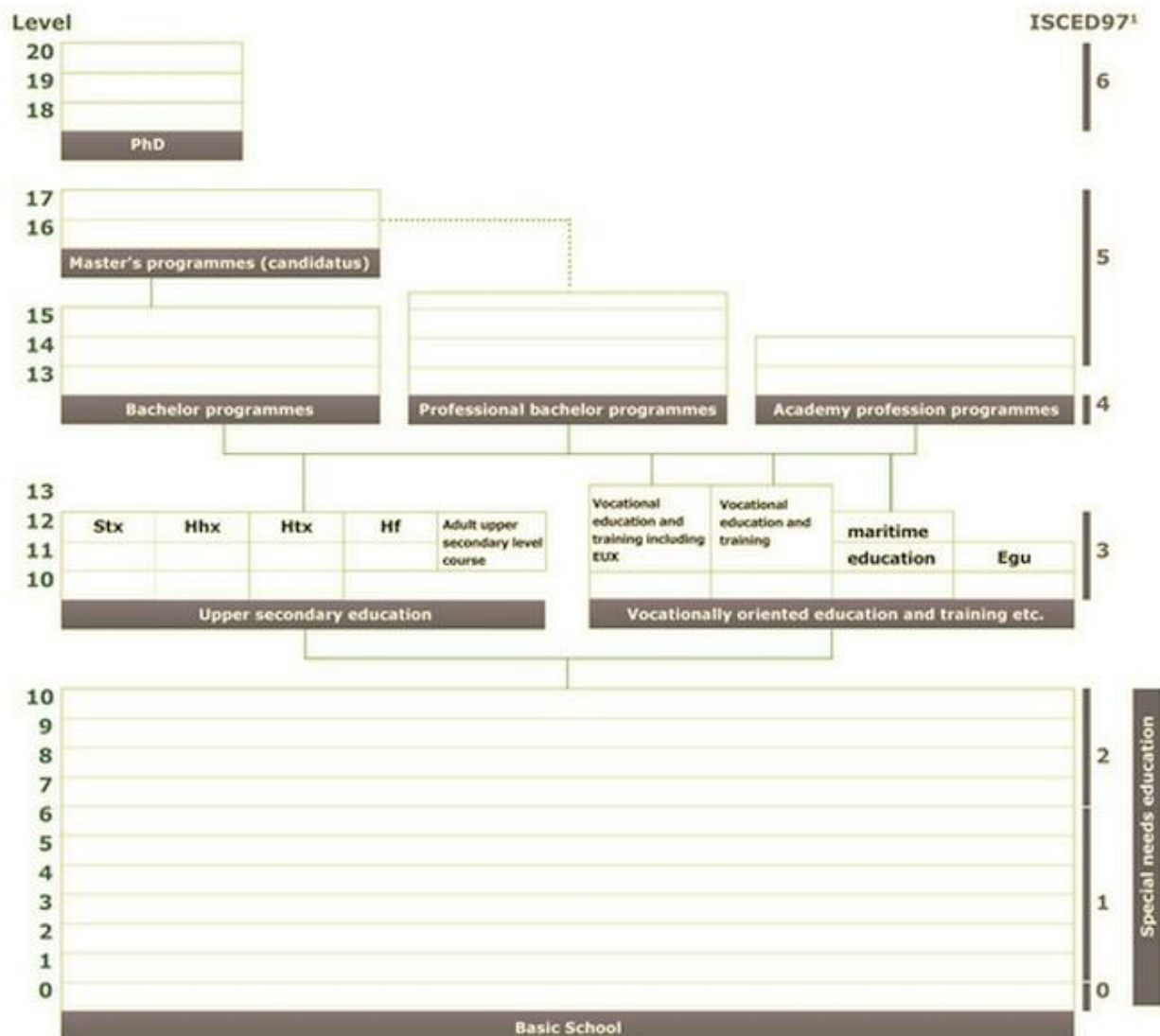


The Danish school system

Overview of the Danish Education System

In Denmark, all children must receive 9 years' education, but - provided a certain minimum standard is obtained - it is a matter of choice for the parents whether the education is received

- 1) in the publicly provided municipal primary and lower secondary school,
- 2) in a private school, or
- 3) at home.



Introduction to primary education

Kindergarten class introduces young children to the school environment and primary education.

The first year of compulsory school in Denmark is kindergarten class and composes an introduction to primary education the purpose being for young children to adapt into the school environment as a safe place for learning and social development.

In the first year of schooling the activities in the everyday school life of the children is carried out by trained pedagogues and teachers and prepares young children for further learning and education (The Danish Ministry of Education 2017).

Common Objectives

Children will throughout the activities in the first year of compulsory school reach linguistic, mathematical and scientific competencies. The young children will also be introduced to physical exercises and activities, art and music as a way to express themselves and develop engagement and a sense of community.

There is a particular focus on a playful approach to learning (The Danish Ministry of Education 2017).

Primary and lower secondary education

The Danish Folkeskole is a comprehensive school covering both primary and lower secondary education, i.e. the first (grade 1 to 6) and second (grade 7-9/10) stage basic education or in other words it caters for the 7-16/17-year-olds. It comprises the Folkeskole, private elementary schools, continuation schools (The Danish Ministry of Education 2017).

The formal aims of the Folkeskole as declared by the Government.

1 (1) The Folkeskole is, in cooperation with the parents, to provide students with the knowledge and skills that will prepare them for further education and training and instil in them the desire to learn more; familiarise them with Danish culture and history; give them an understanding of other countries and cultures; contribute to their understanding of the

interrelationship between human beings and the environment; and promote the well-rounded development of the individual student.

(2) The Folkeskole is to endeavour to develop the working methods and create a framework that provides opportunities for experience, in-depth study and allows for initiative so that students develop awareness and imagination and a confidence in their own possibilities and backgrounds such that they are able to commit themselves and are willing to take action.

The Folkeskole is to prepare the students to be able to participate, demonstrate mutual responsibility and understand their rights and duties in a free and democratic society. The daily activities of the school must, therefore, be conducted in a spirit of intellectual freedom, equality and democracy.

2. (1) The Folkeskole is the responsibility of the municipalities, cf, however, article 20, paragraph 3. The municipal board is responsible for ensuring every child in the municipality a free education in the Folkeskole. The municipal board is responsible for setting the targets and framework for the activities of the school within the provisions of this Act, cf article 40 and article 40a.

(2) Each school is responsible for ensuring the quality of the education in accordance with the aims of the Folkeskole, within the framework of the Act, cf article 1, and also bears the responsibility for determining the planning and organisation of the programme of education.

(3) Students and parents are to work together with the school in order to live up to the aims of the Folkeskole. (The Danish Ministry of Education 2017)

Subjects & Curriculum

The education in the nine-years of primary and lower secondary 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 1-9.
- 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 5-9. As an alternative to German, individual students may be offered the opportunity to select French language classes as an elective subject in form levels 5-9.

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 7, 8 and 9 may also be offered education in a range of elective subjects (The Danish Ministry of Education 2017).

The Curriculum

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 of 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 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. (The Danish Ministry of Education 2017)

Evaluation, Tests & Student Plans

Regular evaluation is an important part of the Folkeskole and student education.

Evaluation

As a part of the education process, regular evaluations of the students' learning outcomes are to be carried out. The evaluations are to gauge the students' level in terms of acquiring the knowledge and skills in the subjects and topics in accordance with the level and end objectives. The evaluations are to form the basis for providing guidance to the individual student and for the further planning and organisation of the teaching as well as being a tool for assisting in keeping the parents informed of the students' learning outcomes.

