UNDERVISNINGS MINISTERIET

The Folkeskole

THE "FOLKESKOLE" IS THE DANISH MUNICIPAL PRIMARY AND LOWER SECONDARY SCHOOL

The Folkeskole consists of one year of pre-school class, nine years of primary and lower secondary education and a one-year 10th form.

Education is compulsory in Denmark for everyone between the ages of 6-7 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.

The Folkeskole was founded in 1814, and, at that time, all children were given the right to seven years of education. The school subjects taught then were religion, reading, writing and arithmetic. Since that time and until the end of the 20th century, only five major changes have been made to the Education Act, i.e. in 1903, 1937, 1958, 1975 and 1993. On the other hand, in the beginning of the 21st century, a number of comprehensive changes to the Education Act have already been implemented. This Fact Sheet describes the most important of these changes.

THE AIMS OF THE "FOLKESKOLE"

1. 1)The Folkeskole is, in cooperation with the parents, to provide students with the knowledge and skills that will prepare them for further education and training and instil in them the desire to learn more; familiarise them with Danish culture and history; give them an understanding of other countries and cultures; contribute to their understanding of the interrelationship between human beings and the environment; and promote the well-rounded development of the individual student.
1. 2) 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.
1. 3) 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.
2. 1) The Folkeskole is the responsibility of the municipalities, cf, however, article 20, paragraph 3. The municipal board is responsible for ensuring every child in the municipality a free education in the Folkeskole. The municipal board is responsible for setting the targets and framework for the activities of the school within the provisions of this Act, cf article 40 and article 40a.
2. 2) Each school is responsible for ensuring the quality of the education in accordance with the aims of the Folkeskole, within the framework of the Act, cf article 1, and also bears the responsibility for determining the planning and organisation of the programme of education.
2. 3) Students and parents are to work together with the school in order to live up to the aims of the Folkeskole.

THE COMMON FOLKESKOLE – THE LOCAL FOLKESKOLE

"The Folkeskole" constitutes the free, public school system as well as the individual municipal schools, that is to say the places where the teaching takes place. On the national level, the Danish Folkeskole is regulated by the Folkeskole Act, which provides the overall fra-

mework for the schools' activities.

By means of this Act and the Executive Orders it contains, all municipal primary and lower secondary schools share a common aim, standard requirements concerning the subjects that are to be taught at the specific form levels, 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 municipal boards to determine how the municipality's schools are to be organised in practice, within the framework established by law. The municipal boards themselves determine the municipal level of service for the Folkeskole within this overriding framework and can set their own additional objectives for the schools.

Thus, the Danish Folkeskole is subject to a range of common regulations, and a child who changes schools will, on the whole, find a school routine in the new school familiar to the one he or she has previously attended. On the other hand, there is the freedom to allow for each school to incorporate their own local characteristics.

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

THE FOLKESKOLE IN FIGURES

- 98 municipalities
- 1,605 municipal schools
- 595,573 students
- 28,591 classes
- The average number of students per class is 19.6
- The teacher/student ratio is 1:10.7
- 50,972 teachers, of which 67 % are women and 47 % are below 45 years
- 10,491 students receive extensive special educational assistance
- 59,869 bilingual students.

THE SUBJECTS IN THE FOLKESKOLE

The education in the nine-years of primary and lower secondary schooling is distributed within three subject areas and includes the following compulsory subjects for all students:

1. Subjects in the humanities:
   a) Danish in all form levels.
   b) English in form levels 3-9.
   c) Christian studies in all form levels, except for the year in which confirmation takes place.
   d) History in form levels 3-9.
   e) Social studies in form levels 8 and 9.

2. Practical/Creative subjects:
   a) Physical education in all form levels.
   b) Music in form levels 1-6.
   c) Visual arts in form levels 1-5.
   d) Design, wood and metalwork, home economics in one or more form levels between levels 4-7.

3. Science Subjects:
   a) Mathematics in all form levels.
   b) Natural sciences/technology in form levels 1-6.
   c) Geography in form levels 7-9.
   d) Biology in form levels 7-9.
   e) Physics/chemistry in form levels 7-9.

The following topics are a compulsory part of the education programme in the primary schools:

1. Road safety,
2. Health and sexual education and family studies,
3. Educational, vocational and labour market orientation.

