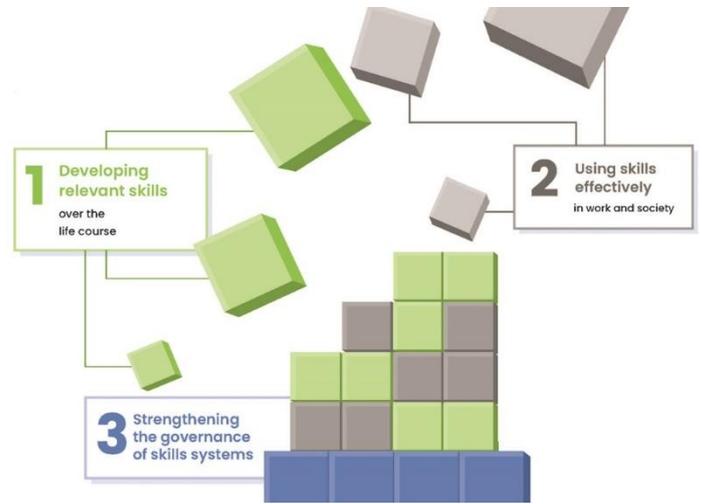




2019 OECD Skills Strategy: Denmark

Since its launch in 2012, the OECD Skills Strategy has provided countries with a strategic and comprehensive approach to assessing their skills challenges and opportunities. The 2019 OECD Skills Strategy incorporates lessons learned from applying the OECD Skills Strategy framework in eleven countries, including new evidence about the implications of so-called megatrends, such as globalisation, digitalisation, population ageing or migration. It also accounts for new evidence about skills policies that work under the proper governance arrangements, including effective co-ordination and accountability mechanisms, efficient funding from different sources and information systems. This document describes the key findings for Denmark.

The 2019 OECD Skills Strategy



OECD Skills Strategy Dashboard: summary indicators of skills performance

Dashboard indicators across pillars of the Skills Strategy		Belgium (Flanders)	Australia	Austria	Canada	Czech Republic	Denmark	Chile	Estonia	Finland	France	Germany	Greece	Hungary	Iceland	Ireland	Israel	Italy	Japan	Korea	Latvia	Lithuania	Luxembourg	Netherlands	Mexico	New Zealand	Norway	Poland	Portugal	Slovak Republic	Slovenia	Spain	Sweden	Switzerland	Turkey	UK (Northern Ireland)	UK (England)	United States			
Developing relevant skills	How skilled are youth?	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%			
	Are skills of youth improving?	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	
	Are skills of youth being developed inclusively?	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	
	How many young adults attain tertiary education?	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	
	How skilled are young tertiary educated adults?	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	
	How inclusive is tertiary education?	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%
	How strong are foundational skills of adults?	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	
	Do adults have a broad set of skills?	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	
Using skills effectively	Is there a strong culture of adult education?	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	
	Are skills of adults being developed inclusively?	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	
	How well are skills activated in the labour market?	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%
	How inclusive is the labour market?	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%
	How well aligned are skills with the labour market?	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%
	Do workplaces make intensive use of skills?	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%
	Do people use their skills intensively in daily life?	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%	Top 20%

Notes: Indicators are selected, aggregated and normalised in a way to ensure that a higher value and being among the “Top 20%” reflects better performance. Colours in the dashboard represent the quintile position of the country in the ranking, with dark grey indicating performance at the bottom, and dark blue indicating performance at the top of the ranking. The “x” indicates insufficient or no available data for the underlying indicators, and dotted circles indicate missing data for at least one underlying indicator. Only OECD sources have been used (see OECD (2019) for overview).

1. For Belgium (Flanders), United Kingdom (England and Northern Ireland), a combination of regional (PISA and PIAAC) and national data have been used. Note on Israel: The statistical data for Israel are supplied by and are under the responsibility of relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Denmark’s skills performance

The Skills Strategy Dashboard provides a snapshot of Denmark’s comparative skills performance. Denmark performs well in developing the skills of youth, ranking in the top 40% of OECD countries. Average PISA scores in

2015 were high and they have been improving over time. In addition, young tertiary educated adults are highly skilled and possess a broad range of skills.

Denmark performs well in developing the skills of adults, ranking among the top 40% of countries in terms of the numeracy and literacy scores of adults as measured by the Survey of Adult Skills (PIAAC). Denmark also enjoys a comparatively very strong culture of adult education, with high rates of participation in formal and non-formal education and training.

Denmark is a top performer in aligning skills supply with demand, and in using skills intensively, supported by the strong adoption of high performance workplace practices.

Despite this success, there continue to be areas in which Denmark could improve. In spite of its relatively strong performance in developing skills inclusively, the education outcomes of some students from disadvantaged socio-economic backgrounds, especially those with an immigrant background, could be strengthened. Also, tertiary attainment rates, now only around the OECD average, could be further improved, as could be the inclusiveness of the tertiary education system.

Although Denmark ranks in the top 40% of OECD countries in terms of the alignment of skills supply and demand, shortages in certain occupations persist. The OECD Skills

for Jobs Database finds that workers are hard to find with skills in education and training as well as in science, technology, engineering and mathematics (STEM). On the other hand, there are surpluses of abilities linked to physical strength or endurance. The skills of young workers appear underutilised in Danish workplaces, which may limit their skills development and firm productivity.

Denmark has taken important steps to respond to many of these challenges. In 2014, the government implemented the Folkeskole reform aiming to improve teacher development while ensuring more varied school days for students. In order to supply relevant technology-intensive measures in higher education, the Digital Growth Strategy was introduced in 2018. Also, in 2017, the tripartite agreement on adult and continuing training (VEU) was concluded with the view of strengthening publicly offered adult and continuing training.

Still, Denmark could benefit from a renewal of its strategic vision for the future to ensure that all of its people have the skills to respond to the challenges and opportunities of a complex and rapidly changing world. A whole-of-government approach and effective stakeholder engagement will be essential for achieving this aim.

Key recommendations for improving the performance of countries' skills system

Developing relevant skills over the life course: Making skills systems responsive

- Making each stage of learning a foundation for success in the next
- Enabling policies to support learning in adulthood
- Supporting teachers to become lifelong learners
- Financing adult learning
- Harnessing the power of technology as a tool for learning

Using skills effectively in work and society: Making the most of everyone's potential

- Make full use of everyone's skills
- Making the most of migrants' skills
- Activating skills to build more inclusive and cohesive societies
- Making intensive use of skills in work
- Aligning skills with the needs of the economy and society
- Aligning skills policies with industrial and innovation policies

Strengthening the governance of skills systems: Tackling increased complexity

- Promoting co-ordination, co-operation and collaboration across the whole of government
- Engaging stakeholders throughout the policy cycle
- Building integrated information systems
- Aligning and co-ordinating financing arrangements

Further reading

OECD (2019), *OECD Skills Strategy 2019: Skills to shape a better future*, OECD Publishing, Paris, [//doi.org/10.1787/9789264313835-en](https://doi.org/10.1787/9789264313835-en).

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OECD (forthcoming), *Strengthening the Governance of Skills Systems*, OECD Publishing, Paris.

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