

The Inspectorate of Education of Denmark

1. A summary profile of the Inspectorate

The system of evaluation in Denmark is not centred around or built upon a type of “full inspection” of schools. On the contrary: it builds strongly on the own responsibility of the municipalities and the schools to carry out their own evaluations and to take measures to continually improve the quality of their education. For this education the government has given goals and objectives and broad guidelines as a framework; and also obligations to really do the evaluations.

For a correct understanding of the evaluation landscape in Denmark it is very important to keep in mind the difference between the general public system of schools and the system of “private, independent schools”.

In my opinion it is very interesting to see how differentiated the “guaranteeing function” of a type of monitoring by the state is done in these two sectors. As far as I know Denmark is the only country where such a “double system” exists.

For the public system the concept of “Folkeskole” is vital: one community school for almost all children regardless of their religion or pedagogical home - ideology and also almost regardless of their intellectual or educational background or problems. The “Folkeskole” is for all children from 6 to 16. These schools are governed by the municipalities. The schools have to deliver contributions to an annual evaluation report of the municipality. This document is an important steering document for the municipality. The municipality also has to draw up an improvement plan for the Folkeskole in the municipality.

There is a small unit at the Skolestyrelsen (part of the Ministry) that monitors these municipal evaluation reports and action plans (all are on the websites of the municipalities). This monitoring is done since 2006 and is focussed on some indicators for quality that may differ per year. And in case of not meeting the general demands in the laws or in case of serious shortcomings, compared with national averages, this team can order a municipality to take specific actions with one or more schools. The team for this monitoring is small: five staff. And this team does not carry out own inspections in the schools belonging under the governing of the municipalities; they only do the type of “meta – inspections” mentioned above.

For the system of private independent schools – these are subsidised with some 75 % by the state – the evaluation system is different. These are the schools with denominational backgrounds or specific educational philosophies such as Steiner or Montessori. Also these schools have to meet the general demands in the law on the “Folkeskole” but they have the freedom to interpret the general aims in their own specific way. They too have to draw up their annual evaluation plan. But they also have to allow parents to come into classrooms and parents can give their evaluation of what they see – and they can also ask the annual parent meeting with the board of the school to take action. The parents are the primary “inspectors” of the schools. In some private, independent schools parents are invited to observe lessons in order to see for themselves that the quality of the education meets the necessary standards, in others parents are informed – by a mailing - about plans for an evaluation of the teaching. A third form of evaluation is that an external inspector is elected by the parents. However; this can be also a municipality inspector, for example the head of another municipal not – private Folkeskole. This external inspector is elected for four years and has to visit

classes etc. The fourth form of evaluation is that the Skolestyrelsen monitors the reports of the private independent schools and the results on examinations and – in case of concern or shortcomings – sends in a specific inspection, done by a small team of inspectors of the Skolestyrelsen.

This type of “specific inspection” is only done in private independent schools where some risks seem to be present. So, only in a few schools in Denmark this type of inspections is done by the state – based inspectors of Skolestyrelsen. As such this specific inspection then is done in the way of a “full inspection” as this concept is applied in many other countries.

The team in Skolestyrelsen working for the private independent schools is also small: six staff.

Summarizing: in Denmark self – evaluation and local governing are seen as vital for both the public and the private system of schools. Only for the private schools a type of risk – based inspection, carried out by external inspectors at state level, exists. These inspections are carried out by the staff of Skolestyrelsen.

Skolestyrelsen also takes care of a system of national testing – in development to start in 2010. The Danish National Evaluation Institute EVA takes care of national evaluations of aspects of the system as a whole or of specific themes; but only at national level, not in specific schools. It delivers information about the state of education at national level.

(Johan van Bruggen, May 2009)

2. The Education System

2.1. Structure, tables, numbers

<i>ISCED level</i>	<i>Sector</i>	<i>Name of subdivision in your country</i>	<i>Age range of pupils</i>	<i>Number of schools/ institutions(1)</i>	<i>Number of pupils(1)</i>	<i>Number of teachers(1)</i>
0	Pre-school (compulsory from August 2009)	Pre-school class (1 year)	6/7		67639 (2006)	3925 (2007/2008)
1+2	Primary education and lower secondary education.	The basic school (“Folkeskolen”, private schools and continuation schools/ “efterskoler”)	7-15/16	2085 in 2008 (1589 public schools, 496 private schools)	645,994 (2006)	58,035 (2007/2008)
3	Upper secondary education	General upper secondary education: Gymnasium,	16/17-18/20	265	2005: 236003	265 (2006)

		Hhx, Htx, Hf. etc. (2 to 3 years) Vocational upper secondary education etc. : Vocational edu. and training. E.g. agricultural, social, health and maritime education. (3 to 4 years)				
4	Non-university higher education	Short-cycle higher education programmes. Professional bachelors and other medium – cycle higher education programmes	20/21+		2005: 18508 2005: 126275	
5-6	University	Bachelor and Master ("candidatus") programmes.	20/21+	13	2005: 54,147	11
2-5	Adult education	The further education system for adults.	15/16+		2004: 448,485	n.a.
0-2	Special education	Provision of special education and other educational assistance.	6-16	n.a.	Pupils receiving regular special education in the Basic school. 2005: 13872 Pupils receiving extensive special educational assistance in the basic school. 2005: 11501	n.a.

					Pupils receiving extensive special educational assistance in a special school: 2007/2008: 10,719	
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2.2. Overview

The Danish education system can be divided into educational groups according to qualification level and field. Some courses provide qualifications to further studies (study qualifications), whereas others provide labour market qualifications (business qualifications). Some education programmes provide both forms of qualification.

The basic school (primary and lower secondary school) comprises of ten years of compulsory education (pre-school class will be compulsory from August 2009).

Having finished their basic schooling the students who continue their education attend either:

- Upper secondary education or
- Vocationally orientated education and training.

This may be followed by:

- Bachelor programmes
- Professional bachelor programmes or
- Short-cycle higher education

Bachelor programmes may be followed by Master's programmes (candidatus) which again may lead to a PhD programme.

Denmark utilizes many resources on educational institutions at all levels. In the year 2004, the total expenditure (public and private) on educational institutions in Denmark amounted to 7.2 % of the gross domestic product.

The biggest share of the expenditure on education goes to the basic school where at the same time the biggest increase in expenditure was seen – well over 16 % from 2000 to 2006. In 2006, the basic school expenditure amounted to a total of DKK 56.9 billion. This includes municipal and private independent basic schools, continuation schools, and youth schools, etc.

Some institutions are self-governing, whilst others are owned by the State, the regions or the municipalities. In addition to the public financing, some branches of education have parent/participant payment. In the case of paid practical training that is an integral part of the education, the companies make only a financial contribution.

2.3. The Education System

The Danish education system is normally divided into a number of main areas according to level and branch of education. The main areas are presented below.

The basic school (primary and lower secondary school)

Education is compulsory in Denmark between the ages of six (August 2009) and 16. Whether the education is received in a publicly provided school, in a private school or at home is a matter of individual choice, as long as accepted standards are met. It is education itself that is compulsory, not school. However, only very few children are home taught. The compulsory education begins in August of the calendar year in which the child reaches six/seven years of age.

The basic school comprises various types of schools. The municipal/public basic school (the "Folkeskole") including special schools by far covers the teaching of the majority of the pupils. The municipal basic school is a free offer to parents. The private basic schools and the continuation schools are alternatives to the municipal basic schools. Continuation schools are private boarding schools that typically offer teaching at the 8th through 10th form level. The private basic schools and the continuation schools are self-governing institutions financed by state subsidies and fees paid by the parents.

In the academic year 2007/2008 86,6 % of all pupils in the basic school attended the municipal "Folkeskole" and 13,4 % attended private, independent schools. In high density urban areas like Copenhagen up to 25 % of all pupils attend private schools. As of September 2008 there were 1542 municipal "Folkeskole" schools and 510 private independent schools in Denmark.

Public and private schools.

The public "Folkeskole"

The "Folkeskole" was founded in 1814. It still constitutes the free, public school system and contains all municipal primary and secondary schools. All schools share a common aim, standard requirements concerning the subjects being taught, standard regulations concerning the so called "Common Objectives" for the teaching in the individual subjects as well as standard regulations concerning the leadership and organisation of the school system. However, it is the responsibility of the individual municipality board to determine how the municipality's schools are to be organised in practice, within the framework established by law. A municipality can e.g. decide to set additional objectives for the schools or increase the number of classes being taught in a given subject.

