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Quality assurance and evaluation in Denmark

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Abstract

In recent years, international comparisons have become a powerful lever for change in educational policies. Quality assurance and evaluation (QAE) in many forms is being incorporated in the steering and management of schools. However, the Danish use of QAE is a dynamic result of ongoing tensions and struggles both around and within QAE initiatives. Romantic and communitarian tenets in the traditional Danish view of enlightenment continue to influence the way QAE is used. However, the recent waves of QAE initiatives – comprising ‘transparency’, goal-setting, tests and a number of new comprehensive and mandatory reporting mechanisms – restructure the world of schools and teachers in important ways.

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