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1. Political and Economic Background

1.1. Historical Overview

Denmark has been periodically inhabited for more than 100,000 years. The first certain proofs of human habitation date back to 12,500 B.C. The Kingdom of Denmark dates back many years as well. 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 expansionist power. A power which reached its pinnacle 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 increasingly dissatisfied with the union’s Danish dominance, broke out in the beginning of the 16th century. During the next two centuries, many and frequent Danish-Swedish wars were fought for the command of the Baltic Sea region. Eventually, Denmark lost the struggle together with 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 become Danish again.

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

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 two represent the Faroe Islands and two 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 then a Conservative/Liberal minority government, resigned and was replaced by a majority government consisting of 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 in February 2005 and again in November 2007, this coalition retained government power, again supported by The Danish People’s Party.

Denmark became a member of the European Union on 1 January 1973 following a referendum where a majority of 63.4% voted in favour of membership of the European Community. In 1992, a majority of the Danes voted against the Treaty on the European Union (Treaty of Maastricht), which resulted in four opt-outs concerning defence policy, justice and home affairs, the Economic and Monetary Union and union citizenship, which primarily are laid down in the Edinburgh Agreement. There have been recent speculation that the government wanted to put the opt-outs to a referendum during 2008/2009 but this did not happen. So far, no date for a referendum on the opt-outs has been announced.
The Danish Parliament

1.1.1. Ongoing debates.

The local government reform, which commenced on 1 January 2007 has created a new map of Denmark. Larger and more sustainable municipalities have been given the responsibility to handle most of the citizen-related tasks. The newly created 98 municipalities have replaced 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 government took over responsibility from the counties regarding the upper secondary schools and the higher preparatory examination courses. 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. To improve coherence within adult education, the government also took 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;
  - Centres for teaching aids and materials;
  - Youth educations;
  - Further education, education for adults;
  - Short and medium-term higher education;
  - University education;
  - Research.

The reform came into force as of 1 January 2007.

In August 2005, the first year group in the reformed upper secondary school system enrolled. The reform was made in coalition with the opposition and implies a 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 lines will be replaced by a 2,5 years of specialised study programme preceded by half a year basic programme.
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 the parliament. The legislative power lies with the Queen and parliament and the judiciary power lies with the courts.

Parliamentarism is laid down in the Danish 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 regions, 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 aspects:

- A moral aspect which is 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 the National Church a certain consideration such as making laws to protect the observance of the feast days.
- An economic aspect 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 (1st January 2008, 82.1 % procent of the Danish population was a member 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. The parliament has always endeavoured to obtain the greatest possible agreement on 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.

The Danish Constitution

1.4. Official and Minority Languages

Danish is the official language used in legislation, the public administration and in the educational system. Nonetheless, at institutions providing tertiary education, an increasing amount of individual courses as well as entire educational programmes are offered in English.

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. These languages are not used as languages of instruction.

1.5. Demographic Situation

Denmark covers 43,098 sq. km. and consists 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 5,534,738 (4th quarter 2009) with a population density of 128,4 inhabitants per sq. km. The Kingdom of Denmark also comprises of the two self-governing territories: The Faroe Islands (1,399 sq. km. with 48,433 inhabitants) and Greenland (2,166,086 sq. km. with 56,462 inhabitants).

The average age of the Danish population was on 1 January 2008 exactly 40 years, which is approximately three years older than in 1980. The rise is partly a result of the group of persons over the age of 80 having increased with nearly 60% in the same period. Life expectancy for men is 76,0 years, while women can expect to live for 80,5 years.

In 2008, Statistics Denmark showed that for every 100 persons in the active labour force there were 89 persons to be provided for, i.e. persons outside the labour force. If this trend continues, there will be 110 persons to be provided for in 2030.

In 2008, approximately 35% of the Danish population resided in cities with 10,000 or more inhabitants, whereas approximately 14% resided in country districts. Copenhagen, the capital, had in the same year 672,218 inhabitants.

Immigrants and their descendants comprise approximately 9,1% of the Danish population. Immigrants and their descendants from Turkey are the most prevalent comprising 11,5% of all immigrants.

Statistical Yearbook 2008

Statistics Denmark

1.6. Economic Situation

The Danish GDP was 41,147 Euro (estimate) per inhabitant in 2008. 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 the export market.

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 pork 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 around 12.5% of total exports.

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

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

Foreign trade is very important to Danish economy and two-thirds of the trade is conducted with other EU countries of which Germany and Sweden are the most important trading partners.

Danish industry mainly consists 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.

As many other countries in the world, Denmark has felt the effects of the global economic crisis.

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 has difficulties recruiting the man power needed. The lack of labour is described by several political commentators as one of the most important challenges for the Danish economy in the years to come. In November 2008, the unemployment rate increased to 1.9% from a historically low level of 1.6% during the summer of 2008.

Monetary Review 3rd Quarter 2008

Statistics Denmark

1.7. Statistics

Population Density per Square Kilometre (2008)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark</td>
<td>127.76</td>
</tr>
</tbody>
</table>

Percentage of Population Living in Cities:

The percentage of population living in cities (defined as urban areas with more than 500 inhabitants) is 83% (2008), of which 21% in Greater Copenhagen.
Age Pyramid (2008)

<table>
<thead>
<tr>
<th>Age</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 9 yrs</td>
<td>658,045</td>
</tr>
<tr>
<td>10 - 19 yrs</td>
<td>686,135</td>
</tr>
<tr>
<td>20 - 29 yrs</td>
<td>623,520</td>
</tr>
<tr>
<td>30 - 39 yrs</td>
<td>754,562</td>
</tr>
<tr>
<td>40 – 69 yrs</td>
<td>2,166,966</td>
</tr>
<tr>
<td>69 + yrs</td>
<td>586,563</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5,475,791</strong></td>
</tr>
</tbody>
</table>

Fertility/Mortality Rate:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fertility Rate (2008)</td>
<td>1.85</td>
</tr>
<tr>
<td>Mortality Rate (per thousand inhabitants; 2007)</td>
<td>10.2</td>
</tr>
</tbody>
</table>

Immigration (2007):

<table>
<thead>
<tr>
<th></th>
<th>Immigration</th>
<th>Migration</th>
<th>Net migration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>64,656</td>
<td>41,566</td>
<td>23,090</td>
</tr>
</tbody>
</table>

Economic key figures:

GDP (2008): €227.555 billions

GDP per inhabitant (2008): €41,147

Growth Rate:

In 2007 the real growth in GDP was 1.7%.

Unemployment Rate, at 2006:

Unemployment in per cent of the labour force by time, age and sex:

<table>
<thead>
<tr>
<th>Age</th>
<th>Total</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1.6</td>
<td>1.5</td>
<td>1.6</td>
</tr>
<tr>
<td>16-24 years</td>
<td>1.3</td>
<td>1.3</td>
<td>1.3</td>
</tr>
<tr>
<td>25-29 years</td>
<td>2.2</td>
<td>2</td>
<td>2.4</td>
</tr>
<tr>
<td>30-39 years</td>
<td>1.8</td>
<td>1.6</td>
<td>2</td>
</tr>
<tr>
<td>40-49 years</td>
<td>1.4</td>
<td>1.5</td>
<td>1.4</td>
</tr>
<tr>
<td>50-59 years</td>
<td>1.5</td>
<td>1.6</td>
<td>1.4</td>
</tr>
<tr>
<td>60 year and over</td>
<td>1</td>
<td>1</td>
<td>0.9</td>
</tr>
</tbody>
</table>

Statistical Yearbook 2008

Danish Ministry of Education

Ministry of Science, Technology and Innovation

Statistics Denmark
2. General Organization of the Education System and Administration of Education

2.1. Historical Overview

The first attempt to establish formal education in Denmark dates back to AD 826. At that time, the Archbishop of Bremen 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. However, the result was insignificant as Christianity did not become the official Danish religion for another 150 years.

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

In general, the 19th century was the period where the institutional pattern of Danish education was formed. Seven 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 received a mathematical-scientific branch and commercial and technical schools and teacher training colleges were established. In addition to this, folkehøjskoler, Efterskoler and - as an alternative to the municipal schools - free, independent schools, grew up as a result of the popular revival which characterised the century.

In 1903, the municipal town schools and 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 realeksamen class and prepare themselves for the lower secondary school leaving examination – the realeksamen or apply for admission to the grammar school’s three 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 less comprehensive streaming in the main subjects in the 6th and 7th forms. The transition from the 7th form to the realklasse department was based on an aptitude statement of the old school.

In 1971, compulsory education was extended from seven to nine 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. 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 has merged into eight large institutions called professionshøjskoler (University Colleges) 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, ten new erhvervsakademier (academy of professional higher education) have been established. The new institutions will provide short-cycle higher education and continuing adult education, which earlier was 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 are to consist of the newest theoretical knowledge, the most recent practical experiences from the labour market and the types of education offered should 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 are entitled to instruction and to show their abilities in the broadest sense of the word.

The Danish Constitution
### General Structure and Defining Moments in Educational Guidance

#### Organisation of the education system in Denmark, 2009/10

### Pre-primary – ISCED 0

This level (for which the Ministry of Education is not responsible) is offered from the 1st of August 2008 and consists of a 10-year primary and lower secondary school. After this, the pupils will have to make their choice between the academically oriented courses of general upper secondary education offered by the gymnasiums, the HF courses, and the practically oriented vocational education and training courses offered by the vocational colleges. The next choice of further studies is made at the age of 19/20 between higher education at university or non-university institutions of higher education. See 5.

### Compulsory Education

In Denmark, it is schooling, not attendance at school, which is compulsory. Thus, compulsory education means either 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 1st August of the calendar year of a child’s 6th birthday and terminates on 31st July of the year in which he or she has received regular instruction for 10 years.

People who have custody of children of school age should 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 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 should, personally or in writing, inform the school of the cause of the child’s absence. The head teacher decides on which sanctions 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 has replaced state control of every detail, where more 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 fostering competition between them.

2.6.1. General Administration at National Level

The main responsibility for education in Denmark lies within the Danish Ministry of Education (excluding nurseries and kindergartens, higher education programmes within the performing arts, university educations, research programmes and military education). The political control lies with the Minister of Education, who is a member of government.

The Danish Ministry of Science, Technology and Innovation is responsible for the universities, which is the long-cycle higher educations which follows the 3+2+3 structure.

The Danish 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 conditions of the institutions are highly diversified. The Danish Ministry of Defence is responsible for the military educations.

2.6.2. General Administration at Regional Level

The regional level in Denmark is constituted of five regions:

- Capital Region of Denmark
- Region Zealand
- Region of Southern Denmark
- Central Denmark Region
- North Denmark Region.

The regions have between 0.6 and 1.6 million inhabitants. In terms of surface, the smallest region, Capital Region of Denmark covers 2,561 square kilometres, whereas the largest, Central Denmark Region covers 13,142 square kilometres.

The governing bodies of the regions are the regional councils. The regional councils are each composed of 41 members directly elected for four-year periods. The regional council is headed by a president who is elected by the regional council from among its members. The regional council elects an executive committee
with 11-19 members. The regional council can decide to establish ad hoc committees to assist and advise the council in its work.

The tasks of the regions does not include education, but health care, operation of social and special education institutions as well as regional development - all complex and comprehensive tasks that need a decentralised solution.

**Danish Regions**

**2.6.3. General Administration at Local Level**

By local level, we understand the municipalities, see 1.2.

Popularly elected councils govern the municipalities. These Local Council adopts the financial framework, sets local goals, supervises the schools, and follows up on results.

**Local Government Denmark (LGDK)**

**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 it is the board for the institution and the head of the institution.

The head of the institution administers 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.

A board must be set up in all municipal and private day-care institutions. 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.

The headmaster has the administrative and educational responsibility for the school and is responsible for the activities of the school in relation to 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 the power 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.

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 from parents about their children’s progress at school;
- distribution of the workload between the teachers;
- joint arrangements for 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 people 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.

At each school, a pedagogic council is set up to perform advisory functions in relation to 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.

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 with regards to the pupils’ councils.

**2.6.4.3. Secondary level**

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

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

The headmaster is responsible for the day-to-day management of the school and responsible for the school’s activities in relation to the Ministry of Education.
The headmaster has the pedagogical responsibility for the teaching and examinations conducted by the school in relation to 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.

The board is comprised of 6 to 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 council. It is responsible for the financial operation of the school in relation to the Minister of Education.

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.

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 to other legislation.

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

The day-to-day management of vocational colleges lies in the hands of a principal who sees 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.

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 cover the activities of the college together. 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 in relation to the Ministry of Education for the operation of the college and the administration of the government grants.

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.

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 have been established. See point 2.2

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.

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

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.

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.

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 in relation to the students’ councils.

Some institutions have subject councils, however this is not compulsory. If they are not set up, their tasks are assumed by other bodies. They e.g. have the following tasks: To submit recommendations concerning budg-
etary proposals, to decide on the use of the appropriations, to decide on matters brought before them by the staff-student committees etc.

The universities are independent institutions under the public-sector administration and supervised by the Ministry 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.

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.

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 such as 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.

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.

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.

To safeguard student influence on education and teaching, the dean is to 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 is to
undertake the practical organisation of teaching and assessments forming part of the exams. The study board has to 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 authorised 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 Ministry of Education presented a bill to Folketinget 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 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.

ACE Denmark, set up in 2007, is responsible for the evaluation of the Danish university programmes.

ACE Denmark

The Danish Evaluation Institute

For more details about the Danish Evaluation see section 9.
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 through subsidies by the local authorities which in turn receive block grants allocated by the state. The subsidy from the local authority should comprise of at least 75% of the gross operational expenses excluding rent and maintenance. The rest is covered by the parents that each month pay a fixed amount, not to exceed 25% of the aforementioned expenses, to the municipality.

The state defrays the expenses of immigrants, which hold a residence permit according to the Aliens Act section 7, 8 and parts of 9 or if the permit is given to an asylum seeker under a certain age.

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

The expenses of the Folkeskole is primarily met by the municipalities unless specifically exempted by statute.

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 allocate 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 if for instance 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, e.g. 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.

Danish Ministry of Education

Consolidation Act on Independent and Private Schools

2.9. Statistics

Expenditure:

Percentage of GDP spent on education in 2006 (including student grants): 7.7 %

In 2004, 15.3 % of total public expenditure was used on education. The OECD average of this period was 13.4 %.
**Number of educational institutions: private and public (2006):**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folkeskole</td>
<td>1,600</td>
</tr>
<tr>
<td>Private elementary schools</td>
<td>760</td>
</tr>
<tr>
<td>Gymnasiums and HF-courses</td>
<td>148</td>
</tr>
<tr>
<td>Vocational colleges</td>
<td>117</td>
</tr>
<tr>
<td>Higher education institutions</td>
<td>152</td>
</tr>
</tbody>
</table>

**Number of students by level of education (2008)**

<table>
<thead>
<tr>
<th>Level of education</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary and lower secondary education</td>
<td>719,161</td>
</tr>
<tr>
<td>General upper secondary</td>
<td>118,666</td>
</tr>
<tr>
<td>Vocational education and training</td>
<td>124,069</td>
</tr>
<tr>
<td>Short-cycle higher education</td>
<td>18,950</td>
</tr>
<tr>
<td>Medium-cycle higher education</td>
<td>127,186</td>
</tr>
<tr>
<td>Long-cycle higher education</td>
<td>53,329</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>6,794</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Level of education</th>
<th>Amount (million DKK)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary and lower secondary education (public and private)</td>
<td>56,852</td>
</tr>
<tr>
<td>Upper secondary education (general and vocational*)</td>
<td>26,878</td>
</tr>
<tr>
<td>Higher education*</td>
<td>33,097</td>
</tr>
<tr>
<td>Adult + other</td>
<td>20,001</td>
</tr>
</tbody>
</table>

(*) including student grants.

**Facts and Figures 2007**

**Danish Ministry of Education**

**Ministry of Science, Technology and Innovation**

**Statistics Denmark**
3. Pre-primary Education

Organisation of the education system in Denmark, 2009/10

3.1. Historical Overview

The first pre-school establishments were created in the 1820s as a private initiative with a view to cater for the children of working families where both parents worked outside the home. During the period from 1850 to 1900, private institutions, which were open on a part-time basis appeared. 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 made available for institutions which had until then not catered for the children of disadvantaged families and thus not been entitled to any subvention. The pedagogical objective of the institutions was thus recognised.

An act of 1964 laid down that the authorities were obliged to make all public services available to all citizens. The right to pre-school education was also emphasised in the Social Assistance Act of 1976, which demands that the municipalities create the necessary structures with a view to meet 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 2009, compulsory education in Denmark has been changed to be ten instead of nine years. This means that the former optional one-year of pre-primary school has become compulsory. As is the
case 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 kindergardens.

### 3.3. Specific Legislative Framework

The legal provisions regarding nurseries and kindergartens are laid down in the Day-Care Facilities Act from 2007. It is among other things laid down that:

- The municipality lays down the targets and framework of the work of the day-care suppliers for children as an integrated part both of the municipality’s global offer for children and of the preventive and supportive effort in relation to 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 of cultural values and of the interaction with nature.

### 3.4. General Objectives

It is laid down in the Act on Daycare 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 favors 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.

According to the Act on the Folkeskole section 4a, all bilingual children (this means children who have another mother tongue than Danish and who first at contact with the surrounding society, maybe through the school’s teaching, learn Danish) are to be language evaluated at age 3 and have to (depending on the need for it) participate in language stimulation until school start. This is done either through 15 weekly hours in language stimulation or if the child attends day care, through a special form in relation to language stimulation. With an amendment of the Act on the Folkeskole with effect from the 1st of August 2004, language stimulation of 3-5 year olds children with the need for it has become compulsory.

Consolidation Act on Vocational Education
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, which means that children can attend certain institutions when they are a certain age, e.g:

- 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 kindergarden. 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 one year old.

The parents are free to choose which daycare offer they wish for their child. However, if the parents choose a specific institution, the municipality is not obliged to comply with the one 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.

Parents pay a monthly fee for a place in a daycare institution whether it is nursery, childminder or kindergarden. 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, daycare institutions divide the children into groups of 11-12 children. Each group have 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 are open Monday to Friday all year round except on religious holidays and other closing days.
3.9.2. Weekly and Daily Timetable

Normally, the daycare institutions open around 6.30 - 7.00 and closes around 17.00. Some special daycare institutions are open all day and night. These types of institutions are for children whose parents have 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 on 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 be within the framework of the above themes. The teaching takes the form of play and other developing activities. There are no formalised classes or lessons.

