

Annex 1 Terms of Reference for the Review¹⁰

Education has long been considered an integral part of the foundation of Danish society. Because of the comparative scarcity of natural resources and heavy reliance on human resources, education has also been critical to the vitality, health, and long-term dynamism of the Danish economy.

Denmark has never taken its system for granted and has engaged, from time to time, in self-examination and reform. The economic, cultural, and social dimensions of globalisation and the emergence of the knowledge society intensify the pressure for such action. Furthermore, the increasing availability of internationally comparable data has provided additional impetus for questioning the quality and equity of schooling outcomes.

Recent results from PISA provide evidence that the primary and lower secondary school is currently falling short of the expectations of Danish society. The OECD review is being carried out to place these results in an international perspective. Focusing principally on primary and lower secondary education, it is intended to provide insights, informed by experience in other countries, into possible explanations for the observed outcomes; and to suggest remedies that reflect international good practice.

The review addresses the following questions:

- Viewed from an international perspective, what are the strengths and weaknesses of the quality and equity of the outcomes of lower secondary education in Denmark?
- Which are the most important weaknesses requiring urgent attention?
- What appear to be the principal causes of these shortcomings? What are the most plausible strategies to overcome them in a manner that is consistent with the culture, values, and traditions of Denmark?
- Which initiatives might be pursued by the state, municipalities and individuals in implementing and facilitating such strategies?

NOTES

10. The terms of reference were negotiated and agreed by the Danish authorities and the OECD after the Background Report was completed.

Annex 2 Comparative Statistics (Denmark and Other OECD Countries)

	Units	Reference period ¹	Denmark	Canada	Finland	Norway	Sweden	United Kingdom	Euro area
Population									
Total	Thousands	2000	5340	30750	5181	4491	8872	59501 (99)	300595 (98)
Inhabitants per sq. km	Number	2000	124	3	15	14	20	243 (99)	120 (98)
Net average annual increase over previous 10 years	%	2000	0.4	1.0	0.4	0.6	0.4	0.3 (99)	0.9 (98)
Employment									
Total civilian employment (TCE) ²	Thousands	2000	2692	14910	2326	2233	4159	27677	119351 (99)
<i>of which:</i>									
Agriculture	% of TCE	2000	3.3	3.3	6.1	4.1	2.4	1.5	4.7 (99)
Industry	% of TCE	2000	26.4	22.6	27.6	21.9	24.6	25.4	30.1 (99)
Services	% of TCE	2000	69.9	74.1	66.0	71.1	72.9	72.8	64.9 (99)
Gross domestic product (GDP)									
At current prices and current exchange rates	Bill. USD	2000	160.4	700.6	120.9	161.8	229.0	1429.7	6036.1
Per capita	USD	2000	30039	22768	23359	36021	25818	23925	19812
At current prices using current PPPs ³	Bill. USD	2000	155.1	861.5	130.3	135.5	220.4	1460.3	7395.5
Per capita	USD	2000	29061	27998	25175	30166	24843	24437	24273
Average annual volume growth over previous 5 years	%	2000	2.7	3.9	5.1	3.1	3.0	2.8	2.5
Indicators of living standards									
Private consumption per capita using current PPPs ³	USD	2000	13512	15254	11897	12248	12073	15382	13676
Passenger cars, per 1000 inhabitants	Number	1999	343 (98)	450 (97)	403	406	439	385 (97)	437 (97)
Internet subscribers, per 100 inhabitants	Number	2000	21.3	20.2	10.9	15.6	23.0	12.4	7.2 ¹⁰ (98)
Television sets, per 1000 inhabitants	Number	1998	591 (97)	717 (97)	623 (97)	461 (97)	378	517 (97)	519 (97)
Doctors, per 1000 inhabitants	Number	1999	3.4	2.1	3.1	2.8	3.1	1.8	...
Infant mortality per 1000 live births	Number	1999	4.2	5.3 (98)	3.6	3.9	3.4	5.8	4.7 (00)

