



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

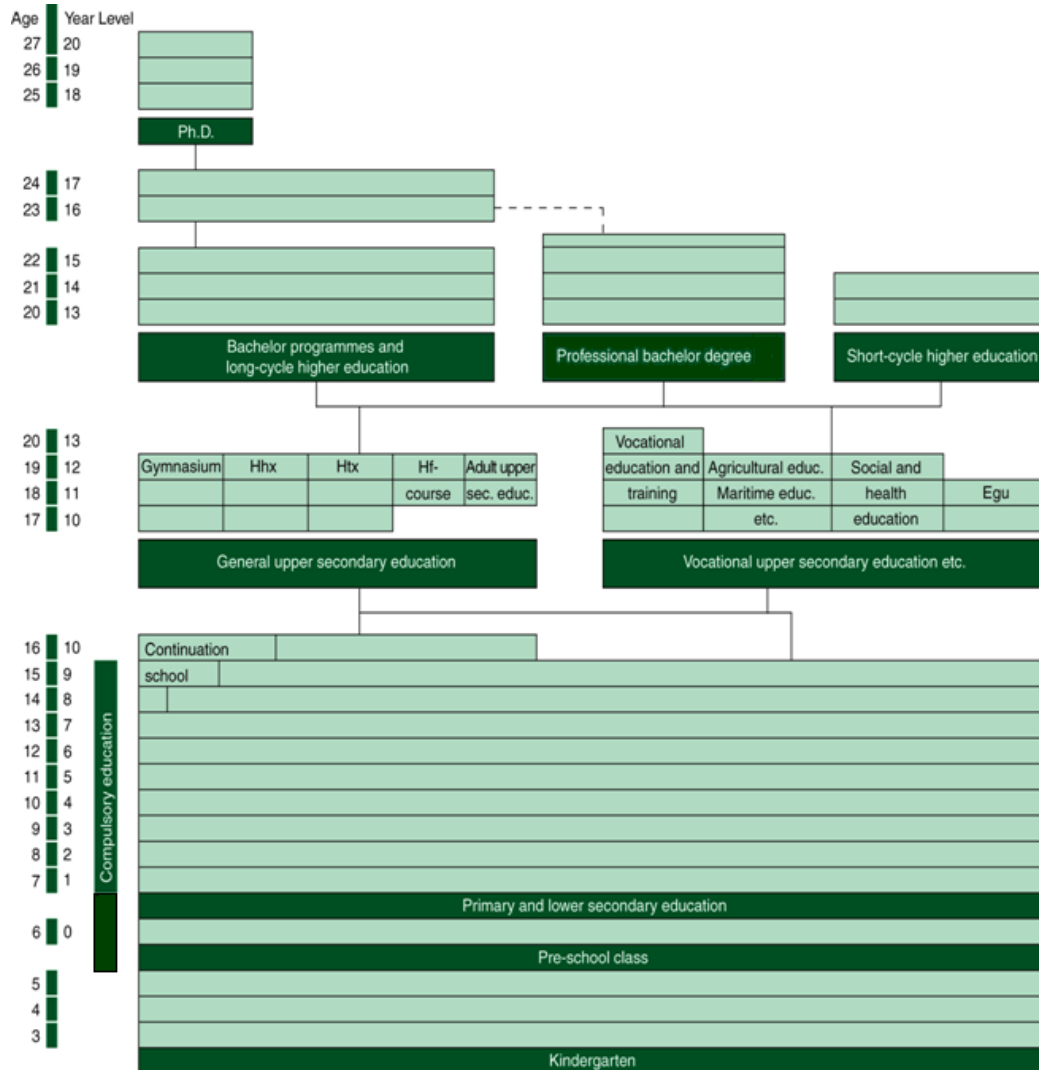


Danish Education and Training

