



# **Eurybase**

## **The Information Database on Education Systems in Europe**

### **The Education System in Denmark**

**2007/08**



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# 1. Political and Economic Background

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## 1.1. Historical Overview

Denmark has been periodically inhabited for more than 100.000 years. The first certain proofs of human habitation date around 12.500 B.C. The Kingdom of Denmark is old too. The names of the first Danish kings are found in historical sources from the 9th century, when they fought against the German-Roman emperors.

During the Viking Age and the Middle-Ages, Denmark was an expansive power. A power, which reached its height in 1397, when a personal union, the so-called "Kalmar Union", gathered Denmark, Norway and Sweden with Finland under the Danish crown in order to resist the Hanseatic League and the German-Roman Empire. The Swedes, however, getting more and more dissatisfied with the union's Danish dominance, broke out in the beginning of the 16th century. During the next two centuries frequent Danish-Swedish wars were fought for the command of the Baltic Sea region. Denmark finally lost the struggle and its old Eastern provinces of Scania, Blekinge and Halland. Norway remained in the union until 1814, when it was forced into a new union with Sweden as one of the costs of Denmark/Norway's alliance with Napoleon. After a war in 1864, Denmark lost Schleswig-Holstein to Germany. After the First World War and a referendum in 1920, the Northern part of Schleswig did however come back to Denmark.

The outcome of all this is a country with a very homogeneous population with its own national language. This homogeneity has promoted the endeavors to make compromises and reach consensus, which characterizes the Danish society and makes it comparatively stable and well organized.

Denmark has been a democratic state since 1849, when the absolute monarchy was replaced by a free constitution. Since the last revision of the Constitution in 1953, the Folketing has consisted of one chamber with 179 members, of which 2 represent the Faroe Islands and 2 represent Greenland.

After a practically unbroken period of many years in power, the Social Democratic minority government resigned in 1982, and a minority coalition government based on the Conservative People's Party, the Liberal Party, the Center Democrats and the Christian People's Party took over. In January 1993 the government, by now a Conservative/Liberal minority government, resigned and was replaced by a majority government based on the Social Democratic Party, the Social-Liberal Party, the Center Democrats and the Christian People's Party. After the general elections in 1998, the Social Democratic Party and the Social-Liberal Party formed a minority government with support from the Socialist People's Party and the Unity List. The 2001 general election resulted in a change of power with the Liberal Party and the Conservative People's Party forming a minority government with support from the Danish People's Party. At the general election on 8 February 2005 and again in November 2007, this coalition retained government power, again supported by The Danish People's Party.

### 1.1.1. Ongoing debates.

The local government reform which have been carried through during the current and preceding years was activated in 2007 and have created a new map of Denmark. Larger and more sustainable municipalities have been given the responsibility to handle most of the citizen-related tasks. 98 municipalities replace the previous 271. Fourteen counties were abolished and five regions were created. The main guidelines for delimitation - in terms of geography and tasks – were provided for in the Agreement on a Structural Reform. With the purpose of ensuring more coherence in youth educations, the state took over responsibility for the upper secondary school and the higher preparatory examination course from the counties. The institutions have become official private

property. The institutions involved in social and health care educations (SOSU) were approved pursuant to the Act on Institutions for Vocational Training. With a view to creating improved correlation between educations for adults, the state also took over the responsibility for the adult education centers (VUC), preparatory adult education (FVU) and general adult education (AVU), including education of dyslexics which have been separated from the special education for adults. Likewise, the nursing and radiography educations and the centre for educational aids and materials were transferred to the state.

Following the reform the educational structure in Denmark is the following:

The municipalities:

- Primary school, including special education and special education for adults

The regions:

- Operation of the most specialised national and regional education;
- Operation of educational institutions with special education for people with a speech, hearing or sight impairment (communication centres);
- Coordinating function in relation to youth educations and education for adults, including FVU and education for dyslexics.

The state:

- Establishment of goals for the contents of primary school education, including special education;
- Centre for teaching aids and materials;
- Youth educations;
- Further education, education for adults;
- Short and medium-term higher educations;
- University educations;
- Research.

The reform came into force as of 1 January 2007.

In August 2005 began the first year group in the reformed upper secondary school system. The reform was made in coalition with the opposition and implies strengthening of the scientific and the linguistic teaching. Until this reform the Danish Gymnasium was divided into a linguistic and a scientific line. With the reform the two main line will be integrated into one, which should make the education more corresponding to present times.

## 1.2. Main Executive and Legislative Bodies

Denmark is a constitutional monarchy. The Queen is formally the highest administrative power, but this power is in real terms executed through the prime minister and the members of his/her cabinet. The legislative power lies with the Queen and Parliament and the judiciary power lies with the courts.

Parliamentarism is laid down in the Constitution. The Parliament is the only legislative body. Ordinary acts are changed by parliamentary resolution, but if 1/3 of the Parliament so wishes, certain bills may be referred to a referendum.

Central government consists of the prime minister and eighteen ministries, each with a member of the Government at its head with sole responsibility. The ministries carry into effect the government's policy and implement the legislation passed in parliament within their respective areas.

The ministries responsible for education are: the Ministry of Social Affairs (nurseries, kindergartens), the Ministry of Education (primary, lower secondary and upper secondary education, vocational education and training, further education apart from universities, adult vocational training and adult liberal education), the Ministry of Science, Technology and Innovation (universities and research programmes), the Ministry of Culture (degree courses at the Royal Academy of Fine Arts, the music academies, the schools of librarianship, the schools of architecture) and the Ministry of Defence (military educations).

Local government is exercised through 98 municipalities with city or district councils, each with their own elected council and mayor. For the undertaking of tasks spanning larger areas and applying in particular to roads and hospitals, the country is divided into 5 counties, each with its own elected county council and council chairman.

## 1.3. Religions

According to section 4 in the Danish Constitution, the Evangelical Lutheran Church is the Danish National Church, and as such it is to be supported by the State. State support of the National Church has two sides:

- A moral side that the head of State (the Queen) is the only person in Denmark obliged to be a member of the National Church and that the State in its legislation shows it a certain consideration such as making laws to protect the observance of the feast days of the national church.
- An economic side is that financial grants are allocated to the Church in the annual national budgets. Today, however, the State subsidy constitutes only a minor share of the revenues of the Church, whose most important source of income is the Church tax, which is paid by all the members of the national Church.

In the Constitution, it is written that "the constitution of the National Church shall be regulated by law". These words of the Constitution have always been interpreted as "the conditions of the National Church shall be regulated by law", so that it is the secular Parliament, which by its laws defines the framework of the life of the Church. Parliament has always endeavoured to obtain the greatest possible agreement about the greatest possible freedom for the life of the Church. Legislation is therefore a framework within which life should flourish freely within the individual parish.

## 1.4. Official and Minority Languages

Danish is the official language.

Among the most common minority languages can be mentioned: German, which is spoken by a small minority in South Jutland, Turkish, Serbo-Croatian, Pakistani and Arabic.

## 1.5. Demographic Situation

Denmark covers 43,098 sq. km. consisting of the peninsula of Jutland (29,778 sq. km.) and 407 islands (13,320 sq. km.) of which 82 are inhabited. The biggest islands are Zealand, Funen and Lolland-Falster. The number of inhabitants is 5.447.084 (January 2004) with a population density of 126,4 inhabitants per sq. km. The Kingdom of Denmark also comprises the two self-governing territories: the Faroe Islands (1,399 sq. km. with 48,228 inhabitants) and Greenland (2.166 mill. sq. km. with 56,854 inhabitants).

Due to the higher life expectancy of the people and the decrease in the birth rate – this began around 1970 and reached its lowest point at the beginning of the 1980s – the age distribution of the 5.4 mio. Danes is unequal. This unequal distribution will create serious problems in the first decades of the millennium, when small economically active year groups will have to create the economic basis for the upkeep of the large group of elderly people and pensioners.

During the period from 1981 to 2004, there was a clear tendency of migratory movements from rural districts and small urban areas. The urban areas which experienced the greatest population increases were the bigger ones with a population of over 100,000 inhabitants (Århus, Aalborg and Odense), i.e. a population increase of 13%, whereas the greater metropolitan area for 40 years until the end of the century experienced a decrease. After autumn 2001 the municipality of Copenhagen has again passed

the number of half a million inhabitants.

## 1.6. Economic Situation

The Danish GDP was 40.801 Euro (estimate) per inhabitant in 2006. Since the Second World War, the composition of exports has undergone a great change. Industrial exports are greater than agricultural exports and play an ever-increasing role in the export of Danish products. The export of agricultural products used to dominate.

In 2006 industrial exports consisting mainly of machines, instruments, wind mills, pharmaceuticals, and clothes made up more than 72% of total export values. The share of agricultural exports was approximately around 10% of which pigmeat was the dominant line of product. In 2006 Denmark's export of oil was 10 %. After a considerable growth in the 1970s and 1980s the export of services stagnated in the 1990s and in 2003 it accounted for c. 12.5% of total exports.

Industry's import of raw materials and half-finished products, including energy, and of machines and other capital equipment accounts for c. 67% of total imports.

In the 1980s, Danish oil production rose considerably, and this has effected a steep fall in energy imports. The remaining just under 33% of imports generally speaking encompass consumer products, including cars. Denmark also has a considerable import of foreign services.

Foreign trade is very important to Danish economy and 2/3 of the trade is done with other EU countries of which Germany and Sweden are the most important trading partners.

Danish industry consists mainly of small and medium-size businesses with a few specialized front line companies. Thanks to a widespread use of modern technology and a well-educated workforce Danish industry is however able to export quality products at competitive prices.

Uncertainty about future market conditions following the terror attack of 9-11 2001 and the global share crisis resulted in a slowing down of investment activity, and only a 2% growth in private consumption kept the economy afloat in 2002. The private consumption growth was supported by considerable capital gains in the housing market and increased household spending power, partly as a result of the opportunity to refinance existing mortgages and raise new mortgages at a lower interest.

The recession led to a steady growth in unemployment during 2002 from 5% at the start of the year to 5.4% in December. This reversed the trend of declining unemployment, which broadly had characterized the labour market since 1993. In 2003, the seasonally adjusted unemployment rate was 5,6% for men and 6,6% for women. Unemployment was highest in Bornholm County (10,4%) and lowest in the county of Roskilde (4,4%).

Since 2004 unemployment has declined to 4,5 % in 2006 resulting in an increasing problem with lack of man power. Not only the industry but also the Health Sector have difficulties recruiting the man power needed. The lack of man power is described by several political commentators as one of the most important challenges for the Danish economy in the years to come.

## 1.7. Statistics

### Population Density per Square Kilometre, at 1.1.2008

Denmark as a whole	126,4
County of Copenhagen	637
Municipality of Copenhagen	5.680

### Percentage of Population Living in Cities:

The percentage of population living in cities is 80% (2007), of which 20% in Copenhagen metropolitan area.

#### Age Pyramid (1.1.2008)

Age	Men	Women	Total
0 – 9 yrs	336 765	321 280	658 045
10 - 19 yrs	352 105	334 030	686 135
20 - 29 yrs	314 765	308 594	623 359
30 - 39 yrs	380 315	374 247	754 562
40 – 69 yrs	1 086 014	1 080 752	2 166 766
69 + yrs	242 238	343 594	585 832
Total			5 474 699

#### Fertility/mortality Rate:

Birth rate (2007)	64 082
Mortality Rate (2007)	55 604

#### Immigration, at 2007:

	Immigration	Migration	Net immigration
EU-/EEA countries	21 160	20 131	1829
Rest of Europe	7722	6322	1400
Africa	1206	923	283
North America	2569	3436	-867
Latin America	889	667	222
Asia	7557	4048	3509
Oceania	552	1058	-506
Unknown	128	1851	-1723
Total	<b>41 783</b>	<b>38 436</b>	<b>3347</b>

#### Economic key figures:

GDP per Inhabitant: 35 340 euro(2006)

#### Growth Rate:

In 2006 the growth rate in GDP was 3,9 % at market prices (estimate).

#### Unemployment Rate, at 2006:



Age	Average number of unemployed			Average number of unemployed in % of workforce		
	Men	Women	Total	Men	Women	Total
16-17 yrs	4	17	21	0.0	0.0	0.0
18-19 yrs	763	758	1521	1,7	1.9	1.9
20-24 yrs	2695	3153	5848	2,3	2,9	2,6
25-29 yrs	3779	5263	9042	2,6	4,0	3,3
30-34 yrs	4016	6235	10251	2,3	3,8	3,0
35-39 yrs	3895	5577	9472	2,1	3,3	2,6
40-44 yrs	3845	4966	8811	2,0	2,8	2,4
45-49 yrs	3213	3512	6725	1,9	2,2	2,0
50-54 yrs	2931	3060	5991	0.0	2,0	1,3
55-59 yrs	4337	5503	9840	2,6	3,7	3,1
60-64 yrs	1793	1462	3255	2,1	2,8	2,4
Total	41647	55154	96801	2,8	4,2	3,5

Institutions: Statistics Denmark

Institutions: Ministry of Science, Technology and Innovation

Institutions: Ministry of Education

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## 2. General Organization of the Education System and Administration of Education

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### 2.1. Historical Overview

The first attempt to establish formal education in Denmark dates back to 826. At that time, the Archbishop of Bremen had sent the monk, Ansgar, as a missionary to Denmark. On arrival in Hedeby, Ansgar bought the freedom of twelve thrall-boys in order to educate them to become servants of the Roman-Catholic Church and spearheads of the right faith among the pagan Danes. The result was small however, as Christianity did not become the official Danish religion until 150 years later.

During the 12th and 13th centuries, grammar schools were established in connection with the Danish cathedrals, and in 1479 King Christian I got the Pope's permission to establish the University of Copenhagen. It was for nearly 400 years the only higher education institution in Denmark, but during the 19th century a number of specialised institutions were established.

Generally speaking, the 19th century was the period where the institutional pattern of Danish education was formed. 7 years of compulsory education was introduced in 1814 and a system of municipal education authorities was built up, the grammar schools with their classic-linguistic curriculum got a mathematical-scientific branch, and commercial and technical schools and teacher training colleges were established. In addition to this, Folkehøjskoler and Efterskoler and - as an alternative to the municipal schools - free, independent schools grew up as a result of the popular revival, which characterised that century.

In 1903, the municipal town schools and the grammar schools were coordinated by the Act on Secondary Schools. According to this act, a four-year Middle School was introduced both in the grammar schools and in the municipal town schools. After a test in the 5th form, pupils could be admitted to the Middle School. After the Middle School examination, pupils could either leave school, continue one more year in the réaleksamen class and prepare themselves for the lower secondary school leaving examination – the réaleksamen or apply for admission to the grammar school's 3 years of general upper secondary education.

Although the 1937-Act on Municipal Schools Folkeskole maintained the distinction between village schools and town schools, it allowed the then small rural municipalities to enter into school-alliances establishing and running year-group-divided central schools similar to the town schools.

The 1958 school reform abolished the distinction between village and town schools and removed the first two forms of the Middle School and introduced a 7-year comprehensive school with a "mild" streaming in the main subjects in the 6th and 7th forms. The transition from the 7th form to the réal-class department was based on an aptitude statement of the old school.

In 1971, compulsory education was extended from 7 to 9 years, and a new act on the Folkeskole was adopted in 1975. The aim of the new act was to create equal opportunities for all pupils, and the result was the introduction of nine years of comprehensive primary and lower secondary education - combined with an additional optional 10th year and an optional pre-school class. One of the consequences of the introduction of nine years of comprehensive education was the disappearance of the "Real"-department.

In 1991, a new system of school boards were introduced in all schools at primary and secondary level with a great degree of parental participation and more powers to the head teacher, and in 1994, a new Act on the Folkeskole came into effect, which contains innovations in a number of fields.

Apprenticeship training has been known in Denmark since the Middle Ages. Along with the breakthrough of industrialisation at the end of the 19th Century, a dual system evolved with statutory provisions concerning the schooling and practical training of apprentices in trade and industry (the

Apprenticeship Act of 1889). The Apprenticeship Act from 1956 introduced day school for apprentices at vocational colleges - typically one day per week - instead of the previous evening schools. Subsequent reforms have further strengthened the role of the vocational colleges, and in this way they have ensured width and diversity in the programmes and qualifications. Throughout the 1960s and 1970s, the theoretical education of the apprentices gradually took the form of longer periods of block release from training in the workplace. The extensive reform, in 1991, of the Danish vocational education and training system resulted in a coherent national system, which both preserves the traditional close ties to trade and industry and provides width and flexibility in qualifications through a strengthening of the theoretical part of the programmes.

## 2.2. Ongoing Debates and Future Developments

From the 1st of January 2008, all institutions providing medium-cycle higher education programmes will be merged into eight large institutions called **professionshøjskoler (University Colleges in English)** comprising all professional bachelor degrees, e.g. bachelor in nursing, bachelor in engineering, bachelor in journalism, bachelor in physiotherapy, bachelor of education, bachelor of social work etc. The aim of the mergers is to strengthen the institutions' professional capabilities and create attractive study environments.

During the first part of 2008 there will be established up to 10 new **erhvervsakademier**. The new institutions shall provide short-cycle higher education and continuing adult education, which used to be provided by vocational and business schools. The purpose of the new institutions is to ensure both quality and development of the short-cycle higher education and adult education, and also to create a growth layer for the professionshøjskoler. It is intended that there shall be a close cooperation between vocational/business schools, erhvervsakademier and professionshøjskoler as well as the labour market and universities. The short-cycle and medium-cycle higher educations shall consist of the newest theoretical knowledge, the most recent practical experiences from the labour market and the types of education offered shall reflect the need of the labour market.

## 2.3. Fundamental Principles and Basic Legislation

According to the Danish Constitution, all children of compulsory education age have a right to free education in the Folkeskole. Parents or persons with legal custody of children, who see to it themselves that the children receive instruction, which meets the general requirements set to the teaching in the Folkeskole are not obliged to enrol their children in the Folkeskole. Fundamentally, the Folkeskole must have room for all, and all pupils shall be entitled to instruction and to showing their abilities in the broadest sense of the word.

In 2003, a new Act on the Folkeskole took effect which main purpose was to strengthen pupils' subject knowledge and skills without affecting their personal development. It contains several adjustments to the previous Act. A main element is that the existing targets are made compulsory as opposed to previously where they were meant as guidelines. Furthermore, some subjects now have a minimum number of hours and some adjustments have been made in the form of commencement of some subjects.

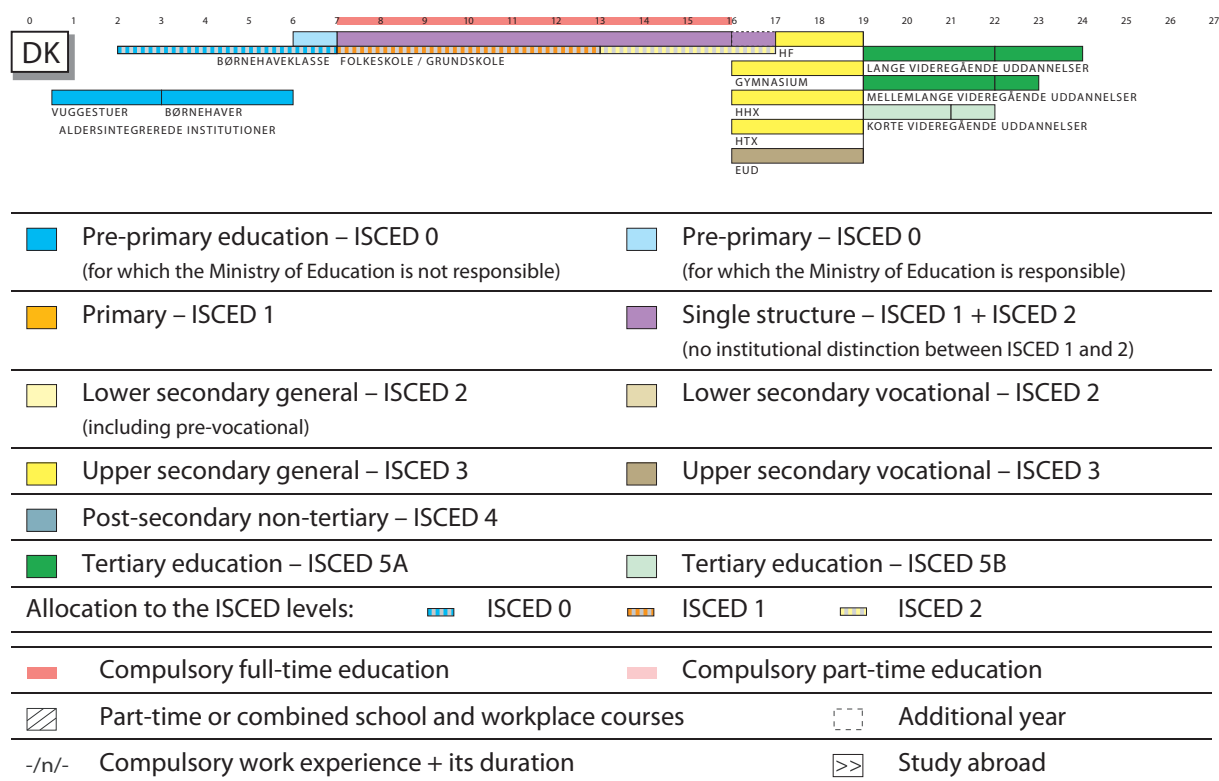
Recent years have seen comprehensive reforms in the entire education system. The common denominator is:

- Modernisation of the courses of education;
- Merging of small size institutions to create larger centre of education to ensure development and quality;
- A more efficient financial control.

At the same time the target and framework management, whereby the overall targets and requirements are laid down at central level and the implementation of these are left to the local authorities and the individual schools, has been further developed.

## 2.4. General Structure and Defining Moments in Educational Guidance

### Organisation of the education system in Denmark, 2007/08



Source: Eurydice.

From the 1st of August 2008 the Danish education system consists of a 10-year primary and lower secondary school, see 4. after which the pupils will have to make their choice of school career between the academically oriented courses of general upper secondary education offered by the Gymnasiums the HF courses and the vocational colleges and the practically oriented vocational education and training courses offered by the vocational colleges, see 5. The next choice of further studies is made at the age of 19/20 between higher education studies at university and non-university institutions of higher education – see 6.

## 2.5. Compulsory Education

In Denmark, it is education, and not schooling, which is compulsory. Compulsory education means an obligation to participate in the teaching provided in the Folkeskole or in teaching which is comparable to what is generally required in the Folkeskole

Compulsory education commences on 1 August of the calendar year of a child's 6th birthday and terminates on 31 July of the year, in which he or she has received regular instruction for 10 years.

Persons, who have custody of children of school age, shall see to it that the children meet the compulsory education requirement and must not obstruct this. It is the responsibility of the head teacher to make sure that the children enrolled in the school attend the instruction given. An attendance register is kept on a daily basis, in which absences, if any, are recorded. If a child fails to attend the instruction, the parents shall - personally or in writing - inform the school of the cause of the

child's absence. The head teacher decides on the sanctions which are to be initiated in the case of non-compliance with the obligation of compulsory education.

## **2.6. General Administration**

In recent years, overall target and framework management have replaced State control of every detail, where decisions regarding details are left to the individual educational institutions and the users of the education system.

The central point in this reform of the education system has been that innovation and quality are best created through decentralisation of competence and responsibility to the institutions thus creating a certain minimum of competition between them.

### **2.6.1. General Administration at National Level**

The main responsibility for education in Denmark lies with the Ministry of Education (excluding nurseries and kindergartens, higher education programmes within the performing arts, university educations, research programmes and military education), the political control of which lies with the Minister of Education, who is a member of government. A map of the Ministry's organisational structure can be accessed here:

<http://eng.uvm.dk/ministry/structure/hovedstruktur.htm?menuid=1005>

The Ministry of Science, Technology and Innovation is responsible for the universities. That is long-cycle higher education following the 3+2 structure.

The Ministry of Culture is responsible for higher education and training within the performing arts, music, theatre, architecture etc. 20 institutions under the auspices of the Ministry of Culture provide higher education programmes within these fields. The number of students is small compared to the overall field of higher education, and the institutions' conditions are highly diversified.

### **2.6.2. General Administration at Regional Level**

By regional level, we understand the five regions, see [1.2.](#)

### **2.6.3. General Administration at Local Level**

By local level, we understand the municipalities, see [1.2.](#)

### **2.6.4. Educational Institutions, Administration, Management**

This section deals with the administration and management of the educational institutions carried out by the head teacher, the school board and other bodies.

### **2.6.4.1. Pre-school level**

The administration of the institutions at pre-school level is carried out by the head of the institution and in the private institutions the board for the institution and the head of the institution.

#### **2.6.4.1.1. The head of the institution**

The head of the institution administrates the budget set out by the municipality for the institution. She/he is responsible for the administrative and pedagogic management of the institution and responsible to the board and the municipal council for the activities carried out in the institution.

#### **2.6.4.1.2. The board**

A board must be set up in all municipal and private day-care institutions for children. The majority of the board members are elected from among the parents thus ensuring them influence, and two members are elected by and from among the staff employed in the institutions.

The board lays down the general principles for the child day-care institution and for the use of the budget available, in due observance of the objectives and framework laid down by the municipal council. The board is entitled to make recommendations to the municipal council in connection with the appointment of new staff.

### **2.6.4.2. Folkeskole Level (Primary and Lower Secondary)**

The administration of the institutions at this level is carried out by the head teacher and an elected board. A pedagogic council advises the head teacher on educational issues, and a pupils' council represents the pupils' interests vis-à-vis the school and the municipal authorities.

#### **2.6.4.2.1. The headmaster**

The headmaster has the administrative and educational responsibility for the school and is responsible for the activities of the school vis-à-vis the school board and the municipal council. The headmaster is responsible for the supervision of the work tasks and for their distribution among the school staff, and She/he has powers to make all concrete decisions regarding the pupils.

The headmaster draws up a proposal about the criteria for the activities of the school to be presented to the school board as well as a proposal for the budget of the school within the financial framework laid down by the municipal council. The headmaster carries out these tasks in cooperation with his staff. The headmaster also has teaching duties.

#### **2.6.4.2.2. The School Board**

The school board conducts its activities within the target and framework laid down by the municipal council, and supervises the activities of the school. The board lays down the principles for the activities of the school, including such matters as:

- the organisation of the teaching, the number of lessons of the pupils at each level, the length of the school day, the supply of optional subjects, the provision of special education at the school, and the distribution of pupils in classes;
- the cooperation between school and home;
- information of parents about their children's progress at school;
- distribution of the workload between the teachers;
- joint arrangements for the pupils during school hours, school camps, work experience etc., and the organisation of school-based leisure-time activities.

The school board approves the budget of the school and the teaching materials, and it draws up the rules of conduct of the school. It furthermore draws up a proposal for the curricula of the school for submission to the municipal council. And it is consulted by the municipal council on issues relating to the school in question.

The board must have the following composition: 5 or 7 parent representatives elected by and from among persons who have custody of children enrolled in the school, 2 representatives of the teachers and other staff elected by and from among the staff of the school, 2 pupil representatives elected by and from among the pupils of the school.

#### **2.6.4.2.3. The pedagogic council**

At each school, a pedagogic council is set up to perform advisory functions vis-à-vis the headteacher. The council is made up of all staff with educational and pedagogical functions at the school. In addition to its advisory function, the pedagogic council's most important function is to provide a forum for debate on educational issues and innovation at school.

#### **2.6.4.2.4. The pupils' council**

At all schools with 5th form or higher levels, the pupils are entitled to form a pupils' council. The pupils' council appoints pupil representatives for committees etc. which the school has set up to deal with questions of importance to the pupils in general. This however does not apply to committees etc. where the pupils' participation would be in contradiction with other legislation. The Minister of Education lays down more detailed provisions on the election of pupils' councils, on the activities of the pupils' councils and on the municipal council's obligation vis-à-vis the pupils' councils.

#### **2.6.4.3. Secondary level**

The secondary level covers general upper secondary education and vocational secondary education.

##### **2.6.4.3.1. General Upper Secondary Level**

The administration at general upper secondary level is carried out by the head teacher, an elected board, the pedagogic council and the teachers' assembly.

###### **2.6.4.3.1.1. The Headmaster**

The headmaster is responsible for the day-to-day management of the school, and responsible for the school's activities vis-à-vis the Ministry of Education.

The headmaster has the pedagogical responsibility for the teaching and examinations conducted by the school vis-à-vis the Minister of Education. He or she supervises and distributes the work among the staff of the school and takes concrete decisions regarding the pupils, including the admission of pupils.

Normally the headmaster has teaching duties in addition to his or her administrative duties.

###### **2.6.4.3.1.2. The school board**

The board is comprised of 6 – 10 members. The majority of the members must be external, primarily from the institution's local area. The board elects a chairman among the external members. The headmaster sits on the board without the right to vote.

Upon the recommendation of the headmaster, the board establishes the budget of the school within the financial framework set out by the county council. It is responsible for the financial operation of the school vis-à-vis the Minister of Education.



#### **2.6.4.3.1.3. The pedagogic council**

A pedagogic council is set up at all Gymnasiums and HF courses. It consists of the headmaster and all the teachers of the school. The pedagogic council elects its own chairman and decides on its own procedure. The pedagogic council acts as an advisor to the headmaster.

#### **2.6.4.3.1.4. The students' council**

At each Gymnasium the pupils are entitled to form a pupils' council. The pupils' council appoints pupil representatives for committees etc. which the school has set up to deal with questions of importance to the pupils in general. This however does not apply to committees etc. where the pupils' participation would be in contradiction with other legislation.

### **2.6.4.3.2. Vocational Secondary Level**

#### **2.6.4.3.2.1. Vocational Education and Training**

The principal and a board carry out the administration of the institutions at vocational education and training level.

#### **2.6.4.3.2.2. The principal**

The day-to-day management of vocational colleges lies in the hands of a principal who shall see to it

- that the courses are carried through in accordance with the legislation in force;
- that the education and training conditions are satisfactory;
- that the budget approved by the board is observed, and;
- that the activities of the college as such are in accordance with the decisions and guidelines of the board.

The principal has a right but no duty to teach.

#### **2.6.4.3.2.3. The board**

Each college is governed by a board, which is responsible for the overall management of the college. The board must normally consist of 6-12 members. The remaining members of the board must as far as possible together cover the activities of the college. Employer and employee representatives must be equally represented and must be connected to the geographical area and to the labour market, which the college caters for. The teachers and the technical-administrative staff of the college must be represented on the board in a non-voting capacity by 1 representative each. 2 representatives must represent the students of the college in a non-voting capacity.

Upon the recommendation of the principal, the board decides on the annual activity programme of the college and approves the budget and accounts.

Upon the recommendation of the principal, it furthermore decides which approved vocational education and training courses and supplementary courses the college is to offer in its programme.

It appoints and dismisses the principal and approves the appointment and dismissal of other staff on the recommendation of the principal.

It may lay down more detailed guidelines for the activities of the principal or may authorise him to assume powers normally vested in the board.

It is furthermore its job to administer the grants allocated by the State. In cooperation with local interested parties, it furthermore decides on the college's future offer of vocational education and training programmes, continuing training etc.

Together with the principal, it is also responsible for the organisation of the more detailed content of the programmes in cooperation with the local training committees.

The board is responsible vis-à-vis the Ministry of Education for the operation of the college and the administration of the government grants.

#### **2.6.4.3.2.4. The Basic Social and Health Education Programmes**

As the national structural reform took effect by January 2007, the institutions providing basic social and health education programmes were converted to self-governing institutions, funded by the state.

#### **2.6.4.4. Higher Education Level**

The higher education level consists of three different parts, and each part will therefore be treated under separate headings: short-cycle non-university higher education, medium-cycle non-university higher education and medium- and long-cycle university education.

##### **2.6.4.4.1. Short-cycle non-university higher education**

Short-cycle non-university higher education used to take place at vocational or business colleges, but during the first part of 2008 up to 10 new erhvervsakademier will be established. See point 2.2

##### **2.6.4.4.2. Medium-cycle non-university higher education**

Medium-cycle non-university higher education is offered at professionshøjskoler (university colleges) . The programmes are professionally oriented, and the institutions are self-governing, funded by the state.

###### **2.6.4.4.2.1. The rector**

The rector is responsible for the day-to-day management of the institution and represents it in external matters.

###### **2.6.4.4.2.2. The administrator**

Some institutions also have an administrator or head of administration, who assists the board, the rector and the governing bodies, if any. The administrator is in charge of the accounts of the institution.

###### **2.6.4.4.2.3. The board**

The board is accountable to the Ministry of Education for the operation of the institution, including the administration of the State appropriations. It decides on matters relating to appointments, and it supervises the activities and development of the colleges.

The students' council appoints two representatives to the board of the institution

###### **2.6.4.4.2.4. The Students' Council**

At each institution, the students are entitled to form a council. The council appoints student representatives to committees etc., which the institution has set up to deal with matters of importance to students. This however does not apply to committees etc. where the students' participation would be in contradiction with other legislation. The Minister of Education lays down more detailed provisions on the election of students' councils, on the activities of the students' councils and on the board's obligation vis-à-vis the students' councils.

#### **2.6.4.4.2.5. Subject councils**

Some institutions have subject councils, the setting up of which is not compulsory. If they are not set up, their tasks are assumed by other bodies. They i.a. have the following tasks: to submit recommendations concerning budgetary proposals, to decide on the use of the appropriations, to decide on matters brought before them by the staff-student committees etc.

#### **2.6.4.4.3. Medium- and long-cycle university education**

The universities are independent institutions under the public-sector administration and supervised by the Minister of Science, Technology and Innovation.

Each institution is run by a rector in collaboration with a certain number of collegiate bodies. The precise rules are fixed in statutes.

##### **2.6.4.4.3.1. The Board**

The Board is the highest authority of the university and is obliged to safeguard the university's interests as an educational and research institution and determine guidelines for its organisation, long-term activities and development. The board is composed of external members and members representing the academic staff, the technical and administrative staff and the students. The majority of members must be external. The board employs and dismisses the rector.

##### **2.6.4.4.3.2. The Rector**

The rector undertakes the day-to-day management of the university within the framework laid down by the Board. The other members of the university's executive management, Deans, Heads of Department and Directors of Studies undertake their duties in a manner authorised by the rector.

The rector recommends the budget to the Board and lays down the rules governing disciplinary actions regarding students.

##### **2.6.4.4.3.3. The Dean**

The Dean manages the main academic areas, ensures the interaction between research and education and the quality of education and teaching, as well as the cross-disciplinary development of the quality of the education and research of the main academic area. The Dean employs and dismisses the Head(s) of Department. Further he sets up the Study Boards and approves the Chairmen and Vice-Chairmen of the Study Boards, and approves curricula subject to proposal from the Study Board. The Dean appoints and dismisses Directors of Studies subject to recommendation of the Study Board.

##### **2.6.4.4.3.4. Academy Council**

If the institution is divided into several main areas, an academy council is elected for each main area, which shall safeguard the subject-related interests of the main area.

The council approves the development plan and budget of the main area within the framework laid down by the Senate. The council has a right to give its opinion in all matters of considerable importance to the main area as well as in matters relating to the relationship between two or more subject groups or between departments and student-staff study committees within the main area.

The academy council moreover has the following tasks:

- approval of curricula;
- the setting up of expert committees which are to assess scientific work with a view to the award of Ph.D.- and doctoral degrees;

- the award of Ph.D.- and doctoral degrees;
- presentation to the rector of the composition of expert committees which are to assess applicants for scientific positions.

#### **2.6.4.4.3.5. Study Board and Director of Studies**

To safeguard student influence on education and teaching, the Dean shall set up the necessary number of Study Boards, comprising an equal number of representatives of the academic staff and the students, selected by and from the academic staff and the students, respectively. The Study Board recommends the Director of Studies' appointment to the Dean. In co-operation with the Study Board, the Director of Studies shall undertake the practical organisation of teaching and assessments forming part of the exams. The Study Board shall ensure the organisation, realisation and development of educational and teaching activities, including aims to:

- assure and develop the quality of education and teaching, and follow-up on evaluations of education and teaching;
- produce proposals for curricula and changes thereof;
- approve the organisation of teaching and assessments forming part of the exams;
- handle applications concerning credit and exemptions;
- make statements on all matters of importance to education and teaching within its area and discuss issues related to education and teaching as presented by the Rector or the person authorized by the Rector to do so.

## **2.7. Internal and External Consultation**

Under the previous Content and Quality Development Project, initiated in 1988, one of the concerns was to carry out analyses and evaluations of the subjects taught at all levels of the Danish school system. This part of the project sought to establish whether pupils and students were devoting too much effort to filling in gaps in their knowledge when moving from one stage to another, or whether time was wasted on repetition of subject matter that probably belonged to the previous stage.

The subjects were dealt with by committees consisting of specialists from all sectors, and the committee reports presented a critical analysis of the content and teaching practices of each subject, pointing out any weaknesses that may have come to light.

At the end of 1998, the Minister of Education presented a bill to Parliament for the establishment of an evaluation institution, which was to make horizontal and vertical evaluations of both programmes and teaching and the coherence between levels. In 1999 the Danish Evaluation Institute was established as an independent institution formed under the auspices of the Ministry of Education. The Institute develops methods for evaluating the quality of education and teaching; develops and highlights education and teaching through systematic evaluation; advises and collaborates with public authorities and educational institutions and acts as a repository of national and international experience in educational evaluation. Self-evaluation is an important aspect in the methods used by the Institute.

The area of evaluation is very broad. The obligatory area for the activities of the institute is programmes offered under the auspices of the Ministry of Education and the Ministry of Science, Technology and Innovation. The evaluation of the private primary and lower secondary sector is arranged with the individual school on a voluntary basis.

The Evaluation Institute initiates and conducts evaluations of teaching and learning from primary school and youth education to higher education and adult and post-graduate education. The Evaluation Institute's activities are planned and presented in yearly plans of action. The evaluations can cover a subject, a programme, an institution, a theme or a part of the system. For more details about the Danish Evaluation Institute see chapter [9.1.](#) and [9.2.](#)

## 2.8. Methods of Financing Education

The different levels of the Danish education system, which belong under the responsibility of the Ministry of Education and the Ministry of Science, Technology and Innovation, are in some way or other funded by means of the so-called "taximeter system" (i.e. according to the principle of "the money follows the student").

The taximeter system is part of the overall strategy of target and framework management. The main idea behind this strategy is that decisions with regard to the implementation of courses of education are best made by the people directly faced with the problems, i.e. the heads and boards of the educational institutions.

The system is based on the allocation of grants to institutions according to their level of activity: Many students release a large grant, few students only release a small grant. The budget of the previous year has no influence on the size of the budget of the following year.

A key element in the taximeter system is the block grant principle. As long as the block grant is used for legitimate purposes, the institution is free to spend the money in accordance with its own priorities.

All schools funded by central government receive their grants based on various taximeter systems adapted to the different types of schools.

### 2.8.1. Financing at pre-school level

Nurseries, kindergartens, and other day-care institutions are financed primarily by the local authorities from block grants allocated by the State. The rest is covered by the parents that each month pay an fixed amount to the municipality. The amount is scaled according to the level of income of the parents, and it can never exceed 25% of the brutto expences of one child not including rent of the building and maintenance.

### 2.8.2. Financing at the Folkeskole level (Primary and Lower Secondary)

The Folkeskole is a municipal school and the municipal schools are not financed according to the taximeter system. The municipalities decide themselves as to which system of financing they want to use for the schools under their responsibility, but the Ministry of Education has laid down certain minimum requirements.

### 2.8.3. Financing at upper secondary level

Institutions at this level are self-governing, funded by the state.

### 2.8.4. Financing at higher education level

The higher education institutions receive their resources in the form of block grants from the Ministry of Science, Technology and Innovation and from the Ministry of Education according to the taximeter principle, and through revenues from different forms of income-generating activities.

The Ministry of Science, Technology and Innovation and the Ministry of Education allocates grants for:

- Educational purposes. The grant for educational purposes is triggered by the number of earned student full-time equivalents (= a measurement for the number of examinations taken at the individual institution) for ordinary students, Ph.D.-students, participants in continuing training courses and in the open education programmes offered by the institutions (for which the users in most cases pay a modest fee). The number of earned student full-time equivalents is multiplied by taximeters laid down in the annual government budget, and the grant for educational purposes is laid down on the basis of this.
- Research. The research grant is allocated to the institutions for the purpose of financing its research activities. In principle, the PhD-programme is a user-financed programme, as the university must in each individual case have its costs covered. The faculties have typically fixed standard rates, which may however be deviated from, for instance if a specific research project is particularly expensive.
- Other purposes. Grants for other purposes are allocated for a number of support functions for higher education and research, including libraries, museums, collections, gardens etc. The grants furthermore include grants for small subjects, foreign lecturers, propaedeutical instruction and property taxes.
- Capital expenses. The capital expense grant is allocated with a concrete view to covering capital expenses, i.e. rent and interest and mortgage payments on mortgage loans for self-governing institutions. The State places buildings at the disposal of the State institutions free of charge, but maintenance and rental of other buildings are also financed from the capital expense grant. Some self-governing institutions will in the future also get their capital expenses covered in the form of a building taximeter related to the number of earned student full-time equivalents.

### 2.8.5. Private and independent primary and secondary schools

The Act on Private Schools from 1991 introduced a new public grant system for private schools by which they are allocated a grant towards the operational expenditure per pupil per year which in principle matches the public expenditure per pupil in the municipal schools - minus the school fees paid by the parents.

The total grant for all private and independent schools is obtained by multiplying the average rate per pupil by the total number of pupils.

Since 1993, the schools have been given taximeter grants per pupil to cover all kinds of building-related expenditures, i.e. building costs, maintenance, rent and real estate taxes.

The grant distribution process consists of a computer-based calculation ruled by law, a few regulations issued by the Ministry and a few controlled key figures.

## 2.9. Statistics

Percentage of GDP spent on education in 2006 (including student grants): 7,7 %

**Number of educational institutions: private and public (2006):**

Institution	Number
Folkeskole	1.600
Private elementary schools	760
Gymnasiums and HF-courses	148
Vocational colleges	117
Higher education institutions	152

**Number of students by level of education (2006)**

Institution	Number
Primary and lower secondary Folkeskole	709.296
General upper secondary	75.018
Vocational upper secondary	34.041
Vocational education and training	125.774
Short-cycle non-university higher education	18.483
Medium-cycle non-university higher education	68.786
Medium-cycle university education (Bachelor's degree)	59.127
Long-cycle university education (Master's degree)	55.061
Ph.D.	5.057

**Size of public grants by level of education (2006)**

Primary and lower secondary education (public and private)	56.852 million DKK
Upper secondary education (general and vocational*)	26.878 million DKK
Higher education*	33.097 million DKK
Adult + other	20.001 million DKK

(\*) including student grants.

