

Expected outputs/outcomes in lifelong guidance

I Citizen Perspectives: 1.1. Learning/study

Learning / Study skills

Lifelong learning

Further education

Continuing education

The Government's globalisation strategy focuses in particular on training and lifelong skills upgrading. A high level of educational attainment and good opportunities for lifelong learning are among the most important preconditions for strong competitiveness and for everyone to be able to actively participate in the labour market and in society. It is the Government's aim that Denmark shall have world-class education and that everyone shall participate in lifelong learning. **DK3**

Denmark is among the countries with the highest level of participation in adult education and continuing training, competence development at work and liberal adult educational activities during leisure time. Both public and private investment in the development of new qualifications and competences are among the highest in Europe. A very substantial part of the overall learning and competence development takes place in connection with work. It is a well-established practice that the social partners, through collective bargaining, enter into agreements concerning the competence development of employees and human resource planning in the enterprises. **DK3**

The public efforts in adult education and continuing training play an important role in the development of the qualifications and competences of the labour force and provide opportunities for all groups in the labour market and in the population - from the low-skilled to those with higher education. **DK3**

Publicly funded adult education and continuing training include general adult education, vocational adult education and continuing training up to and including vocational education and training level (labour market training, basic adult education etc.) as well as a further education system for adults at three tertiary levels. In addition, a number of educational programmes are provided for marginalised target groups. **DK3**

- Efforts are to be strengthened for all groups in the labour market, from the low-skilled to highly qualified specialists. The aim is an increase in the overall competences of the labour force.
- Greater emphasis must be placed on those with the greatest need - the low-skilled and those with literacy and numeracy problems. The aim is that more people with the lowest level of formal education shall participate in vocational adult education and continuing training.

- Fundamental general skills in the labour force must be strengthened. The aim is that more people, especially those with the lowest level of formal education and marginalised groups, including bilinguals, shall participate in general qualifying education.
- New forms of governance and funding are to be developed. The aim is better utilisation of resources and increased investment in adult education and continuing training. **DK3**

The Government's strategy for the promotion of lifelong learning in adult education and continuing training, which is based on the agreement on future wealth and welfare and investments in the future, as well as the agreement on implementation of the globalisation fund, comprises the following key initiatives:

- Guidance and counselling for employees and enterprises is to be strengthened.
- Better and easier access to recognition of prior learning is to be ensured in all publicly financed adult education and continuing training programmes from basic adult education to diploma (bachelor) level.
- A significant effort to increase participation in literacy and numeracy courses for adults. Provision is to be made more flexible, and the possibilities of combining literacy and numeracy courses with adult vocational training are to be utilised better.
- Better provision for bilinguals who have problems with the Danish language will be developed in Danish language education programmes for foreign adults and in other general and vocational adult education to ensure that they can cope in the labour market and as citizens.
- Adult education and continuing training provision in, for example, labour market training will be made more attractive, targeted and flexible in relation to the needs of individuals and enterprises.
- A better and broader range of qualifying adult education programmes at higher education levels shall be developed in the adult further education system.
- The number of adult apprentices who can obtain a vocational education and training qualification shall be increased through increased State grants.
- Ensuring institutions' conditions of provision, more flexible tuition fees and a new model for financing special allowances in vocational adult education and continuing training are to be discussed with the social partners and the political parties behind the welfare agreement.
- Systematic competence development in small and medium-sized enterprises will be promoted in public as well as private enterprises through, among other things, the development of methods and tools.
- Increased public and private investment in adult education and continuing training will be promoted.
- The progress of efforts in the area of adult education and continuing training will be monitored through the development of an indicator system.

In order to fulfil the goals and key initiatives the Government has set aside an extra DKK 2 billion over a six year period for the area of adult education and continuing training within the context of a broad political agreement. Of these, DKK 1 billion has

been set aside to strengthening vocational adult education and continuing training, subject to the condition that in forthcoming collective bargaining the social partners accept greater financial co-responsibility for an increased effort in the area of adult education and continuing training.

In 2007 the Government will discuss with the social partners as well as with the political parties behind the Welfare Agreement how extra public investment can be used in the light of agreements between the social partners and how adult education and continuing training and competence development in enterprises can be strengthened. **DK3**

Partnerships in education and lifelong skills upgrading shall be strengthened. It is the Government's aim that all - national, regional and local players - shall be involved in and accept coresponsibility for ensuring that the strategy is broadly anchored in the Danish society. The Government and members of the Globalisation Council have entered into a framework agreement on binding partnerships which *may help convert the strategy into concrete action. The partnerships shall include specific agreements on how business and organisations can and will participate in cooperation projects and initiatives. Partnerships in the area of education and competence development can help strengthen the quality of and demand for education and adult education and continuing training and can help strengthen regional efforts to promote growth and business development. **DK3**

It is an overall aim of the Danish educational system that as many as possible should receive a qualifying education and efforts are also directed towards achieving greater coherence within adult education and continuing training. **DK6**

