

**Table 1.National Information**

**DENMARK**

	EC sector	Primary school
Age of children	6 month - 5 years	6 – 16 years
Policy responsibility at central level	Childcare (0-3 years) Ministry of Welfare Early Education (3-6 years) Ministry of Welfare	Primary education: Ministry of Education
Operational responsibility at regional level (leave blank if not relevant)	Ministry of Welfare	Ministry of Education
Operational responsibility at local level	Municipality: Social administration Some municipality have one common administration: Child & Youth administration	Municipality: School administration Some municipality have one common administration: Child & Youth administration
% proportion of public, non profit and for-profit provision	Public 100%      Non-profit For-profit	Public 90%      Non-profit 10% For-profit
Annual public funding per child	Childcare (0-3 years) roughly the annual cost is 8.000 EU Early Education (3-6 years) roughly 7.000 EU The municipality pays 75% of the cost, the parents 25%	Primary school: roughly 5.000 EU
Levels of access – what percentage of children in the age group attend	Childcare (0-3 years) 50% Early Education (3-6 years) 96-98%	Primary school at 6 years: 100% There is compulsory education, school is not compulsory, however only a few percent practice home education
Average hours of attendance per day of children	Childcare (0-3 years) 6-10 hours Early Education (3-6 years) 6-10 hours	4-5 hours plus after school
Do national or regional curricula or guidelines exist	Childcare (0-3 years) Early Education (3-6 years) Both groups have a common national curricula, and most municipalities create their own version	Curricula with goals and objectives for all subjects
Do the curricula include guidelines concerning transitions or continuity	The national curricula stress transition and continuity – and about 50% of the municipalities have elaborated a transition policy	The general aims mention transition
How would you describe the continuities that exist between early years and primary schools.	Excellent Good Could be greatly improved There are enormous inequalities between municipalities, some excellent, some good, some could be improved	
What is the relationship between ECEC staff and primary school staff? Close, distant, very distant	Childcare (0-3 years) staff with Primary School staff: No relations  Early Education (3-6 years) staff with Primary School staff: Big differences from place to place. A variation from close, distant, very distant	
Do the curricula include guidelines concerning emergent literacy	The curricula mentions early and emergent literacy as a content, but there is no guidelines	yes
Job titles of lead contact staff and assistant staff involved (please provide original language title and a literal translation)	Lead contact staff: Pædagog (preschool teacher)	Lead contact staff: Lærer (teacher)  Assistant staff (only educated staff in

	Assistant staff: Pædagogisk medhjælper (educational assistant)	school)
Length and level of initial training of lead staff and assistant staff	Lead contact staff: 3½ years education (bachelor) Assistant staff: no education or 9 month training	Lead contact staff: 4 years education Assistant staff
Days per year entitlement to in-service training of each category	Lead contact staff: Assistant staff No fixed days, a big variation between municipalities and between centers	Lead contact staff: Assistant staff No fixed days, a big variation between municipalities and between schools
% of lead staff with graduate training as a proportion of all staff	An increasing numbers (about 40) of preschool teachers graduate from universities every year. However most move to new areas (college teacher, educational consultant etc. and only few returns to crèche and preschool.	An increasing numbers of school teachers (about 40) graduates from universities every year. Many moves to new areas (college teacher, educational consultant etc.) but quite a number return to schools as mid-level manager.
What is your opinion of the suitability of staff in terms of qualifications, experience and motivation for development	Lead contact staff: In general the educated staff are well qualified, have a good deal of experience and most have a high motivation for development.  Assistant staff: Most do not have formal qualifications, but during years they have appropriated practical skills and many also show interest for further development.	Lead contact staff: In general the educated staff are well qualified, have a good deal of experience and most have a high motivation for development  Assistant staff:
Average number of children per teacher, e.g. 10:1	Age group 0-3 years 1: 3,25 Age group 3-5 years 1:6,25	Kindergarten class (6 years old): a variation from 1: 25 to 2. 25 Grade 1-10: 1:25 (however the size of a class can vary from 16-27 children)
Salaries of teachers per annum in Euros	Start salaries 3.800 EU	4.300 EU
Required working hours per week	37 hours	37 hours
Occupational status of ECEC staff – high, medium, low	Lead contact staff: low Assistant staff: low	Lead contact staff: medium Assistant staff:

Note: If early childhood services are not split in your country between childcare (0-3 years) and early education (3-6 years), please bracket the terms in this way } to show that they are integrate

**Table 2. Curriculum features across the countries - DENMARK**

Contry	Curriculum name	Age group covered	Author and responsible levels	Main content orientations	Literacy orientation	Open framework or adult-driven	Other initiative related to Curriculum	Curriculum implementation features	Assessment process
<b>DENMARK</b>	<p>2004 Act on educational curriculum (Lov om pædagogiske læreplaner)</p> <p>2008 Act on Schol (Folkeskoleloven)</p>	<p>0-6 years</p> <p>6-16 years</p>	<p>Ministry of Social affairs</p> <p>Municipal responsibility to generate local curricula</p> <p>Ministry of Education</p> <p>Municipal responsibility to generate local curricula</p>	<p>0-6 years - Comprehensive personal development -Social competence -Language Competence Body and movement -Nature and nature phenomena - Cultural mode of expression These areas are described in a very summary way.</p> <p>School: Kindergarten class have same themes as 0-6 years Grade 1-3 following subjects: Danish, Math, sport, religious knowledge, music, art, nature &amp; technique, IT</p>	<p>0-6 years No explicit literacy orientation but activities integrated in everyday life.</p> <p>School: Explicit literacy activities in kindergarten class and grade 1-3.</p>	<p>0-6 years Open framework giving principles – 6 A4 pages, and a number of publications for inspiration.</p> <p>The act suggests organized activities and child organized activities.</p> <p>School: No recommendations</p>	<p>0-6 years National evaluation of implementation of Act of educational curriculum in 2008.</p>	<p>0-6 years Act on education of pedagogues re-formulated in 2006 in accordance with Act on educational curriculum.</p>	<p>0-6 years Mainly portfolio and individual plan assessment</p> <p>National material on 3 years test on language</p> <p>0-6 year And in school: Parental and preschool teacher inputs and subsequently shared meeting reflection on each child's learning and development</p>