	Units	Reference period ¹	Denmark	Canada	Finland	Norway	Sweden	United Kingdom	Euro area
Upper secondary education									
Upper secondary graduation rates		2001	100	N/A	85	97.0	72	N/A	
% of 25-64 year olds who completed upper secondary education	%	2001	80	83	75	86.0	82	64	
Tertiary Education									
Percentage of 25-64 year olds who have attained Tertiary Education									
Tertiary type B education	%	2001	5	22	17	3.0	15	8	
Tertiary type A and advanced research programmes	%		23	21	21	28.0	18	19	
Mean Performance on PISA - 15 year olds (country mean=500)									
Performance of 15-year-olds on the PISA reading literacy scale	Mean score	2000	497	534	546	505.0	516	523	
Performance of 15-year-olds on the PISA mathematical literacy scale	Mean score	2000	514	533	536	499.0	510	529	
Performance of 15-year-olds on the PISA scientific literacy scale	Mean score	2000	481	529	538	500.0	512	532	
Education expenditure (in equivalent US dollars)									
Expenditure on educational institutions per student - Secondary	USD		8113	N/A	6537	9040.0	6482	5933	
Expenditure on educational institutions per student - Tertiary	USD		14280	N/A	10981	13189.0	15188	10753	
Public expenditure on education as a percentage of GDP		2000							
Primary, secondary and post-secondary non-tertiary education	%		4.3	3.4	3.7	4.6	4.3	3.9	
Tertiary Education	%		1.8	2.5	1.7	1.3	1.7	1.1	

NOTES

1. Unless otherwise stated
2. According to the definitions used in OECD Labour Force Statistics
3. PPPs = Purchasing Power Parities

Source: OECD, 2003a; OECD 2003b

Annex 3 The *Folkeskole*

The *Folkeskole* is the Danish municipal primary and lower secondary school

The *Folkeskole* was founded in 1814, and all children were given the right to seven years of education. The subjects then were religion, reading, writing and arithmetic. Since that time, only six major changes have been made in the Education Act, *i.e.* in 1903, 1937, 1958, 1975, 1993, and in 2003. The changes in the Education Act passed the Parliament in April 2003. In the coming years the changes will be introduced to municipalities and schools. According to the Danish tradition a development program for schools supports the changes in the legislation.

Education is compulsory in Denmark for everyone between the ages of 7 and 16. Whether education is received in the publicly provided municipal school, in a private school, or at home is a matter of choice, as long as standards are met. It is education itself that is compulsory, not school.

