



**Rådet for de grundlæggende  
Erhvervsrettede Uddannelser**

Ministeriet for Børn, Undervisning og Ligestilling  
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**Rådet for de Grundlæggende Erhvervsrettede Uddannelsers  
(REUs) høringssvar vedr. prioriterede tiltag på erhvervsuddannelserne og det erhvervsrettede VEU-område**

I forbindelse med den skriftlige orientering om nye 2015-2020 prioriteter for det europæisk samarbejde om erhvervs- og voksenuddannelse udsendt ved mail til REU den 27. januar 2016, annoncerede Ministeriet for Børn, Undervisning og Ligestilling (MBUL) en skriftlig høring i foråret 2016 af REU og VEU-rådet om prioriterede tiltag på erhvervsuddannelserne og det erhvervsrettede VEU-område, som det danske bidrag til opfølgning på Riga-konklusionerne under København processen.

I forlængelse heraf har MBUL ved mail af 5. april 2016 fremsendt ministeriets udspil til danske mål, og hvorledes de implementeres. Ministeriet har anmodet om REUs skriftlige bemærkninger senest den 15. april 2016.

I forhold til ministeriets udspil "Riga medium-term deliverables: national priorities for 2016-20" stiller REU forslag om en udvidelse af beskrivelsen af indsatsen i relation til MTD 3:

"Enhance access to VET and qualifications for all through more flexible and permeable systems, notably by offering efficient and integrated guidance services and making available validation of non-formal and informal learning"

I lyset af erhvervsuddannelsesreformen finder REU det her relevant at tilføje en beskrivelse af den indsats, der er igangsat for at sikre, at flest muligt unge får adgang til en erhvervsuddannelse, ved at udvikle og tilbyde forberedende tilbud, der giver den potentielle restgruppe de fornødne forudsætninger for at kunne gennemføre en erhvervsuddannelse.

Af konkrete tiltag kan f.eks. peges på EUD 10, brobygning, de forberedende forløb på VUC og de målrettede forløb på produktionsskolerne. Yderligere initiativer er Rådet for Ungdomsuddannelser (RUU) og regeringens ekspertgruppe om bedre veje til ungdomsuddannelse. Der henvises nærmere til vedlagte bemærkninger fra Uddannelsesforbundet og FTF i forbindelse med den skriftlige høring af ministeriets udspil blandt REUs medlemmer.

**Rådet for de Grundlæggende Erhvervsrettede Uddannelser (REU)**

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14. april 2016

Herudover tilslutter REU sig ministeriets udspil til danske mål, og hvorledes de implementeres, jf. ministeriets udfyldning (markeret med gult) i det til REU fremsendte skema: "Riga-Medium-term deliverables: National priorities 2016-2020" (vedlagt).

Venlig hilsen

Stina Vrang Elias  
Formand

## **FTF bemærkninger til REU og VEU-rådet vedrørende ”Riga medium-term deliverables: national priorities for 2016-20”**

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FTF har følgende bemærkninger til REU's og VEU-rådets arbejde med høringsvar vedrørende ”Riga medium-term deliverables: national priorities for 2016-20”.

Bemærkningerne angår primært MTD 3: “Enhance access to VET and qualifications for all through more flexible and permeable systems, notably by offering efficient and integrated guidance services and making available validation of non-formal and informal learning”

Et af fokusområderne under MTD 3 er unges adgang til erhvervsuddannelserne: “Access to VET and/or qualifications for young people through more flexible and permeable systems”.

Her har man valgt alene at fremhæve indsatsen for at styrke overgangen fra erhvervsuddannelse til videregående uddannelse: Promote better access for VET graduates to higher education programmes.

Formålet med fokusområdet er at styrke unges adgang til erhvervsuddannelserne. Denne adgang er blevet begrænset som resultat af erhvervsuddannelsesreformens skærpede adgangskrav og overgangskrav. Derfor er det relevant også at beskrive den indsats, der er igangsat med henblik på at sikre, at de unge, der ikke umiddelbart har tilstrækkelige faglige og/eller sociale og personlige kompetencer til at gennemføre en erhvervsuddannelse, får et relevant tilbud.

Der er, afledt af reformen, igangsat en række konkrete tiltag fx EUD 10, brobygning, de forberedende forløb på VUC og de målrettede forløb på produktionsskolerne. Yderligere initiativer er RUU og regeringens ekspertgruppe om bedre veje til ungdomsuddannelse.

