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COMPARATIVE ANALYSIS OF SYSTEMS OF HIGHER EDUCATION MANAGEMENT IN DENMARK AND SWEDEN

Introduction. During the period of global processes taking place in the world, the higher education system is also subject to changes. This process occurs differently in different countries, which leads to many problems. In our article, we tried to dwell in detail on the similarities and differences between the higher education systems of Denmark and Sweden, as well as note their positive and negative aspects, which will make it possible to use them in establishing higher education and resolving some educational problems in countries around the world.

Purpose. The purpose of this study is to study the management of higher education systems in Denmark and Sweden and conduct a comparative analysis of them, identifying their characteristic features.

Methods. To conduct a comparative analysis in this study, a number of methods were used, which include methods of description, comparison, comparison and analysis.

Results. The main results of a comparative analysis of the management of higher education

systems in Denmark and Sweden include identifying their similarities and differences, as well as showing their positive and negative aspects.

Originality. The scientific novelty of the results of this study lies in the comparative analysis of the management of higher education systems in Denmark and Sweden, studying the features and presenting their similarities and differences in the form of tables.

Conclusion. As a result of a comparative analysis of the management of the higher education systems of Denmark and Sweden, we came to the conclusion that the management of the higher education systems of Denmark and Sweden is carried out by state and intra-university management bodies. Financing of higher education in both countries is carried out mainly by the state budget with the use of some extra-budgetary funds. However, there are also distinctive features, which include the higher education assessment system, namely, universities in Denmark have adopted a 13-point assessment system, and in Sweden – a 3-point assessment system. The Danish higher education

system is accompanied by the most pronounced combination of innovative learning with traditional learning, improving the quality of education with the active participation of practice. In Sweden, universities have equal status, and there is active cooperation between the Government and universities.

Keywords: higher education; reform; management; financing; Bologna process; credit system; university; assessment; comparative analysis.

Introduction. This article conducts a comparative analysis of higher education management systems in Denmark and Sweden, elucidating their respective structures and highlighting key attributes. By examining these systems, we aim to identify areas for improvement that can enhance the quality of higher education in other nations.

The main statement. Denmark's Higher Education Management System. Denmark boasts a robust higher education system characterized by a fusion of traditional and innovative elements. Notably, international academic standards are upheld, allowing students to become highly qualified European-style specialists with global employability.

Danish universities actively engage with enterprises, research institutes, and industries, enriching education with practical experiences. They also collaborate with local and international programs, incorporating mandatory internships into the curriculum.

Importantly, higher education in Denmark is free for Danish and European students, although international students pay varying fees depending on their chosen university and specialty (from 6 up to 16 thousand euro per year) [1].

Denmark's engagement in the Bologna Process since 1999 has driven reforms in management, financing, content, and structure of higher education [2]. Three Ministries of Denmark – the Ministry of high Education and Science, the Ministry of Culture and the Ministry of Military are responsible for 3 education levels such as: high education of short cycle, middle cycle and long cycle [3].

The government plays a significant role, with three ministries overseeing different levels of education. These three Ministries are responsible for the vast majority of students of different qualifications. Internal university management bodies include the Council, rector, manager, faculty, and department heads, working collaboratively to advance the institution's goals [4].

Universities in Denmark offer a diverse range of programs, and admission requirements include a high school completion certificate for Danish students and language proficiency certificates for foreigners. Universities in Denmark are state as the government is responsible for their funding (table 1).

Table 1

Comparative analysis
of the management and financing of higher education systems
in Denmark and Sweden

Denmark	Sweden
<i>External governing bodies (public administration)</i>	
Central governance: Danish Ministry of Higher Education and Research of Denmark Ministry of Culture of Denmark Ministry of Defense of Denmark Local government: university.	Central governance: Ministry of Education and Research of Sweden Local government: university.
<i>Internal governing bodies (intra-university management)</i>	
University Council Rector Scientific Research Council Students' Union Deans of faculties or directors of Centers Heads of departments.	University Council Rector Scientific Research Council Students' Union Deans of faculties or directors of Centers Heads of departments.
<i>Funding</i>	
The state budget Extra-budgetary funds (funds, grants, educational programs, etc.).	The state budget Extra-budgetary funds (private payments, universities' own funds, grants, etc.).

