

The Danish Education System



Primary and Secondary
Education

Higher Education

Lifelong Learning



The Danish Education System

Written in cooperation with:
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Ministry of Children and Education
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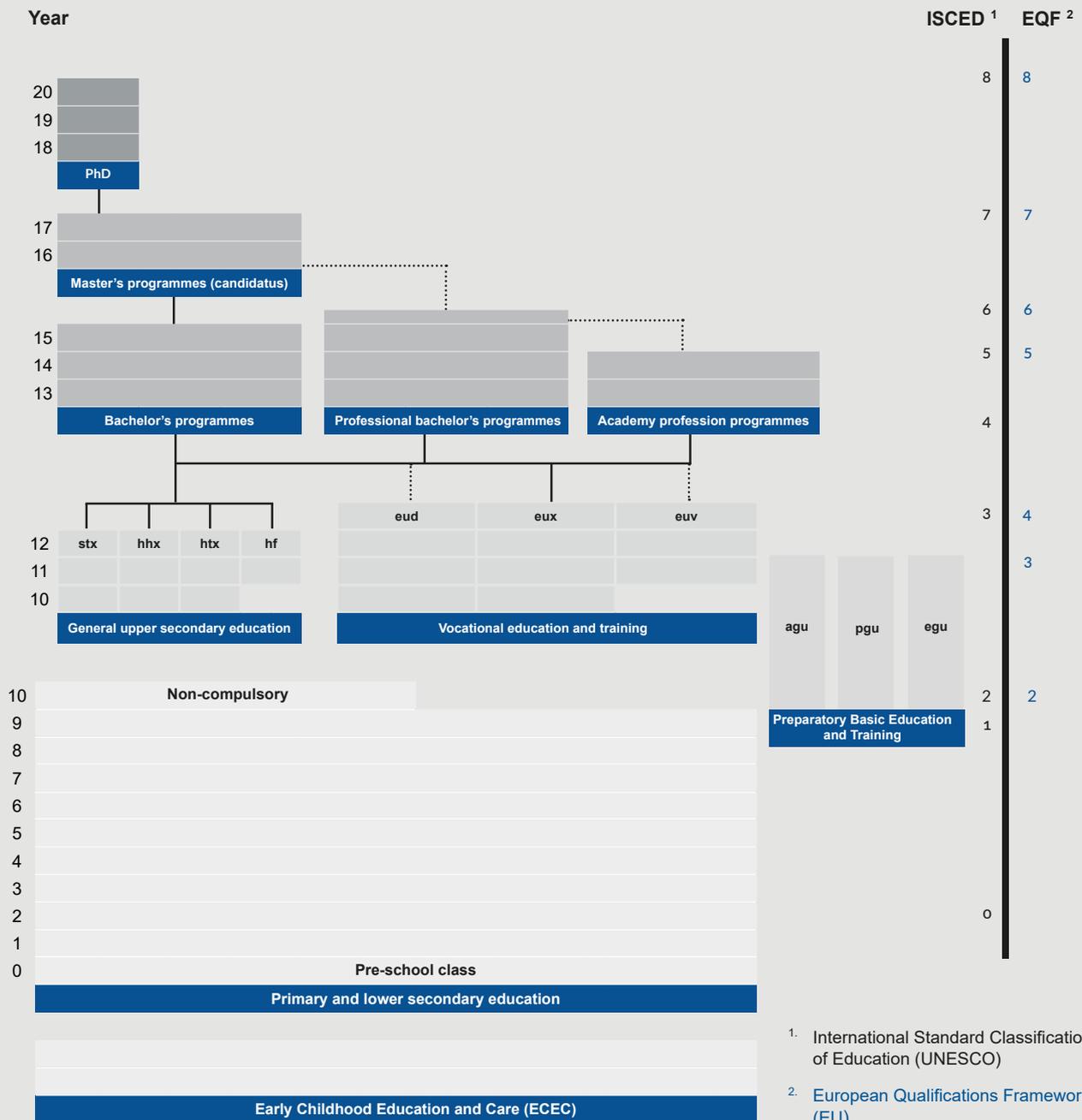
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Introduction

This booklet provides a brief introduction to the Danish education system – from primary school to higher education. In addition to this overview, it also describes the system of adult education and training, the Danish grading scale, guidance, financing and education grants, quality assurance, etc. Furthermore, the booklet briefly introduces Denmark’s child-care system, which is not considered part of the formal education system. Additionally, it will direct you to relevant sources for further reading.

The booklet is written in cooperation with the Ministry of Higher Education and Science, the Ministry of Children and Education and the Ministry of Culture.

The Danish Education System



Education in Denmark

Provision of high-quality education at all levels is essential to ensure competitiveness in today's global society. Thus, Danish education aims to ensure that all people acquire knowledge and competencies that qualify them to take an active part in society and contribute to its further development. Education is open to all and generally free of charge. Other characteristic features of the Danish education system include:

High standards

The quality of Danish education is assured in many ways. It is mainly regulated and financed by the State, and all public educational institutions are approved and evaluated on an ongoing basis.

Relevance

Danish educational institutions must provide their students with knowledge and competencies for them to use in future careers and life in general. Accordingly, institutions seek to ensure that education programmes are high quality, of relevance to society and oriented towards meeting the needs of the labour market.

Lifelong learning

Lifelong learning is a key principle in Denmark. The idea comes all the way back from the 19th century Danish clergyman and philosopher N.F.S.

Grundtvig, who argued that a prerequisite for active participation in a democratic society is life-long education for all citizens.

Active participation

Treating pupils and students as independent individuals with a right to form their own opinion and a duty to participate actively in discussions is a matter of course in Danish education. This also prepares students to become active and democratically minded individuals who are engaged in society.

Project work

In addition to attending classes, pupils and students carry out project work, either alone or in small groups at all levels of the education system. Interdisciplinary activities are also an integral part of Danish education.



Further information

Ministry of Children and Education www.uvm.dk

Ministry of Higher Education and Science www.ufm.dk

Ministry of Culture www.kum.dk

The vast majority of children in Denmark (approximately nine out of ten) between one and five years attend a publicly supported ECEC facility



Early Childhood Education and Care (ECEC) (Childcare)

The Danish ECEC system gives families a variety of options regarding the types of facilities and subsidies; this enables each family to plan and strike a balance between family and working life according to their specific needs and wishes. The ECEC system plays an important role in preventing negative, self-reinforcing social mechanisms through general efforts to support children, including disadvantaged and disabled children.