According to the Basic School Act the aim of "the Folkeskole" is, in cooperation with the parents, to bring to the pupils knowledge and skills that: *"prepare them for further education and give them the desire to learn more, familiarize themselves with Danish culture and history, provide them with*

an understanding of other countries and cultures, contribute to their appreciation of the interaction between man and nature, and promote an all-round development of the individual pupil”.

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

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

“The Folkeskole” is an undivided (comprehensive) school. The school is not an examination-oriented school. Therefore the main rule is that a student attends a class with students of the same age.

Pupils in “The Folkeskole” are normally taught in classes that remain together throughout the entire course of the basic school. Teaching is differentiated within the framework of the class so that the teaching is based on the requirements and qualifications of the individual pupil.

Almost all children begin their schooling in a one-year pre-school class that in most schools is an integral part of the school start progression. The pre-school class is optional for the pupils, but must be offered by the municipalities. As of August 2009 the pre-school class will be compulsory.

The Danish school system facilitates inclusive education. This is reflected in the way special needs education is organised. In most cases, the student remains in a mainstream school class and receives special education in one or more subjects as a supplement to the general teaching.

However, not all students’ educational needs are met this way. Therefore a student may receive special education in one or more subjects in a special class within a mainstream school or be taught in a special school. All special needs education is the responsibility of the municipalities.

Language stimulation training is compulsory for bilingual children before entering primary school. During primary and secondary school the school principal can decide to offer training in “Danish as a second language” to bilingual pupils. This may take different forms reaching from reception classes and individual teaching to instruction in teams, according to the individual need of the pupil.

At the conclusion of form levels 9 and 10, “Folkeskole” pupils sit for school-leaving examinations “FSA” or “FS-10”. Students must sit for examinations in a total of seven subjects, some oral, some written.

School leaving examination is compulsory after form level 9 but voluntary after the 10th.

Standard rules for all examinations ensure uniformity throughout the country. Papers for the written examinations are set and marked centrally.

In the international ISCED97 classification, the pre-school class corresponds to level 0, and the basic school corresponds to level 1 (1st through 6th form) and level 2 (7th through 10th form).

The Private Schools

Denmark has a long tradition of private schools with a substantial government subsidy. Thus, the first private, independent school (“free school”) for children was founded in 1852.

The democratic Constitution § 76 stipulates general compulsory education. However, parents are free to choose a private, independent school or homeschooling as long as the overall teaching is equal to what is generally achieved in the municipal “Folkeskole”.

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

- Small independent schools in rural areas (friskoler)
- Large independent schools in urban districts (privatskoler)
- Religious or congregational schools
- Progressive free schools
- Schools with a particular educational aim, such as the Rudolf Steiner or Freinet schools
- German minority schools
- Immigrant schools

Private schools will receive government financing regardless of the ideological, religious, political or ethnic motivation behind the school. The legislation contains detailed rules about government financial support and very general rules about the educational content. Basically, two overall rules must apply to the teaching of all private independent schools:

- The overall teaching must measure up to what is generally achieved in the municipal “Folkeskole”
- The school must prepare its pupils to live in a free democratic society respecting human rights and equality

All that is demanded of the education given at private schools is that it measures up to that of the municipal “Folkeskole”.

Most private independent schools hold the school-leaving examinations after the 9th form level. However, these private independent schools are free to inform the Ministry of Education that they will not hold the examination. In 2008 39 independent schools of a total of 510 do not hold final examinations.

The private schools receive a grant (“per pupil per year”) for their operational expenditures. This grant matches 75 % of the average public expenditures per pupil in the municipal “Folkeskole”. The private independent schools are obliged to collect school fees from the parents. In 2006, the average grant per pupil per year amounted to DKK 41,000 and the average fees paid by the parents to DKK 9,000. To be eligible to public financial support, schools must have a total of at least 28 pupils in the 1st to 7th classes after the first two academic years.

The private basic schools offer teaching to children in the age bracket of compulsory education, and it must measure up to what is normally required in the municipal basic schools; however, the framework for planning the teaching is more open.

Production Schools

Production schools are independent schools for young people under the age of 25, who have not completed a youth education programme and who, at the time, are not qualified to take part in such education, or who have dropped out of a youth education programme.

The objective is to strengthen the students' personal development and improve their possibilities in the education system and in the ordinary labour market. The teaching is organised with a view to providing the young people with qualifications that can enable them to complete an education on upper secondary level up to a professional qualification.

The production schools have continuous intake and great variations in the duration of the individual participant's stay. Students are normally entitled to a maximum of one year at a production school. Students typically stay for an average of 5 months, 15% for less than a month, and about 30% for more than 6 months.

The production schools are primarily financed by the state.

Youth Education (Upper Secondary Education)

The youth education programmes are academically or vocationally oriented or both. Irrespective of the branch of education, great emphasis is laid on the development of the pupils' or students' personal qualifications.

Just above 80% of a year group complete a youth education programme in spite of the fact that almost 95 % begin on a youth education. The government's goal for 2010 is that at least 85% of a year group complete a youth education programme, and in 2015 at least 95%.

The normal duration of a youth education programme is 3 years. The duration may, however, vary between 1½ and 5 years. The academically-oriented upper secondary programmes comprise the traditional general secondary programmes and the more vocationally-oriented general upper secondary programmes. These programmes are intended to prepare students for admission to higher education by providing them with the necessary general, theoretical and professional qualifications.

All students who have received relevant teaching and passed the prescribed examinations in the basic school may continue in a general upper secondary education programme, unless their previous school finds that they have made their choice on an insufficient or unrealistic basis. In such cases, the students in question will be recommended to sit an admission test. Access to the general upper secondary education programmes is thus not entirely free.

Initial Vocational education and training programmes – I-VET

I-VET programmes are alternating programmes where practical training in a company alternates with teaching at a vocational college.

The programme consists of a basic and a main programme. The student must enter into a training agreement with a company in order to accomplish the main programme.

There are approximately 125 vocational education and training programmes (2007), each of which can lead to a number of vocational specialisations.

About 56,500 students commence a fulltime vocational education each year.

117 institutions offer basic vocationally oriented education programmes. Of these, the major part are technical, commercial, agricultural or combination colleges. In addition some offer social and health care training programmes.

Basic vocational education and training – EGU

EGU is an individualised basic vocational education and training programme which is geared towards both employment and continued education. EGU is aimed at young people in an unsatisfactory educational or employment situation. The EGU is a special option for obtaining a vocationally qualifying education for young people who want a course of education with a lot of practical work, and only a little theory.

An EGU-education plan is individually designed to meet special needs and interests of each student. EGU pupils are typically trained for an assistant function within a particular line of industry.

EGU is an alternating training programme where practical training is combined with a subject-relevant school-based part in an overall 1,5 to 3 year long programme.

A reform of the 3-year upper secondary programmes came into effect as of 1st August 2005. This means that the 3-year programmes were changed with the purpose of reaching the same basic structure, i.e. a ½ year common foundation course, followed by 2½ years of study in the direction chosen by the individual student within a certain framework.

There are four different upper secondary education programmes in Denmark: STX, HHX, HTX and HF, aimed at young people who are interested in an education programme designed to prepare the students for higher education.

STX, HHX and HTX last three years and admit young people who have completed nine years of basic school (ten years as of August 2009). HF lasts two years and admits young people with ten (August 2009: 11) years of basic education.

The STX and HF programmes consist of a broad range of subjects in the fields of humanities, natural science and social science.

The HHX programme focuses on business and socio-economic disciplines in combination with foreign languages and other general subjects.

The HTX programme has its focus on technological and scientific subjects in combination with general subjects.

There are 146 schools offering STX and/or HF, 60 offering HHX and 38 offering HTX. These schools admit approximately 46,000 pupils each year, equivalent with 60 % of all pupils attending a youth education after completing basic school.

Higher Education

The higher education programme in Denmark typically begins at the end of upper secondary education and comprises:

- The short-cycle higher non-university programmes
- The medium-cycle university and non-university programmes, e.g. professional Bachelor programmes
- The long-cycle university programmes - Master's ("candidatus") programmes and PhD programmes

Today, 44.5% of a year group completes a higher education programme. This number has been rising in recent years. The government aims for at least 45% of a year group to complete a course of higher education in 2010, and at least half of a year group in 2015.

