

# THE DANISH EDUCATION SYSTEM

A presentation prepared by CIRIUS

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CIRIUS is the Danish agency for internationalization of training and education.



## A FEW FACTS ABOUT DENMARK

- 5.5m inhabitants
- GDP in 2006 DKK 1,642 billion (EUR 220 billion)
- A constitutional monarchy with a representative democracy
- A modern welfare state
  - Tax-financed social welfare
  - A broad range of free public services
  - High living standards
  - Gender equality



## KEY PRINCIPLES IN DANISH EDUCATION

- Education for all
- Flexible pathways
- Lifelong learning
- High-quality education
- International outlook
- Financed by public means
- Active participation
- Career guidance

## EDUCATION AND THE LABOUR MARKET

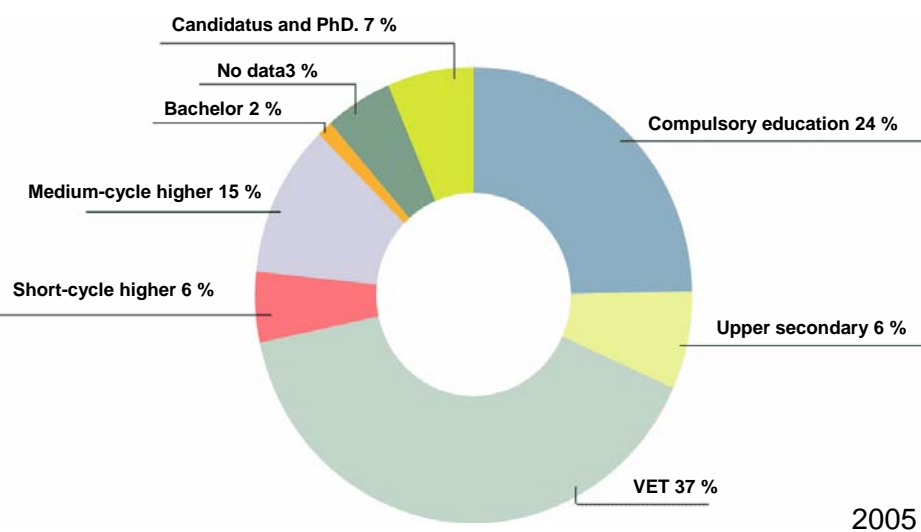
- The Danish labour force constitutes c. 2.8 million people
- A high participation rate of c. 78 %
- The unemployment rate is 2.2 % (2007)
- Men make up only slightly more than half of the labour force
- About one-third of all employed persons work in the public sector

2007

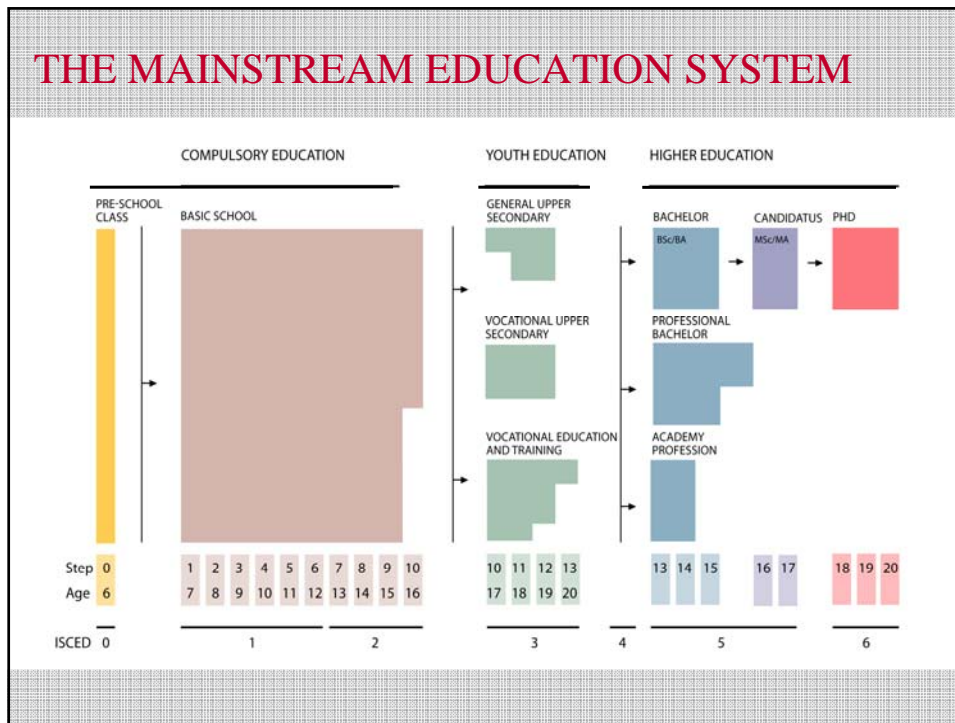
## THE DANISH LABOUR MARKET MODEL

- A welfare-state model with a pro-active labour market policy
- Based on the flexicurity model (flexibility and security)
- Tripartite cooperation between the State and the social partners
- High employment
- A gender-balanced labour force

