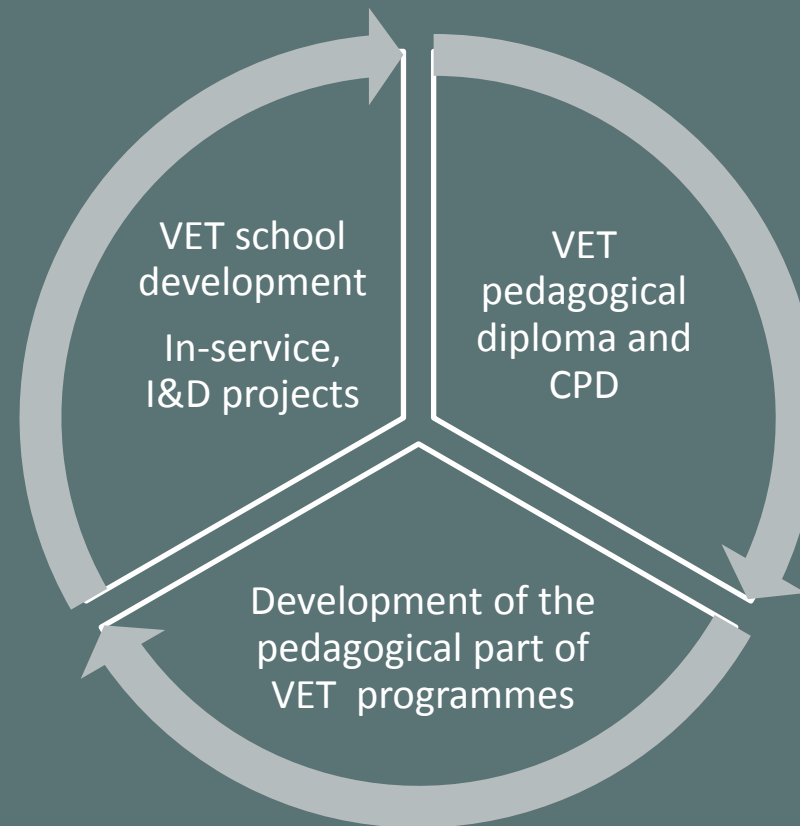


Presentation of the Danish case

The Danish National Centre for the
Development of Vocational
Education and Training

28. februar 2012



A few facts about Denmark

The Danish National Centre for the
Development of Vocational
Education and Training

PROFESSIONSHØJSKOLEN

METROPOL

28. februar 2012

- 5.5m inhabitants
- GDP in 2006 DKK 1,642 billion
(EUR 220 billion)
- A constitutional monarchy with
a representative democracy
- A modern welfare state

Tax-financed social welfare

A broad range of free public services

High living standards

Gender equality



THE DANISH LABOUR MARKET MODEL

- A welfare-state model with a pro-active labour market policy
- Based on the flexicurity model (flexibility and security)
- Tripartite cooperation between the State and the social partners
- High employment
- A gender-balanced labour force

KEY PRINCIPLES IN DANISH EDUCATION

- Education for all 95% - 60%
- Flexible pathways
- Lifelong learning
- High-quality education
- International outlook
- Financed by public means
- Active participation
- Career guidance

The Danish education system

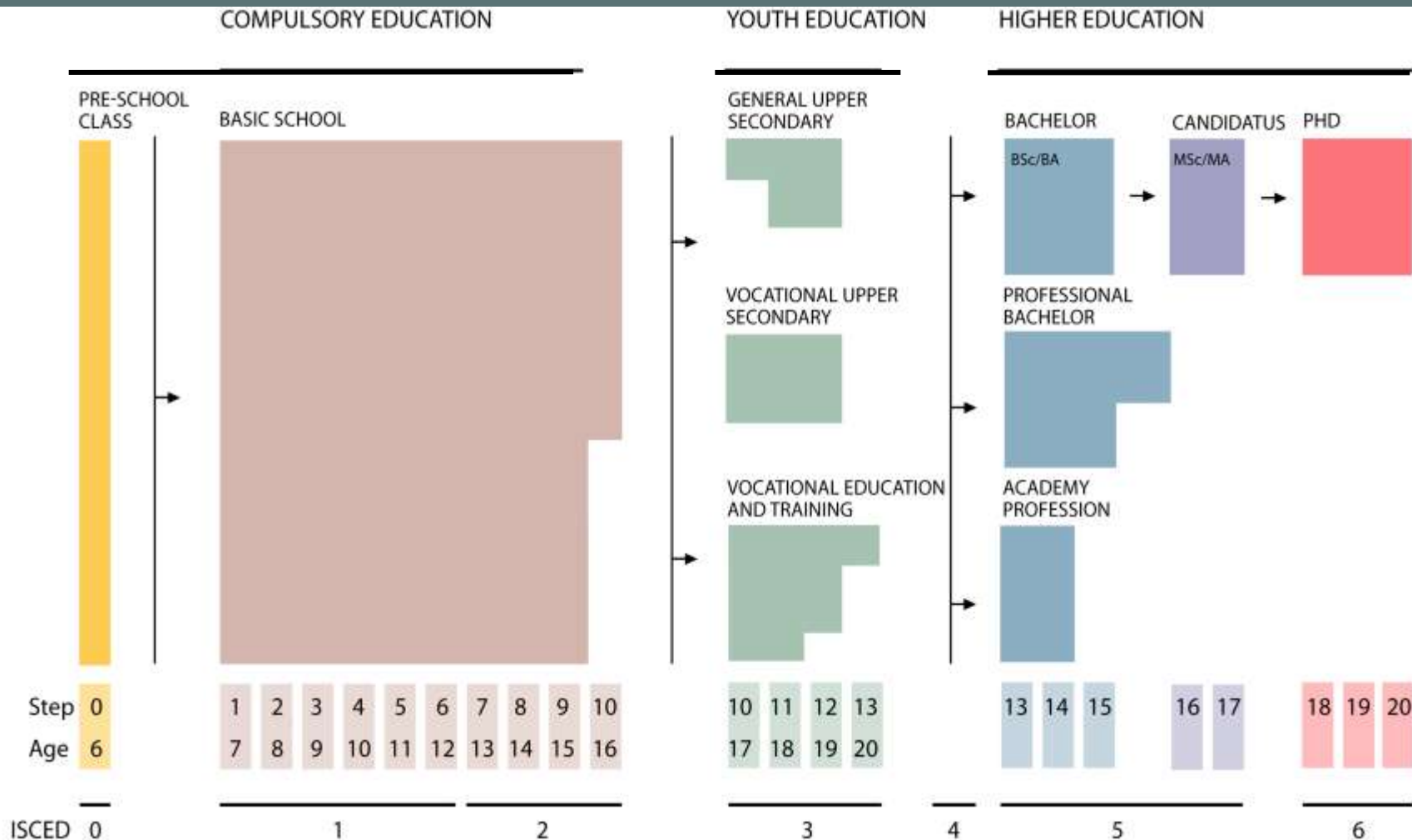
The Danish National Centre for the
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METROPOL