Det vil derfor være relevant at tilføje en beskrivelse af indsatsen for at sikre, at flest muligt unge får adgang til en erhvervsuddannelse, ved at udvikle og tilbyde forberedende tilbud, der giver dem de fornødne forudsætninger for at kunne gennemføre en erhvervsuddannelse.

Det er endvidere bemærkelsesværdigt, at der ikke er inkluderet indsatser vedr. vejledning – på trods af, at Danmark har forpligtet sig til MTD3, der indeholder forbedret adgang til erhvervsrettede uddannelser især igennem effektiv og integreret vejledning. Vejledningsreformen har netop ikke forbedret vejledningen i forhold til erhvervsuddannelserne, da den ikke formår at udfordre alle unge på deres uddannelsesvalg.

Dato 14.04.2016

Initialer sko

### **Uddannelsesforbundets bemærkninger til REU vedrørende ”Riga medium-term deliverables: national priorities for 2016-20”**

Uddannelsesforbundet stiller forslag om en udvidelse af beskrivelsen af indsatsen i relation til MTD 3: “Enhance access to VET and qualifications for all through more flexible and permeable systems, notably by offering efficient and integrated guidance services and making available validation of non-formal and informal learning”

Et af fokusområderne under MTD 3 er unges adgang til erhvervsuddannelserne: Access to VET and/or qualifications for young people through more flexible and permeable systems

Her har man valgt alene at fremhæve indsatsen for at styrke overgangen fra erhvervsuddannelse til videregående uddannelse: Promote better access for VET graduates to higher education programmes.

Formålet med fokusområdet er at styrke unges adgang til erhvervsuddannelserne. Denne adgang er blevet begrænset som resultat af erhvervsuddannelsesreformens skærpede adgangskrav og overgangskrav. Derfor er det relevant også at beskrive den indsats, der er igangsat med henblik på at sikre, at de unge, der ikke umiddelbart har tilstrækkelige faglige og/eller sociale og personlige kompetencer til at gennemføre en erhvervsuddannelse, får et relevant tilbud.

Der er, afledt af reformen, igangsat en række konkrete tiltag fx EUD 10, brobygning, de forberedende forløb på VUC og de målrettede forløb på produktionsskolerne. Yderligere initiativer er RUU og Regeringens ekspertgruppe om bedre veje til ungdomsuddannelse.

Det vil derfor være relevant at tilføje en beskrivelse af den indsats, der er igangsat for at sikre, at flest muligt unge får adgang til en erhvervsuddannelse, ved at udvikle og tilbyde forberedende tilbud, der giver den potentielle restgruppe de fornødne forudsætninger for at kunne gennemføre en erhvervsuddannelse.

Det er endvidere bemærkelsesværdigt, at der ikke inkluderet indsats vedr. vejledning, i lyset af, at Danmark har forpligtet sig til MTD3, der understreger forbedret adgang til erhvervsrettede uddannelser gennem effektiv og integreret vejledning. Vejledningsreformen har netop ikke forbedret vejledningen i forhold til erhvervsuddannelserne, da den ikke formår at udfordre alle unge på deres uddannelsesvalg.

Med venlig hilsen

Hanne Pontoppidan  
Formand for Uddannelsesforbundet

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Det er os med overenskomster og faglige fællesskaber






**RIGA MEDIUM-TERM DELIVERABLES: NATIONAL PRIORITIES FOR 2016-20**

Information by Directors General for Vocational Education and Training

COUNTRY: **Denmark**

CONTACT PERSON: **Jan Reitz Jørgensen. E-mail: [jan.reitz.joergensen@uvm.dk](mailto:jan.reitz.joergensen@uvm.dk). Phone: +4533925695**

