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Analysis
of former students,
who graduated from class 12
at Rudolf Steiner schools
in Gentofte, Herlev, Odense, and Århus,
Denmark

Where did they go?
SUMMARY

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Troels Hansen
Credoconsult
Holkebjergvej 79
5250 odense sv

tlf. 7020 1421
mail credo@credoconsult.dk

www.credoconsult.dk

Introduction

Denmark has 5,5 million inhabitants. Its 15 Rudolf Steiner schools are covered by the legislation for free schools, which secures them financial support of approximately 75% of the average costs of a pupil in a state school. The classes 0 (pre-school) and 1-10 are supported. Classes 11-12 are not covered by any legislation, are not officially recognized nor regulated, and are not financially supported. They are financed solely by parents' fees.

Admittance to further and higher education (university level) for Steiner graduates is solely by exemption and on the basis of an individual assessment.

There are no exams in the Rudolf Steiner schools. At the end of class 12 the students receive a written evaluation report for each subject together with the syllabus of the upper stage.

As the Danish universities are at liberty to admit students by exemption, the RSS 12th class school reports have served as a basis for individual assessments – occasionally with the supplement of state exams in particular subjects at matura/baccalaureat level.

History

The first class 12 graduated in 1974 (from Århus), soon to be followed by Vidar Skolen, Gentofte, then Odense and Michael Skolen, Herlev.

The present analysis covers the 'careers' of class 12 students, who graduated from these four schools from 1982 to 2002, a period of 20 years. During these 20 years the respondents have met with changing educational, social, and employment conditions.

From 199(5)6 to 2001 the conditions for class 12 students (and for the schools) were substantially improved due to the fact that during those years class 12 students received a state grant and a part of the education fees were reimbursed. In addition, this included extended coaching by the school, including the first year after leaving school. The legislation that made this possible (the Open Youth Education Law), was abolished in 2002.

Today there are six schools that run 12th classes. The comparatively poor conditions with respect to finances and admittance to universities etc. have not improved – rather the reverse, due to the general tendencies in Danish education policy.

Explanations

The following terms and abbreviations are used with regard to the Danish educational system:

GENERAL YOUTH EDUCATION – 'gymnasium, 'upper secondary school': the (generally) three years of education that are concluded with 'Studentereksamen', 'matura', 'Abitur', 'A-levels', 'baccalaureat'. Its various branches are:

- Gymnasium - general education
- HHX – commercial gymnasium
- HTX – technological gymnasium
- HF (full) - approximately equivalent of gymnasium, but addresses a different segment of users
- HF (single subjects) – a system of modules, that can finally be an equivalent of a full HF as admission criteria for further studies

FUU - Open youth education: an individually designed youth education, comprising a wide choice of activities, that existed from 199(5)6 to 2001, thus involving a number of the respondents of the present analysis. It has since been abolished

GSK – supplementary courses at gymnasium level, to meet the specific demands of certain further and higher educations with respect to particular subjects

AVU – courses for students at all ages, qualifying for further studies

FURTHER AND HIGHER EDUCATIONS – studies of 'short', 'medium', or 'long' duration, including university studies

FREE COLLEGES – colleges that offer courses of a mainly cultural kind, without providing formal Qualifications

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- Some charts are expressed in words – therefore a few numberings have been skipped.
- Some charts are with comments – others ‘speak for themselves’ in this brief summary.
- Not all questions have been answered by all respondents. This is a very small number, though, and the filling-in and responding discipline has been absolutely satisfactory. For this reason the data material varies slightly from one question to the next. In some places the answers ‘other’ have been removed in order to condense the original tabulations of 214 pages into an acceptable volume for this extract – we refer to the entire report for more details.

DATA BASIS:

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Gross basis of analysis	1138	302	303	139	394
Number of responses	606	167	166	61	208
Percentage	53,3%	55,3%	54,8%	43,9%	52,8%

- A percentage of 53,3 responses is satisfactory, and this – taken together with the absolute number of responses (606) and the structure of the responses (an even distribution according to year of leaving school, age, and sex) makes the analysis very valid and representative.

1. Sex?

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	606	167	166	61	208
Male	43%	38%	45%	57%	42%
Female	57%	62%	55%	43%	58%

2. Which school did you leave after class 12?

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	602	167	166	61	208
Horizontal percentage		28%	28%	10%	34%

- Mikael Skolen with 61 responses represents 10% of the whole analysis and is the school with the narrowest basis (though when you compare the numer of questionnaires with the number of returned responses, the material is still fairly satisfactory).