Act on Daycare and After School Activities for Children and Young People

3.11. Teaching Methods and Materials

The teaching in the daycare institutions is as much as possible given in the form of play and other developing activities. The children are trained to be seated, 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 the child is occupied with, strong and weak points etc. and about the 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 aimed to give disabled children or children with special social difficulties a childhood as normal as possible. Spending time 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 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. In relation to finances and subject matter, the municipal and private institutions function accordingly 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 subsidised by the municipalities as an alternative to the municipal day care offer. These institutions usually take in children between three and ten 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, 2007 |
|--------------------------|--------------------------|
| **Age** | **Pupils** | **% enrolled of the total agegroup** |
| 0 - 2 | 128,094 | 65.6 |
| 3 - 5 | 187,621 | 96.0 |

| Number of Pupils Enrolled in Child-Care Facilities, 2009 |
|--------------------------|--------------------------|
| **Institution** | **Pupils** |
| Crèche | 62,394 |
| Nurseries | 11,988 |
| Kindergartens | 83,960 |
| Age-Integrated Institutions | 163,540 |

| Number of staff (full-time equivalents in 2008) |
|--------------------------|--------------------------|
| **Institution** | **Staff** |
| Crèche | 19,934 |
| Nurseries | 4,661 |
| Kindergartens | 18,526 |
| Age-Integrated Institutions | 34,207 |

| 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 (2009)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurseries</td>
<td>311</td>
</tr>
<tr>
<td>Kindergartens</td>
<td>1,794</td>
</tr>
<tr>
<td>Age-Integrated Institutions</td>
<td>2,429</td>
</tr>
</tbody>
</table>

Size of Institutions (2006)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Average size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurseries</td>
<td>36,1 children</td>
</tr>
<tr>
<td>Kindergartens</td>
<td>47 children</td>
</tr>
<tr>
<td>Integrated institutions</td>
<td>68,5 children</td>
</tr>
</tbody>
</table>

Nyt fra Danmarks Statistik

Danish Ministry of Education

Ministry of Science, Technology and Innovation

Ministry of Social Affairs

Statistics Denmark

Act on Daycare and After School Activities for Children and Young People

Act on the Professional Bachelor’s Degree as Educator

Consolidation Act on Primary and Lower Secondary Education (Act on the Folkeskole)
4. Single Structure Education

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

4.1. Historical Overview

History has it that Ansgar, a Benedictine monk, who was the first missionary to visit Denmark around 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 around 1100 onwards. In their cloisters, boys from the surrounding villages - and sometimes girls as well - received elementary instruction in the Mass and in dogmatics.

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.

In 1536, the Lutheran Reformation came to Denmark from Germany. 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 for 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, starting at the age of 11-12, was established in 1903 to form a bridge between the Folkeskole and the realklasse (lower secondary school) and the Gymnasium. The middle schools rapidly attained great popularity and over the next 50 years, 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 to 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 realklasse 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.

An act from 1990 (nr 348 af 24/05/1989) 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/hers talents as pos-
sible. One of the watchwords of this act is differentiated teaching, e.g. the teaching is as much as possible to be adapted to the individual pupil.

A main goal of the new act from 2003 is to strengthen the subject knowledge and skill of the pupils through e.g. increasing the number of lessons in particular subjects while introducing final targets 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 respectively the subject/topic at the end of the instruction and at the end of certain levels.

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 section 4.12.) there has been a continuous discussion about 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 pupil’s specific needs. In the discussion there has been voiced some doubt as to whether the test and plans work 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 can mean an increase in the administrative working load of the teachers, which consequently can effect the amount of time that the teachers has to prepare for class.

As a result of an initiative by a committee to debureaucratise the Folkeskole, the Ministry of Education has from 2008 changed the deadlines for the quality rapports, which is the responsibility of the local authorities.

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, with later amendments) 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 of one-year pre-school class, a nine-year basic (primary and lower secondary) school and a one-year 10th form”; “The Folkeskole is 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.

In 2003, a new Act on the Folkeskole took effect. Its main purpose was to strengthen pupils’ subject knowledge and skills. It contains several adjustments to the previous Act. A main element is that the existing
“Common Objectives” for each subject are made compulsory as opposed to previously where they were meant as guidelines. Furthermore, some subjects now have a minimum number of teaching hours and some adjustments have been made in regard to the commencement of some subjects.

Consolidation Act on Primary and Lower Secondary Education (Act on the Folkeskole)

Regulation on the Common Objectives of the Subjects in the Folkeskole

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 learn how to commit themselves and take 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.”

Consolidation Act on Primary and Lower Secondary Education (Act on the Folkeskole)

4.5. Geographical Accessibility

It is the duty of the municipalities to provide access to education to all young people living in the municipality. Thus, the possible geographical inaccessibility cannot prevent young people from accessing the school. In such case, the municipalities will have to provide access to a school in another municipality. Therefore, a child has a right to acceptance in a district school and in pursuant to the free school choice a child can hence – on the request of the parents – be accepted into another school if there are any available seats.

4.6. Admission Requirements and Choice of School

From August 2008, any child resident in Denmark is subject to compulsory education for ten years. Compulsory education is to take place between the child’s 6th to 16th year. The pre-school class is from 1 August 2009 compulsory, while the 10th form remains optional. 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 1st August of the calendar year of the child’s 6th birthday and it terminates on 31st 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 for 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 with the option to choose which school their child should attend, crossing municipality and county borders.

The recommendation was adopted in August 2005.

### 4.7. Financial Support for Pupils’ Families

Education in the Folkeskole is free of charge. Local authorities finance nurseries, kindergartens, other day-care institutions and the folkeskole through 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.

Consolidation Act on Primary and Lower Secondary Education (Act on the Folkeskole)

### 4.9. Organisation of School Time

The Ministry 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 Ministry also decides on a minimum number of lessons in the subjects 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 publishes 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 organisation 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.

Consolidation Act on Primary and Lower Secondary Education (Act on the Folkeskole)
4.9.1. Organisation of the School Year

There is no minimum for how many school days an academic year has to consist of. Instead there is a minimum number of lessons which an academic year has to consist of. 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 was moved 1 week ahead, which means that the summer holiday now starts one week later (24th of June) and the new school year starts in the second week of August.

4.9.2. Weekly and Daily Timetable

The timetable consists of five 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 including breaks.

In 10th form, the minimum number of annual teaching lessons is 840. It is laid down in § 19b and 19c 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.

Danish Ministry of Education

The Danish Parliament
4.10.2. The Subjects of the Folkeskole

The education in the ten-years of schooling is distributed within three subject areas and includes the following compulsory subjects for all students:

1) Subjects in the humanities:
   a) Danish in all form levels.
   b) English in form levels 3-9.
   c) Christian studies in all form levels, except for the year in which confirmation takes place.
   d) History in form levels 3-9.
   e) Social studies in form levels 8 and 9.

2) Practical/Creative subjects:
   a) Physical education in all form levels.
   b) Music in form levels 1-6.
   c) Visual arts in form levels 1-5.
   d) Design, wood and metalwork, home economics in one or more form levels between levels 4-7.

3) Science Subjects:
   a) Mathematics in all form levels.
   b) Natural sciences/technology in form levels 1-6.
   c) Geography in form levels 7-9.
   d) Biology in form levels 7-9.
   e) Physics/chemistry in form levels 7-9.

The following topics are a compulsory part of the education programme in the primary schools:

1) Road safety,
2) Health and sexual education and family studies,
3) Educational, vocational and labour market orientation.

German language classes are to be offered to students as an elective subject in form levels 7-9. As an alternative to German, individual students may be offered the opportunity to select French language classes as an elective subject in form levels 7-9.

Teaching in Danish as a second language is provided when necessary to bilingual children in pre-school class and in form levels 1-9. The Minister of Education is responsible for establishing the regulations concerning education in Danish as a second language to bilingual children and concerning mother-tongue tuition of children from Member States of the European Economic Area, as well as the Faeroe Islands and Greenland.

In addition to the abovementioned teaching that the schools are obligated to provide, students in form levels 8 and 9 may also be offered education in a range of elective subjects.

The Folkeskole Act gives the Minister the authority to establish the regulations and aims regarding education and regarding the central knowledge and skill areas (end objectives) in subjects and compulsory topics. Moreover, the Minister for Education determines the regulations and objectives for specific form levels (form level objectives) for the specific subjects/topics. The end and form level objectives establish a national objective for the direction and goals of the teaching, ensuring that students acquire the knowledge and skills in the subject/topic at, respectively, the end of their programme of education and at the conclusion of specific
form levels. A description (in Danish) of each subject is provided in the subject’s folder under the title “Common Objectives” (Fælles Mål) at http://www.faellesmaal.uvm.dk/.

Common Objectives covers the two most important sets of academic texts regarding the school’s subjects and topics.

The binding national objectives in the form of the subject aims, central knowledge and skill areas (end objectives) and form level objectives.

Guidelines for curricula and descriptions of the educational development designed for reaching the form level and end objectives. Once the local curricula and descriptions receive final approval from the municipal board, they also become binding – and thereby common – for the individual school.

<table>
<thead>
<tr>
<th>Form level</th>
<th>Subject</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Danish</td>
<td>330</td>
<td>300</td>
<td>270</td>
<td>180</td>
<td>180</td>
<td>180</td>
<td>180</td>
<td>180</td>
<td>180</td>
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<tr>
<td></td>
<td>English</td>
<td>-</td>
<td>-</td>
<td>60</td>
<td>90</td>
<td>90</td>
<td>90</td>
<td>90</td>
<td>90</td>
<td>90</td>
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<tr>
<td></td>
<td>Christian studies</td>
<td>60</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>60</td>
<td>-</td>
<td>30</td>
<td>30</td>
<td>30</td>
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<tr>
<td></td>
<td>Social studies</td>
<td>-</td>
<td>-</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>60</td>
<td>60</td>
<td>60</td>
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<tr>
<td></td>
<td>History</td>
<td>-</td>
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<td>30</td>
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<td>60</td>
<td>60</td>
<td>60</td>
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<td>30</td>
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<tr>
<td></td>
<td>PE &amp; sport</td>
<td>30</td>
<td>60</td>
<td>60</td>
<td>90</td>
<td>90</td>
<td>90</td>
<td>60</td>
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<tr>
<td></td>
<td>Music</td>
<td>30</td>
<td>60</td>
<td>60</td>
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<td>30</td>
<td>30</td>
<td>-</td>
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<td></td>
<td>Art</td>
<td>30</td>
<td>60</td>
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<td>30</td>
<td>-</td>
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<td>-</td>
</tr>
<tr>
<td></td>
<td>Handicr., wood/metalwork, home economics</td>
<td>-</td>
<td>-</td>
<td>60</td>
<td>120</td>
<td>120</td>
<td>90</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>Nature/technology</td>
<td>30</td>
<td>30</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>-</td>
<td>-</td>
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<tr>
<td></td>
<td>Geography</td>
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<td>-</td>
<td>60</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Biology</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>60</td>
<td>60</td>
<td>30</td>
<td>30</td>
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<tr>
<td></td>
<td>Physics/chemistry</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>60</td>
<td>60</td>
<td>90</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>German/French</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>90</td>
<td>120</td>
<td>120</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Non-teaching social time</td>
<td>30</td>
<td>22,5</td>
<td>22,5</td>
<td>22,5</td>
<td>22,5</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

Minimum number of total teaching hours 2150 2230 2520

Danish Ministry of Education

Consolidation Act on Primary and Lower Secondary Education (Act on the Folkeskole)

Regulation on the Common Objectives of the Subjects in the Folkeskole

4.10.3. Language Teaching for Immigrants

Non-Danish speaking pupils may be offered specially organised Danish language instruction when the need arises. The Ministry of Education may furthermore decide 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.

Danish Ministry of Education
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 it provides the pupils with 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 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 of 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 organising the teaching, the organisation 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 to a greater extent shall 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.

Consolidation Act on Primary and Lower Secondary Education (Act on the Folkeskole)

4.12. Pupil Assessment

Pupils are assessed in three different ways in the Folkeskole.

- Written pupil appraisals plans
- National tests
- Examinations
4.12.1. Written Pupil Appraisal Plans

From the school year 2006-2007, written pupil appraisal plans are produced for all public schools.

The pupil appraisal plan is to be produced once a year and has to 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 an 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 and 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 Regulation on Pupil Appraisal Plans 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/hers 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 the 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:

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>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.</td>
</tr>
<tr>
<td>10</td>
<td>For a very good performance displaying a high level of command of most aspects of the relevant material, with only minor weaknesses.</td>
</tr>
<tr>
<td>7</td>
<td>For a good performance displaying good command of the relevant material but also some weaknesses.</td>
</tr>
<tr>
<td>4</td>
<td>For a fair performance displaying some command of the relevant material but also some major weaknesses.</td>
</tr>
<tr>
<td>02</td>
<td>For a performance meeting only the minimum requirements for acceptance.</td>
</tr>
<tr>
<td>00</td>
<td>For a performance which does not meet the minimum requirements for acceptance.</td>
</tr>
<tr>
<td>-3</td>
<td>For a performance which is unacceptable in all respects.</td>
</tr>
</tbody>
</table>

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

Regulation on Pupil Appraisal Plans
4.12.2. National Tests

In the beginning of spring 2007, a series of national tests were introduced and since 15th February 2010, these tests have been compulsory. 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, computer based, pupils solve them on the schools computer and they take approximately 45 minutes.

The national test 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 progressively 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 pupils academic level in the subject tested. Hence, the teachers will not spend time on 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 test are taken at the following form levels and subjects:

<table>
<thead>
<tr>
<th>Subjects and form levels</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
<th>6.</th>
<th>7.</th>
<th>8.</th>
<th>9.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danish / Reading</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>English</td>
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<td></td>
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<tr>
<td>Geography</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics / Chemistry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Danish as a second language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(X)</td>
<td>(X)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(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:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Oral examination</th>
<th>Written examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danish</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Physics / Chemistry</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Oral examination</th>
<th>Written examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>German / French</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Christianity / Religion</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Oral examination</th>
<th>Written examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Pupils’ performance are assessed according to the 7-point marking scale.

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

Regulation on Marking Scale and Other Forms of Assessment

Regulation on the Final Examination in the Folkeskole

### 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 face 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 expressed in terms of the 7-point marking scale.
4.15. Educational Guidance

The pupils are taught at the form level, which corresponds to their school age, e.g. 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 (e.g. not found ready to proceed to next year’s level) 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, 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 hers choice of subjects, education and occupation, guidance in the elaboration of the individual pupil’s education and action plans and 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.

Consolidation Act on Primary and Lower Secondary Education (Act on the Folkeskole)

4.16. Private Education

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 - minus the fees paid by the pupils’ parents.

In 2008/09 the private, or free elementary, schools catered for 12.73% of the children of basic school age (including the voluntary pre-school class and the voluntary 10th form)

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.

However, the schools have some money at their disposal which can be used to cover some parents' payment. Therefore, in special circumstances, so called free places can be given.
The private schools can roughly be 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 rather new, and new ones emerge all the time. It is characteristic for private schools that they are smaller than the municipal schools.

All that is demanded of private schools is that the teaching measures live 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 governmental authority but to the parents of each private school to check that its performance measures live 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, mathematics, English and other subjects. 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. Efterskoler

The Efterskole represents an alternative to the ordinary school system for the 14-18-year-olds. The first Efterskole was established in 1851 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, two thirds of the Efterskoler were run according to the ideas of Kold, and two thirds 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. The 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 less academically-abled 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 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 the costs of education, board and lodging.

**Consolidation Act on Independent Boarding Schools**

**4.17.2. Home Tuition**

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

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

**4.17.3. 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 as being alternative ways of structuring the day-to-day work at school. Both full-time and part-time education is offered at youth schools.

**4.17.4. Bridge-Building Courses between Basic School and Youth Education.**

At least 96% of pupils who left the basic school in 2003 is 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

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of pupils</td>
<td>719,161</td>
</tr>
<tr>
<td>Number of teachers</td>
<td>66,364</td>
</tr>
<tr>
<td>Pupil/teacher ratio</td>
<td>11.3</td>
</tr>
<tr>
<td>Average number of pupils per class</td>
<td>19.6</td>
</tr>
<tr>
<td>Number of institutions</td>
<td>2464 (2008)</td>
</tr>
<tr>
<td>Average number of pupils per institution</td>
<td>354 (2008/09)</td>
</tr>
</tbody>
</table>

Administration of the Folkeskole: The Danish Primary and Lower Secondary School

Education in Denmark: Private Schools in Denmark

Hvad lærer dit barn?

Tal der taler 2007

Danish Ministry of Education

Ministry of Science, Technology and Innovation

Statistics Denmark

Consolidation Act on Independent and Private Schools

Consolidation Act on Primary and Lower Secondary Education (Act on the Folkeskole)

Act on the Professional Bachelor’s Degree as Teacher in the Folkeskole

Consolidation Act on Youth Schools

Regulation on Tests and Examinations in the Folkeskole and the General and Preparatory Youth and Adult Education

Regulation on Special Education in the Folkeskole and Other Special Education Assistance

Regulation on the Marking Scale and Other Assessment at Universities

Consolidation Act on Bridge-building Courses Between Basic School and Youth Education

Consolidation Act on Vocational and Educational Guidance

Regulation on the Procedure for Application to and Coordination of the Educational Institutions’ Admission of Applicants to Post-compulsory and Long-cycle Education, Procedure on Application to 10th Form and Notice to the Youth’s Educational Guidance
5. Upper Secondary and Post-Secondary Non-Tertiary Education

Organisation of the education system in Denmark, 2009/10

In order to limit the volume of this chapter, only traditional areas and branches of secondary education, e.g. general upper secondary education and vocational upper secondary education will be dealt with. 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 finally 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. Seven of the schools established in the 12th and 13th centuries still exist today. Broadly speaking, the medieval schools had only one purpose: To educate the servants of the Catholic Church. After the Reformation, the transition from Roman Catholicism to Protestant Luteranism which was officially implemented in 1536, meant that the schools were taken over by the Crown. However the purpose of the schools 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 more or less remained unchanged until 1809 when the old “Clergyman’s School” was transformed in accordance with the spirit of the time. It was transformed into a humanistic ‘Civil Servant’s
School’ which was to “foster true humanity” through immersion in the Antique Greek and Latin cultures combined with the 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 in 2003, which 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 that could lead to further and higher education.

The students who entered the new HF programmes were mainly adults. However, 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 to 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 idea of HHX began in 1888 through a private initiative at Niels Brock Copenhagen Business College 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 among other things entitled the Niels Brock Business College to name itself a "higher business school". This act introduced supervision of the activities of the business colleges and the HHX became a state-controlled examination.

