

**National Report  
on the Development of Education in Denmark since 2001**

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**”Quality Education for all Young People:  
Challenges, Trends and Priorities”**

**National Report of Denmark**



**The Danish National Commission for UNESCO**

**&**

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# National Report on the Development of Education in Denmark since 2001

## Preface

In recent years more and more documentation about the Danish educational system has been available in English on the Internet. To avoid duplication and redundancy this is thus a “referential report”. In order to make reading less cumbersome, the symbol \* is used to indicate that specific references are available on-line (see final section).

In the just-published (May 2004) “World data on Education” DVD by IBE you will find a comprehensive account of the elements of the Danish system and its most recent developments, i.e. up to the first half-year of 2004.

## **1. The education system at the beginning of the 21<sup>st</sup> century: an overview**

The Danish educational system\* may best be described as subject to ongoing and continuing change and development. Different parts of the system are reformed over an average ten-year cycle or even less. The reforms serve the purpose of responding to external as well as internal demands.

### **1.1. Recent major accounts of the Danish educational system**

For the 46<sup>th</sup> session of ICE in 2001, Denmark submitted a very detailed account on the development of education. The national report\* is now available through IBE’s website. The present report is a follow-up to this documentation.

In 2003 Denmark submitted its National Plan of Action for Education for All (EfA)\* in the context of the six Dakar goals and with special reference to *integration* through education.

[http://us.uvm.dk/int/unesco/om\\_unesco/Uddannelse/uddannelse.htm?menuid=8005201010](http://us.uvm.dk/int/unesco/om_unesco/Uddannelse/uddannelse.htm?menuid=8005201010)

### **1.2. Change in government**

In November 2001 the governing coalition between the Social Democratic Party and the Social Liberal Party changed to the present governing coalition between the Liberal Party and the Conservative Party. It should be noted, however, that in general there is and has been a reasonable degree of consensus among the political parties about strategic issues as far as education is concerned.

The change of Government resulted in the establishment of a Ministry for Science, Technology and Development. The administration of twelve universities was transferred to this new ministry, whereas the non-university higher education sector remained within the purview of the Ministry of Education.

### **1.3. The Government's Plan of Action for Better Education (May 2002)**

In May 2002 the new Government launched a far-reaching initiative entitled "Better Education"\*. In the publication "Better Education", specific goals as well as reform ideas were put forward for each part of the system and those playing a part in it that covered education in a broad sense. This policy paper is the platform and the point of departure for the renewal and reform of recent years, not only in its content but also in its form.

The Danish Government wishes to encourage new growth and dynamics in society for the benefit of all. Welfare in Denmark must be guaranteed and expanded. Education programmes must therefore be of top quality. Education of a high international standard and quality will be the key to coping well in a more and more globalised world. Education is one of our most important competition parameters and a prerequisite for an increasing and well-qualified workforce with up-to-date skills.

The education sector must be based on *freedom of choice*: human beings must come before the system. High professional standards, quality, relevance and flexibility for all the users of the education system are not a matter of course. They require continuous adaptation to new requirements, and improvements in areas where not everything is as it should be. There is a need for innovation. The Government therefore presented its action plan for Better Education in order to strengthen proficiency and skill levels in upper secondary education, in higher education, in adult and further education and in continuing training.

#### **Increased proficiency and academic standards**

Generally speaking, education programmes need to be reviewed in order to pinpoint the identity of the individual programme, while stressing the clear formulation of goals for each subject, educational level, courses and institutions with clearly relevant criteria for the assessment of goal achievement.

In its policy paper on the training of pedagogues and teachers, the Government proposes a renewal of the two largest Danish higher education programmes. This policy paper is an integrated part of the Government's strategy in the field of education outlined in "Better Education". The policy paper contains proposals to renew these two independent education programmes and it takes its point of departure from some of the key words of that plan – proficiency and academic standards, flexibility, innovation, free choice and output management – with the main focus on enhanced knowledge, proficiency, academic standards and increased flexibility. The policy paper therefore reinforces proficiency, academic standards and flexibility in both programmes in addition to enhancing their social skills profiles.