 *Fill-in*  
 *Select (tick)*  
 *Do-not-modify*

*Examples of developments—see Annex-1*

<b>MTD 1: Promote work-based learning in all its forms, with special attention to apprenticeships, by involving social partners, companies, chambers and VET providers, as well as by stimulating innovation and entrepreneurship</b>				<b>PRIORITY of MTD 1 (please indicate)</b> Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input checked="" type="checkbox"/>
MTD focus area	Developments 2016-20	Objective(s) WHAT will be achieved by 2020	Approach to implementation HOW will it be achieved by 2020 (see examples in Annex 3 of the Riga conclusions)	Please choose one or more options (relates to the whole area)
Apprenticeships (e.g. for entrepreneurship and innovation)	<input type="checkbox"/> no developments planned until 2020 OR (choose one/both options below) <input checked="" type="checkbox"/> this area is currently being addressed <input checked="" type="checkbox"/> new policy measures planned until 2020	Objective 1: Promoting a better and more attractive apprenticeship based VET system including four key targets: 1) More young people to choose VET - to be increased to 25% by 2020 2) More students completing VET - to be increased by 2020 3) VET must challenge all students to be as competent as they can 4) Trust and wellbeing at VET-schools to be strengthened.  (Commitment within European Alliance for Apprenticeship, EAfA)	Approach for objective 1: Comprehensive reform introduced august 2015 including a range of changes in the programmes, measures to improve the quality and efforts to make VET more attractive.  A number of supporting initiatives is being implemented including school development and development of monitoring systems.  Promotion of more apprenticeship placements in companies are currently being addressed by the government and the social partners.	<input checked="" type="checkbox"/> major reform <input checked="" type="checkbox"/> involves extra funding <input checked="" type="checkbox"/> involves social partners
Work-based learning in 'school-based' VET (e.g. for entrepreneurship and innovation)	<input type="checkbox"/> no developments planned until 2020 OR (choose one/both options below) <input type="checkbox"/> this area is currently being addressed <input type="checkbox"/> new policy measures planned until 2020	Objective 1: Objective 2: ...	Approach for objective 1: Approach for objective 2: ....	<input type="checkbox"/> major reform <input type="checkbox"/> involves extra funding <input type="checkbox"/> involves social partners
Add additional	<input type="checkbox"/> this area is currently being	Objective 1:	Approach for objective 1:	<input type="checkbox"/> major reform

<i>area here if the above areas do not work for you (add more rows, if necessary)</i>	addressed <input type="checkbox"/> new policy measures planned until 2020	Objective 2: ...	Approach for objective 2: .....	<input type="checkbox"/> involves extra funding <input type="checkbox"/> involves social partners
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MTD 2: Further develop quality assurance mechanisms in VET in line with the EQAVET recommendation and, as part of quality assurance systems, establish continuous information and feedback loops in I-VET and C-VET systems based on learning outcomes				PRIORITY of MTD 2 (please indicate) Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input checked="" type="checkbox"/>
MTD focus area	Developments 2016-20	Objective(s) WHAT will be achieved by 2020	Approach to implementation HOW will it be achieved by 2020 <i>(see examples in Annex 3 of the Riga conclusions)</i>	Please choose one or more options <i>(relates to the whole area)</i>
Quality assurance mechanisms in line with the EQAVET recommendation	<input type="checkbox"/> no developments planned until 2020 OR (choose one/both options below) <input type="checkbox"/> this area is currently being addressed <input checked="" type="checkbox"/> new policy measures planned until 2020	Objective 1: Improve monitoring of the VET system linked to the VET reform key targets by measuring and evaluating progress and results at national level and at VET school level also including student and company assessment of VET-programmes.	Approach for objective 1: Development and implementation of a monitoring system including statistical data bank, school action plans/reporting and an annual reporting to the Danish parliament. First annual progress and quality report expected by the end of 2016.  A comprehensive and long term external evaluation programme on the VET reform is being carried out.	<input checked="" type="checkbox"/> major reform <input checked="" type="checkbox"/> involves extra funding <input checked="" type="checkbox"/> involves social partners
Continuous information and feedback loops in IVET	<input type="checkbox"/> no developments planned until 2020 OR (choose one/both options below) <input checked="" type="checkbox"/> this area is currently being addressed <input type="checkbox"/> new policy measures planned until 2020	Objective 1: Se above  Objective 2:	Approach for objective 1: Se above Approach for objective 2: .....	<input type="checkbox"/> major reform <input type="checkbox"/> involves extra funding <input type="checkbox"/> involves social partners
Continuous information and feedback loops in CVET	<input checked="" type="checkbox"/> no developments planned until 2020 OR (choose one/both options below) <input type="checkbox"/> this area is currently being addressed <input type="checkbox"/> new policy measures planned until 2020	Objective 1: Objective 2:	Approach for objective 1: Approach for objective 2: .....	<input type="checkbox"/> major reform <input type="checkbox"/> involves extra funding <input type="checkbox"/> involves social partners
<i>Add additional area here if the above areas do not work for you (add more rows, if necessary)</i>	<input type="checkbox"/> this area is currently being addressed <input type="checkbox"/> new policy measures planned until 2020	Objective 1: Objective 2:	Approach for objective 1: Approach for objective 2: .....	<input type="checkbox"/> major reform <input type="checkbox"/> involves extra funding <input type="checkbox"/> involves social partners