There is free intake to a number of higher education programmes, i.e. it is the educational institutions that determine the number of students to be admitted on the basis of the individual institution's physical capacity, qualified teaching staff and the employment prospects of the graduates. For the teacher and health education programmes, the number of students to be admitted is decided at a central level.

The admission requirements for the programmes are laid down at a central level, whereas the selection criteria are decided by the institutions themselves.

The admission requirement for the short-cycle higher education programmes is normally either a general upper secondary or a vocational education and training qualification, supplemented by study competence in one or more relevant subjects. The duration of a short-cycle higher education is normally two years.

In August/September 2000, a reform of the short-cycle higher education led to the establishment of 13 new programmes which all entitle the graduates to place the designation of AK (i.e. Academy Graduate) after their educational title. These 13 programmes replaced the former 75 programmes. The programmes give access to relevant diploma programmes.

In 2003, the former medium-cycle higher education programmes, which lasted 3 to 4 years, were reformed and converted into professional bachelor programmes. A few medium-cycle higher education programmes were not, however, affected by the reform.

The admission requirement for the professional bachelor programmes is usually a completed examination at general upper secondary level but certain vocational training and education programmes also meet the admission requirements. A completed social and health education programme may, for instance, give access to some health education programmes. The professional bachelor programmes normally last three and a half to four years.

Many professional bachelor programmes have been gathered in higher education centres named CVUs. Of these several have applied for accreditation to become university colleges. The programmes alternate between practical work and theory, and include professions such as social helper, journalist, diploma engineer, nurse, teacher and pedagogue.

This conversion from medium-cycle higher education to professional bachelor programmes means that the teaching must now be based on research affiliation, and that the programmes and the teaching are more closely linked to the profession. The professional bachelor qualifications also give access to relevant Master's programmes.

At the same level as the professional bachelor programmes, academic bachelor programmes are offered by the universities. The officially stipulated duration of such programmes is 3 years, and they are offered within the fields of social sciences, the humanities, the natural sciences, engineering, health studies, agriculture, and education.

The present structure of the university programmes (bachelor 3 years + Master's 2 years + PhD 3 years) was adopted in 1993. Prior to that, all programmes consisted of one continuous course up to the Master's degree, which was the first academic degree. Today, almost all university programmes consist of a bachelor programme, a Master's programme and the possibility of a subsequent PhD programme.

The admission requirement for the Bachelor programmes is normally a qualification at general upper secondary level with specific subject requirements as for the other higher education programmes. The bachelor programme constitutes a complete programme in itself, giving both vocational competency and access to the Master's programme.

The Master's programmes are higher education programmes, normally lasting 2 years, in continuation of a bachelor programme - i.e. a total of 5 years of studies.

A research programme has been introduced as a superstructure to the Master's programme. This is completed with the award of a PhD degree. This programme has an officially stipulated duration of 3 years. The admission requirement is normally a Master's degree.

The PhD comprises programmes in the fields of the social sciences, the humanities, pedagogy, engineering, natural sciences, health science, veterinary, and agricultural sciences. The higher education programmes correspond to level 5 in the ISCED97 classification system. The PhD programmes correspond to level 6 in the ISCED97 classification system.

Adult Education

Denmark has a long and strong tradition of liberal adult education (folkeoplysning) and adult education. The adult education dealt with here is publicly financed and regulated by law, but there is also a wide range of private offers.

Adult education can be divided roughly into adult vocational training, non-formal adult education, and further education.

The adult vocational system

The adult vocational system is mainly aimed at low skilled and skilled workers on the labour market. The target group comprises both workers having a job and unemployed workers. The purpose of the programmes is:

- to contribute to maintaining and improving the vocational skills and competences of the participants in accordance with the needs on the labour market
- to contribute to solving labour market restructuring and adaption problems in accordance with both the short and a long term perspective
- to offer the possibility of upgrading competences for the labour market as well as personal competences

The non-formal adult education

The non-formal adult education consists of forms of teaching and education that only to a limited degree are part of the formal, public educational system. The non-formal adult education arose as a concept in the 19th century and is one of the special features of the Danish education systems.

Theses programmes comprise:

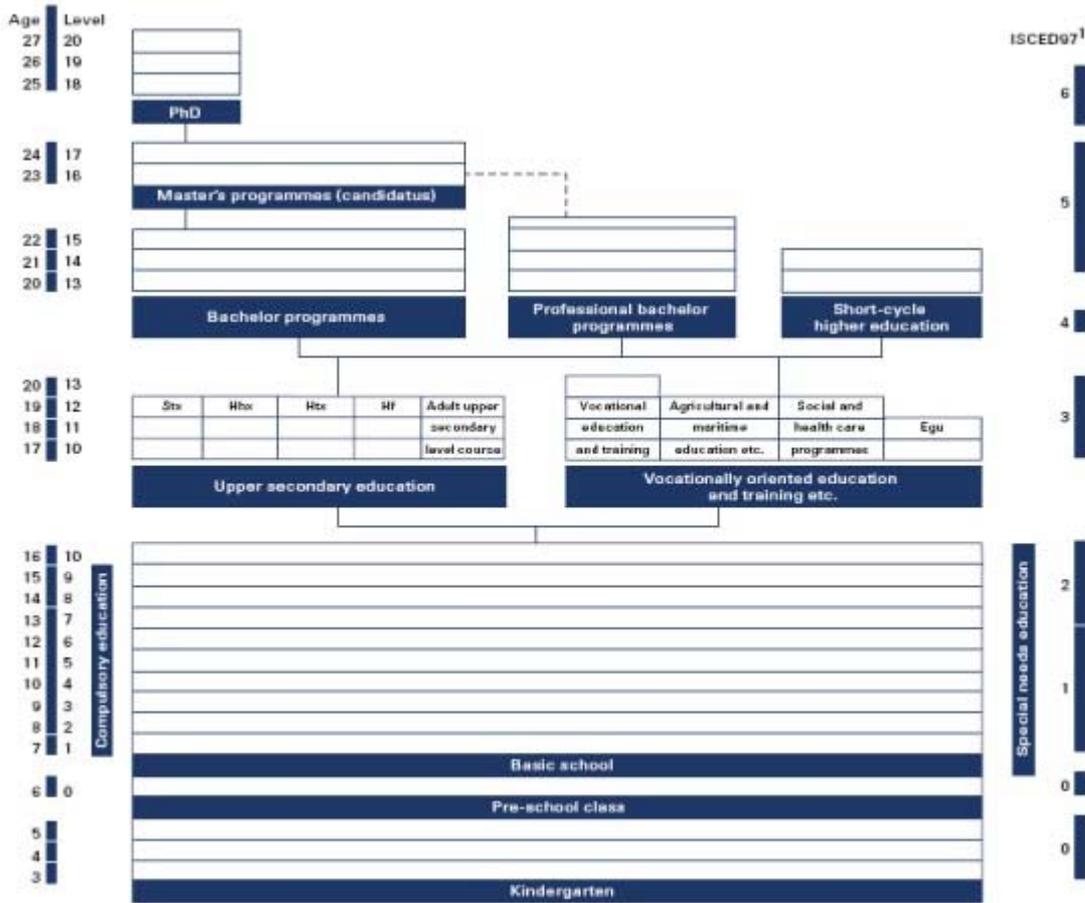
- Independent non-formal education activity, evening schools and voluntary activity in associations
- University extension courses
- Day folk high schools
- Private independent boarding schools for adults (e.g. folk high schools)

The Further Education System for Adults

The second scheme gives a presentation of the further education system for adults, where youth education and mainstream education is placed together with adult education and continuing and further education and training. Some of the teaching in the open education programmes is now carried out in the form of distance learning.

In principle, adult education extends from level 2 to level 5 in the ISCED97 classification, but it is not normally included in international surveys of education in Denmark.

