

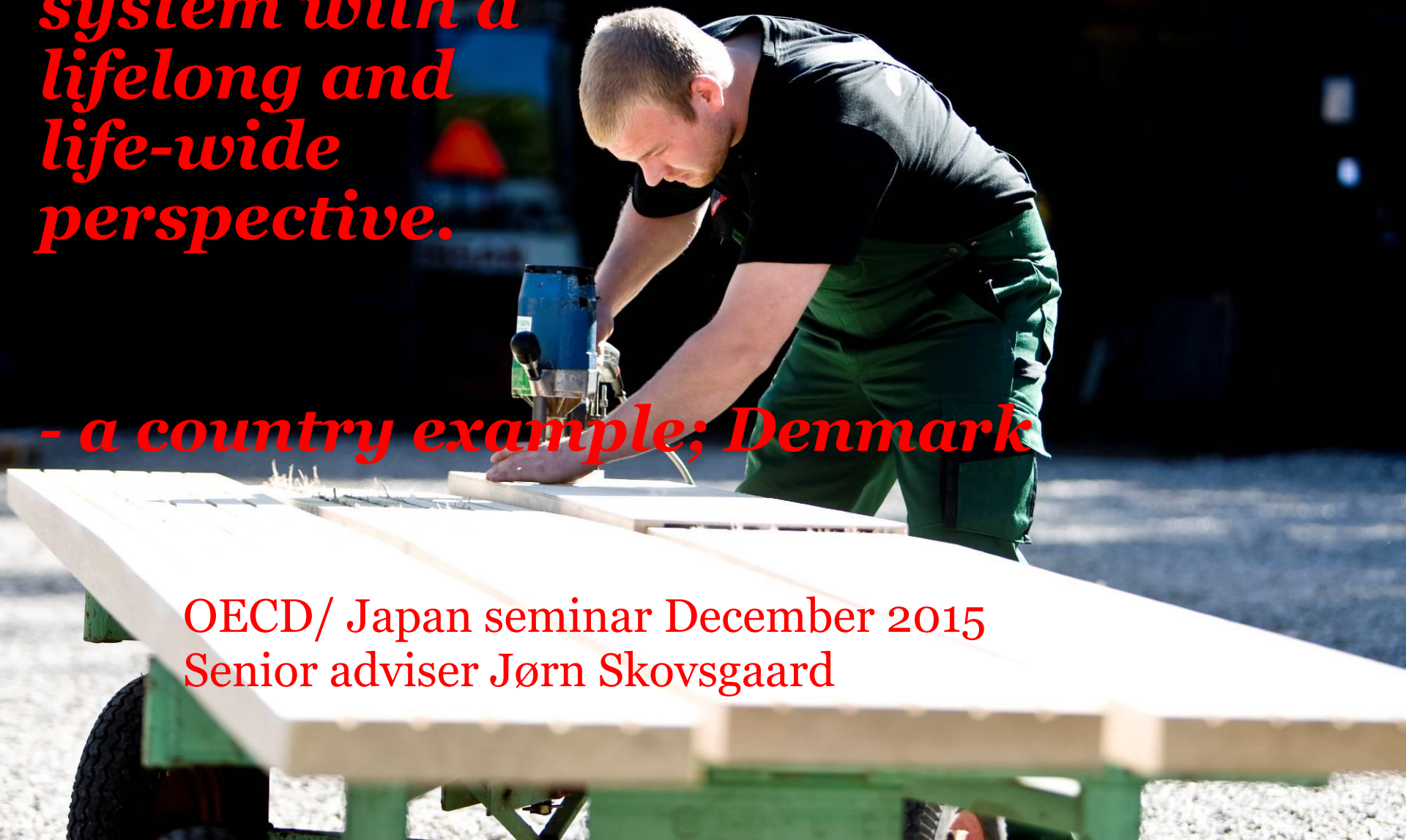


MINISTRY FOR
CHILDREN, EDUCATION
AND GENDER EQUALITY

*Developing a coherent
competence based education
system with a
lifelong and
life-wide
perspective.*