The Act on Day Care Facilities guarantees equal access to an ECEC facility for all children below the school age. Guaranteed ECEC availability means that the local municipality must offer places in an age-appropriate ECEC facility to all children older than 26 weeks until they reach school age. The vast majority of children in Denmark (approximately nine out of ten) between one and five years attend a publicly supported ECEC facility.

Organisation

ECEC facilities can be set up in various ways as either local-authority childminding, local-authority day-care centres, independent private and outsourced day-care centres, private childminding or an approved private day-care centre. The various kinds of ECEC facilities give parents the opportunity to choose a facility that best meets their wishes and needs.

Cost

Parents pay a maximum of 25% of the budgeted gross operating expenditure for ECEC services for

children from the age of 26 weeks to six years. Families receive a sibling discount. Additionally, the municipality must grant financially aided place subsidies based on the parents' financial situation.

Pedagogical curriculum

All ECEC facilities have to prepare a written pedagogical curriculum for the children based on a pedagogical foundation and six curriculum themes. The objective is for the pedagogical staff to provide the connection between the pedagogical environment and the children's learning. The pedagogical curriculum must describe how the pedagogical environment supports children's broader learning, including their curiosity, drive, self-esteem and movement both within and across the six curriculum themes:

- versatile personal development;
- social development;
- communication and language;
- body, senses and movement;
- nature, outdoor life and science;
- culture, aesthetics and community.

Primary and lower secondary education

The public system

The Danish school system is based on a fundamental right to attend school for free. According to Denmark's constitution (Grundloven), it is mandatory for children to study at primary and lower secondary level (ISCED 1 and 2). Receiving this level of education is compulsory, whereas physically attending a school to achieve this is not. This compulsory education can be achieved in one of three ways: 1) by attending public school (aka Folkeskolen); 2) by attending private schools (aka privatskoler and friskoler); and 3) through home schooling. In the second and third schooling methods, the children must receive an education that equates to what is generally required from public school education.

In the 2019/2020 academic year, 76% of all pupils in primary and lower secondary schools attended a public school (folkeskole), 18% attended private

schools, 4% attended private residential schools (aka efterskoler, or continuation schools), and 3% attended special education schools. Education is compulsory for ten years starting from the year in which the child turns six.

Apart from the compulsory grades 0 to 9, the folkeskole system also offers an optional grade 10.

The average number of pupils per class in the folkeskole system is 21.6. In private schools the number is 19.8 (2019/2020).

According to the Folkeskole Act, (folkeskoleloven), schools must provide pupils with subject-specific qualifications and prepare them for further education. Moreover, schools should prepare pupils for their role as citizens in a democratic society. The Folkeskole builds on the principle of differentiated teaching. The instruction is organised to strengthen and stimulate interests and





qualifications, while catering for the needs of the individual pupil. It also aims at developing pupils' cooperation skills.

As part of the 2014 reform of the public primary and lower secondary schools, three national goals are set for public schools to support and develop their strengths and academic standards:

1. The public school must challenge all pupils to achieve their full potential.
2. The public school must lower the significance of social background on academic results.
3. Trust in the school and pupil well-being must be enhanced through respect for professional knowledge and practice in the public school.

Pupils are continuously evaluated. In 2021, a political agreement was reached, which sets out a new framework for evaluation and assessment and which includes individual learning plans and national tests. The agreement's provisions include a stipulation that reading and mathematics tests must be taken at a number of grade levels from 2nd to 8th grade. Progression to the next grade is usually automatic. School-leaving examinations are taken in grade 9. Moreover, pupils in grade 9 complete a one-week project assignment. As part of the school-leaving exam, students must pass both written and oral tests in mathematics, Danish, science, etc., and perhaps a foreign language.

Other possibilities

Parents may choose a private school for their children. Private schools are self-governing institutions required to measure up to the standards of public schools.

There are many different types of private schools and some are based on a specific philosophy, a special educational approach or a religious belief.

Continuation schools (efterskoler) are private residential schools for pupils in grades 8 to 10. Pupils usually spend only one year at the school. The continuation schools typically offer ordinary school subjects and some specialize in a specific area, such as sports, music or drama. Many pupils complete grade 10 at a continuation school.

Private schools receive a substantial state subsidy based on the number of pupils enrolled at these schools. Parents are required to pay a fee at all private schools, however.

General and vocational upper secondary education

In Denmark, upper secondary education programmes, also referred to as youth education programmes, are divided into:

- general upper secondary education programmes, which primarily prepare students for higher education; and
- vocational upper secondary education and training programmes, which primarily prepare students for a career in a specific trade or industry.

General upper secondary education programmes

There are four academically-oriented general upper secondary programmes:

- 3-year higher general examination programme (stx)
- 3-year higher commercial examination programme (hbx)
- 3-year higher technical examination programme (htx)
- 2-year higher preparatory examination programme (hf)

All four programmes prepare students for higher education. The programmes aim to enhance the students' independent and analytical skills as well as prepare them to become democratic and socially conscious individuals with a global outlook. Each of the education programme has a core of compulsory subjects that apply to all students.

The stx and hf programmes comprise a broad range of subjects in the fields of the humanities, the natural sciences and the social sciences. The hbx programme focuses on business and socio-economic disciplines in combination with foreign languages and other general subjects. The htx programme focuses on technological and scientific subjects in combination with general subjects.

The stx and hf programmes are offered by general upper secondary schools called gymnasium. Business and technical colleges offer the hbx and htx programmes.

The Ministry of Children and Education defines the national core curriculum for all general upper secondary education programmes. The core curriculum describes the academic objectives and core contents of all subjects in the Danish general upper secondary education system.

All students who have received relevant instruction and passed the prescribed examinations of the lower secondary education system can generally continue in an upper secondary education programme of their choice. However, admission to the general upper secondary education programmes are contingent on the student meeting a number of formal requirements. These requirements include, but are not limited to, having completed the Danish primary and lower secondary school with a certain minimum mark point average as well as an individual assessment based on the student's preparedness to continue in an upper secondary education programme.

If the requirements are not met, the student may apply for admission based on an individual assessment. In this case, the head of the school decides whether the student may be admitted. In order to make the decision, the head of the school may require the student to take an admission test in one or more subjects.

For all programmes, an admission test is required if one or more of the compulsory exams have not been taken.

