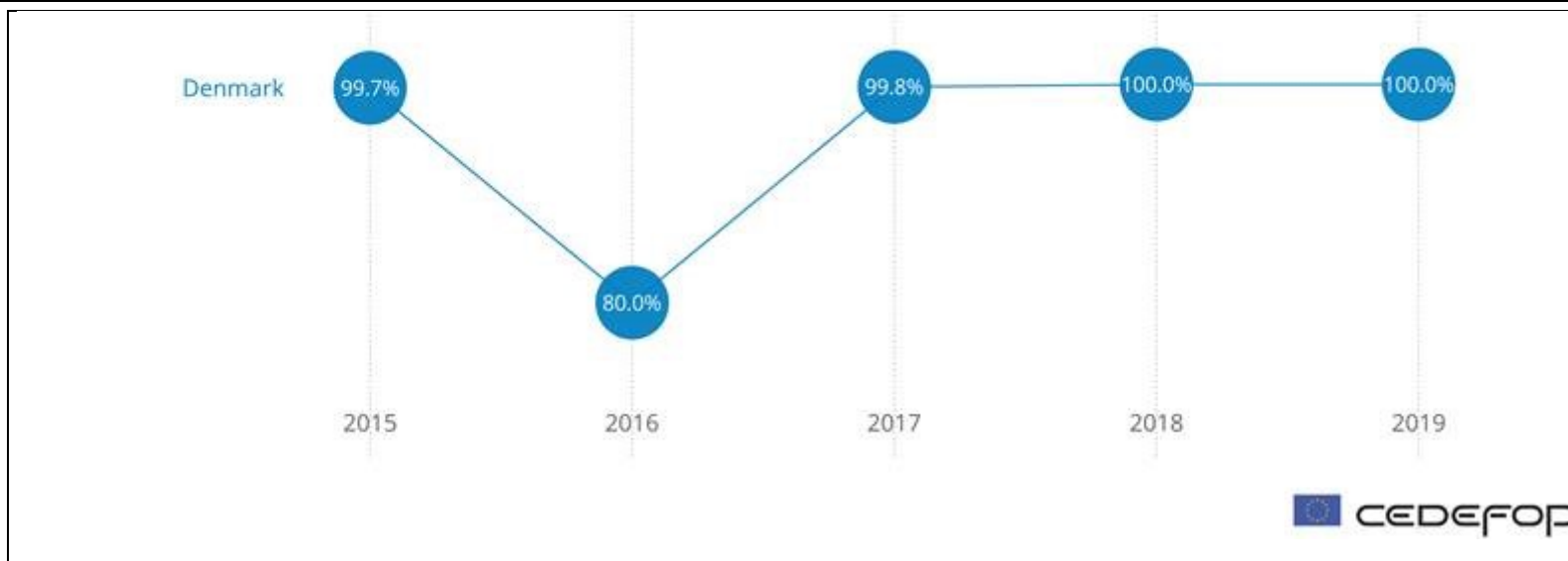


Table 2: Number of students in combined work- and school-based upper secondary IVET (ISCED 3) as a percentage of all students in upper secondary IVET

Source: <https://www.cedefop.europa.eu/en/tools/key-indicators-on-vet/countries?country=DK&country2=#17>

- 8 % of learners in VET benefit from a learning mobility abroad:

Mobility/Year	2018	2019	2020
	311 (stationing from a company) + 1149 (school mobility) + 2583 (Erasmus+ <sup>3</sup> ) = 4043 students from a total of 29163 graduates in 2017/2018 = <b>13,86 %</b>	214 (stationing from a company) + 1154 (school mobility) + 3175 (Erasmus+ <sup>1</sup> ) = 4543 students from a total of 26341 graduates in 2018/2019 = <b>17,25 %</b>	No data from 2020 + 2021 due to COVID-19 pandemic

Table 3: Mobility of VET learners 2018-2021

Source: Danish statistics from the Employers Reimbursement Fund (AUB) and [www.uddannelsesstatistik.dk](http://www.uddannelsesstatistik.dk) (Danish Agency for IT and Learning)

<sup>3</sup> [https://wayback.archive-it.org/12090/20210927084220/https://ec.europa.eu/programmes/erasmus-plus/about/factsheets\\_en](https://wayback.archive-it.org/12090/20210927084220/https://ec.europa.eu/programmes/erasmus-plus/about/factsheets_en)

**Other statistics:****Applications to VET educations directly from 9<sup>th</sup> or 10<sup>th</sup> grade as a first priority:**

Year	2017	2018	2019	2020	2021	2022
Applications	18,5 %	19,4 %	20,1 %	19,8 %	19,9 %	20,0 %

Table 4: Applications to IVET directly from primary education

Source: <https://uddannelsesstatistik.dk/Pages/Reports/1945.aspx>

**Number of VET students with apprenticeship agreements (rounded numbers):**

Year	2017	2018	2019	2020	2021
Students with apprenticeship agreement end-of-year	65000	66900	69600	73500	76400
Students in search of apprenticeship including students in school-based practice	10500	9100	9100	9300	6600

Table 5: No. of VET students with an apprenticeship agreement 2017-2021

Source: Danish Agency for IT and Learning. Data collected mid January 2022

**Completion rate of IVET programs (national numbers):**

Year	2014	2015	2016	2017	2018	2019	2020
Completion rate	51 %	54 %	55 %	55 %	57 %	58 %	59 %

Table 6: Completion rate of IVET students 2014-2020

Source: <https://uddannelsesstatistik.dk/Pages/Reports/1832.aspx>

### NEET – 18-24 years of age

Year	2018	2019	2020
Share of cohort	12 %	12 %	11 %

Table 7: NEET - share of total cohort

Source: Statistics Denmark

## 2. Challenges and general objectives of the plan

The participating countries are invited to identify and describe the main challenges they face (e.g. in the socioeconomic, employment, VET and skills areas) and how they are going to be addressed through the implementation of the planned measures.

The general objectives of the NIPs should be presented in the order of priority and supported with evidence. Countries should make a clear link between the challenges to be addressed and the set objectives and explain how their achievement will help addressing these challenges. The description of each objective should refer to the VET Recommendation priorities and the Osnabrück Declaration objectives (see Annex 2).

The participating countries are invited to explain how they plan to achieve the quantitative objectives set by the Recommendation and other national targets (e.g. those of Skills agenda), as applicable, by 2025 in the medium-term and by 2030 in the long-term and provide the respective evidence.

The participating countries should provide:

- a brief overview of the main challenges, reform objectives and main measures <sup>(4)</sup> that comprise the NIP and links between them, explain the coherence of all parts of the NIP as well as its consistency with other national initiatives <sup>(5)</sup>, where applicable;
- a reference to the main sources of funding for the implementation of the NIP, namely which funds, including EU funds, will be used ;
- time line and current phase of development of the implementation of the NIP with respect to the timeline of the Osnabrück Declaration and the Recommendation.

Ad. I:

**(i) Main challenges in the Danish VET system:**

- **High demand of skilled labor in combination with few young people who choose a VET program as their first priority and decreasing activity in especially adult vocational training (attractiveness of IVET and CVET):**

Despite the fact that the social partners and especially the companies have reacted positively to the different political measures from 2014 onwards to ensure more apprenticeship placements<sup>6</sup>, the number of applications to IVET directly from primary education has remained relatively stable however, with a small increase since 2017<sup>7</sup>.

- **Completion rate of IVET:**

One of the clear targets of the 2014 VET reform was to increase to number of VET students that complete an IVET education. The target is a completion rate of 60 per cent in 2020 and at least 67 per cent in 2025. As shown in *Table 6: Completion rate of IVET students 2014-2020* the completion rate has increased from 51 % in 2014 to 59 % in 2020 not quite reaching the target.

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<sup>(4)</sup> A detailed description of those measures will be done in Section 3.

<sup>(5)</sup> E.g. national recovery and resilience plans, national reform programmes.

<sup>6</sup> See Table 5: No. of VET students with an apprenticeship agreement 2017-2021

<sup>7</sup> See Table 4: Applications to IVET directly from primary education

Despite this positive increase the completion rate still show a significant number of drop-outs from IVET programs. An increase in the completion rate will contribute to the current and expected future high demand for skilled labor.

▪ **Green and digital transition in training and education:**

In 2020, the Danish Parliament passed the *Danish Climate Act*. The purpose of the law is for Denmark to reduce greenhouse gas emissions in 2030 by 70 per cent in relation to the level in 1990, and that Denmark achieves to be a climate-neutral society by 2050. This bold vision has impact on almost all aspects of Danish society and VET plays an important role in supplying the skilled works needed to engage in these transitions. The green and digital transition depends to a large degree on a sufficient number of skilled workers on all levels placing VET at the core of these transitions.

▪ **Increase educational level for NEETs and adults without education beyond primary school:**

The level of NEET aged 18-24 has decreased slightly through the period from 2018-2020<sup>8</sup>. However, the share of NEET will have to decrease further in the coming years. The percentage of youths who are not in association to either education or labour market should be reduced by half by 2030.

▪ **Teacher competences:**

The strong national and international focus on green and digital transition requires teachers to further utilize digital educational tools and to equip teachers and trainers with the necessary green competences.

(ii) **Objectives of reform/measures:**

- Raise the share of a cohort applying for VET after initial education to 25 % by 2020 and 30 % in 2025
- In 2030, at least 90 pct. of 25 year olds must have completed a youth education
- Raise the completion rate in IVET
- Further identify and implement green and digital competences in IVET and CVET

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<sup>8</sup> Table 7: NEET - share of total cohort

- Increase educational level for NEETs and adults without education beyond primary school
- Increase teacher competences with focus on green and digital issues

### **General comments on the National Implementation Plan**

As mentioned in item 1 the Danish VET-system is characterized by a very high degree of involvement of social partners and stakeholder cooperation. They play a central part in the management, development and financing of the VET-system in Denmark. The social partners have traditionally played a central role in ensuring a smooth transition from education to employment – partly due to the fact that the VET programmes leads to nationally recognized qualifications.

Thus, the Danish VET system is characterized by a high level of stakeholder involvement, where not only the competent bodies and social partners, but also vocational colleges, teachers and students are involved in the development of VET qualifications based on the principles of consensus and shared responsibility. Denmark has a tradition of working with long term goals. Tripartite agreements and political agreements with relatively short (3-5 years) time span have been the central political instruments to help shape the future the VET system. This way all stakeholders have a responsible current view on both major and minor challenges, developments and possibilities to reach the long term targets and changes can be made with a relatively short response.

This National Implementation Plan (NIP) presents a variety of short- and long term measures started before 2022, but reaching into the strategic period of the NIP. Furthermore, relevant measures and initiatives being negotiated and discussed in 2022 have also been included in the plan. In this way these measures combined will form the NIP.

### **General measures**

With the Finance Act for 2020 the previous government across education areas, canceled the reprioritization contribution in the field of education from 2020. This prioritization of educational institutions put an end to the otherwise planned savings and form the basis for supporting a stable framework for conducting good educations. With the agreement, *A new reform package for the Danish economy* from 2022, a significant economic boost of education has been agreed. It has been specifically agreed to establish three new climate VET institutions, which will be power centers for education and competence development for green conversion (please refer to detailed description later).

### **Vocational education**

The goal of the *Agreement on better and more attractive vocational education* from 2014 is that more people must choose a vocational education directly after 9<sup>th</sup> or 10<sup>th</sup> grade. A number of agreements have been reached to achieve this goal. By *Agreement on strengthened practical skills in primary and lower secondary school* from 2018 and the agreement *From primary and lower secondary school to skilled workers - Vocational education for the future* from 2018, the focus was on practical skills in primary and lower secondary school and schooling courses aimed at transitioning to vocational education. At the same time, a national program for the choice of youth education has been established, as among other things will contribute to the students being challenged in their choice of youth education. Furthermore, investments have been made in 10 knowledge centers, a quality pool and a taximeter boost in vocational education. One important strategic measure is the *Tripartite agreement on more apprenticeships and unequivocal responsibility* from 2020 implementing various measures to increase the number of apprenticeships to secure all students an apprenticeship.

To further support the development vocational educations and apprenticeship placements, the national web-site [www.lærepladsen.dk](http://www.lærepladsen.dk) has further been developed. Here students, schools, companies and stakeholders can seek out/publish apprenticeship placements, fill out on-line agreements, the schools can follow-up on the student's progress in finding an apprenticeship placement, seek out approved companies for apprenticeship and much more. The web-site is developed and hosted by the Danish Agency for IT and Learning.

### **Education for sustainable development**

As a broad concept, sustainability is integrated in many ways in the school system from primary and lower secondary school to upper secondary school. In the paragraph of the purpose with the primary and lower secondary schools, it is stated, that the schools must give the pupils knowledge and skills needed for further education. The pupils must acquire the realization, that natural science and technology are a part of our culture and worldview. The pupils' responsibility towards nature and the environment is to be further developed to gain confidence in their own opportunities for opinions and taking actions when it comes to sustainable development and human interaction with nature – local and global. In addition, the education system makes the pupils acquainted with Danish culture and history, give them an understanding of other countries and cultures and contribute to their understanding of human interaction with nature. The basic knowledge for participating in a society with freedom and democracy are provided through the upper secondary school, were students also learn about co-responsibility, rights as well as obligations. In this way, the pupils achieve the knowledge and skills needed for contributing to a democratic society.

### **High quality education**

In the recent reforms of the primary and lower secondary school, and the upper secondary schools and vocational education the focus has been on strengthening the quality, academic results and the well-being for all pupils and students. The aim is that primary and lower secondary schools challenge all pupils in order for them to be as skilled as possible and reduce the implications of social background when it comes to academic results. Quality education is necessary in order to break negative social heritage. Therefore, quality education delivers equal access to education no matter the background of every pupil and student.