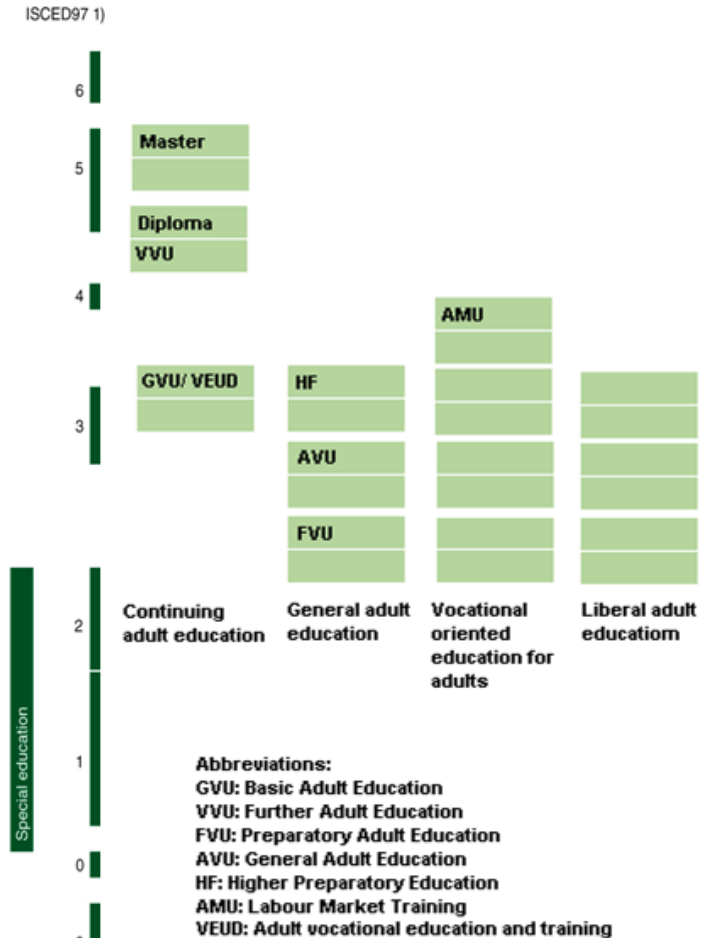


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Mainstream Education

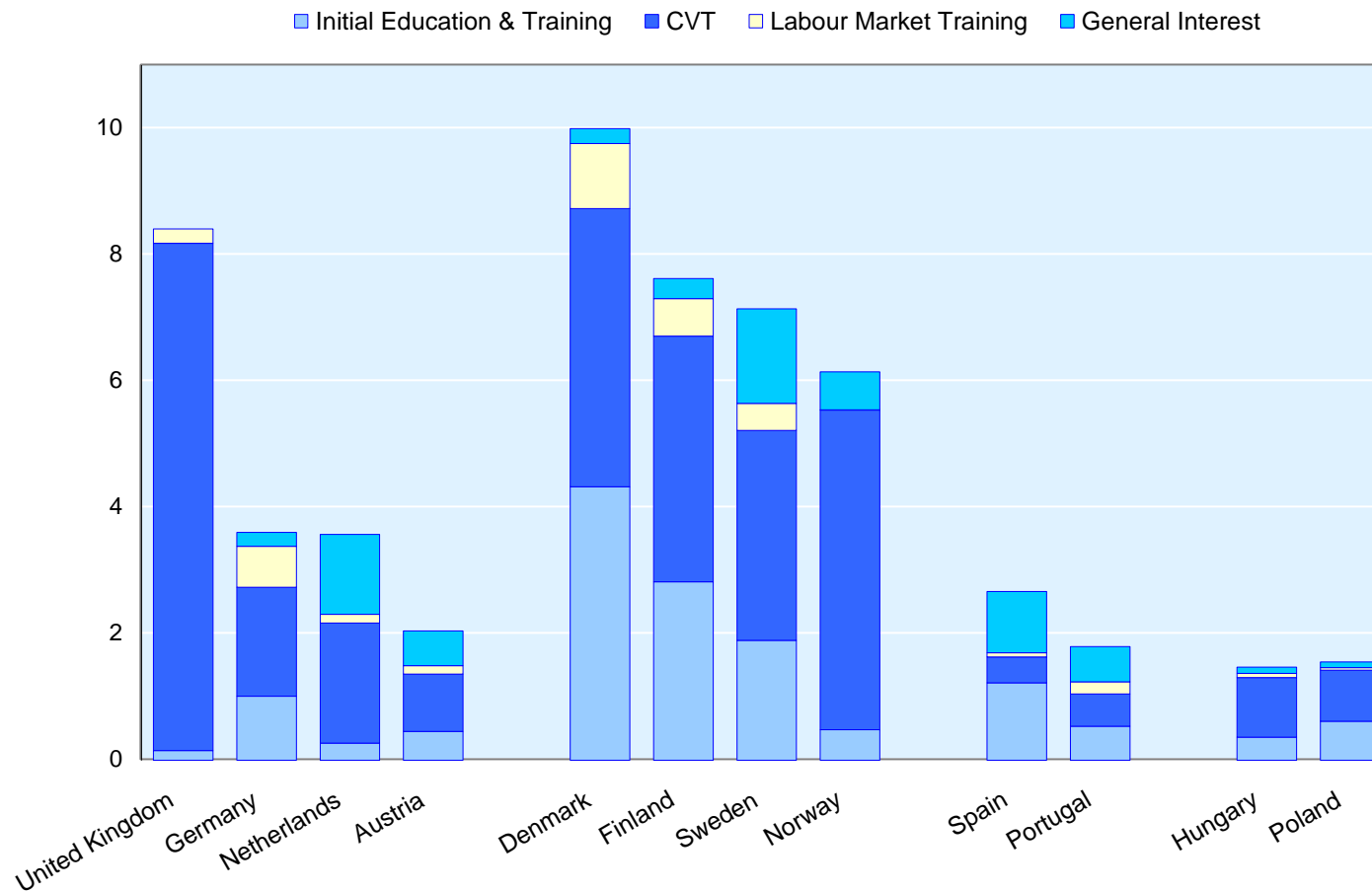