Read more about the four academically-oriented general upper secondary programmes and the specific admission requirements here: www.uvm.dk/gymnasiale-uddannelser



Vocational education and training (VET)

Vocational education and training (VET) includes more than 100 main study programmes leading to almost 300 different qualifications at levels 3 to 5 in the Danish national qualifications framework. The duration varies from 2 to 5½ years, the most typical being 3½ to 4 years. VET programmes are combination ‘sandwich-type’ programmes in which theoretical and practical education at a vocational college (approximately 1/3 of the time) alternates with practical training in an approved company or organisation (approximately 2/3 of the time). The dual training principle building on apprenticeship contracts in companies ensures that the trainees acquire theoretical, practical, general and personal skills that are in demand on the labour market.

VET consists of a basic programme divided into two basic courses and the main programme. VET students enrolled directly after their compulsory schooling will start on the first basic course, which is not an option for students who wait to enrol at least one year later. The length of each of the two basic courses is 20 weeks. The main programme is based on the alternating principle typically organised as 4 or 5 periods of school-based education and training at the workplace, which typically takes a total of 3 to 3½ years, but this can be shorter or longer for certain programmes. VET programmes are offered by vocational technical colleges, business colleges and social and healthcare colleges.

The Danish VET system also offers a VET programme combining a general upper secondary education and VET – eux – which qualifies students for a job and gives them direct access to higher education in a wide range of programmes, i.e. leading to a journeyman’s certificate as well as the general upper secondary certificate. Furthermore, adults aged 25 years and older have access to VET programmes designed especially for

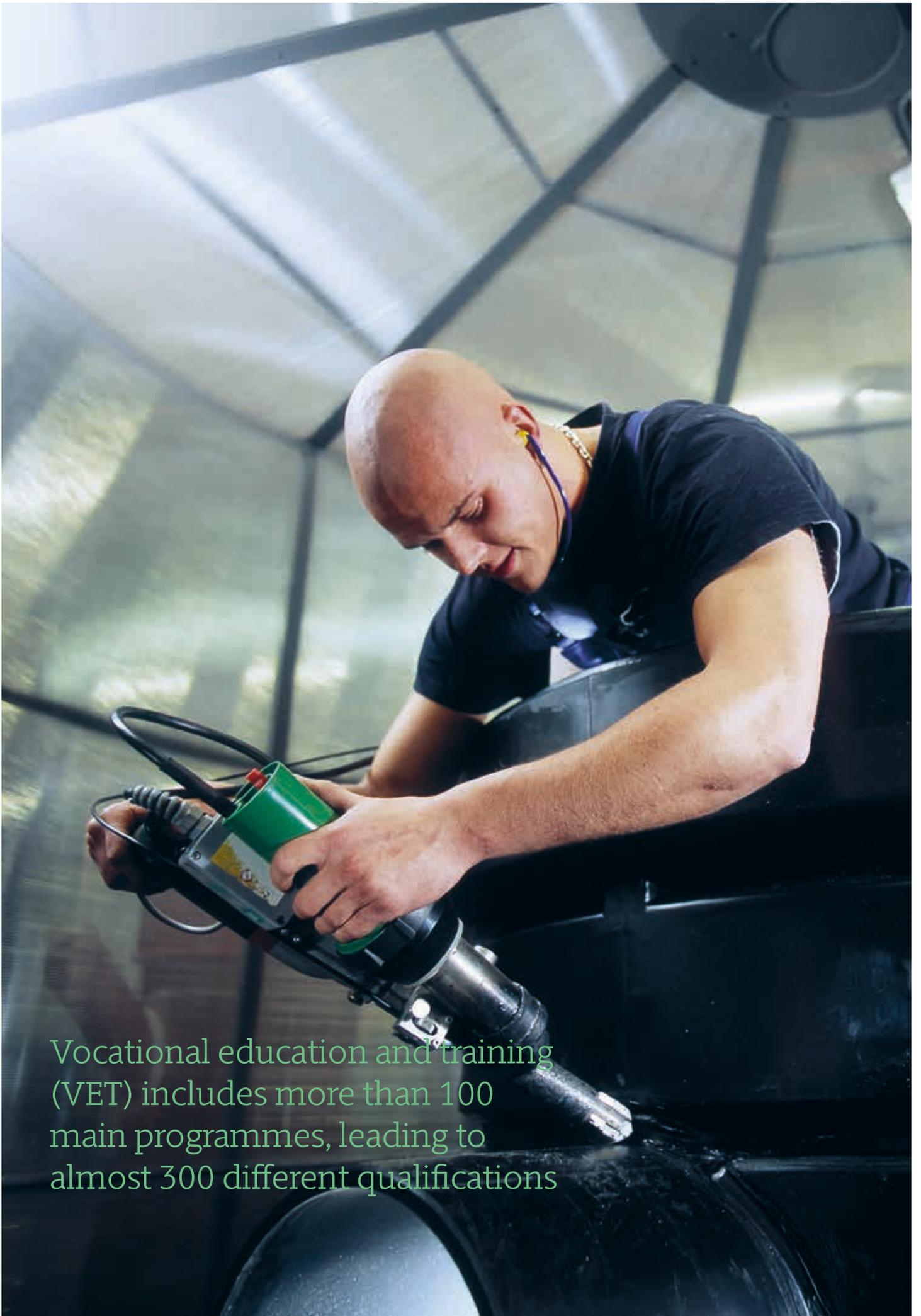
adults, on the basis of recognition of prior learning and relevant work experience, leading to the same vocational qualifications. In order to complete the main programme, all VET students must have a traineeship agreement with an approved company that offers training.

The first basic course is structured around four broad vocational main-subject areas, which lead to the second basic course linked to the more than 100 different main programmes. The four main subject areas are:

- care, health and educational theory;
- administration, commerce and business service;
- technology, construction and transport, and
- food, agriculture and leisure industry.

VET programmes are normally completed with a journeyman’s test or a similar examination that tests vocational knowledge, skills and competencies. Most programmes start out with the basic VET programme, but some students choose to begin with a period of in-company training before entering the basic programme. Also, students who prefer practical training to school attendance may start their vocational education in a company which offers practical training, also referred to as the ‘new apprenticeship’: The student enters into a traineeship agreement with a company and, during the first year, he/she must acquire the same knowledge and qualifications as students who have attended the basic programme at a college. This requires flexibility on the part of the student, the company and the college.