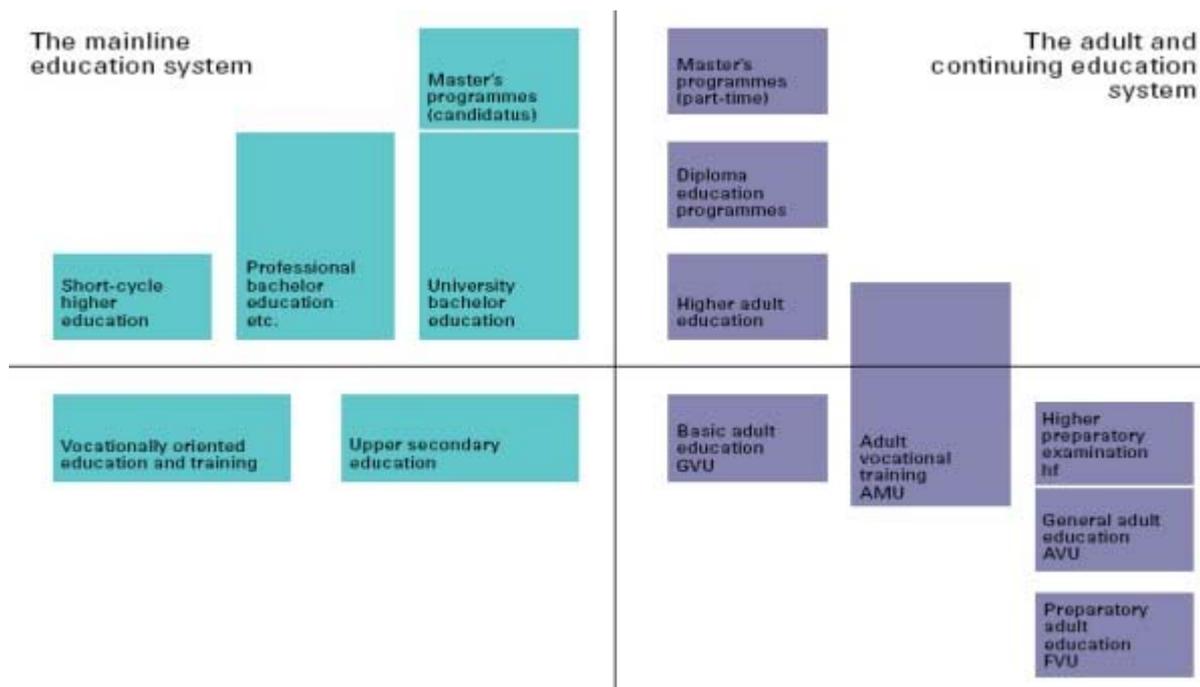
Scheme of the mainline Danish education system:



Note 1: International Standard Classification of education.

Remark: STX: upper secondary school leaving examination, HF: higher preparatory examination, HHX: higher commercial examination, HTX higher technical examination, EGU: basic vocational education and training. Source: UNI•C Statistics & Analysis.

The mainstream education system compared to the further education system for adults – 2004:



Note: The professional bachelor level also includes other medium-cycle higher education programmes.

Source: www.uvm.dk – Ministry of Education

3. The Tasks, Responsibilities and Roles of the Inspectorate – general statements.

3.1. Evaluation culture in a Danish educational context

It is important to stress that our use of “monitoring” in this text instead of “supervision” is very deliberate. “Supervision” could imply that advice is given alongside with the monitoring of a school. This is not the case in a Danish context. The public “Folkeskole” is the responsibility of the municipality and is as a rule offered guidance and supervision within the municipal system. Within the system of the private individual schools (see further for the important difference between the public system and the system of private independent schools) it is of great importance that the schools themselves interpret in which manner they choose to obtain the objectives for their teaching. If the monitoring team offered counselling or advise apart from interpretation of the law it could be considered a restriction of the schools’ freedom both individually and a group.

The Ministry of Education is the relevant ministry for teaching and education at all levels with the exception of the universities. The Ministry of Science, Technology and Innovation is responsible for the supervision/monitoring of the universities.

In 1999, the Danish Evaluation Institute (EVA) was established as an independent institution under the Ministry of Education. From an international point of view, this institution is quite unique, as it has been given the task to undertake systematic and mandatory evaluations of teaching and learning at all levels of the education system from pre-school to postgraduate level.

In order to develop the quality of teaching and learning and to examine whether the educational sector lives up to the objectives laid down, the Evaluation Institute systematically examines the education programmes separately as well as the relations between different programmes. The

institute also develops and elaborates evaluation techniques and methods, and compiles national and international experience with educational evaluation and quality development.

Another evaluation initiative has since then been initiated. The Council for the Evaluation and Quality Development of Primary and Lower Secondary Education (Skolerådet) was set up by the Ministry of Education with effect from 1 September 2006. The aim of the introduction of the independent Council was to strengthen the evaluation and the development of quality in the Folkeskole.

In September 2006 the Agency for the Evaluation and Quality Development of Primary and Lower Secondary Education was established (Skolestyrelsen). The Agency was given the responsibility for evaluation and quality development in the basic school system as well as implementing national tests and monitoring and assisting the municipalities in elaboration yearly quality reports on their basic education. Furthermore the “Skolestyrelsen” was to monitor the quality of education in the private, independent schools on behalf of the Minister of Education.

Since then, the following initiatives have been carried out by the Agency/Skolestyrelsen in order to strengthen the quality of the public municipal basic school:

- Monitoring of the municipal quality reports on the “Folkeskole” – see 3.1
- Compulsory national tests – will be ready for use in 2010
- Compulsory individual learning plans in the “Folkeskole”
- Compulsory final exams
- Supervision of the municipal councils on the quality reports and of all stakeholders on evaluation.
- Launching and management of an evaluation internet portal www.uvm.evaluering.dk , which offers a wide range of evaluation tools, articles experiences research etc. within the field of evaluation
- Monitoring of independent private schools

The municipalities are responsible for running the municipal public primary and lower secondary schools (“The Folkeskole”), but all other educational institutions are self-governing with independent boards of governors and are financed by a lump sum of cash per student grants. The Danish Parliament has laid down the overall objectives of the education system, and the goals for the individual education programmes are established at central level. The managements and boards of governors of the educational institutions have a considerable degree of decision-making competence.

The main monitoring task of the Ministry of Education is to contribute to ensuring that this competence is utilised in accordance with the current rules and that the objectives of the education programmes are fulfilled and their quality maintained and developed.

The Ministry of Education offers counselling and advice on matters connected to the teaching of the individual subject. This counselling is an offer to all schools, both municipal and private. Thus,

Denmark has no monitoring team (or team of inspectors) which visits municipal schools in order to discuss the school's performance and observe the teaching going on.

The description which now follows focuses on monitoring of the quality of education in the compulsory, basic school.

3.2. Monitoring of the municipal "Folkeskole"

Denmark has a complex system of quality development and quality assurance, which has been given shape since the early 1960s.

Very few elements within the monitoring system can be categorized as 'external inspection' imposed on schools and teachers. An Inspectorate as such does not exist within the monitoring system of the municipal "Folkeskole".

Quality assurance in Denmark is to a large extent based on self-evaluation, decentralisation, local social control, a mixture of formal and informal elements and parental influence. External and imposed control, therefore, has been given a low profile.

In recent years, however, the Ministry of Education has reorganized the monitoring, and to a higher degree it is now focussed directly at the quality and results produced under the heading: "From content to outcome supervision". Simultaneously, the Ministry makes increasing use of systematic methods to obtain information based on specific quality indicators concerning examination results, completion frequencies, drop out figures and transition to higher education or employment. Information is collected digitally, providing the possibility of systematic screening and identification of both best practice and particular problems.

The monitoring carried out by the municipal councils

"The Folkeskole" is the responsibility of the municipalities. The municipal council is responsible for ensuring every child in the municipal a free education in "the Folkeskole".

Each school is responsible for ensuring the quality of the education with the aims of the Folkeskole and also bears the responsibility for determining the planning and organisation of the programme of education.

The individual municipal councils must prepare an annual quality report. The quality report must describe the municipality's school system, the schools' academic level, the measures taken by the municipal council in order to evaluate the academic level, and the steps the municipal council has taken in response to the previous quality report.

In connection with the quality report, the following is the responsibility of the municipalities:

- The shape and content of the report, e.g. choice of focal area(s) and definition of the contribution to be made by each school
- The process, e.g. organizing the work, determine deadlines for comments on the report from the school councils,
- Discussion on the final conclusions with the relevant stakeholders as well as internal conclusive discussions on the report before October 15
- Elaboration of relevant plans of action on the basis of the report before 31 December in the same year

According to the departmental order the quality report must be elaborated in such a way that:

- information is easily found
- it is easy to follow the development within certain areas based on data from two or more years.

If new information is presented or if information is presented in a new way this must be explained and argued for. Information covered by confidentiality, e.g. results from the obligatory national tests, must be published in a way which ensures understanding of key facts by the public.

