PROGRESS, INNOVATION AND COHESION

Strategy for Denmark in the Global Economy
– Summary
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Progress, Innovation and Cohesion

Foreword by the Danish Prime Minister and the Minister for Economic and Business Affairs

Globalisation brings new opportunities and challenges for governments, companies and citizens throughout the world. Economic, cultural and political relations across national borders are becoming increasingly closer. The world is becoming more open.

Globalisation holds opportunities to increase prosperity, to ensure better jobs and to take part in and influence the direction of an exciting and dynamic international development. However we must equip ourselves to reap the full benefits from globalisation.

A number of challenges posed by globalisation must be tackled by countries taking joint action. Getting the poor countries involved in the global development, ensuring free trade, solving cross-border environmental problems, fighting international terrorism and ensuring respect for human rights are shared challenges. Such international challenges must be solved through strong international cooperation in, for example, the EU, the WTO and the UN.

Globalisation also presents challenges for each particular country. Each country must prepare itself for the global competition. This publication presents a summary of the Danish Government’s strategy for Denmark in the global economy.

Denmark has a good point of departure for successfully competing in the global marketplace. We are one of the world’s wealthiest countries. The economy is strong. We have a flexible labour market combined with a welfare state ensuring a high level of income security. This contributes to the low unemployment. We also have a relatively large degree of economic equality. We have an efficient public sector. And several international surveys award Denmark top marks for competitiveness.

Things are going well in Denmark. And it is precisely when things are going well that we should take decisions that are decisive for our future. It is now that we should take steps to make our prosperity sustainable.

We should develop the Danish society, so that we can maintain Denmark’s position as one of the wealthiest countries. In that way we can avoid a fragmented society, where those who are not equipped to face the labour market of the future fall by the wayside.

Denmark should be a country where everyone participates in the renewal process. And where everyone shares in progress and cohesion. We should have both strong competitive power and strong cohesion.

In order to reach the objectives, the Danish Government has launched a comprehensive strategy to gear Denmark for the future. The strategy, published in April 2006, contains 350 specific initiatives, which together entail extensive reforms of education and training programmes as well as research and entrepreneurship, and also substantial improvements in the framework conditions for growth and innovation in all areas of society. The main report of the strategy is available in Danish: “Fremgang, fornyelse og tryghed”. This publication, “Progress, Innovation and Cohesion. Strategy for Denmark in the Global Economy - Summary”, provides an overview of the strategy.

The strategy has materialised through an open and transparent process incorporating broad groups in society.

In April 2005, the Government set up a Globalisation Council comprising representatives from many parts of society with the task of advising us on a strategy for Denmark in the global economy. In the Council, the Government has worked together with important groups in society across traditional divides: employers together with trade unions, and representatives of the major educational and research areas and companies alongside each other. The work of the Council rests on a strong Danish tradition that changes in society are prepared in dialogue and cooperation between the various groups in society.

In a total of 14 meetings, the Council has benefited from contributions from 48 international and Danish speakers and held discussions with 111 representatives of organisations and other individuals specially invited to the meetings.
The Globalisation Council’s work has generated a broad debate in the Danish society about the opportunities and challenges of globalisation for Denmark and about the specific policy initiatives. The discussions of the Council have also provided an extremely valuable contribution to the Government’s Globalisation Strategy. The content of the final strategy is the sole responsibility of the Government.

Each member of the Council has signed a framework agreement on mutually binding partnerships, in which companies and organisations are to contribute to implementation of the Globalisation Strategy in practice.

The Government will continuously monitor the implementation of the Globalisation Strategy. Each year, the Government will publish a report that provides a picture of whether developments are going in the right direction and whether we are reaching our objectives in relation to education and training, research, entrepreneurship and innovation.

Each country should find its own way in a globalised world. But we hope that the Danish Government’s strategy and our work on the Globalisation Council can inspire others.

Pleasant reading!

Anders Fogh Rasmussen
Prime Minister
Chairman of the Danish Globalisation Council

Bendt Bendtsen
Minister for Economic and Business Affairs
Deputy Chairman of the Danish Globalisation Council
The Government’s Globalisation Strategy
“Progress, Innovation and Cohesion”

Denmark should be among the most attractive countries in the world to live and work in – also in 10 and 20 years from now. Denmark should be a country where everyone is optimally equipped to unfold their abilities and create prosperity for themselves and for others. A country that has a global outlook and plays an active role in the world community. A country where everyone participates in the renewal process and where everyone shares in progress and cohesion.

In order to seize the opportunities, the Danish society should be transformed. It is essential to invest in Denmark’s future, to generate better opportunities for growth and prosperity. It is essential to set new, ambitious objectives.
Failing to innovate, it may be difficult to maintain Denmark’s position as one of the world’s wealthiest countries. And the Danish society risks becoming more fragmented, because not everyone will be equipped to face the demands of the labour market of the future.

It is essential to ensure strong competitiveness, so that Denmark continues to belong among the wealthiest countries. And it is essential to ensure strong cohesion, so that Denmark continues to be an inclusive society without major divisions.

The current favourable economic situation with sound public finances and low unemployment provides the best possible window of opportunity to address these challenges in a timely fashion.

The Danish Government now presents a comprehensive strategy for preparing Denmark for the future. The strategy contains a total of 350 specific initiatives, which together entail extensive reforms within the fields of education, training and research as well as substantial improvements in the framework conditions for growth and innovation in all areas of society. People’s knowledge, creativity and efforts are the key to utilising the opportunities that globalisation offers us.

A large part of the proposals aim at strengthening the quality and governance of education and research, promoting entrepreneurship and innovation and increasing the number of young people, who complete an education programme and take a higher education. The Strategy – of which this summary provides an overview – focuses on improving the efficiency of public spending on education and research, in particular by allocating more public funds in open competition, and on increasing competition and internationalisation in the Danish economy as a whole.

The Strategy presents the main challenges followed by the main proposals for solutions in these areas, which are crucial for Denmark’s future.

The Globalisation Strategy is complemented by a comprehensive reform proposal aiming at more active years through faster completion of education, later retirement and a strengthened labour market policy, and better integration of immigrants. Along with a number of other recent reforms, these new initiatives aim to take on the two main challenges for the Danish society in the future: preparing the economy for the ageing of populations and reaping the full benefits of globalisation.

The task of preparing Denmark for the future cannot be carried out by the Government and Folketinget (the Danish Parliament) alone. Everyone should assume their share of responsibility and be ready to innovate.
PROGRESS, INNOVATION AND COHESION – THE GOVERNMENT’S OBJECTIVES

**Progress, innovation and cohesion**
Denmark should be among the most attractive countries in the world to live and work in – also in 10 and 20 years from now. Denmark should be a country where everyone is optimally equipped to unfold their abilities and create prosperity for themselves and for others. A country that has a global outlook and plays an active role in the world community. A country where everyone participates in the renewal process and where everyone shares in progress and cohesion.

Denmark must have **strong competitiveness, power**, in order to be among the wealthiest countries in the world.

Denmark must have **strong cohesion**, in order to continue to have an inclusive society without major divisions.

**World top level education:**
- Pupils in primary and lower secondary school should be top performers in reading, mathematics, science and English.
- All young people should complete a general or vocational upper secondary education programme.
- At least 50 per cent of young people should complete a higher education programme.
- Education and training programmes should be of top quality at all levels.

**Denmark as a top performing knowledge society:**
- Publicly financed expenditure on research and development should reach 1 per cent of gross domestic product (GDP) by 2010. Public and private companies and institutions should spend a total of at least 3 per cent of GDP on research and development by 2010.
- Research should be innovative and its quality comparable to world top performers.
- Denmark should be a top performer in turning research results into new technologies, processes, goods and services.

**Denmark as a top performing entrepreneurial society:**
- Denmark should continue to be among the European countries with the largest number of business start-ups each year.
- Denmark should be among the countries with the largest number of high-growth start-ups.

**Denmark as a top performing innovative society:**
- Danish companies and public institutions should be top performers in innovation.
- Competition in Denmark should be on a par with the best OECD countries.

Denmark should be the world’s most competitive society by 2015.
Everyone should contribute to promoting progress, innovation and cohesion in Denmark.

Denmark has a good starting point from which to carry out this task. The vast majority of people participate actively in the labour market and in the community. Denmark has a long history of implementing changes in society through dialogue and cooperation. Across all social groups, there is a strong sense of unity regarding our fundamental values.

Denmark is a society based on a shared belief in democracy, with open exchange of views and dialogue. It is important to allow room for diversity and the individual’s right to freedom as well as duty to accept responsibility. It is important to strive for equality between men and women. Denmark has a tradition for distinguishing between religion and politics. These are fundamental values upon which the Danish society is built, and values which should be retained.

It is essential that Denmark instigates the changes that prepare Danish society for the future in a globalised world. For this reason, the Globalisation Strategy devotes focus to the framework conditions for education and training, research, entrepreneurship and innovation here in Denmark.

With the Globalisation Strategy, the Government will implement substantial investments in Denmark’s future.

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**FOCUS AREAS IN THE DANISH GOVERNMENT’S GLOBALISATION STRATEGY**

1. World top performing primary and lower secondary school system
2. All young people should complete a general or vocational upper secondary education programme
3. A coherent education system and professional guidance
4. At least 50 per cent of young people should complete a higher education programme
5. Education and training programmes with a global perspective
6. World top level short-cycle and medium-cycle higher education programmes
7. World top level universities
8. More competition and better quality in public sector research
9. Good framework conditions for companies’ research, development and innovation
10. Stronger competition and greater openness and transparency to strengthen innovation
11. Strong interaction with other countries and cultures
12. More high-growth start-ups
13. Everyone should engage in lifelong learning
14. Partnerships to promote the implementation of the Globalisation Strategy

This publication “Progress, Innovation and Cohesion. Strategy for Denmark in the Global Economy - Summary” is a translation of the summary of the full strategy - “Fremgang, fornyelse og tryghed”, which is available in Danish. This summary describes the key initiatives from the main report.
1. World top performing primary and lower secondary school system

Denmark should have a world top performing primary and lower secondary school system. A school where all children become academically competent, feel secure and thrive, and become equipped to succeed in life in Denmark or in the world at large.