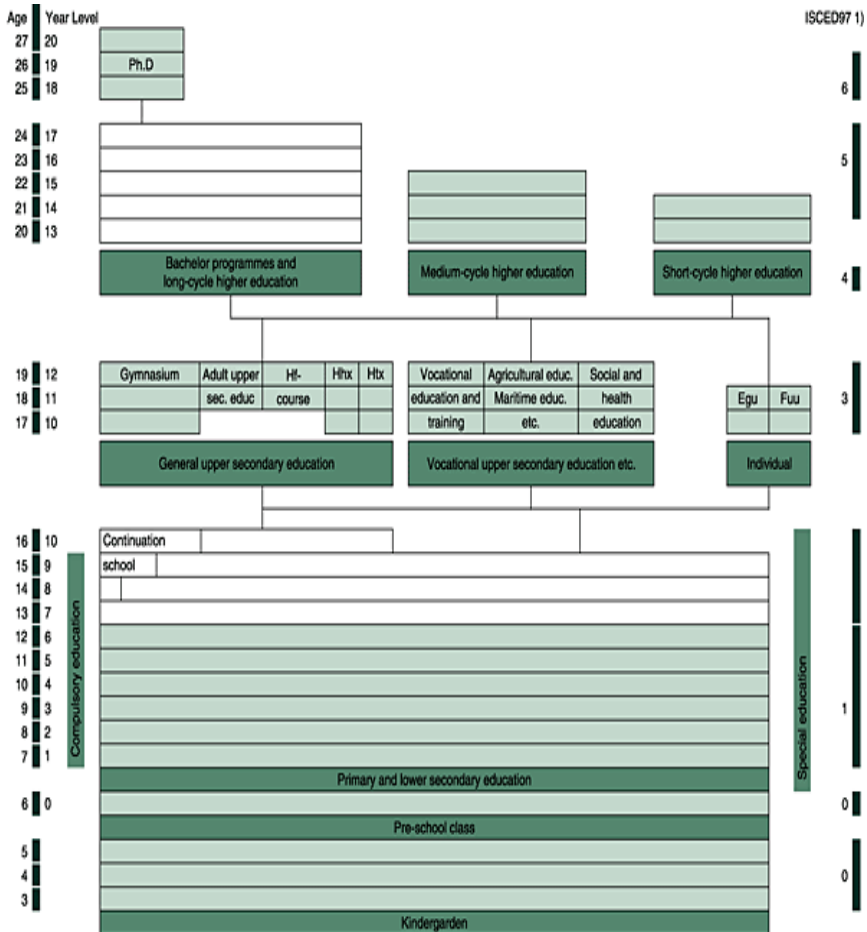
The aims of the *Folkeskole*

1. The *Folkeskole* shall – in cooperation with the parents – further the pupils' acquisition of knowledge, skills, working methods and ways of expressing themselves and thus contribute to the all-round personal development of the individual pupil.
2. The *Folkeskole* shall endeavour to create such opportunities for experience, industry and absorption that the pupils develop awareness, imagination and an urge to learn, so that they acquire confidence in their own possibilities and a background for forming independent judgements and for taking personal action.
3. The *Folkeskole* shall familiarise the pupils with Danish culture and contribute to their understanding of other cultures and of man's interaction with nature. The school shall prepare the pupils for active participation, joint responsibility and rights and duties in a society based on freedom and democracy. The teaching of the school and its daily life must therefore build on intellectual freedom, equality and democracy.

The *Folkeskole* in figures

There are:

- 271 municipalities (02/03)
- 1 666 municipal schools (01/02)
- 575 492 pupils (01/02)
- 28 642 classes (01/02)
- Average number of pupils per class is 19.4 (01/02)
- Teacher/pupil ratio is 1:10.7 (00/01)
- 98% of all children attend the pre-school class provision
- 48 284 teachers, of which 64% are women (00/01)
- 9 171 pupils receive extensive special educational assistance (00/01)
- 53 446 bilingual pupils (01/02) – 20% with Turkish background
- Net operational expenditure per pupil is DKK 47 851 (00/01)

Figure A3.1 Diagram of the Danish Mainstream - Education System 2000

Note: The age is the theoretical minimum age for the formal courses of education, *i.e.* excluding adult education. After basic school, the pupils are often older due to sabbaticals, waiting time, change of study programme, etc. The arrows illustrate general connections between basic school, upper secondary and higher education but not all actual transitions.

International standard classification of education

The common Folkeskole – the local Folkeskole

The Danish *Folkeskole* is centrally regulated by the Act on the *Folkeskole*, which sets the framework for the activities of the school. This means that all municipal schools have common aims, common provisions for the subjects that are to be taught at the different year levels, common

provisions for the central knowledge and proficiency areas of the subjects and common provisions for the organisation of the school system. But it is the responsibility of the individual municipality to decide how the schools of the municipality are to function in practice within the framework of the Act.

The Danish *Folkeskole* is thus subject to common guidelines, and children who change schools will find a familiar school form at the new school. On the other hand, it is possible to give the individual school a local stamp. All concrete decisions regarding the individual school are taken in the municipality.