The monitoring carried out by The School Agency/"Skolestyrelsen"

Since 2006, according to a change in the Education Act, the "Skolestyrelsen" has followed and assessed the quality of "the Folkeskole". In case of a continuously low performance in a certain "Folkeskole" the "Skolestyrelsen" can instruct the municipal council in elaborating an action plan to ensure improvement in the school's academic standard.

"Continuously low performance" is to be understood as an overall assessment of the academic standard as expressed in results in the national tests and the final examination results during several subsequently following years. In the assessment, a focal point is to compare the results of the school with the centrally set Common Objectives in order to assess whether the pupils' academic level in the different subjects is "as may be expected from a school in comparable circumstances". The social composition of the pupils is taken into consideration when comparing the results of the school with the national average.

The municipal "Folkeskole" must register both examination results and information on the school leavers' applications to secondary education. The information is registered in a central database open to the public.

The "Skolestyrelsen" includes a unit which monitors the quality in the municipal "Folkeskole" and identifies low performing schools on behalf of the Minister of Education. This is done as desk monitoring. The monitoring team focuses on certain quality indicators each year, i.e. examination results .

The screening results are used as a basis for the prioritisation of further supervision on the basis of criteria regarding importance and risk. This ensures that the resources used in supervision can be consciously prioritised for further investigation of potential problems indicated by the screening. The further investigations, in which all relevant supplementary information is included, naturally continue to take place in dialogue with the institutions/the municipalities.

In 2007 the team identified schools where the examination results in two of four examination subjects were amongst the lowest of the national results. Furthermore the monitoring team identified the municipal schools where the enrolment rate into secondary education was considerably below the government's objective of 95 %.

The quality reports elaborated by the municipal councils form part of the monitoring carried out by the "Skolestyrelsen" in two ways:

- The monitoring team checks that all required elements are present in the reports and that the reports are dealt with by the municipal councils. The purpose of this check of the contents of the quality reports is to ensure that the municipal councils have access to the information needed in order for them to get a qualified overview of the schools within a time limit that allows them to act in time according to possible problems and needs. In this way the monitoring of the “Skolestyrelsen” team ensures the use of the quality reports as a means of evaluation and quality development of the municipal “Folkeskole”.
- The “Skolestyrelsen” monitoring team can use information from the quality reports as basis of dialogue with schools identified through the indicator - based monitoring. The use of the quality report gives the monitoring team a more thorough insight into the challenges of the specific school and municipality. In this way the dialogue between the school, the municipality and the “Skolestyrelsen” monitoring team is qualified and the team will know if action has already been planned or initiated.

Furthermore, a continuous quality evaluation is done on the basis of documentation gathered in connection with certain themes in connection with certain selected quality themes, e.g. the quality of the teaching of science or the amount of allocated funds for in-service training.

Please note that the municipalities are not required to send in their quality reports. In stead the reports must be placed on the web pages of the municipality.

Summarizing, quality development and quality assurance in the education sector are formed by the following elements:

- A high degree of decentralization to the municipalities and institutional self-regulation combined with “framework management” by the Ministry of Education. Minimum requirements, varying in specificity and directedness per case, are laid down in laws and regulations. In this context the most important regulations have to do with curricula and examinations. Generally, within this `framework management`, the central level is to ensure adequate targets and frameworks for the activities of the institutions, to monitor the development (in other words to control the quality) and intervene in areas where a need for quality improvement has been found and to carry out continuous assessment of how the quality level in general can be improved.
- Various projects - nationally – for the development and improvement of quality in schools at particular topics or themes; these projects are launched and run by the Ministry of Education, e.g. the anti bullying campaign, pilot projects within the field of e.g. intensive reading programmes.
- A strong tradition of self-evaluation and quality development by the schools themselves, resulting in tools and material published by the Ministry of Education in order to find common frameworks and to support other schools.
- Different types of “advisors”. Within the Ministry of Education some advisors give professional advice to colleagues within the “Folkeskole”. All advisors are trained and qualified teachers – often with additional education and long teaching experience. Advisors on special school subjects are hired part time for a period of maximum five years. The advisors typically teach in basic schools on the days where they do not fill out their post in the Ministry. This system has been initialised in order to ensure that the advisors keep close contact with a teaching environment. Please note that these advisors are not part of the monitoring teams within “Skolestyrelsen”. They are placed within the Ministry of Education itself.

- An examination system which to a large extent is centrally and externally organized and which is run by centrally appointed examiners and national advisers. The system is amongst others regarded as a controlling mechanism for the quality of education.

The consequence is that Denmark does not have an inspectorate of education covering all schools like it is seen in other European countries. It should be stressed that only very limited external monitoring takes place. To a large extent the external monitoring of the municipal schools carried out by “Skolestyrelsen” is based on the information and evaluation conclusions passed on by the schools to the municipalities’ quality reports.

3.3. Monitoring of the private independent schools

Self-evaluation

As of August 2008 a private independent school must carry out evaluation at different levels of the school practice.

Each private independent school is obliged to carry out a more general evaluation of its educational offer. The evaluation must take place “on a regular basis”. It is up to the school to decide which elements form part of the evaluation. However, it is important that the school ensures a systematic approach and guarantees that all relevant elements are included. In many private independent schools break time, morning assembly and school trips form an important part of the pedagogical and academic offer. Hence, they should be included in the evaluation at some point.

The form and method used to evaluate the school are chosen by the schools themselves.

The evaluation must include:

- the school’s assessment of whether the teaching lives up to the educational plans and objectives elaborated by the school for both the subjects and the overall teaching
- the follow-up from the former evaluation
- a specification of when the school will carry out its next general evaluation
- a follow – up plan which includes lessons learnt and new initiatives to be taken based on this

The overall results of the general evaluation and the follow – up plan must be published on the school’s webpage.

Apart from the self-evaluation, monitoring of the private, independent schools in Denmark is carried out at different levels:

Level 1 – the parents

The parents at each school form the first level of monitoring as they are expected to follow the teaching given in their children’s school and in this way ensure that the education is of a standard similar to that given in “the Folkeskole”. In some schools parents are invited to attend lessons throughout the year, in others parents are informed though both plans for the teaching carried out, evaluation etc. – often published on the school intranet. However, it is the choice of each school if and how they qualify the parents to monitor the quality of the teaching.

In case one or more parents find reason to doubt the quality of the teaching at their children's school, they will normally contact the school board and hand over their findings. In some cases parents have brought up the subject at the annual general meeting.

Level 2 – the external inspector

The second level in the monitoring system is an external supervisor/inspector elected by the parents at the annual general meeting. It is possible to elect either a municipal inspector or one or more inspectors identified by the parents. A parent identified inspector must master Danish both orally and written, must have adequate qualifications within the fields of pedagogy and the academic contents of the ground school in order to be elected. The parent elected inspector must:

- not be a parent at the school
- not be a member of the school board
- not be employed by the school
- not be employed at or belong to the board of another private, independent school if an employee or a board member is the parent elected inspector of the first school – ensuring that board members or employees from two schools cannot be parent elected inspectors in each others' schools

Parent elected inspectors receive a grant each year. The size depends on the number of students and is set by the Ministry.

It applies to both kinds of inspectors – parent identified or municipal – that they are elected for a period of up to four years and can be re-elected.

The municipal inspector is often either a municipal pedagogical consultant or a headmaster in a local "Folkeskole".

According to the law the parent identified inspector must visit the school at least once a year and attend classes at least one school day. At least one lesson must be attended within each of the three subcategories: Humanities, science and art. The inspector elaborates an annual report which is presented to the parents at the annual general meeting or handed over to the parents in writing. The report must be published on the school's webpage.

The report must include at least the following elements:

- An assessment of the pupils' academic level in the subjects Danish, English and Maths
- An overall assessment of whether the education offered at the school measures up to that of "the Folkeskole"
- A statement on whether the language of instruction in the school is Danish
- An assessment of whether the school prepares the pupils to life in a free democracy with equal rights
- Information on which lessons have been attended in which grades on which dates
- The school code and name

The external inspector decides if he/she wishes to make notified or unannounced visits. The inspector must discuss the contents of the educational plans with the headmaster and teachers as well as assess the pedagogical and academic quality of the teaching materials being used by the school.