MTD 3: Enhance access to VET and qualifications for all through more flexible and permeable systems, notably by offering efficient and integrated guidance services and making available validation of non-formal and informal learning				PRIORITY of MTD 3 (please indicate) Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input checked="" type="checkbox"/>
MTD focus area	Developments 2016-20	Objective(s) WHAT will be achieved by 2020	Approach to implementation HOW will it be achieved by 2020 <i>(see examples in Annex 3 of the Riga conclusions)</i>	Please choose one or more options (relates to the whole area)
Access to VET and/or qualifications for young people through more flexible and permeable systems <sup>(1)</sup>	<input type="checkbox"/> no developments planned until 2020 <b>OR</b> (choose one/both options below) <input type="checkbox"/> this area is currently being addressed <input checked="" type="checkbox"/> new policy measures planned until 2020	Objective 1: Promote better access for VET graduates to higher education programmes.	Approach for objective 1: VET Programmes leading to a vocational qualification and a general upper secondary education qualification is being extended to include more programmes from 2015.  All VET programmes at NQF/EQF level 4 will provide VET graduates access to level 5 higher education programmes when specific admission requirements if any are meet. New opportunities for VET students to complete subjects beyond standard levels in VET program are being introduced.	<input checked="" type="checkbox"/> major reform <input checked="" type="checkbox"/> involves extra funding <input checked="" type="checkbox"/> involves social partners
Access to VET and/or qualifications for adults through more flexible and permeable systems <sup>(1)</sup>	<input type="checkbox"/> no developments planned until 2020 <b>OR</b> (choose one/both options below) <input type="checkbox"/> this area is currently being addressed <input checked="" type="checkbox"/> new policy measures planned until 2020	Objective 1: More attractive and targeted VET programmes for adults 25+ promoting more unskilled workers to become skilled.	Approach for objective 1: Development and implementation of new adult VET programmes as part of the VET – system (VET reform 2015) including arrangements for recognition of prior learning and work experience is being implemented.	<input checked="" type="checkbox"/> major reform <input checked="" type="checkbox"/> involves extra funding <input checked="" type="checkbox"/> involves social partners
Access to CVET for adults through more flexible systems and provision	<input checked="" type="checkbox"/> this area is currently being addressed <input checked="" type="checkbox"/> new policy measures planned until 2020	Objective 1: Better adult education and continuing training for unskilled and skilled labour.	Approach for objective 1: As part of the Growth plan DK, 2014 additional funding has been provided for 2014-2020 so that more unskilled and skilled workers upgrade their qualifications. A number of measures are taken to provide more flexibility in provision of state/social partner supported CVET for workers/companies and to boost the activity up to 180.000	<input type="checkbox"/> major reform <input checked="" type="checkbox"/> involves extra funding <input checked="" type="checkbox"/> involves social partners

<sup>(1)</sup> Please refer to validation arrangements.



			<p>more adults in the labour market in CVT and further education.</p> <p>Reform initiatives are currently being addressed by the government and the social partners.</p>	
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MTD 4: Further strengthen key competences in VET curricula and provide more effective opportunities to acquire or develop those skills through I-VET and C-VET			PRIORITY of MTD 4 (please indicate) Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/>	
MTD focus area	Developments 2016-20	Objective(s) WHAT will be achieved by 2020	Approach to implementation HOW will it be achieved by 2020 (see examples in Annex 3 of the Riga conclusions)	Please choose one or more options (relates to the whole area)
Key competences in initial VET (classroom-based and work-based learning) <sup>(2)</sup>	<input type="checkbox"/> no developments planned until 2020 <b>OR</b> (choose one/both options below) <input checked="" type="checkbox"/> this area is currently being addressed <input checked="" type="checkbox"/> new policy measures planned until 2020	Objective 1: Improve the proficiency of VET -students key competences as well as vocational skills. This in order for them to be as competence as they can and to meet admission requirements for a higher education programme.	Approach for objective 1: As part of the VET reform 2015 VET students are offered the possibility to complete general and vocational subjects on higher levels that standard levels in the basic and main VET-programmes.	<input checked="" type="checkbox"/> major reform <input checked="" type="checkbox"/> involves extra funding <input checked="" type="checkbox"/> involves social partners
Key competences in continuing VET <sup>(2)</sup>	<input checked="" type="checkbox"/> no developments planned until 2020 <b>OR</b> (choose one/both options below) <input checked="" type="checkbox"/> this area is currently being addressed <input type="checkbox"/> new policy measures planned until 2020	Objective 1: Objective 2: ....	Approach for objective 1: Approach for objective 2: .....	<input type="checkbox"/> major reform <input type="checkbox"/> involves extra funding <input type="checkbox"/> involves social partners
<i>Add additional area here if the above areas do not work for you (add more rows, if necessary)</i>	<input type="checkbox"/> this area is currently being addressed <input type="checkbox"/> new policy measures planned until 2020	Objective 1: Objective 2: ....	Approach for objective 1: Approach for objective 2: .....	<input type="checkbox"/> major reform <input type="checkbox"/> involves extra funding <input type="checkbox"/> involves social partners