Danish school pupils know a great deal about society and democracy, and they are good at cooperating with others. Teachers and educators are dedicated in their work.

However, academic standards in school are not comparable to those found in most other wealthy countries, despite the fact that the Danish primary and lower secondary school system is one of the world’s most expensive. One in every six children leaves lower secondary school without being able to read properly.

There is therefore a need for a fundamental reform of the primary and lower secondary school system.

Academic standards need to be raised considerably. The objects clause of the primary and lower secondary school system must clearly state that academic competences are essential and must lay down the foundation for going on to further education after finishing lower secondary school. Action must be taken to improve the core subjects of reading, mathematics, science and English.

Evaluation and testing must give teachers, parents and pupils a clear idea of where particular focus is needed. Children with learning difficulties must be given special attention in order to strengthen their academic competences. And the brightest must be offered greater challenges.

The teaching should have a global perspective and give students an understanding of other countries and cultures.

All children must be prepared properly for starting in school. Help must be given already in kindergarten to children who need help in their language development. And there must be formal reading instruction in the kindergarten class.

Denmark needs a teacher training system in which teachers specialise to a far greater extent than they do today.

The school’s management must be strong and visible, and the local authorities’ responsibility for the academic results must be crystal clear.

THE GOVERNMENT’S OBJECTIVES FOR THE PRIMARY AND LOWER SECONDARY SCHOOL SYSTEM

- Denmark should have a world top performing primary and lower secondary school system. The primary and lower secondary school system should provide pupils with academic knowledge and skills, promote creativity and independence, and prepare them for further education after leaving school.
- Pupils in the primary and lower secondary school system should be top performing within the four core subject areas: reading, mathematics, science and English.
- All pupils should acquire good academic knowledge and skills. The brightest should match the level of the best pupils in other countries, while the level among the weakest pupils must be lifted.
- The primary and lower secondary school system should ensure that all young people acquire knowledge and skills that enable them to participate actively in a globalised world.
The objects clause of the primary and lower secondary school system should clearly state that academic knowledge and skills are important. The objects clause of the primary and lower secondary school system must explicitly state that academic knowledge and skills are essential, also in order to give young people the foundation for and the desire to go on to further study after leaving school.

**Action plans for reading, mathematics, science and English**

Reading, mathematics, science and English are the four absolutely fundamental subjects. They are important for being able to perform well in the other subjects taught at school and for acquiring post-school qualifications. Action plans are being formulated for each of the four subjects. The goal descriptions for the four subjects should be more ambitious.

**Language screening of all children**

Compulsory language screening of all three-year-old children is to be introduced, with subsequent language stimulation where needed. All children are to be screened again for language development when entering kindergarten, so that the teaching can take its point of departure in the individual child's language proficiency level.

**10-year compulsory school education**

Compulsory school education is to be extended from 9 to 10 years by making pre-school class compulsory. Children are as a general rule to start school at the age of six.

**Discipline and respect in class**

Schools should draw up rules for good order and discipline. And the local municipal authorities should have the power to stop the payment of family benefits to parents whose children fail to attend school regularly.

**Testing and evaluation**

National tests in Danish are to be introduced in the 2nd, 4th, 6th and 8th form, with a focus on reading. There are also to be national tests in mathematics in the 3rd form and the 6th form, in English in the 7th form, and in physics/chemistry, geography and biology in the 8th form. The tests are to be used in the school's ongoing evaluation of the individual pupil's learning development.

**Global perspective**

The school should help pupils develop an understanding of other countries and cultures. During their school education, all children should be required to participate in at least one international project.

**Teachers should be specialists**

Teacher training should train teachers to become subject specialists and in certain subjects specialists in teaching at different form levels. Danish and mathematics are to be split into two directions, one targeted at beginner/intermediate level and the other at intermediate/advanced level in the school system. The main subjects of science/technology and physics/chemistry should be strengthened in regard to content and scope. Over time, teachers should only be required to teach in their main subjects.

**Better tools for pedagogic management**

Today, school principals have little influence on teachers' use of time, salary and teaching methods. Therefore, the position of principals should be strengthened and they should be given better tools, especially in respect to pedagogic management.

**The municipal council's responsibility should be crystal clear**

The municipal council has the final responsibility for the quality of the teaching provided and for pupils learning what they need to learn. However, this responsibility is not clearly defined today. Legislation that makes the municipal council's responsibility absolutely clear should be introduced. And an annual quality assessment report should offer the respective municipal council better opportunities to assess and follow up on the academic achievement level of schools.
2. All young people should complete a general or vocational upper secondary education programme

All young people should complete a general or vocational upper secondary education programme – either a vocational education and training (VET) programme or a general upper secondary education programme. Good qualifications are the basis for enabling everyone to succeed in the labour market of the future.

Today, virtually all young people embark on either a general or vocational upper secondary education programme, but many drop out.

Owing to the necessity of many more people completing a general or vocational upper secondary education programme, this places demands especially on the quality of the VET programmes. A range of programmes should be offered that are suited to both “strong” and “weak” learners.

The Danish VET programmes have a number of decisive strengths. A high percentage of young people with a VET qualification find employment, and many VET programmes provide young people with high-level skills.

But the VET programmes offered also have a number of weaknesses. The drop-out rate is high. There are too few practical training placements available. There is a shortage of VET programmes suitable for strong and weak learners. And the number of programmes offered and the content of these programmes fall short of meeting the new requirements of the labour market.

All those involved in general and vocational upper secondary education programmes must fulfil their responsibility, in order to achieve the objective that every single young person must complete either a general or vocational upper secondary education. Pupils must leave lower secondary school with better academic competences. Pupils and their parents should understand the importance of a general and vocational upper secondary education. Municipalities should follow the progress of young people until they have completed an education programme. Employers should provide a sufficient number of practical training placements. And the drop-out rate must be reduced for both VET programmes and upper secondary education programmes.

VET programmes should be offered at different levels, so that they are suitable for both strong and weak students. And each student must be given better opportunities to select different levels for different courses. A link must be created between the education and training programmes offered and developments in the labour market. Programmes must be developed more quickly to cover new areas of employment.

THE GOVERNMENT’S OBJECTIVE THAT ALL YOUNG PEOPLE SHOULD COMPLETE A GENERAL OR VOCATIONAL UPPER SECONDARY EDUCATION PROGRAMME

- At least 85 per cent of all young people should complete a general or vocational upper secondary education programme in 2010 and at least 95 per cent in 2015.
- The general and vocational upper secondary education programmes must be attractive and of top quality.
- The vocational education and training (VET) programmes should be challenging for the brightest students and provide them with opportunities for further education and training. The VET programmes must also include the provision of suitable-level programmes for weak learners.
Municipalities should have clear responsibility for ensuring that all young people acquire an educational qualification
It should be explicitly stated in legislation that the municipal council has a clear and continual responsibility for ensuring that young people embark on and complete a general or vocational upper secondary education. The municipal council’s responsibility should be reinforced by, among other things, a reward scheme which rewards municipalities that are able to raise the number of 18-year-olds who are taking or have successfully completed a general or vocational upper secondary education. The municipalities should formulate an action plan for their activities, which should be discussed annually on the municipal council.

More practical training placements
The Government will monitor developments in the number of practical training placements and assess whether such developments are sufficient to achieve the target that at least 95 per cent of all young people complete a general or vocational upper secondary education programme. If this is not the case, the Government will further strengthen the incentive of companies to enter into company-pupil agreements with young people on the vocationally oriented youth education programmes. There are several areas of employment which need to be covered by VET programmes. This will widen the opportunities for offering practical training placements. The state must increase the number of practical training placements by at least 25 per cent by the end of 2007.

Targeted teaching after the 9th form
The 10th form should be replaced by a new introductory class, which should be targeted at young people who need to improve their qualifications first and foremost for taking a vocational education and training programme.

Mentoring schemes, school environment and guidance
On the VET programmes, a mentoring scheme should be established for trainees who lack support in the form of adult contact. The school environment should be improved and the psychological counselling functions strengthened.

More flexible approach with trainee-oriented and practice-oriented basic courses
The general course content of VET programmes should become more flexible and more practice-oriented, so that pupils at an early stage come face to face with the professional world within their educational field. This will partly serve to reduce the drop-out rate.

Basic vocational education and training for young people with weak academic skills
Municipalities should be obliged to organise VET programmes themselves for young people in an unsatisfactory training-related or employment-related situation or refer these young people to basic vocational education and training programmes at a vocational college or production school.

Action plan for promoting a higher completion rate of general and vocational upper secondary education
All vocational colleges and general upper secondary schools should formulate an action plan for promoting a higher completion rate. The plan and the results should be published on the respective school/college’s website and evaluated on an annual basis.

Dividing education and training programmes into levels
In order to offer clear education and training programmes for young people – both strong and weak learners – the VET programmes should be offered at different levels ("ladderisation"). Each level should reflect a job profile that has an equivalent on the labour market. Each pupil should also have a better opportunity to select different levels of content higher than the mandatory levels within the course.
3. A coherent education system and professional guidance

All young people must have a solid basis from which to choose an education that matches their own wishes and abilities as well as the needs of society. In particular, this must be ensured by offering professional guidance to young people at all educational levels – from compulsory school to higher education.

In 2004, the Government implemented a reform of the guidance services in the education system. With this reform, responsibility for the main guidance services in the education system has been clearly anchored in the Youth Guidance Centres and the Regional Guidance Centres. Furthermore, the number of full-time guidance counsellors has increased considerably as a result of the reform.

However, the professionalism of guidance services still needs to be improved, and in many cases there is a lack of coherence between the different levels in the education system.

There is a need to strengthen the training of guidance counsellors. A bachelor programme leading to a formal qualification as a guidance counsellor is to be developed. The existing further training programme for guidance counsellors is to be developed into a full, one-year diploma programme. Another means to ensure more professional guidance services is to implement a more systematic follow-up on results.