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

Originally, the HHX did not 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 to be found at around 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 3-year programmes each entail a basic programme of 6 months’ duration, which is common for all students. The basic programme is followed by a specialized study programme of 2½ years’ duration chosen within certain predetermined frameworks and combinations. In the 2-year higher preparatory examination program students follow an introductory period lasting approximately four weeks. At the end of the introductory period students choose electives among those offered by the school.

The reform is to serve three overall goals:

- The function of preparing students for higher education shall be strengthened.
- Students’ knowledge, proficiency and competencies 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 organised within the framework of 14 counties were converted to self-governing institutions funded by the state. This applies to the institutions providing general upper secondary education; that is, institutions providing 3-year upper secondary school leaving examination such as the gymnasium (STX) and HF whereas institutions providing the HHX
and HTX already were selfgoverning institutions. 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.

5.1.2. Vocational Upper Secondary Education

This section deals with the vocational education and training.

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 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. Thus, around 50 technical schools had 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 in 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 (Lov om Erhvervsfaglige Grunduddannelser). 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 took 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.

5.2. Ongoing Debates and Future Developments

The implementation of the acts of the general upper secondary education is widely debated among 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, 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 of 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. 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 has come into force in the academic year 2008/2009. Please see section 5.1.2.1 for further details.
5.4. General Objectives

The four upper secondary programmes share the same common objectives which is to prepare young people for higher education, and in that connection to ensure that they acquire general education, knowledge and competencies by means of the subjects they study and in the interaction between them.

The focus of the STX-programme is on general education and general study preparation. The academic standard is closely linked to aspects of the academic subjects, and the students are to achieve general education and study competence in the humanities, natural science and social science with a view to being in a position to complete higher education.

The focus of the HF-programme is on both the theoretical and the practical. The programmes aim to develop the students’ capacity for in-depth study and their understanding of the connections between the subjects and to promote the individual students’ responsibility for his or her own and joint results. The students are to attain analytical and critical skills and achieve insight into natural science, social science and humanistic contexts. They are also to develop their linguistic competences.

The emphasis in the HHX and HTX programme is on vocational perspectives. The aim of providing a qualification for academic studies is in the HHX realised within the areas of business economics and socio-economics combined with foreign languages and other general subjects. In the HTX the focus is on technology and natural sciences combined with other general subjects. The programmes are to develop the students’ capacity for in-depth studies and their understanding of theoretical knowledge as tools for analysing realistic issues.

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 development of young peoples’ interest in and ability to active participate 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 pupils’ 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.

HF There are approximately 90 institutions offering full-time programmes leading to the HF examination. Most of them are attached to Gymnasiums (approximately 70) 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 business colleges, of which there are approximately 60 distributed all over the country.
The HTX programmes are offered by technical colleges.

5.5.2. Vocational Education and Training

In Denmark, vocational education and training programmes are offered at approximately 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 (hotel and restaurant school, hairdressers’ school, transport school, meat trade school etc.) distributed all over the country.

5.6. Geographical Accessibility

The Structural Reform took effect 1st January 2007 and the county councils are now replaced by regional councils, who in cooperation with the institutions decide on the supply of upper secondary education in the local area. The regional councils establish and abolish schools where they find this as the best solution. With regards to STX and HF, students are accepted into the school they wish, if there are available seats. With regards to HHX and HTX, students are accepted into the school they wish, if there is available seats and the Minister of Education also needs to set out rules on the cooperation between schools on the allocation of students.

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 completely open to the general upper secondary programmes. If a school finds that there is a risk that the pupil cannot meet the requirements of the general upper secondary programme, 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.

5.8. Registration and/or Tuition Fees

The attendance at public-sector schools is free. The education is paid through 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 e.g. 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 educational support system has existed since the 1950s. The support consists of a combination of grants and state loans. People over 18 enrolled in 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 2010 are 2,677 kr DKK/month for students living with their parents and 5,384 DKK/month for students living on their own.

In addition to the non-refundable grants mentioned, students can obtain state loans of 2,755 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 approximately DKK 7,000 a month and for people over the age of 18 the approximately 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.

5.11. Specialisation of Studies

5.11.1. The Gymnasium

The Gymnasium STX The basic programme 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 basic programme 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 the basic programme 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 specialized study programme lasts for 2½ years and the students are to achieve general education and study competence which will help them in the completion of 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. Each student chooses a specialized study programme consisting of a package with three subjects. The typical 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 programmes 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.

Each student write a specialized study project in the third year within two or three subjects of their choice. 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.

As well as 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 completed 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 operate within the same general structure as the STX. The specialized study programmes 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 programme 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 programmes 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.

Each student write a specialized study project in the third year within two or three subjects of their choice. All students also receive instruction in electronic data processing.

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 which took effect from the academic year 2008/2009 the former seven access routes were 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.

5.12. 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 instruc-
tion, 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 be-
tween 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, A, B and C 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 normally 
have 200 periods and subjects at A-level normally 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 characterised by the pupil’s choice of 
freedom. Each pupil is to choose a field of study, which could be specialising in science, languages, social sci-
ence etc. A core curriculum is however apparent no matter which the fields of study is chosen. The compulsory subjects are:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Level</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danish</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>B</td>
<td>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.</td>
</tr>
<tr>
<td>2nd foreign language</td>
<td>B</td>
<td>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.</td>
</tr>
<tr>
<td>Physics</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>PE and sport</td>
<td>C</td>
<td>At least C-level</td>
</tr>
<tr>
<td>An artistic subject</td>
<td>C</td>
<td>At least C-level</td>
</tr>
<tr>
<td>Mathematics</td>
<td>C</td>
<td>At least C-level</td>
</tr>
<tr>
<td>Classical studies</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>C</td>
<td>At least C-level</td>
</tr>
</tbody>
</table>

Furthermore, two of the subjects biology, chemistry and geography at at least a C-level must be a part of the fields of study. One of the subjects biology, physics, chemistry or geography must be completed 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 specialized study programmes so each programme contains three specialized study subjects – or two if the study programme contains a beginner or classical language at A-level as the third language.

In each field of study the two fields 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 supply of optional subjects varies depending on the institutions size and the teachers’ academic qualifications. The following are examples of optional subjects: Mathematics, 3rd foreign language, cultural understanding, design, media knowledge, psychology, 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 write a specialized study project. 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 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. In addition there is 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 four weeks – followed by a specialisation period at the rest of the 2-year course.

For all the students attending HF education includes:

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

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 and a C level subject. If English is a A level subject the student must choose two subjects at C level or one subject at B level.

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. In addition there is 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 six months and a following specialisation of 2½ year. The introductory period is compulsory and consists of: Danish, English, mathematics, a second language and multi-subject coursework consisting of commercial, socioeconomic and cultural orientated themes. In these groups, linguistic and communicative elements are included and students are given an opportunity for physical expression and insight in the importance thereof like the importance of personal health.

The specialized study programme consists of a range of compulsory subjects and a range of optional. The compulsory subjects are:

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

The Business College compounds the specialized study programmes so each programme normally consists of three study field-subjects - or two if the study programme contains a beginner language at A-level as the third language. In each programme the two specialized 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, 3rd foreign language, cultural understanding, design, media knowledge, psychology, 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 write a specialized study project. 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 six months and a following specialisation of 2½ year. The introductory period is compulsory and consists of: Danish, English, mathematics and multi-subject coursework consisting of technology, social science and scientific orientated themes. In these groups, linguistic and communicative elements are included and students are given 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:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Level</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Danish</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Communication/ IT</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Social science</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Technical science</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>History of technology</td>
<td>C</td>
<td></td>
</tr>
</tbody>
</table>

The education institution compounds the specialized study programmes, so each study field consists of three specialized study subjects. In each programme the two specialized 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 write a specialized study project. 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 2630 hours of 60 minutes each. In addition there is 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 with 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 regards 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 require-
ments 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 approximately 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.

5.14. Pupil Assessment

5.14.1. The Gymnasium (STX), hhx and htx

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

5.14.1.1. 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 the 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 hers 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 keeps an eye on the outcomes 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’ outcomes of the instructions.

5.14.1.2. 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 with a testimonial and the same applies if the mark is two marks or lower than that given at the previous evaluation.

5.14.1.3. 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 year.

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 programme, all students must also submit a specialized study project in 2 or 3 subjects 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. At oral examinations, the teacher and one external examiner together decide on the mark to be given. The external examiner has the last word.

External examiners are chosen by The Ministry of Education on recommendation from the schools.

5.14.1.4. Marking

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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>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.</td>
</tr>
<tr>
<td>10</td>
<td>For a very good performance displaying a high level of command of most aspects of the relevant material, with only minor weaknesses.</td>
</tr>
<tr>
<td>7</td>
<td>For a good performance displaying good command of the relevant material but also some weaknesses.</td>
</tr>
<tr>
<td>4</td>
<td>For a fair performance displaying some command of the relevant material but also some major weaknesses.</td>
</tr>
<tr>
<td>02</td>
<td>For a performance meeting only the minimum requirements for acceptance.</td>
</tr>
<tr>
<td>00</td>
<td>For a performance which does not meet the minimum requirements for acceptance.</td>
</tr>
<tr>
<td>-3</td>
<td>For a performance which is unacceptable in all respects.</td>
</tr>
</tbody>
</table>

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 all marks is then the student’s examination result. In order to pass, the average must be minimum 02.
5.14.2. The HF

There is continuous evaluation of the students for their work in the HF programmes, but no end-of-year or end-of-term examinations. 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. Finally, it also requires examination in 2-4 optional subjects.

Towards the end of the 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. The external examiner has the last word.

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

5.14.3. 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 marks for the years’ work divided by two amounts to at least 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. Certification

For all the branches (STX, HF, HHX and HTX), the examination average is crucial to the student's future opportunities in the educational 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.

#### 5.15.1. Gymnasium

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
- Marks for the specialized study project
- 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 regards 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.

#### 5.15.2. HF

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.
- Marks for the major written assignment
- An evaluation of the written exam project
- The average mark

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.

5.15.3. HHX and HTX

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 for the specialized study project
- Examination marks
- The examination result

The title of the examinations are “Højere Handelseksamen” (Higher Commercial Examination) and “Højere Teknisk Eksamens” (Higher Technical Examination) respectively.

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

5.15.4. 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 specialisation taken and profile if any
- reference to school certificate and final practical training statement
● statement as to whether a possible test piece has been passed as well as possible indication of the marks given in this context

5.16. Educational/Vocational Guidance, Education/Employment Links

Gymnasium (STX), hf. Hhx and htx

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.

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 such as career guidance as well as general pastoral care. In the HF, a so called tutor function exist. The role of the tutor is to support the student ability to evaluate her or himself in the role as the learner. Besides the individual contact with the student, the role of the tutor is to function as a link of communication to the other teachers regarding the student’s learning.

Both collective and individual guidance is offered. The collective guidance is of a total extent of approximately 20 hours during the entire programme and among other things comprises of 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.

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.

5.17. Private Education

The only private institutions at secondary level are the private gymnasiums.
The Minister of Education may authorise private individuals to 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 subsidised by the state according to the number of students in the institution.

The Minister of Education has the overall responsibility 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. The headmaster 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 headmaster, 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.

5.18. 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 legislation, municipalities have to establish and run youth schools for the 14-18-year-olds residents 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, teaching in the 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 around 80 production schools in Denmark. The school type came into being at the end of the 1970s and they are an offer for young people under 25. The aim of the production schools is 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 includes and forms the basis for the theoretical teaching, which contributes to the vocational qualification of the participants and it may also inspire them to attend 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 approximately 6 months’ duration, but approximately 25% stay at the production school under a month, and another 25% stays for over a year. According to legislation, 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 put emphasis on building a bridge to particularly vocational education and training.

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

Vocational Basic Training

The Act on Vocational Basic Training contains 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 consists mainly 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.
## 5.19. 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 - General upper secondary education

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gymnasium (STX)</td>
<td>71,757 (2008)</td>
</tr>
<tr>
<td>HF</td>
<td>10,417 (2008)</td>
</tr>
<tr>
<td>HHX</td>
<td>24,234 (2008)</td>
</tr>
<tr>
<td>HTX</td>
<td>10,532 (2008)</td>
</tr>
<tr>
<td>Vocational education and training</td>
<td>34,766 (2008)</td>
</tr>
</tbody>
</table>

### Number of graduates in main branches - General upper secondary education

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gymnasium (STX)</td>
<td>19,321 (2008)</td>
</tr>
<tr>
<td>HF</td>
<td>3,943 (2008)</td>
</tr>
<tr>
<td>HHX</td>
<td>6,870 (2008)</td>
</tr>
<tr>
<td>HTX</td>
<td>2,425 (2008)</td>
</tr>
<tr>
<td>Vocational education and training</td>
<td>9,295 (2008)</td>
</tr>
<tr>
<td>Social and health education</td>
<td>7,804 (2005/06)</td>
</tr>
</tbody>
</table>
Completion rate (2005/2006) - General upper secondary education

<table>
<thead>
<tr>
<th>Institution</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gymnasium (STX)</td>
<td>83.8 %</td>
</tr>
<tr>
<td>HF</td>
<td>65.7 %</td>
</tr>
<tr>
<td>HHX</td>
<td>79.3 %</td>
</tr>
<tr>
<td>HTX</td>
<td>71.1 %</td>
</tr>
<tr>
<td>Vocational education and training</td>
<td>51.2 %</td>
</tr>
<tr>
<td>Social and health education</td>
<td>77.6 %</td>
</tr>
</tbody>
</table>

Graduates by sex (2008) - General upper secondary education

<table>
<thead>
<tr>
<th>Institution</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gymnasium (STX)</td>
<td>61.7 %</td>
<td>38.3 %</td>
</tr>
<tr>
<td>HF</td>
<td>65.4 %</td>
<td>34.6 %</td>
</tr>
<tr>
<td>HHX</td>
<td>55.2 %</td>
<td>44.8 %</td>
</tr>
<tr>
<td>HTX</td>
<td>20.3 %</td>
<td>79.7 %</td>
</tr>
<tr>
<td>Vocational education and training (2005/06)</td>
<td>44.6 %</td>
<td>55.4 %</td>
</tr>
<tr>
<td>Social and health education (2005/06)</td>
<td>77.0 %</td>
<td>23.0 %</td>
</tr>
</tbody>
</table>

Teacher/student ratio

<table>
<thead>
<tr>
<th>Institution</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gymnasium and HF</td>
<td>8.6 (2005)</td>
</tr>
<tr>
<td>HHX</td>
<td>12.8 (2005)</td>
</tr>
<tr>
<td>HTX</td>
<td>9.1 (2005)</td>
</tr>
</tbody>
</table>

Education in Denmark: General Upper Secondary Education

Education in Denmark: Vocational education and training

Education in Denmark: Vocationally Oriented General Upper Secondary Education

National Advisers in Danish Upper Secondary Education

New Structure of the Danish Vocational Education and Training System

The Basic Social and Health Education Programmes

Danish Ministry of Education

Ministry of Science, Technology and Innovation

Statistics Denmark
Consolidation Act on Basic Vocational Education and Training etc.

Consolidation Act on General Upper Secondary Education

Consolidation Act on Price Discount on Transport for Students

Consolidation Act on Vocational Education

Consolidation Act on Youth Schools

Consolidation Act on Students’ Grants and Loans Scheme

Regulation on the Pedagogical Training of Teachers at Vocational Schools

Regulation on the Education towards Upper Secondary School Leaving Examination

Consolidation Act on the HF course

Consolidation Act on the HHX Course and the HTX Course
6. Tertiary Education

Organisation of the education system in Denmark, 2009/10

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCED 0</td>
<td>Pre-primary (for which the Ministry of Education is not responsible)</td>
</tr>
<tr>
<td>ISCED 1</td>
<td>Primary</td>
</tr>
<tr>
<td>ISCED 2</td>
<td>Lower secondary general (including pre-vocational)</td>
</tr>
<tr>
<td>ISCED 3</td>
<td>Upper secondary general</td>
</tr>
<tr>
<td>ISCED 4</td>
<td>Post-secondary non-tertiary</td>
</tr>
<tr>
<td>ISCED 5B</td>
<td>Tertiary education - part-time or combined school and workplace courses</td>
</tr>
<tr>
<td>ISCED 5A</td>
<td>Tertiary education - study abroad</td>
</tr>
</tbody>
</table>

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; 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 within the area of arts).

In 1479, King Christian I received the Pope’s permission to establish the University of Copenhagen (Københavns Universitet). And for nearly 400 years it was the only higher education institution in Denmark, but during the 19th century, a number of specialised institutions were established. These include 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; the University of Aarhus (Aarhus Universitet), University of Southern Denmark (Syddansk Universitet), Roskilde University (Roskilde Universitetssenter), 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, Aarhus University 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. In the Finance Act of 2009, DKK 1,722 million has been allocated to ensure that 50% of a year group is to complete an education at tertiary level (this amount is also intended to ensure that 95% completes a post-compulsory upper secondary education).

Among the key initiatives in the university sector are:

- The basic funds of universities should be distributed according to results
- At least 50 percent of the public research funds should be subject to open competition
- Government research institutions should be integrated in universities
- All university programmes should be evaluated according to international standards. A new independent accreditation body is established for that purpose
- Systematic dialogue with employers
- The number of PhD scholarships should be doubled
- Special Master’s programmes for outstanding students
- There should be a global perspective in all educations

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

The current government has reached the policy aim of allocating 1% of GDP to research and innovation from 2010-2012.

The Danish government has in February 2010 launched a new strategy: "Denmark 2020. Knowledge, growth, prosperity and welfare". The government has listed 10 goals, which are to be met before 2020, and one of the goals is to have at least one Danish university in top 10 of European universities. Also, all Danish universities have to maintain or improve their international ranking measured in the most relevant and recognised comparisons.

Alongside the goal of having a Danish university in top 10 in Europe, the government also wants to improve the Danish university sector by making strong educational offers which match the needs of the society, maintain the high ambitions for research and innovation as well as maintaining and improving the work with the internationalisation of the Danish universities.

During 2010, the establishment of a Danish university centre will commence in Beijing.

Danmark 2020

Progress, Innovation and Cohesion

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 is the Act on vocational academy programmes and professional bachelor programmes nr. 207 ("31/03/2008 Lov om erhvervsakademiuddannelser og professionsbacheloruddannelser) of 2008 which authorises the Ministry of Education to lay down regulations for the programmes.

The legislative basis for the medium-cycle non-university education programmes at institutions placed under the Ministry of Education is the Act on vocational academy programmes and professional bachelor programmes nr. 207 ("31/03/2008 Lov om erhvervsakademiuddannelser og professionsbacheloruddannelser) of 2008 which authorises the Ministry of Education to lay down regulations for the programmes. The purpose of the new legislation is to improve the possibilities of developing 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.