- a country example; Denmark

OECD/ Japan seminar December 2015
Senior adviser Jørn Skovsgaard

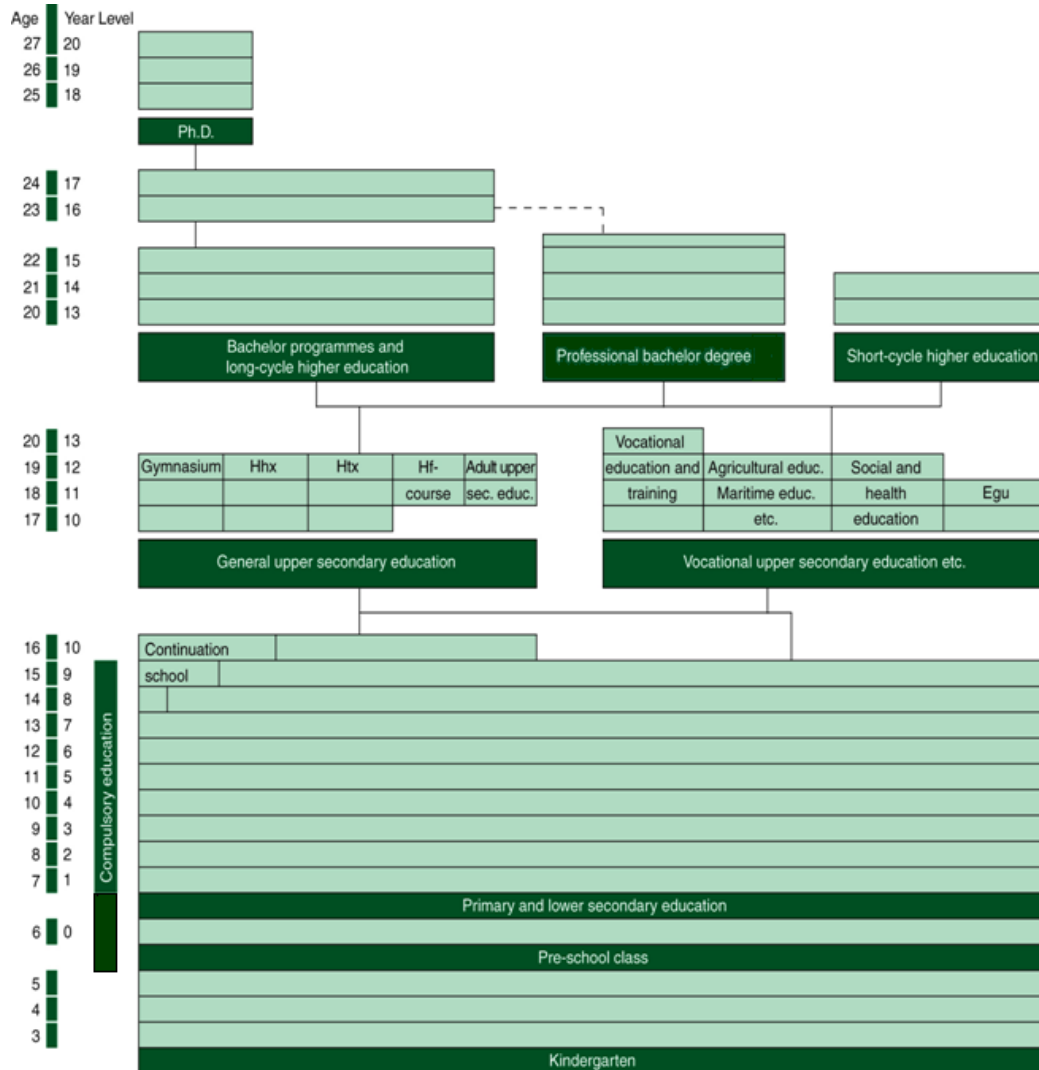