Institutions: Statistics Denmark

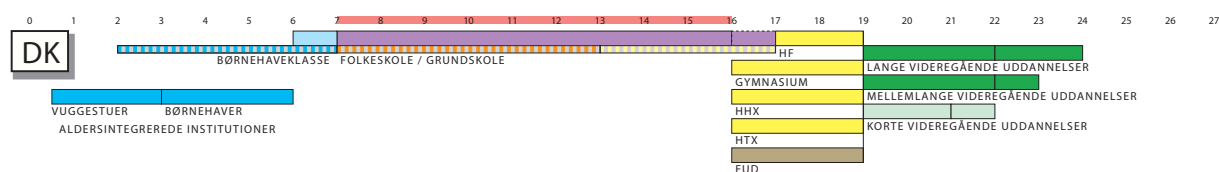
Institutions: Ministry of Science, Technology and Innovation





















Institutions: Ministry of Education



## 3. Pre-primary Education

### Organisation of the education system in Denmark, 2007/08



 Pre-primary education – ISCED 0 (for which the Ministry of Education is not responsible)	 Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
 Primary – ISCED 1	 Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
 Lower secondary general – ISCED 2 (including pre-vocational)	 Lower secondary vocational – ISCED 2
 Upper secondary general – ISCED 3	 Upper secondary vocational – ISCED 3
 Post-secondary non-tertiary – ISCED 4	
 Tertiary education – ISCED 5A	 Tertiary education – ISCED 5B
Allocation to the ISCED levels:  ISCED 0  ISCED 1  ISCED 2	
 Compulsory full-time education	 Compulsory part-time education
 Part-time or combined school and workplace courses	 Additional year
 -/n/- Compulsory work experience + its duration	 >> Study abroad

Source: Eurydice.

### 3.1. Historical Overview

The first pre-school establishments were created in the 1820s on a private initiative with a view to receiving the children of working families, where both parents worked outside the home. During the period 1850 to 1900, private institutions appeared which were open on a part-time basis. These institutions had pedagogical objectives and were aimed at the children of the more privileged classes.

From 1919, the State allocated a subvention to institutions with a social vocation. The social reform of 1933 made it possible for these institutions to receive up to 50% of their operational expenditure from the State. From that time, the State and the municipalities have gradually obtained the biggest financial and pedagogical responsibility for the administration of these institutions.

In 1949, a subvention was also made available for those institutions which had until then not been entitled to it, as they did not meet the conditions of the act to the effect that they were to cater for the children of disadvantaged families. The pedagogical objective of the institutions was thus recognised.

An act of 1964 laid down that the authorities were obliged to make available all public services to all citizens. The right to pre-school education was also emphasized in the Social Assistance Act of 1976, which demands that the municipalities create the necessary structures with a view to meeting the needs of the families.

In 1987, the State delegated the responsibility for the financial administration of the pre-school institutions to the municipalities.

## 3.2. Ongoing Debates and Future Developments

From the 1st of August 2008 compulsory education in Denmark will be 10 years instead of the 9 years. This means that the former optional one-year of pre-primary school will become compulsory, and instead of being named pre-primary education it will be renamed to first form(1. klasse). As there is for the rest of the forms in the Danish Folkeskole there will also be goal descriptions for the teaching in the first form.

It is still optional whether children attend the other pre-school facilities such as nurseries or kindergartens.

## 3.3. Specific Legislative Framework

The legal provisions regarding nurseries and kindergartens are laid down in the 2007 Act on Dag-, Fritids- og Klubtilbud m.v. til børn og Unge(Dagtilbudsloven). It is among other things laid down that:

- The municipality lays down the targets and framework of the work of the day-care offers for children as an integrated part both of the municipality's global offer for children and of the preventive and supportive effort vis-à-vis children, including children with reduced physical or mental functional abilities or with other needs of support.
- The day-care suppliers are - in cooperation with the parents - to provide care to children and support the individual child's acquisition and development of social and general skills with a view to strengthening the individual child's all-round development and self-esteem and contribute to giving children a good and secure childhood and adolescence.
- The day-care offers are to provide opportunities of experiences and activities which contribute to stimulating the imagination, creativity and linguistic development of the child as well as to giving the child room to play and learn and room for physical development, interaction and possibility of exploring the surroundings.
- The day-care offers are to provide children with a possibility of participation in decision-making and of joint responsibility and thus contribute to developing children's independence and skills to participate in engaging communities.
- The day care offers are to give children an understanding for cultural values and for the interaction with nature.

## 3.4. General Objectives

It is laid down in the Dagtilbudsloven that the pre-school facilities shall form part of the total offer of general and preventive measures for children. It is the general objective to create - in cooperation with the parents - a framework, which favours the development, well being and independence of children. These measures must ensure children a normal day which at the same time give them security and challenges, and where close links with adults can develop.

## 3.5. Geographical Accessibility

It is the duty of the municipalities to provide access to nurseries and kindergartens or other daycare offers.

## 3.6. Admission Requirements and Choice of Institution/Centre

The admission requirement to these types of institutions is age-based, i.e.

- Nurseries: 26 weeks
- Kindergartens: 3 years
- Integrated institutions: 26 weeks
- Child-minder: 26 weeks

A majority of the daycare institutions are integrated which means that they consist of two sections: a nursery and a kindergarten. A child-minder is a private person who takes care of 4-5 children in his/her own home. The municipalities try to meet the demand of the parents, but some municipalities have set up a daycare-guarantee which states that the parents are entitled to be offered daycare for their child when the child is 1 year old.

The parents are free to choose which daycare offer they wish for their child. But if the parents choose a specific institution the municipality is not obliged to comply with the 1 year guarantee.

## 3.7. Financial Support for Pupils' Families

Nurseries, kindergartens, other day-care institutions and pre-school classes are financed by the local authorities from block grants allocated by the State.

The parents pay a monthly fee for a place in a daycare institution whether it is nursery, childminder or kindergarten. The fee is scaled according to the income of the household of the child.

## 3.8. Age Levels and Grouping of Children

Children attending daycare institutions are divided into three levels according to age:

- Nurseries for the 6 month- to 3-year-olds
- Kindergartens for the 3-5/6-year-olds or integrated institutions for the 1 - 5/6-year-olds

Usually the daycare institutions divide the children into groups of 11-12 children. Each group has their own name and room, and they have 3-4 pedagogues/daycare assistants.

## 3.9. Organisation of Time

### 3.9.1. Organisation of the year

The daycare institutions have open Monday to Friday all year round except on religious holidays and other kinds of closing days.

### 3.9.2. Weekly and daily Timetable

The daycare institutions typically open around 6.30/ 7.00 and close again around 17.00. Some special daycare institutions have open all day and night. These types of institutions are for people with shifting

working hours.

Normally, the day in a daycare institution consists of both organised play or project work and time for free play.

### **3.10. Curriculum, Types of Activity, Number of Hours**

The Act daycare institutions (Dagtilbudsloven) defines certain themes that must be contained in the educational plans:

- Personal development;
- Development of language;
- The nature and natural science phenomena;
- Body & Movement;
- Social skills;
- Cultural values & expressions.

Education in the daycare institutions are organised for the children to experience that they are a part of a greater social community. The pedagogues are free to choose content, working methods, didactical material etc. But they must contain the above themes. The teaching takes the form of play and other developing activities. There are no formalised classes or lessons.

### **3.11. Teaching Methods and Materials**

The teaching in the daycare institutions shall as far as possible be given in the form of play and other developing activities (e.g. they are trained to sit, concentrate, remember, retell, and make drawings of what they have experienced. They are furthermore trained in social processes: listen to each other and tell stories; in movements and rhythmic; and they are prepared for learning through play).

### **3.12. Evaluation of Children**

There are no formalised rules regarding observation and monitoring. It is common that the institutions hold parent consultations, where the staff of the institutions have talks with the individual child's parents about how the child thrives in the institution, what he/she occupies himself/herself with, his/her strong and weak points etc. and about his/her social relations to the other children.

### **3.13. Support Facilities**

The integration of children with physical or mental handicaps in the mainstream education system is a central principle. It is the aim to give disabled children or children with special social difficulties a childhood as normal as possible. Being together with children without any special needs is very important in the achievement of this aim.

The children are taken care of more intensely, frequently by attaching additional staff to the institution. Sometimes disabled children are together in a separate group. The number of educators attached to such a group of children with special needs is particularly high, and the staff also has the possibility of consulting specialists.

### 3.14. Private Sector Provision

Where two thirds of the day-care institutions have been established as municipal day-care institutions, one third are privately owned and are run by associations, parents or businesses who have entered into agreement with the local authority. Concerning finances and subject matter, the municipal and private institutions function according to the same principles.

### 3.15. Organizational Variations and Alternative Structures

Since 1990, it has been possible for associations, parents or businesses to set up institutions subsidized by the municipalities as an alternative to the municipal day care offer. These institutions usually take in children between 3 and 10 years of age. A board of parents is responsible for the administration of the institution and takes decisions regarding the use of the public subsidy and the appointment of head and staff.

### 3.16. Statistics

#### Number of Pupils Enrolled in Child-Care Facilities by Age Group, 2006

Age	Pupils	% enrolled of the population
0-2	123.318	63,2
3-5	187.856	96,0
Pre-school class	65,380 (2004/2005)	98.0 (2002)

#### Number of Pupils Enrolled in Child-Care Facilities, 2006

Institution	Pupils
Day-Care	65.666
Nurseries	16.994
Kindergartens	106.087
Integrated institutions	134.316

#### Number of teachers (full-time equivalents in 2006)

Nurseries	5574
Kindergartens	17,854
Integrated institutions	26,760

**Teacher-Pupil Ratio (2006)**

Nurseries & day-care	1 teacher per 3.2 children
Kindergartens	1 teacher per 5.9 children
Integrated institutions	1 teacher per 5 children

**Number of Institutions by Type (2006)**

Institution	Number
Nurseries	471
Kindergartens	2,257
Integrated	1,962

**Size of Institutions (2006)**

Institution	Average size
Nurseries	36,1 children
Kindergartens	47 children
Integrated institutions	68,5 children

Legislation: Act on daycare and after school activities for pupils in the Folkeskole

Legislation: Act on Primary and Lower Secondary Education

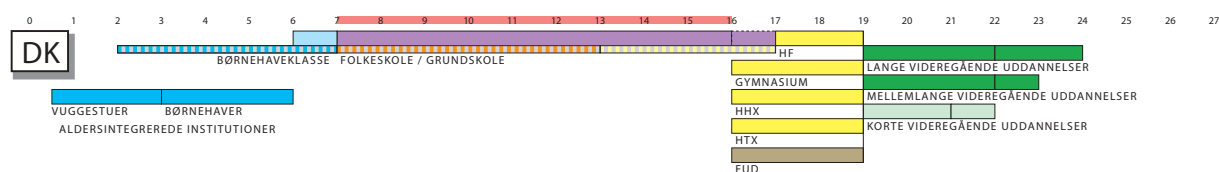
Legislation: Act on the professional bachelor degree as Pedagog(edacational trainer)

Institutions: Ministry of Science, Technology and Innovation

Institutions: Ministry of Education

## 4. Single Structure Education

### Organisation of the education system in Denmark, 2007/08



Pre-primary education – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels:  ISCED 0  ISCED 1  ISCED 2	
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
Compulsory work experience + its duration	Study abroad

Source: Eurydice.

Denmark has a comprehensive school system, the Folkeskole which covers the entire period of compulsory education, and is integrated within a single structure. It cannot, as is the case in most other Member States, be divided into primary and lower secondary education. Therefore the entire provision of the Folkeskole i.e. form 1.-9/10., will be described in this chapter.

### 4.1. Historical Overview

Legend has it that Ansgar, a Benedictine monk, who was the first missionary to visit Denmark about 822, purchased the freedom of twelve male thralls and educated them in the first school in Denmark, at Hedeby in Schleswig. This was the forerunner of the religious houses which sprang forth over the entire country from about 1100 onwards. In their cloisters, boys from the surrounding villages - and sometimes girls as well - received elementary instruction in the Mass and in dogmatic.

Quite early however trade and crafts demanded more practical schools. The primitive 'writing-and-counting' schools had their origins here, usually with very mediocre teachers, but they were very useful and therefore they flourished, maintained by private support and by the guilds.

The Lutheran Reformation came to Denmark from Germany in 1536. As in Germany, the Protestants quickly broke up the Catholic school system. The religious houses were closed and the vast estates of the Roman Catholic Church taken over by the Crown. This meant that the State also took over such tasks as education.



The Church Law of 1539 contains Denmark's first educational legislation with a formal requirement for schools in all the provincial boroughs. While new grammar schools sprang up, laying the foundation of classical humanism among the higher strata of society, the broad masses had to be content with the old 'Danish' schools or 'writing' schools, which provided a primitive form of instruction.

A substantial stride was taken in the direction of popular education in 1721, when Frederik IV established 240 schoolhouses bearing the royal insignia and termed 'Cavalry schools' after a division of the country into military districts. At the same time, the new religious movement of Pietism was spreading from Germany to Denmark. It aroused among church people a sense of responsibility towards forthcoming generations and enjoyed royal support. A series of calls by the church for universal confirmation which could only be met by some degree of literacy, brought many new schools into existence. Thus, a limited kind of compulsory education was formally introduced.

However, it was the 'philanthropic' movement, a very active current of educational thought inspired by J.J. Rousseau in the second half of the 18th century, that first succeeded in creating a real school for ordinary people, open to all children.

Planned training of teachers developed in parsonages and State training colleges, and two Education Acts were enacted in 1814. They introduced better municipal primary schools and independent schools for children in rural areas all over Denmark.

When a prolonged agricultural crisis and economic slump after the Napoleonic wars threatened to cripple the entire educational reform programme, the government had to resort to a distressingly mechanical method of education, the so-called 'Bell-Lancaster method' imported from the industrial north of England, which reduced the number of teachers by a drastic simplification of the curriculum to enable preposterously large numbers of pupils to be taught by a single individual. After some years, this method provoked increasing opposition from parents, who wanted more liberal and inspiring forms of education. Their demands received vigorous support from the poet-clergyman, N.F.S. Grundtvig, who has exercised a powerful influence on the development of Danish schools. Grundtvig wanted to reduce the task of children's schools to no more than the teaching of reading, writing and arithmetic in order to make room, either at home or at school, for a liberal narrative education that would build on the natural potential for development inherent in the child's mind.

Grundtvig's ideas were translated into practice by Christen Kold, who created a distinctive Danish parent-controlled school, the 'free school', as a fruitful corrective to the State school, exercising a growing influence over the latter's mode of functioning.

Teacher training was improved in important respects by an act of 1894, and shortly after that the accelerating modernisation of Danish agriculture and the growing urbanisation of society brought new Education Acts around 1900, which changed the Danish basic school by expanding the curriculum. A 4-year middle school, beginning at age 11-12, was established in 1903 to form a bridge between the Folkeskole and the réal-class (lower secondary school) and the Gymnasium. The middle schools rapidly attained great popularity, and over the next half-century, large numbers of children and young people used them as a stepping stone to upper secondary education.

The strong drawing power of the middle schools gradually weakened the upper classes of the Folkeskole. Since the concept of the welfare State was intensifying the demand for social equality and democratisation, the middle school was reorganised in 1958 to form a superstructure at the upper end of the Folkeskole with two lines: a 3-year academically oriented 'real'-department and the 8th-10th forms.

New acts in 1937, 1958 and 1975 reflect the demands of a new age for equality of access to all forms of education. The act of 1975 abolished the réal-class department and introduced two completely new examinations: the Leaving Examination of the Folkeskole and the Advanced Leaving Examination of the Folkeskole held on a single-subject basis.

A new act from 1990 introduced new provisions regarding the administration of the schools with more managerial competence vested in the head teacher and the setting up of school boards with large parental representation. Until 2003 the newest act was from 1994 and had as its central idea, that the Folkeskole was to give the individual pupil the opportunity to develop as many of his/her talents as possible. One of the watchwords of this act is differentiated teaching, i.e. the teaching is as far as possible to be adapted to the individual pupil.

Finally, a new act came into force in 2003, the main goal of which is to strengthen the subject knowledge and skill of the pupils, through i.e. increasing the number of lessons in particular subjects while introducing final target and attainment targets which indicate joint national targets for what the instruction aims for the pupils to acquire in terms of knowledge and skills in the subject/topic at the end of the instruction and at the end of certain form levels respectively.

## 4.2. Ongoing Debates and Future Developments

### 4.2.1. Written pupil appraisal plans and national tests

Since the implementation of the written pupil appraisal plans and the national tests (see 4.12) there has been a continuous discussion on the benefits of the appraisal plans and test. The idea behind both test and appraisal plan is to provide the teacher with an effective tool, which could help the teacher, the parents and the pupil with focusing on the individual pupils specific needs. In the discussion there has been voiced some doubt as to whether the test and plans works the way they are supposed to.

A central theme in the discussion has been the working condition of the teachers. The implementation of both test and plans has increased the administrative working load of the teachers, which consequently effects the amount of time that the teachers have to prepare for class.

## 4.3. Specific Legislative Framework

The Folkeskole is centrally regulated by the Act on the Folkeskole of 2007 (LBK nr 1049 af 28/08/2007) that lays down the framework of the Danish comprehensive primary and lower secondary school system, which stretches from the 0th (pre-school) to the 10th form level.

The act indicates :

- the aims, see 4.6. the structure and organisation: "The Folkeskole shall comprise a one-year pre-school class, a nine-year basic (primary and lower secondary) school and a one-year 10th form"; "the Folkeskole s a municipal matter. It shall be the responsibility of the municipal council to ensure all children in the municipality free education in the Folkeskole. The municipal council shall lay down the targets and framework of the activities of the schools within the provisions of this Act";
- the content of the school: "The content of the teaching shall be selected and organised so that it gives the pupils a possibility of absorption, a general view and a feeling of coherence. The teaching shall enable the pupils to acquire the forms of cognition and working methods of the individual subjects. The pupils shall - in an interaction with this - have the opportunity to practise and develop the acquired knowledge and skills through the instruction in interdisciplinary topics and issues"

It furthermore contains provisions regarding the appointment of teachers, pupils' enrolment in and admission to the school, administration of the municipal school system, expenditures, complaints etc.

## 4.4. General Objectives

In section 1 of the Act on the Folkeskole from 2007, it is laid down that:

"The Folkeskole shall - in cooperation with the parents - further the pupils' acquisition of knowledge, skills, working methods and ways of expressing themselves and thus contribute to the all-round personal development of the individual pupil.

The Folkeskole shall endeavour to create such opportunities for experience, industry and absorption that the pupils develop awareness, imagination and an urge to learn, so that they acquire confidence in their own possibilities and a background for committing themselves and taking action.

The Folkeskole shall familiarise the pupils with Danish culture and contribute to their understanding of other cultures and of man's interaction with nature. The school shall prepare the pupils for participation, joint responsibility, rights and duties in a society based on freedom and democracy. The teaching of the school and its daily life must therefore build on intellectual freedom, equality and democracy."

## 4.5. Geographical Accessibility

It is the duty of the municipalities to provide access to education to all young people living in the commune. Thus, the possible geographical inaccessibility cannot prevent the young people from accessing the school. In such case the municipalities will have to provide access to a school in another commune.

## 4.6. Admission Requirements and Choice of School

Any child resident in Denmark is subject to compulsory education for 10 years from August 2008. Compulsory education is to start between the child's 6th to 16th year. The pre-school class and the 10th form are not compulsory. Also children who are to live in Denmark for a minimum of 6 months are subject to the regulations on compulsory education. Compulsory education means an obligation to participate in the teaching of the Folkeskole or in a teaching which is comparable to what is usually required in the Folkeskole

Compulsory education commences on 1 August of the calendar year of the child's 6th birthday, and it terminates on 31 July, when the child has received regular instruction for 10 years. At the request of the parents or with their consent, a child's education may be postponed to one year after the normal commencement of compulsory education, when such a step is justified by the child's development.

A recent recommendation from several of the parliament's parties provides families optionally to choose which school their child should attend, crossing commune and county borders.

The recommendation has been adopted since August 2005.

## 4.7. Financial Support for Pupils' Families

Education in the Folkeskole is free of charges. Local authorities finance nurseries, kindergartens, other day-care institutions and the folkeskole from block grants allocated by the State.

## 4.8. Age Levels and Grouping of pupils

Education is not divided into separate stages. However, in some county-districts/municipalities, where small or even only one school (private or public) exists, some schools educate children of different class level in the same class. The Act of the Folkeskole outlines guidelines regarding the number of pupils in pre-primary school until 3rd. class. The maximum number is not to exceed 28 pupils. In some circumstances 30 pupils can be allowed.

## 4.9. Organisation of School Time

The Minister of Education decides the minimum number of lessons for the 0th form – 9th form. The requirements are stated either for the three subject blocks or as a total number of lessons for several forms put together, e.g. 1st – 3rd form.

The Minister also decides a minimum number of lessons in the subject Danish and Math for the 1st - 3rd form as well as the number of history lessons for the 4th – 6th form.

The Ministry of Education published recommendations for the number of lesson for every subject, but the schools have the right to prioritise the lessons according to their specific needs or circumstances.

The organization of school time, length of the school day (number of lessons) and school year (number of school days), is decided between the municipalities and the local school, according to school autonomy.

According to the act for the Folkeskole the municipalities have the possibility to decide whether leisure time facilities should be established at the municipal schools and to decide how the school-based leisure time facility should operate in their area. The head of the school has the overall educational and administrative responsibility for the form and content of the school-based leisure time facility.

### 4.9.1. Organisation of the School Year

A whole school year consists of 200 days during 40 weeks. Until June 2006 the educational activities took place between the 9th of August and the 19th of June. During the period June 2005 – August 2006 the whole organisation of the school year was changed. The end of the summer holiday were moved 1 week, which means that the holiday will start 1 week later (24th of June) and the new school year will start at the second week of August.

### 4.9.2. Weekly and Daily Timetable

The timetable consists of 5 schooldays Monday-Friday. The 0th – 2nd form have minimum 600 annual teaching lessons and the 3rd to 9th have minimum 660 annual teaching lessons. It is the school that hereafter makes the weekly timetable, which thus differs from each school. The teaching usually starts between 8.00-8.15 a.m.

With the latest act for the Folkeskole in 2007, it has been stated, that the duration of one teaching lesson is 60 minutes: 60 minutes teaching = 1 lesson. In school though, a lesson normally last 45 minutes. Consequently, when it is stated that a subject has four weekly lessons of 45 minutes the annual number of lessons would be:

4 weekly lessons each lasting 45 minutes (4 lessons x 40 weeks x 45 minutes) / 60 minutes = 120 annual lessons.

The act for the Folkeskole does not regulate a maximum number of hours during the day for pupils after 3rd form. Until 3rd form the maximum length of a day is 6 hours lasting 60 minutes pr. day breaks inclusive.

In 10th form the minimum number of annual teaching lessons is 840. It is laid down § 8 in the act for Folkeskole that 420 teaching lessons are divided between the compulsory subjects Danish, English and Mathematics.

## 4.10. Curriculum, Subjects, Number of Hours

This section will be dealing with the curriculum development process, the obligatory subjects and topics, the optional subjects and topics, and language teaching.

### 4.10.1. The Curriculum Development Process

The Danish Parliament lays down the overall aims of the teaching, the Ministry of Education sets the targets of the individual subjects, and the local school authorities decide on how to attain these targets.

The Ministry of Education issues curriculum guidelines for each subject, but these are seen purely as recommendations and are as such not mandatory for the local education authorities or schools. Schools are permitted to work out their own curricula, as long as they meet the targets set by the Ministry of Education.

Most schools do however use the curriculum guidelines issued by the ministry when preparing their curricula.

### 4.10.2. The subjects of the Folkeskole

The subjects taught in the Folkeskole can be divided into obligatory subjects and topics offered throughout the entire period of the Folkeskole and optional subjects and topics offered in the 8th to 10th form.

Form level	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>
<b>(Implemented since 1 August 2005)</b>									
Danish	330	300	240	180	180	180	180	180	180
English			60	60	90	90	90	90	90
Christian studies	60	30	30	30	30	60		30	30
Social studies								60	60
History			30	30	30	60	60	60	30
PE & sport	30	60	60	90	90	90	60	60	60
Music	30	60	60	60	30	30			
Art	30	60	60	60	30				
Handicr., wood/metalwork, home economics				60	120	120	90		
Mathematics	150	150	150	120	120	120	120	120	120
Nature/technology	30	30	60	60	60	60			
Geography							30	60	30
Biology							60	60	30
Physics/chemistry							60	60	90
German/French							90	120	120
Optional subjects								60	60
"Hour of the class"	30	22,5	22,5	22,5	22,5	30	30	30	30
Total (at least)	600	600	660	660	660	660	660	660	660

### 4.10.3. Language teaching for immigrants

Non-Danish speaking pupils may be offered specially organised Danish language instruction, when the need arises. The Minister of Education may furthermore resolve that non-Danish-speaking pupils are to be offered instruction in their mother tongue. The Ministry of Education lays down detailed rules regarding the teaching of non-Danish-speaking pupils.

### 4.10.4. Foreign language teaching

The first foreign language - English - is compulsory for all pupils from the 3rd form (9 year-olds). A second foreign language is required for admission to the Gymnasium and that may be German or French, which is offered from the 7th form. A third foreign language is offered from the 8th form.

## 4.11. Teaching Methods and Materials

According to the Act on the Folkeskole the content of the teaching shall be selected and organised so provides the pupils a p

ssibility of absorption, a general view and a feeling of coherence. The teaching shall enable the pupils to acquire the forms of cognition and working methods of the individual subjects. The pupils shall - in an interaction with this - have the opportunity to practise and develop the acquired knowledge and skills through the instruction in interdisciplinary topics and issues.

Each class has a class teacher who has the main responsibility in supporting the subject-specific and social development of the pupils, and has to ensure coherence and progression in the entire teaching of the class. The Act on the Folkeskole describes how the class teacher has a coordinating role in organizing the teaching, the organization of the interdisciplinary teaching and the obligatory topics.

The organisation of the teaching, including the choice of teaching and working methods, teaching materials and the selection of subject-matter, in the individual subjects must live up to the teaching goals set by the Ministry of Education, and must be varied so that it corresponds to the needs and prerequisites of the individual pupil. It is up to the head teacher to ensure that the class teacher and other teachers of the class plan and organise the teaching in such a way that it offers challenges to all pupils. In each year and in each subject the teacher and the pupil cooperate continuously on determining the objectives of the single pupil and to meet the objectives. The work of the pupils must be organised under due consideration of the objectives set. The establishment of working methods and the selection of subject-matter is whenever possible taking place in a cooperation between teachers and pupils.

The Act on the Folkeskole outlines the concept of differentiated teaching, which means that the teaching shall to a greater extent be adapted to the individual pupil. The division into a basic and advanced level was abolished with the act of 1994. From the 1st – 10th form the teaching may be organised in groups within the individual class or between different classes, where this is practical and pedagogically justified. At all form levels the pupils must be taught together for the major part of the school day.

Information Technology (IT) must be integrated into the teaching of all subjects at all form levels. This means full integration of IT into the obligatory subjects and the three optional subjects. The pupils shall be given the possibility of acquiring basic knowledge in the IT-area. The integration of IT is written into the curriculum guidelines.



## 4.12. Pupil Assessment

The pupils are assessed in three different ways in the Folkeskole.

- Written pupil appraisals plans
- National tests
- Examinations

### 4.12.1. Written pupil appraisals plans

Beginning with the school year 2006-2007, written pupil appraisal plans must be produced for all public schools.

The pupil appraisal plan shall be produced once a year, and shall deal with all the subjects in which the pupil receives instruction. The pupil appraisal plan is to be short and precise so that it can be useful and easily accessible tool for teachers, pupils and parents.

The pupil appraisal plan must include information on how appraisal and evaluation has been made of the benefits the pupil has derived from the education throughout the year. But just as important: the means by which the teacher and the pupil are to follow up upon the achieved results must be evident. The educational goals for the period ahead must be stated.

In addition to the basic skills, the Folkeskole is required by law to help promote each individual pupil's personal and social development according to his or her capability. Working methods are modified towards the pupil's attainment of greater self-reliance and maturity. This aspect of pedagogic policy requires close cooperation between school and home, and an ongoing dialogue is sought between teachers, parents and pupils.

The act is very clear on this point, requiring that pupils and parents be regularly apprised of the school's opinion about how each pupil is profiting from his/her schooling. 'Regularly' here means at least twice a year and refers explicitly to information as to the pupil's personal and social development as well as his purely academic attainment.

In the 8th to 10th form the information system is increased to include a written report at least twice a year giving the pupil's standpoint in academic achievement and in application. For pupils at this level, the evaluation of the level of attainment in the individual subjects is expressed in marks.

Marks are given according to the 7-point marking scale indicating the performance of the pupil:

12	For an excellent performance displaying a high level of command of all aspects of the relevant material, with no or only a few minor weaknesses.
10	For a very good performance displaying a high level of command of most aspects of the relevant material, with only minor weaknesses.
7	For a good performance displaying good command of the relevant material but also some weaknesses.
4	For a fair performance displaying some command of the relevant material but also some major weaknesses.
02	For a performance meeting only the minimum requirements for acceptance.
00	For a performance which does not meet the minimum requirements for acceptance.
-3	For a performance which is unacceptable in all respects.

The last marks are given immediately before the written examinations and express the pupils' proficiency in the subject at that particular time.



## 4.12.2. National Tests

In the beginning of spring 2007 a series of national tests were introduced. The purpose of these are to provide the teachers with a better general assessment of the pupils' academic level. The test can be characterised as follows: they are individual, they are computer based, pupils take them on the school's computer, and they take approx. 45 minutes.

The national tests are novel in that they continually adapt to the level of the individual pupil. If the pupil answers the first question correctly, the following question is automatically made slightly more difficult. If the answer is incorrect, the next question is automatically made slightly easier. No two pupils will, therefore, ever get the same test. When the test is completed the computer will print out a text describing the pupil's academic level in the subject tested. Teachers will thus not spend time in correcting the test assignments.

When the test is completed, the teacher will inform the pupil of the results. The results will also be a topic included in the ongoing talks that the teacher and the pupil have regarding future goals for education. The school will inform the parents of the pupil's test results, not in form of a grade but a written description of the results: a 1-2 page computer printout of the results following the completion of the test.

National tests are taken at the following form levels and subjects:

Subjects and form levels	1.	2.	3.	4.	5.	6.	7.	8.	9.
Danish / Reading		X		X		X		X	
Mathematics			X			X			
English							X		
Geography								X	
Biology								X	
Physics / Chemistry								X	
Danish as a second language					(X)		(X)		
(X) = Voluntary test									

## 4.12.3. Examinations

Examinations are held at two levels: 1) the leaving examination (after the 9th and 10th form) and 2) the 10th form examination (only after the 10th form). Standard rules have been developed for all the examinations with a view to ensuring uniformity throughout the country. For the same reason, the written examination questions are set and marked at central level.

All pupils shall sit for five examinations in the following subjects:

Subject	Oral examination	Written examination
Danish	X	X
English	X	
Mathematics		X
Physics / Chemistry	X	

All pupils shall sit for an examination in one of the following subjects. Which subject is decided by drawing lots.

Subject	Oral examination	Written examination
English		X
German / French	X	
History	X	
Social Science	X	
Christianity / Religion	X	

All pupils shall sit for an examination in one of the following subjects. Which subject is decided by drawing lots.

Subject	Oral examination	Written examination
Geography		X
Biology		X

The pupils can – if they so wish – sit for examination/s in the following subjects:

Subject	Oral examination	Written examination
French / German	X	X
Needlework	X	
Wood work	X	
Home economics	X	

The pupils performance are assessed according to the 7-point marking scale.

The leaving examination after the 10th form is still voluntary. The pupils decide whether or not to sit for examinations in a subject upon consultation with their teachers and parents.

## 4.13. Progression of Pupils

At the end of the school year, a final assessment can take place for admission to the following year. This, however, is only in exceptional cases where a pupil is considered not to have the qualifications required at the following year. If no remarks have been made about the skills of a pupil, the pupil is not going to pass a final assessment. Here the shift to the next level will happen automatically.

## 4.14. Certification

As the Folkeskole cannot be divided into primary and secondary education, there are no tests or examinations between these two stages. At the end of the Folkeskole the school issues a leaving certificate, which contains information about the educational activities in which the pupil has participated as well as the most recent proficiency marks. It furthermore includes information on the assessment at the leaving examinations, if any, expressed in terms of the 13-point marking scale.

## 4.15. Educational Guidance

The pupils are taught at the form level, which corresponds to their school age, i.e. they progress automatically from one class to the next irrespective of yearly attainment.

School failure is very rare in the Folkeskole. The Act on the Folkeskole section 12 makes it possible – with the consent of the pupil's parents – to repeat a school year, if the pupil has been away for an extended period of time or if other special reasons (i.e. not found ready to continue) indicate that he/she will benefit from such a measure. A pupil may also - under very special circumstances - skip a form.

For each independent school, a school guidance scheme is established, which is responsible for providing pupils with advice and guidance in preparation of their choice of education and vocation.

The scheme comprises the guidance provided by the class teacher and the educational counsellor in cooperation with the other teachers of the school and other guidance schemes in the municipality and the general parent orientation on the educational offer of the schools.

The school guidance scheme comprises a collective guidance and an individual guidance. The collective guidance comprises orientation on the elective and optional subjects of the school, the structure of the education system, admission requirements etc. and job and labour market conditions. The individual guidance comprises guidance of the individual pupil in connection with his or her choice of subjects, education and occupation, guidance in the elaboration of the individual pupil's education and action plans, specially organised guidance for pupils with special needs.

In order to become educational counsellors, teachers must have completed or have committed themselves to complete the course in educational counselling offered by the Royal Danish School of Educational Studies.

The school guidance counsellor is given an absolute major role in the guidance of the pupils in a new order on education plans in the Folkeskole of 2000.

## 4.16. Private Education

In 2001/02 the private, or free elementary, schools cater for 12.2% of the children of basic school age (including the voluntary pre-school class and the voluntary 10th form).

In the spring of 1991, the Danish Parliament adopted a new private school act, which introduced a new public grant system for private schools giving them a grant towards the operational expenditures "per pupil per year", which in principle matches the corresponding public expenditures in the municipal schools - less the fees paid by the parents of the pupils in the private schools.

In 2001, the average grant towards the operational expenditures per pupil per year amounted to DKK 26,133 and the average fees paid by the parents amounted to DKK 6,942.

The private schools can be roughly divided into the following categories:

- small "Grundtvigian" independent schools in rural districts
- religious or congregational schools, such as Catholic or Danish mission schools
- progressive free schools
- schools with a particular pedagogical objective, such as the Rudolf Steiner schools
- German minority schools
- immigrant schools such as Muslim schools

Private schools are recognised and receive public financing regardless of the ideological, religious, political or ethnic motivation behind their establishment. Some private schools are very old, some quite new, and new ones are added all the time. It is characteristic of the private schools that they are smaller than the municipal schools.

All that is demanded of private schools is that the teaching measures up to that of the municipal schools. The Ministry of Education confers on private schools the right to use the final examinations of the Folkeskole and it thereby exercises a certain extent of quality control. However, in principle it is not up to any government authority but to the parents of each private school to check that its performance measures up to the demands set for the municipal schools.

The parents must themselves choose a supervisor to check the pupils' level of achievement in Danish, arithmetic, mathematics and English. If the school is found inadequate, the supervisor must report it to

the municipal school authority. In extraordinary circumstances, the Ministry of Education may establish special supervision, for example if there is reason to believe that the school teaches a subject so poorly that it may give the pupils problems later on in life.

## 4.17. Organisational Variations and Alternative Structures

Alternative structures to formal teaching in either a municipal Folkeskole or in one of the private schools are home tuition, the Efterskole and youth schools, the latter two being alternatives to the last years of basic school.

### 4.17.1. Home tuition

If parents want to take care of the education of children of compulsory education age, they are free to do so. But they have to inform the municipal council in writing prior to the commencement of schooling.

The municipal council monitors the home tuition and may each year arrange tests in Danish, arithmetic/mathematics and English in order to ensure that the teaching is on a par with what is generally required in the Folkeskole

The Efterskole. The Efterskole represents an alternative to the ordinary school system for the 14-18-year-olds. The first Efterskole was established in 1815 by Kristen Kold, who wanted to build a bridge between the end of compulsory education and 'popular' education and to keep the young people mentally alert. Until 1970, 2/3 of the Efterskoler were run according to the ideas of Kold, and 2/3 of the pupils came from rural areas. In 1967, the Efterskoler were however permitted to prepare the pupils for the final examinations of the Folkeskole

The Efterskole is approved and subsidised by the State. In order to obtain State approval and subsidies, an Efterskole must meet the following requirements: it must be an independent, self-governing boarding school offering general education to pupils between 14 and 18 years of age. A school designs its curriculum according to the ideas and wishes of the headmaster, the school board, the teachers and the parents. It must however be underlined that most Efterskoler prepare their pupils for the same final examinations as the Folkeskole .

Efterskoler with a special emphasis on special education and practical work represent a special opportunity for late developers and non-bookish children who have suffered defeat in the ordinary school system. Several of these schools use the practical work to build up the self-confidence of the pupils and to motivate them to learn and understand the theory necessary to understand and solve the problems they may encounter in practical work.

The pupils are entitled to State support and municipal councils offer additional support. In general, parents pay 33-50% for education, board and lodging.

### 4.17.2. Youth Schools

Youth schools may be established on a public initiative. The municipal council is the highest local authority.

This school form caters for the 14-18-year-olds. Pupils can meet the obligation of compulsory education fully by attending a youth school after 7 years in the basic school. Youth schools are characterised by alternative ways of structuring the day-to-day work at school. Both full-time and part-time education is offered at youth schools.

### 4.17.3. Bridge-Building Courses between Basic School and Youth Education.

At least 96 % of the pupils who left the basic school in 2003 are expected to continue in the education system. One of the latest initiatives to ensure young people an educational qualification is an act on bridge-building courses with a view to facilitating the transition between basic school and youth education, which was adopted by the Danish Parliament in June 1995.

Bridge-building courses are combined teaching and guidance courses of up to 1 year's duration, where the young participants are introduced to different youth education programmes. The elements in the bridge-building courses may be :

- parts of the 10th form of the Folkeskole (municipal primary and lower secondary school);
- introductory parts of recognized youth education programmes;
- preparatory courses introducing the participants to the youth education programmes;
- different courses for young people held under the auspices of the municipalities.

These bridge-building courses are to increase young people's motivation not only for commencing on a course of education but also for making the right choice - the first time. The bridge-building courses are at the same time meant to strengthen the vocational competence and personal development of the individual young person.

## 4.18. Statistics

2006

	Folkeskole	Private schools/Efterskoler
Number of schools	1,600	760
Number of pupils	Approx. 600,000	Approx. 113,000
Number of teachers	51,380	11,265
Teacher/pupil ratio	11,1	12,5
Pupils per class, average	20,1	17,2

Legislation: Act on Independent and Private Schools

Legislation: Act on Primary and Lower Secondary Education

Legislation: Act on the professional bachelor degree as teacher in the Folkeskole

Legislation: Act on Youth Schools

Legislation: Bekendtgørelse om folkeskolens afsluttende prøver m.v. og om karaktergivning i folkeskolen

Legislation: Bekendtgørelse om folkeskolens specialundervisning og anden specialpædagogisk bistand

Legislation: Bekendtgørelse om karakterskala og anden bedømmelse

Legislation: Consolidation act on bridge-building courses between basic school and youth education

Legislation: Consolidation act on school guidance

Legislation: Ministerial order on application- and admission procedure for the 10th form, upper secondary education and further education.

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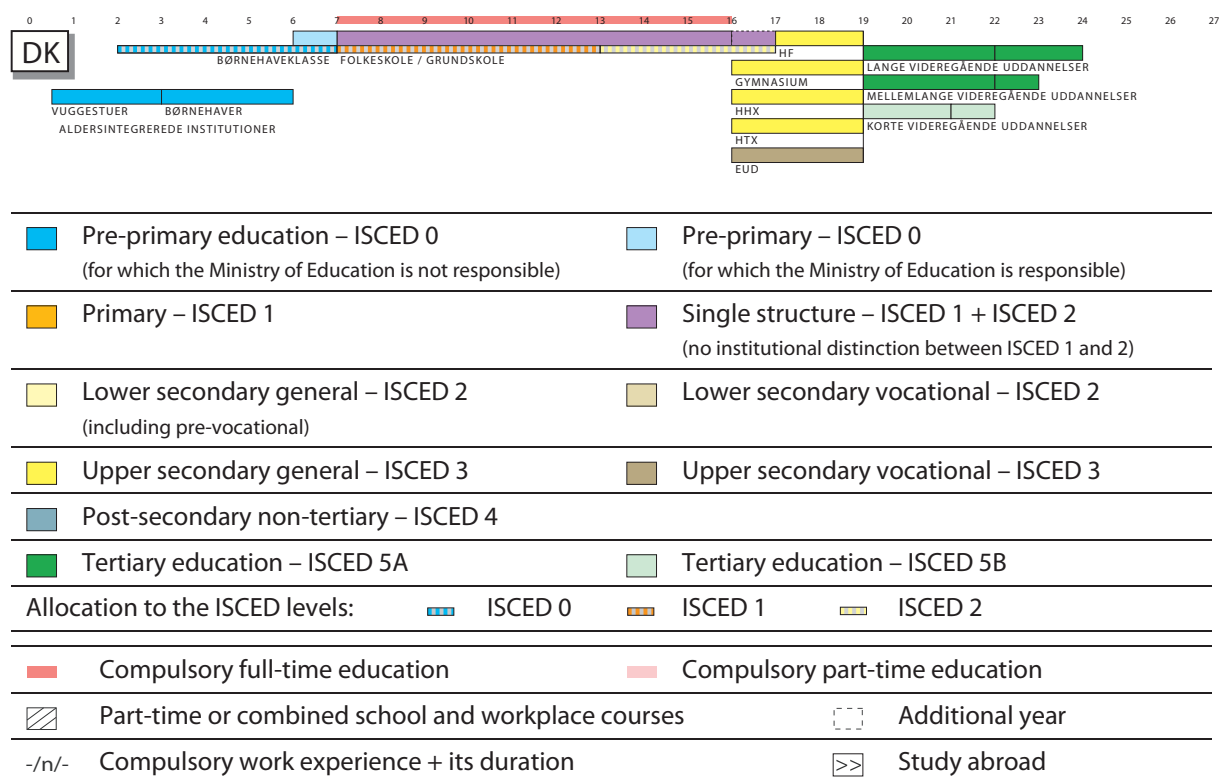
Institutions: Ministry of Education

Institutions: Ministry of Science, Technology and Innovation

Institutions: Statistics Denmark

## 5. Upper Secondary and post-Secondary non-Tertiary Education

### Organisation of the education system in Denmark, 2007/08



Source: Eurydice.