It is made clear that the regular evaluations of the students' learning outcomes must be in accordance with the level and end objectives of the individual subjects as they are defined under Common Objectives (The Danish Ministry of Education 2017).

National Testing

As a part of the process of evaluating the students' learning outcomes, a range of obligatory national tests have been introduced. The tests are to be used in order to be 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.

Students must complete the following tests:

Danish, with a focus on reading in form levels 2, 4, 6 and 8.

English in form level 7.

Mathematics in form level 3 and 6.

Geography in form level 8.

Biology in form level 8.

Physics/chemistry in form level 8.

The tests are computer based and adaptive, meaning that they are continuously adapted to the individual student. If a student answers a question incorrectly, then they are given an easier question; if the student answers correctly, they are given a more difficult question. In this way, it is assured that the tests provide a precise picture of each student's academic level. No two students receive the exact same test. It is therefore not being possible to make internal comparative evaluations of the tests within a specific class.

The test is one of a number of pedagogical tools available to the teacher. Together with the results of the evaluation, which the teachers also make use of, these tools are to be used in the planning of the further programme of education. The results are also used in guiding the individual student and will additionally be beneficial in strengthening cooperation with parents. The parents are therefore to be informed in writing about the results of the tests.

Information concerning test results for individual students, groups of students, teams, classes, schools, municipalities and regions, etc., are to be kept confidential, with the exception of the reporting on the national level. The test results will therefore similarly not be covered under the Public Administration Act's regulations regarding the right to public access to information. Finally, the exercises included in the tests will also be kept confidential (The Danish Ministry of Education 2017).

Student Plans

In order to strengthen the process of carrying out an ongoing evaluation of the Folkeskole, a provision was introduced requiring a written student plan for all students at all form levels. The student plans are to contain information about the results of the ongoing evaluations in all subjects and the course of action decided based on these results. The student plans are to be prepared at least once each school year.

The student plans are to be provided to the parents. A single model for the form the student plans are to take has not been introduced. It will continue to be the responsibility of the school boards to determine the specific principles for notifying the home regarding the students' learning outcomes and regarding any additional cooperation between school and home that is to take place within the framework that has been established by the individual municipal boards (The Danish Ministry of Education 2017).

National Evaluation Portal

A national evaluation portal will assist teachers in the work of evaluating the students' learning outcomes. Teachers have access to a wide range of inspirational material for performing evaluations in the individual subjects, and examples of good evaluation practices and working with student plans are also included (The Danish Ministry of Education 2017).

Examinations and Other Forms of Assessment

Before finishing school, all students must complete the compulsory examinations.

School-Leaving Examinations

At the conclusion of form levels 9 and 10, Folkeskole students sit for school-leaving examinations. This is compulsory after form level 9 but voluntary after the 10th. The examinations after the 10th form level place higher academic demands on the students than the examinations after form level 9.

Standard rules for all examinations ensure uniformity throughout the country. For the same reason, the papers for the written examinations are set and marked centrally. Each examination subject is assessed on its own merit; results cannot be summed up to give an average mark, in the same way, there are no pass or fail criteria.

At the conclusion of the 9th form level, students sit for the Folkeskole's final examinations, which can be taken in the following subjects: Danish, English, Christian studies, history, social studies, mathematics, geography, biology, science/chemistry and German and French as electives.

Students must sit for examinations in a total of seven subjects. Five of the subjects are compulsory for all students: written and oral examinations in Danish, a written examination in mathematics and oral examinations in English and science/chemistry. Moreover, each student must additionally sit for two examinations that are drawn at random, one from the humanities group, which includes written English as well as French or German, history, social studies and Christian studies, and one from the science group, which consists of geography or biology.

The examinations at the conclusion of the 9th form level are compulsory in order to ensure that all young people have a solid academic ballast when they leave the Folkeskole and thereby a better foundation for completing a post-compulsory education.

At the completion of education in the 10th form level, students have the opportunity to sit for examinations in one or more of the following subjects: Danish, mathematics, English,

German/French and science/chemistry. Additionally, students can elect to sit for one or more of the 9th form level examinations in Danish, mathematics, English or science/chemistry, or choose a combination of 9th and 10th form level examinations (The Danish Ministry of Education 2017).

Other Forms of Assessment

At the 9th and 10th form levels, a mandatory project assignment gives students the opportunity to complete and present an interdisciplinary project. The project assignment is assessed in a written statement on the content, working process and presentation of the final result. The written statement affords a broader and more detailed assessment of the student's ability. At the student's request, a mark can also be given. The assessment of the project assignment can be indicated in the leaving certificate (The Danish Ministry of Education 2017).

Cooperation between School and Home

It is the aim of the Danish Folkeskole to carry out its activities in cooperation with the parents. The Act on the "Folkeskole" is very clear on this point, requiring that parents and schools cooperate, and that students and parents be regularly informed about the school's opinion on how each student is benefiting from his or her schooling. "Regularly" here means at least twice a year and refers explicitly to information about the student's personal and social development as well as his or her academic achievements. A school board is to be set up at each independent school. 5-7 parents are to be elected by and from among persons who have custody of children enrolled in the school. Students are also to be represented on the school board. The students of the school are to elect two student representatives to sit on the school board. The student representatives are to participate on basically equal footing with the other school board members. The school board is to conduct its activities within the targets and framework laid down by the municipal board and is to supervise the activities of the school (The Danish Ministry of Education 2017).

Inclusion/exclusions

In most cases, a student with special needs are included in a mainstream school and receives special education in one or more subjects as a supplement to the general teaching.

However, not all students benefit from being taught in the mainstream class. Therefore, a student may receive special needs education that substitutes for the student's participation in the normal education in one or more subjects. A student may also be taught in a special class either within a mainstream school or within a special school. Finally, a combination is possible in which the student is attending either a mainstream school class or a special class, but receives education in both types of classes. Special classes may be organized for students with intellectual disabilities, dyslexia, hearing problems or the like. The provisions of the Folkeskole Act (regarding aims, curricula, evaluations, tests, school leaving exams etc.) apply to all students. Accordingly, students with special needs are in principle met with the same expectations as any other student. Special needs education includes differential teaching, counselling, technical aid and personal assistance (<http://eng.uvm.dk/primary-and-lower-secondary-education/the-folkeskole/additional-information>).

Danish research from 2013 and 2015 shows that about half of the teachers in Danish schools do not feel prepared to and equipped for dealing with the challenges that they meet in their teaching regarding the inclusive practice and they express a lack of in-service training (Baviskar, Dyssegaard, Egelund, Lausten, Lynggaard & Tetler, 2013; Baviskar et al, 2015). These findings are nuanced by the OECD, which in a review of the Danish school system's evaluation practices points out that the teachers do not work systematically to develop their own teaching practice and do not work systematically with assessment of the students' academic and social progress (Molbæk, 2016; OECD, 2011).

The teachers' concerns should be seen in a national context, where the Danish Government has set a goal for 96% of all students to be included in regular schools (Molbæk, 2017).

Inclusion was mentioned in the Danish school laws for the first time in 2012, where students with special educational needs were to be included in the general education system. The background for the introduction of inclusion contained both ideological and economic aspects, partly because the cost of special education over the years had risen sharply, partly because it was questioned whether elementary school could be said to be a school for all when approx. 14% of all students (2011) were excluded for special needs education for shorter or longer periods.