For foreigners, studying Danish language and society culture in Denmark there are

special grants and scholarship programs which are very helpful for integration. Those

students working personally cooperate in groups discussing, analyzing and criticizing different important educational problematic issues [5, p. 2].

In Denmark there are 3 types of high educational organizations such as colleges and universities – highly specialized and universities with different faculties. In high educa-

tional academies are studied different kinds of business management, informational technologies etc and colleges suggest different kind of business programs, educational, engineering art and etc. Universities provide high level international education and scientific researches [6, c. 3–4] (table 2).

Table 2

Comparative analysis of the structure of higher and postgraduate education systems in Denmark and Sweden

Denmark			Sweden
Academy of Higher Education	College	University	3 years (bachelor's degree)
2 years (professional bachelor's degree).	3–4 years (bachelor's degree).	3–4 years (bachelor's degree) 2–3 years (Master degree) 3 years (PhD in Philosophy).	1–2 years (master's degree) 4 years (Doctorate degree)

For the entering Danish Universities Danish citizens need to show high school graduation certificate. But foreigners have to show

Danish, English or German language certificate, which they can study for free (table 3).

Table 3

Comparative analysis of admission to universities in Denmark and Sweden

Denmark	Sweden
Certificate of complete secondary education and competitive selection based on the data obtained. Foreign applicants provide a certificate of knowledge of Danish, English or German.	Certificate of complete secondary education and competitive selection based on the data obtained. Foreign applicants must also provide a certificate of knowledge of Swedish. or English language.

Universities use both written and oral examinations, employing a 13-point assessment system [7, p. 149] (table 4) Danish universities employ a sophisticated credit system in comparison with the non-university sec-

tors [8, c. 87]. The academic year consists of two semesters: the first is in August/September and the second is in January/February [3].

Table 4

Comparative analysis of the higher education grading systems of Denmark and Sweden

Denmark	Sweden
<u>13-point grading system:</u> 13-10 – excellent 9-7 – good 6 – satisfactory 5-0 is bad.	<u>3-point grading system:</u> 3 – test with honors 2 – test 1 – failure.

The education process in Denmark includes lectures, seminars, emphasizing practical and laboratory classes to enhance students' research skills. The practical work of students is characterized with the use of new active researches, that increases the educational level criteria.

Due to received knowledge and having them practiced, Danish graduated students become highly qualified specialists in local spheres of a country.

Sweden's Higher Education Management System:

Sweden also boasts a high-quality higher education system with global recognition. Similar to Denmark, Swedish-educated students enjoy excellent employment prospects worldwide. Sweden adopted the Bologna system in 2007, which prompted significant reforms in management, financing, and structure [9].

The Swedish government actively oversees higher education development, legislative documents, and budget allocation through the Riksdag (Parliament) and the Government. Two key regulatory documents, the Higher Education Act and the Higher Education Institutions Ordinance, guide the higher education system. The Ministry of Education and Research maintains the quality of education and conducts state examinations, while councils under the Ministry drive program creation and reforms [10].

The Swedish Ministry of Education and Research holds responsibility for overseeing the standards and quality of education within universities, in addition to conducting state examinations. Moreover, the Ministry has the authority to grant universities the authorization to confer diplomas in specific fields, contingent upon their adherence to stipulated criteria [11].

The development of educational programs and the implementation of various reforms are orchestrated by committees operating under the purview of the Ministry. These committees include the Swedish Council of Higher Education, the Swedish Council of Scientific Research, and the National Student Aid Council [12].

Within the university, essential administrative bodies comprise the University Council, the rector, the Scientific Research Council, faculty deans, and department heads. The effectiveness of higher education quality and institutional autonomy hinges on the fruitful collaboration among these management bodies.

The primary funding source for the majority of higher education in Sweden is the State budget, supplemented by contributions from universities' internal resources and private individuals (table 1). The government offers grants, scholarships, and loans to students, subject to stringent academic excellence and eligibility requirements.

In Sweden, the higher education landscape encompasses three distinct categories of institutions: universities, university colleges, and non-university higher education establishments. A significant shift occurred in 2011 when foreign students transitioned to a

fee-based education model within Swedish universities. Up until that point, both foreign students and Swedish citizens enjoyed tuition-free education [10].

Admission to Swedish universities takes place biannually. Swedish citizens can secure admission by simply presenting their high school completion certificate with excellent grades, without the need for entrance examinations.