#### **Flexibility**

Flexibility is an especially important element in the reform of the basic vocational education and training programmes referred to in Section 3. Flexibility and individual organisation of social and health care training programme has also been introduced in accordance with the individual student's/pupil's potentials and needs (cf. the discussion above of initiatives for refugees and immigrants and practically-oriented young people). See also the discussion below on the interdisciplinary initiative on increased recognition of real competence.

### **Innovation and entrepreneurship culture**

The Minister of Education and the Minister of Science, Technology and Innovation have drawn up the strategy “Innovation, Entrepreneurship and a Culture of Independence in the Danish Education System”. Its aim is to motivate young people to start their own businesses by means of an entrepreneurial and innovative culture within the educational system. This strategy considers it important that all levels of the system, from the basic school through to higher education, should contribute to the creation of a broader context for the entrepreneurial initiative.

Whereas in the Folkeskole personal skills (such as inventiveness and initiative) should be emphasised, the focus in higher education programmes should be on the practically-oriented problems facing businesses. Among the initiatives in the strategy that have already been put in hand the programmes’ entrepreneur portal may be mentioned. This portal includes information regarding and tools for teaching entrepreneurship ([www.ivaerksaetter.emu.dk](http://www.ivaerksaetter.emu.dk)).

### **Result and output management**

As a consequence of the decentralised administration of the education system detailed codes of practice and subsequent checking on the individual institutions’ conformity with rules will be replaced by a more comprehensively-oriented superintendence of the educational institutions – a regime more in the nature of overall supervision (monitoring) of results and analysis of the basic conditions under which the institutions operate, in order to ensure that their chances of delivering high quality are maximised. This is to be achieved on the basis of quality indicators that will provide a foundation for a more consistent follow-up and reaction/sanction.

It is also planned to implement a systematic assessment of the effect of generally- and vocationally-oriented adult and continuing education programmes, i.e. complete educational schemes with nationally-established targets. The aim is to assess this effect at multiple levels and in relation to the objectives of adult and continuing education.

### **Improved cross-sector guidance**

The guidance system for which the Ministry of Education is responsible has been simplified, professionalised and targeted through a fundamental reform. From August 2004, guidance concerned with educational and vocational choice will be concentrated to form a more cohesive system independent of sectoral and institutional interests. The Government’s aim is that young people (including young people in special need of such attention) should receive guidance that guarantees an adequate foundation for making realistic decisions about their education and vocation and that also challenges their potential. In general terms the reform has a double objective: to support the aim of a high level of employment, and to make it possible for the individual to exercise freedom of choice.

Under this reform three new anchorage points have been established, each dedicated to its own task: 46 municipal *Youth Guidance Centres*, to guide children and young people in their choice of youth education; seven *Regional Guidance Centres* to provide guidance on higher education options and the national guidance portal [www.Uddannelsesguiden.dk](http://www.Uddannelsesguiden.dk), which will contain exhaustive information of all relevant education programmes and occupations in Denmark.

### **Increased recognition of real competences**

In November 2004 it is intended to present a cross-ministerial report in the Folketing dealing with improved options for the assessment and recognition of real competences throughout the educational system, with the idea of following this up with concrete initiatives in different fields of education.

### **Enhanced internationalisation of education programmes**

In April 2004 the Minister of Education and the Minister of Science, Technology and Innovation delivered a joint report to the Folketing on the enhanced internationalisation of education programmes and a proposal for a coherent strategy to achieve this.

The most important of the Government's initiatives to enhance the internationalisation of education programmes are that the international dimension of their content should be strengthened; that there should be increased mobility of pupils, students and teachers; that IT should be used as an internationalisation tool to an increasing extent; that there should be more opportunities for institutions both to cooperate and compete internationally; that Denmark's participation in international cooperative forums for education (including international comparisons of educational systems) should be increased; and that the internationalisation initiatives should be followed up and evaluated.

## **1.4. Educational Reforms and Internationalisation**

The internationalisation of the Danish educational system has been accelerating. Since the 1950s UNESCO, OECD, the Nordic Council of Ministers and the Council of Europe have been arenas that have functioned as sources of inspiration. It would be fair to say, however, that the membership of these multinational organisations has only very seldom had a *direct* influence on Danish policy formulation. They serve as a background of theory, concepts and ideas to a never-ceasing debate on educational issues.