### **Higher share of young people to complete an education or be employed**

It is the government's ambition that all 25 year olds must have completed an education, be enrolled as a student or be in a form of employment in 2030. In 2030, at least 90 pct. of 25 year olds must have completed a youth education. It is a clear Danish aim that the share of young people that are not related to the educational system or the labour market must be reduced with 50 pct. by 2030. This is supplemented with the aim that a higher share of young people must choose a vocational education. More specifically, all young people (25 years old or younger) who are not enrolled or have not completed a youth education are offered guidance with proactive measures from the municipality they live in.

### **Up- and reskilling – continuing VET**

In 2017, the government and the social partners entered into an agreement on strengthened and more flexible adult, post- and further education. This included a number of measures to strengthen the adult and continuing education system, including strengthening of basic skills and support for labor market training. The agreement was originally due to expire end of 2021, but was extended to include 2022 with *Agreement on 1-year extension of the Tripartite Agreement on Strengthened and more flexible adult, continuing and further education*. In 2022, the initiatives will be followed up with new tripartite negotiations where among other things the challenges regarding the decrease in the use of adult vocational training will be addressed. The reasons for the decrease in the use of adult vocational training are being explored but causes can include the recent COVID-19 pandemic, economic conditions.

With the *Agreement on strengthened upskilling (2020)* and the *Agreement on extraordinary support of the unemployed (2020)*, DKK 730 million DKK was allocated for new upskilling and education initiatives in 2020 to 2023. The agreements, which are a part of the reconstruction of the Danish economy after COVID-19, aims to lift more from unskilled to skilled, strengthen the basic skills of the unemployed and ensure conversion and recruitment to new job openings. In addition, investments have been made in a general taximeter increase of the general adult education in the *Finance Act for 2022*, and a pool has been set aside for closure-threatened Adult Education Centers (VUC - education providers) in the period 2020-2023.



## **The Reform Commission**

In 2020, the Danish Government established the Reform Commission. The Reform Commission is to propose reforms that address complex challenges – known, but not solved. The Commission's work will run through 2022. Along the way, a number of thematic proposals will be presented. The commission will focus on three thematic areas:

### **Better education for all**

Among other things, the Commission must make proposals for improvements and more flexibility in the field of youth education, with a special focus on young people who do not receive an education, and how greater mobility can be created across generations.

### **More in jobs**

The Commission must focus on citizens who have difficulty finding or retaining employment. These are, for example, unskilled people in need of upskilling, non-western citizens who have been in Denmark for many years without being able to hold on to a job, and seniors who must be helped back to work more quickly after they have become unemployed.

### **More and better jobs**

The Commission must come up with ideas to strengthen the opportunities for business to create good jobs and increase productivity. This can be done, for example, by improving the framework for investment, new technology and innovation, ensuring sound and effective regulation and promoting research and development. A special focus area will be to support more innovative companies and highly productive workplaces as well as the business community's contribution to the green transition, among other things by creating a good framework for developing Danish strengths.

The Reform Commission has generally chosen three benchmarks that will guide the direction of the reform proposals that are presented.

The benchmarks are Social mobility, Employment, Productivity. The Commission will, as far as possible, provide impact assessments on each of the above three objectives in the context of policy recommendations.

It is the Government's wish that the Commission's work should be done openly in order to support an ongoing debate on the Commission's work and themes. Through open and outward-looking activities, the Commission will involve stakeholders - such as the social partners, business, interest groups, elected representatives, think tanks, experts and practitioners. The Commission will, on the basis of their contributions as well as other thorough preparation, propose a number of new reforms.

The commission's proposals will form the basis of future political discussions and the latest publication contain 35 recommendations on education<sup>9</sup>.

**Main sources of funding for measures mentioned in the NIP:**

- Three-partite agreements (state-employers-employees) (national)
- Annual Fiscal Law (national)
- RRF (very limited funds for education, up- and reskilling)
- Erasmus+ (EU)

**Timeline:**

- In respect to the individual agreements/measures

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<sup>9</sup> <https://reformkommissionen.dk/udgivelser/nye-reformveje-1/> (in Danish)

<p><b>3. Detailed description of main measures and/or their packages <sup>(10)</sup></b></p> <p>One table to be developed for each measure that forms the core of the plan</p>
<p><b>Title:</b></p> <p>I. VET reform: “<i>Better and more attractive vocational education</i>” (2014)</p>
<p><b>Rationale/background, challenges addressed</b></p> <p>Over a number of years up to 2014, there was not a sufficient focus on vocational education importance. Vocational education faced in 2014 three major challenges:</p> <ol style="list-style-type: none"> <li>1. Fewer and fewer young people applied for vocational education. The search directly from 9<sup>th</sup> and 10<sup>th</sup> grade dropped from approx. 30 pct. in 2004 to 19 per cent in 2014.</li> <li>2. Many of those who started a vocational education did not complete. Almost 50 pct. dropped out along the way.</li> <li>3. The very different age of students with a significant proportion of adult students was challenging the nature of vocational education and training as a youth education.</li> </ol>
<p><b>Specific objectives of the measure/package and their relation to the general objectives of the plan</b></p> <ol style="list-style-type: none"> <li>1. More students must choose a vocational education directly after 9<sup>th</sup> or 10<sup>th</sup> grade: <i>25 % in 2020 and 30 % in 2025</i></li> <li>2. More people must complete a vocational education: <i>at least 60 % in 2020 and at least 67 % in 2025</i></li> <li>3. Vocational education must challenge all students to become as proficient as they can: <i>proportion of students with the total number of subjects completed at a higher level than the mandatory minimum level set by the professional committees - must be increased year by year: from 6 % in 2015</i></li> <li>4. Confidence in and well-being at vocational schools must be strengthened: <i>based on annual surveys the general trend is stable from 2015 onwards (exact numbers can be provided by request).</i></li> </ol>

<sup>10</sup> A package (of measures) is a coherent set of measures that address a particular challenge, one or several priorities and principles of the VET recommendation and/or objectives of the Osnabrück Declaration.

## Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline

The reform from 2015 comprises a large number of initiatives. These initiatives are divided into the following 10 focus areas including sub-measures (in headlines):

- An attractive youth education environment
  - Classes with only young people from 9<sup>th</sup> and 10<sup>th</sup> grade
  - Teaching in team communities
  - Exercise and movement in teaching
  - Campus environments
  - Information efforts and dissemination of national championships in Skills
- Simpler and more manageable structure
  - More manageable choice between four main areas: The current 12 joint entrances to the vocational educations will be closed down, and the following new vocational main areas will be created, which together will present all vocational educations:
    - Care, health and pedagogy
    - Office, trade and business services
    - Food, agriculture and experiences
    - Technology, construction and transport
  - New basic courses with uniform duration and construction across main areas:
    - The total basic course is determined with a uniform duration of one year (40 school weeks). The basic course is divided into two parts of 20 school weeks each. The new basic course is built up with gradual specialization towards the choice of main course and internship, which helps to qualify the students' educational choices, including in relation to internship opportunities.
    - Clear requirements for admission to the main course:
      - Increased importance of the basic course test
      - Specific requirements for subjects and levels for admission to the main course
- Better continuing education opportunities

- Better opportunity to continue in higher education
- Clear entry requirements
  - Students must have obtained the grade 02 in Danish and mathematics
  - Alternative access routes
    - Students who have entered into an education agreement with a company, and thus of the company is assessed as ready, has direct access.
    - Students who have already completed a youth education - and who have thereby achieved the required academic level in Danish and mathematics - also have direct access.
- New business-oriented 10th grade
- More and better teaching
  - Minimum number of hours for teacher-led teaching
  - Competence development for teachers
  - Teaching differentiation, level division and talent tracks
  - Better linking of schooling and company internships
  - Management and school development
  - Increased focus on implementation and management
- Continued efforts for internships
  - Strengthening the internship effort
  - Discussions with the social partners
  - Adjustment of rules in the field of social and health
  - Strengthening the education guarantee
    - The students in the vocational educations have an education guarantee. This means that students who have completed the basic course, has a guarantee of completing a vocational education, but not a specific vocational training. Students who cannot get an internship have the opportunity to be admitted to an internship center in an education offered with school internship, and provided that the student lives up to the EMMA criteria of being suitable, academically mobile, geographically mobile and actively searching.
- New Combined Youth Education

- Combined Youth Education is an offer for young people who are motivated for education, but who today either embark on a vocational education without a realistic opportunity to be able to complete, make use of non-qualifying offers or are not in training at all.
- A new vocational training program for adults (EUV)
- Focusing on the guidance effort
  - Introductory courses for the vocational youth educations: 5 day courses for 8<sup>th</sup> graders
  - Everyone receives guidance and everyone must be challenged in their educational choices

The reform measures was to be implemented from 2015-2020. However, the four overall clear targets are still in place and have been supported by several new measures after 2015 (please refer to later parts of this plan).

### EU policy priorities addressed

#### Council Recommendation on VET

- A. VET is agile in adapting to labour market challenges.
- B. Flexibility and progression opportunities are at the core of VET.
- C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand.
- D. VET is an attractive choice based on modern and digitalised provision of training/skills.
- E. VET promotes equality of opportunities.
- F. VET is underpinned by a culture of quality assurance.

#### Osnabrück Declaration

- 1. Resilience and excellence through quality, inclusive and flexible VET.
- 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation.
- 3. Sustainability – a green link in VET.
- 4. European Education and Training Area and international VET.

### VET subsystem (IVET, CVET, or both)

- initial VET (IVET)
- continuing VET (CVET)

### Scope (national, regional, local)

- national (A nation-wide scheme)

<input type="checkbox"/> regional <input type="checkbox"/> local
<b>Beneficiaries/target groups:</b>
<input type="checkbox"/> (List to be provided): VET students, teachers, managers, counsellors, primary school pupils
<b>Responsible ministries/bodies</b>
Ministry of Children and Education
<b>Source of funding (National, EU funds, sectoral):</b>
National

<b>3. Detailed description of main measures and/or their packages <sup>(11)</sup></b>
One table to be developed for each measure that forms the core of the plan
<b>Title:</b>
<i>II. From primary school to skilled worker – vocational educations for the future. Political agreement on VET (2018)</i>
<b>Rationale/background, challenges addressed</b>
In Denmark, we have a long tradition of educating skilled professionals who can help drive the development of society forward. Professionals who are proud of their profession and profession. Denmark is both a knowledge, service and production society, and both public and private companies need skilled professionals who can both translate theory into practice and develop new products and solutions based on practical experience. Many good jobs lie ahead. Yet there are far too few who choose a vocational education, and many drop out along the way in their education.

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<sup>11</sup> A package (of measures) is a coherent set of measures that address a particular challenge, one or several priorities and principles of the VET recommendation and/or objectives of the Osnabrück Declaration.

In the last 18 years, the proportion of young people who choose a vocational education directly from primary school has fallen from over 30 per cent in 2000 to just over 19 per cent in 2018. In addition, the influx of pupils over 18 years of age has fallen in recent years.

About half of a 9<sup>th</sup> grade class today chooses to go on to 10<sup>th</sup> grade, but after 10<sup>th</sup> grade, only 25 percent of these choose to continue in a vocational education.

There are large municipal differences in the applications for vocational education directly from primary school. In 2018, only every third municipality will meet the 2020 target of a search of 25 percent, and a number of municipalities will have a search of less than 10 percent.

#### **Specific objectives of the measure/package and their relation to the general objectives of the plan**

The intention of the agreement is to ensure that the vocational schools have a good framework that can support high academic quality as well as strengthen the search for and implementation of the vocational educations by:

1. Strengthen the practical skills in primary school
2. Create a stronger foundation for young people's choice of upper secondary education
3. The municipalities must have greater responsibility for the search for VET
4. Strengthen education and entrepreneurship in vocational education as well as further education opportunities
5. Create attractive teaching environments, strengthen the competence development of vocational education teachers, reduce student absenteeism and create better educational opportunities in sparsely populated areas
6. Create simpler and more coherent educational courses through access courses for adults in vocational schools, expanded access to the first part of the basic course and a new basic course +
7. High quality must make more people complete a vocational education
8. Create greater security to obtain an apprenticeship
9. The social and health educations must appeal to more people
10. De-bureaucratize and give vocational schools greater freedom to solve the core task

#### **Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline**

Main activities:



Ad. 1: The vocational schools will have the opportunity to offer elective subjects for primary school pupils in the 7.-9. grade in vocational schools. The subjects of the elective subjects are chosen by the vocational school on the basis of which teacher competencies the vocational school has at its disposal and must follow the municipal rules for elective subjects and the rules for elective subjects that follow from the Primary School Act. The municipal council will continue to have the overall responsibility for teaching in the primary and lower secondary school and must therefore ensure that it can supervise the teaching carried out at the vocational school, including that the teachers have the necessary qualifications, e.g. in the form of a diploma in vocational pedagogy.

The vocational schools must have the opportunity to offer the teaching of the compulsory practical / musical electives in 7th and 8th grade at the primary and lower secondary schools. The teaching is organized by teachers from the vocational schools, who have competencies and qualifications corresponding to a person with special qualifications to teach in individual subjects, cf. the Primary School Act, section 28, subsection. 2. The school head will continue to have the overall responsibility for the teaching at the school and must therefore supervise the teaching, including that the teachers have the necessary qualifications, e.g. in the form of a diploma in vocational pedagogy.

Ad. 2: Establish a national program for the choice of upper secondary education, which will help to ensure that all pupils in primary school are presented with a systematic, coordinated and structured effort, where teaching-based schooling activities and guidance are closely linked, and where teachers have a prominent role in relation to students' choice competence. The national program is a comprehensive guiding framework for initiatives related to the choice of upper secondary education in schooling and includes a number of initiatives and initiatives that contribute to the students being challenged in their choice of upper secondary education. The program must support a new practice in the schooling activities and, among other things, contain methods and materials for use in the activities that are to ensure a strengthened guidance and clarification effort in the schooling.