Admission to vocational education and training is contingent on the completion of compulsory education and a school-leaving certificate with a mark of at least 02 in Danish and mathematics. All programmes qualify students for entry into the labour market as skilled workers, and all programmes can qualify students for admission to specific higher education programmes.



Vocational education and training (VET) includes more than 100 main programmes, leading to almost 300 different qualifications

Other programmes

Preparatory basic education and training (FGU)

FGU targets young people below the age of 25 who have not completed upper secondary education or vocational training, who are unemployed or are not enrolled in any educations or training programme and may lack the qualifications for admission. The aim of FGU is to help students acquire educational, personal and social skills that enable them to enter the labour market or attend an upper secondary or vocational education and training.

FGU consists of three educational programmes:

- general basic education (agu) is an education in basic subjects such as Danish, mathematics, English and the natural sciences with a view to practical applications of the curriculum for students who wish to proceed to general education or vocational education and training.
- basic production education (pgu) is a workshop-based education with a high level of practical learning for students who wish to proceed to vocational training or become better qualified to enter the labour market.

- basic vocational education (egu), which is mainly traineeship-based (2/3 traineeship, 1/3 school), is for students who will benefit in their progression from a workplace environment and who wish to continue their education and training or become better qualified to enter the labour market.

The duration of the programme is individually determined depending on the student's educational needs, and it may last for up to two years.

Specially planned youth education (STU)

STU is a three-year youth education programme for young people up to the age of 25 with special needs, who are unable to complete ordinary types of youth education due to different physical, mental or developmental disabilities or disorders. The aim of an STU programme is for the student to gain skills for greater independence and active participation in adult life and possibly for further education and employment. STU is provided and planned by the municipalities. The programme is adapted to the particular circumstances and needs of the individual student.



Higher education

Danish higher education institutions use the European Credit Transfer and Accumulation System (ECTS) for measuring study activities. 60 ECTS credits correspond to one year of full-time study. Higher education programmes are offered at short-cycle, bachelor, master and PhD level.

Academy profession programmes

Academy profession programmes offer professionally-oriented short-cycle degree programmes, usually corresponding to 120 ECTS, in fields such as business, technology and IT. The programmes prepare students for performing practical, vocational tasks on an analytical basis and can qualify students for employment in middle-management positions. The programmes combine theoretical studies with a practice-oriented approach in the form of work placements. Academy profession graduates can in some cases obtain a professional bachelor's degree within the same field of study through a top-up programme corresponding to 90 ECTS. These programmes are offered at the business academies. Maritime training institutions offer programmes at academy profession level, corresponding to 120 ECTS as a top-up programme for vocational maritime training.

Professional bachelor's programmes

Professionally-oriented degree programmes at bachelor level typically corresponding to 210 ECTS are offered in fields such as business, education, nursing, engineering and maritime transport. The programmes are keenly focused on professional practice and provide students with theoretical knowledge and its application to professions and

industries. The programmes include a period of work placement corresponding to at least 30 ECTS. Most programmes provide access to further education in the same field. The professional bachelor's programmes are provided primarily by university colleges but also by business academies, universities and maritime institutions.

University programmes

All Danish universities are research-intensive institutions offering research-based study programmes at all three levels up to PhD level:

Bachelor's programmes

The bachelor's degree (BSc/BA) is awarded after completion of study corresponding to 180 ECTS and qualifies students for a professional career and further studies at master level.

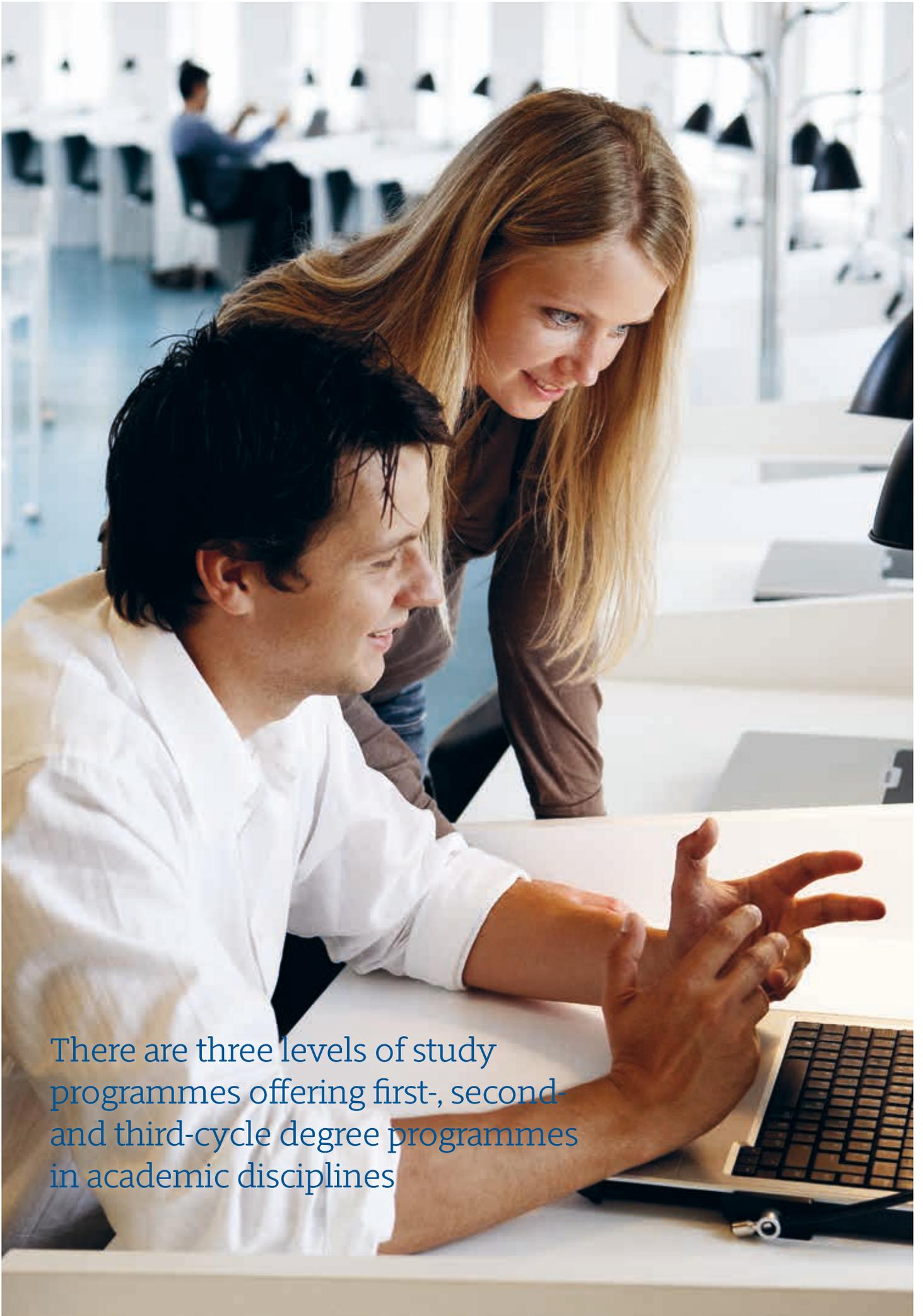
Master's programme (candidatus)