## THE EDUCATIONAL COMPOSITION OF THE LABOUR FORCE



## THE MAINSTREAM EDUCATION SYSTEM



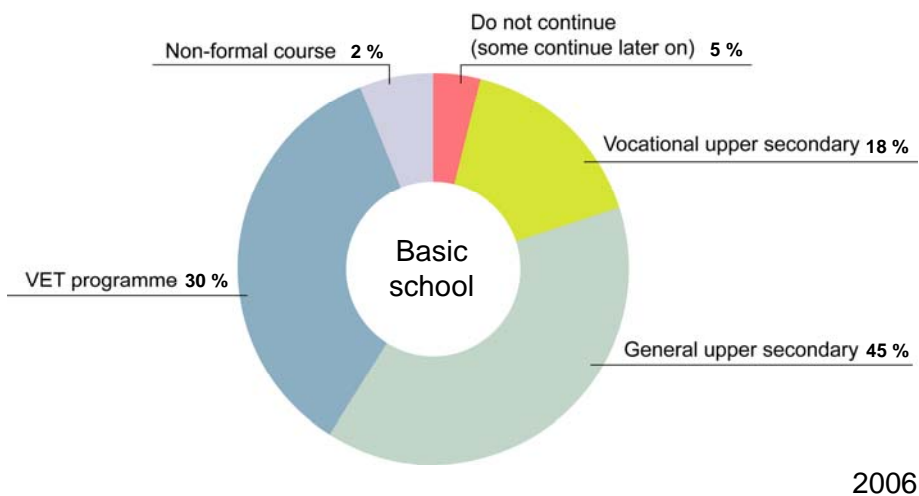
## GOVERNMENT OBJECTIVES

- At least 85 % of a year group should complete a youth education programme in 2010, and 95 % in 2015 (2005: 81 %)
- At least 45 % of a year group should complete a higher education programme in 2010, and 50 % in 2015 (2005: 44 %)

## BASIC GENERAL EDUCATION

- Education is compulsory for ten years – forms 0 to 9
- An optional 10th year of basic education is offered (attended by just under half of a year group)
- Providers: public municipal schools and other elementary schools
  - attended by 87 % and 13 % respectively (2005)
- Pupils in forms 8-10 can choose to attend a continuation school
- Continuous tests and evaluation of the pupils

## FROM BASIC SCHOOL TO YOUTH EDUCATION



## GENERAL AND VOCATIONAL UPPER SECONDARY EDUCATION

- School-based academically oriented programmes
- Qualifies students for general admission to higher education
- Admission requirements
  - Completion of compulsory education and certain subject requirements
- Four programmes
  - STX: The 3-year Upper Secondary School Leaving Examination
  - HF: The 2-year Higher Preparatory Examination Course
  - HHX: The 3-year Higher Commercial Examination
  - HTX: The 3-year Higher Technical Examination

## VOCATIONAL EDUCATION AND TRAINING



- Based on *the dual training principle*: Alternation between school-based education and workplace training
- Qualifies students for labour market entry as skilled workers
- Admission requirement: Completion of compulsory education
- Duration: 2 to 5 years – the most typical being 3.5 to 4 years
- Different categories: Technical, Business, Social and Health Care, Agricultural, Maritime oriented programmes etc.

## INITIAL VOCATIONAL EDUCATION AND TRAINING IN DENMARK (IVET)



## OVERALL OBJECTIVES

IVET programmes aim at providing the participants with:

-  Vocational qualifications which are formally recognised and in demand by the labour market
-  General, personal and social qualifications which open up the individual's possibilities for lifelong learning, employability, active citizenship and personal fulfilment

## PROGRAMMES WITHIN THE IVET SYSTEM

### Vocational education and training programmes

- Technical VET programmes
- Business VET programmes
- Basic Social and Health Care education programmes
- Agricultural, Maritime and other programmes