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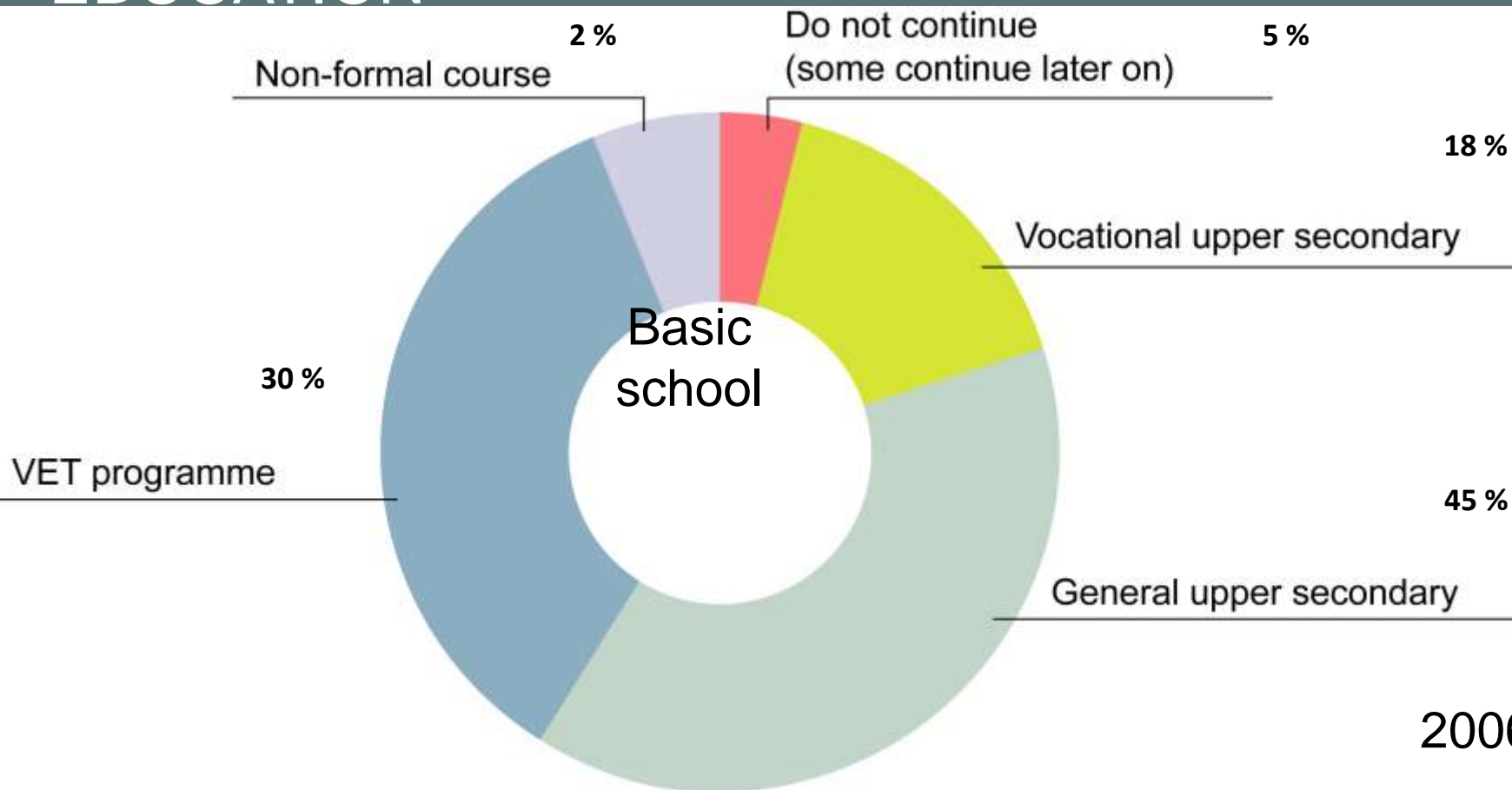
The Danish National Centre for the Development of Vocational Education and Training



GOVERNANCE

- National legislation provides the overall framework for education
- **1. Primary and lower secondary schools** are managed and owned by municipal councils
- **2. Upper secondary and VET institutions** are self-governing
The Ministry of Education has the overall responsibility
- **3. Higher education institutions** are self-governing
The Ministry of Science, Technology and Innovation has the overall responsibility

FROM BASIC SCHOOL TO YOUTH EDUCATION



INITIAL VOCATIONAL EDUCATION AND TRAINING IN DENMARK (IVET)



OVERALL OBJECTIVES

IVET programmes aim at providing the participants with:



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



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

PROGRAMMES WITHIN THE IVET SYSTEM



Vocational education and training programmes

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

Individual programme options

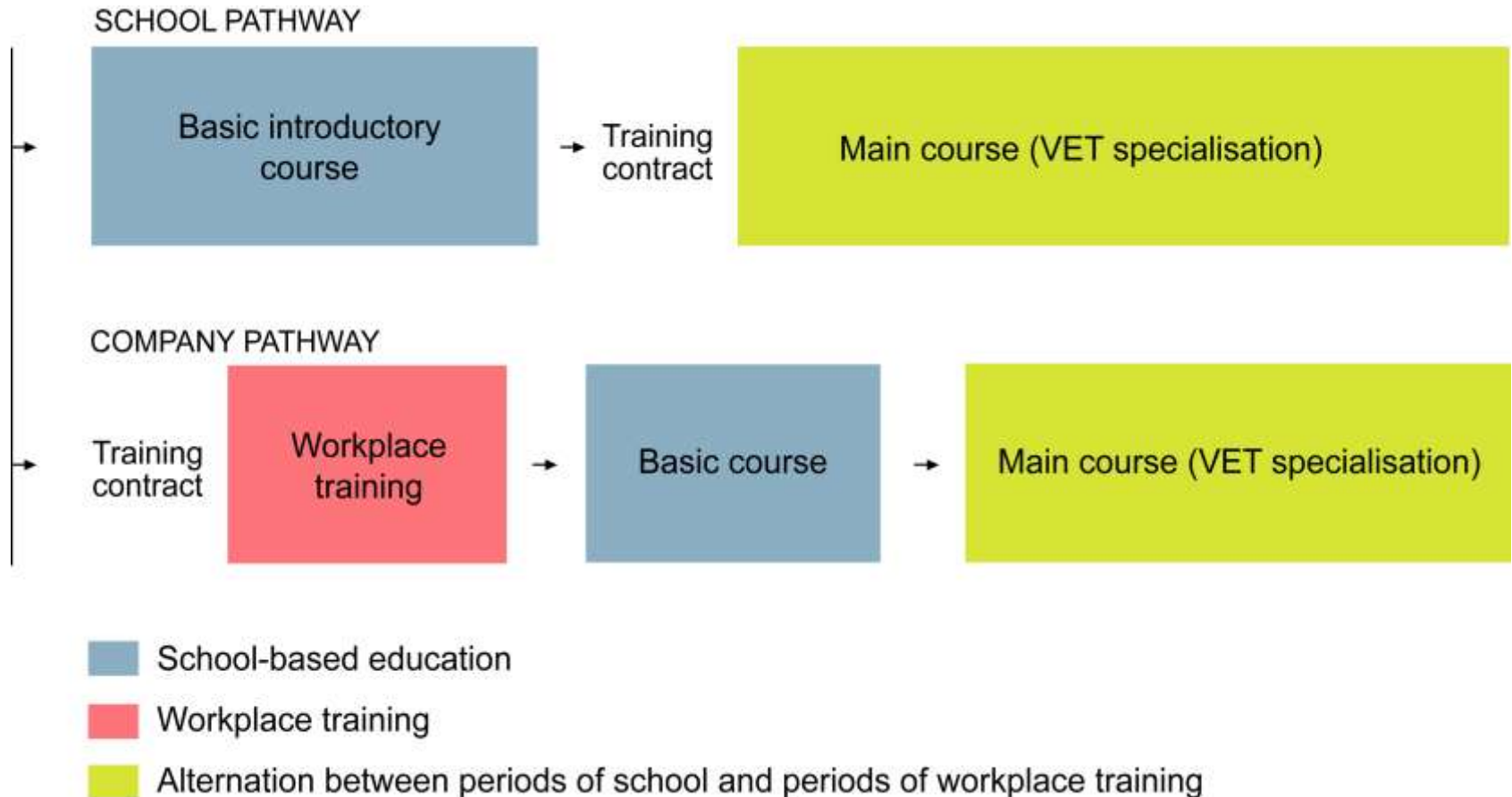


- The practical pathway (mesterlære)
- Vocational basic training (EGU)
- Production schools
- Vocational education and training for adults