In Denmark the adult vocational training programmes (AMU programmes) play a key role in the general policy of lifelong learning. AMU programmes contribute to creating a flexible labour market by giving individuals opportunities to acquire the skills and competences required by the labour market. **DK8**

In 2000, a reform was adopted, which created stronger coherence within adult education and continuing training. The reform provided a new framework of lifelong learning opportunities for adults, and gave the social partners greater responsibility in terms of prioritising and organising the AMU programmes. The reform was followed by enhanced focus on closer dialogue between management, staff, and training institutions, and on the concept that training should be integrated with learning at the work place. The reform also focused on individuals with a low level of educational attainment and the provision of training to provide these people with competencies similar to skilled workers, or good basic education. **DK8**

AMU programmes provide good opportunities for development of skills and

competences of the individual in a lifelong learning perspective. Among other things, the legislation ensures:

- Good financial framework and conditions
- Nationally recognised competences
- A flexible structure
- Developing competences to higher levels
- Continuous development of new training programmes
- Adult educational techniques which cater for learning practical skills
- A close interplay with the enterprises
- Quality assurance at all levels of the AMU system. **DK8**

Adult learning provision: Development and major aspects. *Partnerships - stakeholders*

In common with the other Nordic countries, Denmark has a long-standing tradition of lifelong learning for adults, ranging from liberal adult education activities to qualifying general as well as vocationally oriented adult education ' both basic education, further education and continuing training. In the area of Continuing Vocational Training (CVT) as well as Vocational Education and Training (VET) there is a long-standing tradition of involving the social partners, who have been attributed significant influence in a number of areas defined by law. This partnership is founded on a harmonious historical development and confirmed by sustained, shared responsibility. In vocational education and training (VET) including adult programmes, the decision-making model rests on three basic principles: A tripartite cooperation between government, employers and employees. ' A strong organisation of the social partners when it comes to education and training matters. ' Collective agreements on the labour market. **DK10**

Adult vocational training in Denmark . Short vocational training programmes mainly for low skilled and skilled workers on the labour market . Government objectives:

The adult vocational training programmes (in Danish arbejdsmarkedssuddannelser or AMU) serve a triple purpose:

- To contribute to maintaining and improving the vocational skills and competences of the participants in accordance with the needs on the labour market and to furthering competence development of the participants.
- To contribute to solving labour market restructuring and adaptation problems in accordance with the needs on the labour market in a short and a long term perspective.
- To give adults the possibility of upgrading competences for the labour market as well as personal competences through possibilities to obtain formal competence in vocational education and training.

Participants may acquire new and updated skills and competences to better their opportunities to managing new and wider job functions and to becoming more flexible on the labour market. **DK11**

Motivation

<p>Motivation and guidance</p> <p>Guidance and counselling activities for workers and enterprises take place in many locations, and many actors are involved: teachers at schools or visiting the workplaces, local authorities in job centres, trade unions etc. For small and medium size enterprises guidance, counselling and dialogue at the workplace is specifically important. In addition there is a demand for relatively more activities specifically directed at motivating low skilled workers for participation in adult training programmes, i.e. there is focus on information by trade unions representatives at the workplace, with immediate superior etc. See www.vidar.dk for updated information of all adult education and training courses at all levels including adult vocational training programmes. DK11</p>
<p>Communication</p>
<p>Placement</p>
<p>Work-based learning</p> <p><i>Workplace learning</i></p> <p>The best vocationally oriented competence development is achieved when learning takes place in connection with the performance of specific work tasks and when competence development supports the learning that already takes place during the performance of daily work. The close interaction between the enterprise, the employees, and the education and training institution therefore becomes pivotal for future vocationally oriented adult education and continuing training efforts.</p> <p>Target group</p> <ul style="list-style-type: none"> • Development of training programmes to semi-skilled and skilled employees • Mainly employees in private-sector and public-sector enterprises • Special training programmes for immigrants and refugees. <p>DK7</p>
<p>Workplace counselling</p> <p><i>Quality assurance</i></p> <p>Danish guidance reform: Development of better quality assurance mechanisms. DK2</p> <p>Quality assurance of education programmes DK4</p> <p>It is crucial that the quality and standard of education programmes are maintained. The users on the labour market and within the education system must not legitimately question the value of the competences that any given individual has achieved, including any credit for prior learning, within the education system.</p>

Working with competence assessments makes new demands on the guidance provided by the educational institutions, on their teaching staff's competences and on their organisational structure. With the competence assessments comes the requirement for education programmes that are flexibly organised in accordance with the needs and potential of the individual student, without this having a detrimental effect on the quality, leading to higher drop-out rates or increasing the average completion time. It will pose a challenge to the educational institutions in their planning and in the pedagogical development of the teaching.