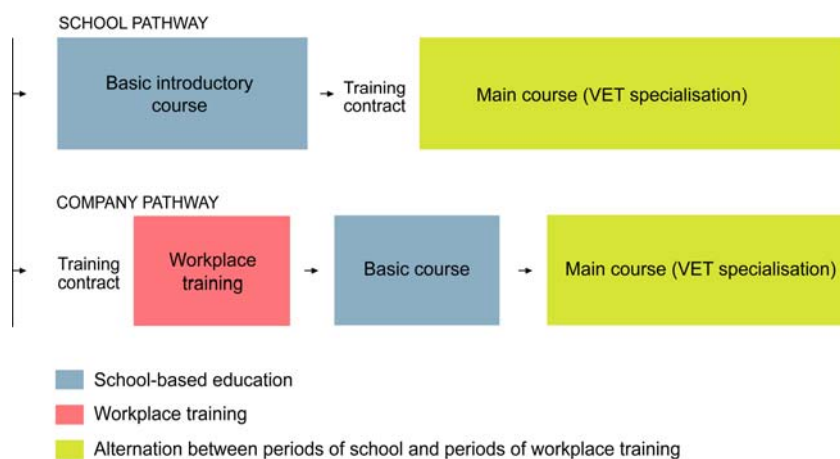
### Individual programme options

- The practical pathway (mesterlære)
- Vocational basic training (EGU)
- Production schools
- Vocational education and training for adults

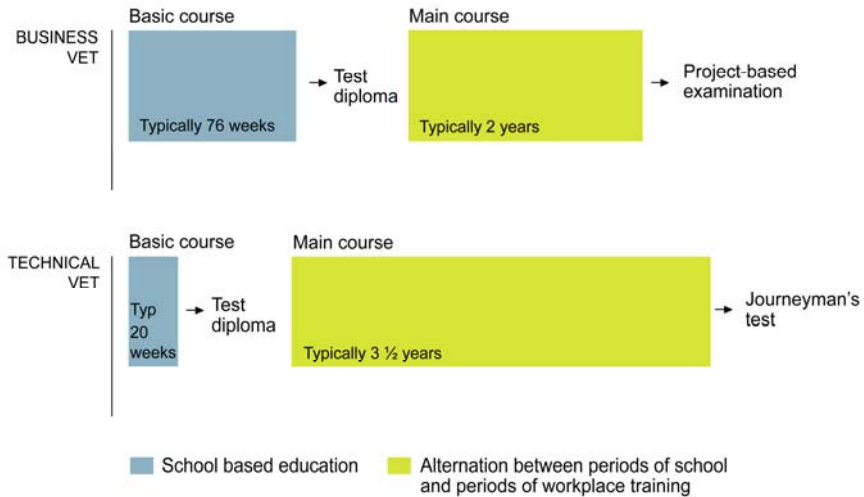


## THE DUAL TRAINING SYSTEM

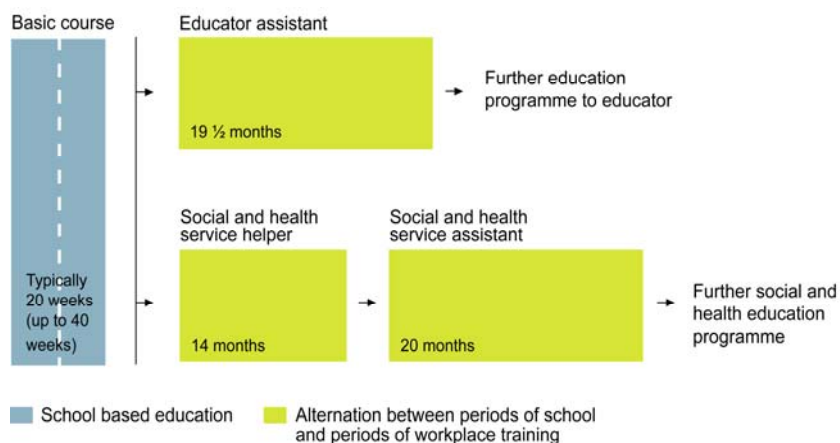
- IVET programmes alternate between school-based education and workplace training



## STRUCTURE OF THE IVET PROGRAMMES



## BASIC SOCIAL AND HEALTH CARE EDUCATION



## VOCATIONAL UPPER SECONDARY VS. IVET

Qualifies students primarily for admission to higher education

Qualifies students primarily for labour market entry as skilled workers



VOCATIONAL UPPER SECONDARY EDUCATION  
Higher Technical Examination  
Higher Commercial Examination

- Academically oriented
- School-based education

VOCATIONAL EDUCATION AND TRAINING (VET)  
Journeyman's test  
Project-based examination








