

MEDIA EDUCATION WITHIN FORMAL EDUCATIONAL SYSTEM	Country profile DENMARK		Resources; other usable datas
Context – educational system	Overview	<p>The Danish education system consists of grundskole (combining primary and lower secondary education), ungdomsuddannelser (youth education programmes, i.e. upper secondary education) and videregående uddannelser (higher education), as well as a system of adult education.</p> <p>Education is compulsory between the age of six and sixteen. Compulsory education consists of ten years of primary and lower secondary education, including one pre-school year (grade 0) plus years (grades) 1 – 9. Public school education also offers the pupils an optional year (grade) 10.</p> <p>In Denmark, the education system is financed by the State and the municipalities. Some institutions, including the secondary education institutions, are independent and self-governing, while others are owned by the State or municipalities.</p> <p>National legislation covers the aims and framework of education, funding and in some cases curricula, examinations and staffing.</p> <p>The Ministry of Children and Education is responsible for setting up the framework for curricula at primary and secondary level. However, the contents of the courses are finalised by the teachers themselves, with their students. The Ministry of Children and Education oversees the Folkeskole in collaboration with the municipal councils.</p>	https://webgate.ec.europa.eu/fpfis/mwikis/erydice/index.php?title=Countries
	Primary and lower secondary education	<p>Denmark has a comprehensive school system, the Folkeskole which covers the entire period of compulsory education and is integrated within a single structure. It cannot, as is the case in most other EU member states, be divided into primary and lower secondary education. The main laws concerning this level of education are laid down in the Folkeskole Act.</p> <p>The Folkeskole consists of one year of pre-school class, nine years of primary and lower secondary education and a one-year 10th form.</p> <p>The Aims of the “Folkeskole”</p> <ul style="list-style-type: none"> - The Folkeskole is, in cooperation with the parents, to provide students with the school 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. - 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. <p>The Subjects in the Folkeskole</p> <p>Subjects in the humanities:</p> <ol style="list-style-type: none"> 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. <p>Practical/Creative subjects:</p> <ol style="list-style-type: none"> 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. <p>Science Subjects:</p> <ol style="list-style-type: none"> 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. <p>The following topics are a compulsory part of the education programme in the primary schools:</p> <p>Road safety</p> <p>Health and sexual education and family studies,</p>	

		<p>Educational, vocational and 3. labour market orientation.</p> <p>The Curriculum</p> <p>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 regulations 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/.</p> <p>Common Objectives covers the two most important sets of academic texts regarding the school's subjects and topics.</p> <p>The binding national objectives in the form of the subject aims, central knowledge and skill areas (end objectives) and form level objectives.</p> <p>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.</p> <p>Private schools are self-governing institutions required to measure up to the standards of the municipal schools. There are many different types of private schools and some are based on a specific philosophy, a special pedagogical line or religious belief. Continuation schools (Efterskoler) are private residential schools for pupils in form 8-10. Most private schools receive a substantial state subsidy based on the number of pupils in schools.</p>	
	Upper secondary education	<p>In Denmark, upper secondary education programmes, also referred to as youth education programmes, can be divided into:</p> <ul style="list-style-type: none"> • General upper secondary education programmes, which prepare pupils for higher education • Vocational upper secondary education and training programmes, which primarily prepare trainees for a career in a specific trade or industry <p>General Upper Secondary Programmes</p> <p>There are four academically oriented general upper secondary programmes:</p> <ul style="list-style-type: none"> • The 3-year Upper Secondary School Leaving Examination (STX) • The 3-year Higher Commercial Examination (HHX) • The 3-year Higher Technical Examination (HTX) • The 2-year Higher Preparatory Examination (HF) <p>All four programmes prepare pupils for further studies, and develop their personal and general competences. The programmes aim at enhancing the pupil's independent and analytical skills as well as preparing them to become democratic and socially conscious citizens with a global outlook. Each of the education programmes has its specific range of shared compulsory subjects for all pupils. With regards to the STX, HHX and HTX programmes, each school also offers a number of different specialised study programmes and elective subjects for pupils to choose between. The specialised study programme is of a longer duration than the basic programme.</p> <p>With regards to the HF programme, pupils make their choices from among the electives offered by the school. The curriculum and examinations must follow national standards and are subject to external evaluation. The curricula of the HHX and HTX differ from those of STX and the HF in the sense that the HHX besides some general upper secondary subjects include financial and business subjects, and the HTX technical subjects.</p> <p>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.</p> <p>The STX and HF programmes are offered by general upper secondary schools. This sort of school is called a Gymnasium. Business and technical colleges offer the HHX and HTX programmes, respectively. Some schools are mixed schools and offer various types of programmes.</p> <p>Vocational Education</p> <p>Vocational education and training in Denmark (VET) includes a vast range of programmes. The duration varies from 1 ½ to 5 ½ years, the most</p>	

