



## New Reform Paths 1 - In Brief

This is the first report with recommendations from the Reform Commission, which has the task of proposing reforms that equip Denmark for the future.

The recommendations fall into three parts, and a number of the main elements are summarized in the following. In the report *New Reform Roads 1* itself, there are several recommendations, and they are each described in much more detail therein.

### New paths to the longest educations

The Commission makes 15 recommendations that will contribute to new paths to the longest educations. The most central are presented here.

**New master's pathways:** Commission recommends that universities - also financially - supported in creating a new structure and a new culture, where in many of the educations it becomes quite common for young people to take a master's education in several different ways.

It must be possible to take a one-year master's degree - an option we suggest that almost half of the students must take in the future. It must also be possible to take the same degree part-time, over a couple of years, while working part-time at the same time. And, of course, it must also be possible for someone - but about half as many as is the case today - to take the two-year master's degree we know today, if you go for an academic specialization.

The Commission recommends the creation of many new main and back roads, but at the same time knows the natural barriers, structures and obvious needs that the new candidate roads must take into account. For example, doctors, dentists and veterinarians must be educated as we know it today, just as the construction of upper secondary school teacher education with a central subject and a minor subject should be maintained.

The goal of the new paths is to create new opportunities at the universities that suit the diverse and very large group of people who today, and in the coming years, are admitted and educated. There must be a far greater freedom to combine studies than one has today.

**Free advanced adult and continuing education:** No matter how long you as a bachelor or one - year graduate has been away from the studies, the commission recommends that you have the right to return to the studies for free for the rest of your working life. Today, there is a large participation fee associated with taking higher education and continuing education, while ordinary bachelor's and master's programs are free. The Commission recommends that we do away with this.

**SU conversion from scholarship to loan for master's programs:** For the vast majority, the SU scholarship is maintained, exactly as we know it today. This also applies to those studying an academic bachelor. But the commission recommends a reorganization of SU scholarships on all graduate programs into loans. You get the opportunity instead

to take out a loan on the usual state-guaranteed terms. At the same time, it is recommended that the loan rate be increased to around DKK 12,500 per month. month.

There are two arguments for that change: One is that the proceeds from this must be reinvested in better quality education. The second is about social justice. SU for graduate students is the only transfer income that generally benefits those who earn the most over a lifetime. If you become a graduate, you belong to the group of people who stand to receive the highest income in your subsequent working life.

**Investments in increased quality:** When part of the master's programs are reorganized, the public taximeter costs to the universities are reduced as a starting point. The entire savings in the taximeter subsidy and more - among other things in the form of funds from the SU restructuring - the commission recommends reinvesting in increased education grants to the universities. It includes higher taximeters for the new one-year master's and business master's programs and an increased employment subsidy. In addition, there are other quality initiatives such as a fund with funds for the development of new teaching methods as well as a strong investment in the development of pedagogy, teaching methods and digital opportunities.

**New admission system for higher education:** The last major recommendation from the Commission is that no higher education institution should require an average from upper secondary school of more than 9.0. It must therefore end with only students with an average of, for example, 10.8, can enter this or that education. An average of 9.0 should be the highest allowable requirement, and when further restrictions are needed, an admission test must be done.

Here, too, there are two arguments: One is that in the upper secondary educations an unhealthy and unfortunate tendency has developed to fight for the 12s. One can be an excellent student (and since an equally excellent student) even if one does not participate in the battle for the 12s. The second argument is that the requirement for a high cut is currently seen as a kind of price tag on the attractiveness of a given education - based on logic: the higher the requirement, the finer the education. This often means that students who have a high cut only choose from a limited group of educations.

**Implementation:** The Commission makes a clear recommendation to politicians. Reforms like these will never work if universities experience having them pulled down over their heads. There is no snap that can bring us into place in a year or two. The reforms recommended by the Commission are a difficult one. A big mouthful. It's going to take time, and money has to be set aside for that. Therefore, a long-term implementation period of at least 5 years is recommended.