- Practically oriented
- Alternation between school-based education and workplace training

## COUNSELLING AND GUIDANCE



-  Personal educational portfolio
-  Personal education plan
-  Contact teacher
-  The mentor programme
-  Individual and group guidance sessions



## INTERNATIONAL ACTIVITIES

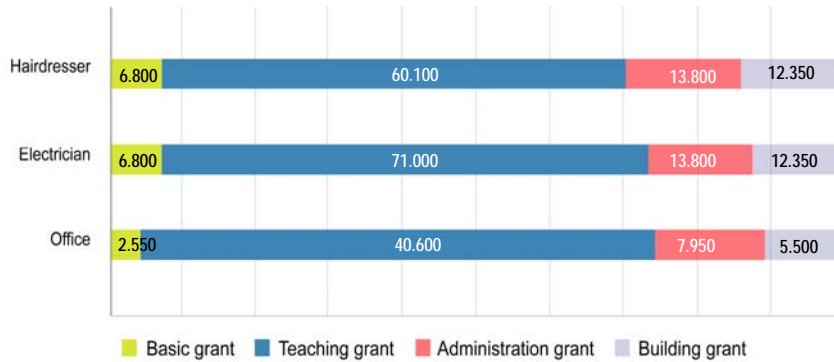
-  Focus on the international dimension in all programmes
-  Student exchange and work placements abroad
-  Excursions
-  International school partnerships
-  International cooperation and networking
-  Continuing education abroad for teachers
-  Study visits abroad for teachers

## FINANCING OF TRAINEES' WAGES

-  **Trainees' wages are:**
  - Determined by collective labour market agreements
  - Paid by the employers
  - Increasing over the years and end at typically 40% of that of a skilled worker
  
-  **AER – Employers' Reimbursement System**
  - Provides incentives for private companies to offer training places
  - Employers will receive funding from AER for:
    - Trainee wages during school periods
    - 80% of trainees' travelling expenses

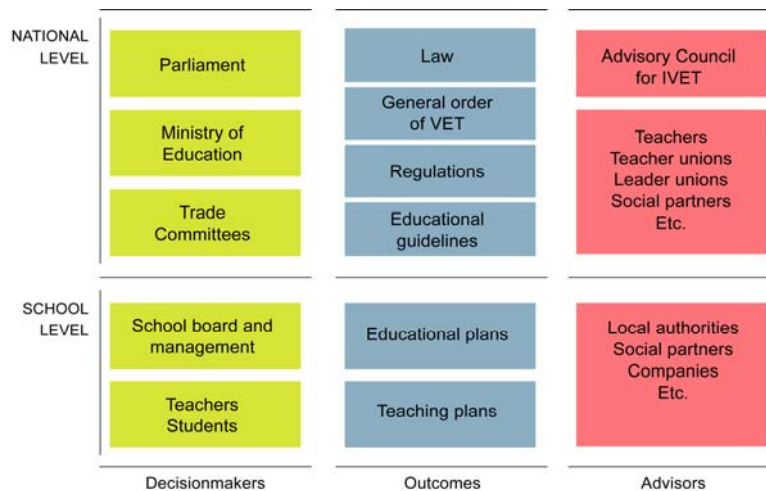
## FUNDING OF VOCATIONAL COLLEGES

- Annual government grants based on a combination of fixed and per capita grants in relation to intake and completion rates