Danish Education and Training

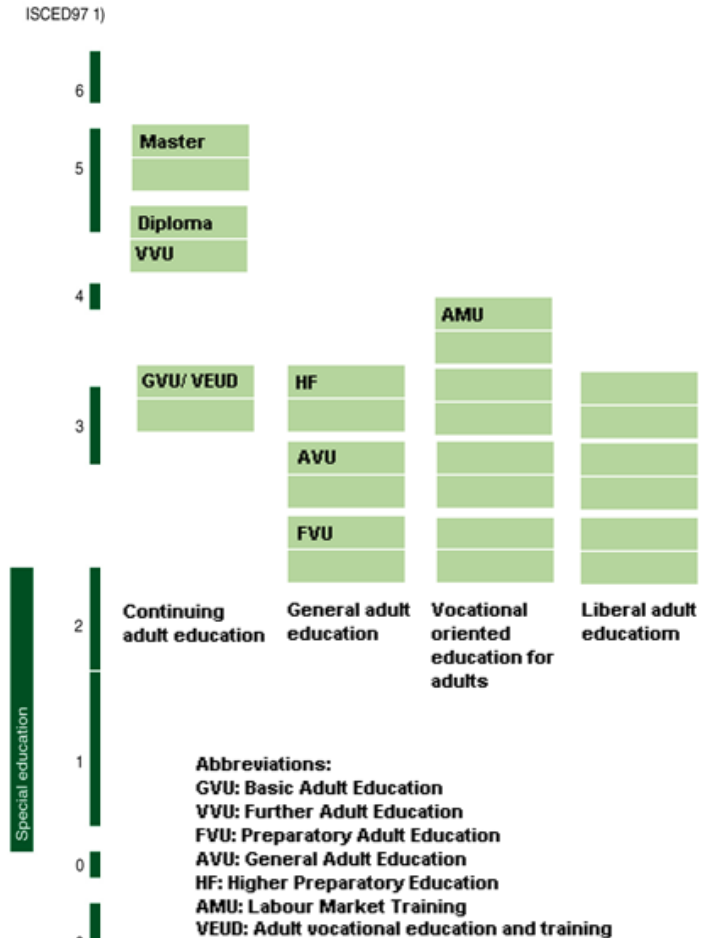


MINISTRY FOR CHILDREN, EDUCATION AND GENDER EQUALITY

Mainstream Education

