



Challenges in the Danish educational system

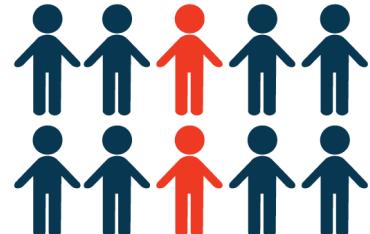


For every individual person, and for the society as a whole, it is vital that young people have the opportunity to get an education.

Unfortunately, too many young people are so challenged in their everyday lives, that they regard education and solid work as an indomitable project.

Social, cultural, economic and bookable challenges, can lead a young person to become a member of this challenged group.

A lack of, or a weak, support from parents or other adults, can result in a poor academic result in primary school. The poor result is difficult to recoup once "the train has left the station".



20% of a year have neither gained academic or professional work competence.

In Denmark there are - seven years after primary school completion - approximately 20 percent of a year, which has neither gained academic or professional competence. The group of these challenged youngsters (15-22 years) was in October 2015 of 70,000 young people across the ages.

This high number is likely to grow in the coming years because of for example technological developments in the labor market, and increased demands in the education system.

Danish politicians are aware of these challenges, and they try to turn the bad circle with different measures. They know they have to help:

- Young people to pass the final primary school exam
- Young people who have - or should have - completed primary school but have not started a secondary education or are in regular employment
- Young people who have started in a youth education but have fallen from
- Young refugees and immigrants who need further training, or other efforts to get a qualifying education or get into employment

Educational political measures

It is positive that the challenged young people generally have a desire for both education and a working life. We must support those desires, so they can complete primary and secondary education and/or employment.

Primary school:

In Denmark, a new reform of the school system was introduced in 2014. One of the many goals of the reform, is to reduce the number of young people who are not getting an education.

The politician's hopes are that longer school days with more lessons, physical training, supportive teaching, help with homework and general better wellbeing must contribute to reach the goal of education for all.

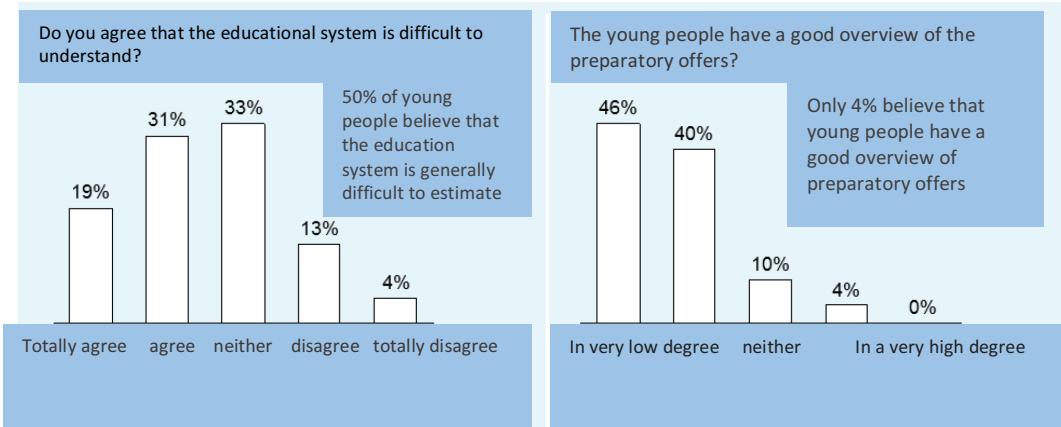




After primary school:

After primary school, the young people meet a lot of opportunities and people who will try to help them. They are not left "on their own" before they reach 25 years. But if you ask the young people if they can overview their options, the answer is: "No - It's too difficult".

Experts point out that this system should be structured easier and transparent to the young person.



The experts also suggest that the young people each get a single contact person. This contact person will help the young person with an education/working plan that, hopefully, will give the young person either an education or a professional working competence.

At the political level, better opportunities for creation of more traineeships should be provided. Cooperation with business is very important.

With social responsibility, solidarity and interrelated solutions, the goals will hopefully be achieved.

Stjærskolen is a school in a small, relatively safe and relatively well-functioning area. We have so far not experienced a student who has left our school without an education. Our hope is of course that this never happens.