2008

## STAKEHOLDER INVOLVEMENT AND MANAGEMENT



## PROVIDERS OF IVET PROGRAMMES

### VOCATIONAL COLLEGES

- School-based education and school-based practical training

#### OVERALL MANAGEMENT BOARD (6-12 MEMBERS)

Employers Employees Appointees Public representative

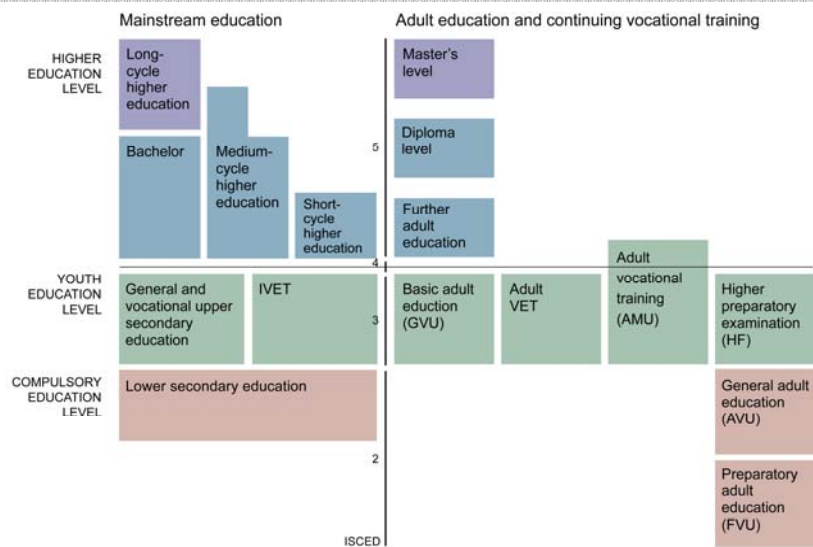
#### GENERAL MANAGEMENT

Managing director

### COMPANIES

- Workplaces for trainees
- About one third of all Danish companies have trainees
- Must be approved by the national trade committees
- Must have employees educated in the specific field in question

## FORMAL ADULT EDUCATION

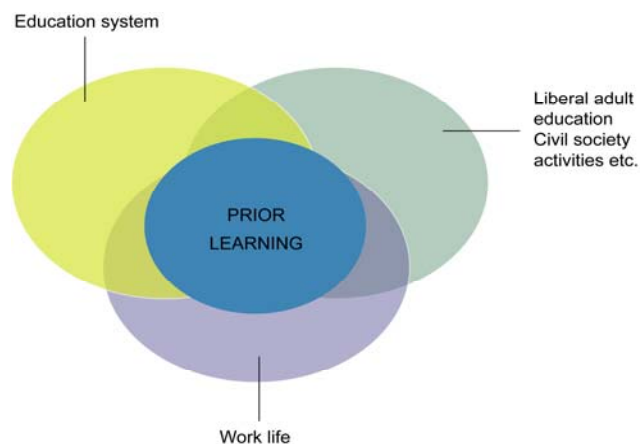


## NON-FORMAL ADULT EDUCATION

- A wide range of different schools operates within the framework of liberal non-formal adult education
  - The residential Folk High Schools are the most well-known ones
  - Other possibilities are offered by Day Folk High Schools, Evening Schools and University Extension Courses etc.
- The courses do not lead to recognised formal qualifications, the aim being personal development
- Adults from the age of 18 can attend the courses
- A certain amount of user payment is charged

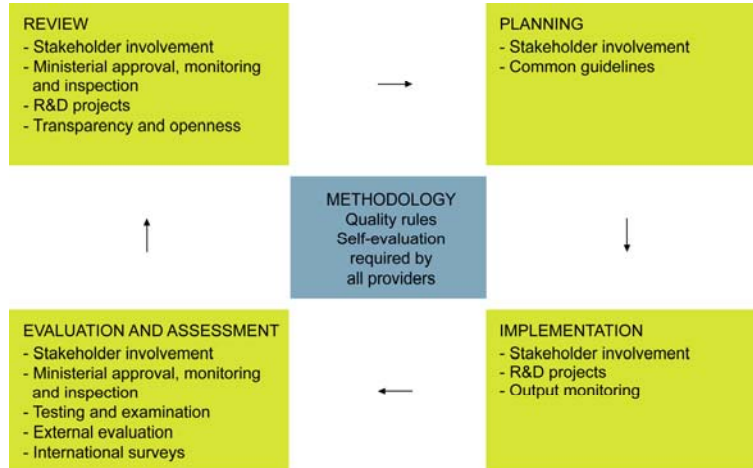
## RECOGNITION OF PRIOR LEARNING

**The full range of knowledge, skills and competencies held by an individual, irrespective of where and how they have been acquired**



## QUALITY ASSURANCE AND DEVELOPMENT

- All IVET providers must have a quality system and a quality plan



## FUTURE CHALLENGES IN IVET





-  Attractiveness
-  All-inclusive and developing
-  Flexibility and lifelong learning
-  Student retention
-  Training places in companies