Denmark joined the European Union in 1973 and has since then played an increasingly active role in policy-making and coordination in education. A major element in this process is the implementation of the *working programme* concerning the objectives for the future direction of the European education systems. This work, having been endorsed by the European Council on several occasions, is based on the *open method of coordination*, and it thus recognises the responsibility of the Member States for the content and structure of their national educational systems.

As regards *UNESCO's declarations and recommendations* in the field of education following the Delors report (1995) and the major world conferences (CONFINTEA V (1997), WCHE (1998) and ICE (2001)), the impact is more *indirect*. The context and the texts are primarily used as a source of inspiration. The ICE 1996 recommendation on the status and role of teachers will be dealt with in section 2.4.

Denmark has taken part in several *international surveys* on educational performance, at student as well as at institutional level. The outcome of these international comparisons has shown that Danish pupils and students perform averagely with regard to reading literacy, a little above average in mathematical literacy but significantly below average in science (OECD PISA 200). However, the performance of Danish students

is second to none in social science subjects, citizenship etc. (IEA Civics Study). From the input of resources (see below) it might be expected that the output in the form of test results would be considerably better. Several explanations for this performance (which is clearly below expectations) have been sought.

The latest external evaluation of Primary Education in Denmark by the OECD (May 2004)\* has been received in a positive and proactive way and was subject to extensive coverage in the media. Political action will be taken immediately wherever appropriate (see section 1.10 below).

### **1.5. Demographic Changes**

The composition of the Danish population has been changing over the last 40 years, and not only because of fluctuating demographic factors. Especially since 1965, Denmark has changed from having a relatively homogenous population – using cultural, social, ethnic or religious indicators – to a more heterogeneous population that includes guest workers, immigrants, refugees, asylum-seekers, migrants and migrant workers from many different parts of the world. The Danish population is 5.3 million, of which some 400,000 belong to different ethnic minorities.

### **1.6. Better Integration**

In the spring of 2002 the new Danish Government prepared a major cross-ministerial initiative towards better integration of foreigners in Danish society. This initiative targets three areas: measures to ensure a coherent and open democratic society; measures to ensure that persons with a non-Danish background will perform well in the education system; and measures to ensure a higher proportion of foreigners in the workforce.

The result of this work (June 2003) was a raft of 114 initiatives aimed at all types and levels of integration, of which 39 were within the area of education.

### **1.7. Negative Social Inheritance**

Another cross-ministerial working group has considered ways in which everyone - irrespective of social background and upbringing - can enjoy the option of choosing the life they want and for which they have the potential. The goal is a society in which everybody has a fair chance of utilising his or her faculties/talents and actively creating his or her own life. In spite of many efforts to achieve this over the years, negative social inheritance and lack of social mobility continue to hamper the prospects of the individual.

The proposals from the group, which by their nature have a long time perspective, are now under implementation. The recent OECD evaluation (see below) of Danish Primary and Lower Secondary Education (the Folkeskole) likewise recommends a stronger focus on vulnerable and exposed children. It is children with minor learning disabilities who stand in most need of more attention, whereas the needs of children with severe handicaps are apparently already addressed in a more fundamental way.

### **1.8. Public Expenditure on Education in an international perspective**

The boxes below show Denmark's relative position with respect to selected economic indicators. The latest comparative data available are from 2000 or 2002.

## Public Expenditure on Education in Percentage of Total Public Expenditure

Danish public expenditure is very high when compared with that of other countries. Total public expenditure in 2000 amounted to 55 per cent of GDP, which – seen in an international perspective – is at the very top of the table. Only Sweden spent slightly more.

The fact that a country spends a large proportion of its national budget on education in relation to its total public expenditure may reflect the fact that education has a high priority, but it also indicates that *education is more or less exclusively the responsibility of the public sector*. In most countries other than the Nordic countries, education is to a much greater extent privately funded.

