

Foreword

This report for Denmark forms part of the Organisation for Economic Co-operation and Development (OECD) Review of Policies to Improve the Effectiveness of Resource Use in Schools (also referred to as the School Resources Review, see Annex A for further details). The purpose of the review is to explore how school resources can be governed, distributed, utilised and managed to improve the quality, equity and efficiency of school education. School resources are understood in a broad way, including financial resources (e.g. expenditures on education, school budget), physical resources (e.g. school infrastructure, computers), human resources (e.g. teachers, school leaders) and other resources (e.g. learning time).

Denmark was one of the countries which opted to participate in the country review strand and host a visit by an external review team. The scope for analysis in this report includes public primary and lower secondary education (Folkeskole). Members of the review team were Deborah Nusche (OECD), Thomas Radinger (OECD), Torberg Falch (Norwegian University of Science and Technology), and Bruce Shaw (Ontario Ministry of Education). Deborah Nusche co-ordinated the review between May 2014 and January 2016 and Thomas Radinger co-ordinated the review between February and October 2016. The biographies of the members of the review team are provided in Annex B. This publication is the report of the review team. It provides, from an international perspective, an independent analysis of major issues facing the use of school resources in Denmark, current policy initiatives, and possible future approaches. The report serves three purposes: i) to provide insights and advice to the Danish education authorities; ii) to help other countries understand the Danish approach to the use of school resources; and iii) to provide input for the thematic comparative reports of the OECD School Resources Review.

The involvement of Denmark in the OECD review was co-ordinated by Jon Jespersen, Senior Advisor in the Division for Evidence Informed Policy and Practice in Day Care and Education of the Agency for Education and Quality, in collaboration with Jørn Skovsgaard, Senior Advisor in the Division for International Affairs of the Danish Ministry for Children, Education and Gender Equality. An important part of the involvement of Denmark was the preparation of a comprehensive and informative Country Background Report (CBR) on school resources authored by the Danish Institute for Local and Regional Government Research (KORA) for the Danish Ministry for Children, Education and Gender Equality. The OECD review team is very grateful to the main authors of the CBR and to all those who assisted them in providing a high-quality informative document. The CBR is an important output from the OECD project in its own right as well as an important source for the review team. Unless indicated otherwise, the data for this report are taken from the Danish Country Background Report. The CBR follows guidelines prepared by the OECD secretariat and provides extensive information, analysis and discussion in regard to the national context, the organisation of the education system, the use of school resources and the views of key stakeholders. In this sense, the CBR and this report complement each other and, for a more comprehensive view of the effectiveness of school resource use in Denmark, should be read in conjunction.

The OECD and the European Commission (EC) have established a partnership for the project, whereby participation costs of countries which are part of the European Union's Erasmus+ programme

are partly covered. The participation of Denmark was organised with the support of the EC in the context of this partnership.* The EC was part of the planning process of the review of Denmark (providing comments on the Danish CBR, participating in the preparatory visit and providing feedback on the planning of the review visit) and offered comments on drafts of this report. This contribution was co-ordinated by Joanna Basztura, Country Desk Officer for Poland, Lithuania, Denmark, working within the “Country Analysis” Unit of the Directorate for “Modernisation of Education I: Europe 2020, country analysis, Erasmus+ co-ordination”, which is part of the Directorate General for Education and Culture (DG EAC) of the European Commission, until September 2016. The review team is grateful to Joanna Basztura for her contribution to the planning of the review and for the helpful comments she provided on drafts of this report.

The review visit to Denmark took place on 22-29 April 2015. The itinerary is provided in Annex C. The visit was designed by the OECD (with input from the EC) in collaboration with the Danish authorities. It also involved a preparatory visit by the OECD secretariat on 18-19 February 2015 with the participation of Joanna Basztura, from the EC. The OECD review team met with state secretary Jesper Fisker and held discussions with the relevant divisions of the Ministry of Education, the Ministry of Finance, the Ministry for Economic Affairs and the Interior, the Ministry of Social Affairs, the Ministry of Higher Education and Science, the Danish Evaluation Institute (EVA), Local Government Denmark (LGDK), the Association of Municipal Administrators Responsible for Culture, Day care and Education (BKF), the Danish Association of School Leaders, the Teacher Union (DLF), the Union of Early Childhood and Youth Educators (BUPL), the national parents organisation and student organisation, the Disabled People’s Organisation (DPOD), and researchers with an interest in the effectiveness of school resource use. The team also visited six municipalities and schools, interacting with the municipal education departments, school board representatives, school management, teachers and students. The intention was to provide the review team with a broad cross-section of information and opinions on school resource use and how its effectiveness can be improved.

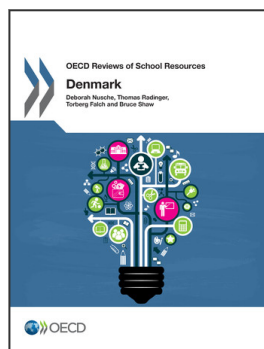
The OECD review team wishes to express its gratitude to the many people who gave time from their busy schedules to inform the review team of their views, experiences and knowledge. The meetings were open and provided a wealth of insights. Special words of appreciation are due to the national co-ordinator, Jon Jespersen and his team. We are grateful to the national co-ordinator for sharing his expertise and responding to the many questions of the review team. The courtesy and hospitality extended to us throughout our stay in Denmark made our task as a review team as pleasant and enjoyable as it was stimulating and challenging. The OECD review team is also grateful to colleagues at the OECD. Eléonore Morena provided key administrative, editorial and layout support. Paulo Santiago and Yuri Belfali provided guidance and support.

The scope for analysis in this report includes public primary and lower secondary education (the Folkeskole). The report is organised in four chapters. Chapter 1 provides the national context, with information on the Danish school system, main trends and concerns, and recent developments. Chapters 2 to 4 look into three dimensions of resource use that Denmark identified as priorities in collaboration with the OECD: i) distribution of school resources; ii) governance of school resource use; and iii) management of the teaching workforce. Each chapter presents strengths, challenges and policy recommendations regarding the effectiveness of school resource use.

The policy recommendations attempt to build on and strengthen reforms that are already underway in Denmark, and the strong commitment to further improvement that was evident among those the OECD review team met. The suggestions should take into account the difficulties that face

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any visiting group, no matter how well briefed, in grasping the complexity of the Danish education system and fully understanding all the issues. This report is the responsibility of the review team. While the team benefited greatly from the Danish CBR and other documents, as well as the many discussions with a wide range of Danish personnel, any errors or misinterpretations in this report are the team's responsibility.



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