In case the inspector finds that the academic level in one or more subjects does not measure up to that of “the Folkeskole” or finds that other of the above mentioned areas are not satisfying, the inspector gives a command according to which the school must improve the area within a time limit of at least three months. If the education is still considered to be insufficient the inspector elaborates a statement on this which is then sent to hearing among the parents and the school board. If, after the hearing, the inspector still finds reason to doubt the school’s ability to improve, the inspector files a report to the Ministry of Education. Based on this the Ministry can decide that the school is no longer a free, independent school according to the law and hence, the school will not receive any state grant.

- The external inspectors do not use centrally elaborated evaluation forms or centrally decided indicators apart from the indicators mentioned above.

Level 3

As earlier mentioned, “Skolestyrelsen” is in charge of the supervision/monitoring of the private independent schools. It should be stressed that “Skolestyrelsen” is not an inspectorate, but merely carries out the overall monitoring of the private independent schools on behalf of the Minister of Education. This is the reason why standardized systems are not used in connection with supervision.

Monitoring or supervision of private independent schools can be divided into the following groups:

- *Superior monitoring*
 - Calls from the public, e.g. parents, teachers or neighbours
 - Schools identified through screening/indicators
- *Specific monitoring*
 - Schools identified because they have informed the Ministry that they do not hold final examination, or schools which hold no examination in History.
- *Intensive inspection* (This type of inspection is described further on in paragraph 4 under the heading ‘full inspection of private independent schools’.)

Superior monitoring

“Skolestyrelsen” does not deal with inquiries concerning the individual pupil. “Skolestyrelsen” merely monitors the quality of the education offered at the private independent school. Calls concerning the teaching of the individual pupil are referred to the headmaster or the school board.

The superior monitoring forms part of the sub-monitoring carried out by the Minister of Education with the sector. Specific monitoring can be conducted e.g. as a result of complaints of a serious nature, signals from ‘whistle-blowers’, requests from the Minister, or reports in the media which give reason for concern about the quality of education at a school. Depending on the complaint, request or report, the advisers in the monitoring team gathers information and elaborate a conclusive report with an analysis of the situation and a description of the next step.

As a rule this monitoring will include a check up on the school homepage in order to make sure that all compulsory elements are present and updated (e.g. description of plans aims etc. for the

education, the school's self-evaluation (compulsory from August 2008), and a follow-up plan on the results of the evaluation).

The school is normally contacted by mail and given the opportunity to comment on the information passed on by the public. Often the school is asked to give an account of certain areas relevant to the area in question, e.g. the special needs education, whether the pupils are taught in all areas within the field of art at a level which measures up to that of "the Folkeskole".

Based on the account and documentation handed in by the school it is decided if a monitory visit should be carried out. "Skolestyrelsen" will in most cases choose to visit the school in order to observe a number of lessons.

"Skolestyrelsen" has no immediate means of sanctioning but can propose to the Minister that public funds for a school are withheld or even that a school loses the right to teach as a private independent school.

Specific - screenings/indicator based monitoring

"Skolestyrelsen" carries out different screenings or monitoring based on indicators. Two commonly used indicators are the final results of the school leaving exams and the enrolment rates. These results are looked at from different angles.

Based on the grades obtained at the final exams in June 2008 "Skolestyrelsen" looked at the results obtained at the new exams in reading and spelling/punctuation. The lowest scoring schools were identified after which the schools' homepages were checked in order to see if all compulsory elements (e.g. evaluations and the latest report from the external inspector) were present. Furthermore the schools' average marks in all final exams were analysed as well as the percentage of school leavers who had continued to further education.

In cases where all other indicators show positive results, nothing further will be done. In cases where e.g. the homepage does not include a satisfactory recent report from the external inspector, further action will be taken from "Skolestyrelsen". Usually this will include an initial letter to the school asking for comments on the low result obtained at the last exam including possible action having been initialized by the school.

Furthermore the enrolment rate into secondary education was used as an indicator of low performance in 2008. One school was selected because only 25 % of the pupils leaving the school having finished grade 9 continued their studies. This figure is dramatically below the government's objective of 95 %.

Schools identified because they either have been allowed not to hold final examination, or schools which hold no examination in History

This group of schools is monitored as follows:

Of the approximately 40 schools which hold no final examination 16-18 are monitored each year. The schools are picked at random but in a way which ensures that all schools are monitored within a period of three years. The monitoring is a desk monitoring where the school web pages are checked, the number of school leavers continuing to further education is assessed along with the evaluation and external inspector's report. Based on this the school may be asked to give an account for one or more elements. In cases where the "Skolestyrelsen" finds reason to doubt the quality of the education at one of these schools, a specific monitoring will be commenced.

Financial monitoring of private independent schools

As described earlier “Skolestyrelsen” only monitors the quality of the education offered in the private independent schools. Legal and financial matters are monitored by the Institution Agency, an agency subordinate to the Ministry of Education.

The financial monitoring of the self-governing institutions takes its point of departure in an audit of their annual accounts, with long-form audit reports and checklists. The individual educational institution is obliged by law to have their annual accounts audited by a certified public accountant. The public accountant must make a report which is both presented to the parents of the school and sent to the Ministry of Education/ the Institution Agency. As the monitoring authority, the Ministry is responsible for auditing the accounts and reports and for following up on any problems.

A sanctions policy, published on the website of the Ministry of Education, is part of the financial monitoring. The key elements in this policy are that the sanctions are used consciously and that the sanction selected is proportional to the reason for intervention. There is a very great variety of sanctions ranging from correction, to reprimand, order, agreement on an improvement plan, withholding of the grant and annulment of the central approval to offer a given programme of education. In practice, the lack of a state grant usually results in the institution in question closing down.

3.4. Legal basis; description in official documents.

The Folkeskole

The Minister of Education has to “follow and evaluate” the quality of the Danish schools. This is done partly through instruction of the municipal councils, partly through an indicator based monitoring system carried out by Skolestyrelsen.

The Folkeskole Act stipulates in § 40,1: The municipal council shall have the overall responsibility for the school system of the municipality, and it shall see to it that all children subject to compulsory education in the municipality are enrolled in the Folkeskole or receive an instruction of a similar standard to that which is normally required in the Folkeskole. The municipal council shall lay down the targets and framework for the activities of the schools. The municipal council shall supervise the activities of the schools.

The school board monitors all activities going on at a school including the teaching. Usually this monitoring takes place through discussions on the school board. Furthermore the school board submits an annual report and has to approve of the school’s contribution to the municipal’s quality report.

§ 44.11 stipulates: The school board shall submit one report annually.

§44.12: At least once a year the school board shall convene the parents for a joint meeting for discussion of the activities of the school. The annual report shall be discussed at such meeting, cf. (11) above.

In cases where a municipal “Folkeskole” performs very badly, according to a change in The Folkeskole Act from June 2006 § 57 d, the Minister of Education can impose on a municipal council to elaborate a plan of action in order to improve the academic standards of the school that performs very badly (e.g. on final examinations or according to the quality report from the municipality board itself). The Minister of Education has placed this assignment with the School Agency/Skolestyrelsen.

The Evaluation Institute

The Act on the Danish Evaluation Institute empowers the Institute to initiate evaluations on its own initiative as well as at the request of the Ministry of Education, other ministries, advisory boards, local authorities and education institutions. Requested evaluations are conducted as revenue-generating activities.

The Council for the Evaluation and Quality Development of Primary and Lower Secondary Education

The Council for the Evaluation and Quality Development of Primary and Lower Secondary Education’s tasks and composition are stipulated in the law on the Folkeskole. In order to create coherence between the work of the Council and the Evaluation Institute's evaluations of the Folkeskole, the Folketing (The Danish Parliament) has passed an amendment of the Folkeskole law which gives the presidency (Formandskabet) of the Council the competence to decide which evaluations The Evaluation Institute is to carry through on the Folkeskole area. The presidency can also choose to let others than The Evaluation Institute carry through evaluations of the Folkeskole.

The Private Independent Schools

The Act of Independent Private Schools (as of July 2007) stipulates in §1 that “private independent schools must offer an education which measures up to that of the Folkeskole.

All regulations concerning the monitoring of the private independent schools mentioned in this description are regulated in The Act of Independent Private Schools.

Vision and mission statement of Skolestyrelsen.

“We wish to be an inspiring counterpart to all who work with strengthening of the quality within schools in order to offer the pupils the best possibilities to develop socially, academically and personally.”