Denmark invests a great deal in education, and there is a history of **public financing of the education sector**. In 2000, public expenditure on *education and training* was equal to 15 per cent of total public expenditure, which is more than the OECD average of 13 per cent and the EU average of 12 per cent.

## Total Expenditure on Educational Institutions by Level in percentage of GDP

Compared with other countries, Denmark spends major resources on educational institutions at *all* levels. Total expenditure (public and private) on educational institutions amounted to 6.7 per cent of GDP in 2000, which is among the highest in both the EU and the OECD. The USA spent 7.0 per cent.

## Expenditure per Pupil/Student

Denmark spends a large amount per pupil in primary and secondary education and also more per student in higher education than the OECD average.

In 2000, expenditure per pupil/student attending basic school in Denmark corresponded to approx. USD 7,200 (adjusted to the real purchasing power in the country). Expenditure per pupil/student in Denmark is considerably higher than the average for OECD countries (USD 5,100).

At upper secondary level, expenditure amounts to USD 8,200 per pupil/student in Denmark as opposed to an OECD average of USD 5,916.

Ref.: “Tal der taler 2003” (in Danish).

## 1.9. Development in the primary and lower secondary school

Consequent upon the publication of the action plan “Better Education”, the objectives (goals and targets) for the compulsory curriculum – i.e. the subjects – have been codified and made more stringent.

On this basis the evaluation of progress is better estimated on an individual as well as a collective basis. The objectives provide for an assessment after the completion of grades, 2, 4 and 6.

In May 2004 the OECD published a major evaluative report on the Danish Folkeskole. The report points out the following weaknesses, listed here with no attempt to disguise them: widespread under-achievement; lack of a strong culture of assessment; inadequate sharing of good experiences between schools; insufficient efforts to help children with minor learning disabilities; insufficient efforts to cope with the needs of

children with a disadvantaged social background; ambivalent attitudes towards school leadership and management; insufficient teacher training and in-service training; inflexible contracts for teachers' working hours; and schools' secondary tasks like prevention, upbringing etc. getting in the way of their primary role (education).

These criticisms draw attention to the need for what may be termed a "change of culture" in the school and on the part of all those concerned with its functioning.

The evaluation also points out several important aspects: the school should be working in a democratic tradition; the school should be decentralised and oriented towards development and innovation; considerable resources should have been allocated over a long period; staff, buildings and equipment should be satisfactory; parents should have a wide range of choice; dedicated teachers and pedagogues; confident and happy pupils and students; willingness to integrate bilingual children; and the will to improve.

The OECD has put forward a list of 35 concrete recommendations for improvement. The main thrust is in the direction of more frequent testing and assessment of the pupils. This, however, is a very sensitive political issue in Denmark.

The positive reception of the OECD report may be seen as consistent with the willingness to take on board the results of several international comparisons in recent years.

## 1.10. Upper Secondary Education

In Denmark, education is compulsory for children between seven and sixteen years of age. Nearly all school-leavers continue in upper secondary education – about 41 per cent in vocational colleges (commercial or technical) and 53 per cent in schools providing general upper secondary education. About six per cent leave or drop out of the education system after the Folkeskole.

There are two forms of *general* upper secondary education in Denmark: the Gymnasium and the higher preparatory examination (HF) courses. There are also two types of vocationally oriented programmes: HHX (commercial) and HTX (technical).

The Ministry of Education oversees the *national examination system* and is also responsible for the content of education and for monitoring its quality. All material forming part of the examination must be approved by the Ministry. The Ministry draws up the written examination papers and appoints external examiners for the oral and written examinations. Two external examiners assess examination papers.

### 1.10.1. The Gymnasium

The Gymnasium is a three-year course leading to the Upper Secondary School Leaving Examination ("studentereksamen"), which qualifies pupils/students for admission to university and other higher education studies. To be admitted to the Gymnasium, a pupil must have completed nine years of basic education and fulfil certain subject requirements. At the end of the third year, all students must be examined in ten subjects if they are to pass the examination as a whole.

### 1.10.2 Higher Preparatory Examination (HF)

The Higher Preparatory Examination (Danish abbreviation HF) was introduced at the end of the 1960s and is primarily directed at *young people and adults who have left the education system and wish to return*. Like the Gymnasium, the HF courses offer general education in addition to preparing students for continued studies.