Most students choose to continue in a master's programme (MSc/MA) corresponding to 120 ECTS. These programmes usually include one or two of the major fields of study of the bachelor's programme. Independent research activities and a master's thesis corresponding to at least 30 ECTS are required. The master's programmes qualify students for a professional career and for scientific work.

Since 2021, universities have also been able to offer a one-year, research-based academic postgraduate programme, as a new type of ordinary full-time master's study programme (60 ECTS).

PhD

A PhD degree is obtained after 180 ECTS and consists of research, participation in research courses, teaching and public defence of one's thesis.



There are three levels of study programmes offering first-, second- and third-cycle degree programmes in academic disciplines

University level programmes within the arts

First, second and third level artistic and academic degree programmes in subject fields such as architecture, design, music, film, fine arts and performing arts are offered at a number of higher institutions of art at the university level. Bachelor's, master's and PhD of art degrees are awarded after completing studies corresponding to 180, 120–180 and 180 ECTS, respectively. A degree in film-making is awarded after four years of study (240 ECTS). Music academies offer an advanced postgraduate diploma in music of 2 to 4 years following the master's degree.

Admission

A general admission requirement for higher education is one of the general upper secondary school leaving examinations or comparable qualifications. Admission to academy profession programmes and most of the professional bachelor's programmes is also possible based on a VET qualification. Admission to a higher education programme may also depend on specific requirements such as a particular subject combination at upper secondary school level or a certain mark-point average. Admission to some particular programmes requires an entrance examination or submission of a portfolio of artistic works.

Part time higher education programmes

Part time higher education programmes are *academy programmes*, *diploma programmes* and *part time masters programmes*. The programmes are 60 ECTS but are provided as stand-alone modules of 5-15 ECTS. They function primarily as upskilling programmes for professionals, are based on and build upon the students' work experience and are (mostly) provided specifically for employed adults. Hence students on part time professional programmes are typically experienced working adults who study with support from their employer.

The requirements for admission to the part time programmes are as follows:

- part time academy programmes: general upper secondary education or VET-programme and two years of prior relevant work experience.
- part time diploma programmes: academy profession programme or equivalent and two years of prior relevant work experience.
- part time master programmes: university bachelor, professional bachelor, diploma programme or equivalent and two years of prior relevant work experience.

Part time programmes are funded partly by tuition fees. Tuition fees are often covered by the student's employer or by (labour market) funds.

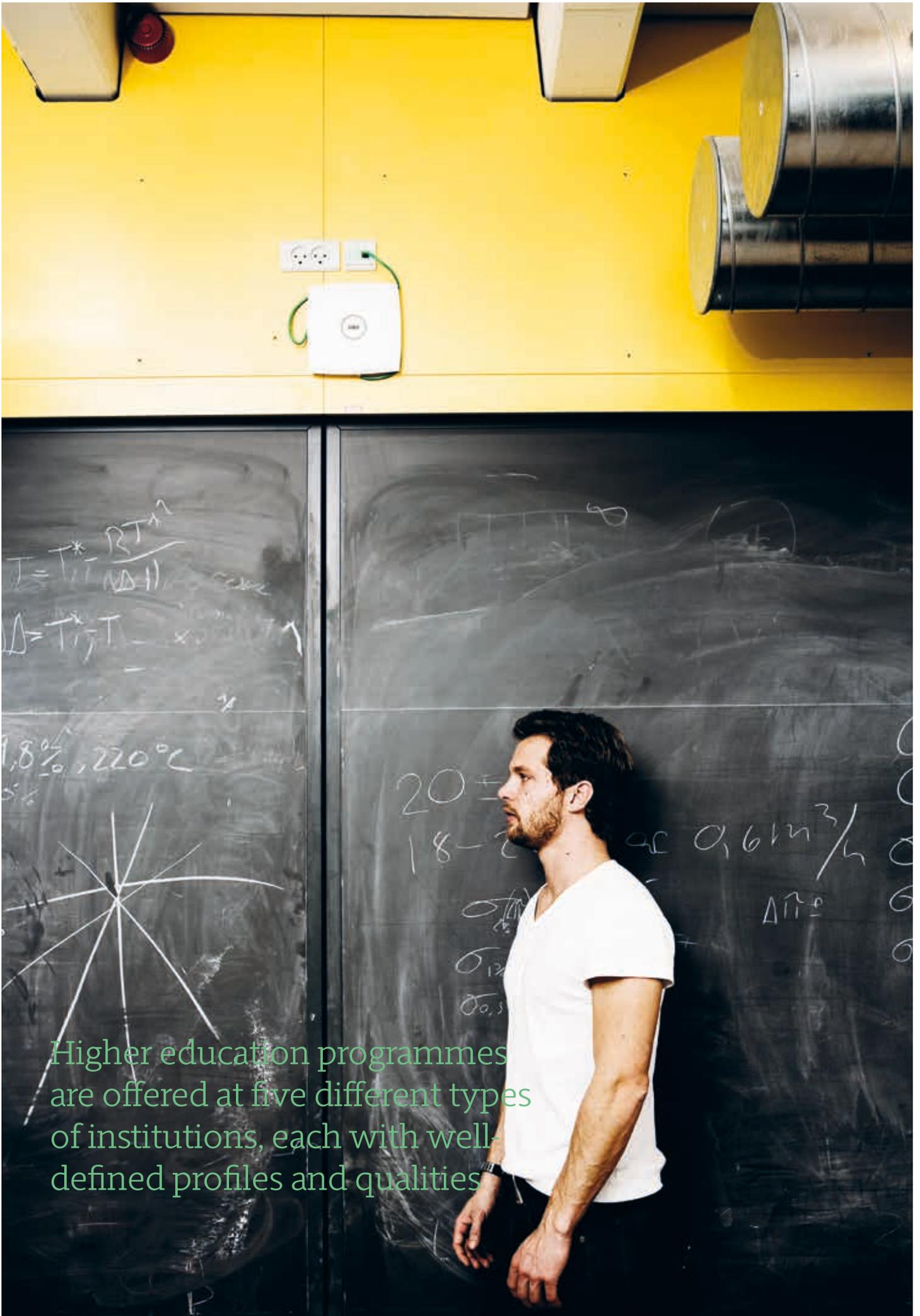
In general, business academies and university colleges provide academy and diploma programmes while universities provide part time masters programmes (and some diploma programmes).