Act on vocational academy programmes and professional bachelor programmes

6.3.2. Long-cycle Higher Education

The legislative framework for the study programmes at universities is "the Act on Universities" of 2007 ("LBK nr. 1368 af 07/12/2007 – Bekendtgørelse af lov om universiteter"). "The Act on 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 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, e.g. Bachelor, Master, PhD etc.

"The Act of Universities" is supplemented by a number of ministerial orders, such as "the Ministerial Order on University Admission" (Adgangsbekendtgørelsen - BEK nr 52 af 28/02/2009), which lays down the overall conditions for admission on Bachelor and Master level, "the Ministerial order on Bachelor and Master’s programmes (candidatus) 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 with later amendments), which lays down the overall conditions for university tests and examinations on Bachelor and Master level. The “Ministerial Order on the Grading scale and other Forms of Assessment of University Education” (Karakterbekendtgørelsen – BEK nr. 250 af 15/03/2007) has meant a chance of the Danish grading system into a seven point grading scale.

Provisions concerning the PhD-degree are found in ministerial order no. 18 of 14/01/2008 (Act 1368 af 07/12/2007) 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.

Consolidation Act on Universities (the University Act)

Regulation on Admission to Bachelor’s and Master’s degrees at the Universities

Regulation on the PhD programme at universities
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 (erhvervsakademiuddannelse) building upon either relevant vocational education and training (plus adequate general upper secondary courses) or general upper secondary education or commercial/technical upper secondary education.

Hence, the Academy Profession Degree (AP degree) (Danish title: profession +(AK) is awarded after two years of study (120 ECTS points)

Apart from theoretical subjects, programmes are usually completed with a three-months 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 if 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 professionally oriented programme at a level corresponding to a university Bachelor (Professional Bachelor):

- 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 which meet a number of criteria, such as research, practical training 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, e.g. a Master programme (Adult educational programme) or on certain conditions, a specific Master programme (kandidatuddannelse, third cycle).
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, screen for the relevancy of its research and educational disciplines on a regular basis, prioritise and develop 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 the Danish 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.

Consolidation Act on Universities (the University Act)

6.5. Types of Institutions

Higher education comprises a university sector, college sector and a academy sector. 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

Structural changes on institutional level have been taking place. These changes affect the entire system of higher education. Among other things, all short-cycle higher education will be concentrated on 10 Erhvervsakademier (academies of professional higher education). These academies will be separated from the vocational/business colleges, but still work in close cooperation with the colleges.

Furthermore, the major part of the medium-cycle-education will be concentrated on 8 University Colleges.

6.5.2. Long-cycle higher education

The new university structure includes eight universities, five of which are multi-faculty universities. The other three universities specialise 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 15 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.

Ministry of Culture
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 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, the school of journalism etc. 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 a high level, work experience etc.

6.6.2. Medium Cycle Higher Education

The admission requirements for the medium cycle higher educations are most often a general upper-secondary education, but also certain vocational educations supplemented with upper-secondary courses can give access.

6.6.3. 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 upper secondary school leaving examination (studentereksamen), the higher preparatory examination (HF) the higher commercial examination (HHX) and the higher technical examination (HTX) all count as qualifying examinations at upper secondary level. Admission to a specific bachelor program requires in addition to the general admission requirements stipulated above certain subjects at level A, B or C 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 have been changed from 2008, which means that pupils have to have completed more subjects and often subjects at higher levels in order to attend a specific bachelor programme.
Admission to a master program is a relevant bachelor program or other relevant Danish or foreign education on 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.

The Coordinated Enrolment System (KOT) 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 (kvote 1) depends exclusively on grades. Admission through quota 2 (kvote 2) depends on a number of different criteria, such as grades and work experience. The universities stipulate the criteria themselves.

6.6.4. Admission to the adult education system

The adult general education, 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.

6.7. Registration and/or Tuition Fees

In general, access to public sector education is 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 a 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 student unions or to medical care. However, students have to buy their own study material.

6.8. Financial Support for Students

The Danish State Education Grant and Loan Scheme Authority distribute grants and loans to students. Everyone at the age of 18 and above 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 or she 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 (e.g. medicine and veterinarian programmes).

If a student changes field of study, he or she 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 besides their studies may earn a certain maximum, the so-called "free amount", and still uphold their grant.

Students enrolled in higher education may get reductions in their costs of travel cards (bus, train). 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 reduction applies to bus and train cards in Denmark as well as to bus and train cards crossing 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. Work obligation of 6 months' duration distributed over the three years are typically attached to the above scholarships.

The cost for the education grant and loan scheme was in 2005 approximately 12,3 billion DKK. Around 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 enrolled in 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. Therefore, the academic year 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, the same.

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 December/January and thereafter teaching from February to around May and examinations in May/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 three-year bachelor degree programme corresponding to 180 ECTS, followed by a two-year programme leading to the Candidatus-degree (Master’s level) corresponding to 120 ECTS. In branches such as medicine, the two-year programme is extended to three years.

Doctoral studies are fully implemented as third cycle leading to the PhD degree. All doctoral programmes are structured programmes which both include 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, for example History with Physics with the aim of obtaining qualifications to teach in the upper secondary school (Danish Gymnasium), the studies will be prolonged with 30 ECTS.

The master level is 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 which are in focus. A programme normally exists of an obligatory part of 90 ECTS-points and an optional part of 30 ECTS-points.

The obligatory part consists of topic-areas and obligatory optional topics within technology.

The optional part builds on to the obligatory part and consists of i.e. specialisation courses and a final examination project.
6.11.2. Medium-cycle Higher Education

Professional bachelors' programmes exist in the technical, educational, social, creative and health-related fields. They provide students with knowledge of theory and the application of theory to professions and industries. All programmes include periods of practical training and require the submission of a project paper.

Colleges may award the professional bachelor titles on completion of programmes that have been approved to meet a number of criteria. Among other things, the teaching must be rooted in the profession and its development and it must include links to national and international research.

6.11.3. Long-cycle Higher Education

According to the Act on Universities, the Director of Studies and universities’ Study Boards are responsible for the practical organisation of teaching and assessments forming parts of the exams.

The Study Board shall ensure the organisation, 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 is 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 Programme at the Universities of the 14th of January 2008, the PhD Student shall be required to. 1) Carry out independent research work under supervision (the PhD project) 2). Complete PhD courses totalling approximately 30 ECTS points. 3) Participate in active research environments, including stays at other, mainly foreign, research institutions. 4) Gain experience of teaching or other forms of knowledge dissemination, which is as far as possible related to the student’s PhD project. 5) Complete a PhD thesis on the basis of the PhD project.

Consolidation Act on Universities (the University Act)

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 e.g. 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

No information available.

6.13.2. Medium-cycle higher education

No information available.

6.13.3. Long-cycle higher education


6.13.4. Marking scale

From the 1st of September 2007, all Danish higher education institutions had to introduce the grading scale presented below. Marks given before the 1st of September have been translated to the new standards in the candidates’ final diplomas. The new grades given are 12, 10, 7, 4, 2, 0 and –3.
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 which the curriculum stipulates are part of the first-year examination before the end of the first year of a 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 enrolling, 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. Within three months of the start of the PhD programme, the university shall approve a research and study plan (the PhD plan) for the individual PhD student. At regular points in time during the PhD programme, the university shall assess whether the PhD student is following the PhD plan and, if necessary, adjust the plan. The university shall lay down internal rules on the frequency of such assessments.

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.
In an annexe to the certificate, the institutions issue 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. Also, the Diploma Supplement provides information about the institution, the place of the institution and the programme in the Danish education system.

6.15.1. Short-cycle higher education

The institution issues a diploma to students who have successfully completed the programme. 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.

6.15.2. Medium-cycle higher education

The above text regarding the diploma also applies to the medium-cycle higher education.

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.

National Board of Health

6.15.3. Long-cycle higher education

Until April 1st 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 1st, 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 overall average examination result
● a profile, which describes the programme

As well as a diploma supplement in Danish and English.

PhD-degree: After having awarded 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.

ACE Denmark

6.16. Educational/Vocational Guidance, Education/Employment Links

The Student Counselling Service (Studenterrådgivningen) is an independent institution under the Ministry of Science, Technology and Innovation. The purpose of the service is to offer social, psychological, and psychiatric counselling and guidance for prospective and current students at higher educational institutions in connection to their educational situation. The Student Counselling Service can support and take the initiative to carry out research and development within the frames of our purpose. The Student Counselling Service can additionally support, participate in, and initiate international cooperation with similar institutions. There have recently been established 9 Student Counselling Services spread around Denmark, and primarily located in cities that houses universities. There are local counselling services at a few of the other educational institutions in Copenhagen.

The Student Counselling Service has fifty employees, including psychologists, social workers with relevant continuing and further education, psychiatric medical consultants, and administrative staff.

The Student Counselling Service only helps students in medium or long-term higher education programmes. The Student Counselling Service does not help PhD students, students in open programmes, students of master’s degrees or single diploma degrees.

Student Counselling Service

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

<table>
<thead>
<tr>
<th>Area of study</th>
<th>Number of graduates (2008)</th>
<th>Number of students (2008)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics/business</td>
<td>1,896</td>
<td>7,513</td>
</tr>
<tr>
<td>Technical studies</td>
<td>564</td>
<td>1,164</td>
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<tr>
<td>Computer science</td>
<td>869</td>
<td>3,768</td>
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<tr>
<td>Biotechnical studies</td>
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<td>1,411</td>
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<tr>
<td>Design</td>
<td>499</td>
<td>1,203</td>
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<tr>
<td>Health</td>
<td>275</td>
<td>997</td>
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<tr>
<td>Arts</td>
<td>235</td>
<td>1,044</td>
</tr>
<tr>
<td>Other</td>
<td>1,128</td>
<td>1,850</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Total number of students (2008)</th>
<th>Male</th>
<th>Female</th>
<th>In total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9,832</td>
<td>9,118</td>
<td>18,950</td>
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</table>

<table>
<thead>
<tr>
<th>Total number of graduates (2008)</th>
<th>Male</th>
<th>Female</th>
<th>In total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3,154</td>
<td>2,754</td>
<td>5,908</td>
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### 6.19.1.2. Medium-cycle higher education

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<thead>
<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Medium-cycle higher</td>
<td>69 056</td>
<td>67 730</td>
<td>47 514</td>
<td>20 292</td>
<td>14 668</td>
<td>7 595</td>
</tr>
<tr>
<td>education in total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pedagogical</td>
<td>35 570</td>
<td>32 831</td>
<td>24 284</td>
<td>9 012</td>
<td>7 690</td>
<td>4 096</td>
</tr>
<tr>
<td>Communication and</td>
<td>1 892</td>
<td>1 841</td>
<td>1 017</td>
<td>578</td>
<td>453</td>
<td>176</td>
</tr>
<tr>
<td>business language</td>
<td></td>
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</tr>
<tr>
<td>Arts</td>
<td>626</td>
<td>576</td>
<td>355</td>
<td>235</td>
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<td>Social science</td>
<td>3 635</td>
<td>3 927</td>
<td>3 410</td>
<td>1 250</td>
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<td>339</td>
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<tr>
<td>Technical</td>
<td>9 787</td>
<td>9 934</td>
<td>2 761</td>
<td>3 507</td>
<td>2 169</td>
<td>1 162</td>
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<tr>
<td>Food and nutrition</td>
<td>1 664</td>
<td>1 700</td>
<td>1 582</td>
<td>418</td>
<td>208</td>
<td>174</td>
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<tr>
<td>Transport</td>
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<td>405</td>
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<td>Health</td>
<td>14 577</td>
<td>15 574</td>
<td>14 036</td>
<td>5 388</td>
<td>2 887</td>
<td>1 512</td>
</tr>
<tr>
<td>Defence</td>
<td>35 570</td>
<td>32 831</td>
<td>24 284</td>
<td>9 012</td>
<td>7 690</td>
<td>4 096</td>
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</table>

### 6.19.1.3. Medium-cycle higher education (bachelor programmes)

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>Bachelorprogrammes in</td>
<td>62 198</td>
<td>67 238</td>
<td>37 677</td>
<td>22 068</td>
<td>11 814</td>
<td>5 371</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>21 174</td>
<td>22 919</td>
<td>14 631</td>
<td>7 166</td>
<td>3 516</td>
<td>1 964</td>
</tr>
<tr>
<td>Arts</td>
<td>617</td>
<td>692</td>
<td>337</td>
<td>219</td>
<td>112</td>
<td>32</td>
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<tr>
<td>Natural sciences</td>
<td>8 190</td>
<td>8 759</td>
<td>3 712</td>
<td>2 441</td>
<td>1 306</td>
<td>595</td>
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<tr>
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<td>23 009</td>
<td>12 322</td>
<td>8 064</td>
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<tr>
<td>Technical</td>
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<td>1 936</td>
<td>1 919</td>
<td>953</td>
<td>454</td>
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<td>Food and nutrition</td>
<td>229</td>
<td>260</td>
<td>212</td>
<td>89</td>
<td>41</td>
<td>17</td>
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<tr>
<td>Agricultural sciences</td>
<td>921</td>
<td>1 091</td>
<td>820</td>
<td>362</td>
<td>131</td>
<td>61</td>
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<tr>
<td>Health</td>
<td>4 198</td>
<td>5 147</td>
<td>3 707</td>
<td>1 808</td>
<td>673</td>
<td>185</td>
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</table>
### Number of graduates in medium-cycle programmes, 2007

<table>
<thead>
<tr>
<th>Number of graduates in medium-cycle programmes, 2007</th>
<th>Humanities</th>
<th>Science</th>
<th>Social sciences</th>
<th>Health sciences</th>
<th>Technical sciences</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aalborg University</td>
<td>358</td>
<td>75</td>
<td>320</td>
<td>-</td>
<td>427</td>
<td>1,180</td>
</tr>
<tr>
<td>Aarhus University</td>
<td>1,179</td>
<td>357</td>
<td>1,004</td>
<td>-</td>
<td>-</td>
<td>2,540</td>
</tr>
<tr>
<td>Technical University of Denmark</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>208</td>
<td>208</td>
</tr>
<tr>
<td>Copenhagen Business School</td>
<td>299</td>
<td>-</td>
<td>1,181</td>
<td>-</td>
<td>-</td>
<td>1,480</td>
</tr>
<tr>
<td>IT University of Copenhagen</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>University of Copenhagen</td>
<td>1,027</td>
<td>661</td>
<td>980</td>
<td>610</td>
<td>-</td>
<td>3,278</td>
</tr>
<tr>
<td>Roskilde University</td>
<td>351</td>
<td>104</td>
<td>434</td>
<td>-</td>
<td>-</td>
<td>889</td>
</tr>
<tr>
<td>University of Southern Denmark</td>
<td>472</td>
<td>303</td>
<td>820</td>
<td>63</td>
<td>16</td>
<td>1,674</td>
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<tr>
<td><strong>In total</strong></td>
<td><strong>3,686</strong></td>
<td><strong>1,500</strong></td>
<td><strong>4,739</strong></td>
<td><strong>671</strong></td>
<td><strong>651</strong></td>
<td><strong>11,249</strong></td>
</tr>
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</table>

### 6.19.1.4. Long-cycle higher education

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Long-cycle higher education in total</strong></td>
<td>60,150</td>
<td>59,746</td>
<td>34,055</td>
<td>17,273</td>
<td>14,402</td>
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<tr>
<td><strong>Pedagogical</strong></td>
<td>3,480</td>
<td>4,056</td>
<td>3,086</td>
<td>1,206</td>
<td>158</td>
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<tr>
<td><strong>Humanities and theology</strong></td>
<td>16,439</td>
<td>16,295</td>
<td>10,567</td>
<td>4,199</td>
<td>3,549</td>
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<tr>
<td><strong>Arts</strong></td>
<td>809</td>
<td>832</td>
<td>475</td>
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<td>219</td>
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<tr>
<td><strong>Natural sciences</strong></td>
<td>6,279</td>
<td>6,171</td>
<td>2,440</td>
<td>1,907</td>
<td>1,736</td>
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<tr>
<td><strong>Social sciences</strong></td>
<td>20,207</td>
<td>20,719</td>
<td>10,967</td>
<td>6,816</td>
<td>5,007</td>
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<tr>
<td><strong>Technical</strong></td>
<td>5,531</td>
<td>4,881</td>
<td>1,766</td>
<td>1,517</td>
<td>1,914</td>
</tr>
<tr>
<td><strong>Food and nutrition</strong></td>
<td>258</td>
<td>249</td>
<td>205</td>
<td>94</td>
<td>89</td>
</tr>
<tr>
<td><strong>Agricultural sciences</strong></td>
<td>1,253</td>
<td>1,112</td>
<td>764</td>
<td>162</td>
<td>282</td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td>5,769</td>
<td>5,319</td>
<td>3,778</td>
<td>972</td>
<td>1,328</td>
</tr>
<tr>
<td><strong>Defence</strong></td>
<td>125</td>
<td>112</td>
<td>7</td>
<td>112</td>
<td>120</td>
</tr>
</tbody>
</table>
### PhD students

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science</strong></td>
<td>1,329</td>
<td>1,366</td>
<td>1,342</td>
<td>1,338</td>
<td>1,293</td>
<td>1,294</td>
<td>1,319</td>
<td>1,342</td>
<td>1,451</td>
<td>1,633</td>
</tr>
<tr>
<td><strong>Technical Sciences</strong></td>
<td>875</td>
<td>907</td>
<td>938</td>
<td>951</td>
<td>930</td>
<td>934</td>
<td>1,053</td>
<td>1,079</td>
<td>1,125</td>
<td>1,274</td>
</tr>
<tr>
<td><strong>Health Science</strong></td>
<td>1,110</td>
<td>1,118</td>
<td>1,151</td>
<td>1,145</td>
<td>1,138</td>
<td>1,127</td>
<td>1,223</td>
<td>1,355</td>
<td>1,530</td>
<td>1,643</td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
<td>624</td>
<td>635</td>
<td>680</td>
<td>721</td>
<td>741</td>
<td>775</td>
<td>864</td>
<td>871</td>
<td>929</td>
<td>984</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td>782</td>
<td>788</td>
<td>837</td>
<td>819</td>
<td>791</td>
<td>762</td>
<td>789</td>
<td>795</td>
<td>784</td>
<td>826</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4,720</td>
<td>4,841</td>
<td>4,948</td>
<td>4,974</td>
<td>4,893</td>
<td>4,892</td>
<td>5,248</td>
<td>5,442</td>
<td>5,819</td>
<td>6,360</td>
</tr>
</tbody>
</table>