In 2015 4.8% of primary school students attended a special needs school or special needs classes. Some students of primary and lower secondary schools also needed periodic special needs education as a supplement to the general education. With the amended special education concept in 2012, students who receive special needs support for less than 9 hours a week are no longer considered as special need education students, consequently

only 1443 students (0.3%) in the statistics received special education in inclusive offers in 2014/15 versus 36,376 (6.2%) in 2011/12.

The extent of special needs education has been reduced in recent years, and efforts have been made towards a higher degree of differentiated teaching in general education in such a way that the need for special education is minimized (http://denstoredanske.dk/Erhverv%2c_karriere_og_ledelse/P%c3%a6dagogik_og_uddannelse/Specialundervisning/specialundervisning).

Well-being in Danish schools

In 2017 a study was conducted of the Danish students' well-being. The overall conclusions were:

1. There is generally a high level of school well-being in the Danish elementary school; approx. 75% experience a high level of well-being in school.
2. Most students experience a strong sense of student community in the school, while the fewest experience a strong student-teacher community.
3. Sense of community, both between students and between students and teachers, shows statistical correlation with all indicators of well-being: school well-being, learning, involvement in teaching, experienced competence, peace of mind, security and being without pain. The connections are strong and consistent.
4. The students who both experience strong student communities and strong student-teacher communities have a high level of well-being, regardless of which indicator of well-being we are looking at. On the other hand, students who both experience a low level of student community and a low degree of community with teachers tend not to thrive on all the indicators of well-being. And vice versa: The schools that are characterized by high well-being will also have students who experience sense of belonging to a larger community at their school (Knoop, Holstein, Viskum, Lindskov, 2017).

Bullying

Studies show:

- 11% of all schoolchildren in Denmark are bullied.
- 7% experience being bullied every single week throughout the school year.
- On average, two children in each class are bullied.

- 41 percent often want to intervene in bullying, but they do not.
- There is the same amount of bullying in schools in the country as in schools in the city.
- There is most bullying is in 4th, 5th, 6th and 7th grade.

(<https://www.boerneraadet.dk/nyheder/nyheder-2015/unge-handler-paa-digital-mobning>; <https://bornsvilkar.dk/fokus/vores-fokus>; <http://dcum.dk/grundskole>)

* 20 percent of students in 4th -9th grade in elementary school indicates that they have been bullied. There are more students in 4th grade - 6th grade than in the 7th grade- 9th grade, who report bullying. (Kilde: Trivselsmåling i folkeskolen fra 2016).

* Every eighth of the 17-18 year-olds who attend a secondary education report that they have experienced bullying. (Kilde: LO (2010): af "Mobning blandt unge - i skolen og på arbejdspladsen").

* 9.1 percent of the upper secondary school students surveyed feel lonely, while the corresponding number of students in vocational education is 8 percent. The proportion is both places greater for girls than for boys. (<http://www.si-folkesundhed.dk/Udgivelser/B%C3%B8ger%20og%20rapporter/2015/Ungdomsprofilen%202014.aspx>)

Digital bullying is an increasing problem

A report from the Children's Council's Child and Youth Panel shows that violent or hurtful content in social media is both well-known and widespread among young people.

Nearly 2000 young people from all over the country have participated in the Children's Council's survey of bullying on social media.

* 1932 young people from a total of 121 7th grade Classes have participated in the study.

* 21 percent of them have experienced receiving malicious private messages online.

* 23 percent have experienced that someone has sent or shared photos or videos of them on the web without their consent.

* Between four and eight percent of young people have been exposed to digital bullying. That is, they have experienced it several times a week or a couple of times a month.

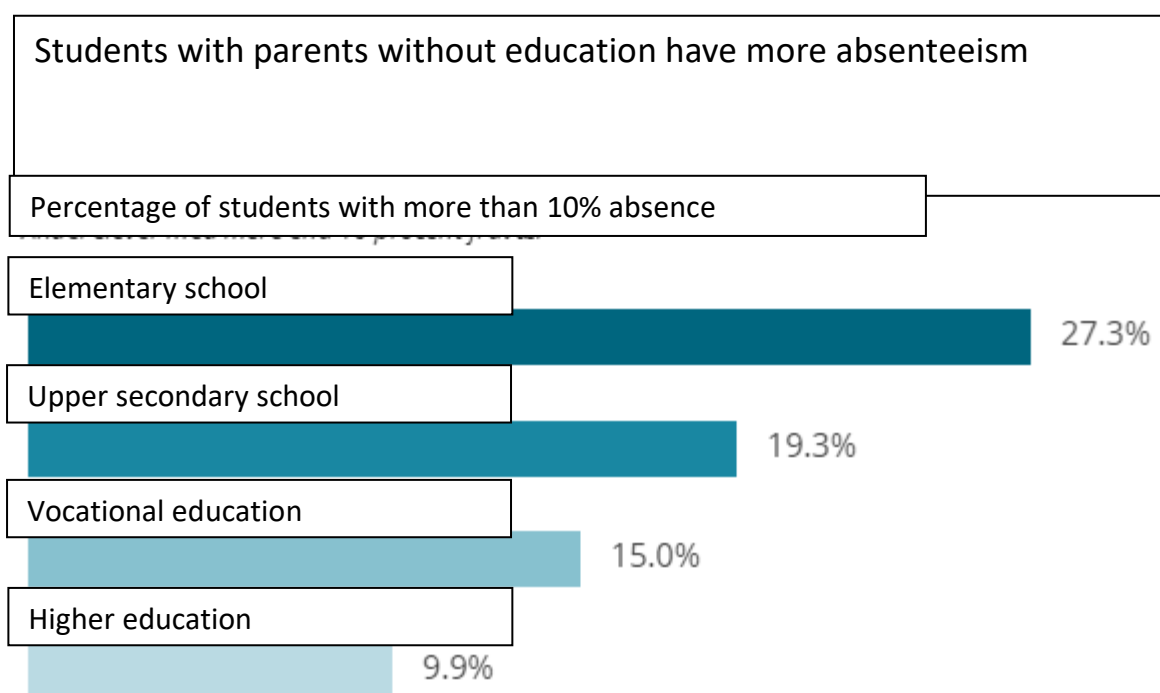
* Between seven and 22 percent of them have been witnesses that others have been exposed to digital bullying either several times a week or a couple of times a month. That may for example be in the form of malicious messages, threats or sharing of malicious images. (<https://www.boerneraadet.dk/nyheder/nyheder-2015/unge-handler-paa-digital-mobning>)