### 1.10.3. Vocationally Oriented General Upper Secondary Programmes (HHX and HTX)

The HHX and HTX are general upper secondary education programmes with a significantly business-related content. The HHX concentrates mainly on commercially and socio-economically oriented subject areas and foreign languages, and the HTX mainly on technical and technological subjects in addition to natural science subjects. These courses are offered by vocational colleges.

### 1.10.4. Reform of the Gymnasium

A major reform of the Gymnasium has been under discussion since 2001. This reform has now been adopted by Parliament and will come into effect in mid-2005.

The **goals and principles** behind the reform are: the enhancement of students' knowledge, proficiency and skills; consolidating students' skills with reference to higher education; boosting cooperation between teachers in different subjects; updating cultural and general educational concepts (common frame of reference); four programmes with clearly different profiles; and flexibility, including interconnections between different programmes.

Some important structural **changes** may be pointed out: the basic course will now last six months and specialised studies two and a half years.

- Enhancing cooperation among teachers and subjects through the introduction of a formalised time frame
- Clearer objectives for teaching and students' skills
- New forms of testing and examination
- Increased focus on natural sciences
- New working methods aimed at motivating students
- Tightening up of regulations on students' active participation in class
- Flexibility and different profiles at the same time – better coordination between the four programmes

**Testing and examination** will take place as follows: individual marks for all subjects; ten external examinations for each student plus a project-based examination in cross-curricular work with its starting point in the special subjects chosen; compulsory written and project based examinations at A-level; individual ex-

amination; different weighting of marks at levels C, B and A; and the final diploma to have a weighted average mark which forms the basis for acceptance into higher education.

The **standards** comprise: fixed quantity of study time at national level; fixed level in all subjects and cross-curricular work; schools to decide on the distribution of lessons within national frameworks; schools to determine the number of students per class; choice of specific syllabuses and work methods (within national frameworks); examination in oral, written and project work; external examiners; national curricula for all subjects; quality assurance mechanisms; supervision and inspection.

A description of the new system in English is in preparation.

### **1.11. Vocational Education and Training**

With its point of departure in the ongoing discussions about cooperation in the field of vocational education and training and with reference to the conclusions from the European Council in Barcelona in March 2002, a declaration was adopted by 30 European ministers of education at the conference in Copenhagen on 29-30 November 2002 dealing with enhanced cooperation in the field of vocational education and training. <http://presse.uvm.dk/nyt/pm/copenhagen.htm>

### **1.12. Forthcoming Act and provisions for teacher training.**

Since 2002 new provisions for teacher training have been on the political and administrative agenda. An outline is given in section 2.4 below.

### **1.13. New system for guidance in the educational system**

Provision of educational and vocational guidance for pupils and students in the education system is an area of high priority in Denmark. In April 2003, the Danish parliament adopted a [new Act on educational and vocational guidance](#), under which guidance services in the educational system will be restructured. The Ministry of Education has been responsible for the implementation of [the Danish guidance reform](#). The new system became operational on 1 August 2004. [http://eng.uvm.dk/guidance/eduvocal\\_guidance.htm](http://eng.uvm.dk/guidance/eduvocal_guidance.htm)

Lifelong guidance is also on the agenda in many international forums, such as the EU, the OECD and the World Bank. The main aims and components of the Danish guidance reform are very much in line with the EU and OECD recommendations on guidance policies and practices.

Read more about the OECD recommendations in the [Country Note on Danish Career Guidance Policies \(April 2002\)](#).

More country reports, newsletters and articles about guidance-related issues may be found on the [OECD web pages on career information and guidance](#).