Programmes and courses taught in English

Danish universities and a few other higher education institutions offer study programmes conducted in English. For more information about courses and programmes in English and courses in Danish language and culture, please see www.studyindenmark.dk.

Other educational programmes

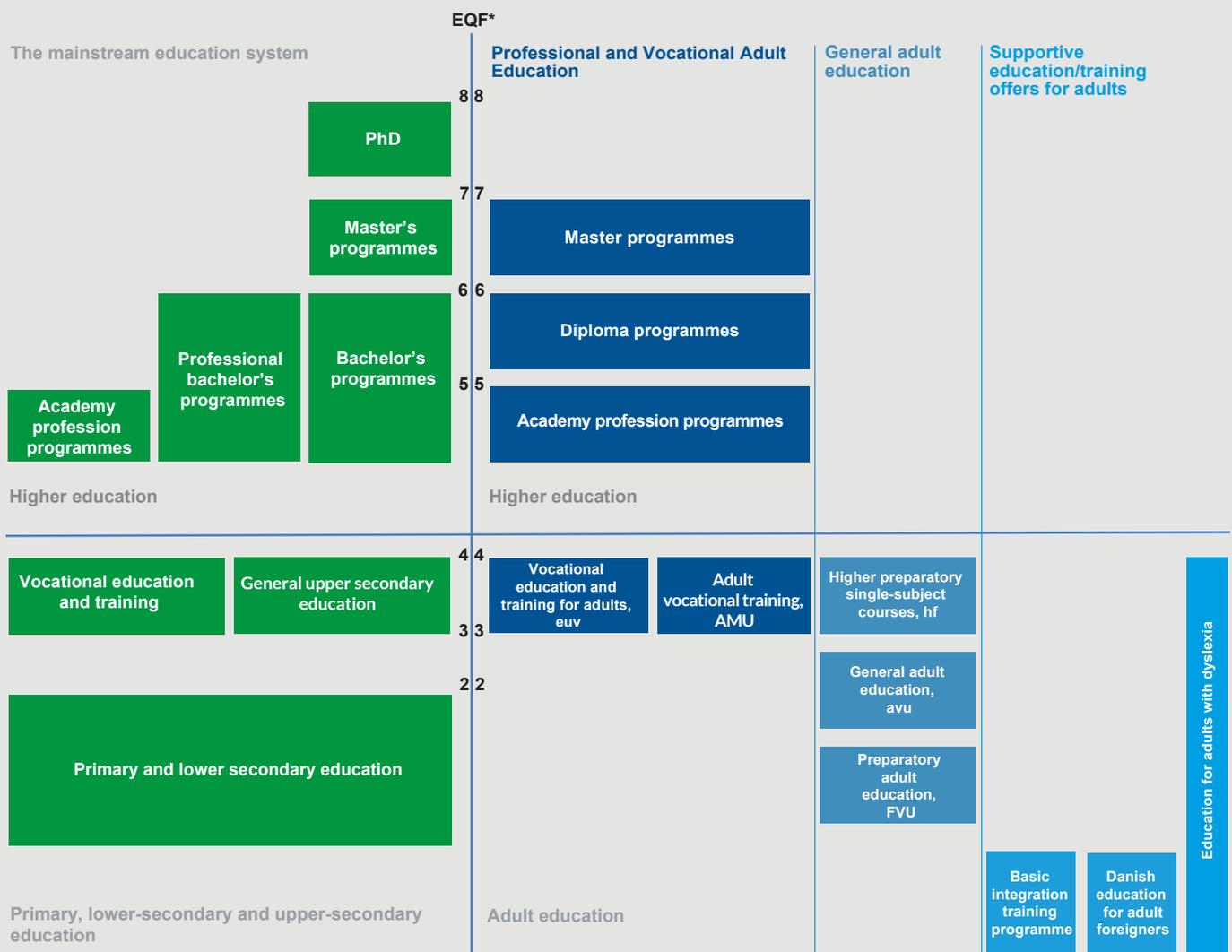
There are educational programmes that do not belong under the aforementioned headings. These include police-training programmes and some military training programmes where admission requirements vary, e.g. from completion of compulsory schooling or a VET programme to documentation of relevant experience.



Higher education programmes are offered at five different types of institutions, each with well-defined profiles and qualities

Adult education and training

Adult education and training



* European Qualifications Framework (EU)

Supportive education and training offers and other supportive measures for adults (not linked to EQF)

Adult education and continuing training

Denmark has a long-standing tradition of lifelong learning. In 2018, nearly one in four of the population in the 25–64 age bracket participated in formal and non-formal education and training, including publicly funded or employer funded internal and private adult education and training programmes and courses relating to employment or as leisure-time courses

Education and training for adults at all levels

Adult education and training range from formal, qualifying, general education, continuing vocational training and adult higher education to non-formal education and training. Generally, the syllabus and examinations are adapted to the experience and interests of adults, and most public programmes provide recognition of prior learning and formal and non-formal education and training.

Adult education and training programmes leading to formal qualifications for further education or for the labour market include:

- preparatory adult education (FVU): offered to improve basic literacy, numeracy, English and digital skills of adults who are not sufficiently qualified to attend education or training programmes or cope with the demands of working and everyday life;
- general adult education (avu): general education at lower secondary level offered to adults aged 25 years and older to strengthen their opportunities for further education and to promote their interest in education;
- higher preparatory, single-subject courses (hf-e): general education at upper secondary level;
- adult vocational training (AMU): the main target group is unskilled and skilled workers

in the labour market who need to update and/or develop their competencies. The continuing training programmes are developed and adapted according to the needs of the labour market;

- vocational education and training for adults (euv): offers adults aged 25 years and older opportunities to acquire a VET qualification to become a skilled worker within the IVET system based on recognition of prior learning and work experience;
- academy profession programmes within adult higher education: correspond to the level of ordinary academy profession programmes;
- diploma programmes: correspond to the level of bachelor's programmes in the ordinary higher education system;
- master programmes within adult higher education: correspond to the level of master's programmes in the ordinary higher education system.