German language classes are to be offered to students as an elective subject in form levels 7-9. As an alternative to German, individual students may be offered the opportunity to select French language classes as an elective subject in form levels 7-9.

Teaching in Danish as a second language is provided when necessary to bilingual children in preschool class and in form levels 1-9. The Minister of Education is responsible for establishing the regulations concerning education in Danish as a second language to bilingual children and concerning mother-tongue tuition of children from Member States of the European Economic Area, as well as the Faeroe Islands and Greenland.

In addition to the abovementioned teaching that the schools are obligated to provide, students in form levels 8 and 9 may also be offered education in a range of elective subjects.

THE CURRICULUM

The Folkeskole Act gives the Minister the authority to establish the regulations and aims regarding education and regarding the central knowledge and skill areas (end objectives) in subjects and compulsory topics. Moreover, the Minister for Education determines the regu-

lations and objectives for specific form levels (form level objectives) for the specific subjects/topics. The end and form level objectives establish a national objective for the direction and goals of the teaching, ensuring that students acquire the knowledge and skills in the subject/topic at, respectively, the end of their programme of education and at the conclusion of specific form levels. A description (in Danish) of each subject is provided in the subject's folder under the title "Common Objectives" (Fælles Mål) at http://www.faellesmaal.uvm.dk/.

Common Objectives covers the two most important sets of academic texts regarding the school's subjects and topics.

The binding national objectives in the form of the subject aims, central knowledge and skill areas (end objectives) and form level objectives.

Guidelines for curricula and descriptions of the educational development designed for reaching the form level and end objectives. Once the local curricula and descriptions receive final approval from the municipal board, they also become binding – and thereby common – for the individual school.

CLASSES AND TEAMS

The Folkeskole is an undivided (comprehensive) school, where the formation of classes takes its point of departure in the age of the student - and not in his or her subject-specific proficiency.

The students are divided into classes with an average of approximately 20 students per class. The number of students in a class must not exceed 28. Under certain seldom circumstances, a municipality can though give dispensation for a class to have up to 30 students. The majority of all classes in the country's municipal primary and lower secondary schools have an average of 20 or fewer students.

The Danish Folkeskole is not an examination-oriented school. The main rule is therefore that a student attends a class with students of the same age. School failure is an almost non-existing phenomenon in the Danish Folkeskole. In section 12, the Folkeskole Act allows for the possibility – with the consent of the child's parents – to repeat a school year, i.e. if the student has been away for a longer period of time or other reasons make this relevant.

In order to give all students in the Folkeskole the best possibilities for an all-round development and learning as much as possible, the Folkeskole builds on the principle of differentiated teaching. The teaching is organised in such a way that it both strengthens and develops the individual student's interests, qualifications and needs and so that it contains common experiences and situations providing them with experience which prepare them for cooperation in the performance of tasks.

The Folkeskole Act provides a further possibility to sustain the principle that all students should be given adequate challenges, as the teaching can take place in teams for part of the time in order to make it possible to take the point of departure in the individual student's background and current level of development. A team can consist of students from a number of different classes within the same form level or from different form levels. When an ongoing evaluation of the students' learning outcomes is a basis for team formation, the team teaching is to be characterised by shorter courses, for example courses designed for the training of specific skills or with the intention of providing special challenges to a group of students. It is, however, a requirement that the students be taught in their own class during the majority of the teaching period.

THE CLASS TEACHER

Every class has a class teacher. The class teacher concept has its roots far back in the Danish school tradition. The class teacher is the one teacher among the group of teachers involved with a class who has the main responsibility when it comes to monitoring and supporting the subject-specific and social development of the students. The class teacher is to ensure coherence and progression for the entire programme of teaching of the class. The class teacher has a central role when it comes to the students and the school-home cooperation. The tasks of the class teacher are mentioned in the Folkeskole Act. The class teacher has a coordinating role when it comes to organising the teaching, organising the interdisciplinary teaching and the compulsory topics. The class teacher plans and organises the teaching in cooperation with the other teachers of the class and is a key person in connection with the requirement about differentiated teaching and the evaluation of the students' learning outcomes from the teaching. Commonly, it is the Danish teacher who also assumes the role of class teacher for a class.

EVALUATION

As a part of the education process, regular evaluations of the students' learning outcomes are to be carried

out. The evaluations are to gauge the students' level in terms of acquiring the knowledge and skills in the subjects and topics in accordance with the level and end objectives. The evaluations are to form the basis for providing guidance to the individual student and for the further planning and organisation of the teaching as well as being a tool for assisting in keeping the parents informed of the students' learning outcomes.