### PhD graduates

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science</strong></td>
<td>257</td>
<td>285</td>
<td>280</td>
<td>301</td>
<td>291</td>
<td>301</td>
<td>289</td>
<td>277</td>
<td>244</td>
<td>277</td>
</tr>
<tr>
<td><strong>Technical Sciences</strong></td>
<td>173</td>
<td>180</td>
<td>185</td>
<td>184</td>
<td>191</td>
<td>218</td>
<td>153</td>
<td>214</td>
<td>200</td>
<td>243</td>
</tr>
<tr>
<td><strong>Health Science</strong></td>
<td>226</td>
<td>226</td>
<td>254</td>
<td>263</td>
<td>249</td>
<td>273</td>
<td>275</td>
<td>235</td>
<td>235</td>
<td>275</td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
<td>88</td>
<td>98</td>
<td>99</td>
<td>110</td>
<td>113</td>
<td>126</td>
<td>72</td>
<td>126</td>
<td>126</td>
<td>140</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td>105</td>
<td>122</td>
<td>103</td>
<td>101</td>
<td>125</td>
<td>126</td>
<td>113</td>
<td>142</td>
<td>103</td>
<td>123</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>849</td>
<td>911</td>
<td>921</td>
<td>959</td>
<td>969</td>
<td>1,044</td>
<td>883</td>
<td>1,029</td>
<td>908</td>
<td>1,058</td>
</tr>
</tbody>
</table>

### 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).

#### Total cost per graduate in 2008

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Sciences</strong></td>
<td></td>
</tr>
<tr>
<td>Economics, political science, sociology, anthropology, business economics etc.</td>
<td>524,120</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td></td>
</tr>
<tr>
<td>Languages, philosophy, history, theology etc.</td>
<td>524,120</td>
</tr>
<tr>
<td>Music, communication studies, film and media studies etc.</td>
<td>650,120</td>
</tr>
<tr>
<td><strong>Natural Sciences</strong></td>
<td></td>
</tr>
<tr>
<td>Biology, physics, chemistry etc.</td>
<td>825,220</td>
</tr>
<tr>
<td>Geography, sports, mathematics etc.</td>
<td>673,220</td>
</tr>
<tr>
<td>Veterinary science</td>
<td>903,262</td>
</tr>
<tr>
<td><strong>Health sciences</strong></td>
<td></td>
</tr>
<tr>
<td>Nurse, public health</td>
<td>673,220</td>
</tr>
<tr>
<td>Medicine</td>
<td>981,304</td>
</tr>
<tr>
<td>Dentist</td>
<td>825,220</td>
</tr>
<tr>
<td><strong>Technical sciences</strong></td>
<td></td>
</tr>
<tr>
<td>Engineering etc.</td>
<td>825,220</td>
</tr>
</tbody>
</table>
6.19.3. Completion rates

<table>
<thead>
<tr>
<th>%</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-cycle higher education</td>
<td>70</td>
<td>71</td>
<td>72</td>
</tr>
<tr>
<td>Medium-cycle higher education</td>
<td>75</td>
<td>75</td>
<td>76</td>
</tr>
<tr>
<td>Long-cycle higher education</td>
<td>85</td>
<td>84</td>
<td>85</td>
</tr>
</tbody>
</table>

6.19.4. Number of teachers in higher education

There are approximately 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.

**Number of teachers in long-cycle higher education (universities)**

<table>
<thead>
<tr>
<th>Number of teachers (2006)</th>
<th>Humanities</th>
<th>Social sciences</th>
<th>Natural sciences</th>
<th>Health sciences</th>
<th>Technical sciences</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>166</td>
<td>329</td>
<td>301</td>
<td>354</td>
<td>212</td>
<td>1362</td>
</tr>
<tr>
<td>Associate professors</td>
<td>869</td>
<td>669</td>
<td>923</td>
<td>398</td>
<td>756</td>
<td>3615</td>
</tr>
<tr>
<td>Assistant professors</td>
<td>287</td>
<td>282</td>
<td>526</td>
<td>337</td>
<td>425</td>
<td>1857</td>
</tr>
<tr>
<td>Total</td>
<td>1322</td>
<td>1280</td>
<td>1750</td>
<td>1089</td>
<td>1393</td>
<td>6834</td>
</tr>
</tbody>
</table>

The Danish University and Property Agency

6.19.5. Number and size of institutions, 2004

<table>
<thead>
<tr>
<th>Type of institution</th>
<th>Number of institutions</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Long-cycle education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Universities</td>
<td>8</td>
<td>114,762 (2005)</td>
</tr>
<tr>
<td><strong>Medium-cycle non-university education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University College (Professionshøjskoler)</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td><strong>Short-cycle non-university education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academy of professional higher education (Erhvervsakademier)</td>
<td>10</td>
<td>60,361</td>
</tr>
</tbody>
</table>
6.19.6. Number of students by institution and academic fields

<table>
<thead>
<tr>
<th>Number of students, 2007</th>
<th>Humanities</th>
<th>Science</th>
<th>Social sciences</th>
<th>Health sciences</th>
<th>Technical sciences</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aalborg University</td>
<td>2,926</td>
<td>837</td>
<td>2,896</td>
<td>134</td>
<td>3,269</td>
<td>10,062</td>
</tr>
<tr>
<td>Aarhus University</td>
<td>14,057</td>
<td>3,450</td>
<td>8,406</td>
<td>2,787</td>
<td>132</td>
<td>28,832</td>
</tr>
<tr>
<td>Technical University of Denmark</td>
<td>54</td>
<td>23</td>
<td>-</td>
<td>-</td>
<td>4,306</td>
<td>4,383</td>
</tr>
<tr>
<td>Copenhagen Business School</td>
<td>2,278</td>
<td>-</td>
<td>10,208</td>
<td>-</td>
<td>-</td>
<td>12,486</td>
</tr>
<tr>
<td>IT University of Copenhagen</td>
<td>-</td>
<td>859</td>
<td>116</td>
<td>-</td>
<td>-</td>
<td>975</td>
</tr>
<tr>
<td>University of Copenhagen</td>
<td>14,841</td>
<td>9,230</td>
<td>9,059</td>
<td>5,177</td>
<td>-</td>
<td>38,307</td>
</tr>
<tr>
<td>Roskilde University</td>
<td>3,270</td>
<td>800</td>
<td>3,143</td>
<td>10</td>
<td>-</td>
<td>7,223</td>
</tr>
<tr>
<td>University of Southern Denmark</td>
<td>4,697</td>
<td>1,747</td>
<td>4,317</td>
<td>2,085</td>
<td>358</td>
<td>13,204</td>
</tr>
<tr>
<td>In total</td>
<td>42,123</td>
<td>16,946</td>
<td>38,145</td>
<td>10,193</td>
<td>8,065</td>
<td>115,472</td>
</tr>
</tbody>
</table>

6.19.7. Expected proportion of a yeargroup to obtain tertiary education qualifications

<table>
<thead>
<tr>
<th>Year</th>
<th>Both (%)</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>9.9</td>
<td>10.0</td>
<td>9.8</td>
</tr>
<tr>
<td>1995</td>
<td>12.4</td>
<td>12.5</td>
<td>12.4</td>
</tr>
<tr>
<td>2000</td>
<td>13.7</td>
<td>12.3</td>
<td>15.2</td>
</tr>
<tr>
<td>2001</td>
<td>14.5</td>
<td>13.2</td>
<td>15.8</td>
</tr>
<tr>
<td>2002</td>
<td>15.4</td>
<td>14.0</td>
<td>16.9</td>
</tr>
<tr>
<td>2003</td>
<td>15.6</td>
<td>14.2</td>
<td>17.1</td>
</tr>
<tr>
<td>2004</td>
<td>15.3</td>
<td>13.5</td>
<td>17.2</td>
</tr>
<tr>
<td>2005</td>
<td>15.3</td>
<td>14.0</td>
<td>17.1</td>
</tr>
<tr>
<td>2006</td>
<td>16.0</td>
<td>13.9</td>
<td>18.2</td>
</tr>
</tbody>
</table>

De videregående uddannelser i tal

Education in Denmark: Higher Education

Quality Assessment of Higher Education in Denmark

Staffing of Higher Education in Denmark

The State Education Grant and Loan Scheme: Education in Denmark

Universitetsuddannelser i tal 2008

Danish Ministry of Education

Ministry of Science, Technology and Innovation

Statistics Denmark

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Act on the Professional Academy Courses and on the Professional Bachelor degree

Act on University Colleges

Consolidation Act on Price Discount on Transport for Students

Consolidation act on Professionel Academies

Consolidation Act on Universities (the University Act)

Regulation on Admission to Bachelor's and Master's degrees at the Universities

Regulation on Doctoral Degrees

Regulation on Special Educational Assistance in Long-cycle Education

Regulation on the Appointment of Academic Staff at Universities

Regulation on the PhD programme at universities
7. Continuing Education and Training for Young School Leavers and Adults

7.1. Historical Overview

Danish adult education has its roots in the concept of Folkeoplysning general liberal adult 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 offered it through their evening classes.

However, the serious unemployment situation in the 1930s and 1940s created an incipient understanding of the low skilled workers' need for improved qualifications.

In 1940, the low skilled workers' unions, the employers' associations and the technological institutes established 3-year evening courses in the winter season for low skilled workers. In 1950, the Ministry of Labour stepped in and established 5 schools for unemployed low skilled 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 Adult Vocational Training (AMU) comprises both courses for low skilled workers and skilled workers.

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 (AVU) in single subjects at the level of lower secondary education. At the same time a programme on higher preparatory single subject courses at general upper secondary level was introduced. These 2 programmes are now provided by adult education centres (VUC). These centres also provide preparatory adult education (FVU) courses at the level of primary and lower secondary education.

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 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 adult education and continuing training system, the programme courses are structured in such a way that the level of qualification can be compared to levels in the mainstream education system. At the same time, new concepts and courses have been developed. The credit transfer system is extended and at the same time, the courses at all education and training levels must take their point of departure in the work experience of the adult participants.

The further education system is to systematise the adult education and continuing training programme 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, voca-
tionally and practically-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’s 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 commis-
sion’s report and recommendations, the Government has formulated four overall objectives of the future
policymaking within the field of adult education and continuing training:

1) 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 com-
petences acquired within the formal education system, but also taking into account qualifications acquired
through practice, i.e. "real competences".

2) A strengthening of the general basic skills, especially for those with the lowest level of education and other
vulnerable groups.

3) The provision of adult education and continuing training should be attractive, targeted and flexible with
reference to employers and employees.

4) 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. However, education at master degree level is under the auspices of the Ministry of Science,
Technology and Innovation.

**General adult education:**

AVU (Almen Voksen Uddannelse) is regulated by the Act on General Adult Education number 311 of
30/04/2008. According to the Act, the aim of general adult education is to make it possible for adults to im-
prove or supplement their general knowledge and skills and to strengthen their prerequisites for active par-
ticipation 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.

**Adult vocational training programmes**

The adult vocational training programmes (arbejdsmarkedssuddannelser, AMU) are regulated by the Act on
Adult vocational training programmes from 2003 latest revised in 2008 (number 190 of 18/03/2008). Accord-
ing to the Act, the aim of the training programmes is among other things to maintain, develop and improve
participants’ vocational qualifications and competences in accordance with the needs of the labour market.

The adult vocational training programmes are short vocational training programmes mainly for low skilled
and skilled workers on the labour market.
The programmes serve a triple purpose:

- To contribute to maintaining and improving the vocational skills and competences of the participants in accordance with the needs on the labour market and to furthering competence development of the participants.

- To contribute to solving labour market restructuring and adaptation problems in accordance with the needs on the labour market in a short and a long term perspective.

- To give adults the possibility of upgrading competences for the labour market as well as personal competences through possibilities to obtain formal competence in vocational education and training.

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

Adult vocational training programmes have been developed for low skilled and skilled workers. However, everybody may participate irrespective of educational background. Only formal entrance requirement is being resident or holding a job in Denmark. In general:

- The programmes are mainly provided for low skilled and skilled workers having a job. Workers and employers in private as well as public sector enterprises may participate in the programmes.

- The unemployed in their first unemployment term may have a combination of adult vocational training programmes of their own selection for 6 weeks. Unemployed with a personal action plan from the job centres/local authorities may participate.

- Immigrants and refugees may follow ordinary courses or courses specifically developed for this group.

**Open Education**

Open Education is regulated by the Act on Open Education number 952 of 02/10/2009 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, focus should be on 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 (GVU) and further education for adults taken at three advanced levels of education, VVU, diploma and master:
Videregående voksenuddannelse (VVU, Advanced Adult Education) – comparable to a short-cycle higher education

Diplomuddannelse (Diploma programmes) – comparable to a medium-cycle higher education level

Masteruddannelse (Master’s programmes) – comparable to a long-cycle higher education level, e.g. Master of Business Administration (MBA), Master of Public Administration (MPA) or Master of Public Health (MPH).

Most programmes consist of 2 years of part-time study, equivalent to 1 year of full-time study. The admission requirements are a relevant prior qualification and at least 2 years of professional experience. Institutions may accept applicants on the basis of other relevant qualifications.

Education programmes at the advanced levels within the adult education system may be advanced in depth and in breadth, i.e. either vocational specialisation within or outside the ordinary vocational field of the participant. The organisation of the content and teaching methods of the continued education programmes within the adult education system is also to a high degree based on the life and work experience of the adults.

Agency for International Education

Danish Ministry of Education

7.4. General Objectives

It is the objective of the general adult education (AVU courses) corresponding the level of basic education 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 adult vocational training programmes (AMU) to contribute to the prevention of imbalances in the labour market, to underpin initiatives to promote employment, to improve the unemployed peoples’ chances of finding a job on the ordinary labour market, to stimulate job rotation in the labour market and to give adults the possibility of upgrading competences for the labour market as well as personal competences through possibilities to obtain formal competences in vocational education and training.

It is the objective of open education that adults throughout their lives can, and whenever they feel a desire and need to do so, return to the education and training 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.

7.5. Types of Institution

General adult education programmes (FVU, AVU and HF single subjects) 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 adult vocational training centres and vocational technical and commercial colleges distributed nation-wide.

Open education is mainly offered by vocational technical and commercial colleges and higher education institutions.

Basic education for adults (GVU) 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 technical and commercial 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 at the age of 18 or over have the possibility of receiving adult education and continuing training up to the level of a professional bachelor degree within a reasonable distance.

7.7. Admission Requirements

Preparatory adult education programme for adults (FVU, shorter courses in the Danish language and in mathematics at the level of primary or lower secondary education) is open to anyone at 18-years of age or over.

General adult education (AVU single subject courses) is open to anyone at 18-years of age or over.

Higher preparatory single subjects courses (HF-enkelfag, at the level of general upper secondary courses) is open to anyone at 18-years of age or over and with relevant education at lower secondary level.

The only entrance requirement for the Adult vocational training programme (AMU, mainly for employed low skilled and skilled persons) is being resident or holding a job in Denmark.

Open education (courses at the level of upper secondary or higher education) has the same admission requirements as the equivalent full-time study programmes.

Basic adult education: (GVU): 1) minimum: 25 years of age, 2) at least 2 years of relevant job experience and 3) at least leaving examination of the basic school in subjects, which are relevant for the course.

The VVU-degree programme (further education for adults corresponding to 2 years of higher education at undergraduate level): The applicant must have a relevant qualification at upper secondary level or a basic education qualification for adults and at least 2 years of relevant job experience.

The diploma degree programme (continuing professional education at bachelor level): 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 and at least 2 years of relevant job experience.

The Master degree programme (professional master’s programme): as a minimum, the applicant must have completed relevant medium-cycle higher education programme, a Bachelor programme or a diploma degree programme completed as a regulated course and at least 2-5 years of relevant job experience.

7.8. Registration and/or Tuition Fees

Public adult education and vocational training is primarily publicly financed by taximeter grants to the schools and education institutions (taximeter grant per full-time equivalent participant a fixed rate per programme).

E.g. the minor tuition fee in adult vocational training programmes (AMU) are however most often co-financed by the 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 (IKV) and participation by the unemployed who attend individually selected programmes for 6 weeks are free of tuition fees.

In general, in adult education and continuing training programmes and open education programmes at higher education level participants or their employer pay a relative high tuition fee to cover an absolute minority of the expenditures. The tuition fees may vary, but lie within DKK 2500 per module, 12.000 altogether. Master degree programme are more expensive.

7.9. Financial Support for Learners

The participants in further education and continuing training for adults may obtain financial support from the public sector to cover their cost of living expenditures, normally corresponding to the level of maximum unemployment benefit rate. As a result of a reform of the adult education and continuing training area, see 7.1. a scheme has come into force from January 2001, which provides two possibilities of support: State educational support for adults as allowance in general education at secondary level and at higher education level (SVU/the Danish education support) or allowance in adult vocational training courses (VEU/ the State grant system for adults).

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 while studying.

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. 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 adult vocational training courses. The so-called State grant system for adults (VEU) is only for participants in adult vocational training (AMU). The remuneration is to ensure that adults participating in vocationally oriented adult education up to and including vocational education and training level may 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. Expenditures for unemployed are normally covered by the job centres/local authorities.

7.10. Main Areas of Specialisation

The main branches of study are the formally qualifying general adult education AVU and HF single subject courses which fall into two categories: Single subject courses leading to leaving examinations of the Folkeskole and single subject courses leading to leaving examinations at general upper secondary level HF. The adult vocational training course AMU fall into three main categories: Specific job related skills and competences, general skills and competences and labour management skills and competences. 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, an 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 in FVU, AVU and HF-single subject courses is normally organised in classes. It is possible for participants who have not participated in the instruction in AVE or HF single subject courses to sit for examinations as independent students. The teaching is to a large extent ICT-supported.

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.

Adult vocational training courses (AMU 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.

The educational activities under the further education system for adults programme system are most often part-time programmes, i.e. 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.

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.

7.12. Trainers

In general, teacher’s in adult education and continuing training programmes must have the same qualifications as in the corresponding mainstream programmes.

The minimum vocational qualification requirement for e.g. adult vocational training teachers is a vocational education and training qualification + 3 years of occupational experience or 5 years of relevant occupational experience. The teachers need to be flexible as new programmes are currently introduced, training may be organized at the workplace and teachers take part in counselling and guidance activities for workers and enterprises.

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 approximately 13 months which must be commenced within the first two years of employment.

7.13. Learner Assessment/Progression

In general adult education, AVU and HF single subject courses there are the same examinations as in the corresponding mainstream courses and continuous evaluation.

In preparatory adult education courses and in adult vocational training courses (AMU) the evaluation varies according to the type of training. Some qualifying courses in AMU are completed by an examination recognized by the legal authorities or a combination of several courses may lead to same qualification equivalent to the level of a certificate from the mainstream vocational education and training programme.

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 is 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 programme. 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.
7.14. Certification

The Minister of Education may lay down more detailed provisions on the design and issuing of the certificates.