A competence development program is established for primary and lower secondary school teachers and supervisors, which is to ensure that they gain a stronger knowledge of the vocational educations and the opportunities that the choice of a vocational education provides. The competence development program also aims to strengthen the teacher competencies for handling the teaching in "Education and Jobs" and must support the teachers in working with a systematic approach to the choice of education.

Ad. 3: The municipal council is obliged to prepare local targets for the application for the youth educations in order to support that the municipalities are actively working to increase the application for the vocational educations. Each municipality must set its own goals for the students' educational choices in continuation of the 9<sup>th</sup> and 10<sup>th</sup> grade, ie. transition to vocational education and upper secondary youth education. The target number as well as the current search numbers must be published on the municipality's website. If the current application numbers for vocational education are below 10 percent, the municipality must publish an action plan for what the municipality will do to increase the search for vocational education. It is supported that the municipalities can follow their students. For the sake of local resource consumption, municipalities with search numbers of more than 10 percent are not required that strategies etc. submitted centrally or published.

Establish an award that the Minister of Education presents at an annual ceremony. The prize is awarded to the municipality that has had the largest increase (in percentage points) in the application for vocational education. Only municipalities with a minimum search of 10 percent can be considered for the prize. The increase in the number of applicants must include at least 10 students. The prize consists of, among other things, an amount of DKK 100,000. The Minister of Education can also award a "Falke Prize" to a municipality that has made a name for itself in relation to improving the search or by making a special effort to increase the search.

Ad. 4: A program is implemented to develop and test tools for the individual vocational schools' work with individual character formation. The program must address the educational aspect through, for example, experience and knowledge of crafts, industry, service and design. The purpose of the program is thus to nurture the professional pride in vocational education, and the program will be based on topics such as action, presence, orderliness and civil society. Strengthen and clarify the educational aspect in the vocational educations by amending the purpose provision in the Vocational Education Act, so that it appears that character formation and professional pride is one of several purposes of the educations. Strengthen the vocational schools' work with entrepreneurship by - with inspiration from already existing material - practical teaching material is prepared in establishing one's own company for EMU.dk. The material must be able to specifically indicate how to start your own business, and must be able to be used both in the business subjects on the first part of the basic course, on the second part of the basic course and in the main course.

The number of students with a vocational education entering higher education should increase from the current level of approximately 4,200 people. The total transition to higher education within five years is calculated divided into individual educations. The parties to the agreement will follow the development via annual reports and discuss the development annually with a view to ensuring good opportunities for further education. Strengthen the Universities of Applied Science' opportunities

for the development of provision of entrance courses at upper secondary level for selected professional bachelor programs for vocational graduates, as is known from entrance courses to the mechanical engineering and engineering programs.

The ambition is for more professionals to have access to business academy and professional bachelor programs - either with or without supplementation, and without compromising the quality of the programs. In the coming years, this will be a special point of attention in the annual discussions with providers of the business academy and professional bachelor programs about admission requirements. It must also be looked at how the relevant opportunities for supplementation in subjects at upper secondary level can be strengthened for vocationally educated people.

Ad. 5: Teachers in primary and lower secondary schools and educational and vocational counselors must be ensured a better insight into vocational education, so that they can subsequently play a more active role in connection with students' choice of upper secondary education. This is the purpose of a pool to support apprenticeships at vocational schools for primary and lower secondary school teachers and counselors. 2 million DKK annually in the period 2019-2022 has been set aside for the pool. Only 12 percent of primary school teachers believe that they have a good knowledge of vocational education. The pool must help to change that. The pool funds supports apprenticeships lasting two days at vocational schools, where teachers and counselors gain knowledge of the planning, implementation and evaluation of practical teaching.

It is central to ensure high academic quality in teaching that vocational schools focus on competence development efforts. No concrete models and targets are set for the vocational schools' implementation of supervision and company courses. It is therefore up to the individual school to prioritize the overall competence development effort. The Ministry of Higher Education and Research discusses the need for increased focus on the teacher craft in the vocational pedagogical diploma program with the vocational colleges. These can be topics such as the organization of teaching, the use of relevant digital tools and competencies, subject didactics and team collaboration.

Every single student in the vocational educations must - like the students in the upper secondary educations - experience that it is important to show up every day - both at school and in practice. Schools must focus on student absenteeism and work purposefully to reduce overall absenteeism. There must be transparency about absenteeism at the individual institution, and the schools must follow up on students with high absenteeism. Launch an information campaign about the existing subscription scheme (by text message / email) and to prepare standard material that the vocational schools can provide to the companies when concluding an education agreement. The purpose is to ensure that companies receive information about the students' absence when the student is paid by the company. Introduce a requirement that vocational schools must in future register

pupils' absences electronically. The students' absence must be reported from the vocational schools' study administrative systems to the Ministry of Education, so that absence in future can be included in the Data Warehouse / education statistics. Information about the individual student's absence must be available to the student's internship company during the student's employment on praktikpladsen.dk, which is the future platform for dialogue about internships between internship, student and school.

Carry out experiments in the period 2019-2022 with admission to school homes (dormitories) for students who could have applied for an education closer to their own place of residence (within 5 quarters of a transport distance), in order for them to live and study at another school with school homes, if this school is located in a sparsely populated area. This is a pilot scheme to support more education in sparsely populated areas and create greater mobility among young people. This must be done, among other things, by having pedagogical attention to creating well-functioning social services for students who take up residence in school homes far from their own homes. The experiment must also focus on guiding Greenlandic and Faroese students to take their educations at schools with school homes in sparsely populated areas. A financial framework will be set aside in 2019 for a special grant in the form of a supplement for small vocational schools that receive fringe grants and which have less than 450 full-time students. An economic framework will also be set aside in 2020 to 2022 to increase the supply of vocational education in sparsely populated areas. The funds are implemented by the Minister of Children and Education.

- Ad. 5: The vocational schools will have the right to offer independent entrance courses in Danish, Danish as a second language and mathematics at the level of the primary school's 9<sup>th</sup> grade tests for adults from the age of 25 who wish to apply for the vocational educations. The entrance courses must be a new independent education course limited to adults who wish to apply for admission to the vocational educations, in addition to the existing option with general adult education (avu) at Adult Education Center (VUC). The entrance courses must only be targeted at adults who do not meet the entry requirements and who wish to apply for admission to a vocational education.
- Ad. 6: Offer young and adult students GF + (Basic course +) with a total fixed duration of 10 weeks prior to the start of the 2<sup>nd</sup> part of the basic course. The course is not mandatory. The final choice of education still takes place only at the beginning of the second part of the basic course. The course is for unresolved students as well as students with a need for upskilling of their general and vocational competencies in order to later be able to meet the transition requirements for the main course. Students who are not exempt from access to GF + can be admitted freely.

- Ad. 7: In connection with the “Coherence Reform”, the government will look at whether the existing taximeter system supports the right balance between quality, activity, efficiency and geographical proximity for young people through a major overhaul of the area. User-friendly and flexible presentations of key figures (dashboards) are being developed, which will build on existing data in the Data Warehouse and make benchmarks possible by comparing the individual educations - also down to school and education level. For example, if a student is considering studying to be a blacksmith, it should be possible to compare all the vocational schools that offer blacksmith training. It must also be possible to compare the blacksmith education with other vocational educations. Key figures from the initiative on strengthened quality control can be included. Adjust the risk-based quality control so that it not only includes aggregated figures for the institution but also uses key figures at departmental level and education areas as well as individual educations. It is the intention of the contracting community that the penalty ladder is used in its full scale in the event of persistent poor quality in line with economic disorder in accordance with the principle of proportionality and applicable law. Among other things, this must support the quality of the educations becoming a natural focal point for the boards and management. The quality of education is measured - as it is today - on the basis of objective criteria. The quality of education can be measured, for example, by employment rate, the proportion of students in school internships and drop-outs.
- Ad. 8: Introduce the possibility that an apprenticeship company and a future VET student during the schooling give each other an apprenticeship commitment. The apprenticeship commitment is a declaration of intent by the company that the company intends to employ the young person in a training agreement at a later date. The commitment is not in the nature of formal employment and does not bind either the student or the company to enter into a training agreement. The Ministry of Education involves the social partners in the design of the apprenticeship commitment. The apprenticeship commitment must be included in the new supervision effort, including vocational apprenticeship and the training activities. The commitment must be reconsidered by the company and the student no later than 8 weeks before the end of the second part of the basic course, where a decision must be made as to whether an education agreement must be entered into. [www.lærepladsen.dk](http://www.lærepladsen.dk) is used to support the conclusion and the business school's registration of the apprenticeship commitment. A new format with internship commitments is being developed, which is supported digitally in the Apprenticeship Portal, where the parties can create and change the commitment and sign the commitment digitally.
- Ad. 9: A trial framework will be set aside in 2019 and 2020 for trials with the social and health educations to provide more internships, for example trials where students have more internships in the municipalities and ensure faster completion of internships or

shorter courses in the regions. The proposal must be seen in the light of the forthcoming discussions on recruitment challenges in the field of health and the elderly. The experiment is implemented in collaboration with the National Association of Local Authorities, Danish Regions, Danish Social Schools and FOA (trade union for publically employed).

Ad. 10: Vocational schools, companies and organizations can now regularly apply for the establishment of new vocational educations. The application must be seen in connection with the submission of the annual development reports by the professional committees. The Ministry of Education is developing a procedure description for application, staffing, appointment of development committees, etc. The Minister of Education, after consulting the Council for Initial Vocational Education (REU), assesses whether a professional committee can be established or whether a development committee must be set up, including the composition of the committee.

The overall description system must be simplified and de-bureaucratized. The purpose is to get simpler and clearer goals for the schools' organization of teaching. Therefore, the Ministry of Education is initiating a committee work with the vocational schools and the social partners with a view to preparing proposals for a new management and description system for the vocational educations. The starting point for the work is that the current division of competences between the schools, the ministry and the professional committees is unchanged. The committee work must be completed before the end of June 2019. The amount limits for the board fees are generally raised for the chairmanship and ordinary board members. General indicative competence profiles are prepared for members of the boards, which reflect the educational complexity and finances of the institutions. The existing competence profiles are sharpened so that board members are appointed, among other things from a starting point in updated and relevant professional experience in relation to the institution's field of activity. Introduce requirements for the implementation of short board training for new board members at vocational training institutions, if they do not have similar formal or informal competencies from elsewhere. Launch an annual board conference focusing on current education policy and board-oriented tasks.

**EU policy priorities addressed**

<b>Council Recommendation on VET</b>	<b>Osnabrück Declaration</b>
<input checked="" type="checkbox"/> A. VET is agile in adapting to labour market challenges. <input checked="" type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET. <input checked="" type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand.	<input checked="" type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET. <input type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation.

<input checked="" type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills. <input checked="" type="checkbox"/> E. VET promotes equality of opportunities. <input checked="" type="checkbox"/> F. VET is underpinned by a culture of quality assurance.	<input checked="" type="checkbox"/> 3. Sustainability – a green link in VET. <input type="checkbox"/> 4. European Education and Training Area and international VET.
<b>VET subsystem (IVET, CVET, or both)</b>	
<input checked="" type="checkbox"/> initial VET (IVET) <input type="checkbox"/> continuing VET (CVET)	
<b>Scope (national, regional, local)</b>	
<input checked="" type="checkbox"/> national (A nation-wide scheme) <input type="checkbox"/> regional <input type="checkbox"/> local	
<b>Beneficiaries/target groups:</b>	
<input type="checkbox"/> (List to be provided)	
<b>Responsible ministries/bodies</b>	
Ministry of Children and Education	
<b>Source of funding (National, EU funds, sectoral):</b>	
List all sources of funding and estimated amounts, if available. National Fiscal Act	

<p><b>3. Detailed description of main measures and/or their packages <sup>(12)</sup></b></p> <p>One table to be developed for each measure that forms the core of the plan</p>
<p><b>Title:</b></p>
<p>III. A tripartite agreement on strengthened and more flexible continuing vocational education system (2018-21/22)</p>
<p><b>Rationale/background, challenges addressed</b></p> <p>Denmark has a good starting point. Our adult, continuing and further education system is well developed, and the Danes' participation in adult and continuing education activities is among the highest in the OECD.</p> <p>Nevertheless, changes are needed that ensure a targeted and more flexible, high-quality adult, continuing and further education effort. Both companies and employees must experience an accessible and relevant educational offer, which encourages those who need adult, continuing and further education to make use of the system. There are a number of challenges in the current adult, continuing and further education system:</p> <ul style="list-style-type: none"> <li>• The PIAAC survey (OECD) from 2013 pointed out that almost 600,000 adult Danes have insufficient basic reading and writing skills.</li> <li>• In vocational and higher public CVET, activity has declined in recent years. Both companies (public and private) as well as the individual employee can be motivated for increased competence development, e.g. through a strengthened and more coherent and flexible adult and continuing education system.</li> <li>• Providers of labor market education (AMU) have a limited financial incentive to offer AMU, as in isolation they have a deficit on the execution of AMU courses. This affects the security of supply and the quality of AMU.</li> <li>• It is a challenge to create coherence in the CVET system across educational levels, especially in relation to access and conditions to wide-ranging CVET, which i.e. implies that the individual prior competencies are not sufficiently recognized in the education system.</li> </ul> <p>On the supply side, the CVET centers have had difficulty in creating the necessary coordination among institutions, which should provide a greater overview of the opportunities and paths for continuing education.</p>

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<sup>12</sup> A package (of measures) is a coherent set of measures that address a particular challenge, one or several priorities and principles of the VET recommendation and/or objectives of the Osnabrück Declaration.