Assessment and recognition of prior learning within the education system must therefore be supported by tools, contributing towards ensuring quality. These tools include the following:

- Guidance for the educational institutions regarding objective, scope and terms for carrying out competence assessments.
- The educational institutions render visible the requirements and procedures for assessing prior learning, for instance on their Web sites.
- Development of relevant methods and tools for competence assessment within the individual areas of education and training and at the educational institutions.
- Support for the development of guidance and teaching competences at the educational institutions.
- Quality checks carried out at the educational institutions as part of the general monitoring and evaluations of the different areas of education as and when required.

In addition, more work is needed on deciding how education programme objectives and standards can be described as competence objectives in future education orders, competence descriptions and study plans, etc. This will provide a better basis for the assessment and recognition of the prior learning that an individual has acquired, and will therefore also contribute towards ensuring quality. **DK4**

From input management to output quality assurance

The high degree of flexibility within the new adult vocational training concept is resulting in further decentralisation of decision-making at education and training institutions. In the future the ongoing evaluations by the education and training institutions of the output from the training programmes will to a large degree ensure and promote the development of the quality and the impact of the training programmes. At the same time, it is important for the users that the evaluation results are visible and comparable so that they may use the results in their choice of education and training institution. Within the area of adult vocational training there has been a requirement since 2000 that the education and training institutions carry out comparable quality measurements of the adult vocational training programmes that they offer. All participants and a representative segment of the enterprises whose employees have participated in the training programmes evaluate the training programmes and the results are published on the Internet. The joint competence descriptions may include both adult vocational training programmes and single-subject courses. This means that the single-

subject courses included in the competence descriptions will now be comprised by the same quality assurance as the adult vocational training programmes. **DK7**

The specific need for competence development is different from one enterprise to another and from one employee to another. Today, enterprises often organize work within the same job area in very different ways and for this reason they also have different strategies for employee development and thus different training needs. The employees also have very different education and training needs because they have already acquired a number of competences, for example, through previous education and training, work or leisure activities. In case of uncertainty in terms of their specific need for education and training, individual employees are able to have their competences identified through an assessment within the adult vocational training system, which may contribute to targeting and shortening the course of the education and training. It is important for the government that the new adult vocational training concept becomes flexible in order to meet the very different needs of the users. This applies not only to the development and composition, but also to the provision of training programmes. Each year the continuing training committees develop or change approx. 500 adult vocational training programmes that provide national competence as a result of new or changed training and education needs on the labour market. The joint competence descriptions create the framework for education and training development, which means that new and changed education and training programmes can be approved within 6 weeks. The education and training institutions may combine short training programmes with great flexibility so that the resulting courses correspond to the specific needs of the users. The dialogue between an institution and an enterprise may, for example, reveal that the competence development of the employees has the highest quality if the programme is organised as a combination of "learning-by-doing" at the enterprise and formal instruction at the education and training institution. **DK7**

The courses may be provided at education and training institutions, at the enterprise, or as distance learning, during all hours of the day and seven days a week. The many possibilities for flexibility mean that the training programme may be organised so that it suits the work planning of the enterprises. Each training programme has a recommended duration, but the participants may complete the programme as soon as they have attained the goals for the relevant training programme. Many programmes are held in an "open workshop", which means that several different programmes are being held at the same time and in the same room. In this way, the participants may start a programme at any time without having to wait for the institution to establish an entire class. **DK7**

Within the AMU system, a National Training Council and training committees have been set up, and at local level boards and local training committees are operating at the schools and centres. The social partners play a key role in all these boards and committees, contributing to organising, developing, setting priorities and quality assurance of the training programmes. This ensures that training and education meets the qualification needs of the labour market, enterprises, and the individual. **DK8**

All AMU programmes are subject to a common quality assurance system. There are two overall quality requirements which all programmes must meet: Participants must acquire

the skills and qualifications intended, and secondly, these skills must be relevant both to the participants, the businesses, and the labour market as such. The training schools and centres are primarily responsible for assuring the quality of the training. They measure the results of the training provided by means of a set of common internet based evaluation tools that are compulsory at all levels in the AMU system. This common quality assurance system gives an overall view of the quality of the training effort, and at the same time it used by the training institutions and the continuing training committees to assess how training can be improved. **DK8**

Quality assurance

The providers are responsible for meeting the demands of their local labour market and the Ministry supervises provision and quality of the training activities. Moreover, the providers analyze the quality of the training activities i.e. the satisfaction rate is measured systematically among all participants and a representative segment of companies. The results are made available on the Internet by the Ministry. See (in Danish) www.viskvalitet.dk **DK11**

Lifelong guidance

Career guidance

The Danish Government wishes to make it easier for citizens to make realistic decisions about learning opportunities and careers - for the individual's own sake and for the good of society as a whole. The overall objective is thus to ensure that all citizens have easy access to high quality guidance services whenever they have a need for careers information or guidance. **DK1**

- *The 2003 Act on guidance is primarily targeted at young people up to the age of 25 years.* be independent of sectoral and institutional interests.

