



FOLKETINGET
STATSREVISORERNE



FOLKETINGET
RIGSREVISIONEN

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Extract from Rigsrevisionen's report
submitted to the Public Accounts Committee

The FGU (preparatory basic education and training scheme)

1. Introduction and conclusion

1.1. Purpose and conclusion

1. The purpose of the study is to assess whether five educational institutions comply with selected requirements applying to the FGU (preparatory basic education and training scheme) and whether the Danish Ministry of Children and Education's supervision and guidance underpin the objective of the Act on Preparatory Basic Education and Training (act no. 606 of 24 May 2019). The report answers the following questions:

- Do the FGU institutions comply with the requirements for course plans, evaluation and counselling interviews, teaching hours and absence management?
- Has the Ministry of Children and Education's supervision and guidance supported the FGU institutions in meeting the objective of the act?

2. The main objective of the FGU is to motivate and equip young students with the professional, personal and social skills necessary to complete a youth education or get a permanent foothold in the labour market, cf. the Act on Preparatory Basic Education and Training. The establishment of the FGU flowed from the former government's mission to ensure that all citizens get an education and have a job and from the fact that almost 50,000 young people below the age of 25 had no youth education, or were neither in education nor in employment in 2017.

3. The act and the consolidation act on preparatory basic education and training and the connected guideline set out several requirements that shall contribute to the progression of the students' development. We have examined the extent to which the FGU institutions comply with four selected requirements that we deem particularly essential for the institutions' achievement of the objective of the FGU.

Firstly, we have examined the students' course plans that are key to managing and guiding the students' professional, personal and social skills development at the FGU.

Secondly, we have examined whether the FGU institutions carry out monthly evaluation and counselling interviews to ensure that the goals set for the students in the course plans are addressed systematically by teachers and students.

FGU institutions

The term FGU-institution is a general term. An FGU institution can comprise several underlying schools. The five FGU institutions in the study all comprise several schools. The FGU institutions have the overall responsibility for management and guidelines. The individual schools under the FGU institutions are responsible for implementing specific tasks like, filling in course plans and conducting monthly evaluation and counselling interviews.

Thirdly, we have examined whether the students receive the teaching hours they are entitled to.

Fourthly, we have examined how the institutions manage student absence because attendance is essential if the students are to acquire the skills offered by the FGU.

4. The FGU was established in September 2018 with the first programmes starting in August 2019. Currently, two two-year programmes have been completed and many students have completed programmes of shorter duration.

5. Rigsrevisionen took the initiative to do the study in February 2023.



Main conclusion

The five selected FGU institutions are not complying in full with the requirements applying to the education. Most of the requirements that are not fully complied with are law requirements. The Ministry of Children and Education's supervision and guidance have predominantly supported the objective of the act. However, the ministry could have followed up on compliance with the requirements for course plans and evaluation and counselling interviews more extensively. The extent of the ministry's follow-up entails a risk that the students at the FGU institutions do not receive sufficient support to develop their professional, personal and social skills.

The five FGU institutions do not fully comply with the requirements for course plans, monthly evaluation, and counselling interviews with the students. The institutions comply with the requirements for teaching hours and management of absence.

All five FGU institutions have guidelines on how they should work with course plans that meet the requirements of the Act on Preparatory Basic Education and Training. However, Rigsrevisionen's review of a sample of 322 course plans shows that the institutions are not consistently adhering to their guidelines. For instance, 84% of the course plans do not indicate how the educational goals can be attained, and 82% of the course plans do not indicate how teaching should be organised to strengthen the students' personal and social skills. In many cases, the course plans are not serving their purpose as instruments for managing the students and providing pedagogical counselling because they are so sparingly filled out. Only 29% of the course plans include evidence of the statutory monthly evaluation and counselling interviews with the students.

All five FGU-institutions have guidelines for drawing up student timetables and determining the number of teaching hours required to support the institutions in delivering the statutory number of hours.

All five FGU institutions have guidelines that support prompt and appropriate management of student absence, in compliance with the act. The extent to which absence management is documented in the course plans varies. Among the cases reviewed, Rigsrevisionen found examples of course plans where documentation of how the students' absence had been managed would have been appropriate for sharing knowledge of previous practices to improve student attendance and support the students' development.

The supervision and guidance provided by the Ministry of Children and Education has predominantly supported the FGU institutions in meeting the objective of the act.

The first approx. two years after the start of the FGU in 2019, the Ministry of Children and Education supported the FGU institutions with guidance instead of supervision. Since 2022, the ministry has conducted a risk-based supervision of the institutions. The supervision is organised following the guiding goals set for the FGU and meets the supervision requirements called for in the notes to the act. In conducting other supervisory activities, the ministry has also examined whether essential statutory FGU requirements have been fulfilled. The ministry has not before 2023 inspected whether the institutions met essential statutory requirements for course plans and monthly evaluation and counselling interviews. Therefore, the ministry is not currently capable of naming institutions that might be facing problems with the quality of the education provided.

In continuation of the supervision practice that the Ministry of Children and Education has now introduced, Rigsrevisionen recommends that the ministry considers how it can support the FGU institutions in using the course plans as effective instruments for supporting the students' professional, personal and social development.