28 May 2004, the EU Council of Ministers adopted a Resolution on Strengthening Policies, Systems and Practices in the field of Guidance throughout life in Europe. [Download the resolution here.](http://europa.eu.int/comm/education/policies/2010/doc/resolution2004_en.pdf)  
[http://europa.eu.int/comm/education/policies/2010/doc/resolution2004\\_en.pdf](http://europa.eu.int/comm/education/policies/2010/doc/resolution2004_en.pdf)

### **1.14. Administrative Reform: changes in county and municipality structure**

A major political agreement was reached in June 2004 on the future administrative structure of Denmark. The number of counties will be reduced, with five regions replacing 12 counties. The counties' responsibility for upper secondary education will be taken over by the state and the schools in that area will become self-governing. This reform will take effect from 2007.

## **2. Quality education for all young people: challenges, trends and priorities**

### **2.1. Education and gender equality**

The girls are "overtaking" the boys in many fields and subjects. In the established system the girls seem to be better learners and are more quiet and focused. In science, however, many girls lag behind. Experiments in the special adaptation of science subjects to gender have been neither successful nor conclusive.

Male-dominated blue-collar professions like chauffeurs, blacksmiths, and carpenters have seen a greater intake of girls and women and there are now more women in traditional men's jobs than ever before. No formal rules hinder access to any profession by both sexes.

Gender differences in the professions (medicine, the law, the church), where there is an increasing proportion of women, have so far not led to any special measures.

In the teaching (school) and caring (day care) professions the gender ratio (proportion of women to men) is 70-30 and 85-15 respectively.

The perspective of the "role model", i.e. the lack of male role models, is traditionally and frequently used to support the argument for gender equality in the educational system. It might be argued, however, that role models are abundant *outside* the institutional sphere.

### **2.2. Education and social inclusion**

Please see sections 1.6 and 1.7 above.

### **2.3. Education and skills for life**

The shift in paradigm from teaching to learning implies taking into account the learner's lifelong perspective – without losing sight of social values.

Many findings from the still unpublished “Danish Competency Account” emphasise that the great divide in our society is not only on the level of completed education and continuing education, but in learning opportunities in civil and working life as well: arenas in which skills are fostered and nurtured, where we can learn to cooperate, communicate, adapt values and beliefs and so on.

Work in progress in the context of the ASEM embraces the following principles.

Skills are justified when they add to society’s human capital, i.e. lead to sustained employment, enhance social cohesion through active citizenship and further cultural diversity. **Key skills** in this context are (a) acting autonomously; (b) using tools interactively and (c) interacting in heterogeneous groups. Analytical, communicative and personal skills and attitudes are at the heart of development in the specific national context.

The contextualisation implies defining a taxonomy of learning targets in order to create curricular frameworks with an inbuilt assessment and accreditation system.

## **2.4. Quality education and the key role of teachers**

A new Act on teacher education is in preparation. Only an outline can be given here. The duration of education is will continue to be four years. The Act will concern itself with the Folkeskole i.e. the primary and lower secondary school from grades 1 to 10. The new education will allow for specialisation in specific teaching subjects. Of the 18 subjects taught in the Folkeskole, teachers must in future specialise in four. Another trend in specialisation will be towards age groups or classes, allowing teachers to specialise in the lower grades (1-6) or the higher grades (4-10). One of the new subjects is “Danish as second language”, developed to promote the integration of immigrants and their children.

Looking at the status and role of the Danish teachers in the perspective of the ICE 1996 declaration, we may draw attention to the long tradition in Denmark of using the methodology of experimentation and development. Reforms are based on solid experimentation and documentation. Over the years considerable resources have been devoted to that purpose. Resources for experimentation are allocated centrally but its implementation is decentralised.

The school is considered to be the major integrative force in society and hence its degree of inclusiveness is subject to constant adaptation and development. Since 1980 children with special needs have been integrated into the normal schools to the greatest possible extent.

The 1991 Act on the Folkeskole prescribes “differentiated teaching”, i.e. that all teaching should take the child’s faculties or skills as its point of departure. A constant effort is made to keep classmates together as far as possible. A child would normally have the same classmates throughout the nine years of the Folkeskole.

A national charter to prevent bullying and harassment was adopted in spring 2004.