This objective is to raise the quality level in Danish guidance, which includes an improvement of guidance counsellors' qualifications and competencies. **DK1**

Career counselling /counselling

The Ministry of Education is responsible for the development and running of a national centre of expertise for guidance. This includes activities such as collecting examples of best practice and knowledge within the field of guidance, quality development, coordination among different types of guidance services, and initiating analyses, surveys and cross-sectoral experimental and developmental activities. To support and disseminate information about these activities, a virtual resource centre has been established, specifically aimed at guidance counsellors (www.vejledningsviden.dk). The virtual resource centre includes an electronic news service, an on-line journal on guidance, a virtual library, links to relevant legislation, information about best practices, recent research activities, surveys and analyses etc., within the field of guidance. **DK2**

Denmark has a long tradition of cross-sectoral cooperation on guidance issues at national, regional and local levels. At national level, this tradition is continued through a new National Dialogue Forum, which was established by the Minister of Education in 2003. The purposes of the Dialogue Forum are:

- to develop and enhance the level of quality in Danish guidance services, and
- to secure a close dialogue between the Minister and relevant organisations, institutions, guidance counsellor associations and individuals holding a leading position in Danish guidance. The National Dialogue Forum has 3-4 annual meetings where best practices, experiences, new ideas and innovative thinking within the field of guidance are discussed. In between meetings, the Dialogue Forum members have the opportunity to continue discussions – or initiate new ones – on an ICT-based discussion board. **DK2**

Access to clear information and guidance

Access to clear information and guidance is essential for both the individual applicant and companies. Thus, the guidance system must be in a position to provide its users with clear information on the possibilities of competence assessment in relation to the education system. Staff must be able to refer to relevant educational institutions and organisations etc. and every effort must be made to foster a good working relationship with the information/guidance services with the various employment and integration initiatives both locally and regionally. The guidance portal, which was developed in connection with the Government's youth guidance reform, will also come to include information and guidance on competence assessment in addition to the tools that users can avail themselves of in order to clarify and document prior learning in connection with an individual competence assessment. **DK4**

Guidance

AMU also offers individual assessment of qualifications in order to clarify the participant's existing qualifications and needs for continuing training, as well as to prepare a participant for an AMU programme. The assessment of qualifications normally lasts between one day and 3 weeks and may be organised individually or in classes. The participants are offered vocational guidance. They are also offered the opportunity to test their vocational and general skills and qualifications in workshops and through other means. In this way, individual assessment of prior learning enables participants and the training institutions to clarify together what kind of training would be suitable. It also serves as a preparation for participation in AMU training. **DK8**

Counselling/ counselling

At all VUCs, there are counselling services on educational as well as vocational matters. The guidance counsellor guides the student so that he or she can make the best possible entrance into VUC. The guidance counsellor advises the student on the subjects that are

to be taken, on possibilities for subsequent education or on getting a job after avu. The guidance counsellor may also provide information about financial and social matters. All students are offered counselling. During the course of education, the counsellor will give individual and collective counselling about good study techniques and about how to prepare for examinations. **DK9**

Guidance and counselling/counselling

I Citizen Perspectives: 1.2. Career Management

Career development

Career management

(Including the ability to make effective transitions and plan progression)

Occupational thinking

(Organize and differentiate occupational information)

Employment

Non-residential folk high schools and production schools offer day-time education for the unemployed aimed at absorbing them into qualifying education and/or employment. Nonresidential folk high schools are for early school leavers and resemble ordinary folk high schools, while the purpose of productions schools is to prompt young unemployed people towards vocational employment or training. **DK6**

AMU programmes have existed since the late 1950s. During the first phase in 1960s, the training programmes supported the transition from an agricultural to an industrial society. For example, unskilled workers from the agricultural sector and women, who were joining the labour market in greater numbers, were able to take part in vocational training so improve their employment prospects in the many new manufacturing businesses. The second phase of AMU programmes was the 1970s and 1980s, where the labour market was characterised by high unemployment. AMU programmes were further developed to solve the structural problems which followed from the high unemployment and the programmes provided the many unemployed with new skills in order to promote employment. The 1990s represented a third phase in the development of AMU programmes. In this period knowledge, service and information increasingly played a greater role in enterprises' production. Technological developments and new ways of organising work entailed that training courses increasingly had to be adapted to local conditions in close cooperation between enterprises and training institutions. The aim was to support economic growth of enterprises and the working life of staff. **DK8**

The Danish economy is a small open one, and characterised by a sustained recovery since 1993. The service sector is particularly important. Small and medium sized enterprises are a strong component of the economy. Unemployment has decreased to 5.2 per cent of the labour force in 2000. Reforms on improving active labour market policies, including training programmes for unemployed adults, have played an

important role. **DK10**

Continuing Vocational Training (CVT 'labour market training): CVT plays a central role in the national policy for lifelong learning when it comes to maintaining, improving and developing the qualifications of the workforce in both the short and long term. The overall aims of the CVT programmes are seen in a labour market political perspective to contribute to creating a flexible labour market and to giving the individual opportunities to acquire qualifications and competencies to match labour market requirements and demand. CVT is designed first of all for adults in employment, but unemployed adults may also be referred to CVT. CVT courses are, first of all, continuing training possibilities for unskilled workers, but there are also relevant courses for skilled workers. **DK10**