It is made clear that the regular evaluations of the students' learning outcomes must be in accordance with the level and end objectives of the individual subjects as they are defined under Common Objectives.

NATIONAL TESTING

As a part of the process of evaluating the students' learning outcomes, a range of obligatory national tests have been introduced. The tests are to be used in order to able to follow the individual student's acquisition of knowledge and skills so that the education process can be planned to a greater extent according to the individual student's strengths, weaknesses and potential.

Students must complete the following tests:

- Danish, with a focus on reading in form levels 2, 4, 6 and 8.
- English in form level 7.
- Mathematics in form level 3 and 6.
- Geography in form level 8.
- Biology in form level 8.
- Physics/chemistry in form level 8.

The tests are computer based and adaptive, meaning that they are continuously adapted to the individual student. If a student answers a question incorrectly, then they are given an easier question; if the student answers correctly, they are given a more difficult question. In this way, it is assured that the tests provide a precise picture of each student's academic level. No two students receive the exact same test. It is therefore not be possible to make internal comparative evaluations of the tests within a specific class.

The test is one of a number of pedagogical tools available to the teacher. Together with the results of the evaluation, which the teachers also make use of, these tools are to be used in the planning of the further programme of education. The results are also used in guiding the individual student and will additionally be beneficial in strengthening cooperation with parents. The parents are therefore to be informed in writing about the results of the tests.

Information concerning test results for individual students, groups of students, teams, classes, schools, municipalities and regions, etc., are to be kept confidential, with the exception of the reporting on the national level. The test results will therefore similarly not be covered under the Public Administration Act's regulations regarding the right to public access to information. Finally, the exercises included in the tests will also be kept confidential.

STUDENT PLANS

In order to strengthen the process of carrying out an ongoing evaluation of the Folkeskole, a provision was introduced requiring a written student plan for all students at all form levels. The student plans are to contain information about the results of the ongoing evaluations in all subjects and the course of action decided based on these results. The student plans are to be prepared at least once each school year.

The student plans are to be provided to the parents. A single model for the form the student plans are to take has not been introduced. It will continue to be the responsibility of the school boards to determine the specific principles for notifying the home regarding the students' learning outcomes and regarding any additional cooperation between school and home that is to take place within the framework that has been established by the individual municipal boards.

NATIONAL EVALUATION PORTAL

A national evaluation portal will assist teachers in the work of evaluating the students' learning outcomes. Teachers have access to a wide range of inspirational material for performing evaluations in the individual subjects, and examples of good evaluation practices and working with student plans are also included.

More information: http://www.evaluering.uvm.dk/

SCHOOL-LEAVING EXAMINATIONS

At the conclusion of form levels 9 and 10, Folkeskole students sit for school-leaving examinations. This is compulsory after form level 9 but voluntary after the 10th. The examinations after the 10th form level place higher academic demands on the students than the examinations after form level 9.

Standard rules for all examinations ensure uniformity throughout the country. For the same reason, the papers for the written examinations

are set and marked centrally. Each examination subject is assessed on its own merit; results cannot be summed up to give an average mark, in the same way, there are no pass or fail criteria.

At the conclusion of the 9th form level, students sit for the Folkeskole's final examinations, which can be taken in the following subjects: Danish, English, Christian studies, history, social studies, mathematics, geography, biology, science/chemistry and German and French as electives.

Students must sit for examinations in a total of seven subjects. Five of the subjects are compulsory for all students: written and oral examinations in Danish, a written examination in mathematics and oral examinations in English and science/chemistry. Moreover, each student must additionally sit for two examinations that are drawn at random, one from the humanities group, which includes written English as well as French or German, history, social studies and Christian studies, and one from the science group, which consists of geography or biology.

The examinations at the conclusion of the 9th form level are compulsory in order to ensure that all young people have a solid academic ballast when they leave the Folkeskole and thereby a better foundation for completing a post-compulsory education.

At the completion of education in the 10th form level, students have the opportunity to sit for examinations in one or more of the following subjects: Danish, mathematics, English, German/French and science/chemistry. Additionally, students can elect to sit for one or more of the 9th form level examinations in Danish, mathematics, English or science/chemistry, or choose a combination of 9th and 10th form level examinations.