<p>There is thus a need to modernize and secure the future of our adult, continuing and further education system, so that employees can develop their competencies and maintain a foothold in the labor market, and Danish companies and the public sector can recruit employees with the relevant competencies.</p>	
<p><b>Specific objectives of the measure/package and their relation to the general objectives of the plan</b></p>	
<ul style="list-style-type: none"> <li>- Creation of a Conversion Fund targeted at unskilled and skilled workers which will support mobility in the labor market by having more employees take job-oriented continuing and further education, either in their free time or during working hours (DKK 400 million)</li> <li>- Pool for outreach activities aimed at especially unskilled employers' improvement of basic skills and competences (DKK 100 million)</li> <li>- Preparatory education enhanced by digital and language courses (DKK 60 million)</li> <li>- Increase in taximeters and a pool for increased quality measures aimed at labor market education (AMU) (DKK 420 million)</li> <li>- Development of higher CVET by increased use of recognition of prior learning/competences (DKK 5 million)</li> <li>- A more professional and flexible AMU system through the use of tests and more liberal regulations for providing AMU courses</li> <li>- One entrance to CVET by establishing a web-portal with all necessary information</li> </ul>	
<p><b>Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline</b></p>	
<p>See above mentioned actions. The agreement was set to end in 2021, but has been prolonged until 2022.</p>	
<p><b>EU policy priorities addressed</b></p>	
<p><b>Council Recommendation on VET</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A. VET is agile in adapting to labour market challenges.</li> <li><input checked="" type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET.</li> <li><input checked="" type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand.</li> <li><input checked="" type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills.</li> <li><input checked="" type="checkbox"/> E. VET promotes equality of opportunities.</li> <li><input checked="" type="checkbox"/> F. VET is underpinned by a culture of quality assurance.</li> </ul>	<p><b>Osnabrück Declaration</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET.</li> <li><input checked="" type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation.</li> <li><input type="checkbox"/> 3. Sustainability – a green link in VET.</li> <li><input type="checkbox"/> 4. European Education and Training Area and international VET.</li> </ul>

<b>VET subsystem (IVET, CVET, or both)</b>
<input type="checkbox"/> initial VET (IVET) <input checked="" type="checkbox"/> continuing VET (CVET)
<b>Scope (national, regional, local)</b>
<input checked="" type="checkbox"/> national (A nation-wide scheme) <input type="checkbox"/> regional <input type="checkbox"/> local
<b>Beneficiaries/target groups:</b>
<input type="checkbox"/> (List to be provided): Employed and unemployed skilled and unskilled workers, companies, CVET providers
<b>Responsible ministries/bodies</b>
Ministry of Children and Education
<b>Source of funding (National, EU funds, sectoral):</b>
National, state, social partners

<b>3. Detailed description of main measures and/or their packages <sup>(13)</sup></b>
One table to be developed for each measure that forms the core of the plan
<b>Title:</b>
<b>IV. Tripartite agreement on more apprenticeships and unequivocal responsibility (2020)</b>

<sup>13</sup> A package (of measures) is a coherent set of measures that address a particular challenge, one or several priorities and principles of the VET recommendation and/or objectives of the Osnabrück Declaration.

<b>Rationale/background, challenges addressed</b>	
Raise the completion rate in IVET. Raise the share of a cohort applying for VET after initial education to 25 % by 2025.	
<b>Specific objectives of the measure/package and their relation to the general objectives of the plan</b>	
<p>The basic course is the first part of a VET programme, which the student must finish before entering an apprenticeship in a company. Throughout the VET programme the student will alternate working as an apprentice in a company and attending VET school. The courses the student attends when not working as an apprentice are named main courses. Almost half of the students in VET in 2020 did not have a training contract with a company after completing the basic course. In most VET programmes a contract is necessary to complete the programme due to the dual system in Denmark. The transition from the basic course to the main course is also the point where most students who leave the programme before completion drop out. By entering into an apprenticeship contract before completing the basic course the student is certain to be able to continue the VET programme with company-based apprenticeship.</p>	
<b>Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline</b>	
<ul style="list-style-type: none"> <li>- The agreement will place responsibility for finding apprenticeship placements with the VET school and not merely with the student as before</li> <li>- At least 80 percent of apprenticeship contracts shall be signed before the end of the basic course (DKK 119 million)</li> <li>- Fewer short-term contracts</li> <li>- More flexible VET programmes from 2022 onwards i.e. increased number of school-based weeks (DKK 40 million)</li> <li>- Recruiting more young adult (aged 18-25) (DKK 5 million annually)</li> <li>- DKK 220 million in 2021 and DKK 80 million annually to increase the reimbursement for companies when their apprentice is attending school</li> </ul>	
<b>EU policy priorities addressed</b>	
<b>Council Recommendation on VET</b>	<b>Osnabrück Declaration</b>
<input type="checkbox"/> A. VET is agile in adapting to labour market challenges. <input checked="" type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET. <input type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand.	<input checked="" type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET. <input checked="" type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation.

<input checked="" type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills. <input checked="" type="checkbox"/> E. VET promotes equality of opportunities. <input type="checkbox"/> F. VET is underpinned by a culture of quality assurance.	<input type="checkbox"/> 3. Sustainability – a green link in VET. <input type="checkbox"/> 4. European Education and Training Area and international VET.
<b>VET subsystem (IVET, CVET, or both)</b>	
<input checked="" type="checkbox"/> initial VET (IVET) <input type="checkbox"/> continuing VET (CVET)	
<b>Scope (national, regional, local)</b>	
<input checked="" type="checkbox"/> national (A nation-wide scheme) <input type="checkbox"/> regional <input type="checkbox"/> local	
<b>Beneficiaries/target groups:</b>	
<input type="checkbox"/> (List to be provided): VET students, young adult VET students, companies	
<b>Responsible ministries/bodies</b>	
Ministry of Children and Education	
<b>Source of funding (National, EU funds, sectoral):</b>	
DKK 500 million from the Enterprise Reimbursement Fund	

<b>3. Detailed description of main measures and/or their packages <sup>(14)</sup></b>	
One table to be developed for each measure that forms the core of the plan	
<b>Title:</b>	
V. Educational efforts for green conversion	
<b>Rationale/background, challenges addressed</b>	
Green transition	
<b>Specific objectives of the measure/package and their relation to the general objectives of the plan</b>	
There is a need for intense work with sustainability and green conversion in VET, and this issue is now included as purpose in the law on VET in Denmark.	
<b>Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline</b>	
Revised purpose paragraph for Danish VET education.	
<b>EU policy priorities addressed</b>	
<b>Council Recommendation on VET</b>	<b>Osnabrück Declaration</b>
<input checked="" type="checkbox"/> A. VET is agile in adapting to labour market challenges. <input type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET. <input checked="" type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand. <input checked="" type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills. <input type="checkbox"/> E. VET promotes equality of opportunities. <input type="checkbox"/> F. VET is underpinned by a culture of quality assurance.	<input type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET. <input type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. <input checked="" type="checkbox"/> 3. Sustainability – a green link in VET. <input type="checkbox"/> 4. European Education and Training Area and international VET.

<sup>14</sup> A package (of measures) is a coherent set of measures that address a particular challenge, one or several priorities and principles of the VET recommendation and/or objectives of the Osnabrück Declaration.

<b>VET subsystem (IVET, CVET, or both)</b>	
<input checked="" type="checkbox"/> initial VET (IVET) <input type="checkbox"/> continuing VET (CVET)	
<b>Scope (national, regional, local)</b>	
<input checked="" type="checkbox"/> national (A nation-wide scheme) <input type="checkbox"/> regional <input type="checkbox"/> local	
<b>Beneficiaries/target groups:</b>	
<input type="checkbox"/> (List to be provided): Schools, students	
<b>Responsible ministries/bodies</b>	
Ministry of Children and Education	
<b>Source of funding (National, EU funds, sectoral):</b>	
N.A.	

<b>3. Detailed description of main measures and/or their packages <sup>(15)</sup></b>
One table to be developed for each measure that forms the core of the plan
<b>Title:</b>

<sup>15</sup> A package (of measures) is a coherent set of measures that address a particular challenge, one or several priorities and principles of the VET recommendation and/or objectives of the Osnabrück Declaration.

## VI. Tripartite agreement on strengthened recruitment to the public labor market (2020)

### Rationale/background, challenges addressed

Employees in the social and health area take on a very important task in the Danish welfare society, and it is important that it is attractive to apply for the social and health vocational education. Denmark need more in the care sector with an aging population.

From 2014 – 2020 there was a decline in the number of apprenticeship agreements in the health sector from 12.600 in 2014 to 8.700 in 2020<sup>16</sup>. Also in the education as Pedagogical Assistant there was a decline in the number of apprenticeship agreements from 1.600 in 2014 to 1.100 in 2020<sup>16</sup>.

The government, The Danish Trade Union Confederation, Danish Municipalities and the Danish Regions entered in 2020 into a tripartite agreement, which, among other things, will make it more attractive to apply as a social, and health assistant.

A new additional apprenticeship agreement will strengthen the social and health educations and support that more people will apply for the educations and complete them. The agreement ensures that all qualified students who apply for the education for social and health assistants in 2021 and 2022 have an apprenticeship once they have completed the basic course.

### Specific objectives of the measure/package and their relation to the general objectives of the plan

With the agreement, the municipalities commit from 1 July 2021 to employ adult students aged 25 and over from the beginning of the education. This ensures that the adult students receive a salary during the initial basic course and a clear agreement on where they will continue in apprenticeship after the basic course. This will help to strengthen recruitment to the education and reduce dropout, so that more social and health assistants are trained as a whole. The agreement also continues for a five-year period the high number of apprenticeships that municipalities and regions in 2020 and 2021 have committed to make available to students in the social and health educations. There are 6,000 apprenticeships per year for assistant students and 3,000 for auxiliary students up to and including 2026. The number of apprenticeships is a minimum that can be raised locally.

<sup>16</sup> Statusredegørelsen-for-implementering-af-erhvervsuddannelsesreformen – Skoleåret 2020-2021, Børne- og Undervisningsministeriet, 2022

<b>Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline</b>	
Period: 2021 - 2026	
<b>EU policy priorities addressed</b>	
<b>Council Recommendation on VET</b>	<b>Osnabrück Declaration</b>
<input checked="" type="checkbox"/> A. VET is agile in adapting to labour market challenges. <input type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET. <input type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand. <input checked="" type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills. <input checked="" type="checkbox"/> E. VET promotes equality of opportunities. <input type="checkbox"/> F. VET is underpinned by a culture of quality assurance.	<input checked="" type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET. <input checked="" type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. <input type="checkbox"/> 3. Sustainability – a green link in VET. <input type="checkbox"/> 4. European Education and Training Area and international VET.
<b>VET subsystem (IVET, CVET, or both)</b>	
<input checked="" type="checkbox"/> initial VET (IVET) <input type="checkbox"/> continuing VET (CVET)	
<b>Scope (national, regional, local)</b>	
<input checked="" type="checkbox"/> national (A nation-wide scheme) <input type="checkbox"/> regional <input type="checkbox"/> local	
<b>Beneficiaries/target groups:</b>	
<input type="checkbox"/> (List to be provided): Students, municipalities	



<b>Responsible ministries/bodies</b>
Ministry of Children and Education
<b>Source of funding (National, EU funds, sectoral):</b>
National

<b>3. Detailed description of main measures and/or their packages <sup>(17)</sup></b>
One table to be developed for each measure that forms the core of the plan
<b>Title:</b>
VII. Better opportunities for VET students in higher education
<b>Rationale/background, challenges addressed</b>
The background of this change is to ensure better opportunities in higher education for VET-Students. With this change, opportunities of higher education for VET professionals is enhanced. Until now, the employment opportunities have been the most dominant scenario for persons with a VET background.
<b>Specific objectives of the measure/package and their relation to the general objectives of the plan</b>
This change took effect August 1, 2019 and means that the VET is no longer described merely as an education focusing on professional qualifications. From 2019, the purpose article also includes a sentence focusing on study qualifications. This new focus on study qualifications means that VET can be acknowledged as both an education giving students professional and study qualifications.
<b>Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline</b>

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<sup>17</sup> A package (of measures) is a coherent set of measures that address a particular challenge, one or several priorities and principles of the VET recommendation and/or objectives of the Osnabrück Declaration.

<p>The change in the definition of the purpose article in the Danish law on VET. Moreover, Danish VET students are now allowed to access supplementary examination courses at upper secondary level. Before the above-mentioned changes in the law on VET was put in place, only students with a passed C-level was allowed to apply for these supplementary courses. This change aims to make it easier for VET-students to supplement their VET education with courses giving access to higher education after having finished their current education.</p>	
<p><b>EU policy priorities addressed</b></p>	
<p><b>Council Recommendation on VET</b></p> <p><input type="checkbox"/> A. VET is agile in adapting to labour market challenges.</p> <p><input checked="" type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET.</p> <p><input type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand.</p> <p><input type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills.</p> <p><input type="checkbox"/> E. VET promotes equality of opportunities.</p> <p><input checked="" type="checkbox"/> F. VET is underpinned by a culture of quality assurance.</p>	<p><b>Osnabrück Declaration</b></p> <p><input checked="" type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET.</p> <p><input checked="" type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation.</p> <p><input type="checkbox"/> 3. Sustainability – a green link in VET.</p> <p><input type="checkbox"/> 4. European Education and Training Area and international VET.</p>
<p><b>VET subsystem (IVET, CVET, or both)</b></p>	
<p><input checked="" type="checkbox"/> initial VET (IVET)</p> <p><input type="checkbox"/> continuing VET (CVET)</p>	
<p><b>Scope (national, regional, local)</b></p>	
<p><input checked="" type="checkbox"/> national (A nation-wide scheme)</p> <p><input type="checkbox"/> regional</p> <p><input type="checkbox"/> local</p>	
<p><b>Beneficiaries/target groups:</b></p>	
<p><input type="checkbox"/> (List to be provided): VET students</p>	

<b>Responsible ministries/bodies</b>
Ministry of Children and Education
<b>Source of funding (National, EU funds, sectoral):</b>
No direct funding required.