Employability

The skills of the labour force must therefore be increased at all levels. More people must have a qualifying education, and more people need to go through the education system and pass faster out into the labour market. Moreover, there is need for a significant increase in adult education and a continuing training, not least in order to raise the level of those with the lowest level of education and training. **DK3**

Job satisfaction

Entrepreneurship

As early as the summer of 2002 (*Bedre uddannelser, Handlingsplan – Better Educations, Action Plan*), the government highlighted innovation as one of the five central areas where greater efforts must be made to improve Danish education programmes so that they rank among the best in the world. With the *Iværksætterhandlingsplan* (Entrepreneurship Plan) of January 2003 the government made it clear that the field of education occupies a central role in the efforts to make Denmark part of the European elite in entrepreneurship by 2010 – because it is in the educational system that the seeds of a strong culture of enterprise must be sown. In the report *Et samfund med plads til det frie initiativ* (A Society with Room for Free Initiative) of October 2003, the government therefore presented a range of new measures to be implemented in the educational sector in order to create more opportunities for free initiative in Denmark. The first is the present general strategy, which will form the basis for carrying out the government's policy throughout the education sector in the areas covered by the Ministries of Education and Science. The aim is to create a broad basis for innovation and entrepreneurship and to strengthen the students' motivation to work innovatively and with open attitudes towards starting their own businesses. This demands a farsighted effort, one which over time is to contribute to a new and more positive entrepreneurial culture among students in Denmark. **DK5**

An academy of entrepreneurship. The academy will be based on a collaboration between

several higher education institutions. It will function as a central institution for pedagogical development, research and training in innovation and entrepreneurship.

- Improved guidance in entrepreneurship and business. After the guidance reform, youth guidance must among other things provide information about opportunities for self-employment. Guidance counsellors are trained to focus on helping young people understand the labour market. At the university level the aim is to create better frameworks for intensifying individual academic supervision and making students aware of their entrepreneurial opportunities.
- An Entrepreneurship Portal for the education sector. This website will offer examples of implementing innovation and entrepreneurship in the education sector, educational tools, tools for forming partnerships and collaborations with companies, information on establishing companies, and more.
- Enterprise Foundation. A foundation will be established with the aim of supporting the development of a strong Danish entrepreneurial culture. Using both public and private resources, the foundation will support general initiatives that will make selfemployment more prestigious, as well as initiatives linked to the education system that will heighten students' interest in becoming entrepreneurs. The foundation's Board will consist of representatives from both the business community and the education sector. **DK5**

Skills match

(User Skills and Task Match) (USTM)

Correspondence between VET and labour market competences

The skills of the labour force must therefore be increased at all levels. More people must have a qualifying education, and more people need to go through the education system and pass faster out into the labour market. Moreover, there is need for a significant increase in adult education and a continuing training, not least in order to raise the level of those with the lowest level of education and training. **DK3**

There must be relevant, high quality adult education and continuing training for everyone in the labour market which matches the needs and puts particular emphasis on the need for lifelong skills upgrading for those with the lowest level of education. There is a shared responsibility to ensure that everyone in the labour market is engaged in lifelong learning. **DK3**

The best vocationally oriented competence development is achieved when learning takes place in connection with the performance of specific work tasks and when competence development supports the learning that already takes place during the performance of daily work. The close interaction between the enterprise, the employees, and the education and training institution therefore becomes pivotal for future vocationally oriented adult education and continuing training efforts. Target group:

- Development of training programmes to semi-skilled and skilled employees
- Mainly employees in private-sector and public-sector enterprises
- Special training programmes for immigrants and refugees. **DK7**