OTHER FORMS OF ASSESSMENT

At the 9th and 10th form levels, a mandatory project assignment gives students the opportunity to complete and present an interdisciplinary project. The project assignment is assessed in a written statement on the content, working process and presentation of the final result. The written statement affords a broader and more detailed assessment of the student's ability. At the student's request, a mark can also be given. The assessment of the project assignment can be indicated in the leaving certificate.

A NEW 7-POINT GRADING SCALE

The 7-point grading scale consists of five marks designating a passing level (12, 10, 7, 4 and 02) as well as two marks designating a non-passing level (00 and -3). The scale has been developed in part from a desire to simplify the compatibility between Danish and foreign grading scales, and, pivotally, to provide a clear correlation between the descriptions for the individual marks and the academic objectives.

In tests and examinations that according to the rules on the individual study programmes etc. require documentation in the form of tests, examinations or leaving certificates, students are to be given an assessment according to the following grading scale (7-point grading scale):

12:	**For an excellent performance.**
10:	**For a very good performance.**
7:	**For a good performance.**
4:	**For a fair performance.**
02:	**For an adequate performance.**
00:	**For an inadequate performance.**
-3:	**For an unacceptable performance.**

For more information:

http://eng.uvm.dk/news/7scale.htm?menuid=05

COOPERATION BETWEEN SCHOOL AND HOME

It is the aim of the Danish Folkeskole to carry out its activities in cooperation with the parents. The Act on the "Folkeskole" is very clear on this point, requiring that parents and schools cooperate, and that students and parents be regularly informed about the school's opinion on how each student is benefiting from his or her schooling. "Regularly" here means at least twice a year and refers explicitly to information about the student's personal and social development as well as his or her academic achievements. A school board is to be set up at each independent school. 5-7 parents are to be elected by and from among persons who have custody of children enrolled in the school. Students are also to be represented on the school board. The students of the school are to elect two student representatives to sit on the school board. The student representatives are to participate on

basically equal footing with the other school board members. The school board is to conduct its activities within the targets and framework laid down by the municipal board and is to supervise the activities of the school.

THE PRE-SCHOOL CLASS

The Folkeskole must comprise a one-year pre-school class. At the request of its parents, a child must be admitted to a pre-school class in the calendar year of his or her sixth birthday or - under certain circumstances - one year before or after the sixth birthday. The pre-school class' programme of teaching is intended to lay the foundation for the school's educational programme as a whole and create cohesiveness in the transition between a child's daily life at home or in a day-care centre and their school careers as well as between the pre-school class and the following form levels. The teaching, which is not divided by subject at this level, has the following compulsory themes that act as a foundation for the teaching programme as a whole: language and methods of expression, the natural world and scientific phenomena, creativity, movement and coordination, social skills, and togetherness and cooperation. Binding descriptions of the contents and objectives connected to each of these themes have been established. Moreover, it has been determined that play is to make up a central element of the teaching, with emphasis being placed on the value of playing in and of itself and learning through playing and play-related activities.

SCHOOL-BASED LEISURE TIME FACILITIES

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

INCLUSION AND SPECIAL NEEDS EDUCATION

Denmark has signed the Salamanca Declaration, which calls on governments to facilitate 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 benefit from remaining in the mainstream class. Therefore a student may receive special education that substitutes for the student's participation in the normal education in one or more subjects. A student may also be taught in a special class either within a mainstream school or within a special school. And finally a combination is possible in which the student is a member of either a mainstream school class or a special class, but receives education in both types of classes. Special classes may be organized for students with intellectual disabilities, dyslexia, hearing problems or the like.

The provisions of the Folkeskole Act (regarding aims, curricula, evaluations, tests, school leaving exams etc.) apply to all students. Accordingly, students with special needs are in principle met with the same expectations as any other student. Special needs education includes differential teaching, counselling, technical aid and personal assistance.

BILINGUAL CHILDREN

In Denmark, the local authorities are obliged to offer language stimulation training to the bilingual children living in Denmark who are in need of such training. On 1 January 2003, the maximum age limit for children offered language stimulation training by the local authorities was reduced from four to three years. Since August 2004, it has been compulsory for bilingual children to participate in language stimulation training.

The language stimulation has two main target groups. The first target group is bilingual children who do not attend a day-care centre. These children may participate in 15 hours of language stimulation activities per week. The second target group is bilingual children in need of language stimulation training who attend a day-care centre. The scope and length of the training of each such child are determined by expert evaluation.