Table A3.1 The Subjects Taught

<i>Plan for distribution of lessons</i> <i>Number of lessons (60 minutes) per year</i>		<i>Class:</i>									<i>Minimum Recommended</i>	
		<i>Kg.kl.</i>	<i>1.</i>	<i>2.</i>	<i>3.</i>	<i>4.</i>	<i>5.</i>	<i>6.</i>	<i>7.</i>	<i>8.</i>	<i>9.</i>	<i>1. - 9. Kl.</i>
Humanistic subjects	Minimum number lessons				1000		955			1320		
	Danish	300	270	240	180	180	180	180	180	180		1890
	English			60	60	90	90	90	90	90		570
Recommended Lessons pr year	German /French							90	120	120		330
	History				30	30	30	60	60	60	30	300
	Religion	60	30	30	30	30	60		30	30		300
	Civics								60	60		120
Science Subjects	Minimum number lessons				560		515			790		
	Mathematics	150	150	150	120	120	120	120	120	120		1170
	Science	30	30	60	60	60	60					300
Recommended Lessons pr year	Geography							60	60			120
	Biology							60	60	30		150
	Physics /Chemistry							60	60	90		210
Practical and expressive Subjects	Minimum number lessons				430		690			325		
	PE	30	60	60	90	90	90	60	60	60		600
	Music	30	60	60	60	30	30					270
Recommended Lessons pr year	Art	30	60	60	60	30						240
	Handicraft				60	120	120	90				
	Woodwork				60	120	120	90				390
Subjects to be elected	Home economics				60	120	120	90				
									60	60		120
Klassens tid	Minimum number lessons				70		70			85		
	Klassens tid	30	22,5	22,5	22,5	22,5	30	30	30	30		240
Minimum number lessons				2060		2230		2520		6810		
Basis numbers of lessons pr. year		600	600	660	660	660	660	660	660	660		
Kindergarten	Minimum number lessons				600							
10. Form	Minimum number lessons				840							
Minimum number lessons Danish (1. - 3. Kl.)					810							
Minimum number lessons Mathematics (1. - 3. Kl.)					450							
												Recommended lessons 7320

The curriculum

The central administration of the *Folkeskole* is in the hands of a department in the Ministry of Education. The Danish Parliament takes the decisions governing the overall aims of the education, and the Minister of Education sets the targets for each subject. Furthermore, the Minister of Education – as a novelty (2003) – establishes compulsory objectives for

specific forms (threshold objectives). The threshold objectives reflect the optional number of lessons, the structure of the subjects and progression.

The final objectives and the threshold objectives indicate the common objectives set out by the Ministry for what the instruction is to lead to *i.e.* what knowledge and proficiencies the pupils are to have acquired of the subject and the topic at the end of the education and at the end of a particular threshold.

The final objectives are the long-term objectives, which are to function as landmarks during the entire educational programme. The threshold objectives are the short-term objectives, which are used in connection with the planning and evaluation of the teaching, as a dialogue tool and as areas in connection with the assessment of the pupil's benefit from the instruction. The Ministry of Education shall issue optional curriculum guidelines setting out the content of the education.

As a new element in the educational hierarchy (2003), the local authority is to draft standards for the progression and the continuity of teaching towards the threshold and final objectives. The standards are to be used as a tool for the teachers in their planning of the instruction, and in the co-operation on subjects and cross-curricular programmes with a view to supporting the individual pupil's development and needs. The local authority can approve standards subject to recommendation by the school board. The Minister of Education shall issue optional standards.

But the municipalities and schools decide how to reach these targets. And the individual teacher must select the proper teaching methods and the books and materials amongst those materials which are approved by the school board.