## VOCATIONALLY ORIENTED ADULT EDUCATION AND TRAINING IN DENMARK



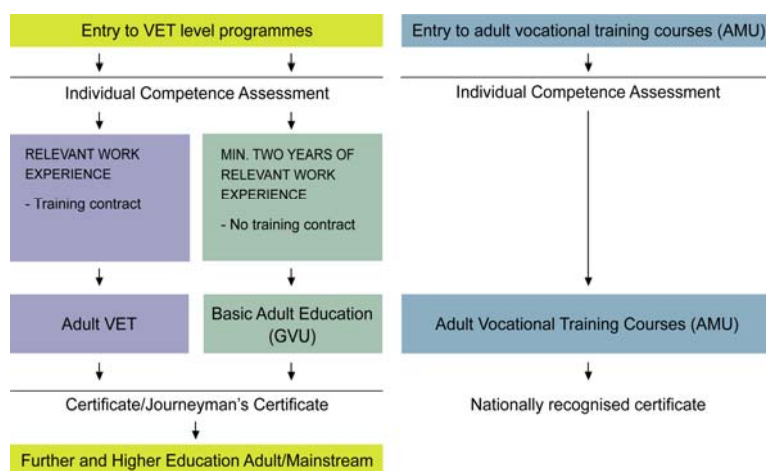
## POLICY OBJECTIVES

-  Provision of a coherent and publicly funded education and continuing training system for adults at all levels
-  Ensure access for all
-  Ensure possibilities of competence development (general and work-related)
-  Ensure recognition of competencies by employers and society at large, incl. RPL







## MAIN ACTORS

- Shared responsibility for provision between the State (general and vocational, formal) and local government (liberal, non-formal)
- Social partners: Cooperation on vocational education and training; participation in national councils and trade/vocational training committees

## VOCATIONAL ADULT EDUCATION AND TRAINING



## ADULT VOCATIONAL TRAINING (AMU)

-  Main target group: Unskilled and skilled workers on the labour market
-  Duration: Each programme lasts one to six weeks
-  More than 2,000 programmes
-  Each year, approximately 500 programmes are developed or changed due to changed needs on the labour market
-  Nationally recognised certificate upon completion of a course
-  More than 140 providers, who also deliver VET programmes

## TRAINING FOR UNEMPLOYED

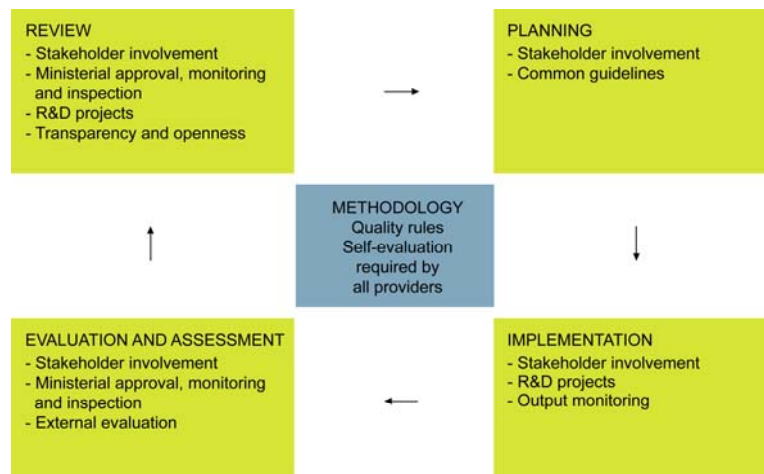
- And others at risk of being excluded from the labour market







