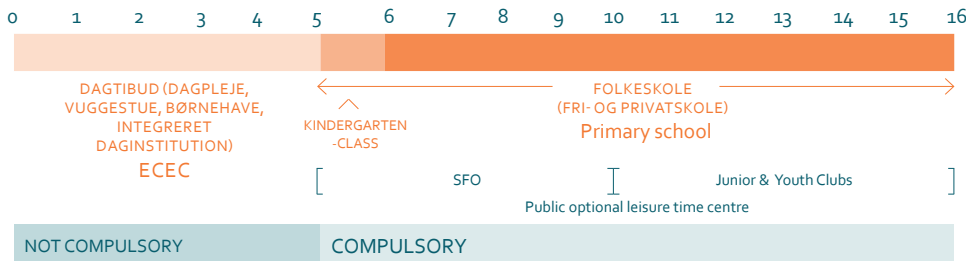
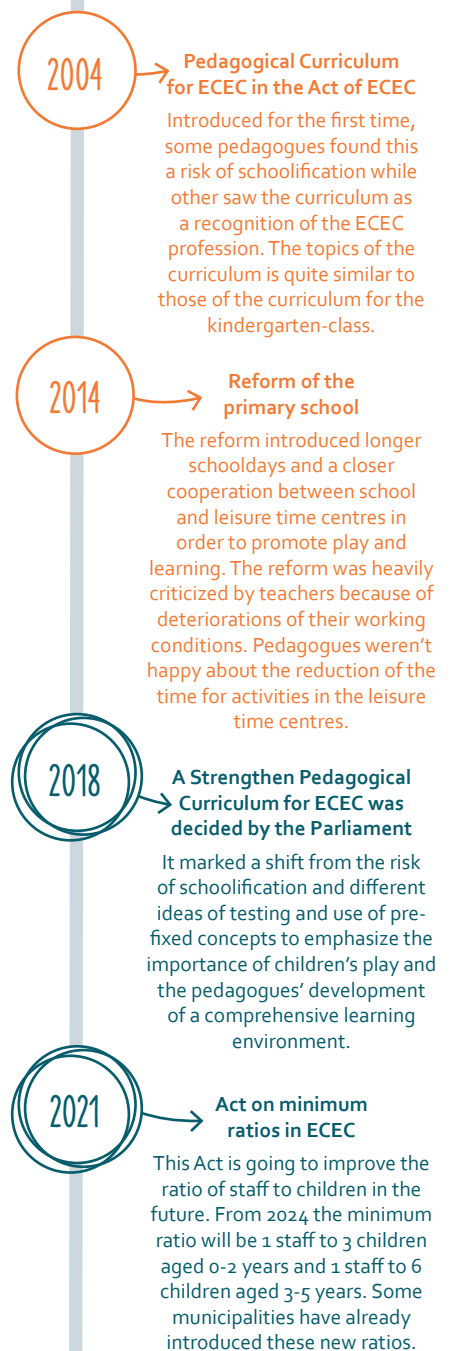


DENMARK

STRUCTURE OF EARLY CHILDHOOD AND PRIMARY EDUCATION



TIMELINE OF RECENT POLICY MEASURES



EARLY CHILDHOOD EDUCATION AND CARE



ATTENDANCE

Most children start in the services around the age 10-12 months. Attendance rates are:

- 12-24 months; 86 %
- 24-36 months; 93 %
- 3-5 years; 98 %



PROVISION

93% of ECEC are public or independent and all supervised by the municipalities. 7% are private but with an agreement with the municipality, so they get funding and are supervised like the municipal services. 75% of the costs are paid by the municipalities and 25% by the parents. Fee reduction for low-income parents.



PERSONNEL

55% of the staff are pedagogues with a BA degree. 45% are assistants – some of them with a vocational training. The services are led by leaders who have the pedagogue education and further education.