<b>3. Detailed description of main measures and/or their packages <sup>(18)</sup></b>
One table to be developed for each measure that forms the core of the plan
<b>Title:</b>
<b>VIII. 10 Knowledge Centers in VET</b>
<b>Rationale/background, challenges addressed</b>
High quality in VET including modern digital and automation equipment. Developing teacher competences. Developing new training courses, methodologies focusing on green and digital transition.
<b>Specific objectives of the measure/package and their relation to the general objectives of the plan</b>
The purpose of the knowledge Centers is to be professional beacons with modern equipment, so that vocational education students can handle the rapid technological development and match the competencies that companies demand in a digital labor market. The knowledge centers are also tasked with contributing to and assisting the other vocational schools in the work with talent tracks, high-level subjects and the digitalisation of the educations that takes place as a result of new technologies. In addition, the knowledge centers must prepare and test new teaching courses that can be disseminated in the business schools' talent work.

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<sup>18</sup> A package (of measures) is a coherent set of measures that address a particular challenge, one or several priorities and principles of the VET recommendation and/or objectives of the Osnabrück Declaration.

<b>Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline</b>	
The national financing of the Knowledge Centers was to end in 2020. This has been prolonged until the end of 2024.	
<b>EU policy priorities addressed</b>	
<b>Council Recommendation on VET</b>	<b>Osnabrück Declaration</b>
<input checked="" type="checkbox"/> A. VET is agile in adapting to labour market challenges. <input type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET. <input checked="" type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand. <input checked="" type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills. <input type="checkbox"/> E. VET promotes equality of opportunities. <input checked="" type="checkbox"/> F. VET is underpinned by a culture of quality assurance.	<input checked="" type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET. <input checked="" type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. <input checked="" type="checkbox"/> 3. Sustainability – a green link in VET. <input checked="" type="checkbox"/> 4. European Education and Training Area and international VET.
<b>VET subsystem (IVET, CVET, or both)</b>	
<input checked="" type="checkbox"/> initial VET (IVET) <input type="checkbox"/> continuing VET (CVET)	
<b>Scope (national, regional, local)</b>	
<input checked="" type="checkbox"/> national (A nation-wide scheme) <input type="checkbox"/> regional <input type="checkbox"/> local	
<b>Beneficiaries/target groups:</b>	
<input type="checkbox"/> (List to be provided): VET students, VET providers	

<b>Responsible ministries/bodies</b>
Ministry of Children and Education
<b>Source of funding (National, EU funds, sectoral):</b>
DKK 133 million for the establishment of the knowledge centers (2017-2020) (national), DKK 80 million for special equipment (2017) (national), DKK 15 million (2021) + DKK 15 million (2022) for special equipment (national). DKK 54 million for green transition and sustainability (2021) (national).

<b>3. Detailed description of main measures and/or their packages <sup>(19)</sup></b>
One table to be developed for each measure that forms the core of the plan
<b>Title:</b>
IX. Pool of DKK 200 million over 2 years (2021-2022) for upskilling and continuing education in climate adaptation and green change
<b>Rationale/background, challenges addressed</b>
Promote green skills and competences for the green transition
<b>Specific objectives of the measure/package and their relation to the general objectives of the plan</b>
Upskilling and continuing education in climate adaptation and green change
<b>Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline</b>

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<sup>19</sup> A package (of measures) is a coherent set of measures that address a particular challenge, one or several priorities and principles of the VET recommendation and/or objectives of the Osnabrück Declaration.

With the Finance Act for 2021, the government allocated DKK 100 million annually in 2021-2022 for upskilling and continuing education in climate adaptation and green change. In 2021, the parties to the agreement implemented DKK 100 million directly for three educational initiatives within green conversion. The majority of the DKK 100 million in 2022 will be implemented via an application pool targeted at providers of vocational and labor market education with the involvement of relevant professional committees and continuing education committees. The parties behind the agreement agreed that the implementation of the pool must serve two overall purposes: Firstly, that there are sectors that are considered to have to contribute in particular to CO2 reduction. DKK 58.4 million is therefore reserved for applications for investments in equipment and competence development of teachers. The funds can be applied for by providers of vocational and labor market training in the main areas 1) Agriculture and food and 2) Technology, construction and transport. Secondly, the parties to the agreement agree that all vocational education and training is central to the green transition. DKK 39 million is therefore reserved for all providers of vocational and labor market education to apply for funding to develop and test teaching courses within climate adaptation and green change in the period 2022-2025. It is agreed that the professional committees and the continuing education committees (social partners) are involved in the development of the efforts in order to ensure that the knowledge that has already been built up in the system is included in the further work. Finally, the parties to the agreement have agreed to allocate DKK 4 million to the Center for IT in Education in Vocational Education (CIU). The funds expand the CIU's purpose and tasks to include tasks related to green transition and sustainability in all vocational and labor market educations.

**EU policy priorities addressed**

**Council Recommendation on VET**

- A. VET is agile in adapting to labour market challenges.
- B. Flexibility and progression opportunities are at the core of VET.
- C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand.
- D. VET is an attractive choice based on modern and digitalised provision of training/skills.
- E. VET promotes equality of opportunities.
- F. VET is underpinned by a culture of quality assurance.

**Osnabrück Declaration**

- 1. Resilience and excellence through quality, inclusive and flexible VET.
- 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation.
- 3. Sustainability – a green link in VET.
- 4. European Education and Training Area and international VET.

**VET subsystem (IVET, CVET, or both)**

<input checked="" type="checkbox"/> initial VET (IVET) <input checked="" type="checkbox"/> continuing VET (CVET)
<b>Scope (national, regional, local)</b>
<input checked="" type="checkbox"/> national (A nation-wide scheme) <input type="checkbox"/> regional <input type="checkbox"/> local
<b>Beneficiaries/target groups:</b>
<input type="checkbox"/> (List to be provided): Providers of vocational and labor market education with the involvement of relevant professional committees and continuing education committees
<b>Responsible ministries/bodies</b>
Ministry of Children and Education
<b>Source of funding (National, EU funds, sectoral):</b>
DKK 200 million from the national fiscal act.

<b>3. Detailed description of main measures and/or their packages <sup>(20)</sup></b>
One table to be developed for each measure that forms the core of the plan
<b>Title:</b>
<b>X.</b> Political agreement on better pathways to education and job (2017)

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<sup>20</sup> A package (of measures) is a coherent set of measures that address a particular challenge, one or several priorities and principles of the VET recommendation and/or objectives of the Osnabrück Declaration.

<b>Rationale/background, challenges addressed</b>	
<p>Nearly 50,000 young people under the age of 25 do not have a youth education and are not in education or jobs. Young people in particular, who do not start immediately after primary school, have a harder time gaining a foothold in the education system and in the labor market later in life. As a society, we must have goals for how we want to prepare young people for tomorrow's society. It obliges us to make sure that all young people get off to a good start.</p>	
<b>Specific objectives of the measure/package and their relation to the general objectives of the plan</b>	
<p>Therefore, the parties to the agreement agree that 90 per cent of one years cohort must have a youth education when they are 25 years old. The remaining 10 per cent. must be well on their way to get an education later or have a permanent connection to the labor market. All young people under 25 who neither is in the process of or has completed at least one youth education, is entitled to an education plan. The goal thus reflects that society has ambitions for all young people so that the young person can support him-/herself.</p>	
<b>Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline</b>	
<ul style="list-style-type: none"> <li>- Establishing a Preparatory Basic Education (FGU) for young people under 25 years of age without a youth education with a duration of max. 2 years.</li> <li>- The municipalities are given responsibility for all young people under the age of 25 until the young person has completed a youth education and / or has gained a permanent connection to the labor market (Kommunal UngeIndsats – KUI)</li> <li>- Establishing FGU institutions in the entire country with a taximeter financing scheme to reduce barriers to education like distance and accessibility. The first FGU students started in August 2019.</li> <li>- State grants for student over the age of 18 (DKK 6.106 (2017 level) for students living on their own)</li> </ul>	
<b>EU policy priorities addressed</b>	
<b>Council Recommendation on VET</b>	<b>Osnabrück Declaration</b>
<input checked="" type="checkbox"/> A. VET is agile in adapting to labour market challenges. <input checked="" type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET.	<input checked="" type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET.



<input type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand. <input checked="" type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills. <input checked="" type="checkbox"/> E. VET promotes equality of opportunities. <input type="checkbox"/> F. VET is underpinned by a culture of quality assurance.	<input checked="" type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. <input type="checkbox"/> 3. Sustainability – a green link in VET. <input type="checkbox"/> 4. European Education and Training Area and international VET.
<b>VET subsystem (IVET, CVET, or both)</b>	
<input checked="" type="checkbox"/> initial VET (IVET) <input type="checkbox"/> continuing VET (CVET)	
<b>Scope (national, regional, local)</b>	
<input checked="" type="checkbox"/> national (A nation-wide scheme) <input type="checkbox"/> regional <input type="checkbox"/> local	
<b>Beneficiaries/target groups:</b>	
<input type="checkbox"/> (List to be provided): NEED's	
<b>Responsible ministries/bodies</b>	
Ministry of Children and Education	
<b>Source of funding (National, EU funds, sectoral):</b>	
National	

<b>3. Detailed description of main measures and/or their packages <sup>(21)</sup></b>	
One table to be developed for each measure that forms the core of the plan	
<b>Title:</b>	
XI. Green entrepreneurship	
<b>Rationale/background, challenges addressed</b>	
Promote green skills and competences for the green transition	
<b>Specific objectives of the measure/package and their relation to the general objectives of the plan</b>	
The purpose of the green pool is to strengthen the youth educations' work with green entrepreneurship and support that the youth educations are at the forefront of the green agenda. The pool must ensure the involvement of students in relevant projects with a focus on green entrepreneurship and provide students with knowledge about the green, sustainable development.	
<b>Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline</b>	
In the "Agreement on the Finance Act for 2021", the government agreed to allocate DKK 10 million annually in the period 2021-2023 to a green entrepreneurial pool across the youth educations.	
<b>EU policy priorities addressed</b>	
<b>Council Recommendation on VET</b>	<b>Osnabrück Declaration</b>
<input checked="" type="checkbox"/> A. VET is agile in adapting to labour market challenges. <input type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET. <input checked="" type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand.	<input type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET. <input type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. <input checked="" type="checkbox"/> 3. Sustainability – a green link in VET.

<sup>21</sup> A package (of measures) is a coherent set of measures that address a particular challenge, one or several priorities and principles of the VET recommendation and/or objectives of the Osnabrück Declaration.

<input type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills. <input type="checkbox"/> E. VET promotes equality of opportunities. <input type="checkbox"/> F. VET is underpinned by a culture of quality assurance.	<input type="checkbox"/> 4. European Education and Training Area and international VET.
<b>VET subsystem (IVET, CVET, or both)</b>	
<input checked="" type="checkbox"/> initial VET (IVET) <input type="checkbox"/> continuing VET (CVET)	
<b>Scope (national, regional, local)</b>	
<input checked="" type="checkbox"/> national (A nation-wide scheme) <input type="checkbox"/> regional <input type="checkbox"/> local	
<b>Beneficiaries/target groups:</b>	
<input type="checkbox"/> (List to be provided): VET students, General Upper Secondary students	
<b>Responsible ministries/bodies</b>	
Ministry of Children and Education	
<b>Source of funding (National, EU funds, sectoral):</b>	
National	

<b>3. Detailed description of main measures and/or their packages <sup>(22)</sup></b>	
One table to be developed for each measure that forms the core of the plan	
<b>Title:</b>	
XII. Role models	
<b>Rationale/background, challenges addressed</b>	
The measure will support the aim of raising the share of a cohort applying for VET after initial education to 25 % by 2025.	
<b>Specific objectives of the measure/package and their relation to the general objectives of the plan</b>	
21 million DKK has been set aside to expand the Business Schools' Student Organization's successful work with role models. The project aims to recruit more student to IVET. The agreement circle on initial vocational education and training both agrees to extend the effort on role models and expand it. An additional amount of money has been set aside to recruit more role models.	
<b>Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline</b>	
Currently, the project consists of 60-80 role models, who reaches 10,000 students. This is expected to double with the agreement. The role model effort is being prolonged until 2026 as it was set to close in the summer of 2022.	
<b>EU policy priorities addressed</b>	
<b>Council Recommendation on VET</b>	<b>Osnabrück Declaration</b>
<input type="checkbox"/> A. VET is agile in adapting to labour market challenges. <input type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET. <input type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand.	<input checked="" type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET. <input checked="" type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation.

<sup>22</sup> A package (of measures) is a coherent set of measures that address a particular challenge, one or several priorities and principles of the VET recommendation and/or objectives of the Osnabrück Declaration.

<input type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills. <input checked="" type="checkbox"/> E. VET promotes equality of opportunities. <input type="checkbox"/> F. VET is underpinned by a culture of quality assurance.	<input type="checkbox"/> 3. Sustainability – a green link in VET. <input type="checkbox"/> 4. European Education and Training Area and international VET.
<b>VET subsystem (IVET, CVET, or both)</b>	
<input checked="" type="checkbox"/> initial VET (IVET) <input type="checkbox"/> continuing VET (CVET)	
<b>Scope (national, regional, local)</b>	
<input checked="" type="checkbox"/> national (A nation-wide scheme) <input type="checkbox"/> regional <input type="checkbox"/> local	
<b>Beneficiaries/target groups:</b>	
<input type="checkbox"/> (List to be provided): Business Schools' Student Organization, potential VET students.	
<b>Responsible ministries/bodies</b>	
Ministry of Children and Education, Business Schools' Student Organization	
<b>Source of funding (National, EU funds, sectoral):</b>	
DKK 21 million from the national fiscal act.	

