

A row of Danish flags on poles against a blue sky. The flags are red with a white Scandinavian cross. The sky is a clear, light blue with some wispy clouds. The flags are arranged in a line, receding into the distance from the foreground to the background.

# Is the Danish System Open for Global Implementation?

Rethinking Perpetual  
Paradigms in  
Education

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# Abstract

This research aims to rethink the extent to which the Danish education model can be implemented internationally to benefit communities, particularly Armenia. Apart from free healthcare, public education, and other benefits for locals, Denmark offers tuition-free higher education for its citizens, putting quality, inclusion, and contentment at the forefront of its education policy. Yet not all the aspects of the splendidly successful model can be embedded analogously into the Armenian education sector. Therefore, the research focuses on the elements that can be acquired, honed, and delivered as part of the Armenian public school curriculum.

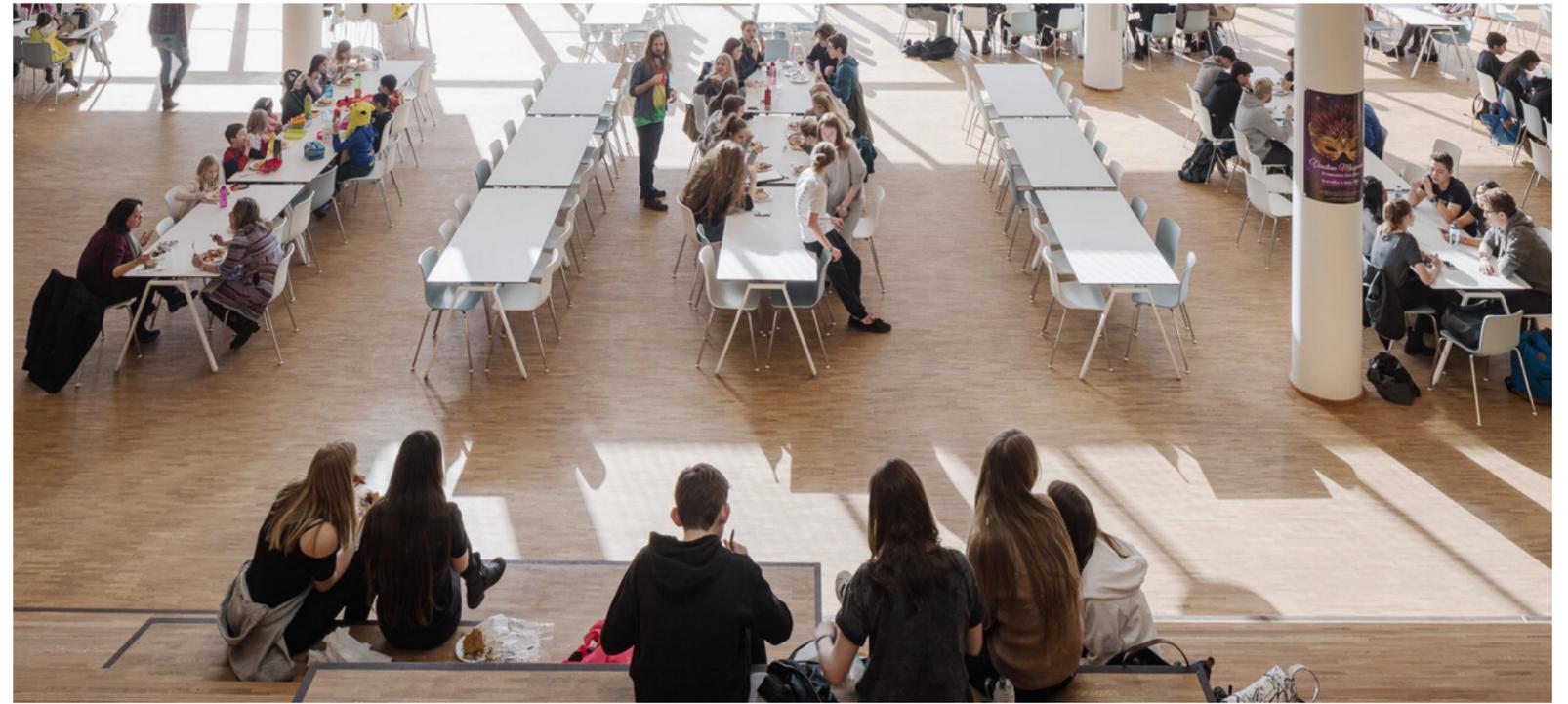




# Literature Review

- Education philosophy and learning competencies at the forefront of the teaching policy.
- Redefined inclusion and equity on a social level.
- Not all Danish methodologies can be implemented globally.
- Reinterpreted teacher education and capacity building.

# Research Question



To what extent does the success of the Danish education system lend itself to be a model that can be emulated, specifically by Armenia?

# Research Methodology

My research methodology is invested in qualitative research as opposed to quantitative, meaning that I preferred to explore the research question, basing my conclusions on in-depth interview results.



Participants  
Interviewed: 4

Public School Principal  
Public School Teacher  
Student  
School Graduate



# Research Findings and Analysis

Teaching Critical Thinking through  
History: Open Debate and  
Participation vs. Passive Listening

Project-Based Learning, Teamwork,  
and Inclusivity

Navigating Sexuality: Sex Week  
and Menstrual Health Education

Public vs. Private Schools  
Reinterpreted

## Evaluation and Assessment in Danish School System

Schools need to come up with an effective feedback mechanism that takes students' voices into account and makes them feel valued members of the community.

## Learning Precautions

There are explicit learning achievement gaps pertaining to those with uttermost capacity



Research  
Findings  
And  
Analysis

A multi-level atrium with a library on the ground floor and a balcony above. The ground floor has bookshelves, a wooden table, and a person sitting. The balcony has a railing and some plants. The text "Limitations and Avenues for Research" is overlaid on a semi-transparent grey box in the center.

# Limitations and Avenues for Research

## Public School Bias

All participants were representatives of a public school in a specific region in Denmark, which does not eliminate the public vs. private school bias.

## Distance

Reaching out to a country other than Armenia is almost as unpromising as a cry into the void.

## The COVID-19 Bias

Given the lockdown policy in Denmark, participants were still bearing the psychological and physiological impacts of social isolation.

# Conclusion

The analysis of the Danish system made it clear that some of the strategies present in the Scandinavian model can be reshaped and implemented locally. School officials have to make sure that the students and their parents are ready for possible changes in the school climate and curriculum. On top of that, school representatives always need to be aware of their students' needs and wants to make the school a desirable place to be.





Thank You!