Absence and truancy

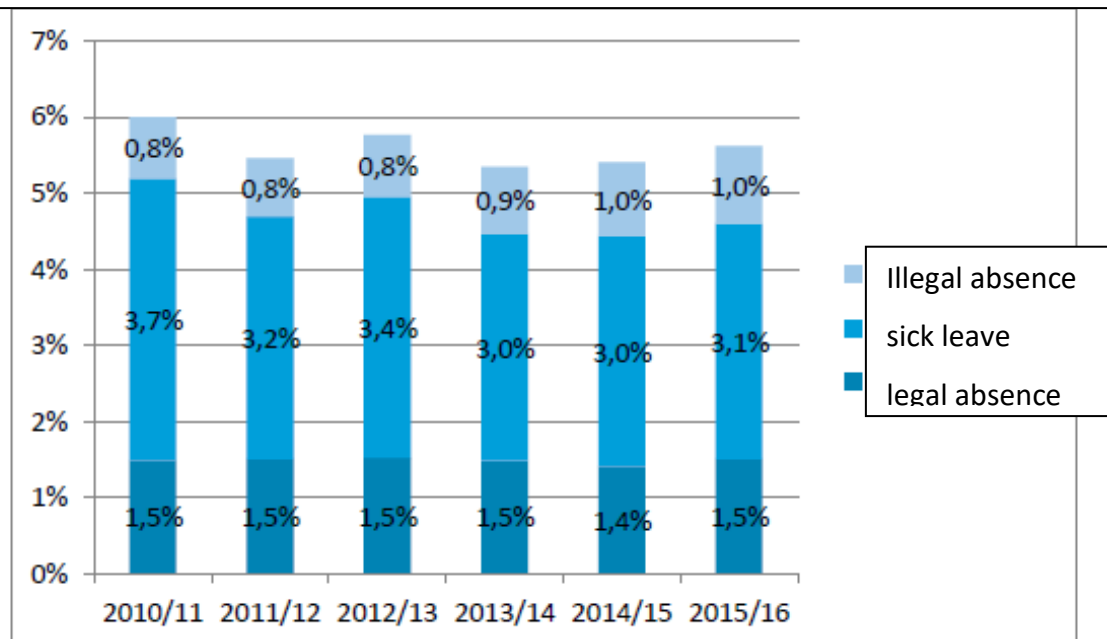
In the school year 2016/17 there was a total of 5.6 percent student absence, which in one year corresponds to about 11 days of absence for a student with 200 days of schooling.

Pupil absence has remained stable at this level since 2011/12.

Students, whose parents have primary school as their highest level of education, have on average more absences than other students do. A greater proportion of these students also have more than 10 percent absence compared with students whose parents have an upper secondary, vocational or higher education background (<https://uvm.dk/statistik/grundskolen/elever/elevfravaer>)



Student absence in primary school. 2010/11-2015/16, sorted by type of absence.



Kilde: Styrelsen for It og Læring. Der er foretaget afrundinger i figuren.

For special needs students, the total absence is 8.8 percent, which corresponds to almost 18 days of absence for a student with 200 days of schooling. In comparison with elementary school students, special needs students have 3.1 percentage points - equivalent to more than 6 school days - more absenteeism.

Sanctions

If the municipality suspects that parents do not live up to their parental responsibility and, for example, do not prevent their child's illegal school absence, the social authorities may issue a 'parental order' in certain cases. Before that, a so-called § 50 examination of the family conditions will be conducted, as far as possible in cooperation with the parents and the child or the young person. The examination must identify resources and problems and include the child's development and behaviour, as well as family, school and health conditions, including, for example, abuse. Based on § 50 examination, a plan with help measures and agreements on actions to help for example the student to attend school more regally is decided. A 'parenting order' is issued, for example, when a § 50 examination has shown that the child's development is at risk and if it is assessed that parents actually are able to handle their parental responsibility in the future. If the parents do not comply with the

agreements in the 'parenting order' the municipality may withhold child benefits (<http://foraeldreraadgivningen.dk/artikel/frav%C3%A6r-fra-undervisningen>).

Bilingual pupils/Pupils with a different heritage than Danish

The proportion of pupils with a different heritage than Danish in the Danish primary and lower secondary school is approx. 10-11%

(<https://uvm.dk/statistik/grundskolen/elever/elevtal-i-grundskolen>). Figure 1 (below) shows different school-types in Denmark, and the proportion (in %) of pupils with a different heritage than Danish. The first column shows the figures for the regular public school (folkeskoler), and here the proportion of pupils with a different heritage than Danish is 11%. The 5th column shows the figures in private/free schools, and here the proportion of pupils with a different heritage than Danish is 10%.

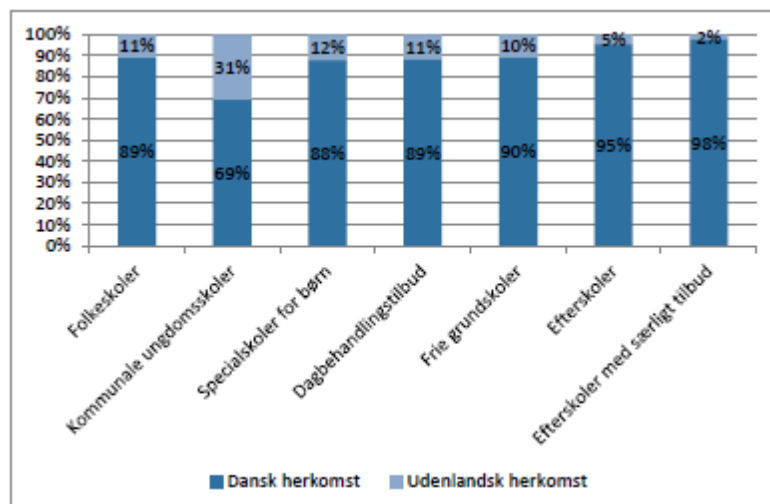


Figure 1. Different school-types in Denmark, and the proportion (in %) of pupils with a different heritage than Danish

Many of the pupils with a different heritage than Danish have roots in Turkey, Iraq and Somalia, but the diversity among the teachers are far less profound. Despite the fact that approx. 10-11 % of the pupils in the Danish primary and lower secondary school are bilingual, and have a different heritage than Danish, only approx. 2 % of the teachers in the Danish school system have a different heritage than Danish. According to former School Principal Yasar Cakmak, this means that many bilingual pupils in the Danish School have

very few bilingual teachers as role models in their daily school environment that they can identify with, and the result can be that bilingual pupils are less likely to pursue a career as teachers (Olesen, 2016).

Research also indicates that Denmark is lagging behind other Western countries when it comes to raising the academic achievements of pupils with immigrant backgrounds in school (Hellisen, 2017). In countries such as Canada, Sweden, Netherlands and Australia second generation immigrants achieve and thrive better in school, than is the case in Denmark (ibid.).

Figure 2 (below) shows the proportion of bilingual pupils in the Public Danish primary and lower secondary school (folkeskolen) in exact numbers and percent from 1992-2012 (www.dlf.org/media/97364/skolen-tab-15-tosprogede.pdf)

Skoleår	Antal indvandrere	Antal efterkommere	Antal tosprogede elever i folkeskolen (for 07/08) / Antal med udenlandsk herkomst i alt (fra 07/08)	Pct. af samlet elevtal i folkeskolen
1992/93			27.410	5,20 %
1993/94			28.865	5,60 %
1994/95			30.587	6,00 %
1995/96			35.951	7,00 %
1996/97			39.395	7,60 %
1997/98			41.833	7,90 %
1998/99			45.048	8,30 %
1999/00			45.048	8,20 %
2000/01			46.140	8,20 %
2001/02			53.178	9,20 %
2002/03			55.812	9,50 %
2003/04			57.523	9,70 %
2004/05			59.382	9,90 %
2005/06			59.423	9,90 %
2006/07			60.411	10,10 %
2007/08	17.854	42.332	60.186	10,25 %
2008/09	16.742	43.522	60.264	10,38 %
2009/10	16.115	44.467	60.582	10,50 %
2010/11	15.315	44.828	60.143	10,49 %
2011/12	14.729	44.759	59.488	10,50 %

Figure 2. Proportion of bilingual pupils in the Public Danish primary and lower secondary school from 1992-2012.

With inspiration from the French sociologist Pierre Bourdieu, several Danish researchers have shown how pupils with immigrant backgrounds are less successful in the Danish School system and that they often are categorized as students with bad behaviour. Such

analyses show that this is often related to the Danish teachers (unconsciously) promoting Danish middle Class norms in the school setting. Among such researchers are Laura Gilliam, Eva Gulløv, Bolette Moldenhawer (who concentrated on these issues related to Primary and lower secondary school), Susanne Murning (who focused on upper secondary school) and Charlotte Palludan (who focused on kindergartens) (Gilliam, 2009; Gulløv & Gilliam, 2012; Murning, 2009, 2013; Palludan, 2005; Nielsen, 2017).