When completing a 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 the leaving examinations of the Folkeskole. It is also possible to complete a general preparatory examination with certificate in 5 subjects (Danish, mathematics, English, natural science, and either French, German, history or social science). This will qualify for entering a higher preparatory programme (HF) or higher preparatory single subject courses in relevant fields of study.

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 7-point marking scale. The Ministry produces the certificate formularies.

On completion of an adult vocational training course (AMU) participant receives a certificate qualifying for the national labour market. For about 150 of the many different training programmes, participants pass an exam and receive a formal, qualifying certificate recognized by the legal authorities. Some courses may in combination with relevant work experience and other education if any, lead to a competence, recognition of prior learning (RKV/IKV), 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.

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.

7.15. Education/Employment Links

There are several ways to collect information about the educations and subsequent career opportunities. Among these are the schools and institutions, vocational guidance counsellors, the job centres, and libraries. 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 vary to a great extent.

The adult vocational training courses (AMU) are mainly provided by state schools, but also a number of private schools are approved by the Ministry of Education to provide adult vocational training courses.

7.17. Statistics

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult and continuing education in total</td>
<td>62,400</td>
<td>61,900</td>
<td>50,300</td>
</tr>
<tr>
<td>General courses</td>
<td>31,200</td>
<td>30,000</td>
<td>24,000</td>
</tr>
<tr>
<td>Basic vocational training</td>
<td>12,200</td>
<td>11,600</td>
<td>10,100</td>
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<tr>
<td>Continuing education in total</td>
<td>19,000</td>
<td>20,300</td>
<td>16,100</td>
</tr>
<tr>
<td>Short-cycle</td>
<td>6,300</td>
<td>6,500</td>
<td>5,500</td>
</tr>
<tr>
<td>Medium-cycle</td>
<td>9,700</td>
<td>10,700</td>
<td>8,000</td>
</tr>
<tr>
<td>Long-cycle</td>
<td>3,100</td>
<td>3,100</td>
<td>2,600</td>
</tr>
</tbody>
</table>

Total public expenditure for all adult education and vocational training: DKK 5,000 million (2005)

Overall age distribution of participants in adult education and continuing training (2004):

<table>
<thead>
<tr>
<th>Age group</th>
<th>Distribution, in percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 – 24 years old</td>
<td>4.3</td>
</tr>
<tr>
<td>25 – 49 years old</td>
<td>66.2</td>
</tr>
<tr>
<td>50 – 59 years old</td>
<td>26.0</td>
</tr>
<tr>
<td>60+ years old</td>
<td>3.5</td>
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</table>

Overall gender distribution of participants in adult education and continuing training (2004):

<table>
<thead>
<tr>
<th>Sex</th>
<th>Distribution, in percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>51.5</td>
</tr>
</tbody>
</table>
The Adult Education and Continuing Training Reform

Voksenuddannelse i tal

Danish Ministry of Education

Ministry of Science, Technology and Innovation

Statistics Denmark

Consolidation Act on Adult Educational Grant

Consolidation Act on Special Education for Adults

Consolidation Act on Preparatory Education for Adults

Consolidation Act on Institutions for General Upper Secondary Education and General Adult Education etc.
8. Teachers and Education Staff

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-primary Teachers

In order to be employed as a pre-primary teacher, the candidate must have completed the Bachelor of Social Education programme.

The teachers of the Folkeskole

In order to be considered for a teaching post in the Folkeskole a candidate must have completed the Bachelor of Education programme for primary and lower secondary school teachers or other teacher training approved by the Ministry of Education.

Secondary education

In order to get appointed for a 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 approximately 9,000 teachers) will usually have a vocational qualification or similar 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 in Denmark dates back a long time. When the combined training programme was adopted by act of Parliament in 1991, there were three 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 or 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: “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 affected 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, took its point of departure in the idea that the teacher of the Folkeskole must have a better subject-specific preparation. The educational programme was of 4 years duration and the student had 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 included compulsory subjects in didactics, psychology and pedagogic and compulsory practical training for 24 weeks of duration. Finally, the programme was completed with a project 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 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 of taking the paedagogikum was included in the total working hours at the student teacher’s school of employment.
Now the paedagogikum is a sandwich education, which is organised over the span of a year. The paedagogikum requires an employment. A teacher has to complete a paedagogikum in all his or hers subject related courses.

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, Nationalt Center for Erhvervspædagogik), which has 5 regional departments so that 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. However, 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 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, the Danish Parliament agreed on a reform on the Bachelor of Education programme for primary and lower secondary schools teachers. The reform became effective from August 2007.

With the reform, students are required to only have two or three main subjects as opposed to the previous four. In return, these subjects have been made greater and more comprehensive so that student teachers become experts within their main subjects.

The pedagogical and didactic aspects of initial teacher education have been strengthened by increasing the amount of teaching in these subjects and by also integrating the pedagogical and didactic aspects into the students’ different main subjects.

In order to choose a certain main subject, the student need to demonstrate a certain level of qualification. In this regard the admission requirements have been tightened.

The reform also introduced compulsory attendance for students in their first year of the teacher education programme.

In the academic year 2007/2008 a new marking scale – comprising 7 marking points ranging from -3 to 12 – replaced the previously used 13-point marking scale. For more information see section 4.12.1.

8.1.3. Specific Legislative Framework

8.1.3.1. Pre-primary teachers
The Bachelor in Social Education programme is based on the Act number 315 of 19 April 2006. The executive order number 2007 of 13 March of 2007 lays down the more detailed framework for the programme.

The overall aim of the Bachelor in Social Education programme is to provide professional qualifications for working with a broad range of development and care assignments such as children in pre-school classes, 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 in various social forums and it shall contribute to furthering the personal development of the student and to develop the students’ interest in and ability for active participation in a democratic society.

8.1.3.2. The teachers of the Folkeskole

The Bachelor of Education programme for Primary and Lower Secondary School Teachers is based on the Act number 579 of 9 June 2006. The objective of the B. Ed. programme for primary and lower secondary school teachers is to train teachers for the primary and lower secondary school and to provide a basis for further training. With a view to their professionally oriented function as primary and lower secondary school teachers, the training programme is to:

- Provide the students with the necessary academic and educational insight and practical training,
- Contribute to furthering the students’ personal development, and
- Contribute to developing the students’ interest in and ability to participate actively in a democratic society.

Graduates of the teacher-training programme have the right to use the title of Bachelor of Education (B. Ed.). The programme provides a general qualification for teaching in the primary and lower secondary school. The longterm goal is, to an increasing extent, for qualified teachers to teach their main subject(s).

8.1.3.3. Teachers in General Upper Secondary Education

It is among other things laid down in the legislation of general upper secondary education which kind of training is required in order to obtain a teaching post in general upper secondary education.

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 univer-
sity 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 as a 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 with 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 acquired the following qualifications 2 years after their appointment at the latest: 1) A broad general background corresponding at least to the level in the subject range of vocational upper secondary education in the relevant area and at least 2 subjects within the subject-areas of Danish, foreign languages, natural sciences, social sciences and information technology must be at level A. 2) 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-primary teachers takes place at university colleges. In-service training courses for pre-primary teachers are held in different places, e.g. teacher training colleges, the Danish University of Education and under the auspices of the professional organisations.

Initial training for teachers of the Folkeskole takes place at university colleges. In-service training for Folkeskole teachers is provided i.e., by the Danish University of Education, university colleges, the teachers’ associations and other professional associations.

In general, initial training of teachers at upper secondary level takes place at the universities.

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 the 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-primary Teachers

In order to be admitted to the Bachelor in Social Education programme students must in general have passed one of the qualifying examinations at upper secondary level: The studentereksamen (STX), the HF examination, the HHX or the HTX examination. However, the university college must allow applicants admission on a basis other than the established requirements if after an assessment of prior qualifications the applicant is evaluated to have qualifications that are comparable to the established requirements and the university college assesses that the applicant will be able to complete the programme.

8.1.5.2. Folkeskole Teachers

The normal requirement for admission is that students must have passed one of the qualifying examinations at upper secondary level: The studentereksamen (STX), the HF examination, the HHX or the HTX examination. However, the university college must allow applicants admission on a basis other than the established requirements if after an assessment of prior qualifications the applicant is evaluated to have qualifications that are comparable to the established requirements and the university college assesses that the applicant will be able to complete the programme.

8.1.5.3. Teachers in General Upper Secondary Education

Gymnasium and HF:

- have a university degree in one or more of the subjects forming part of the curriculum in general upper secondary education, e.g. 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 or 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 approximately 50% for admission in the spring and approximately 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 gymnasiums HF 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

Each educational institution that offers teacher training draws up a curriculum formulating the key requirements of the programme’s content and structure.

8.1.6.1. Pre-primary Teachers

The training programme is of 3½ years duration and alternates between theoretical education at the university college and teaching practice at an institution - with a total of 64 weeks’ practical training during the programme.

The content of the training programme consists of the following subjects:

<table>
<thead>
<tr>
<th>Subject</th>
<th>ETCS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogy</td>
<td>43</td>
</tr>
<tr>
<td>Danish, culture and communication</td>
<td>28</td>
</tr>
<tr>
<td>Individual, institution and society</td>
<td>18</td>
</tr>
<tr>
<td>Main subject</td>
<td>30</td>
</tr>
<tr>
<td>Practical training</td>
<td>74</td>
</tr>
<tr>
<td>Specialisation</td>
<td>5</td>
</tr>
</tbody>
</table>

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.

Before the conclusion of the programme each student must complete a bachelor project corresponding to 12 ECTS points.

8.1.6.2. The teachers of the Folkeskole

The teacher training programme is of 4 years’ duration. The programme consist of the following subjects etc., which form part of the programme with the indicated proportion of a student’s full-time workload of a year:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Rate of full-time equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogical subjects (didactics, psychology and pedagogy)</td>
<td>0.55</td>
</tr>
<tr>
<td>Christian studies etc.</td>
<td>0.28</td>
</tr>
<tr>
<td>Main subjects</td>
<td>2.4</td>
</tr>
<tr>
<td>Bachelor project</td>
<td>0.17</td>
</tr>
<tr>
<td>Teaching practice</td>
<td>0.6</td>
</tr>
<tr>
<td>In total</td>
<td>4</td>
</tr>
</tbody>
</table>

Students are required to choose between the following main subjects corresponding to 72 ECTS points:

- Danish, mathematics, nature/technology or physics/chemistry.

Students are then furthermore required to choose one or two of the following main subjects:

- Humanities subjects: English, French, history, Christian studies/religious education, social studies or German.
- Natural science subjects: Biology or geography,
- Practical/aesthetic subjects: Visual art, home economics, textile design, sport, music and wood/metalwork.
In the main subjects, the students are to acquire strong subject-didactical competences which qualify 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 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.

8.1.6.3. Teachers in General Secondary Education

Now the paedagogikum is a sandwich education, which is organised over the span of a year. The paedagogikum requires an employment. A teacher has to complete a paedagogikum in all his or hers subject related courses.

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 approximately 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 in order to enable 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 the purpose of 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.

• pedagogy and values: Educational theories and their connection to educational philosophy 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-primary Teachers

After each practical training period, there is an assessment of the outcomes which the student has gained from the teaching. This assessment is made in cooperation between the teaching practice place and the university college. The assessment is expressed in terms of “approved/not approved”.

The 1st year of the programme 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. Students who fail an examination may attend a re-examination - as a main rule twice.

After a successful completion of the programme, students obtain the title “Bachelor of Social Education”.
8.1.7.2. The teachers of the Folkeskole

Each subject within the programme for primary and lower secondary teachers is concluded with an examination which may be oral, written, practical or as a combination of these forms. The teaching practice is assessed as either Passed or Failed.

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, which 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.

Each period of teaching practice is assessed as either Passed or Failed. The institution where the student has conducted the period of teaching practice gives the university college its feedback and evaluation on the student. Based on this information, the student’s teaching practice period is assessed as Passed or Failed.

Upon completion, the graduates of the teacher-training programme have the right to use the title of Bachelor of Education (B. Ed.).

Danish Ministry of Education

8.1.7.3. Teachers in General Upper Secondary Education

Teachers must have completed a Master’s programme at a university or – in certain cases – be able to document a corresponding level. Teachers must also have completed a course in educational theory and practice (paedagogikum) before or subsequent to their appointment at the school.

The practical paedagogikum is concluded by the candidate teaching his teaching practice classes for at least one hour in each of his or hers 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 with a written examination. The syllabus for the written examination is approximately 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 extent 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 7-point marking scale indicating the performance of the candidate. A minimum of 02 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.

Danish Ministry of Education

8.1.7.4. Teachers in Vocational Education

Teachers in vocational education and training programmes have normally completed a vocational education in the subjects in which they teach and have typically taken higher education, subsequently. A minimum of 5 years’ professional experience is required, but only two years of professional experience for teachers in the general subject areas. Normally, the teachers of general subjects have a Bachelor or Master’s degree.

Teachers who do not already have pedagogical training must take a specially organised pedagogical training course for vocational college teachers. This training must normally be completed within the first 2 years of appointment to a job at the college.

The individual teacher is obliged to keep his/her academic and pedagogical knowledge up to date. The college is required to draw up a plan for the competence development of the teachers’ group at the college. On this basis and in cooperation with the teacher, the college determines the individual’s professional upgrading.

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 demonstrates 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.

Danish Ministry of Education

8.1.8. Alternative Training Pathways

The tendency in terms of recruitment is that the number of applicants has shown a down-sloping curve. In 2002, a credit transfer programme was introduced in order to prevent teacher shortage. In order to be accepted in the programme students are required to have a qualifying examination at upper secondary level combined with previous working experience within one of the main subjects or a bachelor or master’s degree. The duration of the programme depends on the level of previous competences.
Furthermore, one can partly take the teacher education programme as an e-learning distance programme at certain university colleges. During these programmes, parts of the ordinary class-room teaching is substituted by e-learning. This form of teaching may be used when the student lives far from the providers of teacher education, 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 Danish Union 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, 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 hired with the thought of 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").

It is solely the responsibility of the local authorities to employ teachers. As such the individual schools can employ teachers.

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

Pre-school teachers are employed on a group contract basis with a civil-servant-like status.

The teachers of the Folkeskole are employed on a group contract basis.

Gymnasium and HF. Teachers are employed on a group contract basis. A minority, i.e. approximately 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.

In vocational training 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.

In 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

In the 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. In 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 get 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. However, this does not apply for the Folkeskole teachers.
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

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).

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.

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.

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.

There are no formal admission requirements for in-service training of teachers.

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.

The courses for all types of teachers are held on a part-time or full-time basis as seminars or conferences.

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

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).

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.

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.

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.

There are no formal admission requirements for in-service training of teachers.

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.

The courses for all types of teachers are held on a part-time or full-time basis as seminars or conferences.

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 (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.

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, paving 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 paving way for 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 paving way for 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.

**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-primary 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).
### Monthly rate in highest paid area (DKK)

<table>
<thead>
<tr>
<th>Seniority salary system (2009)</th>
<th>Basic salary system (2009)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 35 (basic salary)</td>
<td>27,166.75</td>
</tr>
<tr>
<td>Step 27 (basic salary)</td>
<td>24,478.75</td>
</tr>
<tr>
<td>Step 30 (4 years experience)</td>
<td>25,520.92</td>
</tr>
<tr>
<td>Step 32 (8 years experience)</td>
<td>26,037.00</td>
</tr>
</tbody>
</table>

### Danish Union of Teachers

#### 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 new pay, as the teacher group will now also change 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/comence 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.

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 approximately 700 DKK.

In addition to the basic rate 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.
Monthly rate in highest paid area (DKK)

<table>
<thead>
<tr>
<th>Seniority salary system (2009)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 42 (basic salary)</td>
<td>30,075.25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Basic salary system (2009)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 30 (basic salary)</td>
<td>25,624.83</td>
</tr>
<tr>
<td>Step 34 (4 years of employment)</td>
<td>27,096.17</td>
</tr>
<tr>
<td>Step 39 (8 years of employment)</td>
<td>28,791.67</td>
</tr>
</tbody>
</table>

Danish Union of Teachers

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 31st 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 3-3-3-5-5-5-5-8.

Function supplements are given for functions, which are special and which are 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 transfer 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).

<table>
<thead>
<tr>
<th>Monthly wages in DKK (2009)</th>
<th>STX and HF</th>
<th>HHX and HTX</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st and 2nd year</td>
<td>29,350</td>
<td>30,770</td>
</tr>
<tr>
<td>3rd year</td>
<td>31,520</td>
<td>33,280</td>
</tr>
<tr>
<td>4th year</td>
<td>35,610</td>
<td>36,070</td>
</tr>
<tr>
<td>5th year</td>
<td>35,610</td>
<td>37,990</td>
</tr>
<tr>
<td>6th year and onwards</td>
<td>37,530</td>
<td>37,990</td>
</tr>
</tbody>
</table>

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.

The Danish National Union of Upper Secondary School Teachers
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 1st 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)

<table>
<thead>
<tr>
<th>The basic rate of step</th>
<th>Wage, in DKK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>224,007</td>
</tr>
<tr>
<td>2</td>
<td>231,628</td>
</tr>
<tr>
<td>7</td>
<td>270,194</td>
</tr>
<tr>
<td>8</td>
<td>278,393</td>
</tr>
</tbody>
</table>

**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 1st 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)

<table>
<thead>
<tr>
<th>The basic rate of step</th>
<th>Wage, in DKK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>219,727</td>
</tr>
<tr>
<td>2</td>
<td>289,228</td>
</tr>
</tbody>
</table>
8.2.11.5. Tertiary Education
University Colleges

Staff is 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 is 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 agree for this staff.

The new wage system is characterised by being a basic wage system with a supplement part. The basic wage system has seven steps. 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.

<table>
<thead>
<tr>
<th>Rates of basic wage (2008)</th>
<th>Yearly wage (DKK)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>187,233</td>
</tr>
<tr>
<td>2</td>
<td>191,597</td>
</tr>
<tr>
<td>4</td>
<td>217,631</td>
</tr>
<tr>
<td>5</td>
<td>234,551</td>
</tr>
<tr>
<td>6</td>
<td>249,983</td>
</tr>
<tr>
<td>7</td>
<td>253,180</td>
</tr>
<tr>
<td>8</td>
<td>265,188</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supplement wage (2008)</th>
<th>Yearly supplement (DKK)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant professor/lecturer at university college</td>
<td>26,000</td>
</tr>
<tr>
<td>Associate professor at university college</td>
<td>44,000</td>
</tr>
<tr>
<td>Assistant professor/lecturer at teacher training colleges</td>
<td>26,000</td>
</tr>
<tr>
<td>Assistant professor/lecturer at teacher training college after 3 yrs</td>
<td>33,500</td>
</tr>
<tr>
<td>Associate professor at teacher training college</td>
<td>58,900</td>
</tr>
<tr>
<td>Teachers at vocational colleges</td>
<td>27,400</td>
</tr>
<tr>
<td>Teachers at vocational colleges after 3 yrs</td>
<td>35,100</td>
</tr>
<tr>
<td>Research assistant at universities</td>
<td>28,400</td>
</tr>
<tr>
<td>Assistant professor/lecturer/postdoc at university</td>
<td>37,600</td>
</tr>
<tr>
<td>Associate professor at university</td>
<td>62,100</td>
</tr>
</tbody>
</table>

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.