## INDIVIDUAL COMPETENCE ASSESSMENT



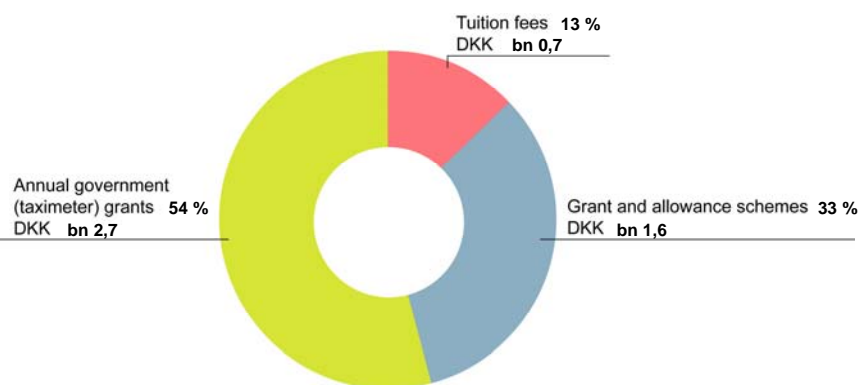
## QUALITY ASSURANCE AND DEVELOPMENT



## FINANCING

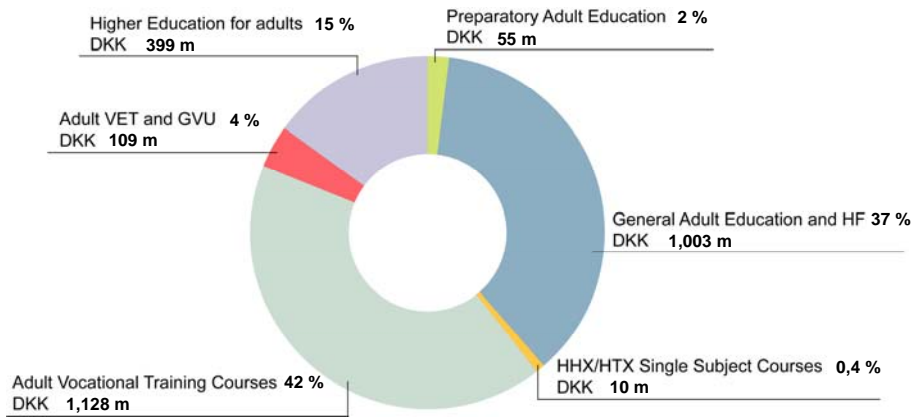
-  Public provision and taximeter funding of approved education activities
-  Co-financing by participants or employers through graduated tuition fees favouring low-skilled, certain offers being free
-  Publicly financed support/allowance schemes for forgone earnings during trainee leave (qualifying courses only)
-  Training for unemployed purchased by Public Employment Service

## FINANCING



- DKK bn 5 in total, 2004

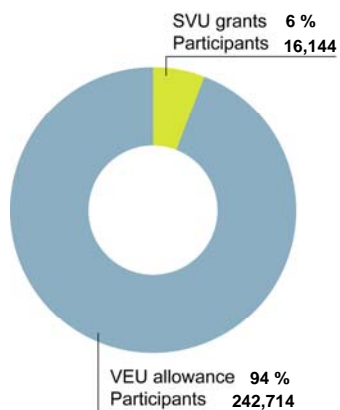
## DISTRIBUTION OF GOVERNMENT GRANTS



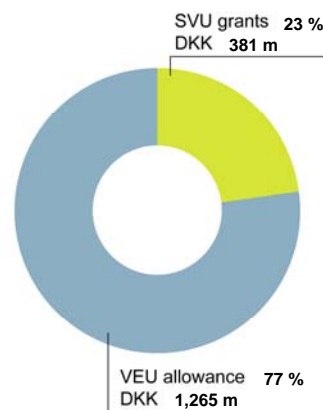
- DKK bn 2.7 in total, 2004

## GRANT AND ALLOWANCE SCHEMES

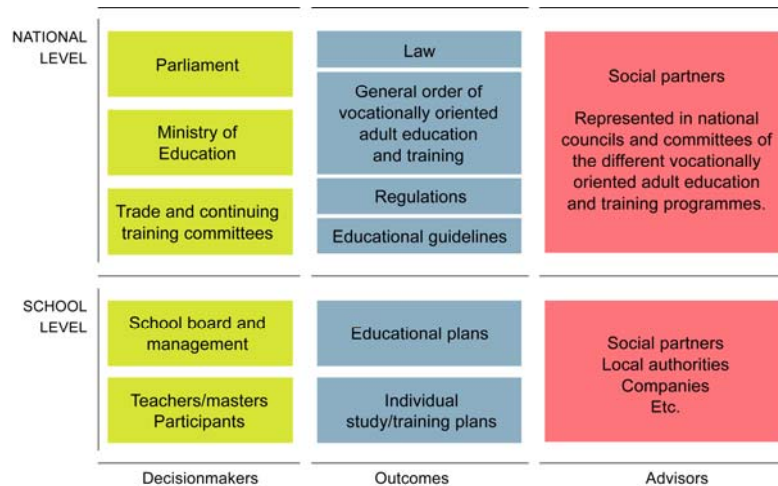
Participants receiving grants and allowances, 2004



Expenditure of grants and allowances (SVU and VEU), 2004



## STAKEHOLDER INVOLVEMENT AND MANAGEMENT



## GOVERNANCE

- National legislation provides the overall framework for education
- Primary and lower secondary schools are managed and owned by municipal councils
  - Within a national framework concerning curriculum, minimum number of lessons etc.
- Upper secondary and VET institutions are self-governing
  - The Ministry of Education has the overall responsibility
- Higher education institutions are self-governing
  - Under the overall authority of either the Ministry of Education, the Ministry of Science, Technology and Innovation or the Ministry of Cultural Affairs