In order to limit the volume of this chapter, it will only be dealing with the main, traditional areas and branches of secondary education, i.e. general upper secondary education and vocational upper secondary education. Lower secondary education is dealt with in Chapter 4.

### 5.1. Historical Overview

The levels and branches of secondary education will be dealt with separately below.

#### 5.1.1. General Upper Secondary Education

The historical overview of general upper secondary education is divided into four headings, one covering the 3-year upper secondary school leaving examination Gymnasium (STX) one covering the 2-year higher preparatory examination course HF one covering the 3-year higher commercial examination HHX and one covering the 3-year higher technical examination HTX.

### **5.1.1.1. The 3-year Upper Secondary School Leaving Examination Gymnasium (STX)**

The Gymnasium has its origin in the cathedral- and monastery schools established by the Catholic Church in the early Middle Ages, and 7 of the schools established in the 12th and 13 centuries still exist today. The medieval schools had - broadly speaking - only one purpose: To educate the servants of the Catholic Church. After the Reformation, which was officially implemented in 1536, the schools were taken over by the Crown, but their purpose was still to prepare the students for theological studies by teaching them to read, write and speak Latin and Greek, although it now was for the benefit of the Protestant Church.

This educational base was maintained nearly unchanged until 1809, when the old "Clergyman's School" was transformed in accordance with the spirit of the time into a humanistic 'Civil Servant's School' which was to "foster true humanity" through immersion in the Antique Greek and Latin cultures combined with some teaching of natural science and modern languages.

In 1871, the scientific and technical development of the 19th century led to a division of the education into two lines: the linguistic and the mathematics-science line.

In 1903, Latin and Greek were replaced by English, German and French as the main subjects of the linguistic line. At the same time, the 3-year course of the Gymnasium was put in organic connection with the municipal school through the establishment of the Middle School (grades 6-9), which was later on replaced by the Real School.

Until the reform which was decided upon in 2003 and took effect from the school year 2005/2006, the Gymnasium still offered three years of general upper secondary education in two lines. Read more about the reform in section [5.1.1.5](#).

### **5.1.1.2. The 2-year Higher Preparatory Examination (HF)**

The HF was introduced in 1967 in a political climate, which was characterised by a desire to extend educational possibilities to new groups in society. Originally, it was the idea to create a two-year course aimed specifically at prospective candidates for teacher training.

There was however a concern that this concept might result in an educational cul-de-sac. So the course design was changed into an alternative route to further and higher education.

The students, who were entering the new HF programmes, were mainly adults. But from the start, the HF also appealed to young people who for social or personal reasons had not followed the straight route via the Gymnasium of higher education.

As of the school year 2005/2006 a new reform of the general upper secondary education area including HF took effect. Read more about the reform in section [5.1.1.5](#).

### **5.1.1.3. The 3-year Higher Commercial Examination (HHX)**

The HHX started in 1888 on a private initiative at Niels Brock's Business College in Copenhagen with a structure, which in the main can be found in the programme today. The range of subjects comprised both commercial and general subjects.

In 1920, the "Rigsdag" (the parliament of the time) adopted the first business college act, which i.e. entitled the Niels Brock Business College to call itself a "higher business school". This act introduced supervision of the activities of the business colleges, and the HHX became a State-controlled examination.

In 1927, the first ministerial orders were issued regarding the content of the teaching which in all essentials dealt with the existing teaching.

The programme belonged under the Ministry of Trade until 1965, when the responsibility was transferred to the Ministry of Education.



The HHX did not originally qualify for admission to universities and other higher education institutions in the university sector. The universities did not consider the general part of the programme sufficient. It was not until 1972 that the HHX was given the status of a university entrance examination in connection with a revision of the content and the introduction of more rigorous admission requirements.

At the beginning of the 1970s, the programme was run by about half of the business colleges. From 1982, the programme was offered at all business colleges.

As of the school year 2005/2006 a new reform of the general upper secondary education area including HHX took effect. Read more about the reform in section [5.1.1.5](#).

#### **5.1.1.4. The 3-year Higher Technical Examination (HTX)**

The HTX programme was established on an experimental basis in 1982. The reason for its establishment was a desire to contribute to a broader supply of education and training possibilities following the EFG-basic courses *erhvervsgrunduddannelse* and a desire to create a new and relevant way of access to higher education in the technical area. In this context, it was of importance that fewer and fewer skilled workers continued at the engineering colleges, whereas the number of general upper secondary graduates increased significantly.

Another reason for establishing the HTX programme on an experimental basis was the need to strengthen the status of the technical colleges. Broad education and training possibilities at the schools were to provide a broader and qualitatively better recruitment.

In 1982, the HTX experiment was carried out at the technical colleges in Sønderborg, Aalborg and Copenhagen. The pilot period lasted until the spring of 1988, after which the programme was evaluated and made permanent after minor adjustments had been made to the individual subjects. On the same occasion, the HTX examination was granted the status of a university entrance examination, and the graduates were now in principle placed on an equal footing with those of the Gymnasium the HF and the HHX programmes as far as access to higher education was concerned.

As of the school year 2005/2006 a new reform of the general upper secondary education area including HTX took effect. Read more about the reform in section [5.1.1.5](#).

#### **5.1.1.5. Latest reforms**

In the school year of 2005/2006 a reform of the general upper secondary education area took effect. The most profound effect of the reform was that it changed the structure of the four general upper secondary educations; the 3-year upper secondary school leaving examination *Studentereksamen* (STX) the 3-year higher commercial examination HHX, the 3-year higher technical examination HTX and the 2-year higher preparatory examination HF. From August 2005 onwards, the general upper secondary educations entail an introductory period of 6 months' duration, which is common for all students. In the 2-year higher preparatory examination program, however, this period is approximately four weeks. In the introductory period, the students will receive tuition within humanities as well as social and natural sciences. At the end of the introductory period, all students choose an issue-specific direction; that is, choose subjects to concentrate on within certain predetermined frameworks and combinations.

The reform is to serve three overall goals:

- The function of preparing students for higher education shall be strengthened.
- The general education function shall be updated and extended.
- The flexibility between the four general upper secondary educations – *studentereksamen* (STX), HF, HHX and HTX shall be enhanced, subsequently the 3-year educations shall have a common structure and the optional subjects shall be available across the four educations.

#### **The national structural reform**

In 2007, when the national structural reform took effect, institutions formerly organized within the framework of the 14 counties were converted to self-governing institutions funded by the state. This i.a.

applies to both the institutions providing vocational and general upper secondary education; that is, institutions providing 3-year upper secondary school leaving examination studentereksamen (STX), 2-year higher preparatory examination HF, 3-year higher commercial examination HHX and 3-year higher technical examination HTX.

## 5.1.2. Vocational Upper Secondary Education

This section deals with the vocational education and training and basic social and health education programmes.

### 5.1.2.1. Vocational Education and Training

Apprenticeship training in a well-organised form originates in the guilds of the Middle Ages. Each trade had its own guild in each town. The guilds fixed the duration of the training of apprentices, their wages and working conditions and the disciplines they were to learn. It was furthermore the guilds which held the journeymen's tests.

The guild system functioned well until the Napoleonic Wars, and all apprentices could more or less expect to become master craftsmen. But from the beginning of the 19th century, changes occurred in the market and capital structures, which i.a. led to a reduction in the number of independent masters and a deterioration of the apprentices' conditions.

There was already at an early date a certain element of schooling in the apprenticeship training. The first attempt to introduce organised teaching at a larger scale was in 1622, when King Christian IV started a school for training in cloth production with German and Dutch master craftsmen as instructors. Later on came the apprenticeship school of the naval dockyard, which was established in 1690 and saw to the training of carpenters. In 1800, Sunday schools were established for apprentices, the purpose of which was to improve the skills in reading and arithmetic of the coming craftsmen. This instruction was optional for the apprentices and only comprised elementary school subjects.

The economic and political liberalism, which ruled in the first half of the 19th century, led to demands for the abolishment of the guild system. And through the act on the freedom of trade in 1857, the guilds were deprived of their rights. This was a blow to the apprenticeship training system, because the obligation to establish contracts with apprentices and the obligation to take the journeymen's test were abolished at the same time. The freedom of trade did not even require that the master was trained within his trade. The freedom of trade was an actual threat to the trades, and associations were established all over the country for the defence of the trades. A natural focus of these associations was the establishment and running of technical schools. About 50 technical schools had thus been established already in 1870 by local trade and industry associations.

From 1875, the State and later on the municipalities allocated considerable grants for the construction of technical and commercial schools. The Apprenticeship Act of 1889 regulated the conditions of the apprentices again. Among other things, the contractual relationship between master and apprentice was re-established. A fixed framework was provided for the school instruction. With the establishment of the Association of Technical Schools in 1891, the development of curricula and the publishing of textbooks and exercise books had begun.

During these years, there was a wide range of comprehensive economic, political and social changes, which should turn out to be of decisive importance for the interaction between the social partners. The industrialisation led to radical changes in the labour market. In the 1880s, local trade unions were established, which were merged into national federations - from 1898 into the Danish Federation of Trade Unions (which was later on to become the LO). The employers likewise went together in employers' associations, which in 1898 were merged and became the Danish Employers' and Masters' Confederation (which was later on to become the Danish Employers' Confederation).

The Apprenticeship Act of 1921 established a provision, whereby the employers' and employees' organisations of the individual trades could make recommendations to the minister regarding the holding of journeymen's tests. And in the 1920s, the first trade committees were established, which

were to deal with issues regarding the training programmes and conditions at school.

The Apprenticeship Act of 1937 legalised the trade committees, and they were given a number of important functions in relation to the apprenticeship courses. At the same time, an overall coordinating Apprenticeship Council was set up, which was common to all apprenticeship courses. From 1937, compulsory instruction was introduced for apprentices.

The Apprenticeship Act of 1956 abolished the limit on the number of apprentices. The teaching was changed from evening to day school, and new demands were made on the teaching. The role of the trade committees was strengthened, as they were now also being consulted in connection with the elaboration of teaching plans.

In the 1960s, an increasing proportion of young people chose an academic education, and the intake to the apprenticeship courses was insufficient to meet the demand for skilled labour. To counteract this trend, experiments with a new structure of vocational education and training were initiated in the beginning of the 1970s. They led to the adoption in 1977 of the Act on Basic Vocational Education (the so-called EFG-Act). The innovative aspect of EFG was that the students commenced the course with a whole year at a vocational college. During this period, they were given a broad introduction to a whole "family" of vocational programmes. The apprenticeship training programmes were supposed to be discontinued completely at the latest in 1982, but it did not happen. The EFG-programmes were victims of the crisis in the low growth period in the 1970s: it was not possible to provide a sufficient number of practical training places for the many young people, who - upon completion of the basic year - were looking for a practical training place in order to complete the programme.

In the 1980s, there were thus two parallel systems of vocational training: the apprenticeship programmes in accordance with the Apprenticeship Act of 1956 and the EFG-programmes in accordance with the Act on Basic Vocational Education of 1977. Neither the educational structure nor the control and counselling structure were the same in the two systems. The difference in the educational structure lay in the different ways of access, and the difference in the counselling structure had the effect that a number of trade committees were discontented with the fact that the new act was depriving them of some of the rights which they were given by the 1956 Act.

In May 1986, the Minister of Education set up a committee, which was to revise the existing system of basic vocational education and training. The committee submitted its report in June 1987. The report proposed the introduction of a system, which comprised the existing apprenticeship programmes, the EFG-programmes and the basic technical programmes. The report stressed that the programmes should at the same time be youth education programmes, confer vocational qualifications and form the basis of further studies. Out of this came the new reform of the system, which was enacted and came into force in 1991.

On April 21 1999, the Danish Parliament passed the new Vocational Education and Training Act (VET) which came into force on January 1st 2001. The reform marks an innovation of the technical VET programmes, in particular, but also implies considerable changes in the commercial VET programmes.

The commercial vocational education and training programmes were subject to reform in 1996. The reform of the commercial programmes has led to major changes at both the structural, organisational and pedagogical levels. In a great number of areas, the programmes have been innovated on the basis of the principles, which now form the basis of the reform of the technical programmes.

The new act is an important policy instrument for achieving innovation. The aims of the new act are to enhance the quality of vocational education, to cultivate talent and to encourage companies and colleges to organise interactive learning activities.

By the academic year 2008/2009 a new structure of the Danish vocational education will take effect under the provisions of Act no. 561, 2007. The reform entails among other things that the study programmes have been divided into 12 main areas (also known as access routes) and new plans of action and learning objectives have been created. The aim of the reform is to reduce the drop out rate and thus get more young people to complete a post-compulsory education.

### **5.1.2.2. The basic social- and health education programmes**

The basic social- and health education programmes were introduced in 1991, and the basic education programme for educator assistants was introduced in 1997. These programmes form part of the vocational upper secondary education system in Denmark. As of January 1st 2002 a reform of the social and health education programmes took effect. The goal of the reform was to strengthen the quality of the programme and recruit more young people. The reform entailed among other things an extension of the introductory period, a harmonization of the admission procedure and new elements in the instruction such as more interdisciplinary courses, a focus on more active learning and individual education plans for all students.

## **5.2. Ongoing Debates and Future Developments**

The implementation of the acts of the general upper secondary education is widely debated among the teachers and pupils. For example one area of concern is that the new reform has weakened language teaching. English still has a strong position, but fewer students now choose German and French as a second foreign language. Another discussion topic is the degree and assessment of interdisciplinary courses.

## **5.3. Specific Legislative Framework**

This section is divided into general upper secondary education and vocational upper secondary education.

### **5.3.1. General Upper Secondary Education**

The Gymnasium (STX), HF, HHX and HTX have all undergone a reform in 2005. They are legislatively funded in respectively the act on the studentereksamen (STX), the act on the HF and the act on the HHX / HTX. In addition to this, the Ministry of Education issues ministerial orders on admission, structure and content, curriculum, examinations, the employment of teachers etc. for each of the programmes.

### **5.3.2. Vocational Upper Secondary Education**

#### **5.3.2.1. Vocational Education and Training**

Vocational education and training is at the overall level regulated by two acts: the Act on Vocational Colleges, which constitutes the general framework for the management, the financing and the activities of the vocational colleges, and the Act on Vocational Education and Training which regulates the general framework of the education proper. In addition, there are education orders for the individual programmes, which contain provisions about the aims, structure and objectives of the programmes, the targets and framework of the theoretical education and the practical training, respectively, etc.

In 2007 the Danish Parliament passed the new Vocational Education and Training Act, which will come into force in the academic year 2008/2009. You can read more about the reform in section [5.1.2.1](#).

### 5.3.2.2. Basic social and health education

The basic social- and health education programmes are at the overall level regulated by Consolidation act on basic social and health education programmes. However, with the passing of the new Vocational Education and Training Act in 2007 part of the Consolidation act on basic social and health education programmes has been repealed. There are two education orders: Ministerial order on the basic social and health education programmes within the social, health and care areas etc. and Ministerial order on the basic educator training programme for educator assistants, day-care workers, socio-educational assistants etc. In addition, there is the Ministerial order on the entrance examination for the advanced social and health education programmes.

## 5.4. General Objectives

**The Gymnasium** shall in continuation of the 9th form of the basic school provide a 3-year course of continued general education, which funds the necessary basis for further studies and is completed by an examination (the upper secondary school leaving examination). The education is intended for young people with the interest of knowledge, perspective and abstraction, whose aim is further education. The upper secondary school leaving examination qualifies for admission to higher education subject to the restrictions which appear from the regulations laid down to this effect. The teaching must furthermore contribute to the pupils' personal development to developing their interest in and ability to participate actively in a democratic society.

The programme leading to the HF examination shall be a course of general education preparing adults and young people with interest of knowledge, perspective and abstraction, whose aim is further studies. The teaching contributes to the participants' personal development to developing their interest in and ability to participate actively in a democratic society.

The HF examination shall qualify for admission to higher education subject to the restrictions appearing from the regulations laid down to this effect.

It is the aim of the 3-year higher commercial examination-programme (HHX) to provide general and commercial vocational upper secondary education which qualifies the students for admission to higher education upon completion of the course and which contributes to the young persons' personal development and to their understanding of society and its development with special emphasis on the conditions of trade and industry. The programme furthermore provides a partial basis for occupational employment.

It is the aim of the 3-year higher technical examination (HTX) to provide general and technical/scientific upper secondary education, which qualifies the students for admission to higher education. The program enables the students to analyze complex issues by means of theoretical knowledge, i.e. link theory and practice, and facilitate their independence and creativity.

It is the aim of the **vocational education and training programmes** to ensure the labour market an intake of qualified skilled staff and at the same time give primarily young people (and secondarily adults) an education and training opportunity. Furthermore, it is the aim to contribute to the developing of the young peoples' interest in and ability to active participation in a democratic society and contribute to their personal development.

In addition to leading to employment, it is the aim of the vocational education and training programmes that they are to give the graduates access and inspire to further education, and at the same time they are to contribute to the students' personal and social development.

## 5.5. Types of Institution

### 5.5.1. General secondary education

**Gymnasium** The academically oriented general upper secondary education leading to the upper secondary school leaving examination is offered at approx. 150 Gymnasiums of varying size distributed all over the country.

The upper secondary school leaving examination can also be taken at special 2-year courses for adult students.

**HF** There are approx. 75 institutions offering full-time programmes leading to the HF examination. Most of them are attached to Gymnasiums (61) and mainly offer full-time 2-year programmes, some are attached to colleges of education and adult education centres.

**HHX** The HHX programmes are offered at the business colleges, of which there are approx. 60 distributed all over the country.

The HTX programmes are offered by the technical colleges, of which there are 38 institutions

Together, all the general secondary education institutions admit around 46,000 pupils every year. This is more than 60 % of the young Danes who commence youth education after basic school.

### 5.5.2. Vocational education and training

In Denmark, vocational education and training programmes are offered by approx. 115 vocational colleges distributed on 48 business colleges and 37 technical colleges, 10 combined colleges with technical and business departments, 19 agricultural colleges and a number of specialised institutions (a hotel and restaurant school, a hairdressers' school, a transport school, a meat trade school etc.) distributed all over the country.

### 5.5.3. Social and health education

#### Social and health service helps

The theoretical instruction takes place at a school. The practical training part of the programme comprises practical and personal assistance, activation and elementary nursing tasks. The trainee service takes place in municipalities - in the home of the clients and in nursing homes.

#### Social and health service assistants

The practical training part of the education comprises the main areas: care, activation and basic nursing. The practical training takes place in municipalities and counties. 1/3 of the practical training takes place at somatic hospitals, 1/3 in psychiatric wards and 1/3 in the municipal service for the elderly - nursing homes mostly.

#### Educator assistants

The school education normally takes place in a social and health school or at an educator training college. The practical training takes place at day-care centres or residential institutions or with authorised childminders or other educational facilities. Normally, the practical training shall include a period in a day-care centre or residential institution.



## 5.6. Geographical Accessibility

At the 1st of January 2007 the Structural Reform took effect, the county councils are now replaced by regional councils, who in cooperation with the institutions decide the supply of upper secondary education in the local area. The regional councils establish and abolish schools whereas they find this as the best solution, this however should be followed by a phase out plan that has to be approved by the Minister of Education. Always, it is in force that the regional councils provide every young person the possibility to access the Gymnasium as well as vocational education and training.

## 5.7. Admission Requirements and Choice of School

All pupils, who have received the relevant teaching and passed the prescribed examinations of the lower secondary education, can continue in an upper secondary programme more or less of their own choice.

Access is, however, not totally free to the general upper secondary programmes. If a school finds that the pupil and his or her parents do not take the guidance provided seriously, and that there is a risk that the pupil cannot meet the requirements of the general upper secondary programmes, the pupil may be recommended to sit for an admission test to one of the general upper secondary programmes.

The requirement for admission to the Gymnasium (STX, HHX and HTX) is a completed 9th year of the basic school (or corresponding teaching). Students must have taken the compulsory final examination at the end of lower secondary school.

In order to be admitted to a HF programme in one or more subjects, the student must have finished the basic school at least one year before admission. Students wishing to be admitted directly from the basic school must have completed the 10th year of the basic school. A student must have taken examinations in Danish, English, a second foreign language (French or German) and physics/Chemistry.

To be admitted for the social and health service helpers' programme and the educator assistants' programme, the young person must have fulfilled the basis social and health education programme lasting 20 to 40 weeks or have educational or occupational experience equal to that period. To be admitted for the social and health service assistants' programme requires a completion of the social health service helpers' programme or equivalent educational or occupational training.

## 5.8. Registration and/or Tuition Fees

The attendance at public-sector schools is free. The education is paid through the taxes. However, to a limited extent (max DKK 2,500) the school can require the students to acquire some of the teaching materials themselves, typically dictionaries and calculators. The school can also require a limited tuition fee for, for instance photocopies that the pupil will receive through the year. Moreover at excursions, the pupil will have to pay max. DKK 50 a day covering the food costs. If the pupil cannot pay the tuition fee for excursions, the school has to offer alternative teaching.

## 5.9. Financial Support for Pupils

In Denmark, a State education support system has existed since the 1950s. The support consists of a combination of grants and State loans. People over 18, following a youth education program – i.e. a general upper secondary, vocational upper secondary or vocational education and training program – are entitled to support from the State Education Grant and Loan Scheme. Students must attend



classes, sit examinations and in other ways demonstrate that they are active in their educational programmes. As opposed to financial support to students of higher education, no time limits are placed on this type of support. Students are eligible for support for any number of courses, with the exception of certain upper secondary programmes. Until students are 20 years of age, their grants depend upon their parents' income. When that exceeds a certain amount, the grants are reduced on a sliding scale, ending in a minimum grant. The maximum amounts awarded in 2008 are 2.489 DKK/month for students living with their parents, and 5.007 DKK/month for students living on their own.

In addition to the non-refundable grants mentioned above, students can obtain State loans of 2.562 DKK/month. On completion of their studies, students must start paying back the State loans. The repayment must begin one year after the end of the year, in which they have completed their studies. The duration of the period of repayment must not exceed 15 years. During the period of study, the State loans carry a 4% annual interest. On completion of the studies, the annual interest rate is the discount rate of the Danish Central bank plus an adjustment, which can be negative or positive, but at most plus 1 percent point.

The State Educational Grant and Loan Scheme Agency manages the system of financial support to students in collaboration with the educational institutions and under the auspices of the Ministry of Education.

Pupils at the Vocational Education and Training-programmes are in their trainee period entitled to a pay instead of the State Educational Grant. People under the age of 18 receive approx. DKK 7,000 a month and for people over the age of 18 the approx. amount is DKK 9,000 a month during the trainee period.

## 5.10. Age Levels and Grouping of Pupils

The absolute majority of students in both the general and the vocational upper secondary education institutions are between 15 and 20 years of age. The HF programme requires 10 years of basic school or the equivalent thereof and attracts both young people and adults. The students attending the HF-program, thus, have a higher average age.

The 3-year studentereksamen programme (STX) caters for the 16-19-year-olds and is divided into an introductory period of 6 months' duration and subsequently 2 ½ years with a certain number of obligatory and optional subjects of both a general and a vocational nature. The students may have the same teacher in the different subjects throughout the programme. It is normal that the teachers stay with the class for the entire course.

The HF programme is a 2-year programme based on the 10th form of the Folkeskole. The teaching is divided into a 1st and a 2nd year and comprises an introductory period of approx. 4 weeks in the 1st year. The students have different teachers in the different subjects, and it is normal that these teachers stay with the class for the entire 2-year programme.

The HHX programme described here is a 3-year programme, of which the introductory part lasts 6 months duration. Subsequently there are 2 ½ years specialized study programme in the field of business, commerce, clerical trades and public administration.

The HTX programme is a 3-year programme, also structured in an introductory period of a half year and then 2½ years of general, technical and scientific training.

## 5.11. Specialisation of Studies

### 5.11.1. The Gymnasium

The Gymnasium The introductory period of six months' duration is to give the students an academic insight and understanding, and an introduction to the working methods of the Gymnasium This period is the basis of the students' choices of further specialisation in the Gymnasium

During the introductory period education is supplied in Danish, English, a second foreign language, history, arts, mathematics, science, a science basis course, social science and a general linguistic course.

After this introductory period the student chooses to specialize in one of the supplied fields of study. All public Gymnasiums must supply at least four different fields of study, where at least one is mainly humanity/linguistic, at least one is mainly in social science and at least one mainly in science. The specialization course lasts for 2½ years, and the students are to achieve general education and study competence with a view to being in a position to complete higher education.

The Gymnasium provide subjects at three levels A, B and C, where A is the highest level. At the end of the third year all students must have at least four A-level subjects, normally three B-level subjects and normally seven C-level subjects.

The instruction also includes a major written assignment at the 3rd year in Danish, history or in the subjects in the field of study.

All students also receive instruction in electronic data processing.

For the curriculum of the fields of study see [5.13.](#)

### 5.11.2. The HF

The HF programme lasts two years and is composed of a nucleus of common core subjects, groups of subjects and elective subjects which can be freely combined.

The programme is organized as single subjects, in groups of subjects and in a number of interdisciplinary and single subject projects. Education is arranged to give the students the opportunity of academic concentration, comprehensive view and an experience of coherence.

Like the Gymnasium education is provided at three levels: an A, B and C level, where A is the highest level.

The instruction also includes a major written assignment and a written examination project, which is to be elaborated in the 2nd year.

All students also receive instruction in electronic data processing

For the curriculum of the fields of study see [5.13.](#)

### 5.11.3. The HHX and HTX

The HHX programme and the HTX also operate with study field courses. The study fields are to give the pupils the opportunity of academic concentration. A study field course consist of compulsory subjects and study field subjects along with optional subjects and a timeframe for cooperation and coherence among the subjects.

Like the other general upper secondary educations, the HHX and the HTX supply training in three levels: an A, B and C level, where A is the highest level.

Each student chooses a specialized study field course consisting of a package with three subjects. The typical HHX/HTX student selects packages consisting of three A-level or two A-levels together with a

third subject at B or C-level. However, specialized study fields can also be offered consisting of one A-level subject together with a B-level subject and a third subject at B or C-level. The packages are drawn up and offered by the individual school, and the number of different programmes vary from school to school.

The instruction also includes a major written assignment at the 3rd year in Danish or one of the subjects in the field of study.

For the curriculum of the fields of study see [5.13](#).

#### **5.11.4. Vocational education and training**

In 2001 the technical vocational education and training programmes were modified so that they now have a simplified structure and a more flexible organisation.

The programmes consist of a basic course, which is the introductory part of the programme, and a main course, which makes up the remainder of the programme. The introductory part last no longer than 2 years, and is a general introduction aimed to give the young person personal, social and technical qualification. The remainder of the programme is a specialization in topics listed below.

##### **The basic course**

The basic courses are school-based and completed with the award of a certificate documenting the completed basic course. For the technical study programmes the basic course last between 20 and 60 weeks whereas the basic course for the commercial programme lasts 2 years. The certificate lists the subjects and levels completed by the student and constitutes the basis for admission to the main course.

##### **The main course**

The main course consists of both theoretical education at school and practical training and requires that the student concludes a training agreement with a business enterprise or is admitted to the school-based practical training scheme. The main course begins with a practical training period.

With the reform in 2001, the introductory parts of the vocational education and training programmes are merged into a limited number of flexible common access routes. With the reform that takes effect from the academic year 2008/2009 the former seven access routes are replaced by 12 new access routes (study directions). Each of the access routes leads the participant to a number of related and more specialized vocational education and training programmes. The 12 main access routes are:

- Car, Aeroplane and other means of transportations
- Construction and installation
- User service and structure
- Animals, plants and nature
- Body and style
- Food for people
- Media production
- Production and development
- Power, control and IT
- Health, care and pedagogics
- Transportation and logistics
- Commercial

When deciding on the number and design of the access routes, it was taken into consideration that there was to be a reasonable geographical spread in the supply. So the admission routes to the programmes are as far as possible available all over the country. In order to ensure the quality and an adequate geographical spread, it is therefore required that colleges cooperate on providing teaching at basic course level.

In continuation of each admission route, there are a number of main courses corresponding to the vocational education and training programmes which already exist in the existing vocational education

and training system. A completed basic course leads to admission to one or more main courses.

The commercial area has its own independent access route parallel to the other admission routes to the technical vocational education and training programmes. The access route is linked to a certain school form, the business college.

The normal duration of a vocational education and training programme is 4 years. The total duration of a main course will normally not exceed 3½ years.

### **5.11.5. Social and health education**

#### **Social and health service assistants**

The education is structured in phases as a coordinated system with a 20-week basic course and three/two qualification levels:

- a 20-week basic course for young people coming from lower secondary school. During the basic course they are introduced to the basic social and health education programmes as well as to the basic educator training programme

After the basic course, the student may choose either:

- a 1-year and 2 months basic education programme for social and health service helps, or:
- a 1-year and 7½ months basic education programme leading to the qualification of educator assistant

After attending the education programme for social and health service helps, the student may choose a 1-year and 8 months advanced education programme for social and health service assistants,

Social and health service assistants may further educate themselves to become nurses, midwives, physiotherapists etc. In order to gain access to these programmes, the students must pass an entrance examination or have relevant education corresponding to upper secondary school level

Educator assistants may further educate themselves to become educators.

## **5.12. Organisation of School Time**

### **5.12.1. Organisation of the School Year**

The individual school decides when the school year is to start after the summer holiday, the number of school days and the placing of holidays and school days. Normally, educational activities take place between the second week of August and 30th of June. Other administrative activities are different from each school.

### **5.12.2. Weekly and Daily Timetable**

A five-day week from Monday to Friday is applied. The weekly workload should be distributed as evenly as possible over the whole week. How the daily workload is distributed over the day is decided locally at each school. Lunch break normally begins at 12:00 and lasts 30 minutes.

The instruction in general upper secondary education is organised with a number of lessons (1 lesson = 45 minutes) per subject per year.

## 5.13. Curriculum, Subjects, Number of Hours

At the commencement of the instruction, the teacher either prepares a plan for the autumn term's teaching in collaboration with the students or informs the students of such a plan. In the later phases of the instruction, the teacher and the students plan the work together. The teacher and the students regularly discuss the instruction given. Instruction in the individual classes is coordinated with a view to achieving coherence between the different subjects and a suitable distribution of the student's workload.

As already mentioned, all subjects in general upper secondary education (STX, HF, HHX and HTX) are placed in system of levels, C, B and A in relation to the subject's scope and depth. The level system is as a general rule structured in a way that C-level subjects are allotted 75 periods of 60 minutes, B-level subjects have 200 periods and subjects at A-level 325 hours. There are a number of exceptions, however, in the individual programmes.

### 5.13.1. The Gymnasium

After the latest reform in 2005 the curriculum of the Gymnasium is characterized by the pupil's choice of freedom. Each pupil is to choose a field of study, which could be specializing in science, languages, social science etc.

A core curriculum is however apparent no matter which the fields of study is chosen. The compulsory subjects are:

Subject	Level	Notes
Danish	A	
English	B	At least B-level
2 <sup>nd</sup> foreign language	B	At least B-level. However, if the student has chosen a beginner language as second foreign language it must be A-level. Students can choose between the following languages: French, German, Italian, Russian and Spanish.
Physics	C	
History	A	
PE and sport	C	At least C-level
An artistic subject	C	At least C-level
Mathematics	C	At least C-level
Classical studies	C	
Religion	C	
Social Science	C	At least C-level

Furthermore, two of the subjects biology, chemistry and geography at least at C-level must be a part of the fields of study. One of the subjects: biology, physics, chemistry, or geography must be finished at least at B-level, except for students, who have four foreign languages.

Parts of the instruction are also implemented as multi-subject courses within the framework of general study preparation, general language understanding and a natural science basic programme.

Each institution composes the fields of study, so each field contains three field of study-subjects – or two field of study-subjects if the field of study contains a beginner or classical language at A-level as the third language.

In each field of study the two field of study-subjects at the highest levels must naturally correspond and cooperation must be possible. The following connections must appear between the two subjects:

- Biology, physics, chemistry or social science at A-level must be combined with mathematics at at least B-level.
- Mathematics at A-level must be combined with one of the subjects biology, physics, chemistry, or social science at at least B-level.
- English at A-level must be combined with social science at at least B-level or continuing language, beginner language or music all at A-level.
- Continuing language at A-level must be combined with social science at at least B-level or English, beginner language or music all at A-level.
- A beginner language or a classical language at A-level must be combined with another beginner language, English, continuing language, classical language or music all at A-level.
- Music at A-level must be combined with an artistic subject at B-level, with English, a continuing language, a beginner language or a classical language all at A-level, or with mathematics or physics at at least B-level.

The Minister of Education issues further regulations of the opportunities for combination of the two subjects at the highest level.

The Minister of Education also draws up guidelines for contents and goals for each subject, but teachers have some degree of freedom within this framework.

In total, each student completes a minimum of 2470 hours of 60 minutes each. There is, in addition, homework with written assignments, preparation of texts, research etc. as well as time for examinations.

### 5.13.2. The HF

The HF programme is structured like the Gymnasium starting with an introductory period – here of 4 weeks – followed by a specialization period the rest of the 2-year course.

For all the students attending HF education includes:

Subject	Level
Danish	A
English	B
PE and sport	C
Mathematics	C
One of the subjects: dance, design, dramatics, media and music	C
<b>A cultural and social science subject group containing:</b>	
History	B
Religion	C
Social science	C
<b>A science subject group containing:</b>	
Biology	C
Geography	C
Chemistry	C

The institution must provide a range of optional subjects at at least B and C level. Subjects from other upper secondary educations may be a part of the supply. The student must choose at least two subjects at B level, or a B level subjects and two C level subjects, or an A level subject – except English – and a C level subject.

HF subjects are comparable to those of the Gymnasium's to level, but they differ somewhat in content. A number of optional subjects are however identical in both programmes.

The instruction includes instruction in study methods and electronic data processing.

The Minister of Education draws up guidelines for contents and goals for each subject, but teachers have some degree of freedom within this framework.

In total, each student completes a minimum of 1625 hours of 60 minutes each. There is, in addition, homework with written assignments, preparation of texts, research etc. as well as time for examinations.

### 5.13.3. The HHX

The HHX programme is structured by an introductory period of a half year and a following specialization of 2½ year. The introductory period is compulsory and consists of: Danish, English, mathematics, a second language and subject groups of commercial, socioeconomic and cultural orientated themes. In these groups linguistic and communicative elements appear to give the pupils an opportunity for physical expression and insight in the importance thereof like the importance of personal health.

The field of study course consists of a range of compulsory subjects and a range of optional. The compulsory subjects are:

Subject	Level	Notes
Sale	B	
Danish	A	
English	A	
Business law	C	
2 <sup>nd</sup> foreign language	At least B	A level, if the pupil has chosen a beginner language as 2 <sup>nd</sup> foreign language. Students can choose between the following languages: French, German, Italian, Russian and Spanish.
International economics	B	
Mathematics	C	
Social science	C	
Contemporary history	B	
Commercial economics	B	

The Business College compounds the fields of study, so each study field consists of three study field-subjects. In each field of study the two field of study-subjects at the highest levels must naturally correspond and cooperation must be possible.

The Minister of Education issues further regulations of the opportunities for combination of the two subjects at the highest level.

The Business College must supply a range of optional subjects at A, B and C level. The optional subject is to be chosen transversely to the study fields, and subjects of other general upper secondary educations can also be chosen.

The supply of optional subjects varies depending on the institutions size and the teachers' academic qualifications. The following are examples of optional subjects: mathematics, 3<sup>rd</sup> foreign language,



cultural understanding, design, history of ideas, media knowledge, project management, psychology, EU, international economics and cooperation, business economics, information technology etc.

In the course of a week in the 3rd year in the period between 15 November and 15 March, each student is to elaborate a major written assignment. The assignment is to be elaborated in a topic of the student's own choice within two or three of the subjects taught in the 3rd year.

The Minister of Education draws up guidelines for contents and goals for each subject, but teachers have some degree of freedom within this framework.

In total, each student completes a minimum of 2470 hours of 60 minutes each. There is, in addition, homework with written assignments, preparation of texts, research etc. as well as time for examinations.

### 5.13.4. The HTX

The HTX programme is structured by an introductory period of a half year and a following specialization of 2½ year. The introductory period is compulsory and consists of: Danish, English, mathematics and subject groups of technology, social science and scientific orientated themes. In these groups linguistic and communicative elements appear to give the pupils an opportunity for physical expression and insight in the importance thereof like the importance of personal health.

The field of study course consists of a range of compulsory subjects and a range of optional. The compulsory subjects are:

Subject	Level	Notes
Biology	C	
Danish	A	
English	B	
Physics	B	
Chemistry	B	
Communication/ IT	C	
Mathematics	B	
Social science	C	
Technique	A	
Technology	B	
History of technology	C	

The education institution compounds the fields of study, so each study field consists of three study field-subjects. In each field of study the two field of study-subjects at the highest levels must naturally correspond and cooperation must be possible.

The Minister of Education issues further regulations of the opportunities for combination of the two subjects at the highest level.

The education institution must supply a range of optional subjects at A, B and C level. The optional subjects are to be chosen transversely to the study fields, and subjects of other general upper secondary educations may be chosen too.

In the course of a week in the 3rd year in the period between 15 November and 15 March, each student is to elaborate a major written assignment. The assignment is to be elaborated in a topic of the student's own choice within two or three of the subjects taught in the 3rd year.

The Minister of Education also draws up guidelines for contents and goals for each subject, but teachers have some degree of freedom within this framework.

In total, each student completes a minimum of 2470 hours of 60 minutes each. There is, in addition, homework with written assignments, preparation of texts, research etc. as well as time for examinations.

### **5.13.5. Vocational Upper Secondary Education**

#### **The Education Plan**

All students enrolled in vocational education and training have their own personal education plan. It is the aim of the education plan to ensure concordance between the student's desires, interests and abilities and the actual course of education. The contents of the individual student's basic course and main course - including the practical training part of the programme - are thus defined in the personal education plan.

The drawing up of the personal education plan must be done in cooperation with the student and the college - and for students who have concluded a training agreement with a business enterprise also in cooperation with the practical training place. In this way, it is underlined that it is the student, who, within the framework of the provisions applying to the chosen programme, determines his or her own course of education. This will on the one hand make it possible to meet the student's individual learning needs, and on the other hand it will make it possible to develop the personal qualifications of the student.

#### **The Educational Portfolio or "Log-Book"**

Together with the personal education plan, school guidelines and certificates, the educational portfolio or log-book must contain a description of the qualifications and competencies acquired by the student during school periods and practical training periods.

#### **The basic course**

The basic course normally consists of a total of 20 weeks of teaching. Of this, 5 weeks are devoted to compulsory basic subjects, and another 5 weeks are devoted to training-specific area subjects, which are directed at a given main course (dependent on the chosen specialization). The remaining 10 weeks consist of common area subjects, i.e. area subjects defined jointly by the trade committees within an admission field or parts of an admission field.

The students may individually extend the basic course up to 60 weeks as part of an individual education plan. For programmes, where the final objectives in the theoretical and/or practical area are particularly high, the Minister of Education may approve that higher requirements should be set with regard to the levels that are to be attained in the basic and area subjects during the basic course than what can normally be attained in 20 weeks by students on the basis of the 9th form of the basic school. The levels in question must however under all circumstances be attainable within a time framework of 40 weeks.

In the commercial area, the basic course (the so-called hg-course) can be of a minimum duration of 38 weeks and up to 2 years, where the new basic courses in the technical programmes, as mentioned above, are normally of 20 weeks' duration and can be of up to 60 weeks' duration.

#### **The Main Course**

The students are to receive education which will enable them to meet the competency requirements in the labour market. The total duration of a main course will normally not exceed 3½ years. The duration of the compulsory school education in the main course can normally not exceed 60 weeks (1½ years).

The main course starts with a practical training period in a business enterprise or - if the student has not been able to find a business enterprise to conclude a trainee agreement with, and he or she meets the requirements in this respect - in school-based practical training. After this, there is an alternating of school periods and practical training periods.

The contents of the school education build on basic subjects, area subjects, special subject modules and optional subjects. There is a total weighting between these subject types during the entire programme so that the basic subjects and the optional subjects take up approx. half of the school time, and the area subjects and specialisation subjects take up the other half.

The specialisation subjects constitute the highest subject-specific levels of the programme. Since 2001 a connection between the specialisation subjects in the vocational education and training programmes and those in the vocational continuing training programmes under the adult vocational training system was created so that the apprentice and his or her practical training business are in a position to choose those special modules from the continuing training programmes which are most relevant. The cooperation between the two training systems will result in a joint catalogue of vocational education and training and adult and further training programmes for the relevant specialisations.

### **5.13.6. The education programmes in the social and health service area**

#### **The basic course**

The basic course has been established for young people who enter the courses directly from the 9th or 10th forms of the Folkeskole (Danish primary and lower secondary school). The basic course is not a qualifying degree; it merely introduces the students to the work area. It consists of an introductory period of 2 weeks and subsequently 18 weeks of general social and health service subjects and basic subjects.

#### **Qualifying Education in the Social and Health Service Area**

The basic social and health education programmes are sandwich-type programmes, where practical training alternates with theoretical education. The education programmes consist of 1/3 theory and 2/3 trainee service and comprise long practical training periods within the work area in question and theoretical instruction.