However, for foreign applicants, the admission criteria vary slightly. In addition to the required documentation, they must also furnish evidence of proficiency in either Swedish or English [13] (table 3).

In Sweden, the credit system is extensively employed in all universities in line with the principles of the Bologna process. This system facilitates the application of acquired knowledge and skills when students enter or transfer between universities and also allows for exemptions from certain coursework requirements [8, p. 94]

The academic year at Swedish universities typically commences at the end of August and extends until the beginning of June. Grading in Swedish universities is based on a three-point scale [14] (table 4). The educational structure in Sweden aligns with European standards, encompassing three distinct levels: bachelor's, master's, and doctoral programs (table 2).

Educational processes at Swedish universities encompass a variety of formats, such as lectures, seminars, practical sessions, and laboratory classes. A predominant emphasis is placed on fostering students' independent work, which involves mastering educational materials, engaging with scientific literature, and presenting diverse projects.

Importantly, this emphasis on independent work does not diminish students' active participation in lectures and seminars. Towards the conclusion of their courses, students undergo examinations, which can take the form of written or oral tests, as well as presentations involving group work or the defense of individual projects.

In brief, the Swedish higher education system is distinguished by its accessible and primarily tuition-free education for all, a significant reliance on government funding, an equitable distribution of authority among universities within the nation, increased governmental attention to university operations and their relationships, among other notable characteristics.

For a comprehensive overview of the comparative management of higher education

systems in Denmark and Sweden, please consult the detailed information presented in Tables 1, 2, 3, and 4 below, which illuminate both commonalities and distinctions between the two systems.

Conclusion: Denmark and Sweden each offer unique higher education management systems with distinct strengths. Denmark's blend of traditional and modern practices, coupled with free education for locals and Europeans, fosters academic excellence. Meanwhile, Sweden's robust system provides accessible education, government funding, and a strong emphasis on student autonomy. By comparing these systems, policymakers and educators worldwide can gain insights to enhance their own higher education models.

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ПОРІВНЯЛЬНИЙ АНАЛІЗ УПРАВЛІННЯ СИСТЕМАМИ ВИЩОЇ ОСВІТИ ДАНІЇ І ШВЕЦІЇ

Анотація. Проблема. У період глобальних процесів у світі, змінам піддається й система вищої освіти. Цей процес відбувається у різних країнах по-різному, що призводить до виникнення багатьох проблем. У статті ми спробували докладно зупинитися на подібності та відмінності систем вищої освіти Данії та Швеції, а також відзначити їх позитивні та негативні сторони, що дасть можливість використовувати досвід цих країн в розбудові системи вищої освіти та вирішення деяких освітніх проблем.

Мета даного дослідження полягає у вивченні підходів в управлінні системами вищої освіти Данії та Швеції та порівняльному аналізі для виявлення їх характерних особливостей.

Методи дослідження. Для проведення порівняльного аналізу в даному дослідженні було застосовано низку методів, до яких належать методи опису, порівняння, зіставлення та виокремлення.

Основні результати дослідження. До основних результатів порівняльного аналізу управління системами вищої освіти Данії та Швеції належить виявлення їх подібностей та відмінностей, а також опис позитивних та негативних сторін.

Наукова новизна результатів проведеного дослідження полягає у порівняльному аналізі управління системами вищої освіти Данії та Швеції з вивченням

особливостей та табличного подання їх подібностей та відмінностей.

Висновки. У результаті проведеного порівняльного аналізу управління системами вищої освіти Данії та Швеції ми дійшли висновку, що управління системами вищої освіти Данії та Швеції здійснюється органами державного та внутрішньовузівського управління. Фінансування вищої освіти в обох країнах проводиться переважно державним бюджетом з використанням деяких позабюджетних коштів. Проте існують і відмінні риси, до яких належить система оцінювання навчальних досягнень здобувачів освіти, а саме: у вишах Данії прийнято 13-ти бальну, а в Швеції – 3-бальну систему оцінювання. Система вищої освіти Данії супроводжується найбільш вираженим поєднанням інноваційного навчання із традиційним з підвищенням якості освіти з активним залученням студентів до практики. У Швеції заклади вищої освіти мають рівноцінний статус, а також має місце активна співпраця між Урядом та вишами.

Ключові слова: вища освіта; реформування; керування; фінансування; Болонський процес; кредитна система; університет; оцінювання; порівняльний аналіз.

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