PRIMARY SCHOOL



KINDERGARTEN-CLASS

Since 2009 the one-year kindergarten-class of the primary school became compulsory but kept an educational content build upon ECEC pedagogy. There is a close collaboration between this class and the following three grades. Also, a cooperation exists with the optional leisure time centres and pedagogues from these centres are partly working in the kindergarten-class and the first grades.



FINANCE

Kindergarten-class in public schools are free. Private and independent schools get 75% funding and parents pay the 25%. 15% of pupils attend private/independent schools.



PERSONNEL

The class-teacher of the kindergarten-class has a BA pedagogue degree. Sometimes they are supported by assistants.



Ensuring Warm and Inclusive Transitions

Co-funded by the Erasmus+ Programme of the European Union



DENMARK: 5 CURRENT ISSUES IN TRANSITIONS ACROSS ECEC AND/OR PRIMARY SCHOOL

1. TRANSITION FROM KINDERGARTEN TO PRIMARY SCHOOL THROUGH EARLY SFO* IN THE SPRINGTIME

2/3 OF MUNICIPALITIES USING EARLY SFO MODEL

EFFECTS: → (+)CHILDREN ADAPT TO SCHOOL WITHOUT FORMAL SETTING
→ (+)LOWER COSTS FOR MUNICIPALITIES
→ (-)SCHOOL READINESS ACTIVITIES MUST START EARLIER

MINISTRY OF CHILDREN AND EDUCATION WILL MONITOR HOW → THE EARLY TRANSITIONS INFLUENCES THE CHILDREN
→ THE MODEL IS ORGANIZED, FINANCED AND STAFFED

*SFO: SCHOOL'S LEISURE TIME CENTRES

2. SMOOTH TRANSITION FROM KINDERGARTEN TO PRIMARY SCHOOL

COOPERATION ON THE TRANSITION FROM KINDERGARTEN IS ENFORCED BY ECEC AND SCHOOL LEGISLATION

WAYS OF COOPERATION IS DECIDED AT LOCAL LEVEL

CHALLENGE: → HORIZONTAL AND VERTICAL COOPERATION BETWEEN SCHOOLS AND LEISURE TIME CENTRES (SFO) (TEACHERS AND PEDAGOGUES) → DIFFERENT WORKING CONDITIONS
→ DIFFERENT APPROACHES TO CHILDREN'S WELLBEING AND LEARNING

3. SHORTAGE OF PEDAGOGUES

RISK: → EXPECTED RAISE OF NUMBER OF YOUNG CHILDREN → SHORTAGE OF 14,000 PEDAGOGUES IN 2030
→ IMPROVED MINIMUM RATIOS

CHALLENGE: → A RECRUITMENT PLAN IS NEEDED → MORE ATTRACTIVE PEDAGOGY STUDIES
→ EDUCATE ASSISTANTS TO BECOME PEDAGOGUES
→ IMPROVE SALARY AND WORKING CONDITIONS

4. EARLY INTERVENTION FROM FAMILY CARE TO ECEC

EARLY INTERVENTION FOR FAMILIES AND CHILDREN AT RISK OR WITH SPECIAL NEEDS

CHALLENGE → SMOOTH TRANSITION REQUIRES → CLOSE INTER PROFESSIONAL COOPERATION
→ INVESTIGATE HOW HEALTH VISITORS AND NURSERIES CAN COOPERATE WITH PARENTS

5. TRANSITIONAL TRAJECTORY FROM FAMILY THROUGH ECEC TO PRIMARY SCHOOL

FAMILY CARE → NURSERY 1/2-2 YEARS → KINDERGARTEN 3-5 YEARS → PRIMARY SCHOOL
→ AGE-INTEGRATED ECEC* (CHILDREN-HOUSE) 1/2-5 YEARS → PRIMARY SCHOOL
→ FAMILY DAYCARE 1/2-2 YEARS → KINDERGARTEN 3-5 YEARS → PRIMARY SCHOOL

*AGE-INTEGRATED CENTRES ARE THE MOST COMMON TODAY