The more detailed organisation of the programmes is laid down in curricula, which are drawn up by the individual principals and approved by the joint board of the school.

The theoretical instruction, which takes place at a school, comprises a number of obligatory area subjects.

The practical training is laid down in the curriculum in such a way that coherence is attained with the theoretical education periods at school. The practical training places are responsible for the practical training, including guidance of the students.

#### **Social and health service helps**

The theoretical part of the education programme for social and health service helps is of 24 weeks' duration and comprises the following subjects:

- Area subjects: Healthcare, sociology and social science, pedagogics and psychology and practical subjects
- Basic subjects: Danish, English and natural science
- Electives

The practical training part of the programme comprises practical and personal assistance, activation and elementary nursing tasks. The trainee service takes place in municipalities - in the home of the clients and in nursing homes.

#### **Social and health service assistants**

The theoretical part of the education for social and health service assistant lasts a minimum of 32 weeks and comprises the following subjects:

- Area Subjects: Healthcare and nurturing, medical subjects, sociology and social science, pedagogics and psychology and cultural and activity-related subjects

- Basic subjects: Danish, English and natural science
- Electives

The practical training part of the education comprises the main areas: care, activation and basic nursing. The practical training takes place in municipalities. 1/3 of the practical training takes place at somatic hospitals, 1/3 in psychiatric wards and 1/3 in the municipal service for the elderly - nursing homes mostly.

### Generally qualifying subjects

It is possible to take part in optional generally qualifying courses against a reduction in the practical training of a maximum of one month in the case of the social and health service help education programme and 1½ months in the case of the social and health service assistant education programme. The qualifying optional subjects are meant to give the students a ballast of general knowledge, strengthen their personal development and qualify them for further education.

### The education programme for educator assistants

The education programme for educator assistants may be commenced with a basic course, see above.

The duration of the education programme for educator assistants is 1 year and 7½ months. It is also a sandwich-type programme which consists of 50 weeks' theoretical education and two periods of trainee service.

The theoretical part of the programme is of 50 weeks' duration and consists of:

- An introductory course of approx. 2 weeks' duration.
- The special subjects consist of the following:
  - Educational theory and psychology;
  - Cultural studies and activity methods;
  - Information technology and communication;
  - Hygiene and welfare.
- The basic subjects consist of the following:
  - Danish (level C);
  - English (level E);
  - Social studies (level C).
- An optional subject

Part of the education is carried out as case and theme studies, comprising elements from the various special subjects and Danish.

The practical training takes place at day-care centres or residential institutions or with authorised childminders or other educational facilities. Normally, the practical training shall include a period in a day-care centre or residential institution.

## **5.14. Teaching Methods and Materials**

### The Gymnasium (STX)

The instruction is provided in the form of class instruction in the individual subjects. There is project work in certain subjects, which will often be carried out in groups (group work). There are also excursions, periods of practical experience, interdisciplinary project days, assemblies and study groups.

Up to 25 % of the teaching time can be spent on virtually organised teaching, where students and teacher are not necessarily in the same room.

The instruction must constitute a whole and therefore must be organised so that the subjects give mutual support to each other. The instruction in the individual class must be coordinated to ensure coherence between the subjects and a suitable distribution of the students' workload. No specific

official recommendations exist regarding the degree of homework.

The Minister of Education draws up general methodological guidelines for each subject, but teachers have some degree of freedom within this framework. Schools and teachers are free to choose their own teaching material.

### **The HF**

The instruction is provided in the form of class instruction in the individual subjects. There is project work in certain subjects, which will often be carried out in groups (group work).

Up to 20 % of the teaching time can be spent on virtually organised teaching, where students and teacher are not necessarily in the same room.

Like the Gymnasium the instruction must constitute a whole and must therefore be organised so that the subjects give mutual support to each other. The instruction in the individual class must be coordinated to ensure coherence between the subjects and a suitable distribution of the students' workload. No specific official recommendations exist regarding the degree of homework.

The Minister of Education draws up general methodological guidelines for each subject, but teachers have some degree of freedom within this framework. Schools and teachers are free to choose their own teaching material.

### **The HHX & HTX**

The teaching is based on vocational theory and method and on practical vocational conditions. The aim of the programme of being a preparation for higher education studies must be reflected in the organisation of the teaching, and teaching methods must be used which develop the independence of the students and their ability to argue, generalise and make abstractions.

Up to 25 % of the teaching time can be spent on virtually organised teaching, where students and teacher are not necessarily in the same room.

The teaching is organised so that the subjects support each other with a view to creating an appropriate and equal distribution of the workload of the students. No specific official recommendations exist regarding the degree of homework.

The Minister of Education draws up general methodological guidelines for each subject, but teachers have some degree of freedom within this framework. Schools and teachers are free to choose their own teaching material.

### **Vocational Upper Secondary Education**

A vocational education and training programme is a sandwich-type programme, in which periods of theoretical education at school alternate with periods of practical training in a business enterprise.

The theoretical education includes teaching methods such as individual presentations, group work, class discussions and written projects. Students receive approx. 6 hours of teaching a day, and in addition to this they also have an amount of homework. Schools and teachers are free to choose their own teaching material and no specific official recommendations exist regarding the degree of homework.

During the practical training students must expect to have a 37 hour weekly workload.

### **The basic social- and health education programmes**

The basic social and health education programmes are sandwich-type programmes, where practical training alternates with theoretical education. The education programmes consist of approx. 1/3 theory and 2/3 trainee service and comprise long practical training periods within the work area in question and theoretical instruction.

The education programme for educator assistants is also a sandwich-type programme which consists of one year's theoretical education and two periods of trainee service.

Part of the theoretical education is carried out as case and theme studies, comprising elements from the various special subjects and Danish.

## **5.15. Pupil Assessment**

### **5.15.1. The Gymnasium (STX)**

The evaluation can be divided into internal evaluation and external evaluation.

#### **5.15.1.1. Internal Evaluation**

The aim of the continuous evaluation is to guide the student and the teacher with a view to the further planning of the instruction. The individual teacher will thus have a possibility of adjusting the progress, and the level of the evaluation must also provide a basis for a detailed guidance of the individual student with regard to his or her progress in the subject concerned and in study methods. The method of evaluation is determined by the students and the teacher together and pays regard to the form and content of the instruction.

The teacher follows the benefits which the individual student gains from the instruction. At suitable intervals, this is discussed collectively and individually with the students. The whole course of instruction is evaluated by means of tests, special assignments/reports or conversations.

Education is continuously evaluated by the students and the teachers to enlighten the students' payoff of the instructions.

#### **5.15.1.2. External Evaluation**

An evaluation of the individual student's achievement in the subjects is made for external purposes. This is done by means of the following forms of evaluation: marks for the year's work, examination marks, term marks and testimonials.

Marks for the year's work which appear on the student's examination certificate are given at the end of the school year, in which instruction in the subject concerned is concluded. Marks for the year's work are given by the subject-teacher and reflect the subject-teacher's appraisal of the student's level of attainment at the end of the year.

Term marks are given in those subjects, in which marks for the year's work are given. Term marks are given twice during the school year and in the case of subjects which are to be continued in the following year, also at the end of the school year. These marks may be accompanied by a written testimonial as to the student's aptitude for, and work with, the subject concerned. If the mark given is under 02, it must be accompanied by a testimonial and the same applies, if the mark is two marks or more lower than that given at the previous evaluation.

#### **5.15.1.3. Written and Oral Examinations**

A total of ten examinations must be taken in order to pass the complete examination, of which up to three may be taken after the first and second years.

After the third year, all students take a written examination in Danish and in the subjects chosen at higher level. The number of oral examinations varies for the individual student in accordance with the number of subjects chosen at higher level.



In addition to the compulsory exams, each year, the Ministry of Education decides which subjects are to form part of the examination for the individual student.

Towards the end of the education programme all students must also submit a major written assignment which forms part of the examination.

Written examination questions are produced by the Ministry of Education's Department of General Upper Secondary Education. For each subject, there is an examination committee consisting of hand-picked teachers and the Department's subject advisers for the subject in question. Oral examinations are held in subjects selected (at random) by the Department of General Upper Secondary Education for each individual school.

Written examination papers are marked by two external examiners, i.e. the teacher has no share in the mark given, but is given two days to ask for a reconsideration of individual marks. At oral examinations, the teacher and one external examiner together decide on the mark to be given, where the external examiner has the last word.

For each subject, there is a permanent group of external examiners made up from teachers - with 5% of the members from other sectors of the education system or from industry.

#### 5.15.1.4. Marking

Marks are given according to the 7-point marking scale indicating the performance of the student:

12	For an excellent performance displaying a high level of command of all aspects of the relevant material, with no or only a few minor weaknesses.
10	For a very good performance displaying a high level of command of most aspects of the relevant material, with only minor weaknesses.
7	For a good performance displaying good command of the relevant material but also some weaknesses.
4	For a fair performance displaying some command of the relevant material but also some major weaknesses.
02	For a performance meeting only the minimum requirements for acceptance.
00	For a performance which does not meet the minimum requirements for acceptance.
-3	For a performance which is unacceptable in all respects.

Students are given a mark (according to the 7-point marking scale) for the year's work as well as for their achievement at the examinations. The average of the two sets of marks is then the student's examination result. In order to pass the average must be minimum 02.

#### 5.15.2. The HF

There is no continuous evaluation of the students in the HF programmes, and neither any end-of-year or end-of-term examinations. However education is continuously evaluated by the students and the teachers to enlighten the students' benefit of the instruction.

A complete HF examination requires an examination in the compulsory subjects Danish, English and mathematics along with one of the following subjects: dance, design, dramatics, media and music. Furthermore it requires a joint oral examination in the culture and social science subject group and a joint oral examination in the natural science subject group, and last it requires examination in 2 -4 optional subjects.

Towards the end of the education programme all students must also submit a major written assignment which forms part of the examination.

Written examination questions are produced by the Ministry of Education's Department of General Upper Secondary Education. For each subject, there is an examination committee consisting of hand-



picked teachers and the Department's subject advisers for the subject in question. Oral examinations are held in subjects selected (at random) by the Department of General Upper Secondary Education for each individual school.

Written examination papers are marked by two external examiners, i.e. the teacher has no share in the mark given, but is given two days to ask for a reconsideration of individual marks. At oral examinations, the teacher and one external examiner together decide on the mark to be given, where the external examiner has the last word.

For each subject, there is a permanent group of external examiners made up from teachers - with 5% of the members from other sectors of the education system or from industry.

Marks are given according to the 7-point marking scale indicating the performance of the student. – See 5.15. D. Students are assessed by means of the 7-point marking scale for their performance at the examinations. The average of the examination marks is the student's examination result and in order to pass the average must be minimum 02.

### **5.15.3. The HHX**

Students are given marks for the year's work on the basis of their performance in class and homework.

During the last 4 weeks of the 1st year of the 3-year programme, the students sit for end-of-the-year examinations. One end-of-the-year examination is held as an interdisciplinary project, and 1-2 of them are held in subjects according to decision taken by the school. The examinations are held at the end of the programme. A student can normally only be registered for the final examination, if he or she has participated in the instruction, has handed in the written work and has had it approved by the teachers concerned.

Oral and/or written examinations are held in almost all of the subjects. The students' performance at the individual examination is assessed by the teacher/examiner and external examiner(s) appointed by the Ministry of Education. Written examination questions are produced by the Ministry of Education's Department of General Upper Secondary Education.

Marks are given according to the 7-point marking scale indicating the performance of the student – See 5.15. D. The examination is considered passed, when the average of the sum of the examination marks and the sum of the marks for the years' work, amounts at least 02.

### **5.15.4. The HTX**

Students are given marks for the year's work on the basis of their performance in class and their homework.

As a rule, the examinations are held at the end of the programme. The examinations are held at the end of the programme. A student can normally only be registered for the examination, if he or she has participated in the instruction, has handed in the written work and has had it approved by the teachers concerned.

Oral and/or written examinations are held in almost all of the subjects. The students' performance at the examination is assessed by the teacher/examiner and external examiner(s) appointed by the Ministry of Education. Written examination questions are produced by the Ministry of Education's Department of General Upper Secondary Education.

Marks are given according to the 7-point marking scale indicating the performance of the student – See 5.15. D. The examination is considered passed, when the average of the sum of the examination marks and the sum of the marks for the years' work, amounts at least 02.

Education at the HHX and HTX programmes as well as the HF and Gymnasium (STX) are continuously evaluated by the students and the teachers to enlighten the students' benefit of the instructions.

### **5.15.5. Vocational Upper Secondary Education**

The performance is assessed by means of the 7-point marking scale (see section [5.15.1.4.](#)). The examination is considered passed, when the sum of the examination marks and the sum of the marks for the years' work, each amounts to at least the number of the marks multiplied by 02.

The assessment of students during the programme and examinations are organised for the individual programme on the basis of an assessment plan, which is laid down by the Minister of Education and in the case of the area and specialisation subjects by the respective trade committees. The assessment plan must contain provisions concerning the requirements that the college shall set for the students from the beginning of the theoretical education at school in the main course in question.

The college makes a continuous assessment of the student's development and proficiency. It is the aim to help and guide the student and create the basis for the issuing of the school guidance, which is issued by the college at the end of the individual school period. The school guidance is formulated in cooperation with the student. In the school guidance, the student's proficiency is expressed in the form of marks in relation to the aims laid down at the end of the school period in accordance with the education plan of the college and the provisions applying to the programme in question. In addition to this, the college gives its assessment of the student's possible needs for supplementary school education and for supplementary training in the practical training business.

The college makes a final assessment of the student's development and proficiency. The final assessment is made in relation to the aims laid down for the teaching in the provisions concerning the programme in question. At the final assessment, a final mark is fixed, which may be a proficiency mark or an examination mark. The proficiency mark expresses the student's proficiency in relation to the aims laid down for the teaching at the time when the mark is given.

#### **The main course**

The main course is normally completed with a "journeyman's test" or a similar examination testing the vocational skills, knowledge and attitudes and is - as in the existing system - monitored by the social partners. The test may form part of the school part and will then normally take place during the last school period, or it may be taken after the school period as an actual journeyman's test performed in the business. The qualifications obtained from vocational education and training are recognised nationally and recognised by enterprises and employees alike, as their own representatives participate in the development and implementation of the curricula, and monitor the examination results.

### **5.15.6. The basic social- and health education programmes**

The work and performance of the students are subject to continuous assessment during the entire programme. The assessment is given on the basis of examinations, assignments or as general proficiency statements on completion of a practical training period. The final examinations are assessed by external examiners.

The qualifications acquired in the basic programmes are documented by written, oral or combined written and oral examination in connection with the theoretical education, by proficiency assessments in connection with the practical training, by obligatory practical tasks and by a theoretical examination at the end of the programmes.

All examinations, practical tasks and proficiency assessments must be passed.

An examination is considered passed, when the student has been awarded the assessment of pass or a minimum mark of 02. Each examination must be passed separately. Passed examinations cannot be taken again. A student can as a maximum register for the same examination twice. Students, who have not passed a proficiency assessment, may be assessed again after having completed a practical training period determined by the practical training place and the school.

## 5.16. Progression of Pupils

It is the aim of the continuous evaluation in the Gymnasium (STX) to guide the student and the teacher with a view to the further planning of the instruction. The individual teacher thus has a possibility of adjusting the progress of the student, and the evaluation provides the basis for a detailed guidance of the individual student.

There is automatic promotion between the 3 classes of the Gymnasium if the content of the subject is followed, tests and examinations taken, and the compulsory attendance respected. Students may however, if they so wish, ask the headmaster's permission to repeat a year.

A greater amount of standardisation of the programmes at general and vocational upper secondary level as well as new rules regarding the granting of credits at this level have made it easier to transfer between the programmes at this level.

### HF, HHX & HTX

If the students have passed the prescribed 1st year examinations, have participated in the teaching and handed in the prescribed number of assignments, they proceed automatically from one year to the next. A student, who has not completed or passed the examination, may register once for a new examination. Under special circumstances, exemption may be granted for a further attempt.

It is a necessary but not sufficient reason to deny the pupil to progress if the average of his marks does not exceed 02.

A greater amount of standardisation of the programmes at general and vocational upper secondary level as well as new rules regarding the granting of credits at this level have made it easier to transfer between the programmes at this level.

### Vocational Upper Secondary Education

If a student fails in an examination, he or she must sit for it again. As a rule, students have three attempts for the examination in a given subject. For students, who are not comprised by a training agreement, the college may decide that the student shall follow supplementary teaching before he or she can register a second or third time for examination in a subject. In the case of students, who are comprised by a training agreement, the college must make an appraisal of the students' possible need for supplementary teaching or supplementary practical training in the business enterprise.

In order to be able to continue in the main course of a programme, the student must have completed a basic course and taken the subject at the levels required in the provisions applying to the programme in question. It is possible to complete some main courses through basic courses completed within the framework of two or more access routes.

Admission to a main course at college requires that the student has entered into a training agreement with one or more practical training businesses. Students may however be admitted to a school period in the main course without a practical training agreement on the basis of a practical training period spent abroad. Students are furthermore admitted to college in connection with school based practical training.

### The basic social- and health education programmes

The programme for social and health service assistant builds on to the programme for social and health service help. It is not required to take the programmes immediately after each other.

For further education leading to qualifications as nurses, midwives, physiotherapists etc., the students must pass an entrance examination or have relevant education corresponding to upper secondary school level.

On completion of the programme, students can use the basic educator training programme for admission to the further education programme leading to the qualification of educator.

## 5.17. Certification

The responsible authority for the content and examinations in the **Gymnasium** is the Ministry of Education. The title of the examination taken at the end of the **Gymnasium** is the "Studentereksamen" (Upper Secondary School Leaving Examination). Students, who have passed the "Studentereksamen", are issued with a certificate, which contains the following information:

- All marks for the years' work
- Examination marks, including marks for the years work in subjects in which there has been no examination
- The two average figures
- The examination result

The certificate is signed by the headmaster of the **Gymnasium** where the examination has been taken. Certificates are drawn up by the Ministry of Education. Only one original certificate must be issued. A copy, including a translated certificate (the certificate is translated into English, German and French) must be designated "copy".

Ministerial regulations have been issued with regard to the award of credits in connection with teaching and examinations for students who have followed the instruction and taken examinations from other programmes at upper secondary level.

The responsible authority for the content and examinations in the **HF** is the Ministry of Education.

The title of the examination taken at the end of the **HF** programme is "Højere Forberedelseseksamen" (Higher Preparatory Examination). **HF** Students who have passed this examination are issued with a certificate, which contains the following information:

- Marks in the subjects required for a **HF** exam.
- An evaluation of the written assignment
- An evaluation of the written exam project
- The average mark, calculated with one decimal.

The certificate is signed by the headmaster of the **HF** course establishment, where the examination has been taken. Certificates are drawn up by the Ministry of Education. Only one original certificate must be issued. A copy, including a translated certificate (the certificate also exists in English, German and French) must be designated "copy".

Ministerial regulations have been issued with regard to the award of credits in connection with teaching and examinations for students who have followed the instruction and taken examinations from other programmes at upper secondary level.

**HHX** and **HTX** When the students have completed all the examinations at the end of the 3rd year, the college issues a certificate indicating:

- All marks for the years' work
- Marks obtained by the student at the examination
- The two average figures
- The examination result

The title of the examinations are "Højere Handelseksamen" (Higher Commercial Examination) and "Højere Teknisk Eksamen" (Higher Technical Examination) respectively.

The Ministry of Education decides on the design of the certificate.

For all the branches (**STX**, **HF**, **HHX** and **HTX**) the examination average is crucial to the student's future opportunities in the education system as it forms an important part of the basis for admission to higher education. The examination average is raised for pupils who have taken more subjects at A-level than the education programme requires.

### Vocational Upper Secondary Education

On completion of the basic course, the student is awarded a certificate documenting that he or she has completed this course and indicating the subjects and levels completed. The certificate also indicates

the main courses which the student is qualified to continue in.

When the practical training period in the business has been completed, the practical training business issues a statement to this effect (the final practical training statement). If several businesses have entered into an agreement with the student, each of the businesses issues a final practical training statement. The statement must contain:

- the designation of the programme, including specialisation if any, profile or the like;
- indication of the practical training business and practical training periods;
- the signature of the business.

The final certificate is issued, when the school certificate and the final practical training statement have been issued and a possible journeyman's test passed. The certificate must contain:

- the designation of the programme completed, including the specialization taken and profile if any;
- reference to school certificate and final practical training statement;
- statement as to whether a possible journeyman's test has been passed as well as possible indication of the marks given in this context.

### **The basic social- and health education programmes**

Upon completion of the programme, the student is awarded a certificate. The certificate contains the following information:

- the title of the programme;
- the examination results;
- the general proficiency statements;
- the type of practical training place.

## **5.18. Educational/Vocational Guidance, Education/Employment Links**

### **Gymnasium (STX)**

It is the aim of the continuous evaluation to guide the student and the teacher with a view to the further planning of the instruction. The individual teacher thus has a possibility of adjusting the progress of the student, and the evaluation provides the basis for a detailed guidance of the individual student.

There is automatic promotion between the 3 classes of the Gymnasium if the content of the subject is followed, tests and examinations taken, and the compulsory attendance respected. Students may however, if they wish so, ask the headmaster's permission to repeat a year.

A greater amount of standardisation of the programmes at general and vocational upper secondary level as well as new rules regarding the granting of credits at this level have made it easier to transfer between the programmes at this level.

All institutions offering upper secondary education have a number of educational guidance counsellors appointed locally among teachers who have received special training. A third of their working time is devoted to counselling: career guidance as well as general pastoral care.

### **HF**

A greater amount of standardisation of the programmes at general and vocational upper secondary level as well as new rules regarding the granting of credits at this level have made it easier to transfer between the programmes at this level.

At each HF programme establishment, there are one or more educational guidance officers, whose task it is to give the students educational and vocational guidance. It is the aim to help the students complete the HF programme within the officially stipulated time and with the best possible result, to enable them to make qualified choices of subjects during the programme and to give them knowledge about the higher education system and the labour market.

Both collective and individual guidance is offered. The collective guidance is of a total extent of approx. 20 hours during the entire programme and a.o. comprises: general study techniques, financial and social conditions during the course, orientation about choice of subjects, orientation about the major written assignment, orientation about the structure of education system etc.

### **HHX & HTX**

If the students have passed the prescribed 1st year examinations, have participated in the teaching and handed in the prescribed number of assignments, they proceed automatically from one year to the next. A student, who has not completed or passed the examination, may register once for a new examination. Under special circumstances, exemption may be granted for a further attempt.

A greater amount of standardisation of the programmes at general and vocational upper secondary level as well as new rules regarding the granting of credits at this level have made it easier to transfer between the programmes at this level.

Educational and vocational guidance at the business colleges, which offer the programmes leading to the HHX and HTX examination, is taken care of by guidance officers appointed from among the teachers of the college. These guidance officers give individual and collective guidance in connection with the students' choice of education and occupation - both in Denmark and abroad, assist in the solution of problems, plan and organise introduction arrangements for new students, and they make information material available about all relevant higher education programmes.

### **Vocational Upper Secondary Education**

Educational and vocational guidance at the vocational colleges is taken care of by guidance officers appointed from among the teachers of the college. These guidance officers give individual and collective guidance in connection with the finding of practical training places, in connection with the students' choice of education and occupation - both in Denmark and abroad, assist in the solution of problems, plan and organise introduction arrangements for new students, and they make available information material about all relevant higher education programmes.

During the basic course, the student receives guidance and counselling among other things on his or her final choice of education. This guidance and counselling involves a weighting of the student's interests, prerequisites and motivation. In this way, it is expected that the student will make a realistic choice of education.

In order to be able to continue in the main course of a programme, the student must have completed a basic course and taken the subject at the levels required in the provisions applying to the programme in question. It is possible to complete some main courses through basic courses completed within the framework of two or more admission routes.

Admission to a main course at college requires that the student has entered into a training agreement with one or more practical training businesses. Students may however be admitted to a school period in the main course without a practical training agreement on the basis of a practical training period spent abroad. Students are furthermore admitted to college in connection with school based practical training.

### **The basic social- and health education programmes**

The programme for social and health service assistant builds on to the programme for social and health service help. It is not required to take the programmes immediately after each other.

For further education leading to qualifications as nurses, midwives, physiotherapists etc., the students must pass an entrance examination or have relevant education corresponding to upper secondary school level.

### **The education programme for educator assistants**

On completion of the programme, students can use the basic educator training programme for admission to the further education programme leading to the qualification of educator.



### Guidance:

As mentioned in section 5.13.5. the school establishes in cooperation with the student a personal education plan, in which the student's aim of the training period and the overall education period is described. The students must be offered guidance concerning the choice of education and occupation as well as on personal matters. The Minister of Education may lay down more detailed provisions to this effect upon recommendation by the Council for Social and Health Education.

## **5.19. Private Education**

The only private institutions at secondary level are the private gymnasiums.

The Minister of Education may authorise that private individuals set up 'gymnasiums'. They must be set up as private, self-governing institutions, whose statutes are approved by the minister. An approval may be revoked, if the institution does not comply with regulations in force or orders given. The private gymnasiums are subsidized by the state according to the number of students in the institution.

The Minister of Education has the overall responsibility for and supervises the teaching and examinations of the 'gymnasiums'.

Each private Gymnasium must have a headmaster, who is responsible for the day-to-day running of the institution. He or she has the pedagogical responsibility for the teaching and examinations of the school vis-à-vis the Minister of Education. He distributes the work between the staff of the school and takes all concrete decisions concerning the pupils of the school, including the admission of pupils. The headmaster organises examinations and issues certificates to those who have successfully passed the final examination.

All gymnasiums must have a board. Its composition, method of election and competence must appear from the statutes of the institution.

The board decides on the maximum number of pupils in classes on the recommendation of the headmaster, on the subject supply of the institution as well as on its holiday plan. It is responsible for the establishment of co-operation between the school and the parents, contributes in the solution of social tasks in relation to the school, fixes the rules of conduct of the school, etc. It is furthermore responsible for the appointment and dismissal of the head teacher, which must however be approved by the minister. It finally determines the budget of the school within the budgetary framework upon the recommendation of the headmaster.

All schools must furthermore have a pedagogic council comprising all teachers and the headmaster and a pupils' council elected from among the pupils of the school.

## **5.20. Organisational Variations and Alternative Structures**

There are different organisational variations and alternative structures catering for the 14-18-year-olds. They are for instance the municipal youth schools, the production schools and the vocational basic courses.

### Municipal Youth Schools

According to the legislation, municipalities have to establish and run youth schools for the 14-18-year-olds resident in the municipality. It is the aim of the youth school to give young people a possibility of consolidating and improving their knowledge, help them understand and qualify themselves for social life and contribute to a better quality of life.

The objective of the youth schools is manifold and so is their clientele. Most of the pupils also attend the upper forms of the Folkeskole a Gymnasium or a vocational school in the day-time and attend classes at the youth school in the late afternoon or in the evening in subjects which are not offered at



their day school, i.e. leisure-time type subjects such as electronics, electronic word-processing, ceramics, cooking, radio construction, design etc. Some take the opportunity to improve their knowledge and proficiency in subjects, in which they have done poorly during their compulsory education and prepare themselves once more for the final examinations of the Folkeskole. Some prefer to spend the last two years of compulsory education at a youth school because of the freer concept of the youth school.

The youth schools must offer general education in all subjects and topics which the pupils want to be taught in their leisure-time and which fall within the objective of the youth school; teaching which prepares for the final examinations of the Folkeskole, special education for physically and mentally handicapped, and teaching in Danish language and social affairs for young immigrants.

Full-time education at a youth school must live up to the normal standards set for the Folkeskole and give the pupils the same possibilities of an all-round development and acquisition of knowledge as they would have had, if they had attended a municipal Folkeskole. But at the same time, the full-time education of a youth school is not bound by the regulations pertaining to the Folkeskole with regard to division into forms and lessons, subjects, syllabus etc.

### **Production Schools**

Today, there are 95 production schools in Denmark. The school came into being at the end of the 1970s and they are an offer for young people under 25 years of age. The aim of the production schools are to strengthen the young participants' personal, social and vocational development and lead to further education or work. The pedagogical point of departure is practical work and production with the starting point in different workshops. The work in the workshops include and forms the basis for the theoretical teaching, which contributes to the vocational qualification of the participants, and it may also inspire them to go for teaching in general subjects such as Danish, arithmetic etc.

These schools are mainly established on the initiative of the municipalities, and in several locations two or more municipalities cooperate on the maintenance of a production school.

The production schools distinguish themselves from most other school forms in that they have a continuous intake and great variations in the duration of the individual participant's stay. A typical stay is of approx. 6 months' duration, but approx. 25% stay at the production school under a month, and another 25% stays for over a year. According to the act, the stays are limited to maximum one year.

The production schools are to play a more active role as a bridge builder between the basic school and youth education. The target group of these schools is specified so that only young people under 25 years of age, who do not have sufficient educational prerequisites to start on a qualifying youth education programme, may be admitted. It is specified that the production schools are to lay emphasis on building a bridge to particularly vocational education and training.

The production schools are to a wide extent to guide the individual student and organise individual courses. The schools must therefore, in cooperation with the individual student, draw up a target-oriented plan for the student's production school course.

### **Vocational Basic Training**

The Act on Vocational Basic Training contains entirely new offers of education and training for the less academically minded young people, who would otherwise be in risk of not completing a vocationally qualifying course of education after basic school. The act makes it possible to combine elements from different courses and thus organise courses according to the individual young person's interest and abilities. The programme was introduced in 1993.

The course is of 2 years' duration and mainly consists of practical training, while 20 to 40 weeks are set aside for theoretical education at school. The school part of the course must take place at recognised educational institutions. It is the individual municipality which is responsible for organising the vocational basic training courses in co-operation with the local educational institutions.

## 5.21. Statistics

In the following the number of students and graduates in main branches of upper secondary education and the teacher/student ratio will be given.

### Number of students in main branches (2005/2006) - General upper secondary education

Institution	Number of students
Gymnasium (STX)	58.510
HF	8.433
HHX	24.343
HTX	8.446
Vocational education and training	129.511
Social and health education	14.956

### Number of graduates in main branches (2005/2006) - General upper secondary education

Institution	Number of graduates
Gymnasium (STX)	15.936
HF	3.250
HHX	6.304
HTX	2.092
Vocational education and training	28.907
Social and health education	7.804

### Completion rate (2005/2006) - General upper secondary education

Institution	Percentage
Gymnasium (STX)	83,8 %
HF	65,7 %
HHX	79,3 %
HTX	71,1 %
Vocational education and training	51,2 %
Social and health education	77,6 %

### School attendance by sex (2005/2006) - General upper secondary education

Institution	Percentage
Gymnasium (STX) MALE	38,7 %
Gymnasium (STX) FEMALE	61,3 %
HF MALE	36,3 %
HF FEMALE	63,7 %
HHX MALE	47,1 %
HHX FEMALE	52,9 %
HTX MALE	81,3 %
HTX FEMALE	18,7 %
Vocational education and training MALE	55,4 %
Vocational education and training FEMALE	44,6 %
Social and health education MALE	23,0 %
Social and health education FEMALE	77,0 %

**Teacher/student ratio**

Institution	Ratio
Gymnasium and HF	8.6 (2005)
HHX	12.8 (2005)
HTX	9.1 (2005)

Legislation: Act on Basic Vocational Education and Training etc.

Legislation: Act on General Upper Secondary Education

Legislation: Act on Price Discount on Transport for Students

Legislation: Act on Vocational Education

Legislation: Act on Youth Schools

Legislation: Bekendtgørelse af lov om statens uddannelsesstøtte

Legislation: Bekendtgørelse om den pædagogiske uddannelse af lærere ved erhvervsskolerne (Pædagogikum)

Legislation: Bekendtgørelse om studentereksamen og om højereforberedelseksamen

Legislation: Consolidation act on the HF course

Legislation: Consolidation act on the HHX course and the HTX course

Bibliography: Education in Denmark: General Upper Secondary Education

Bibliography: Education in Denmark: Vocational education and training

Bibliography: Education in Denmark: Vocationally Oriented General Upper Secondary Education

Bibliography: National Advisers in Danish Upper Secondary Education

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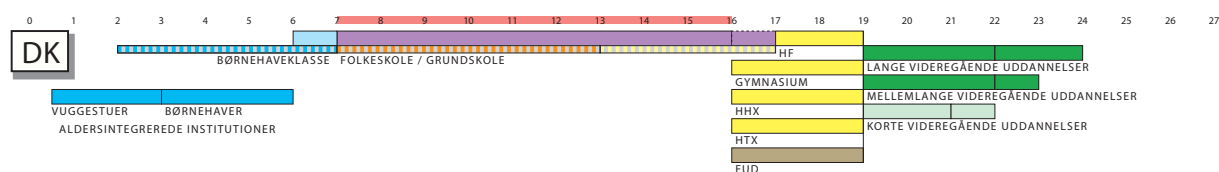
Institutions: Ministry of Education

Institutions: Ministry of Science, Technology and Innovation

Institutions: Statistics Denmark

## 6. Tertiary Education

### Organisation of the education system in Denmark, 2007/08



Pre-primary education – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels:	ISCED 0     ISCED 1     ISCED 2
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	>> Study abroad

Source: Eurydice.

### 6.1. Historical Overview

Higher education is offered at three levels: Short-cycle higher education, medium-cycle higher education and long-cycle higher education. Approximately 45 % of an age group attends the higher education programmes. The responsibility for higher education is divided between three ministries, namely the Danish Ministry of Education (short-cycle and medium-cycle), the Ministry of Science, Technology and Innovation (long-cycle) and the Danish Ministry of Culture (medium and long cycle education in the arts).

In 1479, King Christian I got the Pope's permission to establish the University of Copenhagen (Københavns Universitet). And it was for nearly 400 years the only higher education institution in Denmark, but during the 19th century a number of specialised institutions were established i.a.: the Technical University of Denmark (Danmarks Tekniske Universitet), the Royal Veterinary and Agricultural University (Den Kgl. Veterinær- og Landbohøjskole), and the Danish University of Pharmaceutical Sciences (Danmarks Farmaceutiske Universitet). In the 20th century eight new universities were added to the already existing, namely the University of Aarhus (Aarhus Universitet), University of Southern Denmark (Syddansk Universitet), Roskilde University (Roskilde Universitetscenter), Aalborg University (Aalborg Universitet), Copenhagen Business School (Handelshøjskolen i København), Aarhus School of Business (Handelshøjskolen i Århus), the Danish University of Education (Danmarks Pædagogiske Universitet), and The IT University of Copenhagen (IT-Universitetet i København).

During 2006 a process to reduce the number of universities was started. The reason for this process was to strengthen research, education and innovation in Denmark. This has resulted in a new map of Danish universities and research institutions in 2007. Today long-cycle higher education is concentrated at eight universities, among these three major universities where approximately 2/3 of all university activity is concentrated. The three major universities are: the University of Copenhagen, University of Aarhus, and The Technical University. The last five universities are the University of Southern Denmark, Aalborg University, Roskilde University, Copenhagen Business School and the IT University of Copenhagen.

## 6.2. Ongoing Debates and future developments

In April 2006 the Danish Government launched a new "Strategy for Denmark in the Global Economy". The strategy contains 350 specific initiatives directed towards improving education, research and entrepreneurship and the overall conditions for growth and innovation in the society. The main objectives on the educational front are that all young people should complete a general or vocational upper secondary education program, that at least 50 % of all young people should complete a higher education program and that education and training programmes should be top quality at all levels.

Among the key initiatives in the university sector are:

- The basic funds of universities should be distributed according to quality
- Government research institutions should be integrated in universities
- All university programmes should be evaluated according to international standards. A new independent accreditation body will be established for that purpose
- Bachelor programmes should lead to better job opportunities
- Systematic dialogue with employers
- The number of PhD scholarships should be doubled
- Special Master's programmes for outstanding students

Legislative initiatives have already been taken on several on the above initiatives.

## 6.3. Specific Legislative Framework

### 6.3.1. Short- and medium cycle higher education

In general the Ministry of Education is responsible for short- and medium-cycle higher education. The legislation contains general provisions regarding the aims and framework of education, funding, structure and in some cases curricula, examinations and staffing.

The legislative basis for the *short-cycle non-university education programmes* (KVU) is the Act on Short-Cycle Education ("29/12/1997 Lov om korte videregående uddannelser (erhvervsakademiuddannelser") (the vocational academy programmes) of 1997, which authorises the Ministry to lay down regulations for the programmes.

The legislative basis for the *medium-cycle non-university education programmes* (MVU) at institutions placed under the Ministry of Education is the new Act on Medium-Cycle Non-University Education of 2000 ("31/05/2000 Lov om mellemlange videregående uddannelser"), which authorises the Ministry of Education to lay down regulations for the programmes.

The act provides the medium-cycle non-university higher education programmes with a common framework. The purpose of the new legislation is to improve the possibilities to develop the quality of the already existing education programmes, and to develop new programmes in order to respond to the changing needs of the employment market.

### 6.3.2. Long-cycle higher education:

The legislative framework for the study programmes at universities is "the Act of Universities" of 2006 ("LBK nr. 280 af 21/03/2006 – Bekendtgørelse af lov om universiteter"). "The Act of Universities" authorises the Ministry of Science Technology and Innovation to lay down general regulations for the programmes at university, such as titles and admission. "The University Act" does not contain any provisions regarding the structure and content of the programmes. The Act contains general provision regarding the general structure of programmes ie. Bachelor, Master and Ph.D. etc.

"The Act of Universities" is supplemented by a number of ministerial orders, such as " the Ministerial Order on University Admission" (Adgangsbekendtgørelsen - BEK nr. 362 af 20/05/2005), which lays down the overall conditions for admission on Bachelor and Master level, "the Ministerial order on Bachelor and Master's programmes (candidates) at universities" (Uddannelsesbekendtgørelsen - BEK nr. 338 af 06/05/2004), which describes the overall objectives for the different Bachelor and Master programmes at university and "The Ministerial Order on University Examinations" (Eksamensbekendtgørelsen - BEK nr. 867 af 19/08/2004), which lays down the overall conditions for university tests and examinations on Bachelor and Master level.

Provisions concerning the PhD-degree are found in ministerial order no. 114 of 8 March 2002 (BEK nr. 280 af 21/03/2006) on the PhD-degree and in the supplementary provisions, which the individual faculties and subjects have formulated in general study programmes in each of their respective areas.

## 6.4. General Objectives

The higher educational system on tertiary level is divided into short-cycle education programmes, medium-cycle education programmes, long-cycle education programmes and institutions for the education in arts. In the following the general objectives of all four divisions will be presented.

### 6.4.1. Short-cycle higher education

Short-cycle higher education (non-university level) includes programmes mainly in the commercial and technical fields. Diplomas in short-cycle programmes are awarded after typically 2-year vocational academy programme (erhvervsgrunduddannelse) building upon either relevant vocational education and training (plus adequate general upper secondary courses) or general upper secondary education/commercial and technical upper secondary education.

Apart from theoretical subjects, programmes are usually completed with a three-month project. The fields of study are for example: agriculture, textile and design, food industry, construction, hotel and tourism, computer science, industrial production, laboratory technician, IT and communication and international marketing. Students may, on certain conditions, be awarded credits when they continue in a medium- or long-cycle higher education programme

It is the aim of the programmes to qualify students for the performance of practical, vocational tasks on an analytical basis. The programmes are furthermore to be organized in such a way that they will meet the general needs for vocational qualifications. Furthermore it is the aim of the short-cycle programmes that the graduates find employment at specialist or middle-management level.

### 6.4.2. Medium-cycle higher education

Diplomas are awarded after a 3- to 4-year programme at a level corresponding to a university Bachelor programme offering professionally oriented programmes (Professional Bachelor):

- The Academy Profession Degree (AP degree) (Danish title: profession +(AK)) is awarded after two years of study (120 ECTS points)
- The Professional Bachelor's degree is awarded after 3 to 4 1/2 years of study (180-270 ECTS points) at the level corresponding to that of university Bachelor's programmes.

The medium-cycle programmes usually prepare students for a specific profession. Examples are: Teacher training programmes, programmes in social work, journalism, nursing, engineering etc. and gives the title professionsbachelor

The Profession Bachelor degrees are awarded on completion of programmes that meet a number of criteria, such as research and development.

These programmes provide students with theoretical knowledge as well as knowledge of application of theory to professions and industry. All programmes include compulsory periods of practical training/in-service training and require the submission of a project/project paper.

Most programmes give access to further studies in the same field, i.e. a Master programme or, on certain conditions, a specific Master programme.

### 6.4.3. Long-cycle higher education

The main objectives of the universities are according to "the Act on Universities" to conduct research and offer research-based education at the highest international level. In doing so the universities shall ensure a balanced relationship between research and education, on a regular basis screen for the relevancy of its research and educational disciplines, prioritise and develop them further, and disseminate knowledge of scientific methods and results. The universities shall furthermore collaborate with society and contribute to the development of international collaboration. The universities scientific and educational findings should in this way contribute to the further growth, welfare and development of society. Finally the universities shall contribute to ensuring that the most recent knowledge within relevant disciplines is made available to non-research oriented higher education.

## 6.5. Types of Institution

Higher education comprises a university sector and a college sector, i.e. the professionally oriented higher education sector and there are four types of institutions offering higher education programmes:

- Academies of professional higher education (offering short-cycle programmes)
- University Colleges (offering medium-cycle programmes)
- Universities (offering long-cycle programmes)
- Institutions for educations in the arts

### 6.5.1. Short – and medium-cycle higher education

At the moment structural changes on institutional level is taking place. These change affects the entire system of higher education. Among other things all short-cycle-higher education will be concentrated on 10 Erhvervsakademier. The Erhvervsakademier will be separated from the vocational/business colleges, but still work in close cooperation with the colleges.

Further more the major part of the medium-cycle-education will be concentrated on 7 University Colleges.



## 6.5.2. Long-cycle higher education

The new university structure includes 8 universities, 5 of which are multi-faculty universities. The other 3 universities specialize in fields such as engineering (The Technical University of Denmark), information technology (The IT University) and business studies (Copenhagen Business School).

## 6.5.3. Educations in the arts

Tertiary education programmes in the arts are offered at 21 institutions under the auspices of the Ministry of Culture. The institutions are highly diversified, and offer programmes within music, creative art, architecture, dance, theatre etc. The institutions are either self-governing or state-owned.