Private Schooling in Denmark

Denmark has a tradition of private schools with a substantial government subsidy.

This tradition mainly originates in the ideas and initiatives of the clergyman, poet and politician, N.F.S. Grundtvig (1783-1872), and the teacher, Christen Kold (1816-1870). On the basis of their ideas about "a school for life based on the living word", the first "folk high school" for adults was founded in 1844 and the first "free school" (private independent school) for children in 1852. They were in particular meant to serve the rural population.

The ideas of Grundtvig and Kold had such an impact on the political thinking of their time that they were written into the democratic Constitution adopted by Denmark in 1915. It stipulates general compulsory education - not compulsory school attendance.

Number of schools and pupils

About 13% of all children at basic school level (including the voluntary pre-school class and 10th form) attend private schools. In 2006, approx. 91,000 children attended 491 private schools, while 690,000 pupils attended the municipal school, of which there are approx. 600.

Types of schools

Private schools in Denmark may be roughly divided into the following categories:

- small independent schools in rural districts (friskoler),
- large independent schools in urban districts (privatskoler),
- religious or congregational schools,
- progressive free schools,
- schools with a particular educational aim, such as the Rudolf Steiner schools
- German minority schools,

- immigrant schools.

The bottom line is that private schools will be recognized and receive government financing regardless of the ideological, religious, political or ethnic motivation behind their establishment.

Some private schools are very old, some are quite new, and new ones are still being added. It is characteristic of the private schools that they are smaller than the municipal schools (The Danish Ministry of Education 2017).

The recent school reform

Following a line of seemingly unsatisfying results on the OECD-structured PISA tests, political reforms was completed in the municipal primary and lower secondary schools in Denmark in 2014. The reform meant an increased number of in-school hours in the form of more lessons, mandatory homework club and supported education for all pupils enrolled in the Danish national public-school system (Gravesen & Ringskou 2016a: 48-50). This means that out of all 35 OECD-countries Denmark now demand the second largest number of in-school hours in the world, with Australia coming in first. The Danish pupils will now be expected to put in roughly 11.000 hours in total throughout their primary and lower secondary school life - roughly 4000 hours more than the OECD-average of 7000 hours (OECD 2016: 380).

So, in these years, primary and lower secondary schools are faced with the big and complex task of implementing the reform, with the aim of raising the students' academic level and well-being.

In headlines, there are 16 elements of different changes and new components to be implemented into the Danish public school. Among the most noticeable are:

- More in-school hours
- Mandatory homework clubs
- Supported education for all children
- More physical activity in classes

- New teaching methods

The direct and apparent changes for the children

The most obvious difference schoolchildren will notice is a longer school day. Children in grades 0-3 (ages 6-9) will now have 30 hours of school each week, while students in grades 4-6 (ages 10-12) will have 33 hours per week and those in 7-9 grade (ages 13-15) will be in class for 35 hours per week.

The longer days will be most noticeable for the youngest children. First grade students previously had a minimum of 21.1 hours of teaching each week. That increases by nearly nine hours under the reform when the two hours of available tutoring are factored in.

Students will have more hours in Danish and maths and a daily average of 45 minutes of physical activity. The reform also includes a stronger focus on foreign languages, with students now learning English in first grade rather than third, and being introduced to a second foreign language beginning in fifth grade

<https://www.thelocal.dk/20140811/denmarks-public-schoolchildren-enter-a-new-era>

Some political philosophies behind the reform

All students attending Danish public schools should realise their full potential. Regardless of whether they are academically gifted or need a little help along the way, the official guide to the reform, states. Regardless of their background, they must enjoy school. That is what the new public school aims to achieve. Too many pupils leave public school without the skills required to continue their out-of-school education. Other students are not challenged enough academically. And too many others lack the motivation and desire to learn whilst at school (The Danish Ministry of Education 2014).

Three goals

The three goals of the new public school are:

- The public school must challenge all students, so that they realise their full potential.
- The public school must reduce the influence of social background on academic results.
- Trust in the school and student well-being must be enhanced through respect for professional knowledge and practice (The Danish Ministry of Education 2014).

A longer and varied school day

In the new public school, the students will have a longer and more varied school day. More time means more time to learn more, the official guide states. Time to delve more deeply into what individual pupils find motivating and rewarding. Each individual student gets the opportunity to learn at the tempo and with the various forms of teaching that best meet the individual's needs. Time to use different forms of teaching that motivate and accommodate all children. Regardless of what they can do, and how they best learn. Time for exercise and movement every single day. Time for homework assistance and academic immersion, where all students can concentrate on becoming better at what they have difficulty with, or where competent students with special talents can cultivate their interests, immerse themselves and become even better. Time for the school to open itself up to the surrounding community, so that the students see how what they are learning in school is used in the real world. And learn what kind of community they are a part of. More time with capable teachers and pedagogical staff

This means:

- A longer school day: The school day for the youngest students ends around 2.00 p.m., for students in Years 4–6 around 2.30 p.m. and for students Years 7–9 around 3.00 p.m.
- More lessons in Danish and Math for Years 4–9. Because the two core subjects are fundamental to be able to learn other subjects.
- Earlier foreign language learning: English from Year 1, a second foreign language (German/French) from Year 5 and an opportunity to choose an optional third foreign language in Year 7. Because foreign languages are important in order to be a success in the global community.
- Homework assistance and academic immersion: Because there has to be time to have things clarified one more time, to get help with homework and to immerse oneself in the things that are particularly difficult or particularly interesting.

Exercise and movement are being integrated in all students' school days for an average of 45 minutes each day. Because this enhances students' motivation, learning and health.

- The open school: The school must cooperate with the surrounding community. Because students must be compatible with the community they will be a part of, and local sporting, cultural and business life must help to create academically competent and capable children and young people.
- New subjects – craft and design along with food science: Students shall learn about health and about food from field to table. They will learn to develop an idea from process to finished product. Because their innovative and creative competencies must be enhanced, and because the school must reflect that Denmark is both a knowledge- and a production-based society.
- More optional subjects from Year 7: It will be possible to establish new optional subjects, with optional subject teaching being moved to Year 7 and being made mandatory at the same time. Because it is important that the oldest students' interests and requirements are met, so that they are motivated for further education (The Danish Ministry of Education 2014).

Development of teaching and learning, skills and knowledge

The new public school is not just about more hours, but about more, higher-quality, teaching. The teaching must take greater account of the needs of individual students, and be performed by competent teachers and pedagogical staff.

A massive investment in a competence improvement of teachers and pedagogical staff will equip the teachers to meet the objectives of the public-school reform, including increased competence coverage and supportive guidance, and allow teachers to incorporate the latest findings on teaching and learning, so as to ensure that our students learn in the best way (The Danish Ministry of Education 2014).

School management and governance

The new public school imposes new requirements for a visible school management that establishes the direction for the school and which takes responsibility for the achievement of goals and how these goals are achieved. The managers must involve parents, students, colleagues, administrative staff and politicians, as they have a shared responsibility for the

children's learning and well-being. The following initiatives are being taken under the reform with regard to school management and governance:

- Continuing education of principals: The principals will be trained so they can establish objectives for and follow up the school's development, and develop pedagogical practice in teaching.
- Objectives and follow-up: The student plan and quality report are being simplified, and a common management information system is being established incorporating key data on students' and schools' development, which will create a basis for an annual status report on public schools' performance. Because improvement of students' academic levels and well-being must be the focal point for dialogue between the national government, municipalities, schools and parents.