Young people’s choice of study is to be made easier by compiling information, for example about completion rates, salaries and job opportunities for all qualifying education, training or study programmes, in one common website.

Coherence between primary and lower secondary school and general and vocational upper secondary education is essential. Guidance concerning upper secondary education programmes should begin already in the 6th form. Also, upper secondary education institutions must report back to the relevant primary and lower secondary schools how their former pupils are performing.

General upper secondary schools, vocational colleges and higher education institutions need to cooperate – e.g. in relation to developing the academic and vocational competences of young people. Guidance services must give young people a realistic picture of possible education opportunities. Furthermore, activities such as open days and introductory courses at higher education institutions must be made available for pupils in general upper secondary schools.

THE GOVERNMENT’S OBJECTIVES FOR A COHERENT EDUCATION SYSTEM AND PROFESSIONAL GUIDANCE

- Guidance services must provide young people with a solid basis from which to choose an education or training programme that matches their wishes and abilities as well as the needs for skilled labour in society.
- A coherent education system at all levels is essential – from compulsory school to higher education. Guidance services should contribute to flexible and smooth transitions from one educational level to another.
A Coherent Education System and Professional Guidance – Key Initiatives

Professional guidance
A bachelor programme leading to a professional qualification as an educational and vocational guidance counsellor should be established. Requirements should be laid down which stress that guidance counsellors must have completed the bachelor programme or the diploma programme or that they must undergo an assessment of prior learning, which ensures that they have the necessary qualifications.

Benchmarking of results
The guidance services should be measured according to specific quantitative targets for completion rates and transition to employment or other types of education. The results should be benchmarked systematically.

Qualified choice of education
The national guidance portal, www.UddannelsesGuider.dk, should contain information about completion rates, employment, salary and potential career paths for every education and training programme and educational institution.

Guidance from the 6th form
From the 6th form up in primary and lower secondary school, special attention should be given to pupils who are at increased risk of not starting or completing an upper secondary education programme. Bridging the transition from lower secondary school to an upper secondary programme should be strengthened by introducing pupils to the upper secondary education programmes at an earlier stage.

Use of individual transition plans
Explicit requirements should be introduced with regard to the individual transition plans of pupils in primary and lower secondary school. The information contained in each pupil’s individual transition plan should be used when planning the programme of study at the start of an upper secondary education or training programme.

Mentoring scheme for young people who are particularly disadvantaged
From the 9th form onwards, young people who do not have adequate adult contact, and thus have a need for regular follow-up, should be offered the opportunity to be assigned a mentor from the Youth Guidance Centre.

Better feedback from general and vocational upper secondary institutions to primary and lower secondary schools
Upper secondary education and training institutions must report back to the relevant primary and lower secondary schools and Youth Guidance Centres regarding the performance of pupils during the first year. This will give the primary and lower secondary schools and the guidance counsellors a better idea of the requirements at the upper secondary level.

Smooth transition from upper secondary education to higher education
Upper secondary and higher education institutions should engage in ongoing dialogue and collaboration, for example concerning the development of the academic and vocational competences of young people. The Regional Guidance Centres are to communicate examples of good practice: how do the successful institutions ensure a high transition rate of pupils to higher education? Each institution should, among other things, publish information on its website regarding recruitment, drop-out and completion rates of higher education programmes.

Pupils in general upper secondary school to take part in open days and taster courses at higher education institutions
The bridging between upper secondary programmes and higher education must be developed even further. Pupils, especially those in general upper secondary schools, must have the opportunity to gain first-hand experience of a specific higher education programme.

Outreach guidance activities
Young people who have completed an upper secondary education or training programme that qualifies for admission to a higher education programme, but who have not yet embarked on such a programme, should be offered an interview with a guidance counsellor. All educational institutions should be obliged to establish schemes that ensure that a “personal development interview” is held as quickly as possible with any young person who is in danger of dropping out. Also, the educational institutions must notify the relevant Regional Guidance Centre about young people who have dropped out of their education programme. Subsequently, the Regional Guidance Centres are obliged to offer relevant educational and career guidance activities to these young people.
4. At least 50 per cent of all young people should complete a higher education programme

A highly educated labour force plays an important role in promoting growth and economic progress. Consequently, it is crucial that more young people gain a higher education qualification and that they complete their studies earlier.

Today, 45 per cent of a year group of young people gain a higher education qualification. This figure is below that of other countries.

Too few embark on a higher education programme, and far too many drop out. Furthermore, too few young people choose education programmes within engineering, science and health.

General upper secondary school must prepare young people better for going on to further study. Fewer compulsory subjects will in the long run allow more time for in-depth academic study in general upper secondary education. And new resource centres should strengthen teaching in the sciences.

Higher education institutions must create more attractive programmes, especially within the fields of engineering, science and health. In their development contracts, universities and the new university colleges should be obliged to take the necessary steps to reduce the drop-out rate. The universities should ensure that it is possible for students to complete their study programme within the prescribed period of time.

The admission system and the State Education Grant and Loan Scheme (SU) rules should be designed in a way that encourages young people to start their higher education programme earlier. And the SU rules and programmes should be organised in a way that discourages delays during the programme.

THE GOVERNMENT’S OBJECTIVE FOR TOP LEVEL HIGHER EDUCATION PROGRAMMES

• At least 50 per cent of a year group of young people should complete a higher education programme in 2015.
• General upper secondary education should provide pupils with good academic and general competences, enabling them to go on and gain a higher education qualification.
• More young people should get an education within the fields of engineering, science and health.
• Young people who study for a higher education qualification should in the longer term as a general rule have completed their studies around the age of 25.

HIGHER EDUCATION IN DENMARK COMPRISSES THREE LEVELS:

• Short-cycle higher education, leading to a qualification such as datamatician, financial economist and laboratory technician.
• Medium-cycle higher education, leading to a qualification such as nurse and teacher.
• Long-cycle higher education, leading to a university degree.
General upper secondary education should prepare young people for further study
The number of compulsory subjects in general upper secondary school should in the long term be reduced, so that pupils are allowed more time for in-depth study in their specialisation subjects. This will prepare young people better for further study.

More people should undertake an education programme within engineering, science, ICT or health
New attractive course packages and education programmes should increase enrolment in programmes within engineering, science, ICT and health. In order to ensure increased intake, guidance about these programmes should be strengthened. Four to six resource centres should be established with links to research conducted, for example, at science faculties at universities. The resource centres are designed to strengthen the teaching of science at general upper secondary school level, partly by setting up research-related courses.

Educational institutions should reduce drop-out
Educational institutions should be obliged via development contracts and economic incentives to take steps to retain students. All educational institutions should also be obliged to set up schemes ensuring that “personal development interviews” are organised and held as quickly as possible with young people who are in danger of dropping out.

Better coherence between short-cycle higher education programmes and VET programmes
Short-cycle higher education programmes should be made more attractive and relevant to the labour market as a natural extension of the VET programmes.

SU rules and the admission system should encourage earlier programme start
Young people who start an education programme more than two years after passing their qualifying examination should have their State Education Grant and Loan (SU) reduced by DKK 1,000 per month before tax. Young people who start earlier will receive the same SU rate as today.

Revised SU rules to discourage delays
The SU rules should be revised in order to ensure that more young people have fewer delays during their studies. The SU grant should be divided into a basic grant and a supplementary grant. The supplementary grant is set at DKK 1,000 per month, which is paid out in a lump sum of DKK 6,000 after each semester’s exams have been passed or after corresponding study progress has been documented. SU should be given only for the period of prescribed study. The possibility of postponing the payout of instalments beyond the prescribed period should be abolished. At the same time, the earnings ceiling should be raised and students should have better opportunities for taking out SU loans beyond the prescribed period.

Education programmes should be structured in a way that allows them to be completed within the prescribed period of time
The universities should ensure that the education programmes are organised in such a way that the content can be completed and the objectives achieved within the prescribed period of time. Universities must be assessed based on how quickly young people complete their studies. The system of performance based financing is to be restructured in a way that encourages the universities to push students to finish their studies within the prescribed period of time. Universities should be obliged to follow up on students who have exceeded the prescribed period of time by more than six months – for example by offering an interview.

Better opportunities for credit transfer
In order to strengthen the opportunities for credit transfer, all students should have the opportunity to complain about decisions regarding credit transfer. This will help to reduce undue prolongation of the student’s programme.
Students, researchers, business leaders and staff increasingly travel out into the world and cooperate with people from other countries. This places strong demands on our ability to interact effectively at an international level and on our understanding of other cultures. Education and training programmes must therefore both give young Danes strong academic and professional competences as well as a global outlook.

Educational institutions and students already today participate in numerous international activities.

However, the programmes differ greatly in terms of the extent to which students go on study periods abroad.

None of the Danish universities have formulated a coherent strategy for their participation in the global education market. And there continue to be institutions and programmes, especially in relation to the medium-cycle higher education programmes, where the number of courses and subjects taught in English is limited.

All general and vocational upper secondary education programmes should have a global perspective, so that young people develop an understanding of other cultures and acquire the qualifications and competences to participate in the globalised world. The academic level in foreign languages, first and foremost English, should be further strengthened in both general upper secondary education and vocational education and training. All higher education institutions must set out relevant objectives for their participation in the global education market. And they should participate more in mutually binding cooperation with foreign educational institutions.

Many more young Danes must have the opportunity to pursue a study period abroad. The number of relevant courses and programmes offered in English should be increased. More scholarships should be made available to attract bright students from abroad.

**THE GOVERNMENT’S OBJECTIVES FOR EDUCATION AND TRAINING PROGRAMMES WITH A GLOBAL PERSPECTIVE**

- All young people should complete an education programme with a global perspective.
- Many more Danish students should go abroad to study, so that they can acquire international insight and greater understanding of other cultures.
- It must be made more attractive for highly qualified foreign students and teachers to come to Denmark.
- The education and training institutions should develop attractive academic and professional environments that can contribute to attracting and retaining highly qualified labour and companies in Denmark.
The teaching of English should be strengthened in VET programmes and general upper secondary education. Students enrolled in a VET programme should have better opportunities for selecting English at a more advanced level. In general upper-secondary school, the level of English language skills must be strengthened further. Schools should be obliged to incorporate course literature in English in the various subjects as well as encouraged to take the opportunity to use English as the language of instruction in one or more subjects.