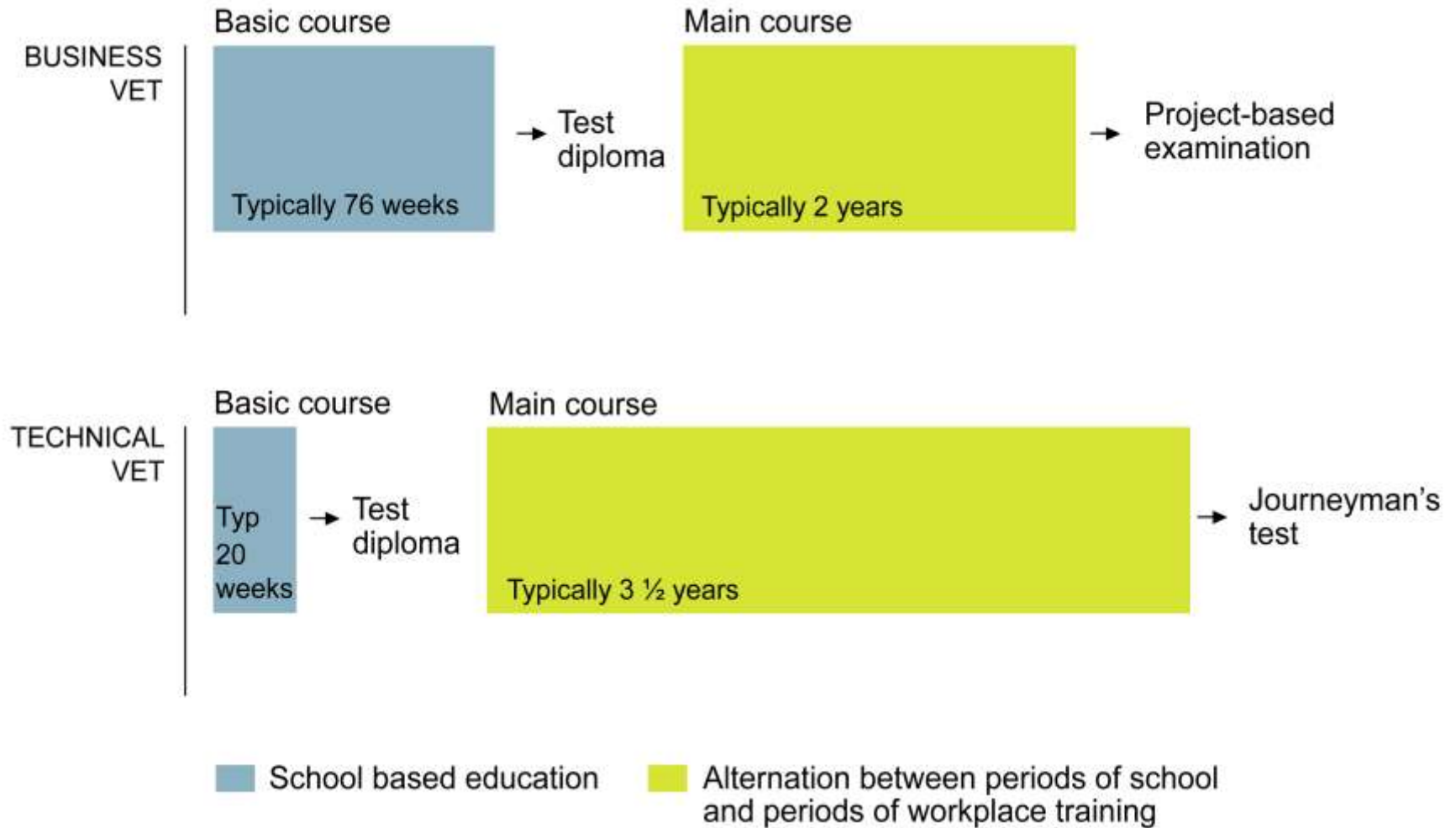


THE DUAL TRAINING SYSTEM

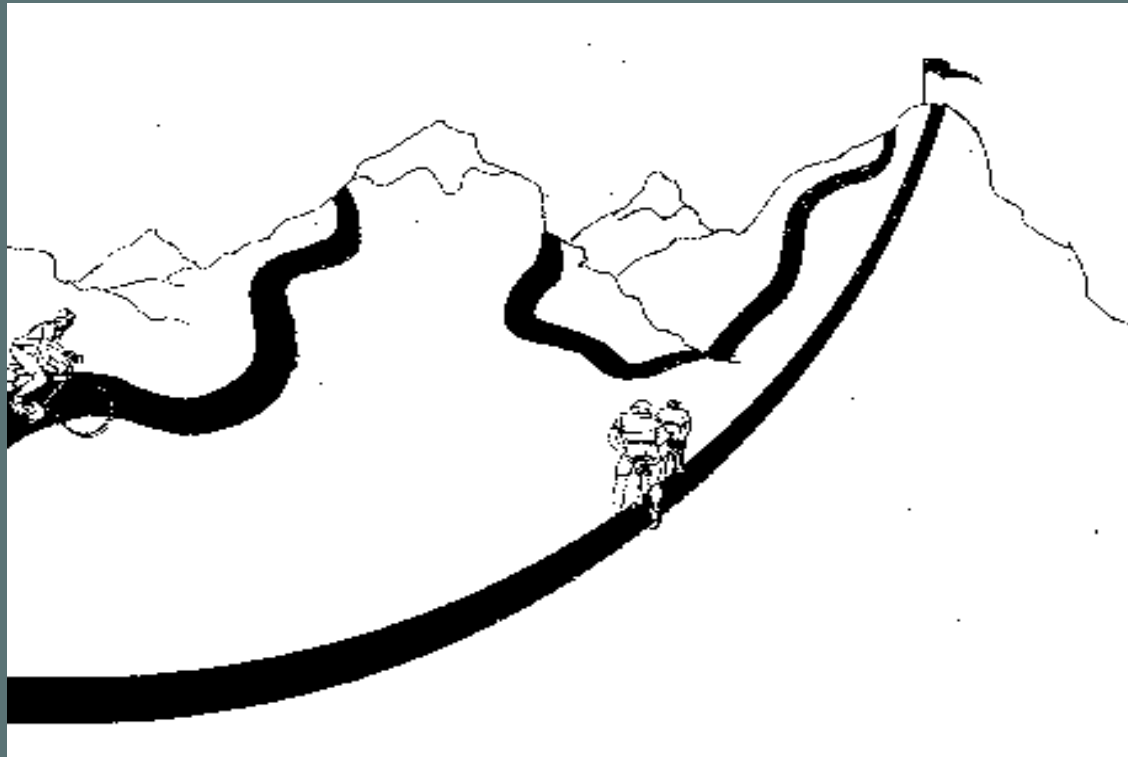
- IVET programmes alternate between school-based education and workplace training