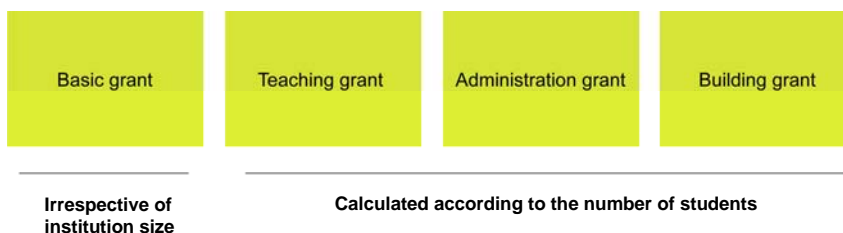
## FINANCING OF EDUCATION IN DENMARK

- The education system is one of the largest sectors in Denmark and is primarily funded by public means
- Danish and EU/EEA students: No tuition fees
- State-funded financial support provided to students enrolled in youth, higher and some adult education programmes
- The total public expenditure on education has increased from 7.4 % of the gross domestic product in 1994 to 7.7 % in 2006

## FINANCING OF EDUCATION IN DENMARK

### The taximeter system

Annual government grants based on a combination of fixed and per capita grants in relation to intake and completion rates

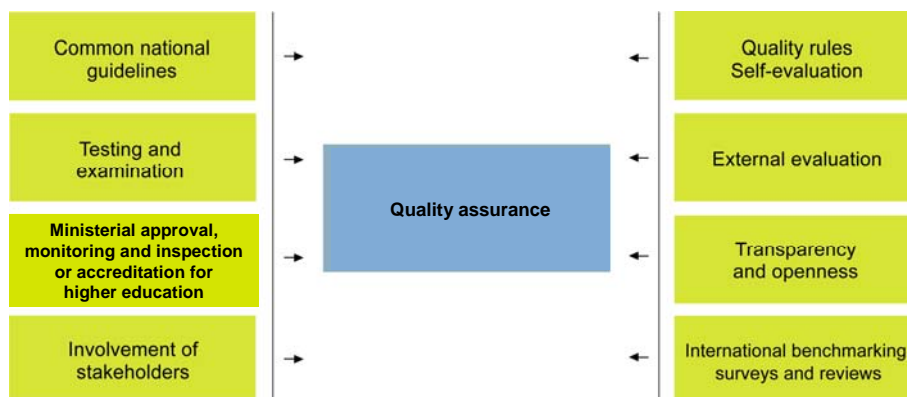


## EDUCATION GRANT AND LOAN SCHEME

- Publicly financed support for living costs:  
To all Danes (18+) enrolled in youth and higher education programmes  
Managed by the State Educational Grant and Loan Scheme Agency
- The max monthly grant varies:  
DKK 2.412 for students living with their parents / DKK 4.852 for students living alone
- Special State loans:  
Max DKK 2.483 per month - About half of all students make use of these
- The grants and loans are portable for studies abroad  
- For a period of max four years
- A new scholarship programme to cover tuition fees (partly or fully) at reputable HE institutions abroad from July 2008
- Special grant and allowance schemes for Danes enrolled in adult education programmes

2007

## QUALITY ASSURANCE



## INTERNATIONALISATION

- Great importance is attached to the internationalisation of education and training in Denmark
- Objective:  
To prepare students to meet the challenges of a globalised world by including intercultural understanding and international competencies in the entire educational system
- At governmental level:  
Denmark is an active partner in the educational cooperation of the EU, the Council of Europe, The OECD, UNESCO and the Nordic Council of Ministers  
The Copenhagen and Bologna processes play an important role in the development of Danish education and training
- At institutional level:  
Schools and institutions participate actively in international cooperation and exchange programmes within Europe and with the rest of the world

## CIRIUS

- An agency within the Danish Ministry of Science, Technology and Innovation which supports and promotes the internationalisation of education and training in Denmark
- Vision:  
Internationalisation should be a fundamental element in the educational sector, in the professional, pedagogic and economic priorities of the institutions and in the educational choices of pupils and students

## FURTHER INFORMATION

CIRIUS – [www.ciriusonline.dk](http://www.ciriusonline.dk)

Studying in Denmark – [www.studyindenmark.dk](http://www.studyindenmark.dk)

The National Education and Guidance Portal – [www.ug.dk](http://www.ug.dk)

The State Education Grant and Loan Scheme Agency – [www.su.dk](http://www.su.dk)

The Ministry of Education – [www.uvm.dk](http://www.uvm.dk)

The Ministry of Science, Technology and Innovation – [www.vtu.dk](http://www.vtu.dk)

The Danish Ministry of Culture – [www.kum.dk](http://www.kum.dk)

The Danish Evaluation Institute – [www.eva.dk](http://www.eva.dk)