## 6.6. Admission Requirements

Access to higher education in Denmark varies from programme to programme. Admission to most study programmes depends on the fulfilment of both general requirements and specific requirements. In the following the general and specific requirements for admission to higher education will be presented.

### 6.6.1. Short-cycle higher education

The short-cycle programmes basically build on to a vocational education and training or a general upper secondary education qualification. There are three types of admission requirements depending on the type of educational programme chosen:

- A completed vocational (technical, commercial or agricultural) education and training programme (for programmes with a specific professional aim and with the point of departure in specific craft skills);
- A completed general upper secondary education programme Gymnasium, HF, HHX and HTX (for programmes with a general professional aim and with the point of departure in analytical skills); this route may be chosen by skilled craftsmen if they take supplementary single-subject courses at general upper secondary level;
- Differentiated admission: for skilled craftsmen as the main target group but also with a possibility of admission for students with a completed general upper secondary education. For both groups, relevant supplementary subjects will be integrated into the introductory part of the programme (for programmes with a broad professional aim and which aim at broad job functions).

Some schools, e.g. the film school and the school of journalism have their own aptitude tests. But in general, students are granted admission on the basis of the average mark obtained at the final examination at upper secondary level.

Finally, there may be a number of special requirements regarding certain subjects at high level, work experience etc.

### 6.6.2. Long cycle higher education

The general admission requirement for all programmes at Bachelor level is the completion of one of the qualifying examinations at upper secondary level:

- the studentereksamen
- the **Højere Forberedelseseksamen** – HF the HHX the HTX Admission to a specific Bachelor program requires in addition to the general admission requirements stipulated above certain courses at level A, B or C (secondary school) and/or a practical test specified by the university. The specific admission requirement for each Bachelor program is stipulated by The Ministry of Science, Technology and Innovation after recommendation by the university.

The specific requirements for admission to Bachelor programmes will be changed from 2008.

Admission to a Master program is a relevant Bachelor program or other relevant Danish or foreign education on the same level. The admission requirements are stipulated in the study program by the universities.

In general the universities are responsible for regulating the size of the student population themselves, including the specific number enrolled at each Bachelor and Master program. The Ministry of Science, Technology and Innovation can however determine the maximum number of students on a given Bachelor or Master program.

Den koordinerede tilmelding is responsible for coordinating the admission to the universities. Students are admitted to Bachelor programmes on the basis of two quotas. Admission through quota 1 depends exclusively on grades. Admission through quota 2 (kvote 2) depends on a number of different criteria, such as grades and working experience. The universities stipulate the criteria themselves.

### 6.6.3. Admission to the adult education system

The adult general education and vocational education and training system offers three types of education on higher education level:

Advanced Adult Education comparable to the level of short-cycle higher education

- Diploma programmes comparable to the level of medium-cycle higher education
- Master programmes (e.g. MBA) comparable to a long-cycle higher education level.

Most programmes consist of 2 years of part-time study, equivalent to 1 year of full-time study (60 ECTS points). Admission requirements are: Relevant educational qualification and at least 2 years of work experience within a relevant profession. .

See 7. for more information

## 6.7. Registration and/or Tuition Fees

Access to public sector education is in general for free. An exception is admission to the adult education system, where students have to pay tuition fees which covers part of the costs of the education.

The government's system of financing education and training is almost exclusively based on the so-called taximeter system, a comprehensive financing system based on per capita grants (cash-per student) to institutions. The grants are calculated primarily on the recorded student activity measured as their participation in courses/examinations. The taximeter rate varies according to subject field and level of education.

Students do not have to make any compulsory financial contributions to the student unions or to medical care.

## 6.8. Financial Support for Students

The Danish State Education Grant and Loan Scheme Authority distribute grants and loans to the students. Everyone at the age of 18 and above that age is entitled to this form of financial support. There is also the possibility of taking a student loan, which should be paid back in rates once the student finishes his education.

In higher education, student grants are awarded by means of a voucher system. As a point of departure, all students enrolled in higher education are given 70 vouchers where one voucher equals one month of study. When a student is admitted to a higher education programme, he is awarded vouchers corresponding to the officially stipulated time of study + 12 months within the above 70 vouchers.

Students admitted to programmes of an officially stipulated duration of more than 58 months will however get more than 70 vouchers, as they are also awarded vouchers for the officially stipulated time + 12 months (i.e. medicine and veterinarian programmes).

If a student changes over from one study programme to another, he will also receive a student grant for the new programme provided that he or she has any of the 70 initially awarded vouchers left to spend.

Students, who have a job next to their studies, may earn a certain maximum, the so-called "free amount", and still uphold their grant. If they know that they will have a bigger income than the "free amount", they may save their vouchers for later use.

Students enrolled in higher education may get a discount of the price of bus and train cards. It is a condition that the student is eligible for state education grants and loans, or is taking part in paid practical training as part of the programme. The discount applies to bus and train cards in Denmark as well as to bus and train cards over the Danish border to and from EU and EEF countries.

The universities offer a number of PhD's every year. Similar PhD-scholarships are offered by the research councils and other public institutions and private foundations - it will however often be in connection with major research projects and for specific research assignments. If a PhD-scholarship is awarded, it will normally also include payment of the tuition fee for the university. To the above scholarships are typically attached a work obligation of 6 months' duration, distributed over the three years.

In 2005 was the cost for the education grant and loan scheme about 12.3 billion DKK. About 314.000 students received 10 billion DKK as education grants (81.3%). The rest was received as loans. 104,800 of the students receiving loans were taking a long-cycle higher education.

## 6.9. Organisation of the Academic Year

There are none general directives in the area of long-cycle higher education prescribing the organization of the academic year. The institutions organize the academic year due to their own priorities. The academic year therefore varies between institutions and further at faculty- and course level. Though are the application dates and announcement of enrolment for new Bachelor degree students, which are coordinated across the universities, common. The day of announcement of enrolment is the 28th of July.

First year Bachelor students are typically invited to participate in introduction classes from mid August and usually the universities begin their official teaching programmes in the first week of September. Programmes admitting students twice a year often commence second round in February.

Generally, the faculties organize the academic year in either two terms: autumn and spring, frequently with teaching periods from September to the beginning of December followed by examinations in January and thereafter teaching from February to around May and examinations in June, or in a structure where the teaching are organized in short intensive periods with examinations at the end of

each period.

The ordinary teaching/instruction is seldom scheduled in July, but there are several institutions offering courses, which can be a part of the students' final degree, during July and August.

## 6.10. Branches of Study, Specialisation

Since 2003 the two-cycle system of a Bachelor- and a Master level has been fully implemented in the Danish long-cycle higher university education system.

A university programme normally consists of a 3-year Bachelor degree programme corresponding to 180 ECTS, followed by a 2-year programme leading to the Candidatus-degree (Master's level) corresponding to 120 ECTS. In branches such as medicine the 2-year programme is extended to 3 years.

Doctoral studies are fully implemented as third cycle leading to the PhD degree. All doctoral programmes are structured programmes which include both taught courses and independent research. The programmes are planned as 3-years programmes (180 ECTS). An alternative to the division between the Master level and the doctoral studies is to combine the two programmes after one year of Master studies. Whereas the first route to the doctoral degree is named the 3+2+3 model, the second is the so-called 4+4 model.

Students choose their main branches of study when they commence their Bachelor studies. The Bachelor studies must lead to specific competencies within the field of studies suitable for employment and further specialised studies at Master level. All graduated Bachelor students are guaranteed admission to Master studies within their field of specialisation.

If the student combines two different specialisations such as History and Danish or Mathematics and Physics with the aim of obtaining qualifications to teach in the Danish Gymnasium, the studies will be prolonged with 30 ECTS.

The Master level are generally finalised with a Master's thesis of 30 ECTS. The thesis may, if it has an experimental character, be extended up to 60 ECTS.

At the universities, the above mentioned degree programmes can be taken in a wide variety of different branches e.g.: the humanities (eskimology, applied linguistics, phonetics, languages, comparative literature, rhetoric etc.), natural sciences (statistics, actuarial science, astronomy, geophysics, meteorology etc.), social science (economics, political science, business economics, anthropology and sociology etc.), law, theology, health sciences (medicine, dentistry, human biology), technical studies (engineering etc.).

## 6.11. Curriculum

### 6.11.1. Short-cycle higher education

The short-cycle higher education programmes are application-oriented. It is the specific functions: process, planning, project management, innovation, design, management and practical economics that are in focus. A programme normally exists of an obligatory part, which is of an extent corresponding to 90 ECTS-points, and an optional part, which is of an extent corresponding to 30 ECTS-points.

The obligatory part consists of topic-areas and obligatory optional topics within technology.

The optional part, which builds on to the obligatory part and consists of i.e. specialisation courses and a final examination project

## 6.11.2. Long-cycle higher education

According to the Act on Universities, The Director of Studies and the Study Board are responsible for the practical organisation of teaching and assessments forming parts of the exams.

The Study Board shall ensure the organization, realization and development of educational and teaching activities, including aims to

- assure and develop the quality of education and teaching, and follow-up on evaluations of education and teaching
- produce proposals for curricula and changes thereof
- approve the organization of teaching and assessments forming part of the exams
- handle applications concerning credit transfer and exemptions
- make statements on all matters of importance to education and teaching as presented by the Rector or the person authorized by the Rector to do so.

Common for all programmes at Bachelor level are though a Bachelor project and instruction in theory of science and theory of scientific methods. The two subjects' content is adjusted to the specific branch and specialization.

In the Master's thesis, the students must document skills in applying academic theory and methods to a specific academic subject.

The PhD-programme: The PhD programme provides mainly active research under supervision and the PhD programmes shall be arranged in accordance with the regulations set by the institution within the framework of its PhD programmes.

Due to the Ministerial order on the PhD course of Study and the PhD Degree of 18th of November 2002, the programme shall include 1) Conduction of an independent research project under supervision (the PhD project). 2) Preparation of a written thesis based on the PhD project. 3) Completion with a satisfactory result of research courses (PhD courses), approved by the institution. The total extend of the courses must correspond to approximately 30 ECTS points. 4) Participation in research activities, including stays at other, mainly foreign, research institutions or in similar ways. 5) Gaining teaching experience or experience in the dissemination of knowledge, directly related as far as possible to the PhD project in question.

## 6.12. Teaching Methods

### 6.12.1. Short-cycle higher education

The programmes of international trade and marketing are theoretical/academically oriented in the sense that the teaching mainly takes place at the educational institutions, whereas practical training only forms part of the programmes to a somewhat limited extent.

When organising the programme, the institution must take its point of departure in relevant business practices and applied theory. The institution may organise up to 15 ECTS-points of the obligatory part of the programme as differentiated teaching in order to ensure the students a common study basis. The institutions must ensure progression throughout the entire course of study.

The programme must encompass teaching methods, which can develop the students' independence and ability to create innovation. The institution may lay down provisions in the curriculum to the effect that the students are obliged to participate in the teaching.

The programme shall as far as possible comprise teaching in environmental problem complexes and in the interaction between different cultures.

Within the framework of the education orders, the individual institutions are to lay down more detailed provisions about the programme in a curriculum. The curriculum must among other things contain a description of teaching and working methods, as well as an indication of the extent to which joint teaching is organised.

### **6.12.2. Medium-cycle higher education**

The programme typically constitutes an interaction between theory and practice and is organised in a combination of different forms of learning, including for instance case studies, lectures and exercises, problem-oriented project work and practical training.

### **6.12.3. Long-cycle higher education**

See the first part of section 6.11.3. concerning the responsibilities of the Study Director and the Study Board and the last part concerning the PhD-programme.

## **6.13. Student Assessment**

### **6.13.1. Short-cycle higher education**

In the following, a specific example on a short-cycle programme is given for the programme International trade and marketing:

- One examination, which is placed before the end of the 2nd semester. This examination must be organised in such a way that it broadly combines essential areas of the teaching of the first year. This examination must be passed, before the student can enrol for any of the following examinations.
- Two examinations in the 2nd year of study, which together must document a minimum of 2/3 of the programme.
- The final examination project, which together with the two examinations in the 2nd year of study is to document that the graduation level of the programme has been attained.

The topic of the final examination project is formulated by the student in cooperation with the institution and as far as possible in cooperation with a business enterprise. The institution approves the formulation of the assignment.

The examination in the final examination project consists of a project and an oral part. One combined mark is awarded.

The external examinations are assessed according to the 13-point marking scale until the summer of 2007. The examinations in the 2nd year of study and the final examination project may take the form of group examinations with individual assessment.

The programme may also consist of internal examinations.

### **6.13.2. Long-cycle higher education**

See 6.14. concerning progression of students.

### 6.13.3. Marking scale

From the 1st of September 2007 all Danish higher education institutions must use the grading scale presented below. Marks given before the 1st of September will be translated to the new standards in the candidates' final diplomas. The new grades given are 12, 10, 7, 4, 2, 0 and -3.

12	For an excellent performance displaying a high level of command of all aspects of the relevant material, with no or only a few minor weaknesses.
10	For a very good performance displaying a high level of command of most aspects of the relevant material, with only minor weaknesses.
7	For a good performance displaying good command of the relevant material but also some weaknesses.
4	For a fair performance displaying some command of the relevant material but also some major weaknesses.
02	For a performance meeting only the minimum requirements for acceptance.
00	For a performance which does not meet the minimum requirements for acceptance.
-3	For a performance which is unacceptable in all respects.

## 6.14. Progression of Students

The main objective of examinations and tests are to assess whether, and to what extent, the students' qualifications comply with the objectives, competences and academic requirements stipulated for the programme in the programme order, curriculum etc.

First-year students must sit the tests that the curriculum stipulates are part of the first-year examination before the end of the first year of a Bachelor programme in order to continue with the programme. Students who fail this examination may register for a new attempt in August. The tests at the end of the first year must be passed by the end of second year if the student is to continue with the programme.

The form of the tests must reflect the content and working methods of the course. The tests have to be organised as individual tests. In the case that two or more students write a paper together the assessment has to be individual and it has to be evident who has written what part of the paper.

Students can as a maximum register for this examination three times. The institution may permit enrolment for a fourth and fifth time, if unusual circumstances warrant it.

The PhD-programme: When they enrol, each PhD-student is allocated an official supervisor, who must be a permanently tenured university teacher. In addition to giving subject-specific and study-related guidance, this supervisor must see to it that the study, including planned course participation is running satisfactorily and proceeding according to plan. Every six months, an assessment is made of the course of study. These 6-month evaluations are submitted to the faculty concerned.

## 6.15. Certification

On completion of the education, the higher education institution issues a diploma, which shall indicate the examinations taken, and the marks obtained as well as the title/degree awarded. The diploma must contain a description of the programme with an account of its subject-composition.

Students, who leave a programme without having passed the final examination, are entitled to documentation of the examinations passed.



### 6.15.1. Short-cycle higher education

The institution issues a diploma to students who have successfully completed the programme (this example: international trade and marketing). In addition to information about the graduate's name and the issuing authority, the diploma must as a minimum contain the following information:

- the educational elements in which the student has sat for an examination
- the assessments given
- educational elements documented in other ways
- the individual educational elements cf. items 1 and 3, indicated in ECTS-points
- examinations for which the student has obtained credit transfer
- the examination language, if the examination was taken in a foreign language, except for Norwegian and Swedish
- the title which the programme leads to
- the designation of the programme translated into English

The graduate can demand to have his or her diploma issued in English.

In an annexe to the certificate, the institution issues an English Diploma Supplement, which in accordance with the standard model developed by the European Commission, the Council of Europe and UNESCO/CEPES describes the competence provided by the programme, the contents, level and aim as well as provides information on the institution and the place of the institution and the programme in the Danish education system.

### 6.15.2. Medium-cycle higher education

Nursing education: The educational institution issues a diploma to students who have completed the nursing education stating the results of examinations and general proficiency evaluations.

Law regulates authorisation for nurses. After having completed the nursing education, the graduates have the right to be granted an authorisation as a nurse. The National Board of Health grants this authorisation.

Social work: Upon completion of the programme, the school issues a diploma, which contains the following information: the assessments for the individual subject-areas and for the project work, the nature of the practical training institution, information on the aims and structure of the programme, exemptions if any, etc.

A student who has completed the social work education is entitled to use the title of social worker.

### 6.15.3. Long-cycle higher education

Until April 1 2007 the Minister of Science, Technology and Innovation has, according to the university act, approved the study programmes the universities can offer. As of April 1 the approval of university programmes is transferred from the Minister to a new Accreditation Agency. In the Ministerial order on Bachelor and Master's programmes, it is stipulated which titles in Danish and English the universities can award.

The title and purpose of each Bachelor and Master programme are established in "The Ministerial order on Bachelor and Master's programmes (candidatus) at universities".

The university issues certificates for successfully completed programmes. Graduates must receive their certificates within two months of the last test being completed and the result published.

In addition to the graduate's name and the name of the university, the certificate must at least state:

- the title graduates are entitled to use in Danish and English

- the number of ECTS points of the entire programme
- which Bachelor programme or other programme leads to the Master programme
- the subjects in which tests have been taken, or which have been documented in some other way, including the number of ECTS points
- tests for which credits have been transferred
- the examination language if the test has been taken in a foreign language
- the assessment obtained and if appropriate, the average overall examination result
- a profile, which describes the programme

And a diploma supplement in Danish and English.

PhD-degree: After awarding the PhD-degree, the institution issues a diploma both in Danish and in English. The diploma contains information on the topic, which the thesis deals with, and according to provisions laid down by the individual institution information on the programme, including courses, stays at other research institutions or businesses etc., which have formed part of the programme.

## 6.16. Educational/Vocational Guidance, Education/Employment Links

All universities have educational and vocational guidance counsellors to advise the students about study programmes, career and job opportunities

The Student Counselling Service, which is an independent institution, is available to students in need of assistance for the solution of social, economical, study-related and personal problems. The staff of the service is social workers, psychologists, psychiatrists and secretaries who are all subject to the rules on professional secrecy.

## 6.17. Private Education

There are no private institutions as such at this level.

## 6.18. Organisational Variations, Alternative Structures

Parts of the educational programmes are offered under the open education system, see i.e. [7.3](#).

## 6.19. Statistics

The statistics for this chapter will comprise the number of students and graduates within the different types of higher education, the cost per graduate in higher education, the qualification rate, the number of teachers in higher education, the teacher/student ratio, and the number and size of institutions.

### 6.19.1. Number of students and graduates

The total number of students in higher education (2005):	203,668
The total number of graduates (2005):	44,633 (incl. PhD. students)

The statistics below cover a selection of study programmes and the distribution of graduates by field of education and training.

Please also notice, that due to the different programmes at the medium-cycle higher educational level, the following section will be divided into to parts – both showing Non-university programmes:

- One presenting statistics for the medium-cycle programmes, with no Bachelor-title;
- One presenting statistics for the Professional Bachelor-programmes.

#### 6.19.1.1. Short-cycle higher education:

<b>Study programme:</b>	<b>No. of graduates (2005)</b>	<b>No. of students (on 1.10.05)</b>
Music and aesthetics	302	855
Social sciences	1,522	6,477
Technical	1,026	3.893
Food industry and home Economics	115	291
Agriculture and fishing	351	579
Health care	290	886
Transport, shipping etc.	177	350
Public security	462	1.678
It- and media	1.209	3.893
Total number of students and graduates 2005	5.454	18.508

#### 6.19.1.2. Medium-cycle higher education

<b>Study programme: Medium-cycle higher education</b>	<b>No. of graduates (2005)</b>	<b>No. of students (on 1.10.05)</b>
Humanities	259	641
Technical	70	149
Health	106	162
Pedagogics	32	177
Public security	269	503
Further training	20	-
Total number of students and graduates 2005	756	1,632

#### 6.19.1.3. Medium-cycle higher education

<b>Programme (Prof. B.Sc.)</b>	<b>No. of graduates (2005)</b>	<b>No. of students (on 1.10.05)</b>
<b>Humanities</b>		
Marketing	-	91
Journalism	209	1.007
<b>Social sciences</b>		
Social worker	508	3,207
<b>Teaching and pedagogies</b>		
Teacher	2.753	16.455
Teacher in handwork	291	176
Pedagogue	5.255	20.018
<b>Technical</b>		
Certificated engineer	1.296	6.441
Graphic design	28	166
Building technician	651	3,206
Marine engineer	275	855
IT	48	247
<b>Health care</b>		
Nurse	2,640	9.110
Midwife	80	400
Physiotherapist and occupational therapist	938	4.060
Radiographer	52	424
Nutritional education	178	1.797
Medical laboratory technologist	193	852
Total number of students and graduates Prof.B.Sc. 2005	15.395	68.512

#### 6.19.1.4. Long-cycle higher education

<b>Bachelor students (2005)</b>	<b>No. of graduates (2005)</b>	<b>No. of students (1.10.05)</b>
<b>Cultural studies</b>		
Arts	428	2.206
Arts (culture, specific)	27	449
<b>Health care</b>		
Public Health	111	451
Medical science	362	1.808
Pharmacist	-	594
Dental care	-	168
<b>Natural sciences</b>		
Agronomics	196	717
Natural sciences	1.389	7.865
Veterinarian	-	144
<b>Social sciences</b>		
Business language	826	4.251
Business economics	2.008	8.596
Law	632	3.658
Political sciences	1.417	6.773
<b>Technical:</b>		
Architect	282	980
Civil engineer	-	2.491
<b>Humanities and theology</b>		
Humanity	1.641	8.066
Psychology	316	1.716
Theology	85	667
Pedagogic	34	158
Languages	498	3.712
Librarian	257	661
Total number of students and graduates	10.509	56.131

<b>Master (M.Sc.)</b>	<b>No. of graduates (2005)</b>	<b>No. of students (1.10.05)</b>
Artistic	225	972
<b>Health</b>		
Dental care	165	585
Medical science	884	4.989
Pharmacist	137	564
Biomechanics	17	90
Nursing	66	330
<b>Natural sciences</b>		
Mathematics	72	286
Computer science	464	1.989
Physics	71	285
Chemistry	136	455
Geography	83	347
Biology	381	1.430
Others	275	1.312
<b>Agronomics</b>		
Veterinarian	97	713
Other	175	690
<b>Social sciences</b>		
Business economics	1904	8.499
Law	685	2.319
Political sciences	389	2.215
Psychology	412	1.736
Other	732	3.984
<b>Technical:</b>		
Architect	301	1.024
Electrotechnics	269	831
Bulding and construction technology	137	677
Other	999	4.568
<b>Humanities and theology</b>		
Theology	213	887
History	287	1.314
Languages	777	2.928
Business language	226	1.533
Communication	288	1.431
Archaeology	44	383
Musiology	83	428

Cinematography	81	523
Literary history	122	676
Art history	58	497
Philosophy	115	557
Librarian	55	173
Others	317	2.163
<b>Pedagogics</b>	482	2.476
<b>Defense</b>	137	135
Total number of Master students and graduates (2005)	12.416	56.232

<b>Ph.D. student (2005)</b>	<b>No. of graduates (2005)</b>	<b>No. of students (1.10.05)</b>
Humanities	143	643
Social sciences	140	652
Technical	203	970
Natural sciences	210	771
Agriculture and veterinarian	78	392
Health care	193	1.206
Others	7	104
Total number of Ph.D. students and graduates	970	4,738

### 6.19.2. Cost per graduate in higher education

In 2006, the public expenditure on higher education was 25,6 billion DKK (1,8 % of GDP).

The statistics below are from 2000 since no updated data is available.



Education	Amount (in DKK)
<b>Short-cycle higher education</b>	
Commercial programme	179,200
<b>Medium-cycle higher education</b>	
Educator programme	246,900
Teachers training	376,800
Social work	271,000
Journalism	200,600
Business economics (HA)	258,000
<b>Long-cycle higher education</b>	
Humanities (Danish)	389,900
Economics	386,900
Law	386,900
Medicine	655,700
Theology	404,400
Natural sciences (Biology)	555,400
Engineering	603,900

**Completion rate (2005)**

Education	Rate, in percent
Medium-cycle university education (Bachelor, b.sc.)	68.2
Long-cycle university education (Master/candidates), 5 years	66.1
Long-cycle university education (Master/candidates), 2 years	72.9
Ph.D. programmes	81.2

**6.19.3. Number of teachers in higher education**

Approx. 12,000 teacher full-time equivalents in medium- and long-cycle higher education (2002). However, many teachers are employed part time, so the overall number of teachers is close to 32,000.

**6.19.4. Number and size of institutions, 2004**

Type of institution	Number of institutions	Number of students
<b>Long-cycle education</b>		
Universities	8	114,762 (2005)
<b>Medium-cycle non-university education</b>		
Colleges of education (CVU)	20	-
Teachers Training Colleges Lærerseminarium	18	16,616
Educator training colleges (Pedagogue)	38	23,247
Schools of nursing	21	9,361
Engineering colleges	8	1,006
Schools of occupational/physiotherapy	9	3,794
Schools of social work	5	5,767
Colleges for art, crafts, textile and fashion design	8	1,399
Schools of Theatre	3	175
School of Journalism	1	963
Home economics colleges	2	873
<b>Short-cycle non-university education</b>		
Business colleges	46	60,361

Legislation: Act on Price Discount on Transport for Students

Legislation: Act on the Professional Academy Courses and on the Professional Bachelor degree

Legislation: Act on university colleges

Legislation: Bekendtgørelse om ansættelse af videnskabeligt personale ved universiteter m.fl. under Forskningsministeriet

Legislation: Bekendtgørelse om doktorgrader

Legislation: Bekendtgørelse om ph.d.-graden

Legislation: Bekendtgørelse om ph.d.-graden

Legislation: Bekendtgørelse om specialpædagogisk støtte ved videregående uddannelser

Legislation: Consolidation act on Professional Academies

Legislation: Ministerial order on admission to the bachelor and kandidat-studies at the universities.

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## 7. Continuing Education and Training for Young School Leavers and Adults

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### 7.1. Historical Overview

Danish adult education has its roots in the concept of *Folkeoplysning* general popular education, which again has its origin in the 19th century's religious and social movements. During the first decades of the 20th century, adult education was based upon general leisure-time education, as the adult education associations through their evening classes offered it.

The serious unemployment situation in the 1930s and 1940s created, however, an incipient understanding of the unskilled workers' need for improved qualifications.

In 1940, the unskilled workers' unions, the employers' associations and the technological institutes established 3-year evening courses in the winter season for unskilled workers. In 1950, the Ministry of Labour stepped in and established 5 schools for unemployed unskilled workers offering 3-week vocational day courses. Ten years later, these activities came under one act - the Act on Vocational Training for Unskilled Workers. The present legislation, the Act on Labour Market Training Courses comprises both courses for unskilled workers, supplementary training for skilled workers, technicians and supervisors and retraining for redeployment.

Qualifying general education for adults was developed during the 1970s and 1980s, when it became possible for adults to sit for the leaving examinations of the *Folkeskole* and the HF examination in single subjects. In 1989, these possibilities came under the Act on Formal Adult Education, and this type of education is now offered at adult education centres (VUC).

After some experiments with Open University activities in the 1980s, an Act on Open Education in 1990 opened up for vocationally and professionally oriented part-time courses and single-subject studies for adults at vocational colleges and higher education institutions.

In May 2000, a new set of 10 acts concerning a reform of the adult education and continuing training area (the further education reform) was adopted. The acts took effect in January 2001.

The reform package comprises a new system of adult education and continuing training, a new form of educational support for adults as well as new grant allocation schemes for institutions offering adult education and continuing training.

In the new adult education and continuing training system, the courses are structured in such a way that they can be compared to levels in the ordinary system. At the same time, new concepts and courses have been created. The credit award system is extended, and at the same time the courses at all levels must take their point of departure in the occupational experience of the adult learners.

The further education system is to systematise the adult education courses, as there are common features/characteristics both with regard to organisation, structure, admission requirements and contents of the courses in the system. The system may be defined as professionally, vocationally and practice-oriented courses for adults in employment.

### 7.2. Ongoing Debates and Future Developments

In September 2004, the Government established a commission whose aim it was to map out, analyse and evaluate the adult education and continuing training sector in light of the anticipated future needs and challenges. In March 2006, the commission concluded its work and recommended a general strengthening of the adult education and continuing training sector, in particular for the benefit of

vulnerable segments of the labour market, e.g. adults with inadequate reading and writing skills. In connection with the commission's report and recommendations, the Government has formulated four overall objectives of the future policymaking within the field of adult education and continuing training:

- It is considered crucial to motivate even more people to participate in adult education and continuing training. Concurrently the recognition of prior learning must be strengthened, not merely focusing on competences acquired within the formal education system, but also taking into account qualifications acquired through practice, i.e. "real competences".
- A strengthening of the general basic skills, especially for those with the lowest level of education and other vulnerable groups.
- The provision of adult education and continuing training should be attractive, targeted and flexible with reference to employers and employees.
- The framework for governance and financing of the sector must support the initiatives undertaken.

## 7.3. Specific Legislative Framework

Continuing education and training for young school leavers and adults is under the authority of the Ministry of Education.

### General adult education

AVU is regulated by the Act on General Adult Education. According to the Act, the aim of general adult education is to make it possible for adults to improve or supplement their general knowledge and skills, to strengthen their prerequisites for active participation in a democratic society. In addition, general adult education aims at enabling adults to acquire general prerequisites for continued education, and general knowledge and skills relevant to working life.

### Labour market training

The AMU is regulated by the Act on Labour Market Training. According to the Act, the aim of labour market training i.a. is to maintain, develop and improve participants' vocational qualifications in accordance with the needs of the labour market

### Open Education

Open Education is regulated by the Act on Open Education and covers institutions under the Ministry of Education, approved to offer vocationally oriented education. According to the Act, it is the aim to promote a broad supply of vocationally oriented education for adults. In the organisation of the provision, regards must be paid to the adult population's practical possibilities of following the education while remaining affiliated to the labour market either by

- Part-time provision for employed people and unemployed with an obligation to be at the disposal of the labour market or by
- Full-time provision for employed people who receive adult educational support or who are comprised by one of the leave of absence schemes of the labour market, and unemployed people without an obligation to be at the disposal of the labour market during the course of education.

### The further education system

The further education system is regulated by the Act on Vocationally Oriented Basic and Advanced Education for Adults. According to this act, the overall aim is to 'enable adults to improve both their occupational and personal competency through basic as well as advanced education. In the contents and organisation of the programmes, account must be taken of the adult participants' work and life experience and of their possibilities to combine education and work.' The further education system comprises basic education for adults and further education for adults taken at three advanced levels of education.

## 7.4. General Objectives

It is the objective of the general adult education (AVU) courses to ensure adults the possibility of improving or supplementing their general knowledge and skills, strengthening their possibilities of acquiring general prerequisites for an active participation in a democratic society and of understanding and exerting an influence on their own situation, and to give them the possibility of acquiring general prerequisites for continued education and general knowledge and skills which are relevant in relation to working life.

It is the objective of labour market training (AMU) to contribute to the prevention of imbalances in the labour market, to underpin initiatives to promote employment, to improve the unemployed persons' chances of finding a job in the ordinary labour market, and to stimulate job rotation in the labour market.

It is the objective of open education that adults can, throughout their lives and whenever they feel a desire and need to do so, return to the education system to update already acquired qualifications or further educate themselves for a higher level of education.

It is the aim of the further education system for adults to make it possible to improve both the occupational and the personal competency by completing basic and advanced education.

### The basic education for adults

The basic education for adults (GVU) is to recognise and develop the participant's vocational and personal competencies so that he or she acquires a formal, vocationally oriented and basic competence within a vocational area.

### The advanced education for adults

The advanced education for adults (VVU) is - through the development of vocational and personal competencies - to qualify adults to perform functions at specialist or middle management level.

### The diploma education

The diploma education is - through the development of vocational and personal competencies - to qualify adults to perform highly qualified functions in businesses, institutions etc.

### The Master education

The Master education is - through the development at scientific level of vocational and personal competencies - to qualify adults to perform highly qualified functions in businesses, institutions etc.

## 7.5. Types of Institution

General adult education (AVU) is offered by adult education centres (VUC). The adult education centres are self-governing institutions funded by the state.

Labour market training (AMU) is offered by so-called AMU-centres (adult vocational training centres) and vocational colleges distributed nation-wide.

Open education is mainly offered by vocational colleges and higher education institutions.

Basic education for adults may be offered by a school or other institution, which offers the corresponding vocationally, oriented upper secondary programme or which has professional competence within the relevant vocational area.

Further education programmes for adults will to a great extent be offered by vocational colleges and higher education institutions, as further education for adults is mainly organised within the framework

of open education (see above) or contains educational elements from existing programmes in the ordinary education system.

## 7.6. Geographical Accessibility

The Minister of Education is obliged to secure that every person above the age of 18 is able to receive adult education within a reasonable distance.

## 7.7. Admission Requirements

The further education system for adults is oriented towards employment and concentrates on qualifying courses of education.

### The basic education

(GVU): 1) minimum: 25 years of age, 2) minimum 2 years of relevant occupational experience and 3) minimum leaving examination of the basic school in subjects, which are relevant for the course.

### Advanced education for adults

(VVU): The applicant must have a relevant qualification at upper secondary level or a basic education qualification for adults.

### The diploma education

The applicant must have completed a relevant short-cycle higher education programme, a further education programme for adults completed as a regulated course or a special entrance course for the diploma programme.

### The Master education

The applicant must have completed a relevant medium-cycle higher education programme, a Bachelor programme or a diploma programme completed as a regulated course.

It furthermore applies to all three levels in the further education system for adults that the applicant must have a minimum of two years of relevant occupational experience upon completion of the qualifying education.

General adult education AVU courses are open to anyone over the age of 18.

Labour market training AMU is open to persons who are already in or seeking employment as semi-skilled workers; persons who have completed a vocational education and training programme; and persons with a further technical qualification.

Open education is open to everybody, i.e. employed people who educate themselves in their leisure time or during working hours, employed people on educational leave, unemployed people etc. and is characterised by the same admission requirements as the equivalent full-time study programmes.

## 7.8. Registration and/or Tuition Fees

Public adult education is primarily financed by taximeter grants.

Adult vocational training programmes are, to a small extent, co-financed by the participants or their employers. There are tuition fees on technical, commercial, ICT, language and social communication,

management etc. adult vocational training programmes. On average the tuition fees for adult vocational training programmes amount to about 15 % of the total expenditure. Courses in social and health service, individual competence assessment (IKA) and participation by the unemployed who attend individually selected programmes for 6 weeks are free of tuition fees.

In general adult education programmes and open education programmes, participants pay a tuition fee to cover an absolute minority of the expenditures. The tuition fees vary, but lie within DKK 100-900/semester in general.

## 7.9. Financial Support for Learners

The participants in further education for adults may obtain financial support from the public purse to cover their cost of living expenditures. As a result of a reform of the adult education and continuing training area, see 7.1. a new scheme has come into force from January 2001, which provides two possibilities of support: State educational support for adults (SVU) and remuneration of participants in vocationally oriented adult education and continuing training (VEU).

State educational support for adults (SVU) is to ensure that adults participating in education at basic school level, in general upper secondary education and in higher education can obtain financial support for doing this.

The SVU is divided into two parts. The first part concerns support for participation in adult education preparatory for an examination and in general education at basic school and general upper secondary level. It is a condition for obtaining support for education at general level that the participant is low skilled. The other concerns support for participation in advanced education at short-cycle, medium-cycle and long-cycle higher education level. The SVU thus covers education at the level below and above that, which is covered by the remuneration of participants, enrolled in vocationally oriented adult education and continuing training.

The so-called VEU-remuneration concerns participation in vocationally oriented adult education and continuing training. The remuneration is to ensure that adults participating in vocationally oriented adult education up to and including vocational education and training level can obtain financial support for doing this. The VEU-remuneration is awarded as a compensation for lost wages or work opportunities.

Both the SVU- and the VEU-remuneration schemes are directed at people in employment, whereas the unemployed are entitled to 6 weeks of education with support from these schemes.

The SVU-scheme is administered by the Danish State Education Grant and Loan Scheme Agency in cooperation with the unemployment funds, the adult education centres and the ivu\*Centres.

## 7.10. Main Areas of Specialisation

The main branches of study are the qualifying general adult education AVU courses which fall into two categories: single-subject courses leading to the leaving examinations of the Folkeskole and single-subject courses leading to the leaving examinations at upper secondary level HF the labour market training AMU courses, which fall into three categories: individual courses, enterprise-oriented courses and special courses for unemployed persons; and open education which cover all vocationally oriented (vocational and higher) programmes.

As part of a major reform of the adult education and continuing training area, a new education system for adults has been established as from January 2001 which is to ensure a better coherence between the continuing training offers for adults. The system consists of two parts: Basic education for adults (GVU) and a further education system for adults at three levels: advanced education for adults (VVU), diploma education and Master-education.



## 7.11. Teaching Methods

The teaching is organised in the form of single subject courses. It is possible for students who have not participated in the instruction to sit for examinations as independent students. The tuition is ICT-supported to a large extent.

The individual courses are characterised by being modular courses with alternating training at school and in a business enterprise or based on workshop training with elements of vocational guidance.

The educational activities under the open education system may be part-time programmes, full-time programmes organised on a part-time basis, credit-courses for persons with work experience within the area concerned, single subjects forming part of full-time or part-time programmes, short courses and specially organised programmes. The working and teaching methods may vary from programme to programme depending on the type of institution and programme as laid down in the guidelines drawn up by the educational institution for the programme in question.

In the basic education programmes for adults (GVU), it is the school or institution which draws up a personal education plan for the applicant. The plan is drawn up in cooperation with and after having given guidance to the applicant. The education plan applies to the participant's total course of education irrespective of which school or other institution admits the participant during the course.

An advanced programme in the further education system for adults can be carried through as

- a) A regulated course, i.e. a course for which the Minister of Education lays down provisions - in the form of part-time education in the participant's spare time within the framework of open education, or
- b) A flexible course, where the educational institution in cooperation with the applicant draws up a personal education plan, which is supposed to describe the participant's total course of education. The flexible courses consist of educational elements from existing programmes, including educational elements, which have already been completed, and they may also comprise educational elements from programmes at educational institutions abroad.

Labour Market Training.

The individual courses are characterised by being modular courses with alternating training at school and in a business enterprise or based on workshop training with elements of vocational guidance.

## 7.12. Trainers

The teachers in general adult education (AVU) must have the same qualifications as in the corresponding mainstream programmes.

The minimum vocational qualification requirement for labour market training teachers is a vocational education and training qualification + 3 years of occupational experience or 5 years of relevant occupational experience. The minimum general qualification requirement is the advanced leaving examination taken on completion of the 10th form of the Folkeskole. No previous pedagogical qualifications are required.

The teachers are qualified through obligatory courses and supervised teaching, where the new teachers follow the teaching of an experienced teacher. There are two obligatory pedagogical courses in the adult vocational training system: a 2-week introductory course which must be taken within the first 6 months of employment and a 15-week pedagogical basic course distributed on approx. 13 months which must be commenced within the two first years of employment.

The teachers in open education must have the same qualifications as in the corresponding mainstream programmes.

## 7.13. Learner Assessment/Progression

In general adult education AVU there are the same examinations as in the corresponding mainstream courses, but no continuous evaluation. In labour market training AMU the evaluation varies according to the type of training. Some qualifying courses are completed by an examination. Longer courses, such as the course for airplane mechanics, end with a final examination. And some courses do not have any examinations at all.

In open education, there is no continuous evaluation, but there are the same examinations and assignments as in the basic education programmes for adults (GVU) are completed with the same examinations as the corresponding vocationally oriented upper secondary programmes.

The advanced education programmes for adults (VVU) are completed with a final project, which is carried out at a level corresponding to that of the short-cycle higher education programmes. The final project is of an extent corresponding to at least 1/10 full-time equivalent.

The diploma programme is completed with a final project, which is carried out at a level corresponding to that of the medium-cycle higher education programmes, or Bachelor programmes. The final project is of an extent corresponding to at least 1/5 full-time equivalent.

The Master programme is completed with a final project, which is carried out at a level corresponding to that of the long-cycle higher education programmes. The final project is of an extent corresponding to at least 1/5 full-time equivalent.

In general adult education AVU there are the same examinations as in the corresponding mainstream courses, but no continuous evaluation.

In labour market training AMU the evaluation varies according to the type of training. Some qualifying courses are completed by an examination. Longer courses, such as the course for airplane mechanics, end with a final examination. And some courses do not have any examinations at all.

## 7.14. Certification

On completion of the basic education programmes for adults (GVU), the graduates receive a certificate corresponding to the one issued on completion of the corresponding vocationally oriented upper secondary programme, and it gives the graduate the right to use the same title as this.

Students who have completed an advanced education programme in the further education system for adults are entitled to receive a certificate. The certificate is issued by the educational institution, at which the final project has been completed.

The Minister of Education may lay down more detailed provisions on the design and issuing of the certificates.

In qualifying general adult education (AVU) a certificate is issued on completion of each individual single subject. Single subjects can be completed by an examination corresponding to either the leaving examinations of the Folkeskole or the HF examination.

The principal issues a certificate stating the subject(s) in which examinations have been passed. The certificate contains the following information: name of the candidate, personal registration number, examination date (month and year), subject, level, examination form, mark(s) and a description of the 13-point marking scale. The Ministry produces the certificate formularies.

A general rule in labour market training (AMU) is that a course certificate is issued to the participants upon successful completion of the course, i.e. either just as proof of participation or as proof of successful completion of examinations held during the course. They are the following:

- Qualifying courses: a course certificate is issued (either as proof of participation or as proof of examination passed).

- Certificate with international standards (e.g. welding certificate).
- Longer courses, e.g. airplane mechanic, end with an examination and the issuing of a certificate.

Some courses may in combination with relevant work experience and other education, if any, lead to a competence which is equivalent to the one acquired on completion of a vocational education and training programme taken in the formal education system upon recognition by the trade committee responsible for the training programme in question.

In open education, transcripts are issued on completion of each examination term, and a full diploma is issued on completion of the programme.

## 7.15. Education/Employment Links

There are several ways to collect information about the educations and subsequent career opportunities. Among these are vocational guidance counsellors, the job centres, the libraries and <http://www.vidar.dk>. This last website provides a very broad information about adult education. Furthermore the different education centres have their own websites providing information for the future and present learners. Vocational guidance counsellors also provide services to support learners who may have questions or problems regarding their study or career.