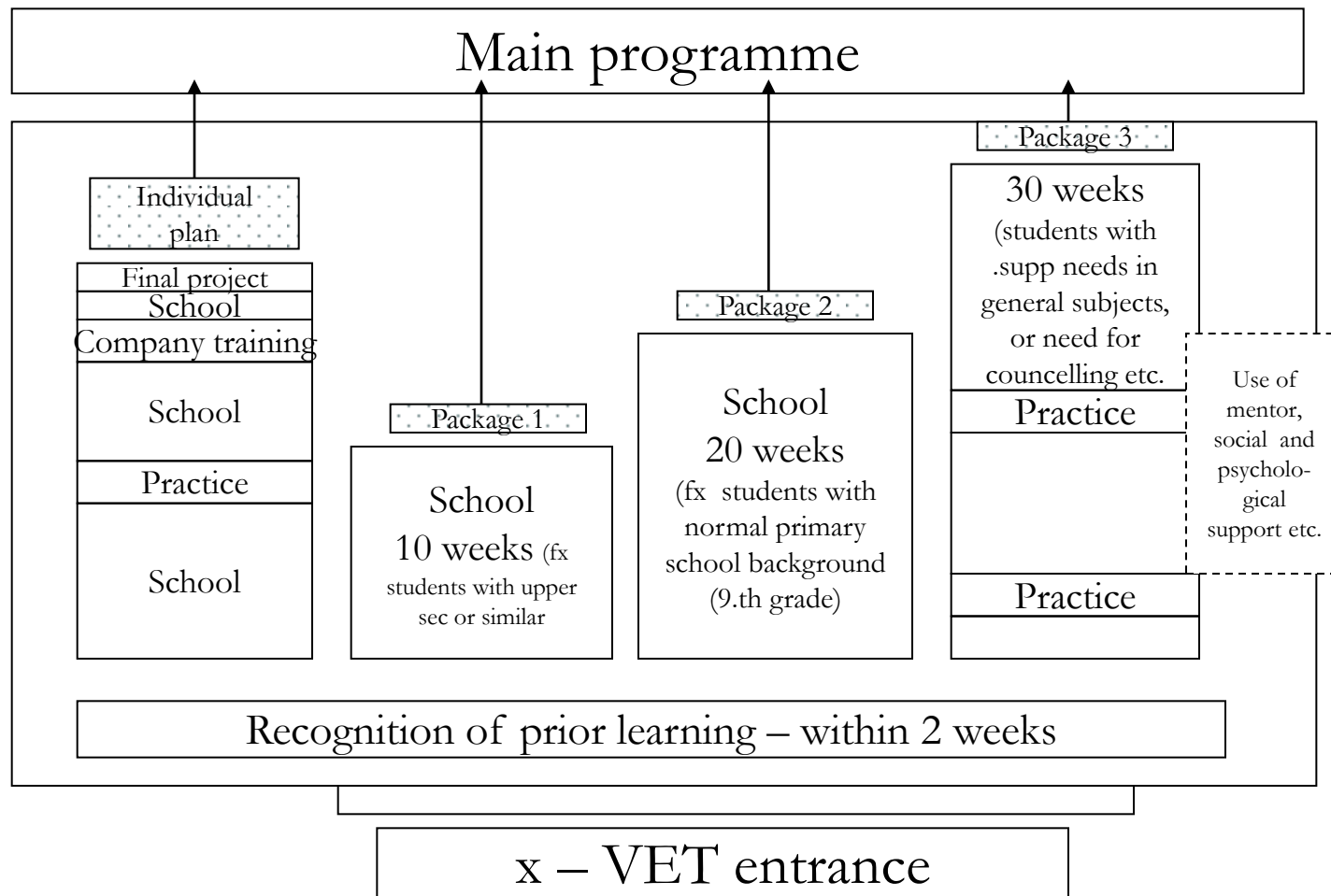
STRUCTURE OF THE IVET PROGRAMMES



Many ways to reach the goal –
possibility for flexibility at all levels

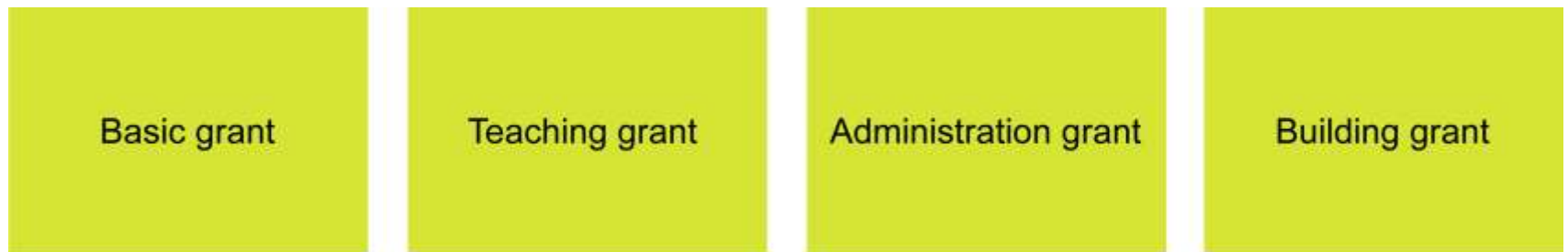


First part of VET



FINANCING OF EDUCATION IN DENMARK

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



Basic grant

Teaching grant

Administration grant

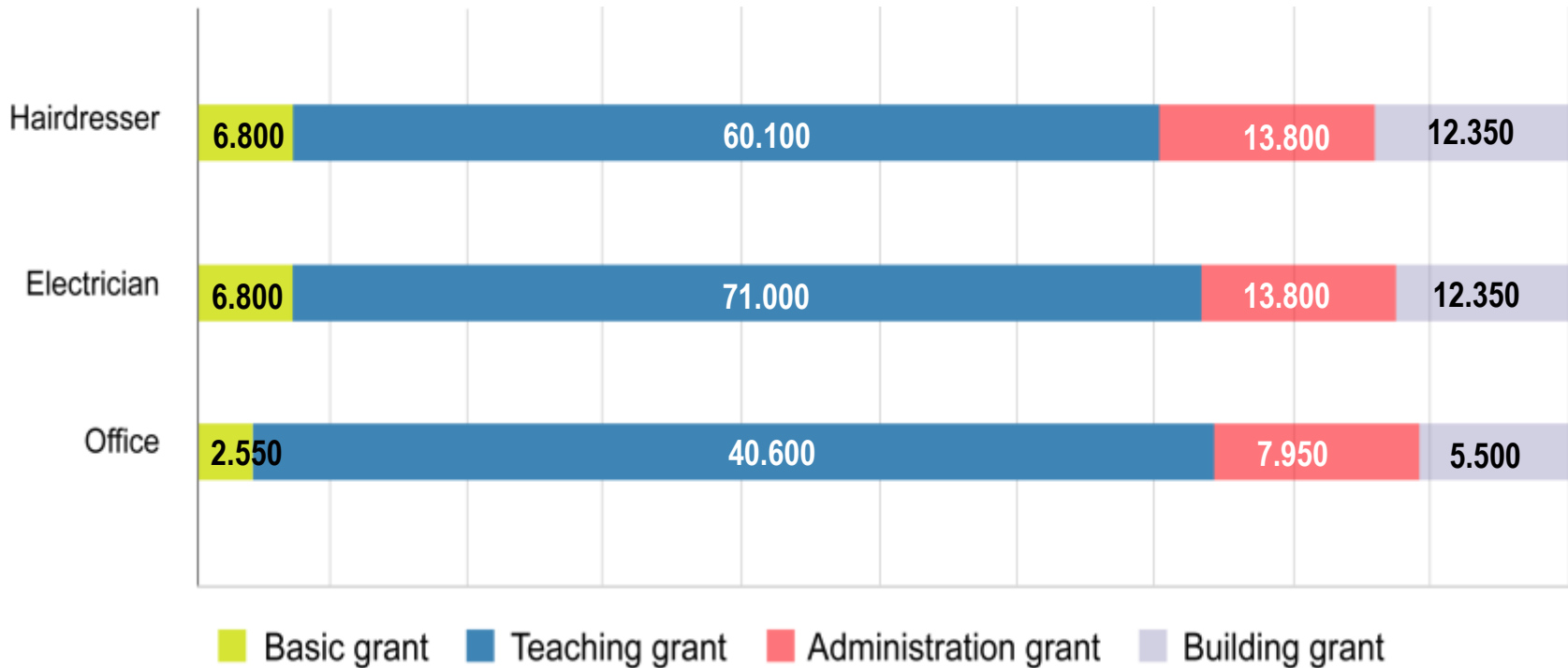
Building grant

Irrespective of
institution size

Calculated according to the number of students

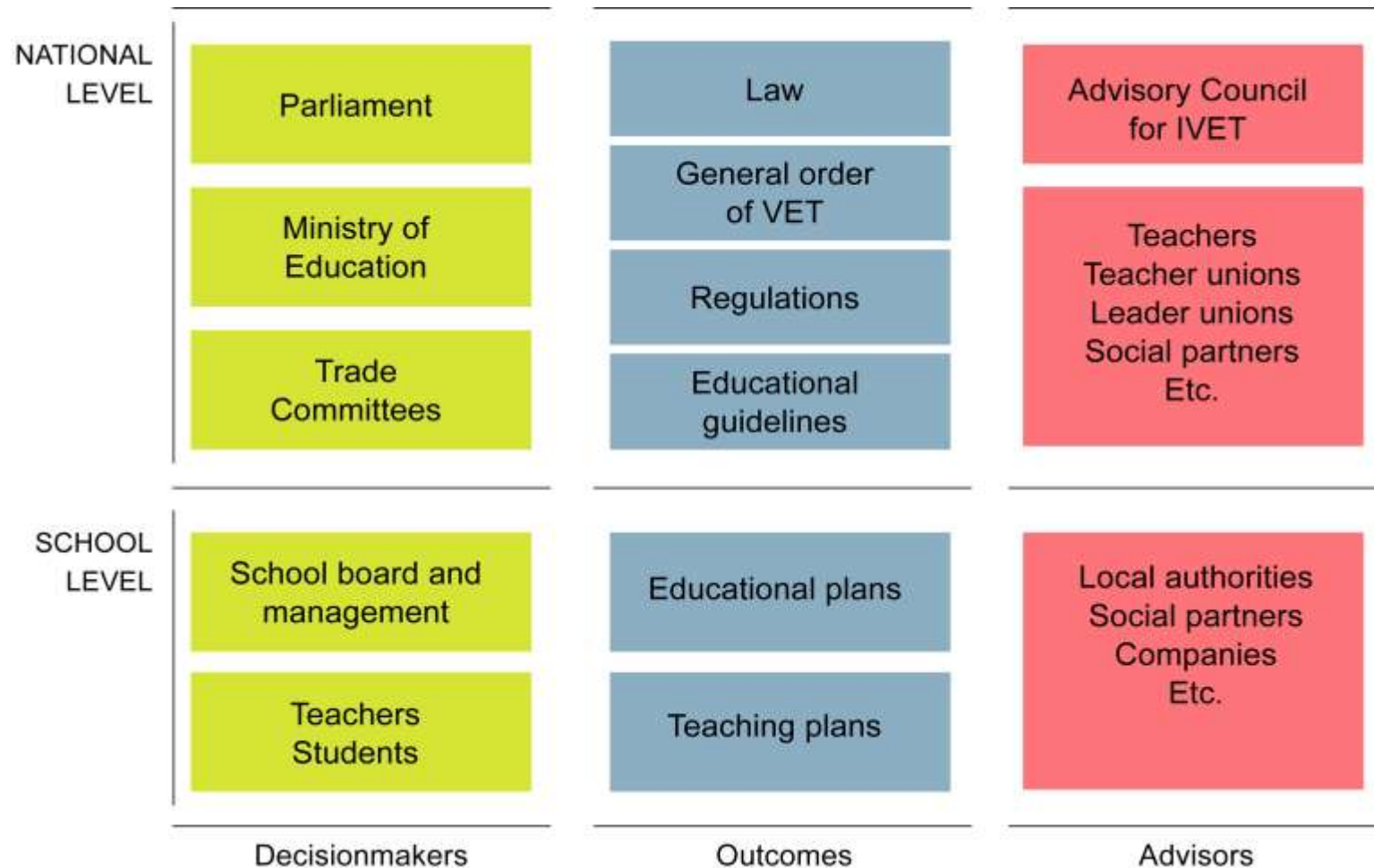
FUNDING OF VOCATIONAL COLLEGES

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



2008

STAKEHOLDER INVOLVEMENT AND MANAGEMENT



Example: renewal of a Ministerial Order in a VET programme

- The Ministry/Government designs the legislative framework and the general principles for youth education (Act, overall laws)
- The Ministerial order is formulated by the Trade Committee according to the VET Act