Competence
Action plan
<p>The 2003 Act on guidance is <i>Decision making skills</i> primarily targeted at young people up to the age of 25 years. The Act defines 7 main aims. According to one of these aims, the provision of guidance services should be seen from two interdependent perspectives: DK1</p> <ul style="list-style-type: none"> • From the perspective of young people, guidance services shall help them make informed and realistic decisions regarding education and career, based on their individual potentials and interests. • From a societal perspective, guidance services shall support the goal of increasing the qualifications of the labour force as well as the employment rate.
Decision learning
Competence profile
<p>Better utilisation of the resources of the education system</p> <p>Recognition of prior learning can contribute to a more targeted provision of education and training, and better utilisation of available financial resources. For many people on the labour market – not least the low skilled – an offer of competence assessment could be the first step towards a more targeted upgrading of skills and thereby also, from society's point of view, a better utilisation of resources. It is attractive to everybody that we economise with time and money spent on education and competence development. In this way, we avoid waste and unnecessary education, as nobody needs to learn the same thing twice. This also means that a greater number of people can participate in education and training for the same money if individuals get their courses reduced or are given the option of acquiring formal qualifications on the basis of recognition of prior learning. As a consequence, there may be a need to use management tools that can help regulate the activity in connection with prior learning assessments, ensuring that within the budget available, priority continues to be awarded to those with the lowest level of education and training. In fact, the Government will seek the introduction of a graduated user fee, which means that an individual competence assessment remains free of charge for the low skilled. It is also important that the educational institutions have the proper financial incentives to recognise the prior learning of any given applicant. There is a delicate balance between offering financial incentives that encourage the institutions to recognise applicants' prior learning and ensuring that recognition is only given when due so as to avoid a detrimental effect on quality. We must make sure that the financial incentives support the educational institutions in developing a sure and well-balanced method of recognising the individual's prior learning. DK4</p> <p>Interaction between work and leisure pursuits</p> <p>Recognition of prior learning also places a particular focus on the ways in which an individual's competences can be made visible and documented. Thus, the methods and</p>

tools that the individual can use to describe and document his or her prior learning are of great importance for the assessment and recognition vis-à-vis the education system, and they will also be of benefit to the individual on the labour market, for instance in connection with changing jobs. The individual should also hold part of the responsibility for documenting his or her competences acquired at work or during leisure pursuits, though it must remain on a voluntary basis. Moreover, it is essential that a competence documentation relating to an individual's working life is based on a close and trusting relationship between the individual and the management at his or her place of work. In fact, there are already a variety of tools, developed by companies, organisations related to the labour market and others, and there are also a number of tools available for job seeking (CV tools) that can be used as part of a competence assessment. However, there is also the need for developing documentation tools in the form of a portfolio in order to ensure the best possible interaction between people's work and leisure pursuits – and the competence assessment within the education system. The experience gained in other countries, particularly in connection with development work in Norway both in companies and within the liberal adult education and voluntary sectors, shows that it contributes towards good results. Such documentation tools should be developed in close cooperation with the social partners, the liberal adult education and voluntary sectors and other relevant stakeholders in order to achieve the greatest possible use and effect. Documentation of prior learning is also included in the work undertaken by the Folk High School Committee. **DK4**

Knowledge

Transition

AMU programmes have existed since the late 1950s. During the first phase in 1960s, the training programmes supported the transition from an agricultural to an industrial society. For example, unskilled workers from the agricultural sector and women, who were joining the labour market in greater numbers, were able to take part in vocational training so improve their employment prospects in the many new manufacturing businesses. The second phase of AMU programmes was the 1970s and 1980s, where the labour market was characterised by high unemployment. AMU programmes were further developed to solve the structural problems which followed from the high unemployment and the programmes provided the many unemployed with new skills in order to promote employment. **DK8**

Work-based learning

Workplace learning

I Citizen Perspectives: 1.3. Personal Support

Life planning skills

The 2003 Act on guidance is primarily targeted at young people up to the age of 25 years. ...be targeted particularly at young people with special needs for guidance related to choice of education, training and career ... take into account the individual's interests and personal qualifications and skills, including informal competencies and previous

education and work experience, as well as the expected need for skilled labour and self-employed businessmen DK1
Self-esteem
Self-knowledge, Self-awareness, Self-reliance,
Self-
Development of self motivation
<i>Life management</i>
<i>The 2003 Act on guidance is primarily targeted at young people up to the age of 25 years... contribute to improving the individual's ability to seek and use information, including IT-based information and guidance, about choice of education, educational institution and future career DK1</i>
Increased use of ICT-based careers information and guidance is an objective of the new act on guidance. Both guidance counsellors and citizens at large have the possibility of personal log-on. Furthermore, the portal includes an e-mail based enquiry service, the possibility of developing an interactive personal education plan, an Internet-based guidance tool facilitating the choice of education, occupation and careers, as well as links to educational institutions and to the electronic admission systems DK2
Danish guidance reform: Provision of guidance services for children and young people that can help them develop effective self-management of learning and career paths DK2

II Social Inclusion Policy
<i>Equal opportunities</i>
Denmark has a long and historic tradition of liberal adult education and association life. This has helped develop our democracy and cohesion. It has also helped creating a learning culture, which is based on individuals desiring to learn and the co-responsibility for their own learning and personal development. The Danish society is undergoing great changes at the moment. It is therefore crucial that everyone can keep up with developments in the society and can take an active part in democracy and the community in order to ensure cohesion in society. New knowledge and skills are being acquired in many different settings which are of importance for the personal development of individuals and their opportunities to participate in the labour market and in the society at large. Liberal adult education and voluntary work within the framework of associations play an important role in the development of both individuals and society. This includes, among other things, folk high schools and liberal adult educational associations offering adult education in the form of evening school, day high schools and study circles etc., or voluntary work in associations in the form of activities for children and young people. It is the Government's aim to increase the value placed on learning which takes place in liberal adult education and association and

leisure activities and to create much better interaction between liberal adult education and learning in association activities and leisure activities and learning in the formal education system and in the workplace. It requires a more systematic effort to make visible and document non-formal and informal learning acquired through liberal adult education and voluntary work etc. This promotes participation in lifelong learning as well. **DK3**