No school failure

The Danish *Folkeskole* is not an examination-oriented school. The main rule is therefore that a pupil attends a class with pupils of the same age. School failure is an almost non-existing phenomenon in the Danish *Folkeskole*. In its section 12, the Act on the *Folkeskole* makes it possible – with the consent of the child's parents – to repeat a school year, *i.e.* if the pupil has been away for a long period of time or other reasons make this necessary. Children have the choice to attend a pre-school class. If a child is not found ready after this year to enter school, he or she may stay for another year in the pre-school class.

The class teacher system

The class teacher concept has its roots far back in the Danish school tradition. The class teacher is the teacher among the teachers of a class who has the main responsibility when it comes to monitoring and supporting the subject-specific and social development of the pupils. The class teacher is to ensure coherence and progression in the entire teaching of the class. The class teacher has a central role when it comes to the pupils and the school-home cooperation. The tasks of the class teacher are mentioned in the Act on the *Folkeskole*. The class teacher has a coordinating role when it comes to the organisation of teaching, the organisation of interdisciplinary teaching and the obligatory topics. The class teacher plans and organises the teaching in cooperation with the other teachers of the class and is a key person in connection with the requirement about differentiated teaching and the evaluation of the pupils' benefit from the teaching.

Challenges for the individual, differentiated teaching, formation of team

The *Folkeskole* is an undivided (comprehensive) school, where the formation of classes takes its point of departure in the age of the pupil and not in the subject-specific proficiency of the pupil. In order to give all pupils in the *Folkeskole* the best possibilities to have an all-round development and learn as much as possible, the *Folkeskole* builds on the principle of differentiated teaching. The teaching is organised in such a way that it both strengthens and develops the individual pupil's interests, qualifications and needs and so that it contains common experiences and situations providing them with experience which prepares them for cooperation on the performance of tasks. The Act on the *Folkeskole* provides a further possibility to sustain the principle that all pupils should be given adequate challenges, as teaching can take place in a team for part of the time in order to make it possible to take the point of departure in the individual pupil's prerequisites and current level of development. Recent changes in the legislation (2003) have strengthened possibilities for organising the learning in teams of different sizes and according to learning abilities and styles.

Formative evaluation

In the first to seventh years, information is given either in writing or more usually verbally in the form of meetings in which all three parties – pupil, parents and class teacher – take part. In the eight to tenth years, the information system is extended to include a written report at least twice a year giving the pupil's attainment in academic achievement and in

application. This only applies to the leaving examination subjects, where pupils will be marked according to a 13-point marking scale.

In addition to this, a number of other meetings take place throughout the primary and lower secondary span of both a more social and a more progress-related nature.

School leaving examinations

Examinations are offered at two levels, the Leaving Examination after the ninth year and the Leaving Examination after the tenth year. 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. Examinations are not compulsory. The pupil is free to decide whether or not to sit for them, after consultations with the school – in practice, his or her own teachers – and the parents. Each examination subject is assessed on its own merit; results cannot be summed up to give an average mark.

Other forms of assessment

At the ninth year level, a mandatory project assignment gives pupils the opportunity to complete and present an interdisciplinary project of which the main content must be taken from history and civics. The project assignment is assessed in two ways: according to a 13-point marking scale and a written statement. The assessment of the project assignment can be indicated in the leaving certificate according to the student's wish.

Special needs education

Special education can be organised in different ways. In most cases, the pupil remains in a mainstream school class and receives special education in one or more subjects as a supplement to the general teaching. A pupil may receive special education that substitutes the pupils' participation in the normal education in one or more subjects. A pupil may alternatively be taught in a special class either within a mainstream school or within a special school. And finally a combination is possible in which the pupil is a member of either a mainstream school class or a special class, but receives education in both types of classes. Special classes exist for pupils with intellectual disabilities, dyslexia, visual handicap, hearing problems, and for pupils with a physical handicap.