Adult Education





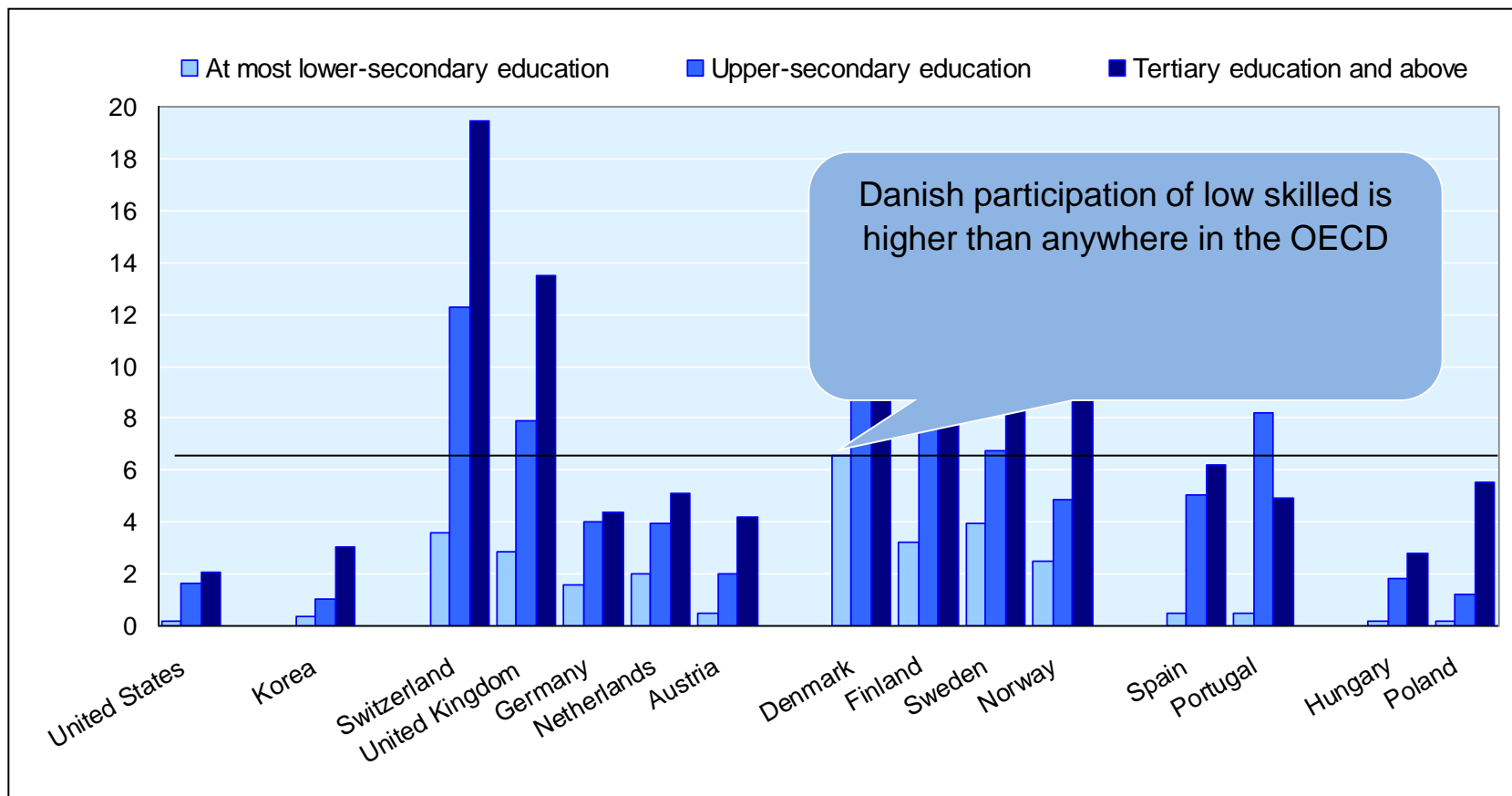
Instantaneous participation rate (IPR) by type of learning