The AMU programmes have a triple aim. Firstly, to give, maintain and improve the vocational skills of the participants in accordance with the needs and background of enterprises, the labour market and the individual persons and in line with the technological and social development. Secondly, to solve restructuring and adaptation problems on the labour market in the short perspective. Thirdly, to contribute to a general lift in the qualifications on the labour market, in the longer perspective. The programmes are developed and organised for low skilled and skilled workers, technicians, and similar. This includes employees as well as the unemployed, and there are special training offers targeted to groups at risk of being marginalized in the labour market. For instance, this may include the long-term unemployed, refugees, and immigrants. **DK8**

Gender

Immigrant

It is a special task to introduce refugees and immigrants to the labour market since this is an essential prerequisite for successful integration. It is therefore part of the government's integration initiative, "Towards a new integration policy", to establish a more targeted effort in the area of vocational training of refugees and immigrants and to evaluate effectively their formal, non-formal and informal competences so that refugees and immigrants can obtain ordinary employment on the labour market as soon as possible. In this connection, the adult vocational training programmes – both the ordinary training programmes and the special programmes for refugees and immigrants – and the individual competence identification within the adult vocational training system play an important role. The special programmes for refugees and immigrants may be composed of the adult vocational training programmes and single-subject courses included in competence descriptions, including Danish, as well as practical training at an enterprise. The vocational education and training effort for refugees and immigrants is based on the joint competence descriptions, to ensure that the effort for all target groups leads to the exact same competences. **DK7**

Social equity

AMU training may be composed of courses lasting up to one year. It may either be courses providing a national competence, or courses that individual training centres organise on the basis of specific local needs. The integrated courses may include elements from other programmes than AMU, for example from general adult education and vocational education and training programmes. When courses are organised for the unemployed, they may be extended by up to 25%, and there may be practical training at enterprises as part of the overall training course. A special variant is integrated and long-term courses for refugees and immigrants. These courses include teaching in the Danish language as an integrated part of the vocational training. **DK8**

Inclusion
Active citizenship (Good c.)

III Economic Impact
<i>Workforce/Labourforce development</i>
<p>The 2003 Act on guidance is primarily targeted at young people up to the age of 25 years. The Act defines 7 main aims. According to one of these aims, the provision of guidance services should be seen from two interdependent perspectives: DK1</p> <ul style="list-style-type: none"> • From the perspective of young people, guidance services shall help them make informed and realistic decisions regarding education and career, based on their individual potentials and interests. • From a societal perspective, guidance services shall support the goal of increasing the qualifications of the labour force as well as the employment rate. <p>DK1</p> <p>The Danish society is at present characterised by growth and progress in all areas of the economy. This also applies to the labour market where the level of employment is historic high and where in many places there is a shortage of qualified labour. This means that many people who in the past had problems getting a foothold in the labour market have now found employment. This also applies to the long-term unemployed, people with disabilities, the socially marginalised and social groups which for other reasons have had problems getting started. Everyone is needed in the labour market. This has created a need for an extraordinary effort to help more people to find work. It is the Government's aim to make a special effort in relation to the unemployed and people of a different ethnic origin who need to train and upgrade their skills in the labour market. This is to be implemented through the following initiatives in particular:</p> <ul style="list-style-type: none"> • An improved job rotation scheme which also includes a special job rotation benefit for enterprises using the scheme. • An improvement of the grant scheme for enterprises which enter into vocational education and training contracts with adults. • A pilot project on screening of the literacy skills of the unemployed. This will be aimed at people with little or no formal education. • Young unemployed persons between the ages of 18 and 30 who do not already have a qualification are to be given the greatest possible encouragement to take a normal education programme on normal terms and conditions. • Ny chance til alle (A new chance for everyone) - a special action aimed at passive recipients of cash benefit and starting assistance who have been recipients of benefit for more than one year. • Together with the municipal stakeholders and the social partners, the

Government has entered into a four-party agreement giving immigrants better opportunities to learn to speak Danish and gain practical skills and qualifications.