Co-operation between school and home

It is the aim of the Danish *Folkeskole* that it is to carry out its activities in co-operation with the parents. The Act on the *Folkeskole* is very clear on this point requiring that parents and school co-operate, and that pupils and parents are regularly informed about the school's opinion on how each pupil profits from his or her schooling. "Regularly" here means at least twice a year and refers explicitly to information about the pupil's personal and social development as well as his or her academic attainments. A school board is mandated at each independent school. Five to seven parents are elected by and from among persons who have custody of children enrolled in the school. The school board conducts its activities within the target and framework laid down by the municipal council and supervises the activities of the school.

The optional pre-school class

The *Folkeskole* must comprise a one-year pre-school class. At the request of its parents, a child must be admitted to a pre-school class in the calendar year of his or her sixth birthday or – under certain circumstances – one year before or after the sixth birthday. The pre-school classes have, since 2003, centrally formulated aims and binding curriculum guidelines.

School-based leisure time facilities

According to the Act of the *Folkeskole*, the municipalities have the possibility to decide whether leisure-time facilities should be established at the municipal schools and to decide how the school-based leisure time facility should operate in their area. A leisure time manager, who reports to the head of the school, carries out the daily management. The head has the overall educational and administrative responsibility for the form and content of the school-based leisure time facility.

Educational and vocational guidance

It is the aim of the topic of educational and vocational guidance and labour market orientation that the individual pupil acquires broad knowledge of educational and vocational possibilities and realises the value of completing a course of education. Through the teaching, the pupils should be given the possibility to prepare their own choice of education and vocation and understand the choice as a number of decisions which have to be taken on the basis of ones' own prerequisites, needs, attitudes and social possibilities. Educational and vocational guidance and labour market orientation is an obligatory topic throughout the entire period of schooling. Individual guidance from the sixth year with the point of departure in the

pupils' educational log is to contribute to giving the pupil a realisation of his or her own expectations and prerequisites so that he or she becomes able to draw up a personal education plan at the end of the ninth year.

The tenth year

The tenth year constitutes an offer to that group of pupils who, on completion of the ninth year, has not yet come to a decision on their choice of education. This school year is thus to be seen as a supplement at the time of transition from basic school to upper secondary education, and the offer is in particular meant for pupils who need to strengthen their subject-specific or personal competencies in order to acquire more confidence with regard to their choice and ability to complete a course of education at the upper secondary level. The school year is made up of obligatory lessons in Danish, mathematics and English corresponding to half of the teaching time and a number of other subjects which the pupil chooses on the basis of his or her education plan. The pupil is furthermore offered to take part in bridge building to upper secondary education. The teaching takes place at the individual *Folkeskole* or in special tenth year centres which bring together the tenth years of a local area.

School libraries

In every *Folkeskole*, a school library is established as a pedagogic service centre. The school library is part of the school's activities and it collaborates with the public library. The school library places teaching materials at the disposal of teachers and the pupils for their leisure-time reading.

The school librarians and other staff, *e.g.* persons with special skills in media and computers, must be trained teachers and part of the school's staff. The mainstay of the school library is still to lend books and other materials to pupils and teachers and to advise and assist in the use of these. But in addition to this, there shall also be the option of accessing information and experience from other media, *e.g.* the Internet. The school library functions as an "open learning centre" in the school.

Teachers' resource centres

Every county has its own teachers' resource centre, and many municipalities have also set up media centres. County resource centres serve the *Folkeskole*, the private schools and the gymnasiums in the county. The resource centres/media centres in the municipalities mainly serve the *Folkeskole*. Their functions are: lending of books and other teaching

materials; information on teaching materials; giving technical assistance to teachers in the production of their own teaching materials; producing exhibitions; lending of educational literature; preparing media workshops; offering in-service courses for teachers and library technical assistance to schools and other educational institutions.

Teacher education

At present, 18 colleges of education throughout the country offer teacher education. The colleges train teachers for the entire *Folkeskole*. Denmark has a unified teacher training system for the whole period of compulsory schooling. A number of features are particularly characteristic of the Danish system, the most salient of these being the broadness of the curriculum, the in-depth study of four school subjects and the integration of theory and practice that exists between didactics, psychology, school subjects and teaching practice. The admission requirements of the colleges of education are comparable to the admission requirements of the universities. The duration of training is four years, including 24 weeks of teaching practice.