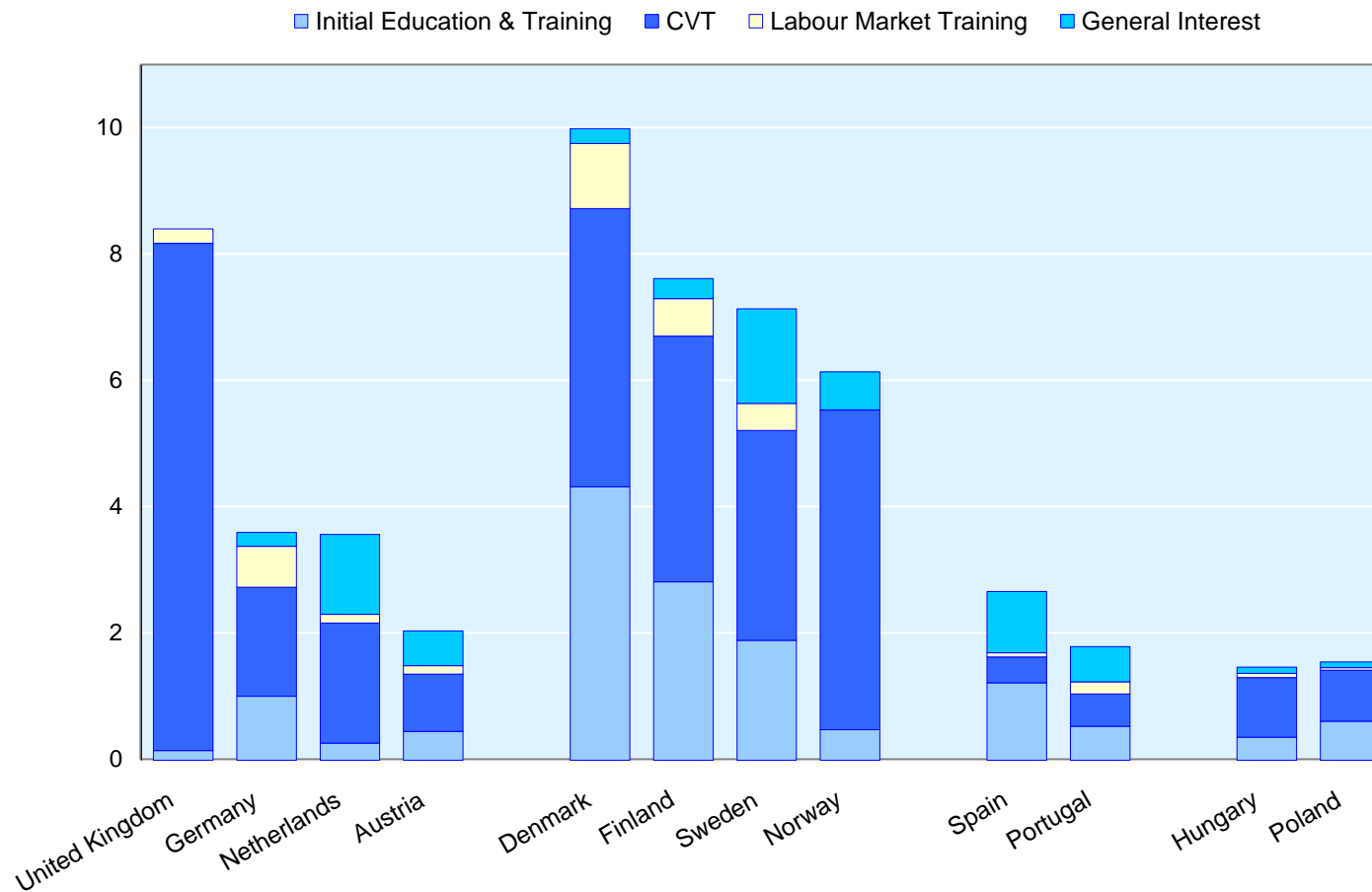


Adult Education





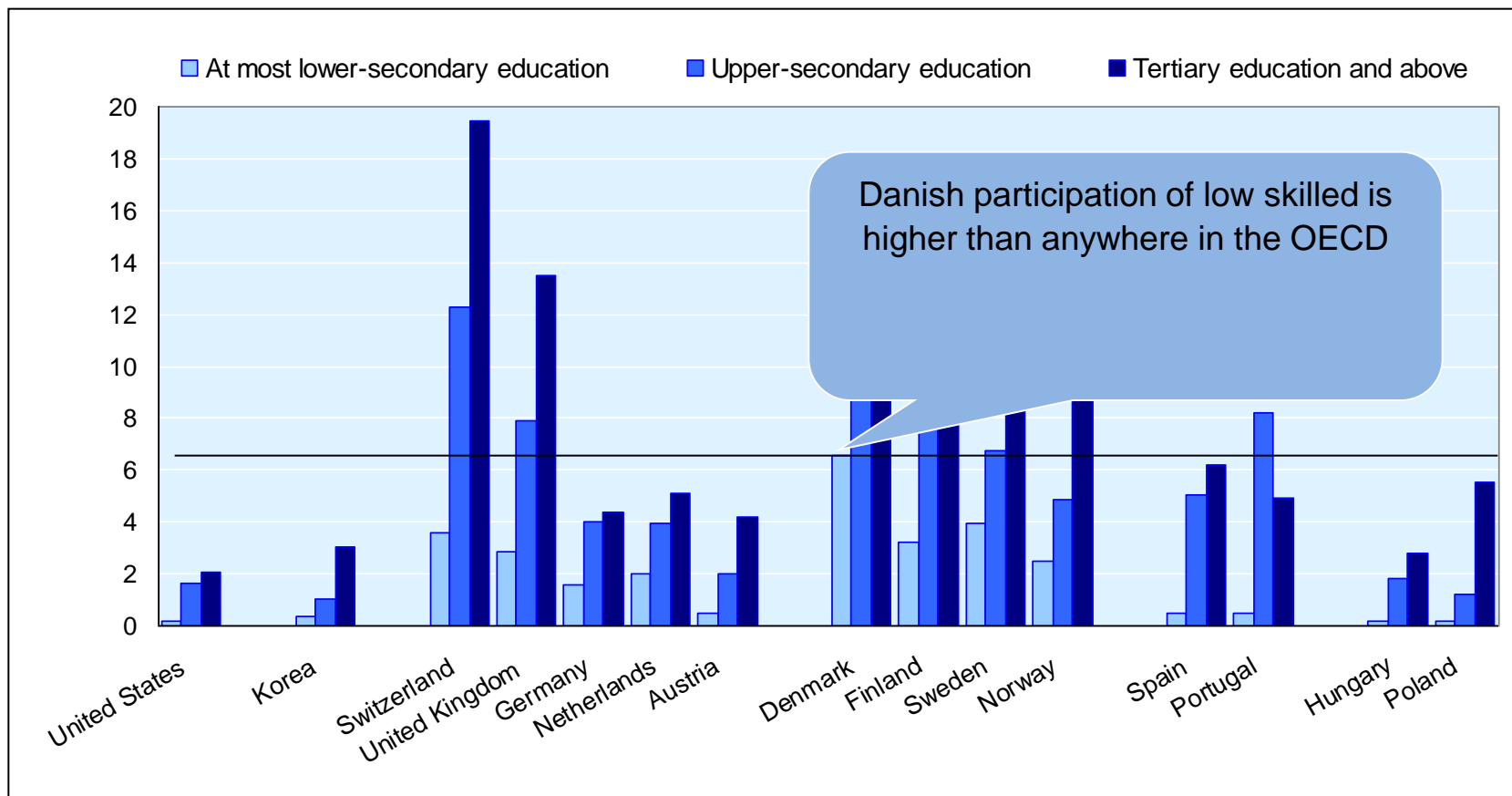
Instantaneous participation rate (IPR) by type of learning