## 7.16. Private Education

Private adult education and continuing training is defined as courses provided by private institutions not eligible for public support of any kind. In general, competences acquired through private adult education and continuing training are not formally recognised, i.e. do not give access to further education within the ordinary education system. However, the number of private providers has increased moderately during the last few years. At present, it is estimated that approximately 5.000 private providers of adult education and continuing training exist. The private courses are financed solely by participation fees. The participation fees, thus, vary to a great extent.

## 7.17. Statistics

Total public expenditure for all adult education and vocational training	DKK 5.000 million (2005)
Number of participants in public adult labour market training programmes AMU	620.000 (2005)
Number of participants in private adult education and continuing training programmes	273.102 (2005)

### Overall age distribution of participants in adult education and continuing training (2004):

Age group	Distribution, in percent
17 – 24 years old	4.3
25 – 49 years old	66.2
50 – 59 years old	26.0
60+ years old	3.5

**Overall gender distribution of participants in adult education and continuing training (2004):**

Sex	Distribution, in percent
Female	51.5

Legislation: Act on adult educational grant

Legislation: Act on changing of the act on adult education, adult educational centres, the HF examination, and single subject studies for adults.

Legislation: Act on Labour Market Training

Legislation: Bekendtgørelse af lov om specialundervisning for voksne

Legislation: Consolidation act on preparatory education for adults

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## 8. Teachers and Education Staff

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### 8.1. Initial Training of Teachers

As the initial teacher training differs for the different levels of the education system, the training programmes of the different types of teachers are dealt with separately.

#### Pre-school Teachers

In order to be employed as a pre-school teacher (educator), the candidate must have completed the educator-training programme. Pre-school teachers may also teach at the 1st to 4th form levels as well as PE, needlework and home economics at the other form levels of the Folkeskole

#### The teachers of the Folkeskole

In order to be considered for a teaching post in the Folkeskole a candidate must have completed the teacher of the Folkeskole training programme or other teacher training approved by the Minister of Education in this respect.

#### Secondary education

In order to get appointed for a permanent post in general upper secondary education, the candidate must have completed a long-cycle university degree course within the subject-range taught at this level. For teachers in the HHX and HTX programmes, see [8.1.4.](#)

#### Teachers in vocational secondary education

The teaching staff of the vocational colleges are characterised by a variety of different qualifications. The teachers of vocational subjects (2/3 of the approx. 9,000 teachers) will usually have a vocational qualification or the like plus five years or more of professional work experience in the subject they teach, and the teachers of more general subjects (1/3 of the teachers) will have a university degree in the subject they teach plus at least two years of relevant professional experience.

### 8.1.1. Historical Overview

#### 8.1.1.1. Pre-school Teachers

The educator-training programme has a long history in Denmark. When the combined training programme was adopted by act of Parliament in 1991, there were 3 training programmes for educators with a more or less similar scope: the kindergarten teacher training programme, the recreation centre teacher training programme, and the socio-educational teacher training programme.

The kindergarten teacher-training programme was established in 1885 as a one-year course. In 1918, it became a 2-year course. The recreation centre teacher-training programme was established in 1928 as an independent line at some kindergarten teacher training colleges but was later on separated from them and offered at specialised colleges. The programmes were merged by Act of 21 May 1969, by which they were turned into 3-year programmes, and throughout the 1970s, many colleges were established which offered both programmes.

The socio-educational teacher-training programme dates back to the 1930s. It started as a 4-month folk high school course and subsequently became a 5-month course for staff employed in the child

welfare service. At the end of the 1950s, this programme was extended to become a basic programme of 10 months' duration. It was extended again at the beginning of the 1960s. And in 1974, it became a 3-year training programme qualifying for pedagogical work involving the youngest groups of the society as well as children, young people and adults with physical, mental and social handicaps.

### **8.1.1.2. The teachers of the Folkeskole**

Danish teacher training has a long and varied history. A brief review of it will help make the present situation more comprehensible. A single passage in the first Teacher Training Act of 1818 greatly influenced all subsequent discussions of teacher training in Denmark. The passage ran: "There is no doubt that those who are themselves born of country folk are best fitted to be village school teachers, for not only are they more readily accepted by country people but also they are better able to put up with the primitive conditions which country teachers have to accept." The peasant society existing at the time of the first enclosures has been the starting point of all Danish teacher training right down to the present day.

Although the old regulations clearly referred solely to village school teachers, no teacher training college legislation prior to 1954 provided for any other kind of teacher. 'The man from the plough', famous in the history of the Danish teacher, existed for a very long time in Danish education, and it was only with the Teacher Training Act of 1954 that the existence of the town school, with its ever-increasing percentage of the total number of pupils, was recognised, and with it the fact that in most places the village schools had become centralised and endowed with a structure similar to that of town schools. According to the new act, the teachers acquired competence to teach all form levels (1-10) of basic school. With the Teacher Training Act of 1966, which came into force on 1 August 1969, a complete change was finally effected in previously held attitudes. The course became more "academic" and the duration reduced to 3½ years. In 1985, the duration was extended to 4 years.

A reform of the teacher-training programme, which took effect in August 1998, takes its point of departure in the idea that the teacher of the Folkeskole must have a better subject-specific preparation. The educational programme is of 4 years duration and the student has to specialise in 4 main subjects – one of which has to be Danish and/or Mathematics. Teachers are only to teach those subjects they have had as main subjects in their study programme as opposed to before where it was common that teachers also taught subjects which were not their main subjects. The programme includes compulsory subjects in didactics, psychology and pedagogic and compulsory practical training for 24 weeks of duration. Finally the programme is completed with a thesis in one of the main subjects.

### **8.1.1.3. Teachers in General Upper Secondary Education**

Until the middle of the 1980s, the long-cycle university degree courses, which are the foundation of the teacher training at this level, were typically of 6-7 years' duration. At present they are typically 5 years of duration.

In addition to the subject-related education, there is the pedagogical education, the so-called *paedagogikum* which from 1963-85 was a 5-6-month course comprising teaching practice at a school, subject-relevant didactical courses and the theoretical *paedagogikum*. The teachers received a salary during the *paedagogikum* period, which was placed prior to employment as a teacher at a Gymnasium and it was generally a condition for employment.

In 1985, the *paedagogikum* became integrated into the first year of employment at a school so that the teaching practice was taken concurrently with the employment at another school. The time for taking the *paedagogikum* was included in the total working hours at the student teacher's school of employment.

With effect from August 1998, the *paedagogikum* now consists of two parts. The first part, which is of 5 months' duration, is taken prior to employment, and the second part, which must have an extent of approx. 2 months, is carried through within the first two years of employment.

For teachers in the HHX and HTX programmes, see.

#### **8.1.1.4. Teachers in vocational secondary education**

Vocational teacher training in Denmark is basically a pedagogical course supplementing the technical skills and practical work experience of skilled workers who want to become teachers. Vocational teacher training takes place at the National Institute for the Educational Training of Vocational Teachers (the DEL), which has 5 regional departments so that the teacher training can take place geographically close to the colleges.

It is regarded as a basic value in the Danish system that teachers in vocational colleges have a very close knowledge of the practical production processes in industry so that the school parts of a vocational education and training programme can be integrated with the practical training parts of the programme.

The basic principle of vocational teacher training was radically changed in 1989, where half of DEL's State funded budget was removed from the institution and allocated to the users (the colleges) so that the development of teacher qualifications is now demand-oriented: vocational colleges can now buy their services where they want, and there are many course providers in a relatively competitive market. The DEL still plays a leading role in providing in-service courses for vocational teachers. But the dominant role it used to play is now strongly challenged by private companies, trade organisations, technological institutes and the colleges themselves.

Initial teacher training is delivered by the DEL, and although the economic conditions were not changed in 1989 (participation in courses is still free of charge), the paedagogikum was revised.

#### **8.1.2. Ongoing Debates and Future Developments**

In March 2006, a new reform of the programme qualifying to teach in primary and lower secondary school Folkeskole was decided upon. The reform takes effect in January 2007, and i.a. entails:

- Two or three main subjects as opposed to the present four.
- A general strengthening of the natural sciences.
- A general strengthening of the didactic training.
- Admission requirements are tightened up, and attendance is made compulsory the first year.

A new Act on the Education of Educators came into force on January 1st 2007, and applies to students enrolled at the programme from August 2007 onwards.

In the academic year 2007/2008 a new marking scale – comprising 7 marking points ranging from -3 to 12 – replaces the previously used 13-point marking scale.

#### **8.1.3. Specific Legislative Framework**

##### **8.1.3.1. Pre-school teachers**

The educator training programme is based on the Act on the Education of Educators. A ministerial order from 1992 lays down the more detailed framework for the organisation of the programme. According to the legislation, it is the aim of the educator training programme to train educators for educational work with children, young people and adults in social difficulties or with physical or mental handicaps. The training programme shall give the students the theoretical knowledge and practical experience required in order to work as an educator, and it shall contribute to furthering the personal development of the student and to developing the students' interest in and ability for active participation in a democratic society.



### 8.1.3.2. The teachers of the Folkeskole

The training of teachers for the Danish Folkeskole is based on Consolidation Act no. 608 of 10 July 1997 which lays down the framework of the course: duration, subjects, provisions regarding the institutions and their management etc. and on ministerial order no. 382 of 19 June 1998 which regulates the scope of the subjects, the principal lines of the content of the subjects, and general rules for the assessment of students and contains provisions pertaining to the aim, structure, content, subjects etc.

According to the legislation, it is the aim of the teacher training programme

- that the students acquire a subject-related and pedagogical insight and a practical basis for their activities in the Folkeskole and for other activities related to teaching and presentation,
- that the students - by use of their theoretical and practical qualifications - are trained to cooperate and plan, conduct and evaluate teaching,
- that the personal development of the students is furthered through independent work with the subject-matter, through cooperation and through joint responsibility for their education, and
- that endeavours are made to make the students feel committed to and take pleasure in the work with children and adults enrolled in education

### 8.1.3.3. Teachers in General Upper Secondary Education

It is among other things laid down in the legislation applying to general upper secondary education which kind of training is required in order to obtain a post in general upper secondary education.

**Gymnasium and HF** In addition, the Ministry of Education has issued an order concerning the professional postgraduate teacher training for the teachers, the so-called *paedagogikum*. According to the legislation, it is the aim of the *paedagogikum* that student teachers shall acquire the theoretical and practical educational basis that enables them to work as teachers at a Gymnasium or an HF course. It is the aim of the practical *paedagogikum* (course in practical teaching) that the candidate – through practical experience – acquire skills and insight into the planning, implementation and evaluation of teaching at general upper secondary level. The candidate must be able to use his subject-specific knowledge in a way which is relevant for the total teaching and for the individual teaching situations. It is the aim of the theoretical *paedagogikum* to give the candidate the necessary general pedagogical and subject-specific pedagogical basis to work as a teacher in the Gymnasium/HF etc. and to enable him or her to keep updated in the theory which is of importance to their work. It is to enable the candidate to independently define, formulate and treat concrete pedagogical problems in the teaching.

### 8.1.3.4. Teachers in vocational secondary education

Ministry of Education order no. 60 of 24 January 1995 regulates the teacher qualifications in vocational upper secondary education, Ministry of Education order no. 61 of 29 January 1991 regulates the teacher qualifications of the teachers in vocational education and training, and Ministry of Education order no. 677 of 12 July 1996 regulates the pedagogical training of the teachers at the vocational colleges.

In accordance with the legislation pertaining to the appointment of teachers for vocational upper secondary education, teachers who teach upper secondary subjects in the vocational upper secondary programmes must, in addition to what applies for teachers in vocational education and training, see below, have a university degree at Master's level, i.e. a degree from a business school or university or a degree in engineering, if possible supplemented with subject-specific knowledge acquired through employment or subject-specific in-service training. In the concrete teaching subjects, the subjects must have been taken at least at side subject or minor subject level.

In accordance with the legislation pertaining to the appointment of teachers for vocational education and training, the teacher group of the individual college shall be composed so that the students attain the aims set for the programmes offered by the college. In this context, it must be ensured that the college part can be carried through in a general overall way during the entire course comprising both practical and theoretical instruction, that the students acquire the necessary general and specific

qualifications, and that the teaching can be carried through according to the prerequisites of the students. In order to be appointed as a teacher at a vocational college, the candidate must have

- Either a vocational qualification within one or more relevant educational areas supplemented by a relevant further or higher technical or commercial qualification, or another relevant qualification.
- Relevant and topical vocational experience. For teachers who are to teach purely vocational subject-areas, the vocational experience must normally be of at least 5 years' duration. As far as the other teachers are concerned, it must normally be of at least 2 years' duration.

The teacher must have or have acquired the following qualifications 2 years after their appointment at the latest:

- a broad general background corresponding at least to the level in the subject range of vocational upper secondary education in the relevant area. At least 2 subjects within the subject-areas of Danish, foreign languages, natural sciences, social sciences and information technology must be at level A
- a general pedagogical or subject-specific pedagogical qualification corresponding to the level of the basic pedagogical courses offered by the National Institute for the Educational Training of Vocational Teachers (the DEL)

#### **8.1.4. Institutions, Level and Models of Training**

Initial training of pre-school teachers takes place at Centres for Higher Education or specialised colleges. In-service training courses for pre-school teachers are held in many different places, e.g. teacher training colleges, the Danish University of Education and under the auspices of the professional organisations.

Initial training of the teachers of the Folkeskole takes place at Centres for Higher Education or specialised colleges. In-service training for Folkeskole teachers is provided i.a. by the Danish University of Education, Centres for Higher Education, specialised colleges, teacher's associations and other professional associations as well as the Ministry of Education.

In general, initial training of teachers at upper secondary level takes place at the universities. Gymnasium and HF There is no national institution in Denmark which provides in-service training for these teachers. Courses are usually organised by the professional associations with the assistance of the Ministry of Education.

The Danish Institute for General Upper Secondary Education (DIG) at the University of Southern Denmark carries out research and runs a researcher education programme in subjects didactics and general pedagogic in relation to the general upper secondary area (Gymnasium, HF, HHX, HTX) and in this connection offers professional subject didactical and pedagogical in-service training for teachers and future teachers as well as management.

Vocational teacher training takes place at one of the three regional departments of the National Institute for the Educational Training of Vocational Teachers (the DEL) distributed all over the country. The institute offers teacher training courses, performs consultancy work and carries out research and development etc.

#### **8.1.5. Admission Requirements**

##### **8.1.5.1. Pre-school Teachers**

In order to be admitted to the educator training programme, students must have passed one of the qualifying examinations at upper secondary level: the Studentereksamen the HF examination, the HHX or the HTX examination or as a minimum have completed the 10th year of the basic school and have work experience or a vocational training qualification, and they must be 18 years of age.

### **8.1.5.2. FolkeskoleTeachers**

In order to be admitted to the teacher training programme, students must have passed one of the qualifying examinations at upper secondary level: the studentereksamen the HF examination, the HHX or the HTX examination.

### **8.1.5.3. Teachers in General Upper Secondary Education**

Gymnasium and HF In order to be admitted to the paedagogikum the candidate must

- have a university degree in one or more of the subjects forming part of the curriculum in general upper secondary education, viz. visual art, biology, Danish, computer science, design, drama, English, business economics, philosophy, film and media knowledge, French, physics, geography, Greek, history, PE and sport, Italian, chemistry, Latin, mathematics, music, natural science, classical studies, religious education, Russian, social studies, Spanish, technical studies, creative art and German.
- The number of paedagogikum places and their distribution on subjects are fixed by the Ministry of Education prior to each fiscal year on the basis of an estimate of the need for teachers in the different subjects. The places are distributed with approx. 50% for admission in the spring and approx. 50% in the autumn. The Ministry of Education receives the applications and decides on the admission. If the number of applicants exceeds the total number of places, an admission board is set up. If not all applicants in a group can be admitted, the applicants are admitted after a concrete assessment where primary account is taken of the examination results in the qualifying examination and prior employment.

During the paedagogikum the candidate is employed at and paid by the institution where it takes place. The Ministry distributes the candidates on gymnasiumsHF courses etc.

HHX and HTX The teachers must have a university degree in the subject they teach and a minimum of two years of relevant work experience.

### **8.1.5.4. Teachers in vocational secondary education**

The teachers of vocational subjects must have a vocational training qualification and a minimum of 5 years of practical work experience within the field of the subject they teach.

The teachers of general subjects must have a university degree in the subject they teach and a minimum of two years of relevant work experience.

## **8.1.6. Curriculum, Special Skills, Specialisation**

### **8.1.6.1. Pre-school Teachers**

The training programme is of 41 months' duration, corresponding to approx. 3½ years and alternates between theoretical education at a college and teaching practice at an institution - with a total of 64 weeks' practical training during the course.

The content of the training programme is laid down in the following subject-groups and subjects. The figures indicate the mutual percentage weighting of the workload of the student in connection with the teaching of the college:

Subjects	Mutual percentage weighting
Pedagogical-psychological subjects :	30
pedagogic	
psychology	
Social and health subjects :	20
social subjects	
health subjects	
Activity and culture subjects :	40
Danish	
Music	
Motion subjects	
workshop subjects	
drama	
science	
Communication :	10
organisation	
management	

The training programme comprises a specialisation. The work shall be organised in a way so that it corresponds to a 10-week working period for the student. It is the objective of the specialisation that the student 1) acquires insight into a delimited central area or problem of both a theoretical and a practical nature within the chosen pedagogical field, 2) acquires skills in compiling, processing and using relevant information, and 3) acquires skills in conveying his or her own professionally motivated opinions.

#### 8.1.6.2. The teachers of the Folkeskole

The teacher training programme is of 4 years' duration. The programmes comprise the following subjects etc., which form part of the programme with the indicated proportion of a student's full-time workload of a year:

Subject	Rate of full-time equivalents
Christian Studies/philosophies of life	0.20
The main subject of Danish or Mathematics	0.70
3 main subjects of 0.55 FTE, each	1.65
A major independent assignment in connection with one of the main subjects	0.15
The educational subjects: General didactics, psychology, theory of education and the school in society	0.70
Teaching practice	0.60

The following subjects are offered as main subjects:

- Humanities subjects: Danish, English, French, history, Christian studies/religious education, social studies and German.
- Natural science subjects: biology, physics/chemistry, geography, mathematics and nature/technology.
- Practical/esthetic subjects: visual art, home economics, textile design, sport, music and wood/metalwork.

At least two of the above subject-areas must be represented in the student's choice of main subjects. The student must choose either Danish or mathematics as main subject, but may also choose both. Each main subject must extend over at least 4 semesters.

The students are to acquire a theoretical and practical basis, which enables them to independently compile, systematise, select and present knowledge on the basis of the methodology of the subjects and in accordance with the aims and occupational objective of the course.

In the main subjects, the students are to acquire a subject-didactical insight which qualifies them to base their teaching on the general aims of the school and on essential features in relation to the development of society as well as on the individual pupil's prerequisites, potential and conditions of development. The acquired insight is furthermore to qualify them to formulate criteria for assessment, production and use of teaching materials and other teaching aids. Importance is attached to the fact that this insight is acquired in a balanced interaction with the educational subjects and the teaching practice.

The tendency in the education of Folkeskole teachers has shown a down-sloping number of applicants. Therefore a new credit transfer programme has been introduced, in order to prevent a lack of teachers. Hereby, graduates and bachelors in one or two of the subjects taught in the teacher education will be able to take the education part time or full time without the subject(s) in which they already have a graduate or bachelor.

### **8.1.6.3. Teachers in General Secondary Education**

The *paedagogikum* now consists of two parts. The first part, which is of 5 months' duration, is taken prior to employment, and the second part, which must have an extent of approx. 2 months, is carried through within the first two years of employment.

### **8.1.6.4. Teachers in Vocational Education**

The first part, the practical *paedagogikum* in each subject is carried through over a 5-month period, normally in the same semester. The total number of teaching and observation lessons is approx. 60 lessons in each subject. The teaching practice is carried through in a number of classes or groups which the candidate is attached to. The teachers of the practice class function as tutors to the candidate. As an element of the practical *paedagogikum* the candidate must to an adequate extent participate in general pedagogical tasks at the school. The guidance offered by the tutors must ensure that the candidate gets the opportunity to select, organise, implement and evaluate shorter and/or longer teaching sequences in his or her subjects - in consultation with tutors and pupils and with an increasing degree of independence. The tutors must discuss this teaching with the candidate with a view to enabling him or her to reflect on the development and progression in the teaching. During the entire course, the candidate must have observation practice in his or her classes and to some extent also in other subjects and classes than his or her own. The candidate must be given guidance in how to assess the proficiency of pupils, also in the form of grading. Prior to the subject-specific pedagogical course, the candidate must as far as possible organise and carry through a number of lessons and shorter teaching sequences in the subject. At least once in the course, the supervisor appointed by the Ministry, the course leader and normally all the tutors of the candidate will attend at least two of the candidate's classes in each subject and subsequently have a conversation with the candidate about the course and the candidate's proficiency in practical teaching. This conversation forms the basis of the organisation of the further course.

The second part, the theoretical *paedagogikum* consists of a general pedagogical course and a subject-specific pedagogical course.

The general pedagogical course normally consists of two residential courses of 4 or 5 days' duration and is divided into two modules: module 1 is placed at the beginning and module 2 at the end of the *paedagogikum*. It is organised with a view to obtaining a close interaction between the theoretical courses and the practical work of the candidate. The course alternates between theory and practical exercises. The course is conducted by teachers appointed by the Ministry and comprises the following topics:

- the aims and place of the general upper secondary education programmes, the teaching in the Gymnasium and HF including the subject range and the general qualifications, the historical development of the Gymnasium and HF and the value basis of the programmes
- the participants in the teaching: the pupils and course participants, their background and prerequisites, youth and adult pedagogy, the teacher person and the teacher role
- general didactics and methodology: presentation and communication in the classroom; motivation, learning process and teaching principles; consideration for the individual class and student; theory of education, including the organisation of the individual lesson and working methods; planning of longer sequences, including progression and taxonomies; practical teaching sequences; and internal and external evaluation.
- and psychological and sociological theories

In all parts of the teaching, didactical, psychological, philosophical and sociological approaches are included to an extent and in a way which takes the current work tasks and pedagogical experience of the candidate into consideration.

The subject-specific pedagogical course is usually placed after module 1 of the general pedagogical course. It comprises the following:

- the aims and place of the subjects in an educational history perspective; in relation to its importance for the individual and society - both seen from a general educational and a study preparatory perspective; in the total education system; in relation to other subjects of the Gymnasium and HF in relation to the subject-specific/professional environment.
- the contents of the subject, including treatment of the contents side of it in curriculum guidelines; concrete examples of contents in one or a few lessons, longer sequences and the entire Gymnasium and HF syllabus; the oral and written dimension of the subject; and evaluation forms.
- the teaching practice of the subject, including the didactics of the subject; the pupils' and course participants' prerequisites for and attitudes to the subject; how the subject is introduced in continuation of the pupils' and course participants' previous education and experience; how consideration can be taken of the individual class and student; progression through the entire course; the materials which may be used in the subject, including EDP and other electronic media; different working methods; evaluation, both in the day-to-day work and at examinations.

The practical *paedagogikum* which is a course in teaching practice, is to give the candidates an insight into and a routine in the planning, implementation and evaluation of the teaching.

## **8.1.7. Evaluation, Certificates**

### **8.1.7.1. Pre-school Teachers**

After each practical training period, there is an assessment of the benefits which the student has gained from the teaching. This assessment is made in a cooperation between the teaching practice place and the college. The assessment is expressed in terms of "approved/not approved".

The 1st year of study is assessed through an examination, which aims at assessing whether the student has attained the aims set for the 1st year of study. A minimum mark has been fixed for passing the examination.

The specialisation is assessed through an examination with external examiners. A minimum mark has been fixed for the approval of the specialisation.



The training programme is completed with 3 examinations, each in one or more of the subjects of the programme. A committee common to all colleges draws up the examination questions. Students who fail in an examination may present themselves for a re-examination - as a main rule twice.

The college issues a diploma to students who have passed all the examinations of the programme: the "Bevis for Pædagoguddannelsen".

#### **8.1.7.2. The teachers of the Folkeskole**

Each subject, which forms part of the programme - apart from the teaching practice, is concluded with an external examination with individual assessment. The examination may be oral, written, practical or a combination hereof. It may consist of several part-examinations.

Both an oral and a written examination are held in the subjects of Danish, mathematics, English, French and German. The examination questions for the written examination are formulated by the Ministry of Education, which also fixes the time of the examination.

At oral and practical examinations, the teacher-examiner and the external examiner may include all the central knowledge and proficiency areas of the subject.

On the basis of an integrated course, an examination may be common for two subjects. The assessment will however be made separately for the two subjects. Short delimited course elements, whose contents and working methods justify this, may be documented by participation in teaching only. This may however only cover 15 percent of a subject.

The major independent assignment is assessed by one of the teachers in the main subject, by one of the teachers in the educational subjects and by one or more external examiners appointed by the Ministry of Education.

Upon completion of each teaching practice period, the teaching practice school counsels the students on his or her aptitude for teaching children. The subject of teaching practice is concluded with an assessment, which is given after a teaching practice period at a school for a minimum of 3 weeks. The teaching practice school issues a statement leading to the assessment of 'Pass'/'Fail'.

#### **8.1.7.3. Teachers in General Secondary Education**

The practical paedagogikum is concluded by the candidate teaching his teaching practice classes for at least one hour in each of his or her subjects. The teaching is attended by the candidate's tutors, the supervisor appointed by the Ministry of Education and the course leader. These jointly decide on whether the candidate has passed the practical teaching, and they issue a written statement on the proficiency in practical teaching.

The theoretical paedagogikum is concluded by a written examination. The syllabus for the written examination is approx. 1100 pages and laid down by the Ministry of Education. It comprises subject-matter from both courses. The examination is in the form of a written assignment made at home. The size of it must be 15-20 typed pages. The assignment must be sent to the Ministry, and it is assessed by one of the teachers in the general pedagogical course and an external examiner appointed by the Ministry. The mark for this examination is given according to the 13-point marking scale indicating the performance of the candidate. A minimum of 6 is required in order to pass the examination.

On completion of the paedagogikum the Ministry of Education issues a certificate stating that the candidate has passed the practical paedagogikum and documentation to the effect that the candidate has passed the written examination in theoretical pedagogy.



#### 8.1.7.4. Teachers in Vocational Education

The theoretical part is concluded with a final project, where the participant, independently or in cooperation with other participants, work with a pedagogical issue of his or her own choice. The project is concluded with a report, which shows that the participant is able to use relevant theories. The theoretical part is completed with an individual oral examination, which takes its point of departure in the written report.

The educational institution, which is responsible for the theoretical part, appoints an examiner and an external examiner to assess the examination.

The practical part is concluded with an examination in practical teaching skills. The institution appoints one of the participant's tutors as examiner and the institution responsible for the theoretical part appoints an external examiner to assess the examination.

At the examination, the participant carries out an independently organised teaching sequence of normally 1-2 lessons' duration in front of a class of students. The examination is concluded with a discussion of the teaching between the participant, the examiner and the external examiner.

When the participant has passed both examinations, the institution responsible for the theoretical part issues a certificate documenting the successful completion of the *paedagogikum* course. The certificate gives the mark for the theoretical examination and the assessment given for the practical examination.

#### 8.1.8. Alternative Training Pathways

The tendency in the education of *Folkeskole* teachers has shown a down-sloping number of applicants. Therefore a new credit transfer programme has been introduced, in order to prevent a lack of teachers. Hereby, graduates and bachelors in one or two of the subjects taught in the teacher education will be able to take the education part time or full time without the subject(s) in which they already have a graduate or bachelor.

Furthermore, one can take the education with distance training. This form of teaching may be used, when the student live far from the education centre, have children to take care of at home or works during daytime, thus the average age of the participants are often quite higher than those of the normal education.

### 8.2. Conditions of Service of Teachers

The conditions of service of the various categories of teachers are dealt with separately below.

Teachers in the Gymnasium and HF The National Union of Upper Secondary Teachers, the Ministry of Finance and the National Association of Local Authorities (or the Municipality of Copenhagen and the Municipality of Frederiksberg) agree on teachers' conditions of service in the collective bargaining that takes place every second year.

Teachers in the HHX and HTX The Central Organisation of Civil Servants in the State, relevant teachers' unions and the Ministry of Finance agree on teachers' conditions of service in the collective bargaining that takes place every second year.

Vocational Upper Secondary Education: The Central Organisation of Civil Servants in the State, relevant teachers' unions and the Ministry of Finance agree on teachers' conditions of service in the collective bargaining that takes place every second year.

The decision-making bodies for teachers' conditions of service are the relevant organisations representing the employers and teachers, respectively and involved in the collective bargaining that takes place every second year.

The bodies involved in the teachers of the Folkeskoles conditions of service are the National Association of Local Authorities and the Central Organisation of Teachers.

### **8.2.1. Historical Overview**

See [8.1.1.1.](#), [8.1.1.2.](#), [8.1.1.3.](#) and [8.1.1.4.](#)

### **8.2.2. Ongoing Debates and Future Developments**

The status of teachers' profession and recruitment prospects are constantly in focus. Development and career opportunities for teachers are other issues, which are the focus for teacher organizations and municipalities.

### **8.2.3. Specific Legislative Framework**

There is no specific legislative framework for each individual type of teacher. Rules applying to the conditions of service of teachers can be found in the Act on Salaried Staff, the Holiday Act, Act on child-minding leave, Act on State educational support for adults (in connection with educational leave), Act on equal pay for men and women and in the different collective agreements between the employing authorities and the relevant professional organisations.

### **8.2.4. Planning Policy**

There is no specific legislation concerning forward planning policy for teacher supply and demand.

### **8.2.5. Entry to the Profession**

In general, vacancies are advertised publicly in relevant fora. The entry to each level is dealt with in the following subsections.

#### **8.2.5.1. Pre-school**

For the appointment of pre-school teachers (educators), the following applies: the agreement on the employer's obligation to inform the employee on the conditions of employment (the so-called appointment letter). The teacher may be employed on the following conditions: 1) on a monthly paid basis, i.e. employees with an average working time of at least 10 hours a week, and who are appointed for 3 months of employment or more; 2) paid by the hour, i.e. employees with an average working time of less than 10 hours a week or who are not taken on with a view to permanent employment, and who are employed for less than 3 months.

#### **8.2.5.2. Folkeskole**

Vacancies are advertised. Teachers may be appointed either on a permanent basis with no time limitation ("monthly paid staff") or as substitutes in connection with illness and other absence or other temporary employment of under 3 months' duration ("staff paid by the hour").

### **8.2.5.3. General Upper Secondary Education**

Gymnasium and HF Vacancies are advertised. Teachers may be appointed on a permanent basis, as substitute teachers or a combination hereof. Employment for more than 2 years will normally be conditional upon the teacher having completed the paedagogikum

HHX and HTX Vacancies are advertised by the institution, which is also responsible for the appointment of the teacher. The appointment may take the following forms:

- permanent employment
- employment on probation with a view to subsequent permanent employment
- fixed term employment

If an employee has had no prior employment at upper secondary level, permanent employment is depending on two years' probation.

### **8.2.5.4. Vocational Education**

Vacancies are advertised by the institution, which is also responsible for the appointment of the teacher. The appointment may take the following forms: 1) permanent employment, 2) employment on probation with a view to subsequent permanent employment, 3) fixed term employment. If an employee has had no prior employment at vocational secondary level, permanent employment is depending on two years' probation.

### **8.2.5.5. Tertiary Education**

Vacancies are advertised. All conditions must appear from the advertisement, which is announced internally at the institution and externally in relevant newspapers and professional journals.

The Ministry of Education has delegated the power to appoint to the institutions, apart from the appointment of staff to the highest civil servant posts which are made by royal announcement.

At the academic higher education institutions, appointments are made on the basis of an expert assessment made by an assessment committee. In case of appointments for professorships, the assessment is made by other professors, and in this context the assessment committee must be made up of both internal and external professors.

## **8.2.6. Professional Status**

### **8.2.6.1. Pre-school**

Pre-school teachers are employed on a group contract basis with a civil-servant-like status.

### **8.2.6.2. Folkeskole**

The teachers of the Folkeskole are employed on a group contract basis.

### **8.2.6.3. General Upper Secondary Education**

Gymnasium and HF. Teachers are employed on a group contract basis. A minority, i.e. approx. 5%, are employed on civil servant-like conditions.

HHX and HTX. Almost all categories are employed on civil servant-like conditions, which in this case is quite similar to those of the group contract, and some are employed as civil servants.

#### **8.2.6.4. Vocational Education**

Almost all categories are employed on civil servant-like conditions. Some are employed as civil servants. And some however are employed on a group contract basis. The latter is determined by the fact that the employee is a member of one of the organisations under the Danish Confederation of Professional Associations and that the subject taught requires a university degree.

#### **8.2.6.5. Tertiary Education**

Almost all categories are employed on a group contract basis, as this form of employment is gaining more and more ground.

In certain areas, the predominant form is however still employment as a civil servant or on civil servant-like conditions, e.g. the educator training colleges. Fixed-term employment is also a widely used form of employment.

### **8.2.7. Replacement Measures**

#### **8.2.7.1. Pre-school and the Folkeskole**

Both educated and non-educated teachers can replace a teacher for a shorter or longer period of time. Non-educated teachers are usually students or alike who are hourly-paid. Educated teachers are also hourly-paid, until after a month of employment, where they get paid by the month.

Additionally, uneducated substitutes are often employed on daily basis for temporarily replacing a teacher.

#### **8.2.7.2. General Upper Secondary, Vocational and Tertiary Education**

Replacements can be entrusted to graduates with the same educational skills.

### **8.2.8. Supporting Measures for Teachers**

There are in general no supporting measures for new teachers in the Danish educational system. However, in most institutions it is endeavored that the management and other teaching staff, help the new teachers getting into the daily life at the school, such as rules, norms and social life.

### **8.2.9. Evaluation of Teachers**

There is no formal evaluation procedure for teachers (teacher appraisal) once they have obtained their position after a (formally) two-year probation period.

For information regarding evaluations of entire educational institutions, please refer to chapter 9.

## **8.2.10. In-service Training**

Danish teachers are free to participate in in-service training activities. And unlike many other EU-countries, promotion is not conditional upon having taken part in in-service training activities.

As the in-service training provision for Folkeskole teachers is more pronounced than for the other categories of teachers, it will be dealt with in more detail than the others.

### **8.2.10.1. Pre-School Teachers**

Please refer to subdivisions for details

#### **8.2.10.1.1. Historical Overview**

The in-service training of pre-school- and Folkeskole teachers was formalised by an Act passed in 1963 on the establishment of the Royal Danish School of Educational Studies, which was given the task to provide in-service training for teachers etc.

In 2000, the Royal Danish School of Educational Studies was integrated in the new Danish University of Education (DPU).

#### **8.2.10.1.2. Specific Legislative Framework**

Generally speaking, there is no legislation regulating teacher in-service training in Denmark. The various in-service training provisions may, however, be mentioned in other legislation, e.g. the 1-year course for pre-school teachers at the Danish University of Education is regulated by a section in the Appropriations Act.

#### **8.2.10.1.3. Decision-Making Bodies for In-Service Training**

The decision-making body in this area is the municipal in-service training committee which has an equal number of representatives from the professional organisations and the employers. It is the task of this committee to contribute to the development of in-service training on the basis of objectives set, support concrete in-service training activities which further and develop these objectives and to grant economic support for the activities.

#### **8.2.10.1.4. Types of Institutions**

In-service training courses for pre-school teachers are held in many different places, e.g. teacher training colleges, the Danish University of Education and under the auspices of the professional organisations.

#### **8.2.10.1.5. Admission Requirements**

There are no formal admission requirements for in-service training of teachers.

#### **8.2.10.1.6. Curriculum, Duration of Studies, Specialisation**

The professional organisation of the pre-school teachers offers central course activities and local course activities covering a broad variety of relevant topics. To this should be added various conference activities and the organisation of local activities in cooperation with the branches and the local employers. In addition to these course activities, a number of pre-school teacher training colleges

offer in-service training courses. And the Danish University of Education offers 1-year in-service training courses.

#### **8.2.10.1.7. Methods**

The courses for all types of teachers are held on a part-time or full-time basis, as seminars or conferences.

#### **8.2.10.1.8. Evaluation, Certification**

For most in-service teacher training courses it can be said that they have no particular effect on the career or pay of the participating teacher.

There is no formal assessment of neither the participating teacher nor the in-service training system. Teachers who have participated in in-service training courses receive a certificate.

Participation in in-service training has no direct effect on the salary or the careers of the teachers, although it may be an advantage for teachers wanting to apply for higher positions. In-service training, however, is seldom an explicit requirement when applying for vacant positions.

### **8.2.10.2. The teachers of the Folkeskole**

Please refer to subdivisions for details.

#### **8.2.10.2.1. Historical Overview**

The in-service training of teachers of the Folkeskole was formalised by an Act passed in 1963 on the establishment of the Royal Danish School of Educational Studies, which was given the task to provide in-service training for teachers etc. Postgraduate studies in educational psychology were established in 1965, subject-oriented educational studies in 1966 and in educational studies per se in 1967.

In 2000, the Royal Danish School of Educational Studies was integrated in the new Danish University of Education (DPU).

#### **8.2.10.2.2. Specific Legislative Framework**

Generally speaking, there is no legislation governing teacher in-service training in Denmark. The various in-service training provisions may however be mentioned in other legislation.

#### **8.2.10.2.3. Decision-Making Bodies for In-Service Training**

In-service training for teachers in the Folkeskole is primarily organised by the Danish University of Education and by the colleges of education. These institutions are dependent on the State. Specialised State training institutions, county resource centres, teachers' associations and the Ministry of Education also offer in-service training activities. In-service training activities are provided both at regional and at national level.

The different institutions are coordinated informally. In-service training opportunities in colleges of education are established in coordination with other colleges of education and the departments of the Danish University of Education in the same region. Similarly, in-service training courses in colleges of education and in specialised training institutions are also included in the course programme of the Danish University of Education.

According to a ministerial order with effect from 1 June 1994, regional committees for teacher in-service training are established for each of the areas covered by the departments of the Danish

University of Education. These committees are to compile the teacher in-service training wishes of the counties, municipalities and the schools and communicate these wishes to the departments of the Danish University of Education and the colleges of education in the region and to the national and regional teacher in-service training institutions; draw up proposals for principles/guidelines regarding priorities, if all qualified applicants cannot be admitted to the in-service training courses; and, if possible, in cooperation with other regional in-service training committees, see to it that the supply of courses will in the long run correspond to the registered demand so that courses can be established on a regular basis within all subjects of the Folkeskole.

#### **8.2.10.2.4. Types of Institutions**

In-service training for Folkeskole teachers is provided for the most part by the Danish University of Education and by Centres for Higher Education, specialised colleges, teacher's associations, other professional associations as well as the Ministry of Education.

#### **8.2.10.2.5. Admission Requirements**

There are no formal admission requirements for in-service training of teachers.

#### **8.2.10.2.6. Curriculum, Duration of Studies, Specialisation**

The in-service training offered to the teachers of the Folkeskole by the Danish University of Education covers all subject areas and all activities in the Folkeskole with the exception of physical education and handicraft. In recent years, these courses have been offered on a part-time basis. Most of the courses involve between 60 and 175 teaching hours over approximately 30 weeks. The course schedule is organised to allow teachers to continue their professional activities.

Colleges of education organise part-time in-service training courses involving between 40 and 150 teaching hours.

The Danish Union of Teachers also contribute to the in-service training of the teachers of the Folkeskole by offering a wide variety of courses and conferences, which address contemporary problems and issues. In recent years, differentiated teaching, the integration of ICT, presentation techniques, and the teaching of bilingual children have been common issues addressed by in-service training.

In addition, The Ministry of Education offers courses on specific topics.

#### **8.2.10.2.7. Methods**

The courses for all types of teachers are held on a part-time or full-time basis, as seminars or conferences.

#### **8.2.10.2.8. Evaluation, Certification**

For most in-service teacher training courses it can be said that they have no particular effect on the career or pay of the participating teacher.

There is no formal assessment of neither the participating teacher nor the in-service training system. The teachers of the Folkeskole who have participated in in-service training courses receive a certificate.

Participation in in-service training has no direct effect on the salary or the careers of the teachers.



### **8.2.10.3. Teachers in general upper secondary education**

Please refer to subdivisions for details

#### **8.2.10.3.1. Historical Overview**

Gymnasium and HF There is a long tradition of in-service training of these teachers being organised in cooperation between the professional organisations and the Department of General Upper Secondary Education.

In 1998, the Danish Institute for General Upper Secondary Education (DIG) at the University of Southern Denmark was established. The Institute carries out research and runs a researcher education programme in subjects didactics and general pedagogics in relation to the general upper secondary area (Gymnasium, HF, HHX, HTX) and in this connection offers professional subject didactical and pedagogical in-service training for teachers and future teachers as well as management.

From September 2000 onwards, the Institute offers a 3-year Master's programme with research-based teaching, which may qualify for the performance of management, guidance and teaching tasks.

The Danish Institute for General Upper Secondary Education furthermore offers the general pedagogical part of the *paedagogikum* for future teachers of the Gymnasium and HF.

#### **8.2.10.3.2. Specific Legislative Framework**

Generally speaking, there is no legislation governing teacher in-service training in Denmark. The various in-service training provisions may however be mentioned in other legislation.

#### **8.2.10.3.3. Decision-Making Bodies for In-Service Training**

Gymnasium and HF. The Ministry of Education has the general responsibility for organising in-service training for teachers at these types of institutions. The Ministry has set up committees for each subject-area, which, in conjunction with the professional associations, offer courses aimed at teachers responsible for these subjects. These training courses are offered at both regional and national level.

The governing board of each school is responsible for setting aside sufficient funds in its annual budget for in-service training. The head of each school establishes the school's policy on in-service training, the distribution of the financial resources to different kinds of training and the distribution of courses among the teachers.

#### **8.2.10.3.4. Types of Institutions**

Gymnasium and HF. There is no national institution in Denmark, which provides in-service training for these teachers. Courses are usually organised by the professional organisations in cooperation with The Ministry of Education.

The Danish Institute for General Upper Secondary Education (DIG) at the University of Southern Denmark carries out research and runs a researcher education programme in subjects didactics and general pedagogics in relation to the general upper secondary area (GymnasiumHFHHXHTX) and in this connection offers professional subject didactical and pedagogical in-service training for teachers and future teachers as well as management.