More international activities
Schools should ensure that all students engaged in general and vocational upper secondary education participate in at least one international project during their studies.

New scholarship for studying abroad targeted at young people
A new scholarship for study abroad will give more young Danes the financial opportunity to pursue a study programme at a reputable higher education institution abroad. These scholarships are to be used to cover fully or partially the tuition fees of the foreign institution. The scholarship may maximum correspond to the taximeter financing of a corresponding Danish education programme.

Educational institutions should set objectives for internationalisation
Higher education institutions should be obliged to set specific objectives for the internationalisation of their education programmes. In addition, a plan should be drawn up for how the linguistic competences of teachers and lecturers can be improved.

Targets for the number of study periods abroad
Higher education institutions should be obliged to set targets for the number of students studying abroad for a period.

 Targets for the number of courses and programmes taught in English
In accordance with their development contracts, higher education institutions should be obliged to set relevant targets regarding the number of programmes or courses taught in English.

New grade scale
The current 13-point grade scale should be replaced by a new internationally comparable scale.

Marketing Denmark as an education-oriented country
A national strategy should be drawn up to promote and market Danish education. The strategy must pave the way for education and training institutions to attract highly qualified foreign students and teachers, especially to prioritised education and vocational fields.

New Quota 3 for applicants outside EU/EEA
For applicants outside EU and EEA countries, a Quota 3 system should be established in the admission system for education and training programmes taught in English. The initiative will encompass all higher education programmes.

More scholarships to talented foreign students
The Free Place and Scholarship Scheme for students from countries outside the EU/EEA region, which will take effect in 2006, should be extended. Extending the scheme will provide the opportunity for the Danish higher education institutions to attract a greater number of talented foreign students within prioritised fields.
6. World top level short-cycle and medium-cycle higher education programmes

Denmark should have top level short-cycle and medium-cycle higher education programmes. The programmes should be academically broad-based and of high international quality. And the content of the programmes must match the needs of the labour market.

There are many well-run educational institutions that offer short-cycle and medium-cycle higher education programmes and which have dedicated students as well as competent teachers.

However, the institutional structure for the education programmes is not up-to-date. In a number of academic fields, there is a shortage of education programmes targeted specifically at companies. And the necessary linkage between short-cycle higher education programmes and VET programmes is lacking.

There is a need for strong educational environments that have the necessary academic weight and managerial capacity to develop relevant and up-to-date education programmes. The short-cycle and medium-cycle higher education programmes should be gathered together in fewer and stronger educational environments. These environments should offer programmes that can continuously be adapted to meet changing needs in the labour market and in society. And the programmes should be continuously evaluated according to international standards in order to ensure they are of top quality.

Greater demands must be placed on the didactic competences of teachers. Teaching should be based on state-of-the-art knowledge. The practical training should be improved, so that the education programmes become more oriented towards the needs of the labour market. And there should be greater linkage between VET programmes and short-cycle higher education programmes.

FACTS ABOUT SHORT-CYCLE AND MEDIUM-CYCLE HIGHER EDUCATION PROGRAMMES

Short-cycle higher education programmes are vocationally oriented programmes leading to a particular profession, such as datamatician and laboratory technician.

Medium-cycle higher education programmes, which lead to qualifications such as nurse and graduate engineer (BSc), combine theoretical and practical competences. Both types of education are thus targeted directly at specific jobs. This places strong demands on the ability of programmes to keep pace with the changing needs of the labour market.

THE GOVERNMENT’S OBJECTIVES FOR WORLD TOP LEVEL SHORT-CYCLE AND MEDIUM-CYCLE HIGHER EDUCATION

- The quality of short-cycle and medium-cycle higher education programmes should be comparable to world top performers.
- Short-cycle and medium-cycle higher education programmes should have a content that reflects the needs of society.
New, multi-disciplinary university colleges with a greater range of programmes
All institutions engaged in providing medium-cycle higher education should be gathered together in 6-8 multi-disciplinary, regionally based university colleges with academically strong and modern study environments. The university colleges are designed to strengthen the number of bachelor programmes offered within engineering and commerce.

Short-cycle higher education programmes should be gathered at fewer schools and colleges
Short-cycle higher education programmes should be collected at fewer, larger academies of professional higher education, the aim of which is to ensure the provision of an adequate number of programmes regionally through cooperation with local vocational colleges.

An independent accreditation body should evaluate all education programmes according to international standards
Once the new university colleges and the academies of professional higher education have been established, all short-cycle and medium-cycle higher education programmes should be accredited by the accreditation body that also accredits university programmes. The accreditation body must evaluate the quality of the programmes according to international standards.

New education programmes should be oriented towards meeting new needs
New profession-oriented and practice-oriented education programmes should be developed that particularly target companies.

Strengthened cooperation between educational institutions and companies
A collaboration programme should be set up to strengthen cooperation between educational institutions and companies. This will contribute to ensuring that both the number and content of practice-oriented and profession-oriented higher education programmes are continuously adapted to meet the needs of companies, and this will at the same time strengthen innovation in companies.

More dissemination of knowledge from universities to university colleges
Education programmes should be based on knowledge derived from the latest research. For this reason, the university colleges, in their development contracts, should be obliged to formulate strategic plans for research affiliation and dissemination of research results. In response to the wishes and needs of the university colleges, a new strategic research programme under The Danish Council for Strategic Research is to generate knowledge of relevance for education and dissemination tasks for the university colleges.

Better opportunity to qualify for admission to a short-cycle higher education programme
There should be direct access to short-cycle higher education programmes from relevant VET programmes of three years or more in length. And short preliminary courses should be organised for students needing to improve their ability to complete a short-cycle higher education programme.

Greater flexibility in short-cycle higher education programmes in relation to the needs of the labour market
Today, short-cycle higher education programmes must fit into a two-year framework that does not always match the needs of the labour market. The length and content of each programme should be more flexible and adapted to meet the needs of the labour market.

Higher quality student practice periods
The quality of a student practice period should be ensured through adopting new methods. Formal dialogue fora between the student, the practice period supervisor and teachers should ensure clear coherence between the theoretical-based instruction and the student practice period, with a point of departure in the student’s learning objectives for the student practice period. ICT may be used to support the dialogue process. An in-company student practice period should be made compulsory on all short-cycle higher education programmes.

Stronger professional development of teachers
The quality of teaching in short-cycle and medium-cycle higher education programmes must be ensured through centralised rules and systematic, ongoing competence development of teachers. The institutions should be obliged to ensure that teachers develop professionally and keep themselves up-to-date with the latest knowledge.
7. World top level universities

Denmark should have top level universities; universities with strong academic environments that can retain and attract talented students and researchers, and which can provide the foundation for a dynamic development in society.

Danish universities conduct top level research in many fields. They have dedicated students and talented researchers.

However, there are also weaknesses. The distribution of basic funding at universities does not reward high quality. And there is no systematic testing of the quality of the programmes and their relevance to society.

There is a need to further develop universities, in which quality and relevance are the key sustaining principles.

In the future, the basic funds of universities should be distributed according to quality. All university study programmes must meet international standards. Universities should have the capacity to swiftly develop new study programmes that meet the changing needs of the labour market and society. And the government research institutions should be integrated in the universities, so that their research underpins the education of bachelor and master’s graduates.

The number of PhD scholarships and industrial PhD programmes should be doubled. And the brightest students must have the opportunity to pursue an elite education, so that they match the level of the best abroad.

Universities teachers must be competent at teaching. And new super professorships should attract highly qualified researchers and teachers.

Universities should set objectives for utilising the results derived from research and also cooperate with the business community. The work on disseminating knowledge should have a bearing on how much funding each university is awarded. Researchers should also be able to obtain help in testing and documenting whether an invention has commercial potential.

THE GOVERNMENT’S OBJECTIVES FOR ENSURING WORLD TOP LEVEL UNIVERSITIES

- Danish universities should be comparable to global top performing universities.
- University study programmes should be of high quality and have a content that fulfils society’s need for employees with a research-based education.
- Universities should produce top level research and be among the top performers at turning research results into new technologies, processes, goods and services.
- Universities should develop attractive academic environments and hereby contribute to attracting and retaining highly qualified labour and companies in Denmark.
The basic funds of universities should be distributed according to quality
Universities should be allocated basic funding resources following an overall assessment of the actual results and objectives relating to the quality of research, teaching and knowledge dissemination. The universities that score highest will be allocated the most funding relative to their size.

Government research institutions should be integrated in universities
Today, government research institutions do not educate bachelor and master’s graduates. Within a few years, government research institutions should be integrated in universities, so that their research also underpins the study programmes. Regulatory tasks and cooperation with the business community must continue to be given high priority.

All university programmes should be evaluated according to international standards
An independent accreditation body should be set up to evaluate all university programmes according to international standards. Only accredited programmes should be eligible for government grants. Universities should have considerable freedom to develop new programmes. The ministerial approval of new programmes should be abolished.

Bachelor programmes should lead to better job opportunities
Bachelor programmes should be well-rounded courses of study that also aim to secure employment. Universities should at the same time develop new master’s programmes, so that bachelor degree holders can select from among a range of postgraduate programmes targeted at different parts of the labour market.

Systematic dialogue with employers
Universities should establish employer contact panels that ensure systematic dialogue with employers regarding the study programmes’ quality and relevance for society.

The number of PhD scholarships and industrial PhD programmes should be doubled
The number of PhD scholarships and industrial PhD students should be doubled. The increase should occur especially within the fields of natural science, engineering science, ICT and health science.

Special master’s programmes for outstanding students
Universities should establish elite master’s programmes, i.e. two-year programmes with an exceptionally high teaching standard and high admission requirements, and advanced trainee courses in private enterprises for very talented bachelor degree holders.