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:

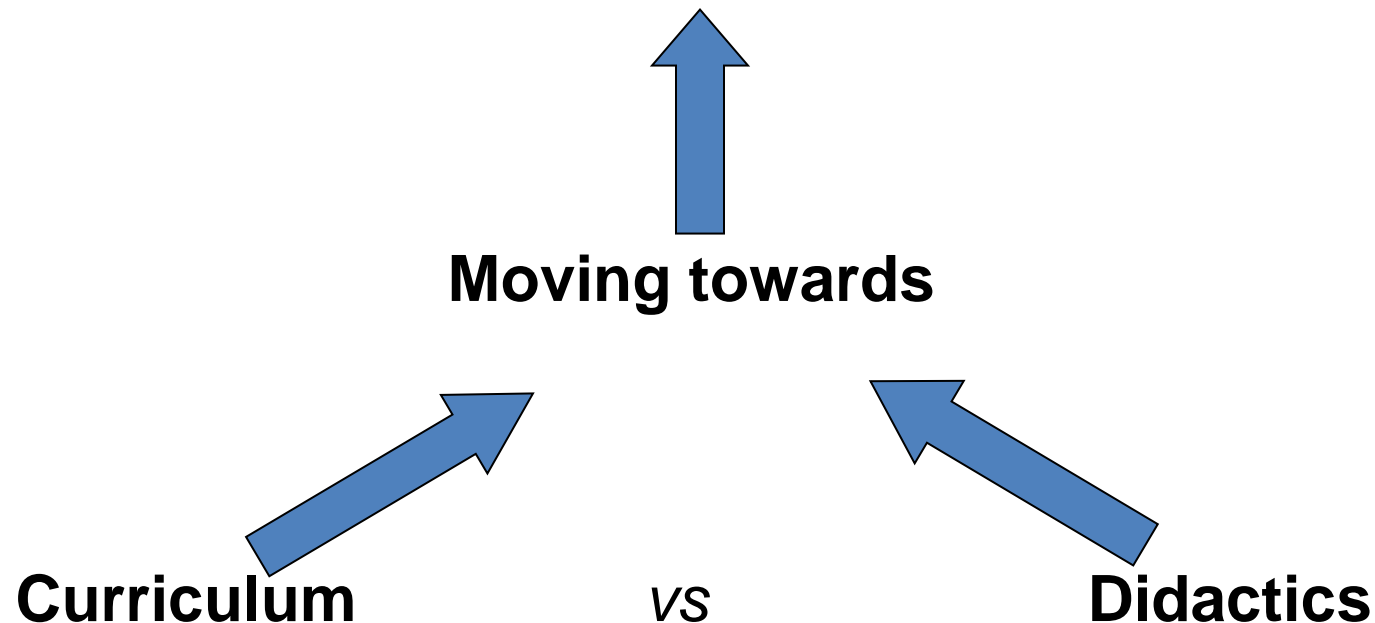
- An independent guidance and counselling system
- Actual Competence Assessment
- **Flexicurity** - Activation plans for unemployed, handicapped (flexjobs), prisoners and others living from public benefit
- **Flexication** – open access based on assessment of 'real-competences', tripartite governance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