Bilingual pupils

Bilingual pupils participate in the learning at the *Folkeskole* on an equal footing with the other pupils of the school. In order to strengthen the bilingual pupils' knowledge of Danish, they are offered language stimulation according to need from the age of three. If a bilingual pupil needs basic instruction in Danish, the pupil will be referred to teaching in a reception class, teaching in teams or individual teaching. Bilingual pupils who participate in the ordinary teaching, but who are in need of special support, are referred to supplementary teaching in Danish as a second language. Pupils from EU/EEA-countries as well as the Faroe Islands and Greenland are offered mother tongue teaching.

Annex 4 Private Schools 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 was founded 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 1849. It stipulates general compulsory education – not compulsory school attendance.

In Denmark, all children between the age of 7 and 16 must receive 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 school,
2. In a private school or
3. At home.

Number of schools and pupils

About 12% of all children at basic school level (including the voluntary pre-school class and tenth year) attend private schools. In 2001, approximately 80 000 children attended 462 private schools, while 575 000 pupils attended the municipal schools of which there are approximately 1 725.

Types of schools

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

- Small “Grundtvigian” independent schools in rural districts,
- Academically oriented lower secondary schools,

- Religious or congregational schools,
- Progressive free schools,
- Schools with a particular pedagogical aim, such as the Rudolf Steiner schools,
- German minority schools,
- Immigrant schools.

The bottom line is that private schools will be recognised and will 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.

Legislation

All parties in the Danish Parliament want legislation ensuring financial support for private schools, partly based on the notion that the municipal schools will benefit from the experience and competition offered by the private schools.

The legislation contains detailed rules about government financial support but only the most general rules about the educational content. However, the schools may always come to the Ministry for advice if and when they need it, and the Ministry can take special action if needed.

Educational content

All that is demanded of private education is that it measures up to that of the municipal schools. The Ministry of Education confers on private schools the right to use the municipal schools' final examination and thereby exercises a form of indirect quality control. However, in principle it is not up to any government authority but to the parents of each private school to check that its performance measures up to the demands of the municipal schools.

It is the parents themselves who must choose a supervisor to check the pupils' level of achievement in Danish, arithmetic, mathematics and

English. If the pupil's knowledge is found inadequate, the supervisor must report it to the municipal council who may then assign the child to another school. Individual parents who are dissatisfied with a private school may move their child to another private school or to a municipal school. The local municipal school must always admit the child.

In extraordinary circumstances, the Ministry of Education may establish special supervision, for example if there is reason to believe that the school teaches Danish so poorly that the children's ability to cope with life in Denmark may be impaired.

In recent years, there has been a development towards decentralisation within the municipal school (the *Folkeskole*) system, which may be said to be a "free school-model" within the framework of the municipal *Folkeskole*. Generally speaking, the municipal school has the same curricular structure in all parts of the country, but there is a wide scope for variety based upon local government decisions. The Act on the *Folkeskole* of 1989 decentralised a great number of decisions to the new school boards where the parents are in the majority. The act also provided the parents with a free choice of school within their local community.

Public grants system

The private schools receive a grant "per pupil per year" for their operational expenditures, which in principle matches the public expenditures in the municipal schools – less the private school fees paid by the parents. This is to ensure that public expenditures for the private and municipal schools follow the same trend.

Operational grants

In 2002, the average grant towards the operational expenditures per pupil per year amounts to about DKK 35 200, and the average fees paid by parents amount to DKK 7 600. The actual grant per pupil varies from one school to another depending on three factors:

- The size of the school (number of pupils),
- The age distribution of the pupils, and
- The seniority of the teachers.