<b>3. Detailed description of main measures and/or their packages (23)</b>	
One table to be developed for each measure that forms the core of the plan	
<b>Title:</b>	
XIII. Training abroad and Erasmus+ activities	
<b>Rationale/background, challenges addressed</b>	
The purpose of the national Training Abroad scheme and the Erasmus+ program is to facilitate access for students to a foreign internships, internationalize vocational education and equip companies for global competition.	
<b>Specific objectives of the measure/package and their relation to the general objectives of the plan</b>	
<ul style="list-style-type: none"> <li>• The student acquires international competencies, no at least cultural understanding and language skills</li> <li>• The student develops maturity and independence</li> <li>• The student gets experiences and experiences with work tools, methods and workplace culture in other countries</li> <li>• In seasonal businesses can internships abroad help to secure students tasks during periods when there is less work in Denmark</li> <li>• Offers of internships abroad make the apprenticeship attractive</li> </ul>	
<b>Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline</b>	
The scheme is ongoing.	
<b>EU policy priorities addressed</b>	
<b>Council Recommendation on VET</b>	<b>Osnabrück Declaration</b>
<input checked="" type="checkbox"/> A. VET is agile in adapting to labour market challenges. <input checked="" type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET.	<input type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET.

<sup>23</sup> A package (of measures) is a coherent set of measures that address a particular challenge, one or several priorities and principles of the VET recommendation and/or objectives of the Osnabrück Declaration.

<input checked="" type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand. <input checked="" type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills. <input type="checkbox"/> E. VET promotes equality of opportunities. <input type="checkbox"/> F. VET is underpinned by a culture of quality assurance.	<input checked="" type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. <input type="checkbox"/> 3. Sustainability – a green link in VET. <input checked="" type="checkbox"/> 4. European Education and Training Area and international VET.
<b>VET subsystem (IVET, CVET, or both)</b>	
<input checked="" type="checkbox"/> initial VET (IVET) <input checked="" type="checkbox"/> continuing VET (CVET)	
<b>Scope (national, regional, local)</b>	
<input checked="" type="checkbox"/> national (A nation-wide scheme) <input type="checkbox"/> regional <input type="checkbox"/> local	
<b>Beneficiaries/target groups:</b>	
<input type="checkbox"/> (List to be provided): VET students, General Upper Secondary students	
<b>Responsible ministries/bodies</b>	
Ministry of Higher Education and Science, EU	
<b>Source of funding (National, EU funds, sectoral):</b>	
National, EU (Erasmus+)	

<b>3. Detailed description of main measures and/or their packages <sup>(24)</sup></b>	
One table to be developed for each measure that forms the core of the plan	
<b>Title:</b>	
XIV. Educational lift	
<b>Rationale/background, challenges addressed</b>	
<p>Through the educational lift, unemployed over the age of 30, who are unskilled or skilled with an obsolete education, can take part in vocational training while receiving benefits. Since August 2020, there has been two ways of participating in educational lift:</p> <ul style="list-style-type: none"> <li>• Educational lift (80% unemployment benefits): Unemployed who receive unemployment benefits can participate in vocational training while receiving 80 pct. Of their benefits. Recipients of cash benefits can participate in a basic course (the first part of a vocational training program).</li> <li>• Temporary right to educational lift within areas with labour shortages (110% unemployment benefits): Until the end of 2022, receivers of unemployment benefits have the right to participate in vocational training while receiving 110% of their individual unemployment benefit rate. The vocational training program has to be within areas of labour shortages.</li> </ul>	
<b>Specific objectives of the measure/package and their relation to the general objectives of the plan</b>	
<b>Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline</b>	
<b>EU policy priorities addressed</b>	
<b>Council Recommendation on VET</b>	<b>Osnabrück Declaration</b>

<sup>24</sup> A package (of measures) is a coherent set of measures that address a particular challenge, one or several priorities and principles of the VET recommendation and/or objectives of the Osnabrück Declaration.



<input checked="" type="checkbox"/> A. VET is agile in adapting to labour market challenges. <input checked="" type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET. <input type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand. <input type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills. <input type="checkbox"/> E. VET promotes equality of opportunities. <input type="checkbox"/> F. VET is underpinned by a culture of quality assurance.	<input type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET. <input checked="" type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. <input checked="" type="checkbox"/> 3. Sustainability – a green link in VET. <input type="checkbox"/> 4. European Education and Training Area and international VET.
<b>VET subsystem (IVET, CVET, or both)</b>	
<input checked="" type="checkbox"/> initial VET (IVET) <input checked="" type="checkbox"/> continuing VET (CVET)	
<b>Scope (national, regional, local)</b>	
<input checked="" type="checkbox"/> national (A nation-wide scheme) <input type="checkbox"/> regional <input type="checkbox"/> local	
<b>Beneficiaries/target groups:</b>	
<input type="checkbox"/> (List to be provided): Unemployed over the age of 30, who are unskilled or skilled with an obsolete education	
<b>Responsible ministries/bodies</b>	
Ministry of Employment/ Danish Agency for Labour Market and Recruitment	
<b>Source of funding (National, EU funds, sectoral):</b>	
List all sources of funding and estimated amounts, if available. National	

<b>3. Detailed description of main measures and/or their packages (25)</b>	
One table to be developed for each measure that forms the core of the plan	
<b>Title:</b>	
XV. JOB-VEU Model	
<b>Rationale/background, challenges addressed</b>	
The purpose of JOB-VEU (vocational adult education) model is to create a better match on the labour market where supply and demand doesn't meet, as well as to clear the way for education from unskilled to skilled. Private companies, educational institutions, the municipal job centers, and actors on the labour market are all involved in the coordination of short training programs where employed and unemployed participate before returning to employment.	
<b>Specific objectives of the measure/package and their relation to the general objectives of the plan</b>	
<b>Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline</b>	
<b>EU policy priorities addressed</b>	
<b>Council Recommendation on VET</b>	<b>Osnabrück Declaration</b>
<input checked="" type="checkbox"/> A. VET is agile in adapting to labour market challenges. <input checked="" type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET.	<input type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET.

<sup>25</sup> A package (of measures) is a coherent set of measures that address a particular challenge, one or several priorities and principles of the VET recommendation and/or objectives of the Osnabrück Declaration.

<input type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand. <input type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills. <input type="checkbox"/> E. VET promotes equality of opportunities. <input type="checkbox"/> F. VET is underpinned by a culture of quality assurance.	<input type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. <input type="checkbox"/> 3. Sustainability – a green link in VET. <input type="checkbox"/> 4. European Education and Training Area and international VET.
<b>VET subsystem (IVET, CVET, or both)</b>	
<input checked="" type="checkbox"/> initial VET (IVET) <input checked="" type="checkbox"/> continuing VET (CVET)	
<b>Scope (national, regional, local)</b>	
<input checked="" type="checkbox"/> national (A nation-wide scheme) <input type="checkbox"/> regional <input type="checkbox"/> local	
<b>Beneficiaries/target groups:</b> Unemployed/employed	
<input type="checkbox"/> (List to be provided)	
<b>Responsible ministries/bodies</b>	
Ministry of Employment/ Danish Agency for Labour Market and Recruitment	
<b>Source of funding (National, EU funds, sectoral)</b>	
List all sources of funding and estimated amounts, if available.: National	

<b>3. Detailed description of main measures and/or their packages <sup>(26)</sup></b>	
One table to be developed for each measure that forms the core of the plan	
<b>Title:</b>	
XVI. Regional education funds	
<b>Rationale/background, challenges addressed</b>	
The regional education funds gives municipals better funding for short job-oriented courses within areas of labour shortages. The purpose is to make it easier for unemployed to participate in short, job-oriented training programs and to provide employers with skilled labour. All target groups can have the possibility to participate in the courses from the first day of unemployment. Eligible courses appear on eight regional lists based on the demand of the regional labour market.	
<b>Specific objectives of the measure/package and their relation to the general objectives of the plan</b>	
<b>Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline</b>	
<b>EU policy priorities addressed</b>	
<b>Council Recommendation on VET</b>	<b>Osnabrück Declaration</b>
<input checked="" type="checkbox"/> A. VET is agile in adapting to labour market challenges. <input type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET. <input type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand.	<input type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET. <input type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. <input type="checkbox"/> 3. Sustainability – a green link in VET. <input type="checkbox"/> 4. European Education and Training Area and international VET.

<sup>26</sup> A package (of measures) is a coherent set of measures that address a particular challenge, one or several priorities and principles of the VET recommendation and/or objectives of the Osnabrück Declaration.

<input type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills. <input type="checkbox"/> E. VET promotes equality of opportunities. <input type="checkbox"/> F. VET is underpinned by a culture of quality assurance.	
<b>VET subsystem (IVET, CVET, or both)</b>	
<input checked="" type="checkbox"/> initial VET (IVET) <input checked="" type="checkbox"/> continuing VET (CVET)	
<b>Scope (national, regional, local)</b>	
<input checked="" type="checkbox"/> national ((A nation-wide scheme) <input type="checkbox"/> regional <input type="checkbox"/> local	
<b>Beneficiaries/target groups:</b> Unemployed	
<input type="checkbox"/> (List to be provided)	
<b>Responsible ministries/bodies</b>	
Ministry of Employment/ Danish Agency for Labour Market and Recruitment	
<b>Source of funding (National, EU funds, sectoral)</b>	
List all sources of funding and estimated amounts, if available: National	

<b>3. Detailed description of main measures and/or their packages <sup>(27)</sup></b>	
One table to be developed for each measure that forms the core of the plan	
<b>Title:</b>	
XVII. Right to six weeks job-oriented vocational training	
<b>Rationale/background, challenges addressed</b>	
<p>People on unemployment benefits who are unskilled or skilled have the right to six weeks job-oriented training after five weeks of unemployment.</p> <p>People in the target group can apply to courses within different categories of varying professions (healthcare, construction, service, etc.). The courses have been selected with the intention of providing candidates with skills and competences in demand, as well as being applicable on the labour market.</p>	
<b>Specific objectives of the measure/package and their relation to the general objectives of the plan</b>	
<b>Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline</b>	
<b>EU policy priorities addressed</b>	
<b>Council Recommendation on VET</b>	<b>Osnabrück Declaration</b>
<input checked="" type="checkbox"/> A. VET is agile in adapting to labour market challenges. <input checked="" type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET. <input type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand.	<input type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET. <input type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation.

<sup>27</sup> A package (of measures) is a coherent set of measures that address a particular challenge, one or several priorities and principles of the VET recommendation and/or objectives of the Osnabrück Declaration.

<input type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills. <input type="checkbox"/> E. VET promotes equality of opportunities. <input type="checkbox"/> F. VET is underpinned by a culture of quality assurance.	<input type="checkbox"/> 3. Sustainability – a green link in VET. <input type="checkbox"/> 4. European Education and Training Area and international VET.
<b>VET subsystem (IVET, CVET, or both)</b>	
<input checked="" type="checkbox"/> initial VET (IVET) <input type="checkbox"/> continuing VET (CVET)	
<b>Scope (national, regional, local)</b>	
<input checked="" type="checkbox"/> national (A nation-wide scheme) <input type="checkbox"/> regional <input type="checkbox"/> local	
<b>Beneficiaries/target groups:</b> People on unemployment benefits who are unskilled or skilled	
<input type="checkbox"/> (List to be provided)	
<b>Responsible ministries/bodies</b>	
Ministry of Employment/ Danish Agency for Labour Market and Recruitment	
<b>Source of funding (National, EU funds, sectoral):</b>	
List all sources of funding and estimated amounts, if available: National	

<b>3. Detailed description of main measures and/or their packages <sup>(28)</sup></b>	
One table to be developed for each measure that forms the core of the plan	
<b>Title</b>	
XVIII. Job-rotation	
<b>Rationale/background, challenges addressed</b>	
Job-rotation allows private and public employers to receive funding when an employee takes part in vocational training programs and a previously unemployed substitute temporarily takes the position of the employee. The purpose of Job-rotation is that the employed through a program improves their skills before returning to the workplace, while an unemployed person simultaneously receives concrete work experience.	
<b>Specific objectives of the measure/package and their relation to the general objectives of the plan</b>	
<b>Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline</b>	
<b>EU policy priorities addressed</b>	
<b>Council Recommendation on VET</b>	<b>Osnabrück Declaration</b>
<input checked="" type="checkbox"/> A. VET is agile in adapting to labour market challenges. <input checked="" type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET. <input type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand.	<input type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET. <input type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. <input type="checkbox"/> 3. Sustainability – a green link in VET. <input type="checkbox"/> 4. European Education and Training Area and international VET.

<sup>28</sup> A package (of measures) is a coherent set of measures that address a particular challenge, one or several priorities and principles of the VET recommendation and/or objectives of the Osnabrück Declaration.