Focus on good teaching
PhD students should complete an exam-based course in pedagogy and teaching technique. The pedagogic upgrading of assistant professors should be strengthened. Associate professors and professors should take part in the teaching on the programmes at all levels, including the first year, and quality teaching should be rewarded in the same way as quality research.

Universities should have greater freedom to attract talented researchers
Universities should have the opportunity to attract highly talented researchers by applying pay in a flexible manner. And they should be able to hire super professors with independent management responsibility.

The knowledge of universities is to be utilised in society
Universities should set specific objectives for the utilisation of research results and for cooperation with external parties, including the business community. The results should have a bearing on how much funding each university is allocated. Researchers should be able to obtain assistance for testing and documenting whether an invention has commercial potential.
8. More competition and better quality public sector research

Public sector research in Denmark should be innovative and of top quality. Publicly financed expenditure on research and development should reach 1 per cent of gross domestic product (GDP) in 2010. And public and private companies together should spend at least 3 per cent of GDP on research and development in 2010.

Denmark is among the countries that conduct the most research. Denmark spends considerable funds on public sector research. And our researchers are competent and dedicated. However, there is a need to improve public sector research even more.

Today, there is too little competition for research funding. And the funding is often spread too thinly. Investments in laboratories and equipment have not been given high enough priority. There is no tradition for measuring and evaluating the quality of research. Furthermore, Denmark’s participation in EU research programmes is declining.

The Government will earmark considerable funds for research. But it is also essential to get value for money. Consequently, there is need for a sweeping reform of public sector research.

Increased competition will ensure that the funds go to the best researchers and the best research environments. At least 50 per cent of the funds should be subject to open competition. The funds should be targeted at large, long-term research projects that can produce ground-breaking results and attract top-level researchers. In addition, a strategy for investments in advanced equipment and laboratory facilities should be formulated.

Strategic research should be strengthened in areas that can act as a driving force behind continuously increasing prosperity or remedy important social problems.

In the future, the quality of Danish research should be subjected to systematic measurement and evaluation.

Barriers to Danish participation in international research cooperation must be eliminated, and funds must be set aside for national co-financing.

THE GOVERNMENT’S OBJECTIVES FOR ENSURING WORLD TOP LEVEL PUBLIC SECTOR RESEARCH

• Publicly-financed expenditure on research and development should reach 1 per cent of gross domestic product (GDP) in 2010. Public and private companies together should spend at least 3 per cent of GDP on research and development in 2010.
• Public sector research should be innovative and of top quality.
• Public sector research should be relevant and promote prosperity and welfare.
MORE COMPETITION AND BETTER QUALITY IN PUBLIC SECTOR RESEARCH – KEY INITIATIVES

More funds for public sector research
Publicly-financed expenditure on research and development should reach 1 per cent of gross domestic product (GDP) in 2010.

50 per cent of research funds should be subject to competition
The proportion of public sector research funds that are distributed in competition should constitute 50 per cent of the total research funding available in 2010.

New model for competition between universities
Today, virtually all research funds that are distributed according to an open competitive process are awarded to individual researchers and research groups. As a consequence, research risks becoming dispersed and disconnected from the universities’ strategy for their research. Therefore, a proportion of the funds available in the future should be allocated in competition between universities. Each university’s management should be required to take part in a competitive bidding process in which they submit proposals for large-scale, long-term research projects. The proposals should be evaluated on the basis of their quality and relevance.

The research grants should cover all costs
The rules for research grants allocated on a competitive basis should be revised, so that the grants cover the full costs of the institutions.

Greater number of large, long-term research grants
The grant award procedures of The Danish Council for Strategic Research and The Danish Councils for Independent Research should be revised, with the aim of increasing the proportion of large, long-term research grants.

Research grant pool for research infrastructure
A long-term Danish strategy for investments and priorities of major research infrastructures should be formulated. A special research grant pool is earmarked in the State Budget for the purpose of financing investments in cross-cutting research infrastructures that are so large they cannot be borne alone by the particular university or research institution.

More funding towards strategic research
A larger proportion of the public sector research funds that are awarded in open competition should be targeted at strategic research conducted within areas that can act as a driving force for increasing prosperity or remedy important social problems. Future funding awarded towards strategic research should include to a greater extent requirements regarding private sector co-financing.

Better basis for prioritising
The basis for the political prioritisation of strategic research should be strengthened. Therefore, a broad-based survey should be regularly carried out to identify the research needs that societal and business developments create as well as the capabilities of Danish research institutions to meet these needs. Once every four years, a catalogue should be compiled of themes for strategic research.

Quality barometer and evaluation of large-scale programmes
The quality of Danish research should be measured and evaluated in a systematic way. A “quality barometer” should be established that gives a picture of how the quality of Danish research is developing. Furthermore, research programmes should be more systematically evaluated in an effort to ensure that research grants are allocated according to quality-based criteria.

Co-financing of Danish participation in international research cooperation
In recent years, the EU has considerably widened the strategic cooperation on research. However, Danish participation in the EU framework programmes is declining. The rules should be amended so the research councils can allocate funding support towards international research cooperation. In addition, the research councils should have the opportunity to use funds for national co-financing in order to promote Danish participation in EU framework programmes and other international research activities.
9. Good framework conditions for companies’ research, development and innovation

Denmark should continue to be among the countries in the world where private companies not only conduct the most research but are also the most innovative. And Denmark should be among the best at utilising public sector research in the business environment and society in general.

Danish companies carry out research more than companies in most other countries. There exists a good foundation for the dissemination of knowledge between universities and companies. However, the percentage of highly educated people in the country, which is the most important prerequisite for enabling companies to research and develop, is lower than in many other countries. Only a few small and medium-sized enterprises collaborate with universities on research and development. And Danish enterprises do not participate enough in international research partnerships.

Action is therefore needed in several areas. More people should obtain a higher education qualification – especially within the fields of science, engineering, ICT and health. And the number of PhD scholarships and industrial PhD programmes should be doubled.

Partnerships between companies and universities contribute to a more rapid dissemination of public sector research results to the business community. This collaboration must be strengthened.

The Authorised Technological Service Institutes (GTS) should be made more flexible through competition, and the path must be opened for new actors and other areas than today. Companies should be given better opportunities to participate in international research and development programmes.

A new research environment for user-driven innovation will create the framework for systematically collecting knowledge about customers and markets. Projects should be initiated on user-driven innovation in small enterprises and in the public sector.

Better opportunities should be created for trading in knowledge through the establishment of an electronic marketplace.

THE GOVERNMENT’S OBJECTIVES FOR COMPANIES’ RESEARCH, DEVELOPMENT AND INNOVATION

- Denmark should continue to be among the countries in the world where private companies conduct the most research. The private sector should spend at least 2 per cent of gross domestic product (GDP) on research and development in 2010.
- Denmark should be among the best countries at transforming new research results and knowledge generated by research and educational institutions into new technologies, processes, goods and services.
- Danish companies should be among the most innovative.
**GOOD FRAMEWORK CONDITIONS FOR COMPANIES’ RESEARCH, DEVELOPMENT AND INNOVATION – KEY INITIATIVES**

**Greater number of highly educated people**
More people should obtain a higher education qualification. And the number of PhD scholarships and industrial PhD programmes should be doubled. Government research institutions should be integrated in universities, in order for this part of research to play a role in educating master’s graduates. And universities should offer more continuing education programmes for highly educated people.

**Funds for cooperation to be collected in a single grant pool**
In order to strengthen collaboration on research and innovation between companies and the research and academic community, the funds for current collaboration schemes are to be gathered in a single grant pool. The pool is to contain, among other things, “open” funds, which are to be allocated to projects that do not fall under the category of already known forms of collaboration. Within the framework of the pool’s “targeted” funds for collaboration, three new initiatives are to be established: 1) a discount scheme is to be set up for small and medium-sized enterprises, 2) contributions by small enterprises to co-financed research projects are to be doubled up, and 3) matchmakers are to strengthen collaboration between companies and research institutions.

**Better prioritisation of funding for innovation incubators**
The grants allocated to innovation incubators should be prioritised towards incubators that have the basis for achieving the best results. Heavier demands should be placed on the competences of the innovation incubators. The aim is to build a structure in which competences are gathered in stronger incubators than today.

**Funds for Authorised Technological Service Institutes (GTS) are to be allocated on an open competitive basis**
Authorised Technological Service Institutes (GTS) provide consultancy as well as research and development services to Danish companies on new technology. In order to make the GTS system more dynamic, more actors should be invited to submit bids for providing technological service. Technological service should be made more flexible, so that it can be adapted to the market’s need for new knowledge and technology. For example, an e-business innovation centre should be established within the framework of the GTS system. The results produced by GTS Institutes should be evaluated internationally.

**Private companies should have better opportunities to participate in public-financed research**
Research-intensive Danish companies should be given more opportunity to compete for public funds on the same conditions as public sector research institutions. Announcements and information about invitations to bid for research funds should be organised in a way so that companies are encouraged to participate.

**Co-financing Danish participation in international research and development programmes**
The Danish Council for Technology and Innovation should be able to co-finance international programmes and projects that can promote innovation in Danish companies.

**User-driven innovation programme should generate new knowledge about customers and markets**
Innovation should be strengthened through the more systematic production of knowledge about the needs of customers and users. An integrated research environment should be created within the field of user-driven innovation. This environment should be cross-disciplinary and incorporate areas such as business economics, anthropology, ethnology, engineering science, design and psychology.

In addition, specific projects on user-driven innovation in small enterprises and in the public sector should be initiated. The projects should be selected in open competition. The projects should focus on, among other things, the systematic identification of customer and user needs as well as market trends.

**Marketplace for knowledge trading**
A new Internet-based marketplace for trading in rights should create a transparent and efficient market for the purchase and sale of patents, brands and other rights.
Danish companies and public institutions should be among the most innovative. One of the essential driving forces behind innovation is effective competition, both in the private sector and in the public sector. It is also important that Denmark attracts highly skilled foreigners to Denmark.

The majority of international surveys place Denmark among the most competitive countries in the world. Denmark has a sound and open economy with a broad-based business community.