A basic course in labour market Danish for immigrants is being developed. The course, which is being offered as a three-year trial under the Ministry of Integration, is being organised based on the needs of the labour market and with the view of a possible later participation in, for example, labour market training or general adult education. **DK3**

When the Government took office in November 2001 it transferred the adult vocational training programmes and the adult vocational training centres (AMU-centre) from the Ministry of Labour to the Ministry of Education. The aim was to create better coherence between the education and training effort within the initial vocational education and training system and adult vocational training programmes, and between financial governance and the institutional structure providing vocational education and continuing training. In the past two years an intensive effort has been made to create the framework for modernization of the adult vocational training scheme. This modernization is aiming at providing flexible and relevant programmes of high vocational quality to meet the current and long-term needs of both enterprises and employees for targeted, work-related competence development in an interaction with the experience and competences possessed by the participants. **DK7**

Employment, employability, 'marketability'

The constant changes in the labour market and in society continuously make new demands on the skills and adaptability of individuals. Participation in adult education and continuing training help individuals participate actively in the labour market throughout their lives. The competitiveness of Danish enterprises and the quality of services is largely dependent on investment in continuing training and competence development. An increased effort in adult education and continuing training at all levels, promoting lifelong skills upgrading for all, is therefore necessary for the development of Denmark as a leading knowledge society and plays an important role in the national strategy for lifelong learning. **DK3**

Competitiveness

The Government's globalisation strategy focuses in particular on training and lifelong skills upgrading. A high level of educational attainment and good opportunities for lifelong learning are among the most important preconditions for strong competitiveness and for everyone to be able to actively participate in the labour market and in society. It is the Government's aim that Denmark shall have world-class education and that everyone shall participate in lifelong learning. **DK3**

Denmark has, by international standards, a strong point of departure in terms of high employment, low unemployment, relatively equitable income distribution and a generally high level of education. At the same time, the Danish labour market is very flexible and international studies point to the fact that Denmark is among the countries

<p>with the highest level of competitiveness and is one of the countries which invests the most in the development of human resources. Moreover, the Danish society is based on shared fundamental democratic values and a historic tradition of change through dialogue and cooperation. DK3</p>
<p><i>Economic development</i> AMU: The Danish adult vocational training programmes: Technological developments and new ways of organising work entailed that training courses increasingly had to be adapted to local conditions in close cooperation between enterprises and training institutions. The aim was to support economic growth of enterprises and the working life of staff. DK8</p>
<p>Community development</p>
<p>Community-capacity building</p>
<p>Regional development</p>
<p>Human capital</p>
<p>Cost efficiency</p>
<p>Cost – Benefit</p>
<p><i>Efficiency</i> <i>Efficient investment in education and training</i> <i>Labour market efficiency</i></p> <p>In the future, the need for competence development must be addressed by including the competence development taking place at the workplace to a larger extent than is the case today. Developments in the labour market and at enterprises are creating new requirements in terms of the organization of adult education and continuing training with a view to minimizing production losses while at the same time ensuring the necessary competence development. DK7</p>
<p>Prolongation of studies The length of studies</p>
<p><i>Student retention</i></p> <p>Danish guidance reform: Increased focus on social inclusion and the re-integration of early school leavers into appropriate education, training or job schemes. DK2</p>
<p><i>Drop-out</i></p> <p><i>The 2003 Act on guidance is primarily targeted at young people up to the age of 25 years... contribute to limiting, as much as possible, the number of dropouts and students changing from one education and/or training programme to another</i> DK1</p> <p>TAMU – an offer for young people with special difficulties. Adult vocational training programmes and single-subject courses from the joint competence descriptions can now also be included in the adult vocational training programmes of the Training School (TAMU). TAMU is a practical programme for young Danes and immigrants with</p>

special adjustment difficulties and without any real connection to the labour market. These may be young people with a poor school background as well as social and personal problems that are expressed through alcohol and substance abuse and crime. TAMU primarily provides vocational and occupational competences for the job areas targeted by the programmes. However, development of the individual participant's ability to be part of a work-related context and handle the social interaction at the workplace is also emphasized. It is a question of having a sense of responsibility towards the work being performed, pace and work rhythm, cooperation with others and not least regular attendance. Through TAMU, most of the participants obtain competences that are so specifically aimed at the needs of the individual and the requirements of the labour market that they obtain a job or continue with further vocational training after having completed the TAMU programme. **DK7**

The interaction between adult vocational training programmes and vocational education and training programmes has also been included in eud+. In a recently presented bill this is being proposed as a new possibility for completing a vocational training programme. Eud+ is being introduced as part of the political agreement in phase II "Renewal of the principle of alternance training and new solutions instead of workshop training (practical training at the school)". This scheme means that students who have completed the 1st level of a vocational education and training programme (if it has more than one level) can return to school to complete the 2nd level or perhaps subsequent levels without having a training agreement (practical apprentice place). The conditions for returning are that the student is under the age of 25 and has had at least 6 months' relevant paid employment on the basis of the level 1 training programme. The participant will undergo a competence assessment at the school and receive a training plan indicating school modules, courses and any requirements in terms of vocational training at the school or/and practical training periods at an enterprise. Eud+ may comprise elements from the vocational education and training programmes as well as the adult vocational training programmes. **DK7**

Transition
Third age Older workers Retirement
Third age

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