<input type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills. <input type="checkbox"/> E. VET promotes equality of opportunities. <input type="checkbox"/> F. VET is underpinned by a culture of quality assurance.	
<b>VET subsystem (IVET, CVET, or both)</b>	
<input type="checkbox"/> initial VET (IVET) <input type="checkbox"/> continuing VET (CVET)	
<b>Scope (national, regional, local)</b>	
<input checked="" type="checkbox"/> national (A nation-wide scheme) <input type="checkbox"/> regional <input type="checkbox"/> local	
<b>Beneficiaries/target groups</b>	
<input type="checkbox"/> (List to be provided) Unemployed/employed	
<b>Responsible ministries/bodies</b>	
Ministry of Employment/ Danish Agency for Labour Market and Recruitment	
<b>Source of funding (National, EU funds, sectoral)</b>	
List all sources of funding and estimated amounts, if available. : National	

<p><b>3. Detailed description of main measures and/or their packages <sup>(29)</sup></b></p> <p>One table to be developed for each measure that forms the core of the plan</p>
<p><b>Title:</b></p>
<p>XIX. Euro Skills Competition in Denmark 2025</p>
<p><b>Rationale/background, challenges addressed</b></p>
<p>The Danish hosting is an ambitious part of the strategy to get more young people to choose a vocational education. EuroSkills 2025 is therefore much more than an international competition with medals at stake and ambitions for Danish success on the prize podiums. It is a way to focus on the more than 100 exciting vocational educations in Denmark, and the opportunities it provides for young people, including ambitions to develop talent to be the best in the field. Denmark and Europe also desperately need more skilled workers. It will be a serious challenge if more young people do not begin a vocational education. EuroSkills 2025 on Danish soil will also be a unique opportunity for our young collective of professionals talents who go by the name Skills National Team. The Skills national team is a real national team with the Danish flag, Dannebrog on the chest and in red and white and will show Danish quality and Danish competencies to the whole of Europe as well as winning medals and being strong role models for other young people. EuroSkills 2025 will collectively inspire Danish and European young people to look towards vocational education and training when choosing a career path while supporting European talent development. The international Skills competitions finally give Danish young talents the opportunity to measure against the elite from all over Europe, and at the same time provides inspiration to develop the disciplines and the way we work with vocational education in general. The large investment must also contribute to an important narrative that vocational education is professional spearheads based on, among other things, the green transition, digitization and strong production and service subjects in Denmark.</p>
<p><b>Specific objectives of the measure/package and their relation to the general objectives of the plan</b></p>
<p>As described above.</p>

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<sup>29</sup> A package (of measures) is a coherent set of measures that address a particular challenge, one or several priorities and principles of the VET recommendation and/or objectives of the Osnabrück Declaration.

<b>Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline</b>	
The 6 parties behind the Danish hosting - The Government, Herning Municipality, Central Jutland Region, The Danish Employers' Association, the Trade Union's Main Organization and SkillsDenmark - have founded a partnership EuroSkills 2025 I / S, which will plan and run the event until 2025. The chairman is former Prime Minister of Denmark Mr. Poul Nyrup Rasmussen.	
<b>EU policy priorities addressed</b>	
<b>Council Recommendation on VET</b>	<b>Osnabrück Declaration</b>
<input type="checkbox"/> A. VET is agile in adapting to labour market challenges. <input type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET. <input checked="" type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand. <input checked="" type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills. <input type="checkbox"/> E. VET promotes equality of opportunities. <input checked="" type="checkbox"/> F. VET is underpinned by a culture of quality assurance.	<input checked="" type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET. <input checked="" type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. <input checked="" type="checkbox"/> 3. Sustainability – a green link in VET. <input checked="" type="checkbox"/> 4. European Education and Training Area and international VET.
<b>VET subsystem (IVET, CVET, or both)</b>	
<input checked="" type="checkbox"/> initial VET (IVET) <input type="checkbox"/> continuing VET (CVET)	
<b>Scope (national, regional, local)</b>	
<input checked="" type="checkbox"/> national (A nation-wide scheme) <input type="checkbox"/> regional <input type="checkbox"/> local	
<b>Beneficiaries/target groups:</b>	

<input type="checkbox"/> (List to be provided): VET students
<b>Responsible ministries/bodies</b>
Ministry of Children and Education, Skills Denmark
<b>Source of funding (National, EU funds, sectoral):</b>
National, international, sponsorships etc.

### Measures proposed and/or in negotiations as of the time of the development of the National Implementation Plan:

<b>3. Detailed description of main measures and/or their packages <sup>(30)</sup></b>
One table to be developed for each measure that forms the core of the plan
<b>Title:</b>
1. Climate Vocational institutions (Part of a Governmental political proposal from 2021: <i>Danmark kan mere 1 – Denmark is able to more 1</i> )
<b>Rationale/background, challenges addressed</b>
An important prerequisite for the green transition is that there are enough skilled workers. The government therefore proposes that three new climate vocational institutions be established, which will be power centers with professionally strong environments for green transition and sustainability. The government is in dialogue with and will continue to invite the business community, including large

<sup>30</sup> A package (of measures) is a coherent set of measures that address a particular challenge, one or several priorities and principles of the VET recommendation and/or objectives of the Osnabrück Declaration.

<p>Danish, green export companies and foundations, to close involvement and to participate actively in the establishment of the climate vocational institutions. This will support the highest quality education with the latest knowledge and the latest technologies.</p> <p>The government will invest DKK 100 million annually from 2023–2028 and DKK 30 million annually thereafter in the climate vocational institutions. The measure has not yet been negotiated in terms of implementation so we still lack the details in the measure.</p>	
<p><b>Specific objectives of the measure/package and their relation to the general objectives of the plan</b></p>	
<p>Green transition, attractiveness</p>	
<p><b>Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline</b></p>	
<p>The new climate vocational institutions will offer education to the sectors that contribute in particular to meeting the climate objectives in 2030 and in the longer term in 2050. This applies, for example, to education in the agricultural, transport, energy, construction, industrial and waste sectors.</p>	
<p><b>EU policy priorities addressed</b></p>	
<p><b>Council Recommendation on VET</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> A. VET is agile in adapting to labour market challenges.</li> <li><input checked="" type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET.</li> <li><input checked="" type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand.</li> <li><input checked="" type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills.</li> <li><input checked="" type="checkbox"/> E. VET promotes equality of opportunities.</li> <li><input checked="" type="checkbox"/> F. VET is underpinned by a culture of quality assurance.</li> </ul>	<p><b>Osnabrück Declaration</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET.</li> <li><input checked="" type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation.</li> <li><input checked="" type="checkbox"/> 3. Sustainability – a green link in VET.</li> <li><input checked="" type="checkbox"/> 4. European Education and Training Area and international VET.</li> </ul>
<p><b>VET subsystem (IVET, CVET, or both)</b></p>	
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> initial VET (IVET)</li> <li><input checked="" type="checkbox"/> continuing VET (CVET)</li> </ul>	

<b>Scope (national, regional, local)</b>
<input checked="" type="checkbox"/> national (A nation-wide scheme) <input checked="" type="checkbox"/> regional <input type="checkbox"/> local
<b>Beneficiaries/target groups:</b>
<input type="checkbox"/> (List to be provided): Students, VET providers, labor market
<b>Responsible ministries/bodies</b>
Ministry of Children and Education
<b>Source of funding (National, EU funds, sectoral):</b>
DKK 600 million from 2023-2028, hereafter DKK 30 million annually (National)

<b>3. Detailed description of main measures and/or their packages <sup>(31)</sup></b>
One table to be developed for each measure that forms the core of the plan
<b>Title:</b>
2. Selected parts of a Governmental political proposal from 2021: Danmark kan mere 1 (Denmark is able to more 1)
<b>Rationale/background, challenges addressed</b>
<i>From the political proposal:</i> Denmark can do more. We have to be:

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<sup>31</sup> A package (of measures) is a coherent set of measures that address a particular challenge, one or several priorities and principles of the VET recommendation and/or objectives of the Osnabrück Declaration.

<ul style="list-style-type: none"> <li>• Greener - Denmark must take responsibility for to address the global climate crisis</li> <li>• Richer - good growth conditions and digitalisation must give impetus to fierce competition</li> <li>• Skilled - good educations must be the basis for the development of society</li> <li>• More diligent - higher employment must create greater prosperity</li> <li>• More responsible - working community and Danish values must pave the way for integration</li> <li>• Safer - Denmark must take responsibility in one troubled world</li> <li>• Fairer - there must be equal opportunities to everyone</li> <li>• Warmer - welfare must be created in the meeting between people</li> <li>• Stronger - we need to improve opportunities for both country and city</li> <li>• Freer - we must strengthen the democratic conversation</li> </ul>
<p><b>Specific objectives of the measure/package and their relation to the general objectives of the plan</b></p>
<p>Selected objectives with relation to the NIP:</p> <ul style="list-style-type: none"> <li>- More skilled workers</li> <li>- Increased participation in CVET and general up- and reskilling activities especially for unskilled persons</li> <li>- Increased access to quality education in sparsely populated areas</li> <li>- Increase the workforce by 10,500 people in 2030</li> </ul>
<p><b>Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline</b></p>
<p>Selected main actions with relation to the NIP:</p> <ul style="list-style-type: none"> <li>- Make the temporary right to educational lift within areas with labour shortages (110% unemployment benefits) permanent (together with a number of minor measures aimed at increasing the labor force)</li> <li>- Establish three Climate Vocational Schools (please refer to separate description)</li> <li>- DKK 2.5 bn. Investments in education</li> <li>- DKK 1 bn. to research and development (in the form of tax deductions)</li> <li>- DKK 1 bn. aimed at the green transition</li> </ul>
<p>The plan has a ten year reach (2030).</p>
<p><b>EU policy priorities addressed</b></p>

<b>Council Recommendation on VET</b>	<b>Osnabrück Declaration</b>
<input checked="" type="checkbox"/> A. VET is agile in adapting to labour market challenges. <input checked="" type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET. <input checked="" type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand. <input checked="" type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills. <input checked="" type="checkbox"/> E. VET promotes equality of opportunities. <input checked="" type="checkbox"/> F. VET is underpinned by a culture of quality assurance.	<input checked="" type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET. <input checked="" type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. <input checked="" type="checkbox"/> 3. Sustainability – a green link in VET. <input checked="" type="checkbox"/> 4. European Education and Training Area and international VET.
<b>VET subsystem (IVET, CVET, or both)</b>	
<input checked="" type="checkbox"/> initial VET (IVET) <input checked="" type="checkbox"/> continuing VET (CVET)	
<b>Scope (national, regional, local)</b>	
<input checked="" type="checkbox"/> national (A nation-wide scheme) <input type="checkbox"/> regional <input type="checkbox"/> local	
<b>Beneficiaries/target groups:</b>	
<input type="checkbox"/> (List to be provided): Students, VET providers, employed and unemployed workers, companies (and others)	
<b>Responsible ministries/bodies</b>	
Cross-sectoral measures involving a range of ministries and competent bodies.	
<b>Source of funding (National, EU funds, sectoral):</b>	
National	



#### 4. Governance of the implementation of the plan

This section describes how the NIP will be implemented.

The participating countries should:

- (i) provide a summary of the stakeholder involvement, optionally supported by a diagram, explaining their roles and responsibilities contributing to the successful implementation of the plan , more specifically but not exclusively:
  - authorities – national, regional and/or local – involved;
  - social partners;
  - VET providers, representatives of VET learners;
  - partnerships involving relevant stakeholders, including at regional and sectoral level or international partners, engaged or created for the purpose.
- (ii) indicate how you will organise monitoring and reporting on the implementation of the NIPs in cooperation with Cedefop’s ReferNet and your country’ s DGVT representatives and in line with the national context and the above described governance arrangements.

With regard to implementation, please refer to item 1 and 2 describing the Danish governance system.

##### **Monitoring and reporting:**

##### **In general**

According to level and purpose, monitoring of implementation is done in different ways. In general, reforms and policy measures are monitored by gathering data on key figures by the ministry. At system level, the Ministry of Children and Education has set up the Danish

Evaluation Institute (EVA). EVA carries out evaluations of subjects, initiatives and innovative aspects of reforms and measures at the request of the Ministry or other stakeholders. The REU and VEU councils (both including social partners) also follow key measures and so does the political parties originally agreeing on the reform/measure. Major reforms (as the VET reform 2015) may be evaluated annually and others with longer intervals.

### **The National Implementation Plan**

The Ministry of Children and Education will organize the monitoring and reporting working closely together with ReferNet and other stakeholders who can complement information gathering. In the ministry, the holding of the position as National ReferNet representative, DGVT alternate member, ACVT member either will be the same person or divided between a small group of persons coordinating the monitoring and reporting of the NIP with governmental stakeholders as well as social partners. Other governmental agencies will be included in the monitoring and reporting process for more details and quality assurance.

## **5. Expected effects of the plan**

The participating countries are invited to assess and explain the expected effects of the implementation of the NIPs in the short-, medium and long-term. Benefits and improvements in relevant socio-economic areas, skills and education and training and on various target groups should be considered.

The participating countries should also indicate potential obstacles/risk factors that can hinder the implementation of the NIP and explain how they foresee to overcome those.

### **Short-term expected effects:**

In IVET Denmark continues to aim for the four overall goals from 2015:

1. Raise the share of a cohort applying for VET after initial education to 25 % by 2020 and 30 % in 2025

2. More people must complete a vocational education: Raise the completion rate in IVET to at least 67 % in 2025
3. Vocational education must challenge all students to become as proficient as they can
4. Confidence in and well-being at vocational schools must be strengthened

Furthermore, Denmark aims to:

1. Further identify and implement green and digital competences in IVET and CVET
2. Increase educational level for NEETs and adults without education beyond primary school
3. Increase teacher competences with focus on green and digital issues

These goals are being monitored on a regular basis<sup>32</sup> and the results show positive developments as mentioned in the introduction to this plan. The share of students choosing subjects at higher levels or at expert level has increased from 6 per cent in 2015 to 13 per cent in 2019<sup>32</sup>. 66 per cent of the students responded in 2020 at least 4.0 (on a scale from 1-5) to “well-being” in the annual survey from the Ministry of Children and Education<sup>32</sup> which is stable since 2016. The number of students with an apprenticeship contract has increased with more than 17 percent from 2017 to 2021. The initial numbers from 2022 show a continuous rise.

The completion rate has increased from 55 per cent in 2017 to 59 per cent in 2020. With the implemented measures expectations are that this will continue to increase in the years to come.

The share of NEET between the ages of 18-24 has dropped 1 per cent point from 2018 to 2020. Albeit a small decrease the tendency is pointing in the right direction.

The share of young people applying for VET programs directly after primary school remains steady. This, however, is also expected to increase as a result of a variety of measures such as securing apprenticeships by shifting the responsibility for finding placements from the student to the schools and professional committees, increased taximeters (governmental funding) to vocational schools, increased focus on green and digital transition including investments in new technology at the schools and knowledge centers, more practical subjects and increased guidance efforts in primary school.