Non-formal education and training

A wide range of different schools operate within the framework of non-formal adult education (*folkeoplysning*). The most well-known are the folk high schools, i.e. residential schools providing general and non-formal education. The courses vary in length – from one week to almost one year – and are attended by adults of all ages. These non formal courses are intended to broaden general, social and democratic competencies. Other programmes of informal adult education are provided by adult education associations and non-residential folk high schools or as university extension courses.

Grading scale

The current grading system in Denmark was implemented in 2006: the 7-point grading scale. In tests and examinations, students are assessed on the basis of the grading scale below. According to the rules governing the individual study programmes, the grades must be documented by tests, examinations or leaving certificates.

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

Financing and ownership

The education system is financed by the state and the municipalities. Some institutions are self-governing, while others are owned by the state or the municipalities. The table below illustrates the main sources of funding and forms of ownership for selected groups of institutions. In addition to public financing, tuition fees are charged at private schools, and there is typically a user's fee for a number of adult education and training programmes provided by educational institutions and adult education and training centres.

Taximeter financing

The central government's system of financing education and training is mainly based on the so-called taximeter system, a comprehensive financing system based on per capita grants (cash per student) to educational institutions. The grants are calculated primarily according to the number of registered students who pass an examination. The taximeter rate varies depending on the field of study and level of education.

Type of institution	State institutions	State-funded/ supported, self-governing institutions	Institutions funded by the municipalities	Tuition fee
Public primary and lower secondary schools (<i>Folkeskole</i>)		–	–	No
Private primary and lower secondary schools		–		Yes
Continuation schools		–		Yes
Preparatory Basic Education and Training (<i>FGU</i>)		–	–	No
General upper secondary school (<i>Gymnasium</i>)		–		No
Commercial colleges		–		No
Technical colleges		–		No
Maritime schools	–			No
Schools of marine engineering	–			No
Social and healthcare colleges		–		No
Business academies		–		No
Specialised colleges and university colleges		–		No
Universities		–		No
Academies of architecture and design	–	–		No
Academies of music, theatre, film and fine arts	–			No
Adult education centres		–		Yes
Adult vocational training centres		–		Yes
Folk high schools		–		Yes
Evening schools			–	Yes

Education grant and loan scheme

The State Educational Grant and Loan Scheme (SU) is a system of financial support provided by the Danish state that Danish students can apply for if they are enrolled in an approved youth or higher education programme.

There are two main support programmes:

- students enrolled in youth education programmes;
- students enrolled in higher education programmes.

In combination with both types of grants, students can also take out supplementary state loans. About 25% of all students make use of state loans each year.

Danish students can generally obtain support for studies abroad if the courses meet the same conditions for recognition as Danish courses and programmes. Foreign students are entitled to educational support if they can meet certain conditions and achieve equal status with Danish citizens. To be eligible for support for studies abroad, foreign students must also meet requirements concerning their affiliation with Denmark.

The State also provides financial support for adults in continuing education and professional training.



For more information, please see www.su.dk

Career guidance

Provision of high-quality guidance services is important at all levels of the education system. Starting with general career education in grade 1 in primary school and guidance from grade 7, pupils are gradually prepared to make their first educational and vocational choices. Responsibility for the provision of guidance is shared by the schools and the municipal youth guidance units. Guidance relating to the transition from general upper secondary education to higher education or vocational education and training is provided by Study and Career Guidance Denmark.

There are three types of units, which are independent from sectoral and institutional interests:

- 98 municipal youth guidance units (*Kommunal Ungeindsats*) provide guidance in relation to the transition from compulsory education to upper secondary education or, alternatively, to the labour market. The units provide guidance in the public schools as well as in the units. All pupils in compulsory education receive collective guidance whereas pupils who are not ready for upper secondary education are offered individual guidance. The youth guidance units are obliged to provide guidance services up until the age of 25 to young people who have not completed an upper secondary education and are not affiliated with the labour market.
- Study and Career Guidance Denmark (*Studievalg Danmark*) provides guidance relating to the transition from upper secondary education to higher education programmes or vocational education and training. Study and Career Guidance Denmark provides guidance at upper secondary educational institutions and at the seven regional study and career guidance centres.

- eGuidance (*eVejledning*) provides guidance to all citizens concerning all kinds of education and training via various virtual communication channels. eGuidance provides users with online guidance services seven days a week. All target groups can contact eGuidance: young people in transition from compulsory education to upper secondary education and individuals transitioning from youth education to higher education. eGuidance is also the national centre for guidance concerning general adult education and continuing vocational education and training. eGuidance is linked to the two national guidance portals described below.

A national guidance portal (*The Education Guide*) at www.ug.dk/ – provides comprehensive information on education and training options at all levels of the education system; on professions and labour market information to enable citizens to make qualified choices concerning education, training and careers.

A national guidance portal (*Adult Education*) at www.voksenuddannelse.dk – provides comprehensive information on vocational training courses, continuing education and general adult education. It also contains a module for registering and applying for financial compensation and transport allowance.



For more information, please see www.ufm.dk/en/euroguidance.

Quality assurance

The standard and quality of the education and training provided in Denmark's higher education system are ensured by a number of elements, including:

- common rules and guidelines (curricula) specifying the aims, contents and duration of programmes and individual subjects;
- a testing and examination system using national boards of external examiners;
- ministerial approval of the provision of education and varying degrees of monitoring in the different educational areas;
- accreditation of higher education institutions by the Danish Accreditation Institution.

Having acceded to the Bologna Process, Denmark has implemented the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), and all public higher education study programmes must meet these international standards of quality and relevance. For all institutions of higher education, accreditation is mandatory and a precondition for qualifying for public funding based on the 2013 Act on the Accreditation of Institutions of Higher Education. The Danish Qualifications Framework

has been incorporated into the quality criteria of the accreditation system.

The Act changed the system of accreditation from programme accreditation to institutional accreditation. In 2019, a new Executive Order on the accreditation of higher education institutions and the approval of higher education study programmes introduced three new criteria for institutional accreditation. These criteria apply to higher education institutions that undergo a second round of institutional accreditation six years after having obtained positive institutional accreditation.