- The trade Committee must ask the schools whether the MO can be implemented within the economical framework (taximeter)
- The schools have 4 weeks to consider whether it is possible
- The Trade Committee and the schools must seek consensus. But if it is not possible the Ministry makes the decision

Setting the scene: When did it happen?



Q 90 and the quality agenda

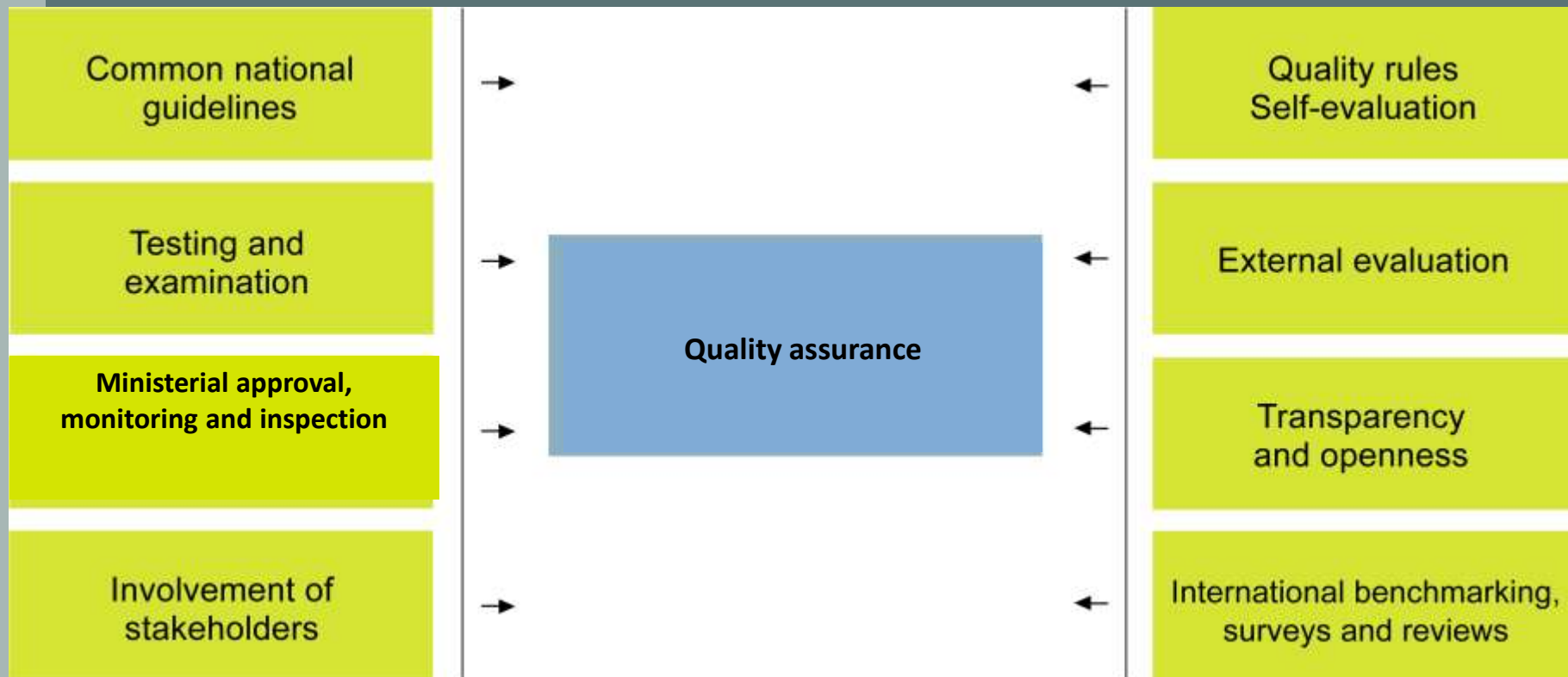
- Framework-government and self-government (1988)
- 1991 Goal- and framework government. Competition and invisible ministry
- Inspiration (demands) from industry (ISO)
- 1993 New government – more documentation and systematic evaluation
- 1995 Q-strategy and more focus on measurement and documentation (soft)
- 1996 Q90 med focus on quality assurance at the school level
- 1997 Schools document their quality assurance efforts and get 90 million Dkr