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 agree 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.

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.

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**8.2.12. Working Time and Holidays**

**8.2.12.1. Pre-school**

**Tasks**

Pre-school teachers can inter alia:

- Teach in pre-school classes
- Facilitate integration of kindergarten activities with primary school activities
- Provide special educational assistance
- Be substitute teacher in 1st and 2nd grade
Working Time

The maximum number of weekly working hours for teachers in nurseries, kindergartens and 24-hour institutions is 37. The yearly working time is 1924 hours including (public) holidays.

Working time is divided between school time and individual time. School time is the time, which the teacher uses for actual teaching, while individual time refers to the time spent on tasks related to teaching. Every teacher has 320 hours of individual time, which the teacher administrates individually.

Working time should normally be placed Monday through Friday.

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 eight 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 two 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; a salary like the one paid during absences due to illness.

Child-minding leave:

People with children between the ages of 0 and 8 years are entitled to leave with a view to mind 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 in order to follow 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, 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 salarie 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.

Aftale om arbejdstid for børnehaveklasseledere i folkeskolen

Danish Union of Teachers

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. 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; a salary as the one paid during absences due to illness.

Child-minding leave:

People with children between the ages of 0 and 8 years are entitled to leave with a view to mind their own children. Salarie 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 (salarie workers, self-employed and unemployed) who are over 25 years of age at the commencement of the leave. Salaried workers and self-employed people can obtain educational leave for up to 52 weeks. The shortest period, for which leave can be obtained, is one week (7 days). Unemployed people can obtain educational leave for up to 6 weeks.
Educational leave may be obtained in order to follow 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, 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 salarie 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.

Aftale om arbejdstid mv. for lærere i folkeskolen og ved specialundervisning for voksne 2005

Danish Union of Teachers

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 municipalities. 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; a salary as the one paid during absences due to illness.

Child-minding leave:

People with children between the ages of 0 and 8 years are entitled to leave with a view to mind their own children. Salarie 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 (salarie workers, self-employed and unemployed) who are over 25 years of age at the commencement of the leave. Salarie workers and self-employed people can obtain educational leave for up to 52 weeks. The shortest period, for which leave can be obtained, is one week (7 days). Unemployed people can obtain educational leave for up to 6 weeks.

Educational leave may be obtained in order to follow 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, 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 salarie 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 amounts 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 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 in week 25 and 26 after childbirth

During the leave, ordinary salary is paid; a salary as the one paid during absences due to illness.

Child-minding leave:

People with children between the ages of 0 and 8 years are entitled to leave with a view to mind their own children. Salarie 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 (salarie workers, self-employed and unemployed) who are over 25 years of age at the commencement of the leave. Salarie workers and self-employed people can obtain educational leave for up to 52 weeks. The shortest period, for which leave can be obtained, is one week (7 days). Unemployed people can obtain educational leave for up to 6 weeks.

Educational leave may be obtained in order to follow 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, 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 salarie 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**

**Tasks**

The main tasks for professors along with assistant and associate professors are research and research based teaching. Staff employed as postdocs, researchers or senior researchers have primarily tasks related to research.

**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 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 in week 25 and 26 after childbirth.

During the leave, ordinary salary is paid; a salary as the one paid during absences due to illness.
**Child-minding leave:**

People with children between the ages of 0 and 8 years are entitled to leave with a view to mind their own children. Salarie 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 (salarie workers, self-employed and unemployed) who are over 25 years of age at the commencement of the leave. Salarie workers and self-employed people can obtain educational leave for up to 52 weeks. The shortest period, for which leave can be obtained, is one week (7 days). Unemployed people can obtain educational leave for up to 6 weeks.

Educational leave may be obtained in order to follow 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, 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 salarie workers during the leave corresponds to the maximum unemployment benefit. The Danish Employment Service (Arbejdsformidlingen) administrates the educational leave scheme in cooperation with the unemployment funds.

**Cirkulære om stillingsstruktur for videnskabeligt personale ved universiteter**

**The State Employer's Authority**

**8.2.13. Promotion, Advancement**

**8.2.13.1. Pre-primary, 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. Opportunities for promotion are: Administrative jobs in the school (school leaders, guidance counsellors etc.). 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-primary, 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 or her 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 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 leader

There is no automatic promotion to management functions. School leaders are chosen on the basis of their qualifications.

Danish teachers work within a non-hierarchical collegiate organisation. Opportunities for promotion are: Administrative jobs in the school (school leaders, guidance counsellors 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. School leaders 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.) and 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

Primary and lower secondary education

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Pre-school teachers</th>
<th>Headmasters</th>
<th>Consultants</th>
<th>Social educators</th>
<th>Total number of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>66,364</td>
<td>4,018</td>
<td>5,389</td>
<td>172</td>
<td>6,460</td>
<td>82,403</td>
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</tbody>
</table>

Staff divided by gender 2008/09

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>27,143 (33%)</td>
</tr>
<tr>
<td>Women</td>
<td>55,260 (67%)</td>
</tr>
</tbody>
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Staff divided by agegroups 2008/09

<table>
<thead>
<tr>
<th>Agegroups</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-24</td>
<td>0.7</td>
</tr>
<tr>
<td>25-34</td>
<td>22.7</td>
</tr>
<tr>
<td>35-44</td>
<td>26.5</td>
</tr>
<tr>
<td>45-54</td>
<td>26.6</td>
</tr>
<tr>
<td>Above 54</td>
<td>23.5</td>
</tr>
</tbody>
</table>
Headmasters divided by gender 2008/09

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2498</td>
<td>1868</td>
</tr>
</tbody>
</table>

General upper secondary

<table>
<thead>
<tr>
<th>Number of general upper secondary teachers 2005</th>
<th>10,030</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>49 %</td>
</tr>
</tbody>
</table>

Higher education

Staff at universities in Denmark 2006

<table>
<thead>
<tr>
<th></th>
<th>Humanities</th>
<th>Social Sciences</th>
<th>Natural Sciences</th>
<th>Health Sciences</th>
<th>Technical Sciences</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>166</td>
<td>329</td>
<td>301</td>
<td>354</td>
<td>212</td>
<td>1,362</td>
</tr>
<tr>
<td>Associate professors</td>
<td>869</td>
<td>669</td>
<td>923</td>
<td>398</td>
<td>756</td>
<td>3,615</td>
</tr>
<tr>
<td>Assistant professors</td>
<td>287</td>
<td>282</td>
<td>526</td>
<td>337</td>
<td>425</td>
<td>1,857</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,322</strong></td>
<td><strong>1,280</strong></td>
<td><strong>1,750</strong></td>
<td><strong>1,089</strong></td>
<td><strong>1,393</strong></td>
<td><strong>6,834</strong></td>
</tr>
</tbody>
</table>

Percentage of women

<table>
<thead>
<tr>
<th></th>
<th>Humanities</th>
<th>Social Sciences</th>
<th>Natural Sciences</th>
<th>Health Sciences</th>
<th>Technical Sciences</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>20</td>
<td>13</td>
<td>10</td>
<td>12</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Associate professors</td>
<td>38</td>
<td>27</td>
<td>18</td>
<td>34</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>Assistant professors</td>
<td>51</td>
<td>43</td>
<td>35</td>
<td>56</td>
<td>23</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>38</strong></td>
<td><strong>27</strong></td>
<td><strong>22</strong></td>
<td><strong>34</strong></td>
<td><strong>15</strong></td>
<td><strong>26</strong></td>
</tr>
</tbody>
</table>

Percentage of staff divided by age group and academic field 2006

<table>
<thead>
<tr>
<th>Age</th>
<th>Humanities</th>
<th>Social Sciences</th>
<th>Natural Sciences</th>
<th>Life Sciences</th>
<th>Health Sciences</th>
<th>Technical Sciences</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>-29</td>
<td>0.5</td>
<td>1.8</td>
<td>9.5</td>
<td>2.9</td>
<td>2.3</td>
<td>5.8</td>
<td>4.0</td>
</tr>
<tr>
<td>30-34</td>
<td>7.0</td>
<td>10.6</td>
<td>16.4</td>
<td>17.2</td>
<td>13.6</td>
<td>20.4</td>
<td>13.9</td>
</tr>
<tr>
<td>35-39</td>
<td>11.6</td>
<td>17.5</td>
<td>14.5</td>
<td>19.0</td>
<td>15.2</td>
<td>17.9</td>
<td>15.6</td>
</tr>
<tr>
<td>40-44</td>
<td>16.2</td>
<td>16.0</td>
<td>11.8</td>
<td>16.1</td>
<td>12.7</td>
<td>14.3</td>
<td>14.4</td>
</tr>
<tr>
<td>45-49</td>
<td>12.4</td>
<td>10.6</td>
<td>10.1</td>
<td>15.0</td>
<td>12.7</td>
<td>10.3</td>
<td>11.4</td>
</tr>
<tr>
<td>50-54</td>
<td>16.9</td>
<td>11.9</td>
<td>10.5</td>
<td>10.2</td>
<td>10.4</td>
<td>8.8</td>
<td>11.6</td>
</tr>
<tr>
<td>55-59</td>
<td>14.5</td>
<td>14.0</td>
<td>8.7</td>
<td>10.2</td>
<td>12.2</td>
<td>8.5</td>
<td>11.4</td>
</tr>
<tr>
<td>60-64</td>
<td>16.0</td>
<td>13.4</td>
<td>13.5</td>
<td>6.8</td>
<td>14.7</td>
<td>10.5</td>
<td>13.1</td>
</tr>
<tr>
<td>65-70</td>
<td>4.8</td>
<td>4.3</td>
<td>6.5</td>
<td>2.6</td>
<td>6.0</td>
<td>3.6</td>
<td>4.6</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Amount (N)</td>
<td>1221</td>
<td>1265</td>
<td>1301</td>
<td>453</td>
<td>1092</td>
<td>1365</td>
<td>6797</td>
</tr>
</tbody>
</table>

For statistics on salaries, please refer to section 8.2.11.
Administration of the Folkeskole: The Danish Primary and Lower Secondary School

Fornyelse i forskerstaben

Pædagogisk personale i grundskolen

Pædagogisk personale og elev/lærer-ratio i grundskolen for skoleåret 2007/08

Staffing of Higher Education in Denmark

Universiteternes videnskabelige personale

Danish Ministry of Education

Statistics Denmark

UNI•C The Danish IT Centre for Education and Research

Act on the Professional Bachelor's Degree as Educator

Act on the Professional Bachelor's Degree as Teacher in the Folkeskole

Regulation on Admission to Bachelor's and Master's degrees at the Universities

Regulation on the Pedagogical Training of Teachers at Vocational Schools
9. Evaluation of Educational Institutions and the Education System

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 conduct 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 sectors submitted its report in the spring of 1988. This report consisted of 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 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 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.

Another evaluation initiative has since then been initiated. The Council for the Evaluation and Quality Development of Primary and Lower Secondary Education (Skolerådet) was set up by the Ministry of Education with
effect from 1 September 2006. The aim of the introduction of the independent Council was to strengthen the evaluation and the development of quality in the Folkeskole.

At the same time as the appointment of the Council, the Agency for the Evaluation and Quality Development of Primary and Lower Secondary Education was established (Skolestyrelsen). The Agency was among other things given the responsibility of implementing national tests and supervise the municipalities, which were obligated to produce yearly quality reports.

9.2. Ongoing Debates and Future Developments

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 which 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 predefined criteria as the basis for evaluations; another is to focus on output measures, where it is easily identifiable whether expected targets have been met.

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.

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.

9.3. Administrative and Legislative Framework

The Council for the Evaluation and Quality Development of Primary and Lower Secondary Education tasks and composition are stipulated in the law on the Folkeskole. In order to create a coherence between the work of the Council and the Danish Evaluation Institute's evaluations of the folkeskole, Folketinget has passed an amendment of the folkeskole law which gives the presidency (Formandskabet) of the Council the competence to decide which evaluations the Evaluation Institute is to carry through on the Folkeskole area. The presidency can also choose to let someone else than the Evaluation Institute carry through evaluations of the Folkeskole.

The whole of the Danish higher education accreditation system is based on the Danish Act on the Accreditation Agency for Higher Education, and the responsibility of implementing the Act lies with the Ministry of Science, Technology and Innovation. In the Danish accreditation system, a principle aim of the Act is to create a system with a view to ensuring and documenting the quality and relevance of higher education in the Danish educational institutions.

According to the Accreditation Act, the Accreditation Council is the specific unit which makes the decisions regarding accreditation of all higher education study programmes. Decisions are made on the basis of accreditation reports prepared by accreditation operators.
In Denmark, there are two accreditation operators which head the accreditation process and which prepare the accreditation reports that form the basis of the Accreditation Councils’ decisions:

1. For university study programmes under the Ministry of Science, Technology and Innovation: ACE Denmark prepares the accreditation reports.

2. For higher education study programmes within the fields covered by the Ministry of Education and the Ministry of Culture: The Danish Evaluation Institute prepares the accreditation reports.

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.

ACE Denmark is a professional and independent institution, which since 2007 has contributed with securing the quality and relevance of higher educations in Denmark through the accreditation of university educations. ACE Denmark has been established with the purpose of understanding the external quality assurance of Danish university educations – and at the same time wants to supplement the universities’ own internal work and quality assurance. In dialogue with the educational institutions and other relevant stakeholders, ACE Denmark actively works towards documenting and disseminating relevant knowledge on accreditation and quality assurance, as well as on the relevance and quality of the Danish university degrees.

The Danish Evaluation Institute

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.

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 areas were evalu-
ated 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.

In Denmark, the local authorities have to publish an annual quality report, which describes the education in the municipality; the academic level of the schools; the arrangements the local authority has made to evaluate the academic level and how the local authority has followed-up on the latest report.

The Agency for the Evaluation and Quality Development of Primary and Lower Secondary Education specifically has as its task to follow, assess and advise the Ministry of Education on the academic level and the pedagogical development in the Folkeskole along with the pupils’ yield of the teaching.

ACE Denmark works actively to document and disseminate relevant knowledge on quality and relevance in the Danish university study programmes.

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.

ACE Denmark

Agency for the Evaluation and Quality Development of Primary and Lower Secondary Education

The Council for the Evaluation and Quality Development of Primary and Lower Secondary Education

The Danish Evaluation Institute

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 which within the school describes the current status, draws up the objectives and criteria for quality and finally evaluates the fulfilment of the development plans.

As a part of the process of evaluating the students’ learning outcomes, a range of obligatory national tests have been introduced as of 2010, the so-called National tests. The tests in the Folkeskole are to be used in order to able to follow the individual student’s acquisition of knowledge and skills so that the education process can be planned to a greater extent according to the individual student’s strengths, weaknesses and potential

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.

Danish Ministry of Education
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 up by considerations and decisions regarding the development of the quality as well as an adaptation of the quality plan. The Q-90 project is now completed, 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’ 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 overall, 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.

Consolidation Act on Universities (the University Act)

9.4.2. External Evaluation

One of the main reasons for the appointment of the Council for the Evaluation and Quality Development of Primary and Lower Secondary Education has been a number of international surveys which have concluded that the Danish Folkeskole has many good qualities which are to be maintained but at the same time there is a number of academic results which are unsatisfactory in comparison to other countries.

International and Danish surveys have paved the way for a foundation of political decisions concerning strengthening the evaluation and the quality development of the Folkeskole, and as a consequence, the folkeskole law was changed on a number of areas in June 2006.
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 (except university degrees). 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 the following up on 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 in relation to the government. The Minister can decide that an institution must follow the indications given in the evaluation report. The Minister also has the right to suspend or end grants in case the institution does not hand over relevant requested information necessary for the evaluation.

With regards to university programmes, ACE Denmark prepares accreditation reports for the higher education study programmes at the eight Danish universities. An accreditation report is a systematic review of a study programme aiming to assess whether the programme meets the predefined relevance and quality criteria provided in Executive Order on criteria for the relevance and quality of university study programmes and on the procedures for the approval of university study programmes (the Accreditation Order).

Existing study programmes are assessed on the basis of ten predefined criteria, while new programmes are assessed on the basis of nine predefined criteria. Both sets of criteria are included under the following four criteria pillars:

- The labour markets demand for the study programme.
- The research quality and importance of the underlying research environment.
The study programmes depth (structure and organisation of the study programme).

Results of the study programme.

On the basis of the criteria laid down in the Accreditation Order, ACE has prepared a guide for both existing and new study programmes. The guide describes the documentation requirements laid down for the individual study programmes.

ACE Denmark sets up an accreditation panel to conduct an academic assessment of whether the study programme meets the individual criteria.

- A panel consists of one or more relevant academic experts, an employer and a student.
- The panel members are elected on the basis of their knowledge of the field, and they must fulfil the requirement for independence.
- The panels’ assessment is based on a documentation report prepared by university staff involved in the study programme as well as an in-depth meeting between the accreditation panel and the staff, management and students of the study programme in question.
- The documentation report is prepared on the basis of the guidelines provided in ACE Denmark's guide for existing study programmes.
- The panels assessment process is facilitated by ACE Denmark which also acts as the chairman of the in-depth meeting at the university.

Based on the accreditation reports review of the individual study programme, a concluding recommendation for the Accreditation Council is drafted.

The accreditation report contains both the accreditation panels assessments of the individual criteria and ACE Denmark's concluding recommendation. The recommendation takes account of the consistency of assessments across accreditation panels, study programmes and universities. Before the Accreditation Council makes its decision at a meeting, the accreditation report is made subject to consultation at the university, and the response is included in the final accreditation report. The accreditation report forms the basis of the Accreditation Councils decisions.