### Lifelong learning for those with the least education

In Denmark, we have something reminiscent of a paradox when it comes to adult men's adult and continuing education (VEU).

In its very short version, the paradox is: Among the groups in the labor market that have received the least education, there will be benefits for both the individual and society.

ster by more continuing education, and at the same time there are all possibilities to meet come it. All in all, Denmark has a comprehensive and well-developed adult and continuing education system for people with all types of educational background. For unskilled and skilled workers, participation in adult and continuing education is largely free - and there is also access to full or partial salary compensation. Still, there is a mismatch. Too many people fail to use continuing education despite the fact that they would benefit from it, both in terms of pay and job security.

This is precisely a core challenge for VEU: Can we do something to support those who, as adults, need to update their skills, accepting more of the services made available by society?

The Commission presents 12 recommendations to promote lifelong learning for those with the least education. The common denominator of the recommendations is that they aim to make it easier, cheaper and faster to update one's competencies throughout life. The three most important are reviewed here.

**New digital continuing education overview:** The Commission recommends the establishment of a new digital overview, which gives all adult Danes the opportunity to create an overview of their opportunities for continuing education, including access to financial support schemes via public schemes and private agreements.

In addition, it must present proposals for courses and educations based on the citizen's employment and education history or industry, as well as show the citizen the shortest path to relevant education and opportunities for merit.

The digital continuing education overview should make it much easier to find the shortest and cheapest way to qualify. The digital continuing education overview is supplemented by a permanent hotline - in the style of the temporary eGuidance scheme - providing educational guidance to all and assistance to users who have difficulty using the digital continuing education overview.

**New competency assessment practice:** The Commission recommends the introduction of a new competency assessment practice with a much stronger focus on identifying the real acquired competencies of individuals. The new practice test must to a much greater extent be based on what the individual can actually do in real working life.

The future assessment of prior learning must be more professional and uniform than today. Therefore, educational institutions must be certified for the task. This has the consequence that the task should in future take place at fewer educational institutions than today. Finally, it is recommended that the financing of the educational institutions' competence assessment be reorganized so that the institutions receive a higher taximeter subsidy for the task. Among other things, this must reflect that the certification requires greater thoroughness - among other things with more frequent use of practice testing. The new practice is initially implemented as an experiment.

**Practice reversal scheme:** In addition to a new prior learning assessment practice, the Commission recommends that a new path be created from unskilled to skilled following the Norwegian model. The idea is that persons who, through their work, have acquired sufficient practical competencies and theoretical knowledge, must be able to take a theory test, as well as take a full trade or journeyman test and thereby prove their skilled level.

### Easier to run a business

The report contains 8 recommendations to make it easier to run a business. It's about several things. On the one hand, the Commission recommends changes that will make the meeting between the public sector and the companies as simple and efficient as possible and leave more time for the core task for the companies. On the one hand, measures are pointed out that support the start-up of new productive companies, and rapid closure of those companies that have not proved sufficiently profitable - in order to avoid these tying up resources for an unnecessarily long time.

**Foreign labor and international graduates:** The most important thing for Danish companies is the qualifications that the workforce has. Therefore, it is essential that Danish companies can employ foreign labor as smoothly as possible, if there is a need for it.

This applies firstly in relation to the highly specialized foreign workforce that is recruited with a specific job in mind. Here, the Commission recommends that companies that are not fast track certified be given the opportunity to make use of the scheme simply by providing a bank guarantee of DKK 80,000 per year. application. In this way, all - even smaller - companies can hire and quickly get a non-national applicant started in the company. The Commission considers that this is an important prerequisite for the Danish business community's ability to compete for international talent and competencies.

Secondly, there is a need to retain more international students so that they choose to stay and settle in Denmark after graduating. This is the way we can really reap the benefits of the education they have taken in this country. Specifically, the Commission recommends that international students already at the time they receive their residence permit to study in Denmark, *also* receive a 3-annual permit to work and reside in Denmark after education.

There are no plans to change the current rules on stays during the study. The purpose of the recommendation is to send a clear and positive signal to the students that they are welcome to work in the country after completing their education.