#### **8.2.10.3.5. Admission Requirements**

There are no formal admission requirements for in-service training of teachers.

A prerequisite for access to the 3-year Master's programme for Gymnasium teachers at the Danish Institute for General Upper Secondary Education (DIG) is a minimum of 3 years of teaching experience.

#### **8.2.10.3.6. Curriculum, Duration of Studies, Specialisation**

Gymnasium and HF Courses offered to teachers at these institutions can address any aspect of a subject area.

In most cases, courses take one of the following forms:

- courses on general pedagogical topics organised within the schools for all teachers. These courses normally last one day
- "supervision" through cooperation with colleagues at the teachers' own school and with the support of an external consultant
- pedagogical courses related to subjects taught. At regional level, these courses generally last one day. Residential courses lasting three to four days are also organised at national level

HHX and HTX A large number of courses are offered in the fields of pedagogy, general psychology and teaching methods relevant to specific subjects for teachers at vocational colleges.

In-service training is always offered in the form of courses, seminars or conferences. Traditional teaching situations are, however, giving way to new pedagogical methods such as interactive teaching, study visits abroad and projects developed in cooperation with local businesses. In-service training now constitutes an integral part of a strategy to develop both the qualifications of the individual teacher and the general profile of the schools concerned.

The Master's programme at the Danish Institute for General Upper Secondary Education (DIG) corresponds to one year of full-time education, but extends over six semesters or three years, as it is the aim that the students are to be able to follow the Master's programmes concurrently with their employment in the Gymnasium. Each semester comprises 8 evening classes and two weekend seminars. The first two semesters are common for all students, after which they choose one of the following 5 main lines: management, study guidance, subject pedagogics, general pedagogics and IT-pedagogics.

#### **8.2.10.3.7. Methods**

The courses for all types of teachers are held on a part-time or full-time basis, as seminars or conferences.

#### **8.2.10.3.8. Evaluation, Certification**

For most in-service teacher training courses it can be said that they have no particular effect on the career or pay of the participating teacher.

There is no formal assessment of neither the participating teacher nor the in-service training system. Teachers who have participated in in-service training courses normally receive a certificate.

Participation in in-service training has no direct effect on the salary or the careers of the teachers.

At the Master's programme at the Danish Institute for General Upper Secondary Education (DIG), the individual modules are completed with an examination: A minor project assignment which is presented for oral discussion at the final weekend seminar after module 1-5 and a Master's dissertation which is also presented for discussion at a weekend seminar after module 6.

#### **8.2.10.4. Teachers in vocational secondary education**

Please refer to subdivisions for details.

##### **8.2.10.4.1. Historical Overview**

The in-service training of vocational teachers was formalised in 1969 with the founding of the National Institute for the Educational Training of Vocational Teachers (the DEL), which provides both the initial and in-service training for teachers at business and technical colleges.

##### **8.2.10.4.2. Specific Legislative Framework**

Generally speaking, there is no legislation governing teacher in-service training in Denmark. The various in-service training provisions may however be mentioned in other legislation.

##### **8.2.10.4.3. Decision-Making Bodies for In-Service Training**

Vocational colleges now often manage in-service training themselves according to local needs. The schools themselves also finance most of these training activities.

##### **8.2.10.4.4. Types of Institutions**

Until recently, in-service training of vocational teachers was offered in the form of centralised, traditional courses by the National Institute for the Educational Training of Vocational Teachers (the DEL). In recent years, however, there has been a structural evolution in the training programmes. The traditional courses are giving way to training assistance programmes offered to the schools. Schools define their own needs and "purchase" training services on an open market.

##### **8.2.10.4.5. Admission Requirements**

There are no formal admission requirements for in-service training of teachers.

##### **8.2.10.4.6. Curriculum, Duration of Studies, Specialisation**

A large number of courses are offered in the fields of pedagogy, general psychology and teaching methods relevant to specific subjects for teachers at vocational colleges.

The courses for all types of teachers are held on a part-time or full-time basis, as seminars or conferences.

##### **8.2.10.4.7. Methods**

In-service training is always offered in the form of courses, seminars or conferences. Traditional teaching situations are however giving way to new pedagogical methods such as interactive teaching, study visits abroad and projects developed in cooperation with local businesses. In-service training now constitutes an integral part of a strategy to develop both the qualifications of the individual teacher and the general profile of the schools concerned.

#### **8.2.10.4.8. Evaluation, Certification**

For most in-service teacher training courses it can be said that they have no particular effect on the career or pay of the participating teacher.

There is no formal assessment of neither the participating teacher nor the in-service training system. Teachers who have participated in in-service training courses normally receive a certificate.

Participation in in-service training has no direct effect on the salary or the careers of the teachers.

#### **8.2.10.5. Teachers in higher education**

There are no formalised in-service training courses for teachers in higher education.

### **8.2.11. Salaries**

#### **8.2.11.1. Pre-school Teachers**

On 1 April 2000, a new wage formation system was introduced. With the new wage model, a number of new wage concepts were introduced:

The basic wage, step 20, covers those functions which pre-school teachers are capable of performing when they come out of college/commence their first job. To this should be added an area supplement dependent on where in the country the municipal institution is located. There are four different area supplements.

The function wage is given for work and responsibility areas which are linked to the individual position and which are over and above that which is covered by the basic salary. All forms of function wage must be agreed at decentralised level.

Qualification wage is based on the individual teacher's qualifications and takes its point of departure in objective conditions such as education and experience. The qualification wage is agreed on at decentralised level.

After 6 years of employment, an assistant is guaranteed pay at step 24 (including locally agreed function and qualification wage).

After 10 years of employment, an assistant is guaranteed pay at step 28 (including locally agreed function and qualification wage).

(2004)

<b>The basic rate of step</b>	<b>Wage, in DKK</b>	<b>Highest area supplement, in DKK</b>
23	234,819	14,056
26	246,479	13,623
28	248,840	11,733

#### **8.2.11.2. Folkeskolen**

On 1 April 2000, a new wage formation system was introduced. The new wage model implies that all new teachers will in the future be employed with a changed pay, as the teacher group will now also go over to a new wage system with basic wages, function wages and qualification wages.

The basic wage, step 26, covers those functions which teachers are capable of performing when they come out of college/commence their first job. To this should be added an area supplement dependent on where in the country the Folkeskole is located. There are four different area supplements.

(2004)

The basic rate of step	Wage, in DKK	Highest area supplement, in DKK
26	246,479	9,831

The function wage is given for work and responsibility areas which are linked to the individual position and which are over and above that which is covered by the basic salary.

There is a centrally agreed function supplement for teaching over and above 300 annual working hours. In the interval between 300 and 750 annual working hours, there is a supplement of 21.72 DKK per hour. From 751 annual working hours, there is a supplement of 79.73 DKK per hour. With for instance 23 lessons per week, this will mean a supplement per month of approx. 700 DKK.

In addition to the basic wage and the centrally agreed function supplements, the teacher may receive function- and qualification-wages.

Qualification wage is based on the individual teacher's qualifications and takes its point of departure in objective conditions such as education and experience. The qualification wage is agreed on at decentralised level.

After 4 years of employment, teachers are on the basis of the initial training placed at step 30. After 8 years of employment, the teacher will on the basis of the initial training be placed on step 35.

(2004)

The basic rate of step	Wage, in DKK	Highest area supplement, in DKK
30	263,282	10,585
35	286,473	7,024

### 8.2.11.3. General Upper Secondary Education

On 1 April 2000, a new wage system was introduced, and from 1 August 2000 onwards, teachers are to be working according to a new working time agreement. The transition to the new wage system is obligatory for all. Placement in the new wage system takes its point of departure in the basic wage system negotiated by the Danish Confederation of Professional Associations (AC) and is made according to seniority on 31 March 2000.

The wage system consists of basic wage, function supplement, qualification supplement and result wage.

The basic wage takes its point of departure in the new AC-wage scale, where teachers with two subjects are to follow steps 4-4-4-6-6-8 and teachers with only one subject are to follow steps 3-3-3-5-5-5-8.

Function supplements are given for functions, which are special and which are over and above what is required for the basic wage.

Transitional scheme for existing teachers: All employees maintain their total present wage (i.e. scale wage plus supplements) when they go over to the new wage system. Employees with up to 5 years' seniority are placed directly over on the new scale, whereas employees with more than 5 years' seniority will be placed on step 8 (end wage).

(2004)

The basic rate of step	Wage, in DKK
3	247,597
4	277,989
8	304,022

NB: The wage indicated here is the pension-releasing gross salary, i.e. salary including own contribution to pension fund (5%) but excluding the employers' contribution to pension fund.

#### 8.2.11.4. Vocational Education

Teachers at vocational colleges are paid according to different collective agreements.

##### Teachers employed on civil servant-like conditions

For teachers employed on civil servant-like conditions, a new wage system came into force on 1 January 2000. All staff employed after this date are to be paid according to the new system. Staff employed prior to this date can choose themselves whether they wish to continue to be paid according to the old system or want to transfer to the new one. A transition scheme has been agreed for this staff.

The new wage system is characterised by being a basic wage system with a supplement part. The basic wage system has 8 steps. In addition to the basic wage system, it is possible to agree on a number of supplements which are linked to qualifications, functions and possible results. The basic wage takes its point of departure in the new wage scale, where teachers are to follow steps 1-7.

Teachers, who teach classes at general upper secondary level for a minimum of half of their working time, are placed on basic wage step 2-8. All steps are of one year's duration.

(2004)

The basic rate of step	Wage, in DKK
1	224,007
2	231,628
7	270,194
8	278,393

##### Teachers employed according to the agreement for university graduates employed in State institutions:

For staff employed according to the agreement for university graduates employed in State institutions, a new wage system came into force on 1 January 1998. All staff employed after this date are to be paid according to the new system. Staff employed prior to this date can choose themselves whether they wish to continue to be paid according to the old system or want to transfer to the new one. A transition scheme has been agreed for this staff.

The new wage system is characterised by being a basic wage system with a supplement part. The basic wage system has 8 steps. There is, thus, a shorter way from start to end wage, where the wage will be above the level of the old system during the first 10 years. On the last steps, the end wage will however be approximately 10% lower than in the old wage system. Instead, there will be a greater possibility of agreeing on supplements both at central and decentralised level.

In addition to the basic wage system, it is possible to agree on a number of supplements, which are linked to qualifications, functions and possible results.

(2004)

The basic rate of step	Wage, in DKK
1	219,727
2	289,228

### 8.2.11.5. Tertiary Education

Educator training colleges:

Teachers at educator training colleges may be paid as

- civil servants (State colleges)
- on civil servant-like conditions (if employed before 1 January 1997)
- agreement for university graduate employed by the State
- agreement for senior staff and teachers at a number of higher education institutions

At the collective bargaining agreement concluded in 1999, a new staff structure was adopted at the educator training colleges, which has led to the introduction of the staff designations of assistant professor and associate professor complete with supplements. These supplements replace the previous teaching and classification supplements.

For staff employed according to the agreement for university graduates employed in State institutions, a new wage system came into force on 1 January 1998. All staff employed after this date are to be paid according to the new system. Staff employed prior to this date can choose themselves whether they wish to continue to be paid according to the old system or want to transfer to the new one. A transition scheme has been agreed for this staff.

The new wage system is characterised by being a basic wage system with a supplement part. The basic wage system has 8 steps. There is, thus, a shorter way from start to end wage, where the wage will be above the level of the old system during the first 10 years. On the last steps, the end wage will however be approx. 10% lower than in the old wage system. Instead there will be a greater possibility of agreeing on supplements both at central and decentralised level.

In addition to the basic wage system, it is possible to agree on a number of supplements, which are linked to qualifications, functions and possible results.

(2004)

#### The highest and lowest wages of university graduates (the AC-agreement)

The basic rate of step	Wage, in DKK
Start wage (basic wage, step 3)	227,424
End wage (basic wage, step 8)	288,696

#### Highest and lowest wages for non-university graduates

The basic rate of step	Wage, in DKK
Start wage (basic wage, step 1)	201,753
End wage (basic wage, step 7)	268,314
Assistant professor supplement	33,500
Associate professor supplement	58,900

### Colleges of Education



Staff employed according to the agreement for university graduates (the AC-agreement):

For staff employed according to the agreement for university graduates employed in State institutions, a new wage system came into force on 1 January 1998. All staff employed after this date are to be paid according to the new system. Staff employed prior to this date can choose themselves whether they wish to continue to be paid according to the old system or want to transfer to the new one. A transition scheme has been agreed for this staff.

The new wage system is characterised by being a basic wage system with a supplement part. The basic wage system has 8 steps. There is, thus, a shorter way from start to end wage, where the wage will be above the level of the old system during the first 10 years. On the last steps, however, the end wage will be approximately 10% lower than in the old wage system. Instead there will be a greater possibility of agreeing on supplements both at central and decentralised level.

In addition to the basic wage system, it is possible to agree on a number of supplements, which are linked to qualifications, functions and possible results.

(2002)

The basic rate of step	Wage, in DKK
Start wage (basic wage, step 3)	260,208
End wage (basic wage, step 8)	343,092

Staff employed according to the collective bargaining agreement for senior staff and teachers at a number of higher education institutions:

For staff employed according to the collective bargaining agreement for senior staff and teachers at a number of higher education institutions, a new wage system came into force on 1 January 1999.

The new wage system is characterised by being a basic wage system with a supplement part. The basic wage system has 8 steps. It is possible to agree on supplements both at central and decentralised level. In addition to the basic wage system, it is possible to agree on a number of supplements, which are linked to qualifications, functions and possible results.

The teachers follow steps 3-8, where step 7 as the only one is of 2 years' duration.

(2000)

The basic rate of step	Wage, in DKK
Start wage (basic wage, step 3)	209,275
End wage (basic wage, step 8)	275,349

For both types of teachers, there is an assistant professor supplement of 27.613 DKK and an associate professor supplement of 62.553 DKK (2000).

To this should be added various other supplements.

## Universities

At the universities, the teachers are paid according to the group contract negotiated by the Danish Confederation of Professional Associations (AC).

For staff employed according to the agreement for university graduates employed in State institutions, a new wage system came into force on 1 January 1998. All staff employed after this date are paid according to the new system. Staff employed prior to this date can choose themselves whether they wish to continue to be paid according to the old system or want to transfer to the new one. A transition scheme has been agreed for this staff.

The new wage system is characterised by being a basic wage system with a supplement part. The basic wage system has 8 steps. There is thus a shorter way from start to end wage, where the wage will be above the level of the old system during the first 10 years. On the last steps, the end wage will however be approx. 10% lower than in the old wage system. Instead there will be a greater possibility

of agreeing on supplements both at central and decentralised level.

In addition to the basic wage system, it is possible to agree on a number of supplements which are linked to qualifications, functions and possible results.

(2004)

The basic rate of step	Wage, in DKK
Start wage (basic wage, step 1)	214,357
End wage (basic wage, step 8)	299,371

For assistant professors, there is furthermore an allowance of 43.416 DKK and for associate professors there is an allowance of 67.503 DKK per year (in 2004).

Full professors are normally employed on group contract conditions corresponding to those applying to civil servants in wage bracket 37 (or 38). A pension-releasing supplement is allocated which counterbalances the difference between the current wage level in the common AC-wage scale and wage bracket 37 (or 38). In addition to this, an individual supplement may be granted upon negotiation.

## 8.2.12. Working Time and Holidays

### 8.2.12.1. Pre-school

#### Working Time

The maximum number of weekly working hours for teachers in nurseries, kindergartens and 24-hour institutions is 37.

#### Holidays

Pre-school teachers have the same holidays as other local government employees, i.e. 5 weeks and 3 days' paid holiday per year.

#### Maternity leave:

Employees are entitled to

- Pregnancy leave for the mother for 8 weeks before expected childbirth.
- Maternity leave for the mother during the first 14 weeks after childbirth. The mother is obliged to take leave during the first two weeks.
- Parental leave for 10 weeks from the 15th to the 24th week after childbirth. The parents may share the leave between them.
- Paternity leave for 2 weeks immediately after childbirth or when mother and child come home from the hospital. The paternity leave may upon agreement with the place of employment be placed together at another time within the first 14 weeks after childbirth.
- Extended parental leave for 2 weeks in week 25 and 26 after childbirth.

During the leave, ordinary salary is paid, i.e. a salary like the one paid during absences due to illness.

#### Child-minding leave:

Persons with children between the ages of 0 and 8 years are entitled to leave with a view to minding their own children. Salaried workers are entitled to leave for a total period of min. 8 and max. 13 weeks. They are however entitled to a minimum of 8 and a maximum of 26 weeks, if the child is less than one year at the time of commencement of the leave.

#### Educational leave

The educational leave scheme is directed at members of an unemployment fund who are entitled to unemployment benefits (salaried workers, self-employed and unemployed) who are over 25 years of age at the commencement of the leave. Salaried workers and self-employed can obtain educational leave for up to 52 weeks. The shortest period, for which leave can be obtained, is one week. Unemployed can obtain educational leave for up to 6 weeks.

Educational leave may be obtained to courses comprised by the Ministry of Employment's statutory order on courses of education, to which educational leave and educational allowance may be obtained. There may furthermore be requirements as to the extent of the course. The course must either have a number of weekly lessons of at least 20 hours or be stipulated as full-time education according to provisions laid down by the ministry or be approved as a course entitling the student to receive student support.

The allowance paid to full-time ensured salaried workers during the leave corresponds to the maximum unemployment benefit. The Danish Employment Service Arbejdsformidlingen administers the educational leave scheme in cooperation with the unemployment funds.

### **8.2.12.2. Folkeskolen**

#### **Working Time**

The annual number of working hours amount to 1924 hours, including holidays and days off, corresponding to 37 hours a week on average. "Working hours" include teaching (lessons), preparation time and other tasks. The preparation time is fixed proportionally in relation to the teaching time with the factor 1:1.

According to the agreement, there are 209 working days.

#### **Holidays**

Folkeskole teachers are covered by the Holiday Act, which is binding for the employee and the employer, and which entitles the employee to 5 weeks and 3 days' holiday per year, of which a minimum of 3 consecutive weeks must be held at the same time. It is taken as a matter of course that the main part of the holidays is placed in connection with the pupils' holidays, where the school is closed.

#### **Maternity leave:**

Employees are entitled to:

- Pregnancy leave for the mother for 8 weeks before expected childbirth.
- Maternity leave for the mother during the first 14 weeks after childbirth. The mother is obliged to take leave during the first two weeks.
- Parental leave for 10 weeks from the 15th to the 24th week after childbirth. The parents may share the leave between them.
- Paternity leave for 2 weeks immediately after childbirth or when mother and child come home from the hospital. The paternity leave may upon agreement with the place of employment be placed together at another time within the first 14 weeks after childbirth.
- Extended parental leave for 2 weeks in week 25 and 26 after childbirth.

During the leave, ordinary salary is paid, i.e. a salary like the one paid during absences due to illness.

#### **Child-minding leave:**

Persons with children between the ages of 0 and 8 years are entitled to leave with a view to minding their own children. Salaried workers are entitled to leave for a total period of min. 8 and max. 13 weeks. They are, however, entitled to a minimum of 8 and a maximum of 26 weeks, if the child is less than one year at the time of commencement of the leave.

#### **Educational leave**

The educational leave scheme is directed at members of an unemployment fund who are entitled to unemployment benefits (salaried workers, self-employed and unemployed) who are over 25 years of age at the commencement of the leave. Salaried workers and self-employed can obtain educational leave for up to 52 weeks. The shortest period, for which leave can be obtained, is one week (7 days). Unemployed can obtain educational leave for up to 6 weeks.

Educational leave may be obtained to courses comprised by the Ministry of Labour's order on courses of education, to which educational leave and educational allowance may be obtained. There may furthermore be requirements as to the extent of the course. The course must either have a number of weekly lessons of at least 20 hours or be stipulated as full-time education according to provisions laid down by the ministry or be approved as a course entitling the student to receive student support.

The allowance paid to full-time ensured salaried workers during the leave corresponds to the maximum unemployment benefit. The Danish Employment Service Arbejdsformidlingen administers the educational leave scheme in cooperation with the unemployment funds.

### **8.2.12.3. General Upper Secondary Education**

#### **Working Time**

The annual number of working hours amount to 1680 hours, including teaching, preparation, planning, pedagogic and pedagogic-administrative tasks.

#### **Holidays**

Teachers employed according to the collective agreement for general upper secondary teachers are covered by the agreement on holidays for staff employed by the counties. Unless otherwise agreed between the employer and the teacher, 5 weeks' and 3 days' paid holiday are considered held before 1 August in the period in which the school is closed for the summer holidays.

#### **Maternity leave:**

Employees are entitled to:

- Pregnancy leave: In the municipal area, the mother is entitled to pregnancy leave with ordinary salary from 8 weeks before the expected childbirth. Under the auspices of the state, the mother is entitled to 6 weeks pregnancy leave with ordinary salary.
- Maternity leave for the mother during the first 14 weeks after childbirth. The mother is obliged to take leave during the first two weeks.
- Parental leave for 10 weeks from the 15th to the 24th week after childbirth. The parents may share the leave between them.
- Paternity leave for 2 weeks immediately after childbirth or when mother and child come home from the hospital. The paternity leave may upon agreement with the place of employment be placed together at another time within the first 14 weeks after childbirth.
- Extended parental leave in week 25 and 26 after childbirth.

During the leave, ordinary salary is paid, i.e. a salary like the one paid during absences due to illness.

#### **Child-minding leave:**

Persons with children between the ages of 0 and 8 years are entitled to leave with a view to minding their own children. Salaried workers are entitled to leave for a total period of min. 8 and max. 13 weeks. They are however entitled to a minimum of 8 and a maximum of 26 weeks, if the child is less than one year at the time of commencement of the leave.

#### **Educational leave**

The educational leave scheme is directed at members of an unemployment fund who are entitled to unemployment benefits (salaried workers, self-employed and unemployed) who are over 25 years of age at the commencement of the leave. Salaried workers and self-employed can obtain educational leave for up to 52 weeks. The shortest period, for which leave can be obtained, is one week (7 days). Unemployed can obtain educational leave for up to 6 weeks.

Educational leave may be obtained to courses comprised by the Ministry of Labour's order on courses of education, to which educational leave and educational allowance may be obtained. There may furthermore be requirements as to the extent of the course. The course must either have a number of weekly lessons of at least 20 hours or be stipulated as full-time education according to provisions laid down by the ministry or be approved as a course entitling the student to receive student support.

The allowance paid to full-time ensured salaried workers during the leave corresponds to the maximum unemployment benefit. The Danish Employment Service administers the educational leave scheme in cooperation with the unemployment funds.

#### **8.2.12.4. Vocational Education**

##### **Working Time**

The annual number of working hours amount to 1680 hours, including teaching, preparation, planning, pedagogic and pedagogic-administrative tasks.

##### **Holidays**

Vocational secondary teachers are entitled to 5 weeks' and 3 days' paid holiday per year.

##### **Maternity leave:**

Employees are entitled to:

- Pregnancy leave for the mother for 6 weeks after expected childbirth
- Maternity leave for the mother during the first 14 weeks after childbirth. The mother is obliged to take leave during the first two weeks
- Parental leave for 10 weeks from the 15th to the 24th week after childbirth. The parents may share the leave between them.
- Paternity leave for 2 weeks immediately after childbirth or when mother and child come home from the hospital. The paternity leave may upon agreement with the place of employment be placed together at another time within the first 14 weeks after childbirth
- Extended parental leave in week 25 and 26 after childbirth

During the leave, ordinary salary is paid, i.e. a salary like the one paid during absences due to illness.

##### **Child-minding leave:**

Persons with children between the ages of 0 and 8 years are entitled to leave with a view to minding their own children. Salaried workers are entitled to leave for a total period of min. 8 and max. 13 weeks. They are however entitled to a minimum of 8 and a maximum of 26 weeks, if the child is less than one year at the time of commencement of the leave.

##### **Educational leave**

The educational leave scheme is directed at members of an unemployment fund who are entitled to unemployment benefits (salaried workers, self-employed and unemployed) who are over 25 years of age at the commencement of the leave. Salaried workers and self-employed can obtain educational leave for up to 52 weeks. The shortest period, for which leave can be obtained, is one week (7 days). Unemployed can obtain educational leave for up to 6 weeks.

Educational leave may be obtained to courses comprised by the Ministry of Labour's order on courses of education, to which educational leave and educational allowance may be obtained. There may furthermore be requirements as to the extent of the course. The course must either have a number of weekly lessons of at least 20 hours or be stipulated as full-time education according to provisions laid down by the ministry or be approved as a course entitling the student to receive student support.

The allowance paid to full-time ensured salaried workers during the leave corresponds to the maximum unemployment benefit. The Danish Employment Service Arbejdsformidlingen administers the educational leave scheme in cooperation with the unemployment funds.

## 8.2.12.5. Tertiary Education

### Working Time

At most higher education institutions, there is a working week of 37 hours on average.

Some institutional areas, e.g. the textile design teacher training colleges, still have a fixed number of teaching duty hours.

### Holidays

Higher education teachers are entitled to 5 weeks' and 3 days' paid holiday per year.

### Maternity leave:

Employees are entitled to

- Pregnancy leave for the mother for 6 weeks after expected childbirth.
- Maternity leave for the mother during the first 14 weeks after childbirth. The mother is obliged to take leave during the first two weeks.
- Parental leave for 10 weeks from the 15th to the 24th week after childbirth. The parents may share the leave between them.
- Paternity leave for 2 weeks immediately after childbirth or when mother and child come home from the hospital. The paternity leave may upon agreement with the place of employment be placed together at another time within the first 14 weeks after childbirth.
- Extended parental leave in week 25 and 26 after childbirth.

During the leave, ordinary salary is paid, i.e. a salary like the one paid during absences due to illness.

### Child-minding leave:

Persons with children between the ages of 0 and 8 years are entitled to leave with a view to minding their own children. Salaried workers are entitled to leave for a total period of min. 8 and max. 13 weeks. They are, however, entitled to a minimum of 8 and a maximum of 26 weeks, if the child is less than one year old at the time of commencement of the leave.

### Educational leave

The educational leave scheme is directed at members of an unemployment fund who are entitled to unemployment benefits (salaried workers, self-employed and unemployed) who are over 25 years of age at the commencement of the leave. Salaried workers and self-employed can obtain educational leave for up to 52 weeks. The shortest period, for which leave can be obtained, is one week (7 days). Unemployed can obtain educational leave for up to 6 weeks.

Educational leave may be obtained to courses comprised by the Ministry of Labour's order on courses of education, to which educational leave and educational allowance may be obtained. There may furthermore be requirements as to the extent of the course. The course must either have a number of weekly lessons of at least 20 hours or be stipulated as full-time education according to provisions laid down by the ministry or be approved as a course entitling the student to receive student support.

The allowance paid to full-time ensured salaried workers during the leave corresponds to the maximum unemployment benefit. The Danish Employment Service Arbejdsformidlingen administers the educational leave scheme in cooperation with the unemployment funds.

## 8.2.13. Promotion, Advancement



### **8.2.13.1. Pre-school, Folkeskole, Vocational Education and General Upper Secondary Education**

There is no automatic promotion to management functions. Institutional managers are chosen on the basis of their qualifications.

Danish teachers work within a non-hierarchical collegiate organisation. There are very few opportunities for promotion: administrative jobs in the school (deputy heads, guidance counsellors etc.) are for example not primarily seen as "careers" - more as a preference on the part of the person for that kind of work. Furthermore, the new wage system allows for various supplements triggered by for instance special qualifications, functions etc.

Teachers apply for headships and jobs with the national inspectorate on the basis of their merits.

### **8.2.13.2. Tertiary Education**

There is no automatic promotion to management functions. Institutional heads are chosen on the basis of their qualifications.

In some areas of education, e.g. the educator training colleges and the colleges of education, there are possibilities of promotion for the teachers. Here, they have a job structure made up of assistant professors and associate professors. Promotion depends on a positive expert opinion made by an assessment committee made up of peers (peer review).

At the academic higher education institutions, i.e. the universities, promotion to positions as professor and associate professor depends on a favourable expert assessment by peers. Furthermore, the wage system allows for various supplements triggered by particular qualifications, functions and the like.

Institutional heads are chosen on the basis of their qualifications. And an institutional head does not have to have a qualification within the area of education covered by the institution.

Middle management posts and a number of defined administrative tasks or functions are filled upon announcement. As far as administrative posts or functions (administration of examinations, organisation of practical training, timetable planning) are concerned, they are primarily filled with internal applicants who are teachers.

At the academic higher education institutions, i.e. the universities, a number of administrative posts are filled for a limited period of tenure on the basis of elections. The circle of persons entitled to and eligible for vote varies according to the nature of the post. Some posts have independent competence, whereas other posts are held as a part of a collegiate body.

The holding of administrative positions at the academic higher education institutions are not considered to be part of a course of promotion but a result of the interest of the individual in administrative functions.

### **8.2.14. Transfers**

There are no transfer/rotation schemes for teachers at any level of the education system.

### **8.2.15. Dismissal**



### **8.2.15.1. Pre-school, Folkeskole and Upper General Secondary Education**

Generally speaking, teachers at all levels of education are covered by the same rules regarding dismissal. It is up to the "employer" to notify the teacher and his organisation in writing about the dismissal. This notification must contain the reason for the dismissal. The deadline of notification of dismissal varies according to the duration of employment: between one month (for up to five months of employment) and 6 months (after more than 8 years and 7 months of employment). If a teacher wants to leave his position, he or she must notify the employer one month prior to leaving.

### **8.2.15.2. Vocational and Tertiary Education**

The rules governing the dismissal of teachers differ dependent on whether the teachers are employed as civil servants, on civil servant-like conditions or on a group contract basis. But in general terms, the dismissal procedures can be described in the following way: For teachers employed as civil servants or on civil servant-like conditions, the "employer" must notify the teacher and his organisation in writing about the dismissal. This notice must contain the reason for the dismissal. For teachers employed on a group contract basis, the term of notice varies according to the duration. The deadline of notification of dismissal varies according to the duration of employment: between one month (for up to five months of employment) and 6 months (after more than 8 years and 7 months of employment). For teachers employed as civil servants or on civil servant-like conditions, the term of notice is up to 3 years. If a teacher wants to leave his position, he or she must notify the employer one month prior to leaving.

### **8.2.16. Retirement and Pensions**

The retirement age in Denmark is 65 years, from which age people may receive an old-age pension financed by the State. But it is possible to stay in the job till the age of 70.

It is possible to go on early retirement at the age of 60. But the State finds it desirable to keep people longer in the labour market and thus postpone the retirement.

Teachers, who are employed on a group contract basis, pay 5% and the employer pays 10% of the gross salary to a pension fund. Teachers, who are civil servants, receive a pension financed by the State on retirement.

## **8.3. School Administrative and/or Management Staff**

### **8.3.1. Requirements for appointment as a School Head**

There is no automatic promotion to management functions. Institutional heads are chosen on the basis of their qualifications.

Danish teachers work within a non-hierarchical collegiate organisation. There are very few opportunities for promotion: administrative jobs in the school (deputy heads, guidance counsellors etc.) are for example not primarily seen as "careers" - more as a preference on the part of the person for that kind of work. Furthermore, the new wage system allows for various supplements triggered by for instance special qualifications, functions etc.

Teachers apply for headships and jobs with the national inspectorate on the basis of their merits.

#### **8.3.1.1. Requirements for appointment as a school head in a pre-primary school, primary, lower secondary, and upper secondary school.**

There is no automatic promotion to management functions. Institutional heads are chosen on the basis of their qualifications. School heads at these levels of education are recruited by the municipal council, after being evaluated and recommended by the current school's advisory board comprising both teachers and parents. Satisfactory completion of a 2-year probationary period leads to a permanent contract with civil-servant status. The municipal council at its own discretion may evaluate the school head.

#### **8.3.1.2. Requirements for appointment as a rector in a tertiary education institution**

At the universities, the board of each institution employs and dismisses the rector, exclusively. As laid down by the University Act, the employment procedure must ensure that the rector has academic and managerial legitimacy. The board comprises external members and members representing the academic staff, the technical and administrative staff and the students. According to the University Act, the majority of board members must be external, as must the chairman.

### **8.3.2. Conditions of Service**

For specific legislative framework, see [8.2.3](#). For in-service training, see [8.2.10](#).

For working time and holidays, see [8.2.12](#).

For retirement, see [8.2.16](#).

## **8.4. Staff involved in Monitoring Educational Quality**

There are no specific regulations for this category of staff. For further information, refer to [9](#).

### **8.4.1. Requirements for Appointment as an Inspector**

No codified set of criteria for appointment as an inspector exists.

### **8.4.2. Conditions of Service**

No overall conditions of service. Conditions of service for inspectors are negotiated individually with reference to the relevant collective agreement.

## **8.5. Educational Staff responsible for Support and Guidance**

One of the objectives of the Danish guidance reform is to improve the qualifications and competencies of guidance practitioners in order to professionalize Danish guidance services. Consequently, a large number of different, and mainly short, sector-specific further training courses have been replaced by one common training programme available to guidance counsellors from all sectors. It is not obligatory to have followed the new training programme in order to be employed by one of the new guidance

centres. A number of Centres for Higher Education across the country offer the new training programme on a part-time basis. It is equivalent to 6 months full-time studies and consists of 3 modules: Career guidance and the guidance practitioner (guidance theories and methodologies, ethics, ICT in guidance, etc.). Career guidance and society (labour market conditions and policies, the education system and educational policies, development of society and business, etc.), Career guidance and the individual (different target groups, human development, learning theories, etc.).

The training programme is offered as an adult learning programme and corresponds to half a diploma degree. Entry requirements are, as a minimum, a completed short-cycle (2-year) higher education programme and 2 years of relevant working experience.

## 8.6. Other Educational Staff or Staff working with Schools

No specific regulations for this category of staff.

## 8.7. Statistics

### Number of teachers

Primary and lower secondary Number of teachers	Approx. 60.000 (2006)
Female	68 %
Male	32 %
Average age	44.5 years old
Teacher/pupil ratio	11.1

### General upper secondary

Number of teachers	10.030 (2005)
Female	49 %

Legislation: Act on the professional bachelor degree as Pedagog(educational trainer)

Legislation: Act on the professional bachelor degree as teacher in the Folkeskole

Legislation: Bekendtgørelse om den pædagogiske uddannelse af lærere ved erhvervsskolerne (Pædagogikum)

Legislation: Ministerial order on admission to the bachelor and kandidat-studies at the universities.

Bibliography: Administration of the Folkeskole: The Danish Primary and Lower Secondary School

Bibliography: Staffing of Higher Education in Denmark

Institutions: Ministry of Education

Institutions: Statistics Denmark

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## 9. Evaluation of Educational Institutions and the Education System

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### 9.1. Historical Overview of the Evaluation of the Schools/Institutions

An improvement of the quality of education has been the main aim of the reforms of recent years. The concept of quality in education was introduced when the OECD and the EC put the term on the agenda in the early 1980s. Both the target and framework control of the economy and content of the programmes, the strengthening of the management of the institutions and the introduction of school boards as well as the implementation of a more coherent, open and flexible educational structure aim at the promotion of the quality and relevance of the programmes. The most important means to reach this goal has been to create the prerequisites for local freedom of disposal and possibilities of making use of this freedom.

The desire for an improvement of the quality has also been a common denominator behind the comprehensive revision of education acts, orders and curriculum etc., which has taken place in recent years.

In 1987, the Minister of Education took the initiative to set up a "Perspectives Committee" which was given the task to make a survey of the basic knowledge and general values which the school was to give the Danes to prepare them for the 21st century. This committee which consisted of 5 personally appointed members from trade and industry, education and culture submitted its report in the spring of 1988. This report consisted in a comprehensive catalogue of basic knowledge which the school should provide the pupils with.

At the end of 1988, the Minister of Education initiated a "Content and Quality Development Project" covering all fields of education, which was coordinated and chaired by the director of the Department of Upper Secondary Education. Under this project, the education system and its qualities were evaluated from three angles: 1) Vertically: assessment of the subjects as they were taught at primary, secondary, and tertiary level with emphasis on the coherence and progression and the transition from one level to another; 2) horizontally: analysis of each level of the system one by one; and 3) institutionally: evaluation of individual institutions.

In 1997, the Ministry of Education initiated a new project under the heading: "Quality that can be seen". The aim of this project was to establish and test a system for the assessment of results on the basis of existing quality development projects within the different areas of education. The project comprises the identification of the ministry's target in terms of quality and the quality concept; a set of indicators and criteria, which can be used transversal to the ministry's areas of education supplemented by specific indicators and criteria for the individual areas of education; and areas of special importance to quality. The projects must be seen in the light of the ministry's target and framework management principles, whereby the central level is to ensure adequate targets and framework for the activities of the institutions, monitor the development and intervene in areas where a need for quality improvement has been found and moreover to carry out continuous assessments of how the quality level in general can be improved.

In 1999, the Danish Evaluation Institute was established as an independent institution under the Ministry of Education. From an international point of view, this institution is quite unique, as it has been given the task to undertake systematic and mandatory evaluations of teaching and learning at all levels of the education system from pre-school to postgraduate level.

In order to develop the quality of teaching and learning and to examine whether the educational sector lives up to the objectives laid down, the Evaluation Institute systematically examines the education programmes separately as well as the relations between different programmes. The institute also

develops and innovates evaluation techniques and methods and compiles national and international experience with educational evaluation and quality development. For more information about the Danish Evaluation Institute, see [9.2.](#) and [9.4.](#)

## 9.2. Ongoing Debates and Future Developments

In the near future the purpose of evaluations will continue to be twofold (firstly, the evaluations aimed at providing the evaluated programmes with a contribution to their internal quality development; secondly, the evaluations also have a control function). They will still have to contribute to the quality improvement of the evaluated units in particular, and the evaluated field in general. Furthermore, the evaluations will continue to have a control function, as they inform stakeholders in the broad sense, both in Denmark and abroad, of the quality-status in the evaluated field. The majority of evaluations will still use the objectives formulated at the national, local and institutional level as their starting point. However, due to international developments there will be increased interest in the results of education and in creating a higher degree of transparency of education quality across borders. There will be a need for quality definitions that are understandable and acceptable across borders, and it will be necessary to develop other ways of describing quality than in terms of fitness for purpose. One of the means to obtain this higher level of transparency is through pre-defined criteria as the basis for evaluations; another is to focus on output measures, where it is easily identifiable whether expected targets have been met.

Last but not least, there will be an increased focus on competences as another means of making quality judgements comparable, i.e. what are the pupils or students capable of when they have gone through a particular programme at a certain level of the education system. This changes the focus of evaluation from the structures of education to the curriculum and the teaching methods, and the outcomes of teaching and learning.

There will be continued focus on the procedures set up by the institutions themselves to continuously check and improve the quality of their activities and structures. Consequently, there will be a need for external quality assurance to check the effectiveness and sustainability of these internal mechanisms, and to undertake measures that give an input to the improvement activities initiated by the institutions through audit activities. However, that will not be sufficient, due to the European, or even international, demand for comparable assessment of quality.

Therefore, there will still be a need to initiate evaluation activities at subject or programme level, but with a transnational dimension.

With the increased international dimension in education, educational systems are becoming more and more complex. Therefore, there will also be a future need for broadness in the foci of evaluations, and in the corresponding methodological elements applied to assess these foci.

In 2005 Högskoleverket, a Swedish institution usually evaluating the Swedish higher education sector, assessed the Danish Evaluation Institute's methods. The assessment's overall findings was that the Danish Evaluation Institute lives up to the standards formulated by the European Association for Quality Assurance in Higher Education (ENQA). The assessment, however, draws attention to the fact that the Danish Evaluation Institute's very broad scope and limited resources to some extent impair the focus of the conducted evaluations. Furthermore, Högskoleverket recommends that the evaluations' results be communicated broader to increase the impact of the Institute's findings.

In the spring of the 2006/2007 academic year, compulsory national tests in primary and lower secondary Folkeskole are introduced. During the nine years of compulsory tuition, ten compulsory national tests will be conducted. The subjects covered by the national tests are Danish, English, mathematics and the natural sciences. A primary aim of the national tests is to enhance the evaluation culture in the Folkeskole.

## 9.3. Administrative and Legislative Framework

With the passing of the act on The Danish Evaluation Institute in 1999, an independent evaluation institution was established covering the entire public education system. In order to develop the quality of teaching and learning and to examine whether the educational sector lives up to the objectives laid down, the Evaluation Institute examines the education programmes separately as well as the relations between different programmes. The institute also develops and innovates evaluation techniques and methods and compiles national and international experience with educational evaluation and quality development and thereby functions as a centre of expertise in this area.

The act on the Danish Evaluation Institute empowers the Institute to initiate evaluations on its own initiative as well as at the request of the Ministry of Education, other ministries, advisory boards, local authorities and education institutions. Requested evaluations are conducted as revenue-generating activities.

## 9.4. Evaluation of Schools/Institutions

The Danish Evaluation Institute conducts evaluations of teaching and learning at all levels of the education system. The evaluations cover public educational establishments and private providers of education in receipt of state subsidy. These evaluations will always include a self-evaluation in which the individual educational institution describes what it sees as its own strengths and weaknesses. The self-evaluations and the use of experts already familiar with the specialised field are considered to be of great importance to the quality of the evaluations. The Danish Evaluation Institute is not allowed to perform any form of ranking of the evaluated educational activities and institutions.

In the area of the Folkeskole the Ministry of Education has for some time now worked with two projects (a study of expectations and the development of quality development tools), which together are to provide schools, municipalities and the Ministry with tools for the evaluation and further development of the quality of the schools.

Local Government Denmark, the interest group and member authority of the Danish municipalities, the Danish Union of Teachers and the Ministry of Education jointly took the initiative to the plan "The Folkeskole in the Year 2000", which included the following elements: Quality and development - expectations and results; Challenges for the individual pupil; Knowledge and proficiency; Teaching aids and school buildings; A good start - the common basis; Parents and school; Management - challenge and responsibility; Target-oriented use of resources. By the end of the year 2000, the primary and lower secondary education area were evaluated by the Danish Evaluation Institute. The municipalities expressed that the project "The Folkeskole in the year 2000" had been stimulated an already ongoing process but that it was not possible to define the exact influence of the project.