The mission statement of Skolestyrelsen:

“We work towards the vision when we:

- Monitor the private individual schools
- Take part in carrying out international research
- Assist in the quality assuring of the Folkeskole done by the municipal boards
- Strengthen an evaluation culture in the Folkeskole and carry out evaluation in the basic school
- Are in charge of introducing the national tests in the Folkeskole
- Constitute the secretariat for The Council for the Evaluation and Quality Development
- Constitute the secretariat for The Complaints Board for Extensive Special Needs Education
- Administer school leaving tests/exams in the basic school”

3.5. Which organizations and practices are inspected except schools?

None – apart from the earlier mentioned quality reports elaborated by the municipality boards.

4. Full Inspection of Schools as a Task of the Inspectorate.

This section will describe only the full inspection of a *private independent school* as the municipal Folkeskole is not inspected in this way. Earlier in this profile we have introduced the concept `intensive inspection` for this. It is important to realise that this form of intensive or full inspection is only applied in a very small number of private, independent schools in Denmark.

4.1. General description.

“Skolestyrelsen” can initiate an intensive inspection. This inspection is carried out in cases where “Skolestyrelsen” has reason to doubt a school’s ability to teach at a standard which measures up to that of the Folkeskole. The intensive inspection will always build on a number of factors, e.g. that an initial specific monitoring has been carried out without giving certainty that the school is able /willing to ensure the quality required, key elements like the compulsory evaluation are still missing on the school webpage.

The intensive inspection will normally follow a specific monitoring which has confirmed the initial doubt about the school’s ability to ensure the necessary quality in the education.

Several key elements characterize the intensive inspection:

- Preceding meetings with the school board, the teachers and the school management in order to achieve a deep insight in the school’s education, pedagogical profile and/or set of values

- Information gathering – the school hands in e.g. educational plans, activity plans, teachers’ qualifications, material used in the observed teaching, action plans for the pupils, plans/material used in the special needs education
- An observation phase in which a large number of lessons (and other activities) are observed by teams of two advisers from Skolestyrelsen. All teachers and all subjects will be observed.
- A report writing phase in which all observations are analysed and gathered. Based on the material available – including the observations – it is assessed whether the school’s teaching in each of the subject groups humanities, science and art measures up to that of the “Folkeskole”. An evaluation of the overall teaching in the school is also included as well as the school’s ability to live up to the requirement of preparing the pupils to life as citizens in a democracy (see chapter 2.1.3.2). The reports makes one of the following recommendations: *“There are no significant indicators that give reason to criticism”, “the education of the school within one or more areas does not measure up to that of the ‘Folkeskole’ and the school must improve this within a certain time limit, or “the education of the school within one or more areas does not measure up to that of the ‘Folkeskole’ and the school should loose the right to offer education and the right to receive public grants.”*
- A hearing phase in which the school is given the opportunity to respond to and ask questions connected to the report.
- A decision phase in which the Minister of Education (based on the report and possible comments from the school) decides to either end the monitoring without further comments, give the school a command that the quality of teaching within certain areas must be improved before a certain deadline, or deprive the school of the right to be a free independent school – which in practice means closing down the school.

4.2. The main aspects of quality to be inspected.

During both a specific monitoring and intensive monitoring, teams of two advisers observe teaching at the school in question. The advisers do not use a specific list of indicators to be controlled but write down summaries of what has been observed. This summary includes observations on among others:

- The specific topic of the lesson (in order to later assess if it is relevant for the subject at this level and corresponds with the subject objectives formulated by the school and the Common Objectives which the teaching must measure up to)
- The communication between teacher and students
- Use of differentiation methods
- The teaching materials being used
- The pupils’ work, e.g. how they respond to the teaching or their written work
- The structure of the lesson
- The actual teaching, e.g. introduction of methods and topic, use of different teaching methods, instruction, evaluation, student interaction

4.3. The inspection process.

It should be noted that there is no fixed plan for the carrying through of an intensive inspection as it will always depend on which factors initially initiated it in the first place. The monitoring furthermore responds to the contents of the material handed in by the school as well as the observed lessons. If lessons within a certain area during the initial observations prove to be of a poor quality more lessons will typically be observed in order to ensure a substantial material in order to evaluate thoroughly.

Intensive inspection will, as mentioned earlier, follow up on an initial monitoring (a specific monitoring, indicator based monitoring or monitoring of schools which do not take part in the final exams or in the History exams).

“Skolestyrelsen” decides in each case how a specific individual inspection will be carried out.

4.3.1 **Practical organization.**

Inspectors work in teams of two persons. During the preparation phase they read the documents that the school has to deliver: the school’s goals, and the teaching plans, schemes etc., the way in which the school evaluates how the pupils benefit from the teaching; the school’s evaluation on the teaching as well as the follow-up of evaluations; the school’s external inspection report, etc.

The actual observations can be both announced and unannounced. The headmaster will be informed in the morning about which classes will be observed.

During the school inspection the quality of teaching is observed during lessons and during other school activities. Interviews take form of dialogues with teachers, other staff and leadership. The interviews have no fixed form.

In connection with the supervision, tests can be used. There is no specific instruction for the monitoring team considering what kind of tests can be used. The monitoring team is not supposed to develop tests itself.

4.4. **Reporting with a judgment about the schools’ quality and the possible consequences.**

The outcome of an intensive inspection can be that:

- there are no significant points of criticism, and the school can continue
- the school is ordered to secure a number of improvements within a certain period of time;
- the school’s teaching does not measure up with the required standards. In that case, the school can lose its grant and the right to be a private independent school

Intensive inspections are, as mentioned earlier, only carried out in private independent schools. A municipal Folkeskole is monitored by the municipality council. A Folkeskole can be ordered to improve its proficiency. It is the responsibility of the municipal board together with the school to improve the school’s quality and performance. The “Skolestyrelse” can instruct the municipality board to elaborate a plan of action for improving the standard of a specific school but has no means of sanctioning. Only the municipal council can decide to close a “Folkeskole”.

Because of the fact that only a limited number of intensive inspections of this type is made, the statistic basis is too weak to make a calculation about the proportion of these three types of judgements. During the years 2004 – 2008, 6 intensive inspections have been carried out on private

independent schools of which 3 schools have lost their grant and 2 have been ordered to improve within certain areas. The last intensive inspection is still in process.

If a school gets an order to improve a number of conditions within a certain period of time, it is "Skolestyrelsen" that initiates follow-up visits in order to check that, after the deadline has expired, the school has improved accordingly. In cases where the quality has not been improved sufficiently, "Skolestyrelsen" initiates a new intensive inspection.

5. Inspection of the School's Self – Evaluation.

5.1. Obligation of schools concerning quality assurance and improvement.

Please see the earlier paragraphs.

5.2. Standpoint of the inspectorate about the inspection of school – self – evaluation.

n.a.

5.3. Practice.

n.a.

5.4. Reporting on the school's self – evaluation and possible consequences.

n.a.

6. Inspection of particular Themes of Quality.

6.1. General position.

Please see paragraph 3.2 where the indicator - based monitoring is described.

6.2. Examples of particular themes or topics.

Please see paragraph 3.2 where the indicator based monitoring is described.

The EVA has published several research based reports on evaluation of different topics, i.e. "A Key to Change: School Improvement through Self-evaluation" from 2002

(<http://www.eva.dk/udgivelser/2002/a-key-to-change-school-improvement-through-self-evaluation>) and (in Danish) on initiatives against negative social inheritance, teaching material in the "Folkeskole" and special needs education.

6.3. Processes and methods in thematic inspections.

This topic has been described in different paragraphs earlier in this text.

6.4. Inspection of staff.

Teachers are not assessed. In connection with intensive monitoring the advisers may ask for a description of the teaching staff's educational background and other relevant competences. There is, however, no demand for specific training or competences in the private independent schools. The account may reveal a need for specific supplementary training.

- 6.5. The judgment about themes, topics and staff and its possible consequences.

n.a.

7. Advisory Tasks of the Inspectorate.

- 7.1. Areas and Tasks.

Public Schools

As mentioned earlier the "Skolestyrelsen" advises schools, municipalities as well as teachers and parents about evaluation methods etc. The monitoring team advises the municipalities on how to fulfil the demands for the quality report and announces a "good example school" each month in order to inspire schools to improve the quality of their teaching.

Please see the information in paragraph 3 and 3.1 concerning advice to the "Folkeskole" in general.