3. In which year did you leave class 12?

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	599	164	165	61	205
1982	3%	4%	1%	0%	4%
1983	4%	4%	2%	0%	5%
1984	4%	4%	1%	0%	7%
1985	5%	5%	4%	3%	7%
1986	4%	3%	3%	2%	7%
1987	3%	4%	3%	0%	2%
1988	4%	3%	5%	0%	3%
1989	5%	3%	7%	2%	6%
1990	6%	6%	8%	10%	2%
1991	3%	5%	2%	0%	3%
1992	7%	7%	7%	7%	8%
1993	6%	3%	8%	5%	7%
1994	7%	9%	3%	16%	6%
1995	5%	3%	7%	7%	4%
1996	7%	6%	8%	13%	5%
1997	6%	9%	7%	8%	2%
1998	5%	3%	4%	10%	5%
1999	4%	5%	5%	2%	3%
2000	4%	5%	5%	5%	2%
2001	4%	5%	4%	2%	5%
2002	5%	4%	5%	7%	4%
Don't know/ don't want to answer	0%	0%	0%	3%	0%

- Even distribution on all years – valid and representative analysis with respect to the entirety of students having left the schools (no bias due to 'new' or 'old' graduates).
- As many as 72% of all respondents have attended the school for 12 or 13 years (with or without pre-school class). 15% have attended the school for 9-11 years.
- A satisfactory basis for evaluating the schools.

5. Your age at the moment of answering the questionnaire?

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	604	166	166	61	207
24 years or less	26%	28%	29%	33%	21%
25-29 years	32%	28%	35%	48%	29%
30-34 years	22%	24%	25%	13%	20%
35-39 years	19%	18%	11%	5%	30%
40 years or more	1%	2%	1%	2%	0%
Don't want to answer	0%	0%	0%	0%	0%

BASIC QUESTION – PRESENT OCCUPATION!

7. What is your occupation right now, at the beginning of 2003?

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	605	166	166	61	208
Employment	47%	45%	45%	59%	48%
Education	37%	34%	44%	30%	36%
Other	16%	21%	11%	11%	17%

Other occupation – percentages of the above 16%:

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	94	34	18	7	35
Maternity or other leave	32%	26%	39%	14%	37%
No defined occupation	5%	12%	0%	14%	0%
Unemployed - involuntarily	22%	15%	22%	29%	29%
Sabbatical between Steiner school and studies	1%	3%	0%	0%	0%
Other	39%	44%	39%	43%	34%

ALL RESPONDENTS – CURRENTLY IN EMPLOYMENT OR EDUCATION

8. Which education have you finished most recently?

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	597	166	165	59	203
Class12 at a Rudolf Steiner school	13%	11%	14%	20%	11%
General youth education	38%	37%	41%	37%	34%
Vocational education	10%	11%	12%	10%	8%
Further and higher education	39%	40%	33%	32%	46%

- Please note that this is just a picture of the situation at the moment of answering. Those who are in the middle of further and higher education will appear as belonging to a 'lower' category.

IF GENERAL YOUTH EDUCATION

Which youth education have you finished? (see explanations at the beginning of the analysis)

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	235	63	71	22	77
Full HF or 3 years gymnasium (general, HTX, HHX)	11%	10%	14%	9%	10%
HF (single subjects), GSK (supplementary courses at gymnasium level), AVU, admission courses or the like.	31%	32%	27%	32%	35%
FUU (free youth education)	46%	41%	48%	50%	45%
Other	12%	17%	11%	9%	9%

IF VOCATIONAL EDUCATION

Which vocational education have you finished?

- Many different, 'quite normal' and broadly representative vocations from electrician to storehouse assistant and hothouse gardener, etc. etc.

IF FURTHER AND HIGHER EDUCATION

Which particular further and higher education have you finished?(name of education, e.g.veterinary doctor, laboratory technician, etc.)

- Again a variety of educations – see categorization below.

Duration of your further and higher education?

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	230	65	54	19	91
Short (1-2 years)	13%	9%	11%	11%	18%
Medium (3-4 years)	50%	58%	37%	47%	53%

Long (5 years or more)	37%	32%	52%	42%	30%
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In which field did you do your further and higher education?