## 2.5. Education for sustainable development

The Danish Ministry of Education has included aspects of sustainable development as central elements in teaching for more than ten years. Initially, the sharpest focus was on the environmental aspects described in the Ministry's publication about the green approach to education. In later years education has increasingly embraced the social aspects of sustainable development, and with the signing of the Haga Declaration in 2002 the foundation was laid for yet another advance, in that the Ministries of Education of all the countries around the Baltic Sea approved a common plan of action called "Baltic 21E", under which they resolved that sustainable development should be a general principle underlying all education programmes and at all levels. As part of this process it was also agreed that the concept of "Education for Sustainable Development" should be interpreted in its broadest sense, so that ESD may be regarded as an integral part of the "Education for All" programme.

The overall Danish strategy for sustainable development is based on the decisions that resulted from the Johannesburg Summit in 2002, and reference is made in this strategy to the "Baltic 21E" action plan. The Danish Minister of Education has recently contacted the Danish Minister for the Environment and the Minister for Foreign Affairs with a view to possible participation in common initiatives as part of the implementation of the UN's ten-year plan for ESD.

<http://eng.uvm.dk/publications/green/2.htm>

<http://www.ee/baltic%2021>

### **3. Selected on-line documentation in English on the Danish Educational System**

The online publications presented below cover the different levels and fields of education. The educational system is undergoing more or less constant change. We therefore advise the reader to consult <http://eng.uvm.dk>, which is the starting page for searches for online publications in English.

For matters concerned with integration, see the website of the Ministry of Refugee, Immigration and Integration Affairs at <http://www.inm.dk>.

#### **3.1. General**

[http://eng.uvm.dk/guidance/eduvocal\\_guidance.htm](http://eng.uvm.dk/guidance/eduvocal_guidance.htm)

[Baltic 21- An Agenda 21 for the Baltic Sea Region - 2003](#)

[Better Education - Action Plan - 2002 \[Short version\]](#)

[The Danish Presidency of the European Union: Education and Youth - 2002](#)

[Facts and Figures - Education Indicators Denmark - 2002](#)

[Multicultural counselling - Summary - 2002](#)

[Ideas about reforming The Danish system of vocational education and training \(VET\) - Summary - 2001](#)

[Statistical Yearbook 2002 - Education and Culture \(pdf\)](#)

[Educational Policy Green Paper Summary - 2000](#)

[Financing of Education in Denmark - factsheet- 2000](#)  
[Quality that can be seen - Summary and Initiatives - 2000](#)  
[Values in Practice - 2000](#)  
[Education Indicators 2000 - 2000](#)  
[Facts and Figures Education Indicators Denmark 2000 - 2000](#)  
[What Works - Education and Training of the Residual Group - Summary - 2000](#)  
[Education in Denmark - Principles and Issues - 1997](#)  
[Technology-supported Learning \(Distance Learning\) - 1994](#)  
[Danish National Plan 2003 for Education for All - 2003](#)

### **3.2. Primary and lower secondary education**

[Rights and Duties in the Danish Comprehensive Primary and Lower Secondary Schools \(Adobe Acrobat\) - 2002](#)  
[The Folkeskole - factsheet - 2002](#)  
[Private Schools in Denmark - factsheet - 2000](#)  
[Act on the Folkeskole - 1996](#)

### **3.3. Upper secondary education**

[Democracy in teaching and schools - Summary - 2001](#)  
[Work Placements Abroad for Trainees in the Social and Health Care Sector - Summary - 2001](#)  
[Education, Learning and Democratisation -Summary - 2001](#)  
[Facts about the 2001 Reform of the Basic Social and Health Education Programmes - 2002](#)  
[Learning Resource Centres: Why and how? - Summary - 2000](#)  
[Pedagogical and Didactical Considerations Behind the Reform of Vocational Education and Training System in Denmark 2000 -Summary - 2000](#)  
[Leadership, IT and reorganization - Summary - 2000](#)  
[New structure of the Danish Vocational Education and Training system - 2000](#)  
[Internationalisation Strategy of the Vocational Colleges - Summary - 2000](#)  
[The Basic Social and Health Training Programmes - factsheet - 2000](#)  
[The Transition from Initial Education to Working Life in Denmark - 1999](#)  
[School Development, With a report on the work and activities of a school](#)  
[General Upper Secondary Education - factsheet - 2000](#)  
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