Private independent schools

"Skolestyrelsen" does not offer advice or supervision to individual private schools. Private schools in Denmark have a degree of freedom in deciding in how they wish to organize their educational offer according to e.g. religious or pedagogical belief.

Skolestyrelsen offers general information which can assist the private independent schools in their understanding of the required quality of education, but it is the responsibility of schools to secure the academic and pedagogical quality and level.

- 7.2. Practices.

n.a.

8. Other Tasks of the Inspectorate.

- 8.1. Curriculum development.

"Skolestyrelsen" has no task in curriculum development in neither public nor private schools. This is dealt with by the Ministry of Education.

- 8.2. Data bases.

This has been described earlier. The schools are obliged to deliver statistic material on e.g. number of students, students' age, examination results, students absent at final examination etc.

- 8.3. Examinations.

No tasks for the monitoring teams within Skolestyrelsen.

8.4. Handling complaints.

As mentioned earlier the monitoring team only handles complaints on the performance of a private independent school. The teams do not handle complaints concerning the “Folkeskole” which are referred to the relevant municipality council or complaints concerning individual pupils or teachers at private schools (which are referred to the school management or the school board).

8.5. Financial or staff management of schools or districts.

As described earlier the municipalities are responsible for the Folkeskole. In private independent schools the Skolestyrelsen has no role in these matters.

9. Risk – Based Evaluation.

In general the system of monitoring used by the “Skolestyrelsen”/ the School Agency is based on risk analysis.

10. Reports of Inspectors.

10.1. Kinds of reports.

Two kinds of reports are elaborated in connection with monitoring of private schools:

- Reports which are written on the basis of an intensive inspection. Such a report contains general important conclusions and recommendations concerning the teaching and the evaluation of teaching in that particular school.
- Reports describing the observations which the inspectors have made in connection with other kinds of monitoring, typically comprising of observations from lessons, minutes from meetings with staff and management. These are not reports in a traditional form, rather a collection of observations, minutes and typically a memorandum summing up the conclusions on the evaluation of the material as a whole.

The team monitoring the “Folkeskole” elaborates an annual report which sums up the results and conclusions of the monitoring. Schools are not named in that report.

Furthermore both monitoring teams feed information into the annual reporting system of the “Skolestyrelsen”. Please see to chapter 14 for more information.

10.2. Target audiences.

Target audiences are actors in the schools and the Minister of Education.

10.3. Confidential or public.

The “Skolestyrelsen” is a public authority. All documents, reports etc. sent out from the “Skolestyrelsen” are public in the sense that all Danish citizens can apply for the right of access to documents.

11. Structure, Position, Staff and Budget.

The aim of supervision of the private independent schools is to secure that the quality in these schools is equal to what normally is demanded in the basic school of the municipality and that the

schools live up to the demands which prepare the pupils to live in a society with freedom and democracy.

In that way, it is secured that all children get the best possibilities to undergo higher education and to be able to work in the Danish society, regardless where they have achieved their compulsory education.

The team monitoring the “Folkeskole” at a central level and the team monitoring the private independent schools are placed within the “Skolestyrelsen” (The Agency for the Evaluation and Quality Development of Primary and Lower Secondary Education) which is an agency under the Ministry of Education. Monitoring of both the “Folkeskole” and the private independent schools is placed in the Office for Quality and Quality Development.

The monitoring team which carries out the overall monitoring of the municipal “Folkeskole” comprises of the following personnel:

- 1 Head of Division (full time)
- 1 Chief advisor (full time)
- 2 Advisors (full time)
- 1 student (part time)

Please note – again – that this team monitors the contents and deadlines in the quality reports and carries out indicator based monitoring. However, the team does not carry out visits to schools or observe lessons.

The monitoring team responsible for the specific, indicator based and intensive monitoring of the private independent schools comprises of the following personnel:

- 1 Head of Division (full time – this person is the Head of Division for both teams)
- 1 Chief Adviser (full time)
- 3 Pedagogical Advisers (2 full time, 1 part time)
- 1 Legal Advisor (full time)

The Head of Division is responsible for the general management of the office. The Head of Division guarantees the quality of the decisions and conclusions which have been made. He is responsible for organising the work and holds staff responsibilities. Externally, the Head of Division is in charge of all contact with the Ministry of Education, including all ministerial servicing, e.g. handling of questions in Parliament concerning the private independent schools. The Head of Division is in dialogue with the relevant organisations (e.g. the association of municipalities, the association of private schools). Furthermore, he is the primary press contact and deals with other matters concerning public affairs.

The Chief Adviser is the specialist advisor on all tasks within the area. It is his/her responsibility to contribute to all tasks with his/her specialist knowledge. He/she is the team leader of each monitoring team and as such organizes and prioritizes the tasks and monitoring within the team of advisers.

The pedagogical advisers carry out the screenings, the indicator based monitoring, monitors schools and carry out the actual monitoring visits. The advisers are responsible for all correspondence with

the schools in this connection. Furthermore they assist the Head Adviser in his tasks according to their abilities and time available. The advisers take part in internal work groups, respond to questions or inquiries of a more general sort from the public etc.

The legal adviser takes care of the legal case in connection with the monitoring, while at the same time he/she contributes to the serving of the minister.

Information on budget: The monitoring teams have a total annual budget of Dkr. 4,500,000

12. Recruitment and Training of Inspectors.

12.1. General remarks.

Pedagogical advisers hold both formal pedagogical education and experience. Furthermore most advisers have a continued education up to Master's level.

12.2. Recruitment conditions.

Information n.a.

12.3. Training.

None

12.4. In - service – training.

Staff members participate in relevant in-service training as well as in seminars and conferences both in Denmark and abroad.

However, due to the relatively small team, decisions on participation will always be weighed against the monitoring tasks.

13. Evaluation of the Inspectorate.

The monitoring teams hand in contributions for the annual report of Skolestyrelsen in which they account for the work carried out. Furthermore the result is compared to the objectives defined within each area in the annual "Plan of Monitoring". Both the plan and the report are available on the webpage of "Skolestyrelsen".

Private schools can complain to the Ministry of Education about both the monitoring practice.

Schools can file complaints to the ombudsman about all rules made by the "Skolestyrelsen" or the Minister of Education. The ombudsman can criticize the ruling and recommend a new decision but he can not dictate a new ruling being made.

Schools can always take legal action in a civil court.

There is no audit of the system. Schools which have been subject to intensive inspection are given the chance to comment on the observations and conclusions made by the "Skolestyrelsen" during the hearing face.

14. Developments, prospects.

A new law concerning the monitoring of the private independent schools is currently being discussed by the Danish Parliament. When it passes (as is expected!) , the law will lead to a simplified monitoring system which can roughly be described this way:

The parents and the school board at an individual private school must choose between monitoring carried out either by a certified external inspector or elaborating an extensive self-evaluation based on a model which must be approved of by the Ministry of Education.

The state monitoring will be reduced to two kinds: the intensive monitoring and the specific monitoring. The Ministry of Education must approve of the models for self-evaluation being used by the schools and must certify the external inspectors. The inspectors will be recommended by the school associations and must – as up to now – possess the necessary pedagogical and academic qualifications. The certification will take form of a training course. Given that the law is passed, it will come into force on August 1, 2012.

In connection with the monitoring of the municipal “Folkeskole” the compulsory national tests are expected to form an important indicator when in effect. The national tests are planned as follows:

Grade	1	2	3	4	5	6	7	8	9
Subject									
Danish/reading		X		X		X		X	
Math			X			X			
English							X		
Geography								X	
Biology								X	
Physics/chemistry								X	
Danish as a second language					X		X		

The national tests are planned to be in function as of autumn 2010.

The tests are internet-based, automatically scored and include an adaptive method which differentiates the test according to the individual pupil. The tests are aimed at the teachers. However, the monitoring team working with quality in the Folkeskole plans on using the school results of the national tests as a quality indicator. Private independent schools are invited to use the tests as well, free of charge. However, their participation is not compulsory.

15. Information: website, liaison - contact, links.

The website of the Ministry is <http://www.uvm.dk> .

The site of Skolestyrelsen: www.skolestyrelsen.dk

For a more thorough description of the Danish educational system, please read the Danish contribution for Eurybase, The Information Database on Education Systems in Europe
http://www.eng.uvm.dk/~media/Files/English/PDF/081110_the_danish_education_system.ashx

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16. References.

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The Consolidation Act of Private Independent Schools (891, July 2007).