<sup>(2)</sup> This may refer to curricula, assessment and methods.

MTD 5: Introduce systematic approaches to, and opportunities for, initial and continuous professional development of VET teachers, trainers and mentors in both school and work based settings			PRIORITY of MTD 5 (please indicate) Low <input type="checkbox"/> Medium <input checked="" type="checkbox"/> High <input type="checkbox"/>	
MTD focus area	Developments 2016-20	Objective(s) WHAT will be achieved by 2020	Approach to implementation HOW will it be achieved by 2020 <i>(see examples in Annex 3 of the Riga conclusions)</i>	Please choose one or more options <i>(relates to the whole area)</i>
Initial training for teaching / training staff in VET 'schools'	<input type="checkbox"/> no developments planned until 2020 OR (choose one/both options below) <input checked="" type="checkbox"/> this area is currently being addressed <input type="checkbox"/> new policy measures planned until 2020	Objective 1: More teachers among those employed after 2010 obtain pedagogical competences at diploma level already within 4 years after employment instead of previously after 6 years.	Approach for objective 1: New requirements implemented by legislation for IVET and CVT teachers.	<input type="checkbox"/> major reform <input type="checkbox"/> involves extra funding <input type="checkbox"/> involves social partners
Initial training for trainers, mentors in enterprises	<input checked="" type="checkbox"/> no developments planned until 2020 OR (choose one/both options below) <input type="checkbox"/> this area is currently being addressed <input type="checkbox"/> new policy measures planned until 2020	Objective 1: Objective 2: ....	Approach for objective 1: Approach for objective 2: ....	<input type="checkbox"/> major reform <input type="checkbox"/> involves extra funding <input type="checkbox"/> involves social partners
Continuing professional development for teaching / training staff in VET 'schools'	<input type="checkbox"/> no developments planned until 2020 OR (choose one/both options below) <input type="checkbox"/> this area is currently being addressed <input checked="" type="checkbox"/> new policy measures planned until 2020	Objective 1: All teachers in VET should obtain 10 ects VET pedagogical qualifications at diploma level by 2020 (NQF 5) in a way that positively influence their teaching.  Objective 2: Teachers should participate in internships in local enterprises in order to improve practice based teaching.	Approach for objective 1: Ministry has current dialogue with the relevant stake holders about the implementation of the 10 ects module. The implementation is currently followed in evaluations  Approach for objective 2: Ministry encourage the VET colleges to cooperate with local enterprises about internship for teachers e.g. through research and developmental projects.	<input checked="" type="checkbox"/> major reform <input type="checkbox"/> involves extra funding <input type="checkbox"/> involves social partners
Continuing professional development for trainers, mentors in enterprises	<input checked="" type="checkbox"/> no developments planned until 2020 OR (choose one/both options below) <input type="checkbox"/> this area is currently being addressed <input type="checkbox"/> new policy measures planned until 2020	Objective 1: Objective 2: ....	Approach for objective 1: Approach for objective 2: ....	<input type="checkbox"/> major reform <input type="checkbox"/> involves extra funding <input type="checkbox"/> involves social partners

<p><i>Add additional area here if the above areas do not work for you (add more rows, if necessary)</i></p>	<p><input type="checkbox"/> this area is currently being addressed</p> <p><input type="checkbox"/> new policy measures planned until 2020</p>	<p>Objective 1: Objective 2: ....</p>	<p>Approach for objective 1: Approach for objective 2: .....</p>	<p><input type="checkbox"/> major reform</p> <p><input type="checkbox"/> involves extra funding</p> <p><input type="checkbox"/> involves social partners</p>
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