A large school with comparatively young pupils and comparatively young teachers will get a low grant per pupil per year, while the large grant per pupil goes to the small school with older pupils and teachers.

The grant distribution process consists of a computer-based calculation ruled by law, a few regulations fixed by the Ministry (including a special mathematical model) and a few controlled key figures.

Special grants

There are also a number of special grants, such as grants towards expenditures incurred in connection with the teaching of pupils with learning disabilities or other special needs. The Ministry of Education awards these grants on the basis of a case-by-case assessment. Another special grant is the additional grant received by the German minority schools in the south of Jutland, because they teach in two languages, German and Danish. The schools themselves administer some special grants. They include the additional grant received by the German minority because its schools teach in two languages and grants towards expenditures relating to pupil transport and free places.

Building grants

The schools receive a block grant per pupil to cover rent, maintenance, construction, etc. The schools receive a grant for their school-based leisure activities per pupil participating in these activities from the school's pre-school class to the third year.

Block grant

All grants (apart from grants relating to pupil transport and free places) are allocated as one total block grant independent of the actual expenditure. As long as this block grant is used for school and teaching purposes, the school is free to spend the money (and fix the school fees) according to its own priorities.

Grant conditions

To be eligible for public financial support, schools must be of a certain minimum size. A school must have a total of at least 28 pupils in the first to seventh years, though only 12 in the school's first year and 20 in its second year.

Furthermore, the school must be a self-governing institution with a board of governors responsible to the Ministry of Education and with rules regulating the use of any net assets in case of liquidation. The school's funds must only be spent for the benefit of this school and its activities. A school must not be owned by a private individual or run for private profit. Schools must be able to find a degree of self-financing. The requirement per pupil in 2002 is about DKK 4 400 per year.

Joint municipal financing

Education at the basic school level is in principle a municipal task, and the municipalities save expenditures for the pupils attending private schools. They are therefore required to reimburse the government a good deal of the government grant. In 2002, the municipal reimbursement rate is about DKK 26 800 per pupil.

Private upper secondary schools

The private upper secondary schools have the same public grant system as the private basic schools. There are about 20 such schools, and they cater to 6% of all upper secondary school pupils. They differ from the private basic school in that the content of their teaching is governed by the same rules as those applying to the county schools, the reason being that they both lead to the same final examination, *i.e.* the upper secondary school leaving examination (the *studentereksamen*).

Private and municipal schools enrollments

Table A4.1 Number of Pupils

School Year	Municipal Schools	Private Schools	Total	Percentage in Private Schools
1982/83	696 318	61 618	757 936	8.13
1983/84	674 182	62 962	737 144	8.54
1984/85	657 734	64 774	722 508	8.97
1985/86	642 792	66 372	709 164	9.36
1986/87	629 309	67 075	696 384	9.63
1987/88	608 815	67 087	675 902	9.93
1988/89	587 401	67 529	654 930	10.31
1989/90	567 049	67 039	634 088	10.57
1990/91	549 262	67 361	616 622	10.92
1991/92	536 822	66 130	602 952	10.97
1992/93	525 742	67 311	593 053	11.35
1993/94	516 988	67 077	584 065	11.49
1994/95	512 415	67 704	580 119	11.67
1995/96	513 695	68 095	581 790	11.70
1996/97	519 964	70 468	590 432	11.93
1997/98	592 202	71 391	600 593	11.89
1998/99	541 187	72 916	614 103	11.87
1999/00	551 567	75 630	627 197	12.05
2000/01	563 576	76 053	639 629	11.89
2001/02	575 492	80 111	655 603	12.21

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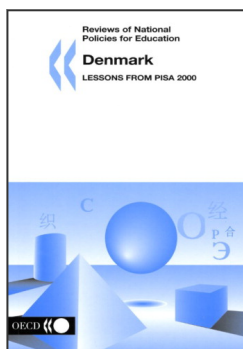
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