Rule simplifications: A number of rule simplifications have been introduced under the reform in order to provide the municipalities and the schools with greater freedom to arrange teaching in the school taking account of local conditions. The Common Objectives are being simplified, which will provide better opportunities for class formation and more flexible rules for the school boards (The Danish Ministry of Education 2014).

Self-governance - the independent, decentralised responsibility for educational opportunities and development

The political objectives for the institutional structures of the self-governing institution areas are to ensure broad educational environments with a range of options for young people and adults in all regions, and that the institutions should be able to bear the independent, decentralised responsibility for educational opportunities and development, as well as the pedagogical development. The primary aim is therefore to ensure a high level of educational quality and broad geographic coverage throughout the country.

In the case of post-compulsory education programmes, management of the educational options is to ensure that these programmes are available locally for all young people such

that they have the possibility for commencing and, to the greatest possible extent, completing an education without having to move away from home.

Regarding the higher education programmes, it is expected that the target group is, to a larger degree, mobile. The capacity of the programmes is generally more limited than with the post-compulsory programmes. At the same time, however, emphasis is placed on achieving regional coverage in terms of the educational options, partly with regard to the possibilities for maintaining attractive educational alternatives for young people in all regions, and partly in order to support regional business development.

Having educational institutions in the outlying areas is of great importance for business development. It is also to assist in attaining the political objective of having as many young people as possible complete an education. However, experience with small institutions in local areas offering a small variety of educational programmes has shown that the local educational institutions have found it difficult to attract young people, who would rather seek out the larger and multi-academic educational environments available in the larger cities and often do not return to their local areas once they have completed their education. At the small institutions with a limited educational field and a small faculty, where individual subjects are typically only covered by a single teacher, it is, furthermore, often difficult to develop versatile academic environments.

To an increasing degree, the institutions have taken on new tasks and roles and are no longer defined by a school building but by a teaching environment that is internally organised into a number of local departments of the primary institution and which, together with other educational institutions, is part of a single comprehensive and flexible regional infrastructure (The Danish Ministry of Education 2017).

Upper Secondary Education (Ungdomsuddannelse) in Denmark

In Denmark, Upper Secondary Education typically begins at the end of the 10 years of compulsory education grade 0th-9th.

Figure 3 (below) shows the number of students that started, finished or are not enrolled in Upper Secondary Education in 2016 in Denmark. The figure shows that the proportion of young people not enrolled in Upper Secondary education (the grey part) is fairly high in all age groups. The numbers are between 20-25% (<http://eng.uvm.dk/upper-secondary-education/about-upper-secondary-education/>).

18 - 25 åriges ungdomsuddannelser

Tid: 2016 | Uddannelsesstatus:

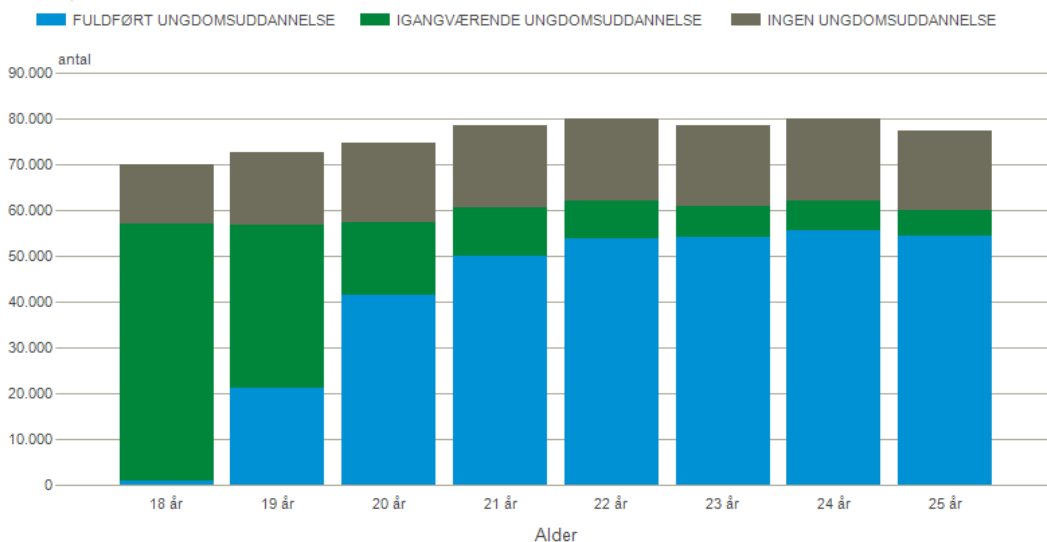


Figure 3. Number of students who started, finished or are not enrolled in Upper Secondary Education in 2016, divided in age groups.

In Denmark, there are two primary paths to choose from in Upper Secondary Education, either

1. general education qualifying for access to higher education (in Danish: Gymnasium/**studentereksamen**) and
2. vocational or technical education (In Danish: Erhvervsuddannelse) qualifying primarily for access to the labour market.

Ad. 1) Education qualifying for access to higher education aim at the 16-19 year olds, and several programs are available:

- the Higher General Examination Programme (stx) (in Danish called the regular Gymnasium/almene gymnasium))
- the Higher Preparatory Examination (hf) (like stx, but only two years and often for older pupils with a little more experience)
- the Higher Commercial Examination (hhx) (In Danish called handelsgymnasium)

- the Higher Technical Examination (htx) (In Danish called teknisk gymnasium)

Ad. 2) Vocational or technical education (in Danish: erhversuddannelser – EUD) is also aimed at the 16-19 year olds, and several strands are possible, among them

- the vocational education and training programmes (craftsmen, etc.)
- the basic social and health training programmes etc. (social assistants, social helpers, etc.)

The EUD programs provide direct business competence, and to a certain extent also the possibility to apply for further education. The programs consist of approx. 30-50% school activities and approx. 50-70% internship (either in a business or in school practice). The lack of internships in real business is a recurring political discussion and Achilles heel in the Danish society. The EUD programs are characterized by large dropout rates (Among other things, due to the lack of internships), and the area undergoes many reforms.

In addition to these two main paths, there are a number of other educational and training opportunities, such as production schools and basic vocational education/training programs (EGU).

The target group of the Production Schools are *“young people under the age of 25 who have not completed a qualifying youth education and who, at the time, are not qualified to start such education, or who have dropped out of a youth education programme. Production school may only admit a participant with a state grant when the Youth Guidance Centre has assessed and identified that the young person belongs to the target group of the production schools.”* (<http://eng.uvm.dk/upper-secondary-education/production-schools>).

The target group of the EGU are “persons under the age of 30 who live in the municipality and do not receive education (including not in a production school programme either), do not have a job and do not have the preconditions for completing another qualifying youth education.” (<http://eng.uvm.dk/upper-secondary-education/basic-vocational-education-and-training--egu->)

Young people that are enrolled in Productions Schools or the EGU program are “typically practically-oriented, and often come with a weak educational background, and are not very

academically inclined.” (<http://eng.uvm.dk/upper-secondary-education/basic-vocational-education-and-training--egu->)

Popularity

In Denmark the general education qualifying for access to higher education (Gymnasium/**studentereksamen**) is by far the most popular choice among young people (<https://uvm.dk/aktuelt/nyheder/uvm/udd/gym/2017/marts/170320-fortsat-stor-soegning-mod-gymnasiet>). For several years, mainly applications to stx, but also hxx and htx have increased, while applications for the EUD programs dropped.