Bilingual children in primary and lower secondary schools are offered training in 'Danish as a second language' if so decided by the school principal. If the bilingual student needs basic instruction in Danish, the student will be referred to teaching in a reception class, teaching in teams or individual instruction. Bilingual students who participate in the ordinary teaching, but who are in need of special support, are referred to supplementary teaching in Danish as a second language. The number of lessons is determined in accordance with the need of the individual child.

Furthermore, a limited number of

bilingual children in primary and lower secondary schools are offered mother-tongue tuition. The expenses for mother-tongue tuition for bilingual children from non-Western countries are defrayed by the local authorities.

THE 10TH FORM

The 10th form is an educational offer for young people who, after finishing their primary and lower secondary schooling (9th form), feel the need for additional academic qualifications and clarification of their further educational opportunities before being able to complete a post-compulsory education.

The academic year can be organised as a whole year programme or a shorter-term programme. 10th form is comprised of a compulsory part and an elective part. There is compulsory education in Danish, English and mathematics amounting to half the total time of a whole academic year schedule. All students must participate in a compulsory programme of bridge building towards a post-compulsory education or combinations of bridge building and unpaid apprenticeships with a perspective of further education. The bridge building programme lasts two weeks for 10th form classes that last more than 20 weeks. Moreover, it is possible for a student to participate in up to 4 additional weeks of bridge building in connection with vocationally oriented education programmes or in combination with one of these and unpaid apprenticeships with a perspective of further education. The 10th form also consists of a number of elective subjects from which the student chooses.

The programme of teaching in the 10th form is based upon the individual student's personal education plan, which is prepared during the 9th form. The education plan forms the foundation for organising the education programme so as to meet the needs of the individual student. The plan is to be used as a tool in the ongoing guidance of the students' future educational choices. Teaching takes place in the Folkeskole, in certain areas this may be in specially designated 10th form teaching centres, which gather together all the 10th form students from a local area.

EDUCATIONAL AND VOCATIONAL GUIDANCE

It is the aim of the topic of educational and vocational guidance and labour market orientation that the individual student acquires a broad knowledge of the educational and occupational possibilities and realises the value of completing a course of education. Through the teaching, the students should be given the possibility to prepare for their own choice of education and occupation and understand the choice as a number of decisions which have to be taken on the basis of one's own prerequisites, needs, attitudes and social possibilities. Educational and vocational guidance and labour market orientation is a compulsory topic throughout the entire period of schooling.

Individual and collective guidance from the 6th to 9th/10th form levels is to ensure the continuous work with individual education planning and prepare educational plans for the individual student. Each student acquires knowledge of his or her own competencies and potential, to the educational system and to the opportunities in the labour market with the aim of achieving a solid foundation for choosing an education or occupation. The educational planning is based upon the abilities and skills that the students have acquired through, among other things, the compulsory topics of educational, vocational and labour market orientation. The educational plan is finalised in the 9th and 10th form levels in connection with the transition to a post-compulsory education.

More information: http://eng.uvm.dk/guidance and www.ug.dk

SCHOOL LIBRARIES

At every independent school, a school library is established as an educational service centre.

The school functions as a place for students, teacher and social educators to gather as well as a place for learning.

The school library provides educational and teaching material to be used by teachers as well as guidance in how to use these materials. Learning resources in today's Folkeskole consist in part of physical material such as books, PCs, IT software, but also of virtual resources such as electronic databases and net services, which are made available for the teachers' use in their teaching as well as the individual student's all-around, personal and academic development and learning. The school library and the IT guidance support personnel are a pedagogical resource in the teaching process. They are available to participate as external sparring partners during the teachers' team meetings, when the daily teaching and the next academic year are being organised.

The educational service centres provide a range of reading experiences to stimulate children's desire to read. It is also possible for the

students to borrow books and take them home to read in their leisure time. The educational service centres are required to cooperate with the public libraries and other external institutions. In this way students have access to even more learning resources.

TEACHERS' RESOURCE CENTRES

Every region has its own teachers' resource centre, and many municipalities have also set up media centres. The regional resource centres serve the Folkeskole, the private schools and the Gymnasiums in the region. The resource centres/media centres in the municipalities mainly serve the Folkeskole. Their functions are: lending of books and other teaching materials, information on teaching materials, technical assistance to teachers in the production of their own teaching materials, exhibitions, lending of educational literature, media workshops, in-service courses for teachers, and library technical assistance to schools and other educational institutions.

