

# Denmark

## Demographics for Denmark

Population:	5,432,335 (July 2005 est.)
GDP (by PPP method):	US\$174.4 billion
Currency (inc code):	Danish Krone (DKK)
Language(s):	Danish, Faroese, Greenlandic, German
Internet country code:	.dk

## Primary education (incl. lower secondary)

Primary education is compulsory for nine years from the age of six-seven years to 15-16 years with three different possibilities to fulfil this obligation:

- (1) at municipal public schools;
- (2) at private schools; and
- (3) at home.

### *Municipal public schools*

The Danish school system is based on a comprehensive concept with no streaming. The children remain with the same classmates from the 1st to the 9th form. Participation in a 10th form is optional. The curriculum consists of a number of compulsory subjects, and in the higher forms also optional subjects. English is compulsory from the 4th to the 9th form, and a second foreign language (German or French) is offered from the 7th to the 9th form.

### *Private schools*

The majority of the private schools are non-boarding schools offering education on the basis of a range of different philosophies and ideologies, be

they religious, pedagogical, or political. These schools are normally smaller than the public schools. Approximately 12 percent of pupils attend private schools.

*Home education*

A further 1 percent of children (approximately) are educated either at home by a private teacher or in specialised schools.

**Secondary education (upper secondary)**

Secondary education lasts two to three years and is available to young people from 15-16 years up to 18-19 years of age. Approximately 95 percent of primary school pupils continue into one of the following types of education.

*Vocational secondary education and training*

These programmes qualify students to join the labour market and for admission to certain forms of further and higher education. These programmes are run by vocational colleges, most of which are public.

*Academic preparatory secondary education*

These programmes qualify students for higher education in Denmark and abroad, and to join the labour market, e.g. with employment in business enterprises combined with further part-time studies. These programmes are run by public high schools/gymnasiums.

*Tuition*

Secondary education is largely free of charge with the exception of some of the vocational colleges, which are private and thus charge tuition fees.

*Admission requirements*

To enroll for secondary education and training, pupils must complete nine to ten years of primary education, depending on the programme, for which they are applying. Colleges and high schools are individually responsible for evaluating qualifications and exams obtained abroad, thus deciding what credit is transferable to the Danish system.

**Higher education**

Approximately 200 higher education institutions provide study programmes of differing length and levels. The institutions can be grouped in two main sectors.

*The university sector*

This sector includes 12 universities, five of which are multi-faculty universities, and seven are mono-faculty universities specializing in business studies,

engineering, veterinary science, agriculture, pharmacy, etc. All institutions are public, state-owned and state-financed according to specific university legislation, operating with legislatively regulated study lines.

In addition, there are a number of specialist university-level institutions in architecture, art, music, journalism, etc.

The basic degree structure primarily follows the Anglo-American model with:

- three years and 180 ECTS points for Bachelor's BSc/BA degree;
- two years and 120 ECTS points for Master's MSc/MA degree (candidatus); and
- three years and 180 ECTS points for PhD degree.

Parallel to the MSc/MA Master's programmes, additional lines of specialized Master's programmes (Bologna Master's) are implemented.

Following the PhD degree, the Post Doctor's (dr) degree is awarded based on fundamental research initiatives; usually this is undertaken by senior researchers with major experience from their professional and/or theoretical activities. There is no formal study programme for this degree.

All programmes include the preparation of a major project report, a thesis, or a dissertation to be publicly defended with participation by international critics, depending on the degree.

All university study programmes are research-based, analytical and theoretical, and the institutions are actively maintaining research programmes performed by PhD candidates and professors.

Students in higher education work independently, exercising their own initiatives. They attend traditional lectures and instruction sessions combined with group study, where they are expected to make active contributions.

#### *The non-university sector*

This sector includes approximately 180 specialized and professionally oriented institutions of higher education consisting of colleges of "polytechnic level", with competences parallel to those of universities. A number of these institutions have joined to form Centres of Higher Education University Colleges, and further conglomeration may be expected.

These institutions normally offer short and medium cycle diploma and professionally oriented Bachelor's programmes. In conjunction with the theoretical curriculum the programmes include internships, practical training and preparation of individual projects.

#### *Tuition*

Higher education is primarily financed by the state. Thus no tuition fee is charged for the basic higher education levels BSc/BA; MSc/MA; PhD degrees

for Danish and EU citizens and for certain student quotas from the Nordic countries. However, although all institutions are state-financed, an increasing number of courses are offered on a payment basis. This is the case for continued education courses, Diploma programmes and Master's programmes, etc.

#### *Higher education for foreigners*

The universities are active partners in international exchange and cooperation agreements and networks, encouraging their students, teachers and researchers to spend study periods abroad. Reciprocally, international visitors are welcome at Danish universities.

Most universities provide programmes specially designed for foreigners, although most are available in English only.

#### *Admission requirements*

Secondary education must be completed from high school, college or an equivalent national or foreign qualification. Basically, there are no admission restrictions; however, quotas and admission limitations are calculated according to application/capacity ratios when necessary.

#### *Study cycles*

The annual full-time study workload is divided into two semesters, each lasting approx. 15-17 weeks. Each instruction session is composed of units of 45 minutes' duration.