Figure 4 (below) shows that in 2017, 74% of the students coming from 9th or 10th grade enrolled in education qualifying for access to higher education (Gymnasium/**studentereksamen**), while only 18,5% enrolled in a EUD program.

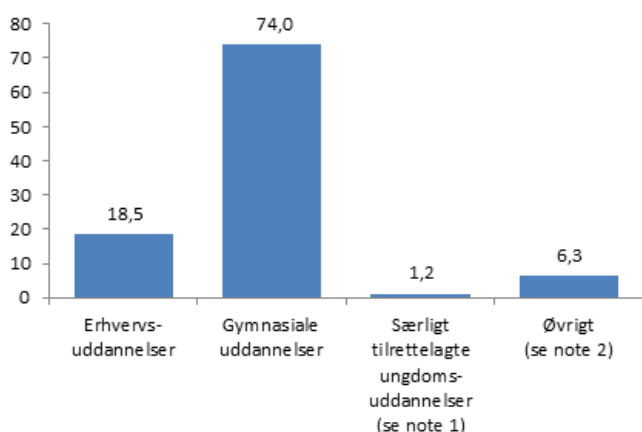


Figure 4: Enrolment for secondary education from 9th and 10th grade students leaving primary school in 2017 (percent)

Figure 5 (below) shows the development of enrolment in the Upper Secondary Educations from 2001-2017. Obviously, the gap between the two main paths are increasing.

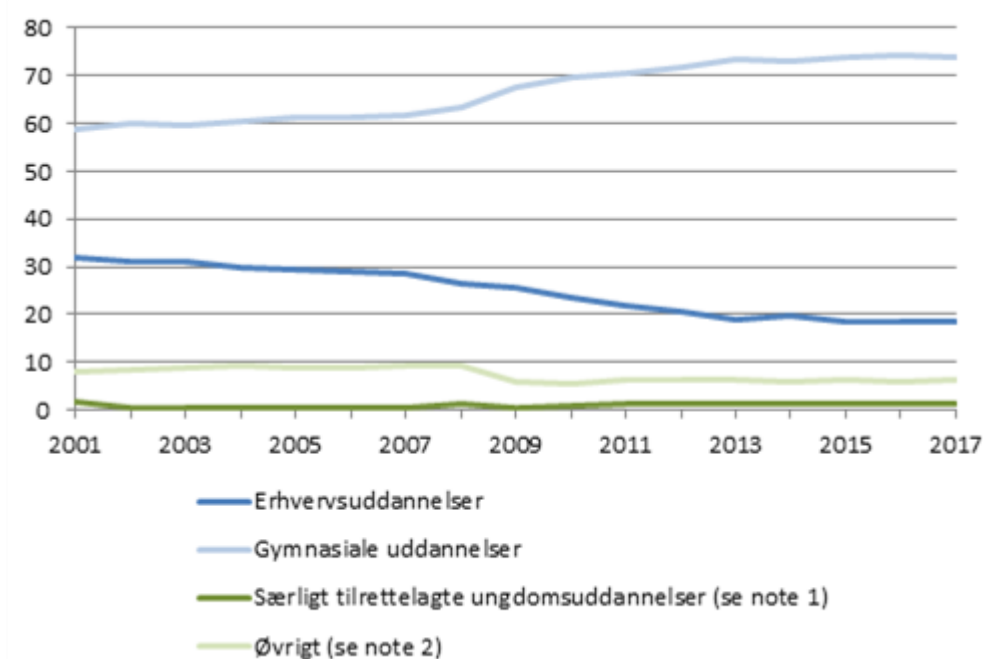


Figure 5: Enrolment for secondary education from students in 9th and 10th grade leaving primary school in the period 2001-2017

Higher Education in Denmark

In Denmark, higher education programs are divided into short, medium and long higher education programs with a duration of respectively: under 3 years, 3-4 years and more than 4 years. The programs are offered at business academies, university colleges, universities and master's schools. Generally, admission requirements are a high school exam (Gymnasium/Studentereksamen) and for some educational programs a vocational education.

The short higher education programs include Laboratory Technician, Market economics and computer science programs. *The medium-term* higher education programs include journalist, primary school teacher, educator, social worker and nurse. Such medium-term programs are often offered at the University Colleges. *The long* higher education programs include master's programs in humanities, social sciences, science, medicine, engineering, theology and business administration. After the Master's program, it is possible to apply for a PhD-degree, a 3 year research Educational program. In Denmark, the PhD-program is provided only at the regular Universities. Figure 6 (below) shows a general overview of the

Danish Education System (<http://eng.uvm.dk/general-overview/overview-of-the-danish-education-system>)

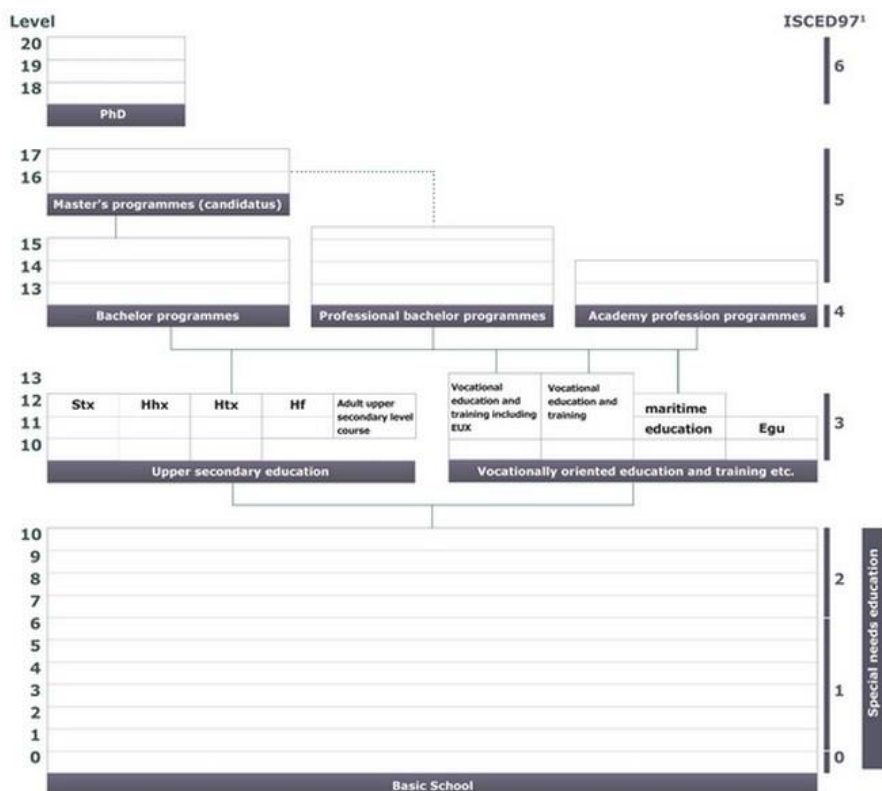


Figure 6. General overview of the Danish Education System

Within the last two decades, higher education institutions have been characterized by mergers at all levels. In 2007 “University Colleges” replaced the Centres for Higher Education (CVU’s), which in 2004 replaced the original seminars (where the social educators’, pedagogues’, and teacher’s education traditionally were offered). Today there are seven University Colleges in Denmark.