However, in important areas there are also weaknesses. Competition is too weak in several business sectors and in a number of infrastructural areas. Public sector functions and services are outsourced less than in other countries. And the rules governing residence and work permits make it difficult to attract skilled people from other countries.

Action is therefore needed in areas with weaknesses.

Efforts must be made to promote an efficient market for goods and services in the EU. Danish legislation should be reviewed, with the aim of assessing to what extent it conforms to the principles of the single market, and trade barriers must be eliminated.

The competition authorities should have more effective tools for investigation, including the reduction of fines for companies that cooperate with the authorities.

Greater competition on providing public sector functions and services will ensure not only the proper framework for promoting innovation but also that the functions and services are delivered in the best and cheapest way. All suitable functions and services should be put out to competitive tender. Requirements must be laid down for open announcements of public sector procurement. And new forms of public-private partnership should be widely adopted and used in a targeted manner.

A new green card scheme should be created, with the aim of bringing a larger number of skilled people from abroad to Denmark. Foreign students who complete an adult education or continuing training programme in Denmark should be allowed a period of six months in which to search for work here if they so wish. And highly paid foreigners should be able to obtain a residence and/or work permit more quickly.

The Government’s objective is gradually to reduce tax on earned income. Provided the fiscal room of manoeuvre has been achieved, the Government will lower tax on earned income further.

THE GOVERNMENT’S OBJECTIVES FOR PROMOTING STRONGER COMPETITION AND GREATER OPENNESS AND TRANSPARENCY

- In 2010, competition in Denmark should be on a par with the best OECD countries, and the number of business sectors characterised by inadequate competition should be halved.
- Danish companies should be among the most innovative.
- Denmark’s public sector institutions should be among the most innovative. They should focus on developing new ideas that can be translated into providing better service to citizens and companies.
Special rules and trade barriers to disappear
Efforts should be made to promote an efficient market for goods and services in the EU. Legislation, authorisation schemes and standards should be reviewed, with the aim of assessing to what extent they conform to the principles of the single market, and trade barriers should be eliminated.

The authorities should have new effective tools for ensuring competition
The enforcement of competition-related legislation should be strengthened by introducing a leniency programme, so that there are better opportunities to resolve cartel-related matters. Individuals and companies that cooperate with the authorities in cartel-related matters should be eligible for a reduction in imposed fines. A fast-working committee should examine, among other things, whether the Danish Competition Council should be allowed to issue administrative fines, and whether the Council’s ruling authority in individual cases should be amended.

Strengthening the courts’ handling of competition-related cases
In the future, all competition-related civil cases in the country should be dealt with by The Danish Maritime and Commercial Court. This will ensure the presence of the legal, financial and business expertise required for handling the complicated, albeit rather few, cases.

Stronger competition regarding public sector functions and services
The public sector should become better at using the market to deliver the best and cheapest service. Municipalities and regions – in line with central government – should be obliged to invite bids for contracts regarding functions and services that are deemed suitable for competitive tender. In this respect, regulations governing the preparation of in-house bids should be introduced to ensure that municipalities and private companies compete for a function or service on equal terms.

More public sector functions and services to be announced openly
Demands should be placed on open announcements, so that companies – including small enterprises – are given better opportunity to bid for public procurement contracts. Announcements should be supported by a public procurement database that the Government will establish in collaboration with Local Government Denmark (LGDK).

Better framework conditions for public-private partnerships
Municipalities and regions should be required to systematically evaluate how large-scale construction projects can best be organised, for example in the form of public-private partnerships. The rules governing the access of municipalities and regions to the market should be tightened and made more explicit, so that the rules are oriented towards ensuring that services which previously were primarily undertaken by the public sector are outsourced to the market.

Green cards to bring a greater number of skilled foreigners to Denmark
A green card scheme should be introduced that allows highly skilled foreigners without firm job offers, but with good prospects of finding employment, the opportunity to obtain a residence permit for up to six months in order to seek work in Denmark. Foreign students who complete an adult education or continuing training programme in Denmark should, in extension of this, be allowed six months in which to seek work here if they so wish.

Faster issuance of residence and work permits to the highly paid
Residence permits should be given to all those able to document a firm job offer providing an annual salary of over DKK 375,000. At the same time, the number of job functions that trigger eligibility for a residence permit should be increased.

Lower tax on earned income
The Government’s objective is gradually to reduce tax on earned income. The Government has already taken action to reduce taxes, implementing reductions in 2004 amounting to approximately DKK 10 billion. Provided the fiscal room of manoeuvre has been achieved, the Government will lower tax on earned income further. The Government is to formulate a multi-annual plan in this regard.
Globalisation creates new opportunities for Danish citizens and companies throughout the world. More Danes have contact with other countries and travel abroad themselves. The Danish people should be able to relate more to and work together with people from different cultural backgrounds. At the same time, technological developments mean that communication across national borders and cultures takes place in a completely different way than before.

The Danish people should have a strong interaction with other countries and cultures. Danish interests should be safeguarded and promoted effectively. The Danes should have a good understanding of other cultures. And other countries must have reliable and correct knowledge about Denmark and our special competences.

Denmark has a long history of trading and exchanging ideas with other countries and foreign cultures. And as active partners in, for example, the EU, the WTO, the UN and other regional and international organisations, Denmark plays a role in shaping international rules regarding global challenges.

However, Denmark is not represented strongly enough in certain countries and regions that play an important role. This applies to several of the new high-growth countries, such as China and India, and also to the Middle East in general. Our knowledge about these countries and cultures is not adequate in all areas. And the knowledge we do have is not adequately disseminated and utilised.

There is need for competences and instruments of the Ministry of Foreign Affairs of Denmark to be adapted to the global development. Danish companies should have better opportunities to gain a foothold in new high-growth markets. The Danish people should strengthen our overall knowledge of other countries and cultures.

The effort to attract foreign companies should be intensified and coordinated more effectively. Denmark must attract talented students and teachers from abroad. The marketing of Denmark as a tourist destination should be strengthened.

Denmark should continue to play an active role in addressing global challenges. Global poverty should be reduced through free trade and effective development assistance. International terrorism must be fought and conflicts resolved. There is a need for a new global climate agreement on the reduction of greenhouse gases after 2012. Respect for universal human rights must be promoted. Danish companies should be able to draw on knowledge and tools that can help them with the social, ethical and environmental aspects of business operations.

**THE GOVERNMENT’S OBJECTIVES FOR PROMOTING STRONG INTERACTION WITH OTHER COUNTRIES AND CULTURES**

- Danish interests should be safeguarded and promoted effectively on the global scene – politically, economically, culturally and in a concrete way for Danish citizens and companies.
- Danish society must have good insight into and understanding of other countries and cultures – including cultures that are very different from ours.
- Other countries must have reliable and correct knowledge about Denmark and Denmark’s special competences.
STONG INTERACTION WITH OTHER COUNTRIES AND CULTURES – KEY INITIATIVES

Development of instruments and competences of the Ministry of Foreign Affairs of Denmark

The instruments and competences of the Ministry of Foreign Affairs should be adapted to meet the new needs arising from globalisation. This adaptation should take place on the basis of the analysis already initiated by the Ministry, which identifies the changing conditions and new needs. The Missions’ locations should be continuously adjusted to new and changing priorities in the light of international developments. Among other things, Denmark should have a direct presence in more countries in the Middle East and North Africa than today. The competences of posted staff should be strengthened in respect to language and cultural knowledge, information dissemination, and contact with the press and media. The objective is to strengthen our knowledge about developments in other countries and to improve the knowledge of other countries about Denmark. The instruments for making contact with as well as protecting and evacuating Danish nationals should be enhanced, partly by strengthening cooperation between the embassies of EU Member States.

Pro-active trade policy

A pro-active trade policy strategy is to be formulated that explicitly identifies and seeks to reduce barriers which restrict the opportunities of Danish companies to gain a foothold in important high-growth markets. A key element in the strategy will be that Denmark should work to promote bilateral and regional trade and investment agreements between the EU and third countries in countries where Denmark and Danish companies have special economic interests – e.g. in major high-growth countries such as the USA, Brazil, Russia, India and China.

Strategic research programme on cultural understanding

A strategic research programme on dialogue and understanding between different cultures should be established. The research programme should strengthen our knowledge on how to promote understanding between people from different cultures.

Expansion of the GoGlobal cooperation to joint promotional efforts in new high-growth economies

The GoGlobal cooperation between the Trade Council of Denmark, the Danish Export Credit Fund, Danida and the Danish Industrialisation Fund for Developing Countries and Eastern Europe should be expanded to also include joint promotional efforts in countries such as China, Vietnam and India.

Incubators at Danish Missions abroad

Incubators should be established at the Danish Missions in countries where it is important for Danish companies to have a local presence in the form of their own subsidiary. In a start-up phase of maximum two years, the incubator should offer office premises, administrative assistance, market consultancy and sales support.

Knowledge and competences should be strengthened in relation to new high-growth regions and other cultures

Knowledge and competences in relation to new high-growth regions and other cultures should be strengthened through the systematic use of researchers, authorities, companies, organisations and individuals – including Danes with a different ethnic background – that have special insight or interest in the particular countries.

New centre to strengthen knowledge and competences concerning the Middle East and the Muslim world

A knowledge centre concerning the Middle East and the Muslim world is to collect and generate knowledge as well as develop competences in relation to this part of the world. This is to take place through teaching and research in language, history, Islam, mass media in the region, as well as political and economic aspects. The centre is to communicate the research-based knowledge, so that it becomes activated in Danish society and in Denmark’s relations with the Muslim world, including to serve as a knowledge base for companies, public authorities and citizens.

Intensified marketing of Denmark as an investment-attractive country and tourist destination

Sales and marketing efforts to promote Denmark as an investment-attractive country should be widened to additional markets. More Danish cutting-edge competences should be marketed globally, such as Denmark as a design nation. Furthermore, a clear division of labour should be established between the Danish investment promotion agencies. At the same time, the efforts to market Denmark as a tourist destination should be strengthened.
12. More high-growth start-ups

Entrepreneurs play an important role for dynamism and growth. New companies serve to ensure that new ideas and new ways of doing things are constantly tried out. Entrepreneurs challenge the existing companies and strengthen competition.