#### *Accreditation and student performance assessment*

As most institutions are publicly owned and state-financed, and the programmes are legislatively regulated, the accreditation processes are merely a question of harmonising according to the official standards, carried out by The Danish Evaluation Institute. However, an increasing interest in international assessment and accreditation is developing, thus bringing the quality development and -improvement schemes of the ENQA/EUA, AACSB, EQUIS, AMBA, etc. into the picture in order to position the institutions in relation to international cooperation possibilities.

Quality assessment of individual student performance is performed by external examiners. A certain number of subjects from the curriculum and the final dissertation must be evaluated by an external examiner, appointed by the ministry.

### **Business and management education**

Applied business and management studies and research are provided according to general university programme legislation at two business schools and in the business school departments of four further universities.

Based on tradition, the business schools strictly follow the basic degree structure:

- Bachelor (BSc).
- Master (MSc) (*candidatus mercanturae*).
- PhD.

Additional degrees typically available from the business school sector include:

- Graduate Diploma in Business Administration – HD – four years.
- Master of Business Administration – MBA and specialised Master's programmes – 1.5 to two years.
- Doctor of Business Administration – DBA – three years.

Tuition fees are charged for all participants on these additional programmes and for continued executive education programmes and courses.

This degree structure had a total enrolment of approximately 25,000 students as of 2005.

Not all institutions provide the full business school programme portfolio.

#### *Admission requirements*

Most programmes can be attended on standard admission terms, as mentioned earlier. However, entry to some MBA programmes is subject to GMAT testing. Priority is sometimes given to ensuring an international mix of participants on the programme.

#### *Governance, accreditation financial structure and faculty*

Danish business schools and universities are publicly owned institutions under self-governance according to the university legislation, operating with legislatively regulated study lines.

Consequently, quality of performance, learning output and students' qualifications, as well as research output, are under official regulation and control, supplemented by assessment by the Danish Evaluation Institute on demand. Thus assessment and accreditation by international institutes are merely a question of additional compliance with international standards and demands.

The financial structure primarily includes state-funded cash flows covering the three main cost areas:

- (1) Fixed lump sum coverage of infrastructure.
- (2) Fixed lump sum coverage of research activities.
- (3) Variable coverage of teaching and instruction with grants calculated by number of students.

Faculty is generally based on PhD qualifications in combination with professors and external facilitators from the corporate community. Visiting professors from major foreign institutions are frequent contributors to business courses.

*Additional providers of business and management education*

A changing and increasing number of providers, Danish as well as foreign-based franchise, off-shore, and distance learning initiatives, are active in the market, with varying price structures. Many of these initiatives are based on different formulations of the MBA notation, in combination with short-term open programmes of continued executive education.

*Most important issues facing the business schools in Denmark in 2006*

Legislation passed by Parliament in 2003 has resulted in major governance adjustments to universities. Professional employment conditions are implemented for the upper three management levels: Rectors, Deans and Department Managers, combined with professional board functions with private sector and international participation. The majority of the board members and the chairman are to be recruited externally to the university. This structure discontinues the traditional system with management by internally elected peers, and there are high expectations concerning the effects of these changes.

The establishment of “The Parallel Competence System” in 1999 will establish flexible access possibilities to the universities and business schools from the vocational secondary education and training system.

General compliance with international standards has combined with the establishment of best possible consortia relations with national and international partner institutions to create maximum research potential and knowledge volume. This effort may cause tension with traditional expectations of equal education and study possibilities for everybody, through the development of intensified study programmes for gifted students in specially designed study environments.

The implications of WTO/GATS on education; requiring it to be handled as a service with pricing and supply structures based on demand, supply and quality – for public institutions as well as for private ones. From the beginning of 2006 non-EU citizens are generally charged tuition fees for participation in higher education programmes.

Much of the above is taken from reports issued by the secretariat of the Danish Rectors’ Conference and from the Danish Centre for International Cooperation and Mobility in Education and Training (CIRIUS), combined with observations by the Association of Danish Business Economists.

To ensure first-hand, complete and currently updated information concerning education and research-based activities in Denmark, readers are recommended to visit the following web sites:

- For specific and direct contact with all Danish business schools and universities: [www.unev.dk](http://www.unev.dk)

For institutional and degree structure, combined with cross-sectoral information:

- The Danish Rectors' Conference: [www.rks.dk](http://www.rks.dk)
- General overview by CIRIUS: [www.ciriusonline.dk](http://www.ciriusonline.dk)
- Specific study information by CIRIUS: [www.studyindenmark.dk](http://www.studyindenmark.dk)
- General study overview: [www.denmark.dk/study](http://www.denmark.dk/study)

For higher education and research activities:

- The Ministry of Science, Technology and Innovation: [www.vtu.dk](http://www.vtu.dk)

For primary and secondary education:

- The Danish Ministry of Education: [www.uvm.dk](http://www.uvm.dk)

For assessment initiatives and structure:

- The Danish Evaluation Institute: [www.eva.dk](http://www.eva.dk)
- Association of Danish Business Economists: [www.civiloekonomerne.org](http://www.civiloekonomerne.org)

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