Apart from the overall activities of the Danish Evaluation Institute, institutional self-evaluation is carried through differently at the different levels of education, and they will therefore be dealt with under separate headings.

### 9.4.1. Internal Evaluation

#### 9.4.1.1. Internal Evaluation at Primary Level

The Ministry of Education has developed a school development programme, which provides the schools with a number of IT-based self-evaluation tools. These tools were made available to all schools during the spring of 1998. The evaluation system builds on a circle-process within which the school describes the current status, draws up the objectives and criteria for quality and finally



evaluates the fulfilment of the development plans.

Furthermore, all municipalities are to draw up activity plans which are to uncover the quality level of the services rendered by the individual municipality, including the quality level offered by its school system.

#### **9.4.1.2. Internal Evaluation at Upper Secondary Level**

Gymnasiums and HF course establishments: A working group in the Ministry's Department of General Upper Secondary Education has drawn up a system for quality description and a draft for a concrete material, which can be used by Gymnasiums and HF course establishments for self-evaluation, quality development and description of the institution. With a view to rendering visible and developing the quality in education and teaching, the project is to give the individual institution a better insight into its own activities and at the same time make it possible for citizens to obtain information about the individual institutions. It shall furthermore be possible for the authorities to obtain better information about the institutions' attainment of the targets.

From the school year 1998/99 the material has been available for all Gymnasiums and HF course establishments. In 1998/1999 87 schools participated and reported back to the Ministry on the experience gained in the self-evaluation process.

Vocational colleges: In 1997, the vocational colleges implemented a concept for the assessment of results and quality development, the so-called "Q-concept for vocational colleges". This concept builds on self-evaluation in accordance with the "Q-strategy for the vocational college sector", which was initiated by the Minister of Education in 1995.

In 1997, the so-called Q-90-project included about 130 colleges who engaged in self-evaluation carried out through the colleges' own interpretation of the common framework of the concept. The main principles were that the colleges decided on a strategic "Q-plan" which consisted of a programme for how the quality work could be carried out. They also decided on a so-called "Q-question framework", which laid down the objectives and quality indicators which the college had to be aware of. The college subsequently documented the results of its activities and compared them with the criteria for good quality which are determined in the "Q-question framework". This assessment of results was followed on the one hand by considerations and decisions regarding the development of the quality, and on the other hand by an adaptation of the quality plan. The Q-90 project is now finished, but the Department of Vocational Upper Secondary Education will in the future to an ever greater extent place national norms and standards for the average performance at the colleges' disposal for use in their assessment of their own performance.

#### **9.4.1.3. Internal Evaluation at Higher Education Level**

The University Act prescribes internal evaluations at the universities, initiated and supervised by the Study Boards of the respective departments. The frequency of the internal evaluation is not regulated by law, but in overall terms the particular subjects/courses are evaluated by the end of each semester. Self-completion questionnaires to be filled in by the students represent the predominant way of collecting data for the internal evaluations.

### **9.4.2. External Evaluation**

With the passing of the act on The Danish Evaluation Institute in 1999, an independent evaluation institution was established covering the entire public education system. In order to develop the quality of teaching and learning and to examine whether the educational sector lives up to the objectives laid down, the Evaluation Institute examines the education programmes separately as well as the relations between different programmes. The institute also develops and innovates evaluation techniques and methods and compiles national and international experience with educational evaluation and quality development and thereby functions as a centre of expertise in this area.



The methods for evaluation are adapted to the various educational spheres. However, an evaluation will normally include the following elements:

- Preliminary study. The Institute conducts a preliminary study prior to each evaluation. It takes the form of a dialogue with all sides involved in the course of education and encompasses existing material relating to the field of education, e.g. regulations, government orders, curricula, etc.
- Terms of reference. The Institute drafts terms of reference for each evaluation, describing objectives and the framework for the evaluation.
- Self-evaluation. The individual educational institution conducts a self-evaluation, describing and assessing what it sees as its own strengths and weaknesses.
- Evaluation groups. For each evaluation, an evaluation group is appointed. The group is made up of individuals with special expertise in the field concerned.
- Visit. The evaluation group may visit the educational institutions under review. The visit is planned in consultation with the individual institutions.
- User survey. In connection with each evaluation, it is possible to conduct user surveys among students, parents, graduates employers and other groups.
- Evaluation report. In the concluding report, the evaluation group presents its analysis, assessment and recommendations for improving the quality of the educational programme in question. All evaluation reports are made public, i.a. on the website of the Danish Evaluation Institute.
- Follow-up. The institution being evaluated is responsible for following up the evaluation. The institution is obliged to draw up a follow-up plan, six months after the evaluation report has been published at the latest. The follow-up plan must relate to the recommendations for quality improvements in the evaluation report.

The primary focus of the Evaluation Institute is on the improvement of the quality of the teaching and learning, and the secondary focus is on accountability vis-a-vis the government. The Minister can decide that an institution must follow the indications given in the evaluation report (this does not apply to the universities). The Minister also has the right to suspend or drop grants in case the institution does not hand over relevant requested information, necessary for the evaluation.

## 9.5. Evaluation of the Education System

The Ministry of Education is responsible for the systematic inspection of all primary schools at institutional level, and all secondary schools at both institutional and subject level. In primary and lower secondary education, local authorities are in charge, whereas in upper secondary education, the Ministry has appointed a corps of subject advisors who conduct a form of inspections – however, their advisory function is the more important one.

In Denmark, the Danish Evaluation Institute (EVA) conducts evaluation of education at all levels. Other bodies occasionally conduct educational evaluations, but no other bodies are required by law to conduct evaluations at all educational levels or have educational evaluation as their primary responsibility. EVA was established by act of Parliament in 1999. The primary mandate of the institute is to evaluate Danish education at all levels and to function as a national centre of knowledge for educational evaluation.

The Danish Evaluation Institute's primary task is to initiate and conduct evaluations of education - from primary school and youth education to higher education and adult and post-graduate education. The evaluations cover public educational establishments and private institutions in receipt of state subsidy.

In 2004, for the first time, the average annual grades of each school providing lower secondary teaching was made public. The objective is to further transparency and competition among the schools.

Regarding national tests at the primary and lower secondary levels, please refer to section [9.2](#).

## 9.6. Research into Education linked to Evaluation of the Education System

The Danish Evaluation Institute serves as the national centre of knowledge for educational evaluation. Thus, the Institute compiles, produces and communicates national as well as international experiences in the field of educational evaluation. Staff from the Institute participates in Danish and international conferences, networks and projects designed to communicate best practices on evaluation and quality development.

The Danish University of Education (DPU) was founded in 2000 by the merger of four institutions: the Royal Danish School of Educational Studies, the Danish National Institute for Educational Research, the Danish School of Advanced Pedagogy and the Danish National Centre for Technology-supported Learning. The Danish University of Education is a self-governing institution of higher education under the Ministry of Science, Technology and Innovation. The central aims of the Danish University of Education are to promote research and postgraduate education at the highest level in the field of educational studies, and to enhance the quality of educational research and pedagogical practice in Denmark.

## 9.7. Statistics

In 2006 the Danish Institute of Evaluation received an annual public grant of DKK 38, 6 million.

Legislation: [Act on the Danish Evaluation Institute](#)

Bibliography: [Quality Assessment of Higher Education in Denmark](#)

Institutions: [The Danish Evaluation Institute](#)

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## 10. Special Educational Support

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### 10.1. Historical Overview

Before 1969, many children with severe handicaps were referred to institutions under the special care service, and those enrolled in the Folkeskole often attended separate schools. The influence of the parents on these decisions of segregation was very limited; indeed the legislation for disabled persons required that children with special disabilities - e.g. blindness - should be referred to special institutions, sometimes far away from their homes.

Already in the early 60s, a group of parents and educationalists protested against this situation - a protest that evoked response from the Ministry of Education and many local school authorities, and in May 1969, the Danish Parliament passed a resolution about a reform of the basic school system, which included a statement to the effect "that the instruction of disabled pupils shall be extended in such a way that the children can receive instruction in a normal school environment, if the parents so wish and can care for the child at home, and if commitment to an institution is not a necessary part of the treatment".

The first major attempts to comply with the integration wishes were the establishment of the county education centres in the 60s and 70s. These centres consisted of special classes placed at ordinary schools, and many children with more severe disabilities such as visual, hearing and motoric disabilities, who would otherwise have been segregated into special care, were enrolled here.

At the same time, the municipal schools became very cautious referring children to the country's only school for blind persons: Refsnæsskolen in Kalundborg. Due to their small number, these children could not be gathered in special classes and were therefore enrolled separately in ordinary classes. Something similar happened to many children with motor disabilities.

It soon appeared that both centre class and individual integration were feasible and appropriate solutions provided that adequate professional and financial resources were available.

Throughout the 70s, fewer and fewer children from the Folkeskole were being segregated into special schools but were placed either in special classes in ordinary schools or directly into ordinary classes, where the support of a special training teacher was made available for longer or shorter periods of time.

An increasing number of children and young people from the special care system received offers of schooling, and in the late 70s practically all severely disabled children received instruction.

In 1980, the instruction of the special care service covering the education of the 0-6-year-olds (pre-school) and children of compulsory school age (the 6/7-16/17-year-olds) was transferred to the framework of the Folkeskole as it had become widely understood and accepted that all children can receive instruction, hence are entitled to instruction - which of course must be adapted to the qualifications, possibilities and needs of the individual pupil.

In 1990, the Ministry of Education issued a new set of regulations on the possibilities and obligations of the Folkeskole vis-à-vis pupils with special needs. The objective was to integrate the pupils with special educational needs within the framework of the Folkeskole to a wider extent. This development was codified in 1993, where the new Act on the Folkeskole obliged the public primary and lower secondary schools to provide tuition in accordance with each pupils' needs and prerequisites. This concept of differentiated tuition remains a pivotal guideline in the Danish educational system.

## 10.2. Ongoing Debates and Future Developments

By January 2007, the national structural reform takes effect. The reform implies that five new regions replace the 14 counties and a number of municipalities are merged, resulting in 98 municipalities. Before this, the counties were in charge of the 108 institutions providing special educational support, both to children and adults. By January 2007 these institutions were transferred to the jurisdiction of either the municipalities or the new regions.

Also in connection with the national structural reform, a national center VISO compiling, producing and communicating knowledge of the field of special educational support has been established.

## 10.3. Definition and Diagnosis of the Target Group(s)

The group of children with special educational needs is broadly defined. In the Act on the Folkeskole the group is termed "children whose development requires special consideration or support" (Chapter 2, section 3). Children requiring special educational needs are those who are incapable of developing satisfactorily within the framework of differentiated tuition. Special educational support exists for pupils with intellectual disabilities, dyslexia, visual disabilities, hearing impairment and physical disabilities.

In the general regulations pertaining to special education, there are no objective criteria for establishing the need for and thus the justification of special support, but the procedure for making the decision is described in detail.

As a rule, it is the teacher(s) of the ordinary teaching which experience a given pupil's special needs. It is the pedagogical-psychological counselling service, which looks into the nature of the need and makes proposals for remedying it. And it is the headmaster of the school, who decides whether a pupil shall be referred to special education. And finally it is the pedagogical-psychological counselling service which is to follow the development of the pupil with a view to making the necessary adjustments, including the discontinuation of the support.

## 10.4. Financial Support for Pupils' Families

According to the law of social service § 97, the local authorities grant financial support to auxiliary equipment to person of permanent physical or psychical malfunction. The financial support is granted insofar as the equipment significantly improves the situation of the disabled.

The support may cover transport, meals, prosthetic devices, and communicative aid like computers, hearing aid etc.

## 10.5. Special Provision within Mainstream Education

As noted in 10.1. tuition is a fundamental guideline in Danish primary and lower secondary school. Each school is responsible for the variation in teaching methods, teaching materials, subjects etc. in order to meet each pupil's needs and prerequisites. It is the responsibility of the school principal to ensure that the individual teacher provides adequate challenges to all pupils irrespective of their varying capabilities and prerequisites. The obligations concerning differentiated tuition apply to pupils with special educational needs as well as all other pupils. The concept of differentiated tuition is an overall framework, and does not specify the actual means adopted. In effect, the individual teacher is granted substantial autonomy in providing differentiated tuition.

Should the differentiated tuition not be sufficient, pupils can remain in a mainstream school class and receive special education in one or more subjects as a supplement to the general teaching. A pupil may receive special education that substitutes the pupil's participation in the ordinary education in one or more subjects. A pupil may alternatively be taught in a special class either within a mainstream school or within a special school. And finally a combination is possible in which the pupil is a member of either a mainstream school class or a special class, but receives education in both types of classes.

The decision as to whether a child's development requires special consideration or support is dependent on a concrete assessment in each individual case, which, according to section 3 in the Act on the Folkeskole shall be made upon pedagogical and psychological counselling and upon consultation of the pupil and his/her parents.

As a rule, it is the teacher(s) of the ordinary teaching which experience a given pupil's special needs. It is the pedagogical-psychological counselling service, which look into the nature of the need and makes proposals for remedying it. And it is the headmaster of the school, who decides whether a pupil shall be referred to special education.

### 10.5.1. Specific Legislative Framework

The teaching of children, young people and adults is regulated by a number of acts, and, with one exception, the general provisions on special education are contained in the ordinary acts applying to the school area in question or in the elaborated ministerial orders. The exception is the act on special education for adults, which since 1980 has been the legal basis for compensatory special education for adults with functional difficulties of a physical or psychological nature; there is also a ministerial order on special educational support in vocational education and training etc. In the ordinary legislation pertaining to the individual levels of education, it is laid down more or less directly that the teaching must be open to all and thus be organised and executed with due consideration of the pupils' different prerequisites and needs, and there may be provisions regarding special considerations in connection with examinations and the like.

In the Folkeskole where the compulsory education is a decisive element of the legislative basis, it is laid down very precisely and obligingly that all children are obliged and therefore also entitled to complete the Folkeskole or other teaching of a standard which can measure up with that of the Folkeskole. The Act on the Folkeskole thus applies to all children of basic school age as well as children who have not yet started school, if they due to a handicap have needs for special educational assistance. The aims of the school, the number and scope of the subjects, the organisation of the teaching in class levels, evaluation etc. are thus directed equally at well-functioning pupils and at pupils with severe functional disabilities.

The Act on the Folkeskole does however contain supplementary provisions on special rights for certain pupils and on possibilities of deviating from some of the provisions in the act in relation to these pupils. In section 3 of the Act on the Folkeskole it is laid down that "special education and other special educational assistance shall be given to children whose development requires special consideration or support", and it is directly mentioned that these provisions may contain deviations from the subject-range of the school, the provisions on proficiency assessment and the weekly timetable. It is characteristic of section 3 of the act that there is no indication of any form of objective or categorical delimitation of the group of pupils with special educational needs. The decision as to whether a child's development requires special consideration or support is dependent on a concrete assessment in each individual case, which according to section 3 in the act shall be made upon pedagogical and psychological counselling and upon consultation of the pupil and his/her parents.

The provisions on special education and other special educational assistance of the Act on the Folkeskole are elaborated on and amplified in a number of ministerial orders (the existing regulations on special educational support in the Folkeskole is laid down in the Ministerial order no. (1373 of December 15th 2005) and circular letters as well as in a number of guidelines on the content and organisation of the teaching. The latter are subject to continuous revision. The regulations governing special education are mainly dealing with the following topics: the pupils, the time of initiating special education and other special educational assistance, the content of the special educational assistance, the different forms of special education, the procedure in relation to referral of pupils to special

education and other special educational assistance, special considerations at examinations, transition from school to working life, teacher training etc.

### **10.5.2. General Objectives**

The general objectives of special education are that children with special educational needs should as far as possible be taught in ordinary school environments, and that all children are entitled to an instruction which is adapted to their prerequisites, possibilities and needs. Following this, the objectives of the teaching are identical to the ones applying to the different levels of the education system.

### **10.5.3. Specific Support Measures**

As the target is to give equal opportunities for every pupil, the municipalities provide support by virtue of various kinds.

In connection with a pupil's schooling in an ordinary class, it is possible to give supplementary support in or outside of the physical framework of the class. If a pupil's difficulties in one or more subjects are so big that all teaching in the subjects in question must be given as special education, the method is called 'instruction in an education clinic'. If it is a question of a more limited need of support in parts of the weekly timetable in one or more subjects, the method is called 'group teaching'. If the necessary support can be given with advantage without the pupil leaving the class, the measure will be special education in the class with the participation of a special teacher.

## **10.6. Separate Special Provision**

To the widest possible extent pupils with special needs are integrated in the ordinary education system. However, there are different separate special provisions. Schools exist for the deaf or hearing impaired, institutes for the blind or visually impaired and other special pedagogical assistance.

## **10.7. Special measures for the benefit of immigrant children/pupils and those from ethnic minorities**

According to the act on the Folkeskole § 4.a. pupils of immigrants should be offered support to promote the development of their Danish language. The support is defined as activities that are qualified to stimulate the children's linguistic qualifications.

If a child is not admitted to a day-care centre, he or she will be offered language stimulation 15 hours per week. The offer is to be given no later than 1st of August the year when the child turns three years old.

When the child is admitted to a day-care centre he or she will still be offered language stimulation to the necessary extent. The day-care centre or the local school authorities can provide the stimulation.

Children of immigrants in the Danish Folkeskole receive teaching in Danish from the age of seven to the age of fifteen.

At the asylum centres' receiving centres, teaching in Danish should provide the refugees with an initial knowledge of Danish language and culture. At the stay-centres the children have to participate in teaching corresponding to the one that other immigrants get in the Folkeskole. The number of teaching hours at the stay-centres should correspond to the minimum number of hours in the Danish Folkeskole at the equivalent age group.

## 10.8. Statistics

Approximately 13,500 of the pupils in the Danish Folkeskole receive special education within mainstream education (2005/06). Of these, approx. 70,000 pupils receive special education supplementary to normal education.

2005/06 10,491 pupils are educated in segregated settings. The number is 7,520 for boys and 2,971 for girls.

	2001	2002	2003	2004	2005
Pupils receiving special education within mainstream education	10,772	11,529	11,515	13,125	13,567
	2001	2002	2003	2004	2005
Pupils educated in segregated institutions	8,798	9,901	9,868	10,233	10,491

Legislation: Bekendtgørelse af lov om specialundervisning for voksne

Legislation: Bekendtgørelse om folkeskolens specialundervisning og anden specialpædagogisk bistand

Legislation: Bekendtgørelse om specialpædagogisk støtte under Bekendtgørelse om særlige tilskud til specialpædagogisk bistand v. ungdomsuddannelserne

Legislation: Bekendtgørelse om specialpædagogisk støtte ved videregående uddannelser

Institutions: Ministry of Education

Institutions: Statistics Denmark



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# 11. The European and International Dimension in Education

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## 11.1. Historical Overview

Danish schools and educational institutions have a long tradition with different forms of international co-operation i.e. exchange of pupils/students and teachers.

The Lisbon Convention and the Bologna process have brought more focus on different aspects of internationalization of education among Danish political parties as well as at institutional level.

## 11.2. Ongoing Debates and Future Developments

There is a general consensus in the educational debate in Denmark that it must be the aim of internationalization to ensure that:

- Danish education programs can measure up to the best in the world, and Danish research programmes can meet the highest international standards;
- Danish programmes are up-to-date and attractive enough to avoid brain drain;
- Europe by 2010 will be the most competitive knowledge-based economy in the world, with Danish enterprises in the vanguard of this development.

The Government attends to ensure that the strategy on internationalization of education is realized and that the necessary steps are taken in this regard. Work connected with the administration of and information on Denmark's participation in international education programmes and the assessment of foreign programmes has been further enhanced since January 2005 by gathering all problem solving activities into the national/international education administration CIRIUS.

CIRIUS supports: mobility and studying abroad, the international dimension in education, recognition of foreign qualifications, and international cooperation.

## 11.3. National Policy Guidelines/Specific Legislative Framework

The education system has differentiated tasks and there are specialized areas of education, which are reflected in legislation. The statutory framework for continued internationalization is generally in place. The financial framework is not the same for all comparable education programmes, though. These differences are about to be ironed out in connection with new legislative initiatives, and the realization of the need to increase the opportunities for institutions on the international education market.

Globalization has been of major importance in the drafting of new legislation for the Danish universities act, the mergers of medium cycle higher education institutions into University Colleges and of short cycle higher education institutions into Academies of professional higher education. The introduction of diploma supplement, ECTS, and the professional bachelor degree at University College level have given more transparency and bettered the conditions for Danish students as well as enhanced Denmark's international profile.

## 11.4. National Programmes and Initiatives

The Danish education system is decentralized and largely based on a fundamental confidence that the given framework and opportunities are utilized locally and at the individual school/institution to create the best quality for pupils and students. The Government's primary task is to set targets and establish a framework for this work. This is also reflected in the main points of the strategy for internationalization which the Government put forward in 2006. The main points in the Government's strategy for enhanced internationalization of education are as follows:

- to ensure that programmes provide Danish pupils, students and workers with the qualifications to succeed in international environments
- to support Danes studying, researching and working abroad
- to attract qualified foreign students, researchers, teachers and labour
- to give both students and educational institutions more and better ways of taking part in international cooperation and competing on the global education market
- to ensure the quality of the Danish education system through participation in transnational cooperation and international comparisons

In its strategy for Denmark in the global economy from 2006, the Danish government specifies that the primary and secondary school sectors should work to ensure that pupils gain proficiencies and skills that qualify them for active global citizenship. The strategy implies, among other things, that school teaching includes a strong global perspective and that pupils participate in minimum two international projects during their primary and secondary education.

## 11.5. European/International Dimension through the National Curriculum

In Denmark, there is a long tradition of dealing with international topics in various learning environments. This tradition is partly justified in the size and location of the country and has led to the fact that the Danish society is generally more internationally oriented than many other, larger countries. And this has in turn meant that it is considered natural to work with such topics in education.

It is of course first and foremost the case within subjects such as geography, history and social studies, but also the teaching in foreign languages has always had a strong position (in the 7th to 9th forms of the Folkeskole 25% of the teaching time is spent on foreign languages).

In the subject of history, European topics are dealt with to the extent necessary for understanding the development in Denmark, and as we have always been very much depending on what happened in the rest of Europe, these topics have traditionally played a predominant role.

There is however a tendency for European matters to play an ever greater part in the teaching at primary and secondary level. In the 10th form of the Folkeskole it is possible to organise the teaching so that it focuses on special topics. And in recent years, the schools have shown a great interest in establishing so-called "Europe-classes", which focus especially on European affairs, including languages, history and social conditions. Teaching about the European Communities, extended language teaching and contacts across national boundaries are the most essential elements, and the teaching will most often include at least one study visit to another European country.

## 11.6. Mobility and Exchange

Mobility of pupils in primary and lower secondary education usually only takes place when parents bring their children to a foreign country for instance because of a job transfer. Real exchange programmes take place at upper secondary schools and at the universities. Danish higher education institutions have broad exchange programme cooperation with universities around the world.

In order to be able to bring the student state grants abroad the study programme has to be approved by the home institution. Whether the study programme is approved differs from study to study and changes from year to year. The student himself normally provides the relevant documentation.

## 11.7. Statistics

In 2005/06 8.267 Danish students went abroad, while 11.113 foreign students chose to take part of or a full degree in Denmark.

About nearly half of the Danish students went out with support from programmes administered by CIRIUS (Erasmus, Nordplus etc.). The rest of the students financed their stay abroad by other means (support from educational institutions, private funding or by themselves). About 40 % of the foreign students coming to Denmark were financed through the programmes above. Most visited countries were UK, France, Germany and Spain. Denmark was especially attractive for students from Spain, France, Germany, Poland and Italy.

In the following some statistical figures are given for Danish participation in the EU-programmes of Socrates, Leonardo da Vinci, and Youth, as well as the Danish programme PIU.

### Socrates Comenius

2007/2008

In Comenius multilateral school partnerships 1484 teachers and 11.352 pupils participated.

There were two bilateral school partnerships with Bulgari and Poland in which 14 teachers and 85 pupils participated.

175 teachers or school education staff participated in a Comenius In-service Training activity.

28 students were send abroad a Comenius Language Assistants.

### Socrates Erasmus

2005/2006

1682 students went abroad to another European higher education institution with an Erasmus-grant (in 2004/05: 1793). Most of the Erasmus-students went to the United Kingdom, Germany, Spain, and France. 4493 foreign Erasmus-students visited Denmark (in 2004/05: 3985).

### Leonardo mobility

2007

790 young people enrolled in initial vocational training have or will take part in exchange visits. Most of the exchange visits have a duration of 3 to 4 weeks. 77 teachers have or expect to go on exchange visits of typically 1-2 weeks' duration.

### Youth

2007

71 young people went abroad on Youth Exchange in 2007, while 450 young people came to Denmark on Youth Exchange.

14 young people went abroad via the European Voluntary Service(EVS) and 89 young people came to Denmark via EVS.

The duration of the stay is on average 6 -21 days as for Youth exchanges and approximately 6 -12 months as for the European Voluntary Service.

## PIU

Young people in initial vocational training have the possibility to get practical training in another EU or EFTA country and get full credit and financial support under the Danish programme called the PIU-programme, which stands for Work Placement Abroad. The programme is nationally funded by the employer's organisations. In 2005 about 1212 trainees went on work placement abroad.

Most of the placements took place in Germany, UK, Ireland and the Nordic Countries.

Institutions: CIRIUS

Institutions: Ministry of Science, Technology and Innovation

Institutions: Ministry of Education

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## Glossary

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**AMU:** Labour market training courses of varying duration which take place at adult vocational training centres and to some extent at technical colleges.

**AVU:** General adult education: Single subject courses which can be completed by and examination corresponding to either the leaving examination of the "folkeskole" or the "HF"-examination.

**Den Koordinerede Tilmelding (KOT):** The Enrolment Secretariat

**Efterskole (efterskoler):** Alternative provision which enables 14-16/17-year-olds to meet the compulsory education obligation outside the traditional mainstream education system.

**Erhvervsgrunduddannelse (EGU):** Basic Vocational Education

**Folkehøjskole (Folkehøjskoler):** Residential non-qualifying courses of 1-32 weeks' duration, which offer adult students (over 18 years of age) liberal education. There are no examinations or tests, and the aim of the teaching is to further the personal development, maturity and independence of the students.

**Folkeoplysning:** Non-qualifying provision of adult liberal education subsidized by the public authorities. A collective concept covering teaching and pedagogically organised activities which do not form part of the formal education system.

**Folkeskole (Folkeskoler, Folkeskolen):** Municipal basic school offering 10 years of comprehensive primary and lower secondary education (from the 0th to 9th form level), an optional pre-school class and a supplementary optional 11th year (the 10th form level).

**Folketing:** Danish parliament (legislative assembly).

**Gymnasium (Gymnasiums):** School offering a 3-year academically oriented course of general upper secondary education based on the 9th form of the Folkeskole and completed by an examination (the Studentereksamen which qualifies for admission to higher education).

**HF:** Higher preparatory examination course. A 2-year academically oriented course of general upper secondary education based on the 10th form of the Folkeskole and completed by an examination which qualifies for admission to higher education.

**HHX:** Higher commercial examination course. Vocational upper secondary school form offering a 3-year course of vocational (commercial) and general education based on the 9th form of the Folkeskole and completed by an examination which qualifies for admission to higher education.

**HTX:** Higher technical examination course. Vocational upper secondary school form offering a 3-year course of vocational (technical) and general education based on the 9th form of the Folkeskole and completed by an examination which qualifies for admission to higher education.

**Paedagogikum:** Professional postgraduate teacher training for teachers in upper secondary education.

**Professionsbachelorgrad (Professionsbachelor):** Professional bachelor's degree

**Réaleksamen (Réal-class):** Particular kind of lower-secondary examination. Abolished in 1978.

**Studentereksamen:** General upper secondary school leaving examination which qualifies for admission to higher education.

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## Legislation

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**Act on adult educational grant (Lov):** 20/03/2007, 319, Retsinformation, [www.retsinfo.dk](http://www.retsinfo.dk) ([www.retsinfo.dk](http://www.retsinfo.dk))

Act containing provisions pertaining to the aims and general conditions for obtaining adult educational support

**Act on Basic Vocational Education and Training etc. (Law):** 27/11/2007, 1321, Retsinfo, <http://www.retsinfo.dk> (26/03/2008)

Act containing provisions pertaining to the aims, structure etc. of vocational basic training.

**Act on changing of the act on adult education, adult educational centres, the HF examination, and single subject studies for adults. (Act):** 17/12/2002, 1078, [www.retsinformation.dk](http://www.retsinformation.dk), <http://www.retsinformation.dk> (26/03/2008)

**Act on daycare and after school activities for pupils in the Folkeskole (Act):** 06/06/2007, 501, [www.retsinformation.dk](http://www.retsinformation.dk), <http://www.retsinformation.dk>

**Act on General Upper Secondary Education (Law):** 08/05/2007, 444, Retsinfo, [http://147.29.40.91/\\_GETDOCM\\_/ACCN/A20070044429-REGL](http://147.29.40.91/_GETDOCM_/ACCN/A20070044429-REGL) (18/09/2007)

Act containing provisions pertaining to the structure of the Gymnasium-course, admission, the setting up and closing down of schools, school management, financing, teacher qualification requirements etc.

**Act on Independent and Private Schools (Law):** 08/07/2007, 891, Retsinfo, [http://147.29.40.90/\\_GETDOCM\\_/ACCN/A20070089129-REGL](http://147.29.40.90/_GETDOCM_/ACCN/A20070089129-REGL) (18/09/2007)

Act containing provisions pertaining to the teaching, school management, supervision of schools, financing, home tuition etc. Exists in English translation: Act on Private Independent Schools

**Act on Labour Market Training (Law):** 18/03/2008, 190, Retsinfo, [www.retsinformation.dk](http://www.retsinformation.dk) (26/03/2008)

Act containing provisions pertaining to the aims and organisation, courses, content, admission requirements, administration etc. of adult vocational training.

**Act on Price Discount on Transport for Students (Law):** 14/03/2007, 353, Retsinfo, [http://147.29.40.91/\\_LINK\\_0/0&ACCN/A20070035329](http://147.29.40.91/_LINK_0/0&ACCN/A20070035329) (13/09/2007)

Act containing provisions pertaining to transport discount for students in higher education

**Act on Primary and Lower Secondary Education (Law):** 28/08/2007, 1049, Retsinfo, [http://147.29.40.91/\\_GETDOCM\\_/ACCN/A20070104929-REGL](http://147.29.40.91/_GETDOCM_/ACCN/A20070104929-REGL) (18/09/2007)

Act containing provisions pertaining to the aims, structure and contents of the education, the organisation of the school system, teacher qualification requirements, enrolment and admission, administration of the municipal school system, expenditures etc.

**Act on the Danish Evaluation Institute (Law):** 10/08/2005, 775, Retsinfo, [http://www.retsinfo.dk/\\_LINK\\_0/0&ACCN/A20050077529](http://www.retsinfo.dk/_LINK_0/0&ACCN/A20050077529) (10/09/2007)

Act containing provisions pertaining to the evaluation of education.

**Act on the Professional Academy Courses and on the Professional Bachelor degree (Act):** 31/03/2008, 207, [www.retsinformation.dk](http://www.retsinformation.dk), <http://www.retsinformation.dk>

**Act on the professional bachelor degree as Pedagog(educational trainer) (Act):** 19/04/2006, 315, [www.retsinformation.dk](http://www.retsinformation.dk), <http://www.retsinformation.dk>

**Act on the professional bachelor degree as teacher in the Folkeskole (Act):** 09/06/2006, 579, [www.retsinformation.dk](http://www.retsinformation.dk), <http://www.retsinformation.dk> (26/03/2008)

**Act on university colleges (Act):** 06/06/2007, 562, [www.retsinformation.dk](http://www.retsinformation.dk), <http://www.retsinformation.dk>

**Act on Vocational Education (Law):** 23/10/2007, 1244, Retsinfo, [www.retsinfo.dk](http://www.retsinfo.dk) (26/03/2008)

Act containing provisions pertaining to aims, admission, structure and content of the vocational education and training courses, advisory bodies, practical training places, legal situation of students etc.

**Act on Youth Schools (Law):** 08/10/2004, 997, Retsinfo, [http://147.29.40.91/\\_GETDOCM\\_/ACCN/A20040099729-REGL](http://147.29.40.91/_GETDOCM_/ACCN/A20040099729-REGL) (18/09/2007)

Act containing provisions pertaining to youth schools.

**Bekendtgørelse af lov om specialundervisning for voksne (Lovbekendtgørelse):** 03/07/2000, 658, Schultz Information

Act containing provisions pertaining to special educational assistance to adults.



**Bekendtgørelse af lov om statens uddannelsesstøtte** (Lovbekendtgørelse): 27/07/2007, 983, Retsinformation, [www.retsinfo.dk](http://www.retsinfo.dk) (26/03/2008)  
Act containing provisions pertaining to the State education grant and loan system.

**Bekendtgørelse om åben uddannelse** (Bekendtgørelse): 18/12/2000, 1373, Schultz Information  
Order containing provisions pertaining to certification, credit-award, enrolment in, deadlines, financing etc. in open education.

**Bekendtgørelse om ansættelse af videnskabeligt personale ved universiteter m.fl. under Forskningsministeriet** (Bekendtgørelse): 25/04/2008, 284, Retsinformation, [www.retsinfo.dk](http://www.retsinfo.dk) (26/03/2008)  
Order containing provisions pertaining to the appointment of teachers and scientific staff at universities etc. under the Ministry of Research

**Bekendtgørelse om den pædagogiske uddannelse af lærere ved erhvervsskolerne (Pædagogikum)** (Bekendtgørelse): 12/07/96, 677, Schultz Information  
Order containing provisions pertaining to the pedagogical training of teachers at vocational colleges.

**Bekendtgørelse om doktorgrader** (Bekendtgørelse): 14/08/1996, 750, Schultz Information  
Order containing provisions pertaining to the award of the Danish doctoral degree

**Bekendtgørelse om folkeskolens afsluttende prøver m.v. og om karaktergivning i folkeskolen** (Bekendtgørelse): 11/12/2002, 1233, Retsinformation, [www.retsinfo.dk](http://www.retsinfo.dk) (26/03/2008)  
Order containing provisions pertaining to the final examinations of the "folkeskole" and on marking in the "folkeskole". The law is under revision and a new law is expected this year.

**Bekendtgørelse om folkeskolens specialundervisning og anden specialpædagogisk bistand** (Bekendtgørelse): 15/12/2005, 1373, Retsinformation, [www.retsinfo.dk](http://www.retsinfo.dk) (26/03/2008)  
Order containing provisions pertaining to special education and other special educational assistance in the Folkeskole.

**Bekendtgørelse om karakterskala og anden bedømmelse** (Bekendtgørelse): 15/03/2007, 250, Retsinformation, [www.retsinfo.dk](http://www.retsinfo.dk) (23/03/2008)  
Order containing provisions pertaining to the marking scale and other assessment used at universities.

**Bekendtgørelse om ph.d.-graden** (Bekendtgørelse): 14/01/2008, 18, Retsinformation, [www.retsinfo.dk](http://www.retsinfo.dk) (26/03/2008)  
Order containing provisions pertaining to the award of the Danish PhD-degree

**Bekendtgørelse om specialpædagogisk støtte under Bekendtgørelse om særlige tilskud til specialpædagogisk bistand v. ungdomsuddannelserne** (Bekendtgørelse): 15/12/93, 1030, Schultz Information  
Order containing provisions pertaining to special educational assistance to students enrolled in upper secondary education and training.

**Bekendtgørelse om specialpædagogisk støtte ved videregående uddannelser** (Bekendtgørelse): 18/12/2000, 1242, Schultz Information  
Order containing provisions pertaining to special educational assistance in higher education

**Bekendtgørelse om statens voksenuddannelsesstøtte** (Bekendtgørelse): 14/11/2000, 1004, Schultz Information  
Order containing provisions pertaining to the conditions for obtaining adult educational support.

**Bekendtgørelse om studentereksamen og om højereforberedelseksamen** (Bekendtgørelse): 30/06/99, 544, Schultz Information  
Order containing provisions pertaining to the [studentereksamen] and the [HF]-examination: general rules pertaining to examinations, examination syllabus, registration for examination, the holding of examinations, rules pertaining to oral and written examinations respectively, the use of pocket calculators etc., make-up examinations, marking, certificates etc.

**Bekendtgørelse om studiestrukturen for uddannelser ved universiteter m.fl.** (Bekendtgørelse): 02/07/93, 573, Schultz Information  
Order containing provisions pertaining to the study structure at universities and other higher education institutions in the university sector.

**Consolidation act on basic professional training and further education for adults** (Consolidation act): 29/08/2007, 1051, [www.retsinformation.dk](http://www.retsinformation.dk), <http://www.retsinformation.dk>

**Consolidation act on bridge-building courses between basic school and youth education** (Consolidation act): 06/07/2006, 785, [www.retsinformation.dk](http://www.retsinformation.dk), <http://www.retsinformation.dk>



**Consolidation act on preparatory education for adults** (Consolidation act): 07/01/2005, 16, [www.retsinformation.dk](http://www.retsinformation.dk), <http://www.retsinformation.dk>

**Consolidation act on Professional Academies** (Consolidation act): 01/03/2006, 136, [www.retsinformation.dk](http://www.retsinformation.dk), <http://www.retsinformation.dk>

**Consolidation act on school guidance** (Consolidation act): 27/06/2007, 770, [www.retsinformation.dk](http://www.retsinformation.dk), <http://www.retsinformation.dk>

**Consolidation act on the HF course** (Consolidation act): 08/05/2007, 445, [www.retsinformation.dk](http://www.retsinformation.dk), <http://www.retsinformation.dk>

**Consolidation act on the HHX course and the HTX course** (Consolidation act): 08/05/2007, 446, [www.retsinformation.dk](http://www.retsinformation.dk), <http://www.retsinformation.dk>

**Ministerial order on the bachelor- and kandidat degrees at the universities** (Ministerial order): 06/05/2004, 338, [www.retsinformation.dk](http://www.retsinformation.dk), <http://www.retsinformation.dk>

**Ministerial order on admission to the bachelor and kandidat-studies at the universities.** (Ministerial order): 29/01/2008, 32, [www.retsinformation.dk](http://www.retsinformation.dk), <http://www.retsinformation.dk>

**Ministerial order on application- and admission procedure for the 10th form, upper secondary education and further education.** (Ministerial order): 11/01/2008, 12, [www.retsinformation.dk](http://www.retsinformation.dk), <http://www.retsinformation.dk>

**The Act on General Adult Education** (Law): 20/07/2007, 998, Retsinfo, [www.retsinfo.dk](http://www.retsinfo.dk) (26/03/2008)  
Act containing provisions pertaining to general adult education and the adult education centres.

**The Danish Constitution** (Constitution): 05/06/1953, 169, Retsinfo, [http://147.29.40.90/\\_GETDOCI\\_/ACCN/A19530016930-REGL](http://147.29.40.90/_GETDOCI_/ACCN/A19530016930-REGL) (18/09/2007)  
The Constitution of the Kingdom of Denmark.

**The University Act** (Law): 07/12/2007, 1368, Retsinfo, [www.retsinformation.dk](http://www.retsinformation.dk) (26/03/2008)  
Act containing provisions pertaining to the administration of and distribution of responsibility at the higher education institutions in the university sector. Exists in English translation: The University Act (Act on Universities and Other Institutions of Higher Education).

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## Institutions

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### **Aalborg University**

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Website:<http://en.aau.dk/> (15/08/2007)

### **CIRIUS**

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Fax:+45 3395 7001  
E-mail:cirius@ciriusmail.dk  
Website:<http://www.ciriusonline.dk/Default.aspx?ID=3771> (14/08/2007)  
CIRIUS is an authority within the Danish Ministry of Education. CIRIUS supports the internationalization of education and training at all levels in Denmark. The Danish national Eurydice Unit is situated in CIRIUS.

### **Copenhagen Business School**

Solbjerg Plads 3, DK-2000 Frederiksberg, Denmark  
Tel.:+45 3815 3815  
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### **Danish State Education Grant and Loan Scheme Authority**

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Tel.:+45 3326 8600  
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Website:<http://www.su.dk/> (15/08/2007)

### **IT University of Copenhagen**

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E-mail:kum@kum.dk  
Website:<http://www.kum.dk/sw827.asp> (15/08/2007)  
Responsible for some aesthetic higher education programmes.

### **Ministry of Education**

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Tel.:+45 3392 5000  
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Website:<http://eng.uvm.dk/> (15/08/2007)

### **Ministry of Finance**

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E-mail:fm@fm.dk  
Website:[http://www.fm.dk/1024/default\\_eng.asp](http://www.fm.dk/1024/default_eng.asp) (14/08/2007)  
Ministry of Finance

### **Ministry of Science, Technology and Innovation**

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Tel.:+45 3392 9700  
Fax:+45 3332 3501  
E-mail:vtu@vtu.dk  
Website:<http://videnskabsministeriet.dk/site/frontpage> (15/08/2007)  
The Ministry of Science, Technology and Innovation is responsible for education programmes at the

universities.

**Roskilde University Centre**

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Website:[http://www.ruc.dk/ruc\\_en/](http://www.ruc.dk/ruc_en/) (15/08/2007)

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Website:<http://www.dpu.dk/site.aspx?p=6515> (15/08/2007)

**Statistics Denmark**

Sejrøgade 11, DK-2100 Copenhagen Ø, Denmark  
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Website:<http://www.dst.dk/HomeUK.aspx> (15/08/2007)

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Website:<http://www.dtu.dk/English.aspx> (15/08/2007)

**The Danish Evaluation Institute**

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E-mail:[eva@eva.dk](mailto:eva@eva.dk)  
Website:<http://www.eva.dk/English.aspx> (15/08/2007)

**The Royal Danish Academy of Fine Arts**

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E-mail:[bks@kunstakademiet.dk](mailto:bks@kunstakademiet.dk)  
Website:<http://www.kunstakademiet.dk/english/> (15/08/2007)

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Website:[http://www.sdu.dk/?sc\\_lang=en](http://www.sdu.dk/?sc_lang=en) (15/08/2007)

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8760318295;13995529

**Education in Denmark: General Upper Secondary Education** / Ministry of Education. - Copenhagen : Ministry of Education, 2000.

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