Many Danes want to start their own business. Each year, between 14,000 and 18,000 new companies are set up in Denmark. This is on a level with the best performing entrepreneurial countries. However, far too few of these new companies generate growth. Only around 5 per cent of Danish entrepreneurs quickly achieve a high growth rate in turnover or employment within the first years. In the leading countries, this figure is three times as high.

Action is needed on several fronts. The foundation for a strong independence culture needs to be laid already in school. Pupils in primary and lower secondary school should work systematically on developing their creative thinking skills in the existing subjects. In VET programmes and higher education programmes, young people should be offered courses in entrepreneurship.

Entrepreneurs and small enterprises with growth ambitions should have accessible and competent advice in centres for new growth businesses.

There should be better access to risk capital. More private venture capital and new financial instruments will give new companies better access to capital. Lower tax will reduce the barriers to the growth of new companies. A tax reduction to high-growth start-ups will increase their incentive for further growth and investments.

The administrative burdens should be reduced via new digital solutions. And it should be made easier to restart after bankruptcy.

THE GOVERNMENT’S OBJECTIVES FOR MORE HIGH-GROWTH START-UPS
- Denmark should continue to be among the European countries with the highest number of new companies launched each year.
- Denmark should in 2015 be among the countries with the highest number of high-growth start-ups.
Teaching methods in primary and lower secondary school teacher training that foster creativity and innovative competences
In connection with the forthcoming reform of teacher training, the content descriptions of relevant subjects should be revised, so that they encompass teaching methods and techniques that can stimulate and develop the innovative competences of pupils in primary and lower secondary school.

Strengthening of the Danish Foundation for Entrepreneurship activities and culture
The Government will work for a considerable strengthening of private sector involvement in the Danish Foundation for Entrepreneurship activities and culture. The Foundation should focus more strongly on facilitating collaboration between schools and the business community and on developing teaching materials, competitions and entrepreneurial games for young people.

Provision of courses in entrepreneurship in VET programmes and higher education programmes
All students taking a VET or higher education should be offered subjects or courses in entrepreneurship.

Establishment of centres for new growth businesses – providing accessible and competent advice to high-growth start-ups
In collaboration with municipalities and regional growth fora, the Government will establish regional centres for new growth businesses, where government and municipal services offered to high-growth start-ups will be localised in the same building. The aim is to create an integrated range of expert consultancy services, in which potential high-growth start-ups and small enterprises with growth ambitions can gain access to all kinds of relevant advice and help at one single location.

Tax breaks aimed at reducing barriers for high-growth start-ups
The Government will lower taxes in three areas. High-growth start-ups that have a positive taxable income are to be entitled to DKK 100,000 annually in tax relief for the first three years. A new savings scheme for entrepreneurs is to be established which allows full top-rate tax relief on deposits made. And entrepreneurs are to have better opportunities to use shares to remunerate key employees.

New, financially strong venture capital funds
Through a partial privatisation of Vaekstfonden (The Danish Growth Fund), a new financially strong venture capital fund is to be created. The funds are to be built up through deposits from Vaekstfonden as well as from pension companies and other private investors. Vaekstfonden should be able to generate a return that makes it an attractive investment target. It will contribute to increasing the supply of private venture capital. Furthermore, in collaboration with the Jutland/Funen venture capital funds, Vaekstfonden is to create a new entrepreneurial fund through merging the existing venture capital funds and attracting new capital.

Faster processing of bankruptcy estates
The processing of bankruptcy estates should be speeded up. One option is to adjust the deadlines that apply to the processing of bankruptcy estates. Another option is to introduce advisory guidelines for determining liquidators’ fees for processing bankruptcy estates.
13. Everyone should engage in lifelong learning

It is important that everyone gets an education. But that is not enough. There is also a need to strengthen adult education and continuing training – especially for adults with limited or narrow competences.

Therefore, it is important that everyone has the opportunity and the desire to engage in lifelong learning.

Denmark is one of the countries where the percentage of people participating in adult education and continuing training is highest. And Denmark is the best country at getting persons with little formal education and people with literacy problems involved in such education and training.

However, the low-skilled and those with literacy problems participate less in adult education and continuing training than other groups. They are also the ones least motivated to participate. And they are prioritised less by companies. Nor are the courses available sufficiently tailored and attractive to this group.

Everyone should be able to adapt and keep pace with new demands. Education programmes should appeal more strongly to those with the greatest needs – the low-skilled and those with literacy problems. And efforts must be intensified with respect to all groups in society. This requires a reform of adult education and continuing training.

More people should have the desire and opportunity to participate. This should be promoted, for example, by tailoring and strengthening guidance and by making it easier to overview. This should also be promoted by recognising prior learning acquired at work or elsewhere outside the formal education system and also by providing more systematic competence development in companies. There is also a need for the public adult education and continuing training courses to be designed and run more flexibly in relation to the specific needs of companies and employees.

The managing and financing of adult education and continuing training must be organised in a way that more effectively supports increased activity. Special savings schemes for adult education and continuing training can provide the basis for increased activity and at the same time enhance motivation among both employers and employees.

EVERYONE SHOULD ENGAGE IN LIFELONG LEARNING – THE GOVERNMENT’S OBJECTIVES

- Everyone should engage in lifelong learning.
- Adult education and continuing training programmes should be effective and flexible and promote good job opportunities for the individual, solid competitiveness of companies, and high employment and prosperity in society.
- Adult education and continuing training programmes should provide an opportunity to boost the competences of everyone – especially those with little formal education.
- Adult education and continuing training programmes should reflect changes in the competence requirements and needs of the labour market.

TRIPARTITE MEETING ON LIFELONG UPGRADEING OF SKILLS AND LIFELONG LEARNING
In March 2006, the Government and the social partners discussed adult education and continuing training. The Government and the social partners agreed on the need to strengthen adult education and continuing training, cf. final document of 20 March 2006 on lifelong upgrading of skills and lifelong learning for all people in the labour market.
EVERYONE SHOULD ENGAGE IN LIFELONG LEARNING – KEY INITIATIVES

Easily accessible and straightforward guidance
It can be difficult to gain a clear overview of the many opportunities available for adult education and continuing training. There is a need to provide easily accessible advice and guidance to both individuals and companies. Outreaching efforts should also be strengthened in relation to groups that have the greatest needs but which are also the least motivated to participate.

Easier to get recognition of prior learning
Adults to a great extent learn and acquire skills and knowledge through work and not just by taking a formal education. The opportunities for making visible and recognising the individual’s prior learning should be improved so as to increase the desire to participate in adult education and continuing training. This can also make participation more purposeful and effective. Visibility may also ease the search for employment and improve job opportunities.

More systematic competence development in companies
In particular, many small companies have no tradition for systematically assessing the needs of their employees for competence development. More systematic competence development in companies may play a role in strengthening employees’ and companies’ demand for and investments in professional development as well as adult education and continuing training. The public sector should make advice and guidance on competence development available to companies, and training programmes for managers should be improved.

Adult education programmes in reading, writing and arithmetic should be more flexible and practice-oriented
To increase motivation, the opportunities to combine vocationally oriented programmes and general education programmes should be improved. For example, there should be better opportunity for people to take an adult education programme in reading and writing together with a vocational training programme. The number of lessons should be more flexible and tailored to the needs of the individual.

Better language courses for bilingual people
The language courses offered to immigrants that have difficulty with the Danish language, despite having lived in Denmark for a long time, are not sufficiently targeted. Many bilingual people are offered Danish lessons that are designed for monolingual Danish speakers who have difficulty in reading and writing. Language courses specifically for bilingual people that have been in Denmark for a longer period should be further developed and improved. Courses in labour market Danish should be developed within the Danish language training system while targeted courses should be developed within the field of general adult education and adult vocational training.

Greater quality and number of higher education programmes
Programmes should be created that meet the needs of the labour market in areas where no adult higher education programmes are offered today. This may promote a competence boost for people with a vocational education. In their development contracts, the universities will be required to set targets for the number of short-duration research-oriented and fee-based courses that are targeted at meeting the needs of the labour market.

New model for the special allowance scheme for adult vocational education and training programmes
Within vocationally oriented adult education and continuing training, the current conditions entail that the activity cannot be freely adapted to demand. The conditions should be made more flexible by disconnecting the public expenditure allocated to the special allowance scheme for adult vocational education and training programmes from the activity.

Flexible and differentiated tuition fees and subsidies
Tuition fees for adult vocational training programmes are set at centralised level and relatively low. This may dampen the incentive of education and training institutions to offer programmes for which there is a demand. A system of more flexible and differentiated tuition fees and subsidies will facilitate a more flexible adaptation to, and fulfilment of, the needs of the labour market.

Special savings schemes for adult education and continuing training
The establishment of savings schemes can create the basis for increased activity and at the same time enhance motivation and awareness among employees and companies.
14. Partnerships to promote the implementation of the Globalisation Strategy

The Government’s Globalisation Strategy entails major changes within education, training and research as well as strengthened framework conditions for growth and innovation throughout society. However, this innovation of Denmark should be anchored in education and training institutions, in companies and among the local authorities. This is where the challenges are felt most strongly. And this is where the changes must be implemented in practice.

Consequently, it is important that everyone takes responsibility for the action to be taken. This applies to authorities, the business community, organisations, education and training institutions, school principals and business leaders.

Denmark has a good point of departure for fostering growth and innovation throughout the country. The regional balance in Denmark is good. And the local government reform creates good framework conditions for living, working and running a business in all parts of the country.

THE GOVERNMENT’S OBJECTIVES FOR PROMOTING THE IMPLEMENTATION OF THE GLOBALISATION STRATEGY

- All – national as well as regional and local actors – should become actively involved and assume a shared responsibility for ensuring that the Globalisation Strategy has broad ownership across the Danish society.
However, there are also weaknesses. The EU Structural Funds grants are allocated today in a way that does not adequately reward quality or ensure coherence between local, regional and national efforts to promote business development.