The University Colleges educate professional bachelors in various vocational education programs, such as primary and lower secondary school teacher, nurse, social educator/pedagogue and professional bachelor in public administration. In addition, diploma programs are offered. In 2016, The University Colleges accounted for 33% of higher education in Denmark

([http://denstoredanske.dk/Erhverv, karriere og ledelse/P%C3%A6dagogik og uddannelse/Videreg%C3%A5ende_uddannelser/professionsh%C3%B8jskole](http://denstoredanske.dk/Erhverv,_karriere_og_ledelse/P%C3%A6dagogik_og_uddannelse/Videreg%C3%A5ende_uddannelser/professionsh%C3%B8jskole)).

Social educators/pedagogue education and the Teacher's education

For the University College programs that are relevant for our MaCE-project, a few facts about the Social educators/pedagogue education and the teacher's education are provided in the following:

The Social educators/pedagogue education is the largest education in Denmark. 5000 students start the program every year. The education is a 3,5 year long professions bachelor program, that alternates between theory and practice. The students are trained to work with care, development, education and learning. Social educators/pedagogues work in many different work spheres, such as nursing homes, recreation centres, youth clubs, primary schools, psychiatric institutions, housing for disabled people, etc.

The teacher's education is a 4-year professions bachelor program that links academic and academic didactic knowledge about teaching subjects with pedagogical skills and internships in schools. The education alternates between occupational education and research-based knowledge. The education gives access to teaching in the Danish primary school. The typical workplace for educated teachers is primary school, private elementary schools and secondary schools.

Dropout rates at the Social educators/pedagogue education and the Teacher's education

Dropout rates for the two educations are fairly high: On a national level, after the first year of studies, the dropout rate in 2016 for the Social educators/pedagogue education is 10,7%, and for the Teacher's education it is 16%

For the specific programs in VIA University College, the dropout rates are as follows:

Social educators/pedagogue education. The proportion of dropout-students after 4 years among students that started in 2011/2012 (from autumn 2011-summer 2012) is 19,2%. Almost 1 out of 5 does not complete.

The Teacher's education. The proportion of dropout-students after 4 years among students that started in 2011/2012 (from autumn 2011-summer 2012) is 30,1%. Almost 1 out of 3 does not complete the program.

References:

Baviskar, S. C., C. Dyssegaard, N. Egelund, M. Lausten, M. Lynggaard, and S. Tetler. 2013. *Dokumentationsprojektet: Kommunernes omstilling til øget inklusion pr. marts 2013* [The Documentation Project: The Municipalities Transition to More Inclusion per March 2013]. IUP, SFI

The Danish Ministry of Education 2014

<http://munkevaengets-skole.skoleporten.dk/sp/file/f1f806fd-ef3d-4a95-ba65-de31594bc9ec>

The Danish Ministry of Education 2017

<http://eng.uvm.dk>

Gilliam, L. (2009). *De umulige børn og det ordentlige menneske*. Aarhus: Aarhus Universitetsforlag.

Murning, S. (2009). Lighed og uddannelse. I: N. Holtug & K. Lippert-Rasmussen (red.) *Lige muligheder for alle – social arv, kultur og retfærdighed*. Frederiksberg: Samfundslitteratur.

Gravesen & Ringskou (2016) Rum for kvalifikation, plads til inklusion? - om mødet mellem børn, rum og pædagogik i den danske folkeskole. In: Nordisk tidsskrift for pedagogikk og kritikk, Vol. 2, 2016, pp. 47-63.

Gulløv, Eva & Gilliam, Laura (2012) *Civiliserende institutioner. Om idealer og distinktioner i opdragelse*. Aarhus Universitetsforlag

Hellisen, H. (2017) "Kendt problem i mange år". I: *Folkeskolen*, nr. 22, 2017. (<https://www.folkeskolen.dk/622396/kendt-problem-i-mange-aar>)

Ministeriet for børn, undervisning og ligestilling. Styrelsen for IT og læring. "Notat. Elever i grundskolen – 2015". PDF. Findes her: (<https://uvm.dk/statistik/grundskolen/elever/elevtal-i-grundskolen>)

Molbæk, M. (2016). *Inkluderende Klasse- og læringsledelse [Inclusive Teaching Strategies]*. Aarhus University: PhD thesis.

Molbæk, M. (2017). *Inclusive teaching strategies – dimensions and agendas*. International Journal of Inclusive Education Vol. 0 , Iss. 0,0. Francis & Taylor.

Murning, S. (2013). *Social differentiering og mobilitet i gymnasiet – kulturel praksis, sociale positioner og mulighed for inklusion*. Ph.d.-aOandling. Aarhus: Center for Ungdomsforskning, Institut for Uddannelse og Pædagogik (DPU), Aarhus Universitet.

Nielsen, D. K. (2017) "Dansk undervisning kan være svær at forstå". I: *Folkeskolen*, nr. 22, 2017. (<https://www.folkeskolen.dk/622393/dansk-undervisning-kan-vaere-svaer-at-forstaa>)

Olesen, E.P. (2016) "Hver tiende elev er tosproget: Kun to procent af lærerne har ikkevestlig baggrund". I: *Folkeskolen*, nr. 18, 2016. (<https://www.folkeskolen.dk/595146/hver-tiende-elev-er-tosproget-kun-to-procent-af-laererne-har-ikkevestlig-baggrund>)

Palludan, Charlotte (2005) *Børnehaven gør en forskel*. Danmarks Pædagogiske Universitetsforlag.

Other online sources:

<http://eng.uvm.dk/upper-secondary-education/about-upper-secondary-education>

[http://denstoredanske.dk/Erhverv, karriere og ledelse/P%C3%A6dagogik og uddannelse/Danmark \(Uddannelse\)](http://denstoredanske.dk/Erhverv,_karriere_og_ledelse/P%C3%A6dagogik_og_uddannelse/Danmark_(Uddannelse))

[http://denstoredanske.dk/Erhverv, karriere og ledelse/P%C3%A6dagogik og uddannelse/Videreg%C3%A5ende uddannelser/professionsh%C3%B8jskole](http://denstoredanske.dk/Erhverv,_karriere_og_ledelse/P%C3%A6dagogik_og_uddannelse/Videreg%C3%A5ende_uddannelser/professionsh%C3%B8jskole)

<https://ufm.dk/uddannelse/videregaende-uddannelse/professionshøjskoler/professionsbacheloruddannelser/laereruddannelsen?searchterm=l%C3%A6reruddannelsen>

<https://ufm.dk/uddannelse/videregaende-uddannelse/professionshøjskoler/professionsbacheloruddannelser/pædagoguddannelsen>

<https://www.thelocal.dk/20140811/denmarks-public-schoolchildren-enter-a-new-era>

<http://eng.uvm.dk/primary-and-lower-secondary-education/the-folkeskole/additional-information>

http://denstoredanske.dk/Erhverv%2c_karriere_og_ledelse/P%C3%A6dagogik_og_uddannelse/Specialundervisning/specialundervisning

<http://dcum.dk/grundskole>

<http://forældreraadgivningen.dk/artikel/frav%C3%A6r-fra-undervisningen>

<https://bornsvilkar.dk/fokus/mobning/mobning>

<http://www.sifolkesundhed.dk/Udgivelser/B%C3%B8ger%20og%20rapporter/2015/Ungdomsprofilen%202014.aspx>

<https://www.boerneraadet.dk/nyheder/nyheder-2015/unge-handler-paa-digital-mobning;>

<https://bornsvilkar.dk/fokus/vores-fokus>

<https://uvm.dk/statistik/grundskolen/elever/elevfravaer>