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<sup>32</sup> <https://www.uvm.dk/erhvervsuddannelser/nyheder-lovgivning-og-reform/implementering-af-reformen/statusredegørelser>

With the implemented labor market policies such as increasing the financial support for unemployed adults in vocational training , the Job-VEU model, job rotation and 6 weeks of vocational training for recently unemployed with obsolete education.

**Medium-term expected effects:**

The expected medium-term effects will be a continuous positive development in the key figures mentioned as short-term effects. As a result of the combined effects of the measures mentioned in this plan, we expect to

4. Raise the share of a cohort applying for VET after initial education to 30 % by 2025
5. Raise the completion rate in IVET to at least 67 per cent by 2025
6. Further identify and implement green and digital competences in IVET and CVET
7. Reduce the share of NEETs and adults without education beyond primary school
8. Further increase teacher competences with focus on green and digital issues

The tripartite agreement on increasing the attractiveness for health and pedagogical educations to the public sector is expected to increase the number of students and apprenticeships in the public health sector by 2026.

**Long-term expected effects:**

By 2030:

5. at least 90% of 25 year olds complete a general or vocational upper secondary education
6. the percentage of youths who are not in association to either education or labour market should be reduced by half
  1. Further raise the completion rate in IVET
  2. Further develop and implement green and digital competences in IVET and CVET

- 3. The level of adults without education beyond primary school making use of adult education and training offers has been increased
- 4. Increase teacher competences have been increased with focus on green and digital issues enabling teachers and trainers to utilize and implement new technologies in teaching and training using the latest pedagogical and didactical methodologies

**Annex 2 – National level reforms and actions defined in the VET Recommendation and the Osnabrück Declaration**

VET Recommendation priorities	Detailed VET recommendation priorities	Osnabrück Declaration objectives	Specific national level actions by 2025
A. Vocational education and training is agile in adapting to labour market changes	<p>A.1 VET programmes that offer a balanced mix of vocational including technical skills well aligned to all economic cycles, evolving jobs and working methods and key competences, including solid basic skills, digital, transversal, green and other life skills which provide strong foundations for resilience, lifelong learning, lifelong employability, social inclusion, active citizenship and personal development;</p> <p>A.2 VET curricula, programme offers and qualifications which are regularly updated, building on skills intelligence (i.e. graduate tracking systems, skills anticipation mechanisms, including at sectoral and regional levels);</p> <p>A.3 an appropriate degree of autonomy of VET providers, flexibility, support and funding to adapt</p>	1. Resilience and excellence through quality, inclusive and flexible VET	<p>1.1. Explore the possibility of setting up a network of voluntary experts and executives, retired or on sabbatical, to support their peers in the fields of VET and apprenticeships as part of the EAfA</p> <p>1.3 Reinforce work-based learning and apprenticeships by implementing the European Framework for Quality and Effective Apprenticeships and making use of the on-demand support services, and policy learning initiatives. Strengthen the use of quality and inclusive apprenticeships as a tool to support school/training-to-work transitions of vulnerable groups and to improve citizens’ qualification levels.</p> <p>1.5. Develop national and regional skills intelligence systems including skills anticipation and graduate tracking; enable social partners, decision-makers, stakeholders and providers</p>

VET Recommendation priorities	Detailed VET recommendation priorities	Osnabrück Declaration objectives	Specific national level actions by 2025
	<p>their training offer to changing skills needs, green and digital transitions and economic cycles;</p> <p>A.4 VET programmes at all levels which comprise work-based learning components that are further expanded also in continuing vocational education and training, and complemented by appropriate support and measures to stabilise the offer of apprenticeships and to address specific challenges of small companies to create work-based learning opportunities in different sectors of the economy.</p>	<p>4. European Education and Training Area and international VET</p>	<p>to adapt and update VET programmes, curricula and guidelines in a timely and effective manner</p> <p>4.4. Promote intercultural knowledge, skills and competences as part of qualification and curricula requirements in VET qualifications in line with the Key Competence Framework</p>
<p>B. Flexibility and progression opportunities are at the core of vocational education and training</p>	<p>B.1 learner centred VET programmes that offer access to face-to-face and digital or blended learning, flexible and modular pathways based on the recognition of the outcomes of non-formal and informal learning and open up career and learning progression; continuing vocational training programmes designed to be adaptable to labour market, sectoral or individual up- or reskilling needs; and</p> <p>B.2 VET programmes which are based on modules or units of learning outcomes and validation mechanisms allowing the transfer, recognition and accumulation of individuals' learning outcomes with a view to gaining a qualification, a partial qualification, as relevant in the national context.</p>	<p>2. Establishing a new lifelong learning culture – relevance of C-VET and digitalisation</p>	<p>2.1. Develop national skills strategies for quality and inclusive lifelong learning with all relevant national, regional, sectoral stakeholders and social partners. Besides education and training provision, the national skills strategies may include guidance, incentives for improved skills provision by employers, increased participation by employees, validation of prior learning and targeted public approaches for reaching out to inactive and unemployed individuals, NEETs or individuals at risk of unemployment</p>
<p>C. Vocational education and training is a driver for innovation and growth and prepares for the digital and green transitions</p>	<p>C.1 integration of VET into economic, industrial and innovation strategies, including those linked to recovery, green and digital transitions; expansion of the training offer fostering the acquisition of entrepreneurial, digital and green skills;</p>	<p>1. Resilience and excellence through quality, inclusive and flexible VET</p>	<p>1.4. Support Vocational Excellence (CoVEs) and improve permeability between vocational and academic pathways, including work-based learning and enhanced cooperation between VET, HE and research centres, thus establishing quality and effective VET and apprenticeship programmes at EQF level 5 and above</p>

VET Recommendation priorities	Detailed VET recommendation priorities	Osnabrück Declaration objectives	Specific national level actions by 2025
and occupations in high demand	<p>C.2 establishment of Centres of Vocational Excellence, which act as catalysts for local business investment, supporting recovery, green and digital transitions, European and regional innovation and smart specialisation strategies, development of vocational education and training, including at higher qualification levels (EQF levels 5-8), in line with national context and provide innovative services such as clusters and business incubators for start-ups and technology innovation for SMEs, as well as innovative reskilling solutions for workers at risk of redundancy; and</p> <p>C.3 access to state-of-the-art infrastructure, digitalisation strategies in line with national context and environmental and social sustainability in VET programmes and organisational management, thus contributing to the implementation of the UN Sustainable Development Goals.</p>	3. Sustainability – a green link in VET	<p>3.1. Create incentives for greening VET programmes, including education and training in green technologies and innovation, in energy efficiency, circular economy, environmental awareness, sustainable use of learning and training material, digitalisation to reduce climate effects</p> <p>3.2. Define labour-market-relevant skills for the green transition that are to be incorporated in curricula and VET provision, including basic skills across all sectors and occupations and sector-specific skills in cooperation with the social partners</p> <p>3.3. Define and support opportunities to enable teaching and training staff, managing teams in VET providers and trainers and mentors in companies to act as multipliers and mediators, in view of increasing digitalisation and sustainability within the provision and management of training programmes</p>
D. Vocational education and training is an attractive choice based on modern and digitalised provision of training/skills	<p>D.1. permeability between both initial and continuing vocational education and training, general education and higher education;</p> <p>D.2 development of VET at EQF levels 5 to 8;</p> <p>D.3 delivery based on a mix of open, digital and participative learning environments, including learning conducive workplaces supported by state-of-the-art and accessible infrastructure, equipment and technology, and accompanied by versatile pedagogies and tools (e.g. ICT based simulators, virtual and augmented reality);</p>	<p>1. Resilience and excellence through quality, inclusive and flexible VET</p> <p>2. Establishing a new lifelong learning culture – relevance of C-VET and digitalisation</p>	<p>1.2. Support the development of digital infrastructure for learning and teaching purposes in VET including artificial intelligence and AR/VR technologies and develop suitable institutional teaching and training arrangements underpinned by adequate infrastructure, especially in remote and rural areas thus ensuring social inclusion</p> <p>2.2. Develop targeted information measures on the benefits of CVET and ensure user-friendly access to information on IVET and CVET offers at national and regional levels addressing gender and other stereotypes for an equal, fair and diverse society</p>

VET Recommendation priorities	Detailed VET recommendation priorities	Osnabrück Declaration objectives	Specific national level actions by 2025
	<p>D.4 initial and continuing professional development of VET teachers and trainers to foster technical and digital skills and effective innovative training methods, including teaching in virtual environment, in line with state of the art vocational and digital pedagogy, work with digital learning tools, and in diverse and multicultural environments;</p> <p>D.5 internationalisation strategies supporting a strategic approach to international cooperation in VET;</p> <p>D.6 Opportunities for learning mobility of vocational learners and staff, including virtual mobility, long-duration mobility and mobility to Partner Countries are in place, facilitated by the use and recognition of units of learning outcomes and of relevant European tools (Memorandum of Understanding and the Learning Agreement); and</p> <p>D.7 high quality lifelong learning and career guidance services, making full use of Europass and other digital services.</p>	<p>4. European Education and Training Area and international VET</p>	<p>2.5. Support VET teachers, trainers, guidance counsellors, adult educators and mentors by equipping them with the adequate skills and tools for and through digital technologies; in particular through systematic approaches to, and opportunities for, initial and continuous professional development in both school and work-based settings, as well as distance education and training, enabling them to progress in their careers</p> <p>4.1. Support and facilitate the mobility of VET and adult learners, including apprentices, for example by developing support structures and providing information on opportunities in host countries</p> <p>4.2. Increase the rate of mobility of VET learners as well as teachers and trainers, while strengthening measures to ensure the quality and recognition of learning outcomes, as well as adequate support structures. Foster longer periods of mobility for VET learners abroad and ensure that apprentice work placements are in line with the European Framework for Quality and Effective Apprenticeships , taking into account national regulations and collective agreements, including health and safety provisions</p> <p>4.3. Develop VET internationalisation strategies, mobilising partnerships and including commitments for concrete and targeted actions, with all relevant stakeholders in accordance with national or regional regulations</p> <p>4.5 Cooperate with other EU countries in preparing national teams for international competitions such as WorldSkills and EuroSkills</p>



<b>VET Recommendation priorities</b>	<b>Detailed VET recommendation priorities</b>	<b>Osnabrück Declaration objectives</b>	<b>Specific national level actions by 2025</b>
E. Vocational education and training promotes equality of opportunities	<p>E.1 inclusive and accessible programmes for vulnerable groups, such as people with disabilities, low-qualified/skilled persons, minorities, people with migrant background and people with fewer opportunities because of their geographical location and/or their social-economically disadvantaged situation; targeted measures and flexible training formats prevent early leaving from education and training and support the school-to-work transition;</p> <p>E.2. programmes accessible through digital learning platforms, supported by tools, devices and internet connection, in particular for vulnerable groups and people in rural or remote areas; and</p> <p>E.3 targeted measures promoting gender balance in traditionally “male” or “female” professions and address gender related and other types of stereotypes together.</p>	<p>1. Resilience and excellence through quality, inclusive and flexible VET</p> <p>2. Establishing a new lifelong learning culture – relevance of C-VET and digitalisation</p>	<p>1.2. Support the development of digital infrastructure for learning and teaching purposes in VET including artificial intelligence and AR/VR technologies and develop suitable institutional teaching and training arrangements underpinned by adequate infrastructure, especially in remote and rural areas thus ensuring social inclusion</p> <p>2.2. Develop targeted information measures on the benefits of CVET and ensure user-friendly access to information on IVET and CVET offers at national and regional levels addressing gender and other stereotypes for an equal, fair and diverse society</p>
F. Vocational education and training is underpinned by a culture of quality assurance	F.1 further development of national quality assurance systems, for both initial and continuing VET, in all learning environments (such as school-based provision and work-based learning, including apprenticeship schemes) and all learning types (digital, face-to-face or blended), delivered by both public and private providers, underpinned by a set of indicative descriptors and common reference indicators for quality assurance in vocational education and training applied both at system and provider level as defined in Annex II of the Council Recommendation on VET.		

VET Recommendation priorities	Detailed VET recommendation priorities	Osnabrück Declaration objectives	Specific national level actions by 2025
	<p>F.2 Quality Assurance National Reference Point for VET to:</p> <p>take concrete initiatives to implement and further develop the EQAVET Framework, inform and mobilise a wide range of stakeholders, including Centres of Vocational Excellence, to contribute to implementing the EQAVET framework, support self-evaluation as a complementary and effective means of quality assurance to allow the measurement of success and the identification of areas for improvement, including with respect to digital readiness of VET systems and institutions, participate actively in the European network for quality assurance in vocational education and training, provide an updated description of the national quality assurance arrangements based on the EQAVET Framework, engage in EU level peer reviews of quality assurance to enhance the transparency and consistency of quality assurance arrangements, and to reinforce trust between the Member States;</p>		
Making best use of the European transparency tools		<p>2. Establishing a new lifelong learning culture – relevance of C-VET and digitalisation</p>	<p>2.3. Work with respective stakeholders to develop digital learning solutions supporting access to CVET opportunities and the awarding of CVET credentials and certificates, thereby opening the possibility to obtain full qualifications without neglecting on-the-job CVET and the positive effects of learning conducive work environments</p> <p>2.4. Support linking national VET platforms or databases to the Europass in accordance with the Europass decision and the EQF Recommendation where appropriate</p>
Sustainable partnerships at national, regional and sectoral level, involving all relevant stakeholders			

<b>VET Recommendation priorities</b>	<b>Detailed VET recommendation priorities</b>	<b>Osnabrück Declaration objectives</b>	<b>Specific national level actions by 2025</b>
	Best use of European Union funds and instruments such as the Next Generation EU (Recovery and Resilience Facility, REACT-EU), European Social Fund+, SURE, the European Regional Development Fund, InvestEU, Erasmus+, Horizon Europe, Interreg, Digital Europe, the Just Transition Mechanism and the European Agricultural Fund for Rural Development, and the Modernisation Fund		