→ Based on self-evaluation

Principles for quality assurance

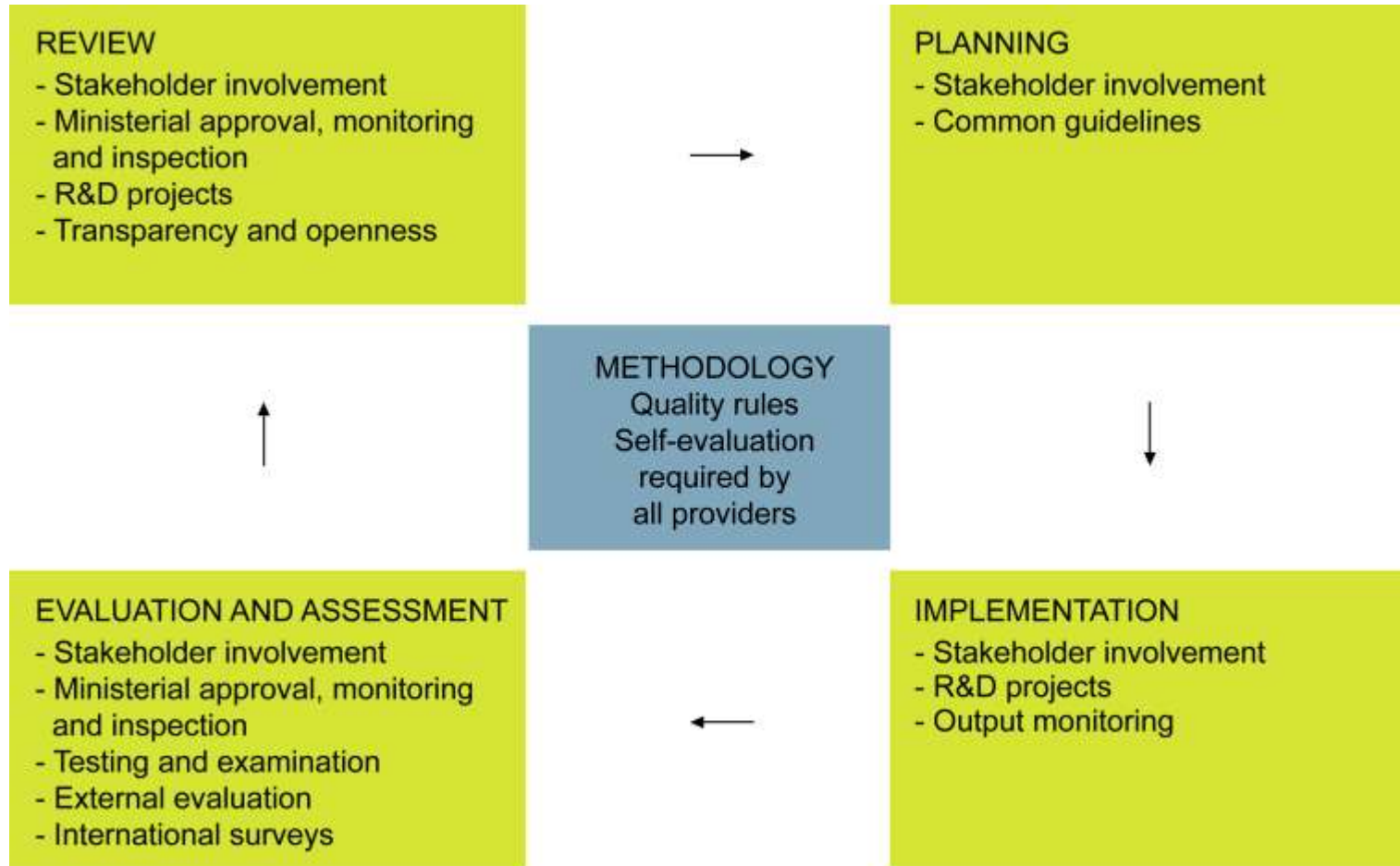
- Decentralisation - the providers have great autonomy
- Social partners are involved at all stages
- Continuous dialogue between stakeholders
- Appreciative approach (based on self evaluation and transparency)

QUALITY ASSURANCE



QUALITY ASSURANCE AND DEVELOPMENT

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



Quality assurance framework – planning and implementation

- **Common guidelines**
- An overall framework for educational programmes, which sets out the aims, structure, content, competence, levels, examination requirements, duration, teacher competencies and rules for complaint etc.
 - Flexible and adaptable to local needs and demands
 - The Ministry and the Trade Committees review the guidelines regularly
 - Every guideline is formulated as learning outcomes
 - (knowledge, skills and competences)
- **Output monitoring**
- The providers are encouraged to initiate activity within the following fields:
 - Learners' systematic quality development (focussing on proficiency and flexibility)
 - Teachers' strategic skills development (professionally, pedagogically, IT)
 - School management
 - Opening up the school

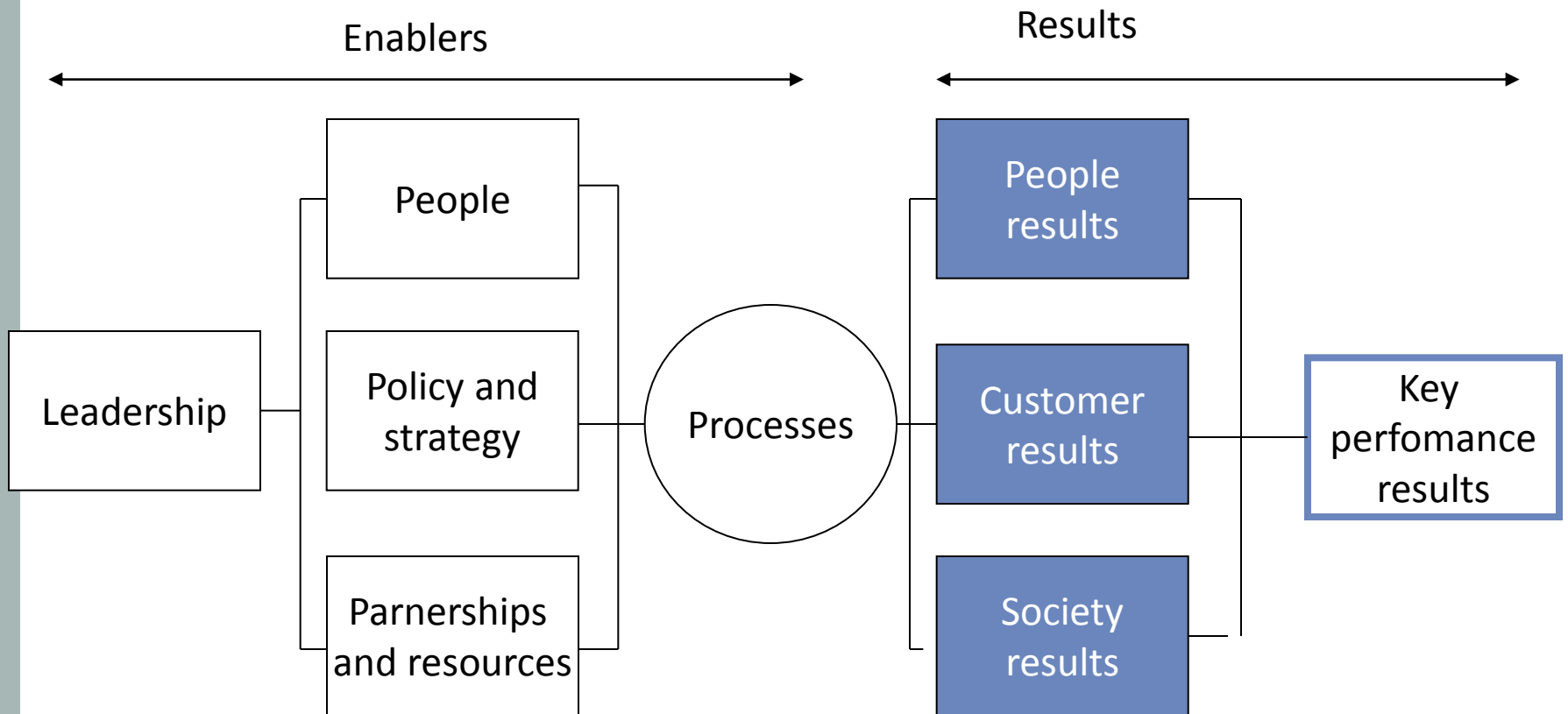
Quality assurance framework – evaluation and assessment

- **Testing and examination**
 - Appointment of external examiner to prevent bias
 - IVET: final vocational test (journeyman's test): representatives from local trade/industry are external examiners
- **External evaluation**
 - Based on self evaluation
 - EVA, The Danish Evaluation Institute
- **International surveys**
 - OECD – PISA
 - International cooperation in innovation and development projects (Leonardo, Tempus, etc.)