There should therefore be more competition for the regional EU funds, so that a larger proportion is awarded to the best and most promising initiatives.

And greater focus should be placed on fostering growth and business development at local and regional level.

At the same time, there is a need for a far greater number of broad partnerships with companies and organisations that can contribute to translating the Globalisation Strategy into concrete action.

The Government and the members of the Globalisation Council have therefore concluded a framework agreement on binding partnerships. The partnerships are to encompass concrete agreements on how the business community and organisations can and will participate in partnership projects and initiatives in connection with the Globalisation Strategy.

**PARTNERSHIPS TO PROMOTE THE IMPLEMENTATION OF THE GLOBALISATION STRATEGY – THREE INITIATIVES**

**Targeting of the regional EU funds**
In the future, the EU’s Structural Funds grants must be more specifically targeted towards promoting growth and business development at local and regional level, including enhancing education and training, ensuring more high-growth start-ups as well as strengthening innovation and knowledge dissemination. Competition should be increased in regard to a portion of the grant funds, so that a greater proportion is awarded to the best and most promising initiatives. This will enhance the effect and create greater coherence between the national, regional and local efforts to promote business development.

**Partnership agreements on regional business development**
Partnership agreements should be entered into between the regional growth fora and central government. The agreements should contain specific objectives for the efforts to foster regional business development. This may include objectives regarding, for example, the quality of centres for new growth businesses and objectives regarding the efforts of the region, the municipalities and the local business community to disseminate knowledge. A comparison should be carried out annually of the quality of the local and regional growth conditions across the country.

**Binding partnerships**
The Government and the members of the Globalisation Council have concluded a framework agreement on binding partnerships. The partnerships are to encompass specific agreements on how the business community and organisations can and will participate in collaboration projects and initiatives in connection with the Globalisation Strategy. This may involve, for example, student internships in companies, science courses, development of teaching projects, games and competitions focusing on companies, entrepreneurship, the posting of teachers abroad, incorporation of guest teachers, and contributions to the educational guidance of students.
The Danish Globalisation Council

In April 2005, the Danish Government set up a Globalisation Council to advise the Government on a strategy for Denmark in the global economy. The Council is broadly composed of representatives of trade unions, industrial organisations, companies, the education and research community, and the Government.

ORGANISATION OF THE GOVERNMENT’S GLOBALISATION WORK

On 5th April 2005, the Government set up a ministerial committee on Denmark in the global economy. The committee was within a year to publish a vision and strategy for developing Denmark in the global economy. The ministerial committee comprises Prime Minister Anders Fogh Rasmussen (chairman), Minister for Economic and Business Affairs Bendt Bendtsen (deputy chairman), Minister of Finance Thor Pedersen, Minister for Education Bertel Haarder and Minister for Science, Technology and Innovation Helge Sander.

On 12th April 2006, the Government set up a broadly composed Globalisation Council to advise the ministerial committee on the globalisation strategy.

The Globalisation Council’s 26 members are:
- Bodil Nyboe Andersen, former Governor of the National Bank of Denmark
- Jørgen Bardenfleth, Country General Manager, Microsoft Danmark
- Hans Skov Christensen, Director General, The Confederation of Danish Industries (DI)
- Jørgen Mads Clausen, President and Chief Executive Officer, Danfoss
- Professor Niels Egelund, The Danish University of Education
- Peter Gaemelke, President, The Danish Agricultural Council
- Eva Hofman-Bang, Director, Copenhagen West Business College
- Hans Jensen, President, The Danish Confederation of Trade Unions (LO)
- Ole Jensen, Director, NanoNord A/S
- Thorkild E. Jensen, President, CO-industri
- Anders Knutsen, Chairman of the Board, Danisco A/S
- Professor Linda Nielsen, The University of Copenhagen
- Niels Nygaard, President, The Danish Chamber of Commerce (HTS)
- Birgit W. Norgaard, Chief Executive Officer, The Carl Bro Group
- Poul Erik Pedersen, President, Danish Commerce and Services (DH&S)
- Professor Nina Smith, Aarhus School of Business
- Bente Sorgenfrey, President, The Confederation of Salaried Employees and Civil Servants (FTF)
- Sine Sunesen, President, The Danish Confederation of Professional Associations (AC)
- Lars Rebien Sørensen, President and Chief Executive Officer, Novo Nordisk A/S
- Poul Ulsoe, President, The Danish Federation of Small and Medium-Sized Enterprises (DFSME)
- Jørgen Vorsholt, President, The Confederation of Danish Employers (DA)
- Prime Minister Anders Fogh Rasmussen (chairman)
- Minister for Economic and Business Affairs Bendt Bendtsen (deputy chairman)
- Minister of Finance Thor Pedersen
- Minister for Education Bertel Haarder
- Minister for Science, Technology and Innovation Helge Sander
In May and June 2005, the Globalisation Council held three meetings, in which the Council discussed the challenges of globalisation for Denmark. Before the summer vacation, the Council agreed on topics for meetings to be held during autumn and winter. And the Government published a discussion pamphlet on Denmark and globalisation – “Danmark og globaliseringen – debatpjece om globaliseringens udfordringer for Danmark” (June 2005).

From August 2005 to February 2006, the Council held a total of nine theme-based meetings on education and training, research, competitive power and innovation (see box below).

### GLOBALISATION COUNCIL MEETINGS:

**Challenge meetings – which challenges does Denmark face in the global economy?**
- Preliminary Meeting: 12th April 2005
- Challenge Meeting 1: 25th-26th April 2005
- Challenge Meeting 2: 26th-27th May 2005
- Challenge Meeting 3: 7th June 2005

**Nine theme-based meetings**
- The world’s best primary and lower-secondary school, 18th-19th August 2005
- Vocational education and training programmes of world class standard, 25th-26th August 2005
- Higher education programmes of world-class standard, 10th-11th November 2005
- Education and training: internationalisation and prioritisation, 1st-2nd December 2005
- Research: more competition and better quality, 8th-9th December 2005
- More private research and efficient dissemination of knowledge, 5th-6th January 2006
- More high-growth start-ups, 19th-20th January 2006
- Competitive power and innovation, 2nd-3rd February 2006
- Challenges for cohesion in a globalised world, 23rd-24th February 2006

**The Government’s draft version of the Globalisation Strategy**
- Meeting 21st March 2006

The Globalisation Council is scheduled to meet again in 2007 to follow up on the Government’s Globalisation Strategy. This will take place in connection with the presentation of a competitiveness report by the Government, which will show whether developments are moving in the right direction to achieve the Government’s objectives for education and training, research, entrepreneurship and innovation.
The nine theme-based meetings were organised in the following way:

A theme-based meeting ran over two days. On the first day, international and Danish experts were invited to deliver presentations, and organisations and individuals were invited to take part in the following discussions. On the second day, the Council held discussions which took their point of departure in the first day’s presentations and discussions as well as in the discussion paper circulated by the Government prior to the meeting.

All materials for the meetings were made publicly available at different stages on a special website: agendas for the meetings, the list of participants at the meetings, the lectures to be delivered by experts, presentations from invited organisations, etc., background materials and the Government’s discussion paper. A selected part of the above mentioned is available in English on www.globalisering.dk.

During the meetings, the Council heard a total of 48 international and Danish experts and held discussions with 111 representatives of organisations and other individuals specially invited to the meetings (see box below).

The Government published the strategy on 20th April 2006.
INTERNATIONAL SPEAKERS AT THE GLOBALISATION COUNCIL MEETINGS

Challenge Meeting 2, 26th-27th May 2005:
“Challenges in the Global Economy” by Janez Potočnik, Commissioner for Science and Research, the European Commission.

Challenge Meeting 3, 7th June 2005:
“Globalisation” by Professor Jagdish Bhagwati, Columbia University, USA.

The world’s best primary and lower-secondary school system, 18th-19th August 2005:
“Strengths and weaknesses in the Danish primary and lower-secondary school system” by Professor Peter Mortimer, formerly University of London, UK.

Vocational education and training programmes of world class standard, 25th-26th August 2005:
“What are the strengths and weaknesses of the Danish vocational education and training programmes?” by Ole Briseid, Deputy Permanent Delegate of Norway to UNESCO.

Higher education programmes of world-class standard, 10th-11th November 2005:
“Strengths and weaknesses of the Danish higher education programmes” by Tony Clark, former Director of Higher Education Programmes in the UK Department for Education and Skills.
“The relevance of medium-cycle higher education programmes for the labour market – are the new needs being met?” by Frans van Kalmthout, Vice-Principal, Avans Hogeschool, Netherlands.

Education and training: internationalisation and prioritisation, 1st-2nd December 2005:
"Internationalisation – the global perspective" by Barry McGaw, Director of the Directorate for Education, OECD.

Research:
more competition and better quality, 8th-9th December 2005:
“How to balance quality and societal needs in R&D in a globalised world” by Professor Dr. Helga Nowotny, Chair of the European Research Advisory Board.
“How will Denmark become a leading knowledge society, and what can we learn from abroad?” by Jan Leschly, Chairman, Carecapital, USA.

More private research and efficient dissemination of knowledge, 5th-6th January 2006:
"Cooperation between universities and business and industry" by Professor Hans Wigzell, Karolinska Institutet, Stockholm, Sweden.

More high-growth start-ups, 19th-20th January 2006:
“How to build an Entrepreneurial Economy” by Carl Schramm, Chairman, Kauffman Foundation, USA.

Competitive power and innovation, 2nd-3rd February 2006:
“Competitiveness in a global economy” by Diana Farrell, Director, McKinsey Global Institute, USA.

Challenges for cohesion in a globalised world, 23rd-24th February 2006:
"Institutional Competitiveness – A Broad Perspective on Competitiveness" by Professor John L. Campbell, Dartmouth College and Copenhagen Business School, USA.

Besides the international speakers listed, a further 35 Danish experts delivered presentations at the Globalisation Council meetings.