INFORMATION TECHNOLOGY

Over the last 10 to 15 years, a number of the Ministry of Education's action plans have concerned IT, and the technical foundation for integrating IT in teaching has thereby been created. In 2003 the Government adopted an action plan with the aim of strengthening Folkeskole students' IT competencies, and it was determined that 75% of the total DKK 495 million that was allocated for the project would be earmarked for grants for purchasing computer equipment for the Folkeskole's 3rd form classes, conditional upon municipal co-financing equalling at least the amount of the state grants. On the basis of this grant model, the municipalities have invested such a large amount that the total spent on IT purchases is nearing DKK ¾ billion. This has contributed to ensuring that in 2006 there were only 4.88 students per newer educational computers in the Folkeskole, and, for those students who were included in this grant programme (3rd and 4th form), the figure for the same year was down to 2.01 students per computer. The aim was to make the computer a personal tool for the students in the lower form levels. And, to ensure that the computers were used to the greatest possible extent, a requirement was placed on the schools to place the newly purchased computers in the students' normal daily environment, instead of the traditional placement in designated computer rooms.

Another area of initiative has been in supporting the development of new internet-based educational material with DKK 60 million, as well as developing a national platform for all educational material, including both traditional and digital teaching tools. Many schools are now, to a greater extent, acquiring interactive whiteboards, more and more schools are experimenting with pod and vodcasts as teaching tools, and almost all Danish municipal primary and lower secondary schools will, by the end of 2007, be using a Learning Management System (LMS) in their daily communication. The purpose of these technological upgrades is to support and stimulate the students' learning processes and, at the same time, to provide the opportunity for differentiated teaching on a daily basis.

TALENT CARE

In recent years, investments have been made in projects aimed at supporting increased attention on the education of children and young people with special backgrounds or talents. This concerns students in the entire education system who, with the proper counselling and guidance, can be among the brightest. In a number of local and national initiatives, students receive the opportunity to be taught at higher academic levels, participate in academic camps or national and international competitions in subjects such as mathematics, science and chemistry, as well as in trade-oriented educations such as bricklaying, carpentry and hair styling. Specially talented students make up upwards of 25% of the total students in each age group. A national talent centre is under construction.

EDUCATIONAL ENVIRONMENT AND BULLYING

Students in the Folkeskole have the right to a good educational environment. Decisions regarding this are spelled out in the Act on the Educational Environment for Students. In the Act it is made clear that the leaders of the individual schools are responsible for ensuring the preparation of a written evaluation of the educational environment in terms of safety and hygiene conditions, as well as the conditions concerning the psychological and aesthetic environment at each school. An important factor in this regard is the extent of bullying that takes place at the school. The evaluation is to contain an overview of the school's physical, psychological and aesthetic educational environments, descriptions and evaluations of possible education-environmental problems, a plan of action for solving the problems, and suggestions for guidelines designed to follow up on the action plan. It is the municipal board's responsibility to ensure that the provisions in the Act

are lived up to, including also the provision requiring the school leader to prepare an education-environmental evaluation, and that it is followed up on.

In an Executive Order from the Minister for Education, guideline regulations have been set forth outlining the disciplinary actions schools can legally take regarding the students, including students who bully other students. The individual school boards determine the rules of order for the school and can, within the framework of the Executive Order, determine the principles for the use of disciplinary action in the cases when the rules of order are not upheld.

Further information about the Folkeskole – the Primary and Lower Secondary Education

The Folkeskole Act: http://eng.uvm.dk//publications/factsheets/fact2.htm?menuid=2510 (current edition)

Ministry of Education – Online publications: http://eng.uvm.dk//publications/engonline.htm

Facts and Figures: http://pub.uvm.dk/2005/facts/ (current edition)

CIRIUS – Education in Denmark: http://www.ciriusonline.dk/Default.aspx?ID=3628

Fact sheet about the Training of Teachers for the Folkeskole: http://eng.uvm.dk//publications/factsheets/fact1.htm?menuid=2520 (current edition)

Fact sheet about Private Schools in Denmark: http://eng.uvm.dk//publications/factsheets/fact9.htm (current edition)

Web reference: eng.uvm.dk

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