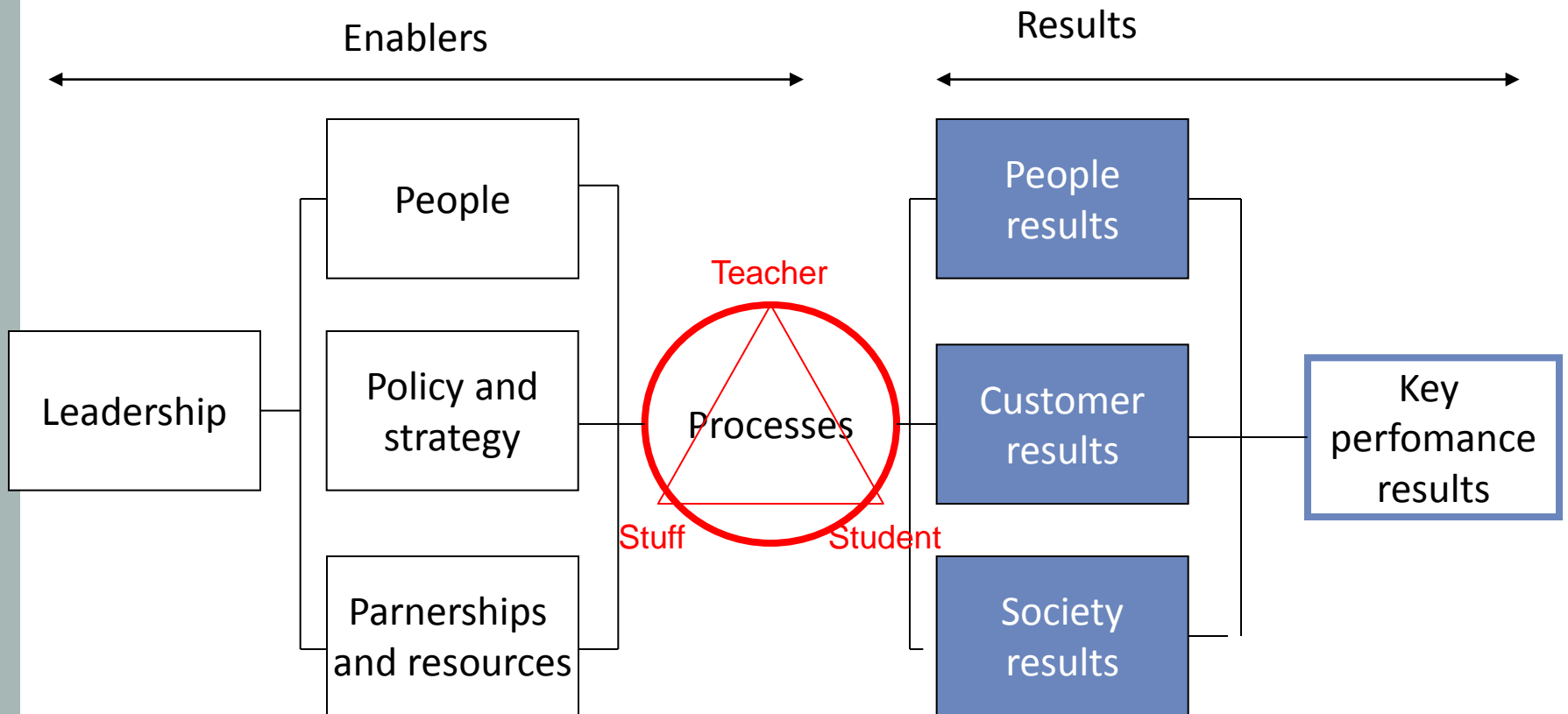
Quality assurance framework - review

- **Involvement of stakeholders**
 - Social partners
 - Learners
 - Enterprises
- **Ministerial approval, monitoring, inspection**
- Indicator based inspection
 - Tests and examination results
 - Completion rates
 - Completion times
 - Drop-out rates and times
 - Transition rates to other education programmes
 - Transition rates to the labour market
- **R&D projects (Innovation and Development projects)**
 - empowerment to the staff of the school
 - a centralised way of ensuring quality in a decentralised system
- **Transparency and openness** (a law from 2002 says that the school must publish information on the website regarding:
 - The courses they offer
 - Pedagogical strategy
 - Quantitative data on grade averages

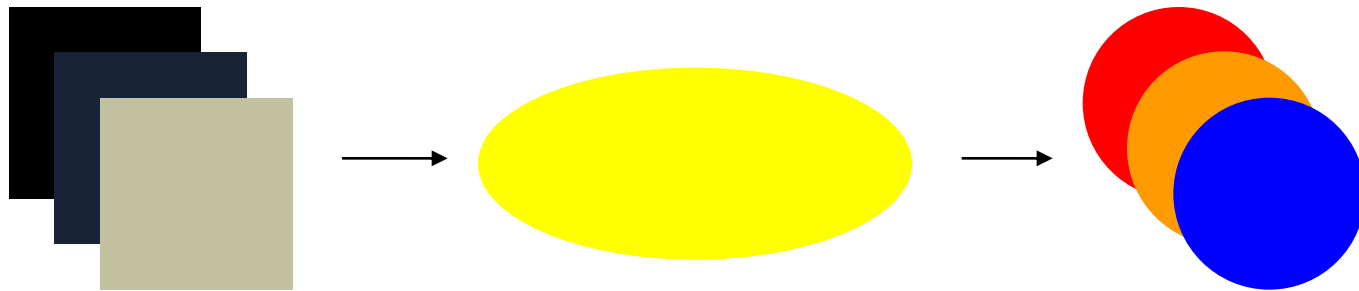
The Excellence model



The Excellence model



Learning processes



Input

(Ministerial orders etc.)

Learning processes

(learning environment, the
teachers' planning and carrying out)

Output

(Competences)

The VET apprentice

Example from a handbook for employment of apprentices in a big Danish company
(Danfoss)

Personal skills

- initiative
- responsible
- flexible
- goal-oriented
- Independent

Professional potentials

- relevant school back ground
- satisfying professional level
- knowledge in Danish, English and German
- read, arithmetic, write
- be able to work interdisciplinary

Social skills

- socially active
- understanding of the world
- esprit-de-corps
- cooperation

Quality in VET

Ideal



- and reality



Thank you for your attention😊

<http://pub.uvm.dk/2008/vetquality2/>