		<p>typical being 3 ½ to 4 years. VET programmes are sandwich type programmes in which theoretical and practical education at a vocational college alternates with practical training in an approved company or organisation. The dual training principle ensures that the trainees acquire theoretical, practical, general and personal skills, which are in demand on the labour market.</p> <p>Vocational education and training consist of a basic and a main course. The basic course is flexible in duration and depends on the individual pupil's prior qualifications. The typical length of a basic course is between 20-25 weeks followed by the main course, which is based on the alternating principle. In order to complete the main course, the pupil must have a training agreement with an approved company which offers training. The agreement can cover all or parts of the basic course, but is compulsory for the main course.</p> <p>Other forms of vocational education and training include the basic educational and vocational training which is a special option for young people in a difficult educational or employment situation, and the production schools which are schools for young people under the age of 25 who have not completed a youth education programme.</p>	
	Structure of the national education system 2012/13		https://webgate.ec.europa.eu/fpfis/mwikis/erydice/index.php?title=Countries
Media literacy in the curriculum	ML education in top level curriculum	<p>For primary, lower-secondary and upper-secondary education, media literacy and ict literacy are developed in tandem, i.e. with no clear conceptual separation or combination. In overall terms, only upper-secondary education separates out options of stand-alone elective courses in either ict (programming, design) or media studies. For other levels of education, ict and media literacies are sought to be integrated as didactic means into other disciplines of study. In addition to the teaching that the schools are obligated to provide however, students in form levels 8 and 9 (the last grades of lower-secondary education) are also offered education in a range of elective subjects. In case the school chooses to offer the elective course in media, students may choose media as one of their elective subjects.</p>	
	resources	<p><i>Bekendtgørelse af lov om folkeskolen</i> [Consolidation Act on the Folkeskole], LBK nr 998 af 16/08/2010. [Online] Available at: https://www.retsinformation.dk/Forms/R0710.aspx?id=133039 [Accessed 24 November 2011].</p>	
	Media literacy in education from a historical view	<p>Late 1970s-1990s: media literacy is advocated on a policy level as well as a practice level, but with no statutory measures. Most advocates favour a didactic integration of production and critique elements. In organisational terms, two traditions exist: separate subject or integration into mother-tongue subject.</p> <p>Since mid-1990s: ict literacy is a driver of advocacy and policy-making with results as outlined in previous paragraph.</p>	
	Media literacy in the curriculum – recent view	<p>As a consequence of the formal and informal presence of children and young people in the web 2.0 setting, the school will be required to accommodate these informal skills and support students in acquisition of updated digital competences.</p> <p>Based on the students' role as users of ICT and in light of the development of web 2.0, the following four themes are included in the disciplinary and interdisciplinary teaching:</p> <ul style="list-style-type: none"> • 1 Information retrieval and collection • 2 Production and dissemination • 3 Analysis • 4 Communication, knowledge sharing and collaboration. 	

		<p>The four themes are included in order to facilitate students' learning processes and to create better results of the learning and to ensure that students acquire digital competences. In each subject, the themes will occur in different types according to the use of IT.</p> <p>Media – Exams upper secondary education (STX), June 2013</p> <p><i>Identity</i></p> <p>The subject matter is moving images in an aesthetic, communicative and cultural context. The course combines a theoretical-analytical and practical production-based approach to motion pictures.</p> <p>The course provides students with the tools necessary to analyze motion pictures. This is essential for the opportunity to experience and evaluate the information and influences that you meet as a user of the media. The course also provides insight into the forms of expression from film and television in connection with practical production.</p> <p><i>Purpose</i></p> <p>The education develops students' ability to analyze, put into perspective and assess Danish and international media productions within the fields of fiction, facts and mixtures of these forms.</p> <p>At the same time, the education develops students' ability to express themselves independently and with nuances via moving images in order for the students to become active, creative and reflective users of film and television.</p>	
	Comments, annexes	<p>Information and Communication Technologies (ICT) in Upper Secondary Education http://eng.uvm.dk/Fact-Sheets/Upper-secondary-education/Information-and-Communication-Technologies-ICT-in-Upper-Secondary-Education</p> <p>It- og mediekompetencer i folkeskolen (foreløbigt layout) http://www.uvm.dk/~media/Publikationer/2009/Folke/Faelles%20Maal/Filer/Faghaefter/100325_it_medie_foreloebigt_layout.ashx</p> <p>The "Folkeskole" is the Danish municipal primary and lower secondary school http://eng.uvm.dk/Fact-Sheets/~media/UVM/Filer/English/Fact%20sheets/080101_fact_sheet_the_folkeskole.ashx</p>	
Ad Teacher profession development	<p>Teacher training - B. Ed. programme for primary and lower secondary http://eng.uvm.dk/Fact-Sheets/Higher-education/~media/UVM/Filer/English/PDF/Fact%20sheets/101221_Teacher_training_B_Ed_programme_for_primary_and_lower_secondary.ashx</p>		
Specialized network for media educators			