The Accreditation Council's decisions are overall academic assessments. The decision categories for existing study programmes are:

- Positive accreditation: In its overall academic assessment, the Accreditation Council has concluded that the criteria for the relevance and quality of the study programme have been adequately fulfilled.
- Conditional positive accreditation: The Accreditation Council indicates which criteria the study programme does not fulfil and draws up a schedule for follow-up.
- Refusal of accreditation: The Accreditation Council indicates why the study programme cannot be credited. A refusal means that the study programme can no longer be offered.
Once the Accreditation Council has made its decision, the educational institution will be informed in writing of the result of the accreditation process. If the study programme is regulated by the Ministry of Science, Technology and Innovation and it receives a positive accreditation, the Accreditation Council will recommend the following conditions to the Ministry:

- The study programmes categorisation in terms of grants (subsidy rating),
- title/designation,
- admission requirements (applies to undergraduate programmes),
- prescribed study period,
- and any limit on the number of students that may be admitted.

Once the Ministry of Science, Technology and Innovation has made its decision on the above legality issues, the Accreditation Council can finally approve the study programme.

When new university study programmes are created, the individual university will apply to the Accreditation Council for accreditation and approval of the study programme. ACE Denmark will then prepare an accreditation report on that basis. When accrediting new university study programmes, accreditation panels are generally not used. As is the case with existing study programmes, the accreditation report will also be made subject to consultation at the universities before it is presented to the Accreditation Council. There are only two decision categories for new study programmes: positive accreditation or refusal of accreditation.

ACE Denmark

The Council for the Evaluation and Quality Development of Primary and Lower Secondary Education

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.

The aim of the Council for the Evaluation and Quality Development of Primary and Lower Secondary Education is to follow and assess as well as guide the Minister of Education on the academic level, the pedagogical development in the folkeskole and ungdomsskolen and on the pupils’ outcome of the teaching. Furthermore, the Council has to assess the school's ability to contribute to the combating of some pupils' negative social inheritance and the school's ability to increase the integration of pupils with other ethnical origin than Danish. The goal is that all pupils regarding their social background obtain a positive outcome of the school’s teaching and acquire a good basis for further education. Finally, the goal is to prepare all pupils for living in a society with freedom and democracy.

The Council is run by a presidency who has a special insight into the folkeskole. The agency’s other 20 members consist of representatives from a number of central interest groups dealing with the area of the Folke-
The members of the Council and the presidency are appointed by the Minister of Education for a period of three years.

The purpose of the presidency's guidance is to strengthen the quality of the Folkeskole and ungdomsskole. It is important that the guidance is made on the basis of analyses and documentation for the conditions in Danish schools but also from analyses from other countries. The presidency wants to pass this information on to all relevant actors in and around the school.

Every year before 1st of March, the presidency has to submit a written report to the Minister of Education regarding the Council's work with suggestions to initiatives which can increase the quality in the folkeskole. The report is summated after talks in the Council and a summary of the members' points of views are to accompany the report. Moreover, the Minister can present questions to the Council concerning the Folkeskole and ungdomsskolen.

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 postgraduate education. The evaluations cover public educational establishments and private institutions in receipt of state subsidy.

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. 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.
10. Special Educational Support

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 1969, the Danish Parliament passed a resolution on 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 in relation to 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 pro-
vide tuition in accordance with each pupils’ needs and prerequisites. This concept of differentiated tuition remains a pivotal guideline in the Danish educational system.

By January 2007, the national structural reform took effect. The reform implies that five new regions have replaced the 14 counties and a number of municipalities have 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 centre VISO compiling, producing and communicating knowledge of the field of special educational support has been established.

Danish Ministry of Education

The Danish Centre for Visual Impairment, Children and Youth (Synscenter Refsnaes)

The Danish Centre of Specialist Advisory Services (VISO)

Consolidation Act on Primary and Lower Secondary Education (Act on the Folkeskole)

10.2. Ongoing Debates and Future Developments

No ongoing debates.

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 should be referred to special education. And finally it is the headteacher in cooperation with the pedagogical-psychological counselling service and the parents which are to follow the development of the pupil with a view to make the necessary adjustments, including the discontinuation of the support.

Consolidation Act on Primary and Lower Secondary Education (Act on the Folkeskole)
10.4. Financial Support for Pupils’ Families

According to the Service Act, section 112, 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.

Consolidation Act on Social Service (the Service Act)

10.5. Special Provision within Mainstream Education

As noted in section 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.

Consolidation Act on Primary and Lower Secondary Education (Act on the Folkeskole)

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 etc.
In the Folkeskole where the compulsory education is a decisive element of the legislative basis, it is laid down very precisely 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 mainly deal 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.

Consolidation Act on Primary and Lower Secondary Education (Act on the Folkeskole)

Regulation on Special Education in the Folkeskole and Other Special Education Assistance

Rules of Guidance on Special Needs Education in the Folkeskole

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 which apply to the different levels of the education system.

Regulation on Special Education in the Folkeskole and Other Special Education Assistance

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 comprehensive 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, if the pupil cannot profit from integration into the ordinary education system, 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.

Danish Information Center of Hearing Impairment and Deafness

10.6.1. Specific Legislative Framework

The Act on the Folkeskole provides the overall legislative framework of the separate special provisions.

The municipal authority of the municipality where the day-care facility is located, is obliged to provide the children in these facilities with educational opportunities as stipulated in the Act on the Folkeskole. The municipal authority should assess whether the child can be enrolled in the Folkeskole or is in need of special educational provision, which under some circumstances can be provided at the day-care facility.

Consolidation Act on Primary and Lower Secondary Education (Act on the Folkeskole)

Consolidation Act on Social Service (the Service Act)

Regulation on Special Education in the Folkeskole and Other Special Education Assistance

Rules of Guidance on Special Needs Education in Day-Care Facilities

Rules of Guidance on Special Needs Education in the Folkeskole

10.6.2. General Objectives

As the separate special provisions are regulated according to the Act on the Folkeskole, please refer to section 4.4. for the general objectives of the Folkeskole. The special needs education in some separate special provisions are regulated according to the same legislation as the one covering special provision in mainstream education (section 10.5.2.).

10.6.3. Geographical Accessibility

According to the Act on the Folkeskole, section 20, the five Regional Councils are obliged to run schools offering separate special provision. The Municipal Councils are obliged to provide transportation for pupils in these separate provisions.

Consolidation Act on Primary and Lower Secondary Education (Act on the Folkeskole)
10.6.4. Admission Requirements and Choice of School

Pupils whose educational needs cannot be met within the ordinary education system is recommended a pedagogical-psychological assessment. A recommendation based on the assessment is delivered to the school principal, which has the competence to decide whether to follow the recommendation. It is stipulated that the wishes of the parents should be given considerable attention.

Regulation on Special Education in the Folkeskole and Other Special Education Assistance

Rules of Guidance on Special Needs Education in the Folkeskole

10.6.5. Age Levels and Grouping of Pupils

Apart from the specification in the Act on the Folkeskole, whereby the number of pupils in a class must not exceed 28, there are no regulations on the number of pupils in the different provisions of special education.

Consolidation Act on Primary and Lower Secondary Education (Act on the Folkeskole)

Rules of Guidance on Special Needs Education in the Folkeskole

10.6.6. Organisation of the School Year

See section 4.9.

10.6.7. Curriculum, Subjects

See section 4.10. 10.6.8. Teaching Methods and Materials

See section 4.11.

10.6.9. Progression of Pupils

See section 4.13.

10.6.10. Educational/Vocational Guidance, Education/Employment Links

A special sort of work experience is available for pupils with special needs in eighth to tenth grade. This sort of work experience is different from the ordinary work experience in the Folkeskole by offering the possibility of paying the pupil a work bonus. The work experience can for instance be structured with teaching in the mornings and work in the afternoons.

Rules of Guidance on Special Needs Education in the Folkeskole

10.6.11. Certification

It should be considered how to structure the education so the pupil has the possibility of sitting the final examination of the Folkeskole in the ninth grade. The school can offer a special final examination to pupils with a special need. The school principal can decide to exempt pupils from the final examination if the pupil is unable to complete it.

Regulation on the Final Examination in the Folkeskole

Rules of Guidance on Special Needs Education in the Folkeskole
10.6.12. Private Education

Private schools are obliged to provide special needs education to pupils who may demand it.

Consolidation Act on Independent and Private Schools

10.7. Special measures for the benefit of immigrant children/pupils and those from ethnic minorities

According to the Act on the Folkeskole section 4, 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 childrens’ 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 receive 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.

Consolidation Act on Primary and Lower Secondary Education (Act on the Folkeskole)

10.8. Statistics

In 2006/07 there were 11,184 pupils /1.48% of the total amount of pupils in the Danish Folkeskole that received special educational support. Among these, 631/5.6% were bilingual and 8,012/71.6% were boys.

There are four models of provisions in Denmark: special schools, which in 2006/07 had 5,412 pupils/49%; special and centre classes with 3,697/34%; normal classes with 1,161 pupils/10%/ and residential institutions with 739/7%.

Folkeskolens vidtgående specialundervisning

Danish Ministry of Education

Statistics Denmark

Consolidation Act on Special Education for Adults
Regulation on Special Education in the Folkeskole and Other Special Education Assistance

Regulation on Special Educational Assistance during Vocational Education etc.

Regulation on Special Educational Assistance in Long-cycle Education
11. The European and International Dimension in Education

11.1. Historical Overview

Danish schools and educational institutions have a long tradition of different forms of international cooperation i.e. exchange of pupils/students and teachers.

The Lisbon Convention and the Bologna process have brought more focus on different aspects of internationalisation 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 internationalisation to ensure that:

- Danish education programmes 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 (Denmark) 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 globalisation strategy run by, among others, the Danish Ministry of Education and the Danish Ministry on Science, Technology and Innovation on internationalisation of education is implemented 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 qualifications have been further enhanced since January 2005 by gathering all problem-solving activities into the national/international education focused Danish Agency for International Education, which is an authority within the Danish Ministry of Science, Technology and Innovation.

The Danish Agency for International Education supports mobility and study abroad, the international dimension in education, recognition of foreign qualifications, international cooperation and the marketing and promotion of Denmark as a study and work place.

The Danish government has in February 2010 launched a new strategy: "Denmark 2020. Knowledge, growth, prosperity and welfare". The government has listed 10 goals, which are to be met before 2020, and one of the goals is to have at least one Danish university in top 10 of European universities. Also, all Danish universities have to maintain or improve their international ranking measured in the most relevant and recognised comparisons.

Alongside the goal of having a Danish university in top 10 in Europe, the government also wants to improve the Danish university sector by making strong educational offers which match the needs of the society, maintain the high ambitions for research and innovation as well as maintaining and improving the work with the internationalisation of the Danish universities. With regards to the aspect of internationalisation, the government wants to continue the work with the internationalisation of the Danish research activities and international cooperation between the universities. The government wants to aim to prioritise funds for Danish universities' participation in international university partnerships and networks. The government wants to
prioritise the networks and partnerships where Danish universities will get access to cooperation with foreign universities which are in the lead internationally.

During 2010, the establishment of a Danish university centre will commence in Beijing.

11.3. National Policy Guidelines/Specific Legislative Framework

The education system has differentiated tasks and there are specialised areas of education which are reflected in legislation. The statutory framework for continued internationalisation is generally in place. The financial framework is not the same for all comparable education programmes though. These differences are about to be phased out in connection with new legislative initiatives and the realisation of the need to increase the opportunities for institutions on the international education market.

Globalisation 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. Also, mergers in the long cycle higher education sector have taken place as well. The introduction of Diploma Supplement, ECTS and the professional bachelor degree at University College level have given more transparency for Danish students as well as enhanced Denmark’s international profile. In fact, the use of Diploma Supplement and ECTS have been made compulsory for all higher education institutions and educations.

11.4. National Programmes and Initiatives

The Danish education system is decentralised and largely based on a fundamental confidence that the given framework and opportunities are utilised locally and that the individual school/institution is 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 the globalisation strategy which the Government put forward in 2006. The main points in the Government’s strategy for enhanced internationalisation 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 competition 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 which 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. 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 subject of history, European topics are dealt with to the extent necessary for understanding the development in Denmark, and as Denmark has always been very much depended on what happened in the rest of Europe, these topics have traditionally played a dominant role.

There is also 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 EU, extended language teaching and contacts across national boundaries are the most essential elements and the teaching will most often include at least one study trip to another European country.

It is the educational institutions themselves which are responsible for introducing the European and International dimension into the curricula, often even the teachers themselves.

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 because of e.g. a job transfer.

Real exchange programmes take place at upper secondary schools, universities and other higher education institutions. Danish higher education institutions have a broad exchange programme cooperation with universities and higher education institutions around the world.

In order to be able to bring the Danish 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. The student himself/herself normally provides the relevant documentation for the purpose of an approval.

Danish students who wish to study abroad for a whole master degree may apply for a scholarship for up to two years. The scholarship is intended to partly or wholly cover the tuition fees at certain study programmes in other countries. Scholarships for tuition fees are limited to whole study programmes at master’s level and study periods as part of a Danish study programme. A new provision law enabling Danish students to receive a grant to pay contributions to registration fees and tuition costs in foreign universities for a two-year period took effect in the 2008/09 academic year. Support is portable for up to 4 years (which may correspond to the total length of studies but if not, relates to the last four years of study).
11.7. Statistics

In 2006/07, 8,104 Danish students went abroad. Among these, 4,950 were on an exchange programme while 3,154 undertook a full programme. In the same period, 14,470 international students were studying in Denmark, where 6,713 of these were on exchange programmes and 7,757 were enrolled in a full programme. Among the international students studying in Denmark, 81% were from another EU country, while the percentage of Danish students studying in another EU country was 52%.

Among the Danish students on an exchange programme, 3,504 were studying at long cycle institutions, 1,028 were at medium-cycle institutions, 159 students were studying at short-cycle institutions and 259 students were at institutions under the auspices of the Ministry of Culture. Among the Danish students on an exchange programme at a university, 1,715 did studies within the field of social science, 1,079 within the field of humanities and 319 within the field of natural sciences. Among the Danish students on an exchange programme at medium-cycle institutions, a majority of 593 students were studying pedagogy.

The number of international students on an exchange programme in Denmark at universities was 4,541 in 2006/07, 1,761 at medium-cycle institutions, 255 at short-cycle institutions and the number of students at institutions under the auspices of the Ministry of Culture was 156. Among the group at universities, a majority of 2,240 students was studying a subject within the field of social science. Among the international students on an exchange programme at medium-cycle institutions, 1,155 were studying a technical subject.

The table below lists the number of international students in Denmark in a full programme.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Short-cycle</th>
<th>Medium-cycle</th>
<th>Bachelor</th>
<th>Master</th>
<th>PhD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>68</td>
<td>119</td>
<td>377</td>
<td>421</td>
<td>43</td>
<td>1,028</td>
</tr>
<tr>
<td>Sciences</td>
<td>13</td>
<td>-</td>
<td>215</td>
<td>441</td>
<td>125</td>
<td>794</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>455</td>
<td>68</td>
<td>426</td>
<td>1,323</td>
<td>8</td>
<td>2,280</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>26</td>
<td>280</td>
<td>445</td>
<td>549</td>
<td>34</td>
<td>1,334</td>
</tr>
<tr>
<td>Technical Sciences</td>
<td>401</td>
<td>623</td>
<td>251</td>
<td>903</td>
<td>143</td>
<td>2,321</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>963</strong></td>
<td><strong>1,090</strong></td>
<td><strong>1,714</strong></td>
<td><strong>3,637</strong></td>
<td><strong>353</strong></td>
<td><strong>7,757</strong></td>
</tr>
</tbody>
</table>

Source: Student mobility in higher education 2006/07, located at http://ciriusonline.dk/Default.aspx?id=68

In 2005/06, around nearly half of the Danish students went abroad with support from programmes administered by the Danish Agency for International Education (Erasmus, Nordplus etc.). The rest of the students financed their stay abroad by other means (support from educational institutions, private funding or by themselves). Around 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 in Action (Socrates and Leonardo da Vinci now under the Lifelong Learning Programmes), as well as the Danish programme PIU.

**Socrates Comenius**

2007/2008

1484 teachers and 11,352 pupils participated in Comenius multilateral school partnerships.
There were two bilateral school partnerships with Bulgaria 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 with 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

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 in Action**

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 of receiving practical training in another EU or EFTA country and receive full credit and financial support under the Danish programme called the PIU-programme (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.

**Agency for International Education**

**Ministry of Science, Technology and Innovation**

**Danish Ministry of Education**
GLOSSARY

**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.

**Center for videregående uddannelse (CVU, Centre for videregående uddannelse)**: Centre for higher education

**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.

**Erhvervsakademi (Erhvervsakademiuddannelse, erhvervsakademier)**: Academy of professional higher education

**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).

**FVU**: Forberedende voksenundervisning

**GVU**: Grunduddannelse for voksne

**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.

**IKV**: Individuel kompetencevurdering
Paedagogikum: Professional postgraduate teacher training for teachers in upper secondary education.

Professionsbachelorgrad (Professionsbachelor): Professional bachelor’s degree

Professionshøjskoler: University college


RKV: Realkompetencevurdering

Studentereksamen: General upper secondary school leaving examination which qualifies for admission to higher education.

VVU: Videregående voksenundervisning
Bekendtgørelse af lov om befordringsrabat til studerende ved videregående uddannelser (Lovbekendtgørelsen) : 14/03/2007, 353, Retsinformation.dk,
https://www.retsinformation.dk/Forms/R0710.aspx?id=25291, 02/02/2009
Act containing provisions pertaining to transport discount for students in higher education

Act containing provisions pertaining to the evaluation of education.

Act containing provisions pertaining to the aims, structure etc. of vocational basic training.


Act containing provisions pertaining to the aims, admission, structure and content of the vocational education and training courses, advisory bodies, practical training places, legal situation of students etc.


Bekendtgørelse af lov om folkeskolen (Lovbekendtgørelse) : 24/06/2009, 593, Retsinformation.dk,
https://www.retsinformation.dk/Forms/R0710.aspx?id=125580, 17/03/2010
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 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 containing provisions pertaining to general adult education and the adult education centres.


Act containing provisions pertaining to special educational assistance to adults.
Act containing provisions pertaining to the State education grant and loan system.

Act containing provisions pertaining to the aims and general conditions for obtaining adult educational support.

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 containing provisions pertaining to youth schools.

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).


Order containing provisions pertaining to certification, credit-award, enrolment in, deadlines, financing etc. in open education.


Order containing provisions pertaining to the appointment of teachers and scientific staff at universities etc. under the Ministry of Research.


Order containing provisions pertaining to the pedagogical training of teachers at vocational colleges.
Order containing provisions pertaining to the award of the Danish doctoral degree


Order containing provisions pertaining to special education and other special educational assistance in the Folkeskole.


Order containing provisions pertaining to the marking scale and other assessment used at universities.

Order containing provisions pertaining to the award of the Danish PhD-degree


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Order containing provisions pertaining to special educational assistance in higher education

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The Constitution of the Kingdom of Denmark.


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