Source: OECD



Instantaneous participation rate (IPR) by educational attainment



Systemic Components Fostering Competence Development

Early Childhood Education and Care

- Very high participation rate – almost all children attend
- Highly professional and educated staff
- Children develop at their own pace

Primary and lower secondary:

- The 'Class Teacher'
- PPR and SSP
- School Counsellor
- Individual development plan – from 7'th form

Secondary and onwards:

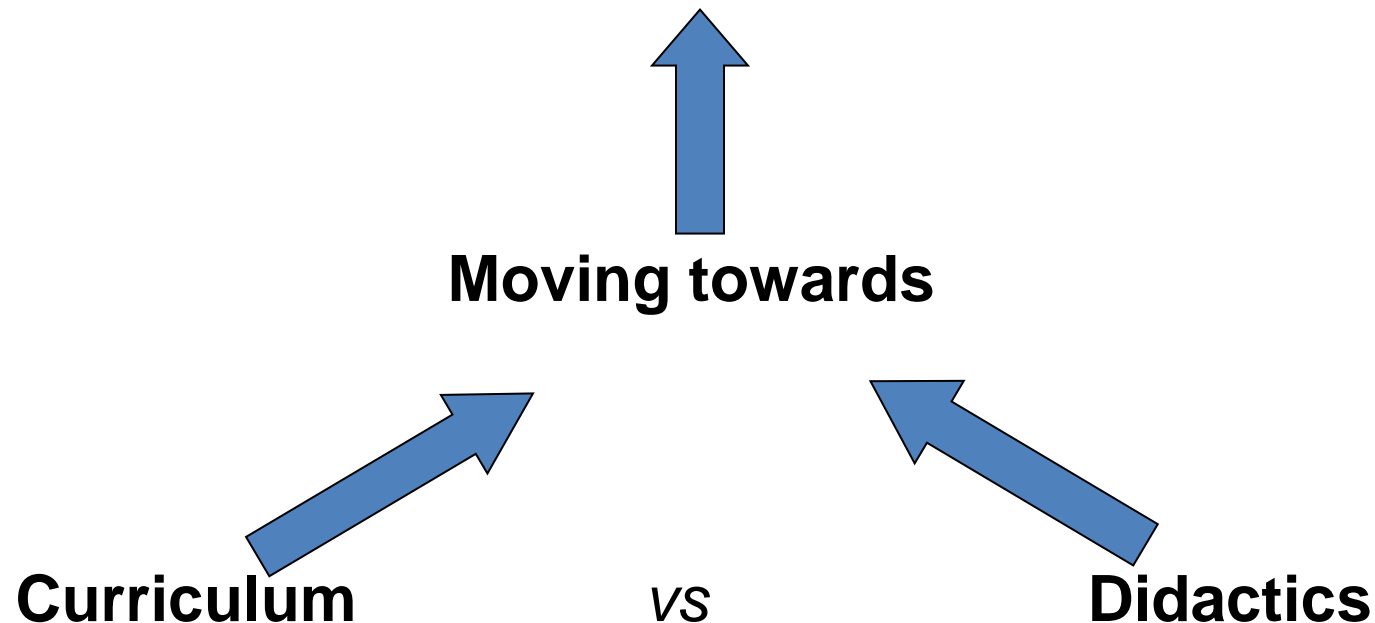
- An independent guidance and counselling system
- Actual Competence Assessment
- **Flexicurity** - Activation plans for unemployed, handicapped (flexjobs), prisoners and others living from public benefit
- **Flexication** – open access based on assessment of 'real-competences', tripartite governance in VET and CVET



Approaches to Education

- different approaches and traditions on the move

An Adaptive Approach to Teaching and Learning





Competence development

goes beyond the interest of individuals, companies

and organisations - it is all about a contribution to

progress for our societies in the broadest and most vital

sense.



Thank you for your kind attention!

For further information:
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Hand outs:

[Improving Vocational Education and Training](#)

[Improving the Public School](#)