Institutions with positive institution accreditation are entitled to establish and offer new study programmes after these have been pre-qualified and approved. Institutions that have yet to obtain a positive institution accreditation will still need to have their study programmes accredited by the Danish Accreditation Institution (AI).

Within the area of higher education, the Danish Evaluation Institute (EVA) conducts different types of cross-sectoral evaluations that can contribute new knowledge and lead to development in the sector.



For more information, please see www.eva.dk and www.akkr.dk.

Internationalisation

The objective of intercultural understanding and international competencies is to prepare pupils and students to meet the challenges of a globalised world. International education and training activities are crucial for achieving this.

It is the aim of the Danish government that the education system should give young people useful knowledge and competencies for their future life and employment. Education programmes must be of high quality and relevant to the labour market. In order to face the challenges of globalisation, educational institutions must be high quality with strong academic environments capable of attracting talented students and researchers and meeting the needs of the labour market.

At government level, Denmark is an active partner in the educational cooperation of the EU, the Council of Europe, the OECD, UNESCO and the Nordic Council of Ministers. Furthermore, Denmark is a member of the ENIC Network (European Network of Information Centres) and the

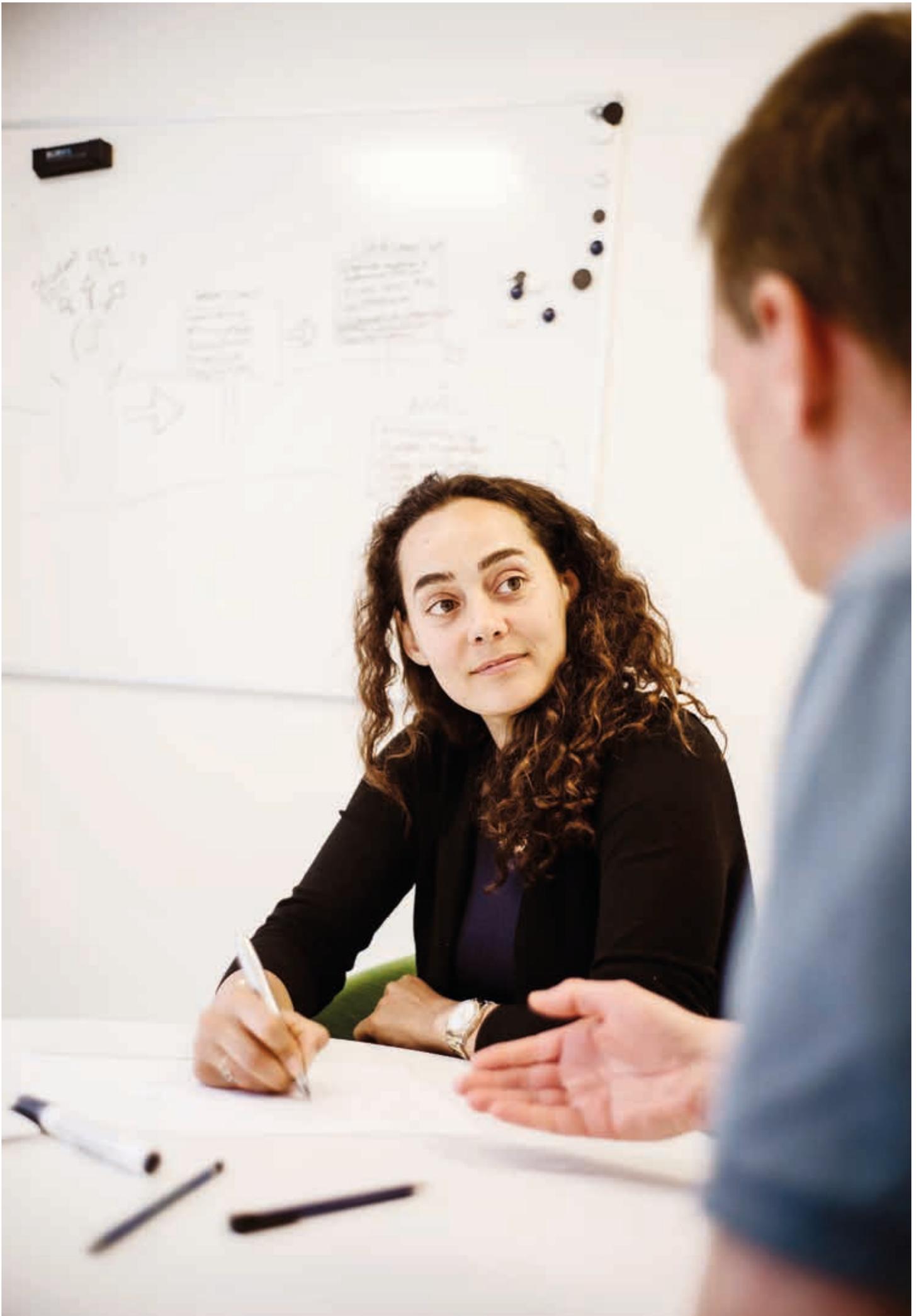
NARIC Network (National Academic Recognition Information Centres).

The Bologna Process and the overall objective of Europe becoming one large higher education area also play an important role in the development of Denmark's higher education programmes. The Copenhagen Process strengthens European cooperation in vocational education and training. At institutional level, schools and institutions actively participate in international cooperation and exchange programmes, both in Europe and around the world.

Internationalisation at all levels of the education and training system is supported and promoted by the Danish Agency for Higher Education and Science – an agency within the Ministry of Higher Education and Science.



Please read more at www.ufm.dk/en and www.studyindenmark.dk.



Facts & figures

Population:
5.8 million (2021).

Percentage of a year group completing
a youth education programme:
92.4% (2019).

Percentage of a year group completing
a higher education programme:
60.9% (2019).

Percentage of a year group of women completing
a higher education programme:
70.9%% (2019).

Percentage of a year group of men completing
a higher education programme:
51.5% (2019).

Percentage of total public expenditure
spent on education:
11.4% (2018).

The figures above, describing the educational level, are based on 'Profilmodellen', which is a projection of the expected level of educational attainment for a youth cohort 25 years after completing lower secondary education. The projection is based on the assumption that the education system and the educational behaviour of the students remain unchanged.



For more facts & figures, please see OECD's publication 'Education at a Glance 2021'.



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