



EMEDUS
Europe Media Education

WP3. Formal Media Education

DENMARK



1. Education System



Education is compulsory for all children between the ages of 6/7 and 16 who can attend public school (Folkeskole) or be home schooled. The Danish concept is based on the idea of a society in which all people are equal, and for this reason each student is given the opportunity to go as far as possible in the education system regardless of their religion, ethnicity or socio-economic background.

The Ministry of Education has overall responsibility for education in the country and their mission is to create education programs of high quality and an international standard. The Department of Education has overall responsibility for managing the different areas of education and creating a solid foundation for implementing policy.

2. Policies in Media Literacy

Currently in Denmark there are no specific plans for the development of media education. In 2011 the government launched a series of initiatives in the areas of new technologies and telecommunications to ensure access for all households to broadband improve training in ICT skills in schools and universities and ensure the quality of services and digital communications offered by public and private companies.

Media policies developed in Denmark offer support for initiatives that promote media literacy among groups at risk

An important part of these policies pertain to the support for initiatives that promote media literacy among social groups that do not have access to conventional media content.

3. Media Literacy and National Curricula

Neither in the school curriculum nor in the general recommendations is any reference made to media education in Danish schools. However, reference is made to the teaching of ICT.

ICTs have been implemented in primary and secondary schools as a general tool for some subjects or specifically to perform certain tasks in others. Existing guidelines in this field are expected to make teachers and students of all education levels use ICT in all subjects in class and for all types of complementary activities.

General recommendations have also been drafted for the use of ICT in the assessment of students in primary and secondary schools with a view to conducting online, interactive exams.

4. Tools to measure the Level of Competencies

In the documents consulted ICT is only mentioned in terms of assessing the general knowledge of students in the so-called IT-based online test system that began in 2006. It was officially launched in 2010 after a trial run and revamp of the system.

No references were found to tools that measure the level of media competencies of teachers, students or the general public.

5. Teacher Media Training

Teacher training in media education focuses on the use of ICT. Most teachers receive mandatory in-service training, especially for secondary education. Many teachers opt for training through virtual communities and very few receive personal training in their free time.

Teachers have a level of training in ICT similar to that of other European countries but have more support from the centers where they work and from their colleagues

6. ICT in Schools

The keys to the inclusion of ICT in Danish schools can be summarized as follows:

- Students have a large number of computers per class with fast broadband connectivity.
- Connectivity and ICT usage by teachers and students is well above the European average.
- Students use their own laptops and mobile phones in class.
- In almost all Danish schools there is the figure of the "ICT coordinator" who, though part-time, provides educational support to students.
- Schools are digitally supportive at all levels: solid ICT policy implementation with great support from the whole school community. The difference is in the professional training colleges, where policies are very weak and support scarce.

Annex. Country Key Features

(a)	Languages	Danish, Faroese, Greenlandic (an Inuit dialect), German (small minority) <i>*Note:</i> English is the predominant second language
	Population	5,556,452 (July 2013 est.)

	Major cities	COPENHAGEN (capital) 1.174 million (2009)
	Government type	Constitutional monarchy
	GDP (Purchasing Power Parity)	\$208.5 billion (2012 est.)
	GDP real growth rate	-0.4% (2012 est.)
	GDP per capita (PPP)	\$37,700 (2012 est.)
	GDP composition by sector	Agriculture: 1.3% Industry: 22.1% Services: 76.6% (2012 est.)
(b)	GDP per head (PPS)	125.0 (year 2011) (Index, EU27=100)
	Year of EU entry	1973
(c)	Currency	Danish krone (kr.)
	Schengen area	Member of the Schengen area since 1996
(d)	Pupils and students (ISCED levels 1-6) (1 000)	1.177,2 (year 2010)
	Pupils at ISCED level 1 (1 000)	403,3 (year 2010)
	Pupils at ISCED level 2 (1 000)	248,1 (year 2010)
	Pupils and students at ISCED level 3 (1 000)	284,0 (year 2010)
	Students at ISCED level 4 (1 000)	1,2 (year 2010)

Source: Original authorship, using data from:

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- (b) European Commission (2012). *Country Fact Sheet: Denmark*. Directorate-General Regional Policy. Analysis Unit C3. European Commission [Retrieved from: http://ec.europa.eu/regional_policy/information/brochures/pages/country2012/index_en.cfm]
- (c) European Union (2013). Member states of the EU. European Union [Retrieved from: http://europa.eu/about-eu/countries/index_en.htm]
- (d) Eurostat (2013). Education and training. Pupils and students (tps00051). File: educ_ilev.xls [Retrieved from: http://epp.eurostat.ec.europa.eu/portal/page/portal/education/data/main_tables]

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