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	229	67	52	18	91
Humanistic and theological	9%	10%	6%	17%	8%
Pedagogical	21%	24%	17%	22%	20%
Artistic	19%	21%	15%	11%	22%
Natural sciences	11%	13%	12%	6%	9%
Social sciences and economics	5%	3%	10%	6%	4%
Communication and commercial languages	4%	1%	10%	6%	2%
Technology	10%	10%	6%	17%	11%
Transportation	0%	0%	0%	0%	0%
Food technology	0%	0%	2%	0%	0%
Agriculture and fishing	0%	0%	2%	0%	0%
Health	13%	12%	12%	6%	15%
Police and army	0%	0%	0%	6%	0%
Don't know	0%	0%	0%	0%	0%
Other	7%	4%	10%	6%	9%

11. Did you carry through your further and higher education within the prescribed time (norm)?

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	529	150	140	49	187
Norm	78%	79%	79%	82%	77%
Less than norm	3%	3%	2%	2%	3%
Longer than norm	19%	17%	19%	16%	20%

- The high number of studies carried through within the norm or in a shorter time is impressive.

If longer than norm – how many months more?

- On average 12-18 months

IF LONGER THAN NORM:

12. What was the reason for the delay?

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	97	25	26	8	37
The education was too demanding	13%	20%	12%	0%	14%
Did projects relevant to the studies during the education	21%	24%	31%	0%	14%
Maternity	25%	32%	12%	13%	32%
Work, primarily in order to earn money	22%	12%	23%	13%	27%
Work, primarily relevant to studies	13%	16%	12%	13%	14%
Illness	4%	0%	4%	0%	8%
Illness in the family	2%	0%	4%	0%	3%
Travels	19%	16%	15%	25%	22%
Sports or other leisure occupations, demanding time	3%	0%	8%	0%	3%
Political work/career	2%	4%	4%	0%	0%
Voluntary work/career in clubs, sports, etc.	3%	4%	0%	25%	0%
Other	45%	52%	50%	50%	38%

- Various reasons – a great number of ‘acceptable’ explanations like maternity, relevant projects, or work, illness, or the wish to deal more thoroughly with research projects, final thesis, and the studies as such (some point out that the prescribed time is unrealistic)
- Some double coverage – 1,74 answer per respondent

IF LONGER THAN NORM:

13. Did you take a period of leave during your education, or did you ‘just’ carry it through in a longer time than prescribed, i.e. prolonged without actual leave?

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	93	23	24	8	37
Leave during studies	44%	57%	29%	63%	43%
No leave during studies	56%	43%	71%	38%	57%

- Most of the leaves were maternity leaves
- Those who were not on leave, say that it was not necessary

14. Have you finished other vocational or further and higher education apart from the above mentioned? Don't include class 12 or preparatory courses (HF, GSK, etc.)

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	549	155	147	53	190
No	83%	81%	82%	94%	81%
Yes	17%	19%	18%	6%	19%

- As many as 83% have not finished any other education – no chopping and changing between courses.
- Those who have more than one education answer primarily that it is for example a supplement to their original studies, or that they found a new field of studies that was more interesting to them.

17. Have you, in the course of your education begun and subsequently interrupted a vocational or further and higher education (begun, but not completed)? Don't include class 12 or preparatory courses (HF, GSK, etc.)

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	524	142	143	52	183
No	79%	79%	81%	77%	79%
Yes	21%	21%	19%	23%	21%

- As many as 79% have not interrupted an education – they begin, and they carry through!

19. Why did you interrupt your education?

- Primarily motivated by wish (not failing to meet the demands of the studies, fear of exams, etc):
 - Got interested in new field (33%),
 - Lost interest (31%)
 - Other (31%): Very different answers – no unambiguous line

CURRENTLY IN EDUCATION:

20. What kind of education are you taking?

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	268	69	79	26	92
General youth education	29%	29%	30%	27%	28%
Vocational education	9%	6%	9%	4%	14%
Further and higher education	62%	65%	61%	69%	58%

- 62% speak for themselves!

IF GENERAL YOUTH EDUCATION:

Which general youth education?

- FUU (51%) - full HF (17%) and HF single subjects, GSK etc. (17%)

20a. Do you plan to take a vocational or further and higher education after your youth education?

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	71	20	21	6	23
No	6%	5%	5%	0%	9%
Yes	94%	95%	95%	100%	91%

- They want to continue studies – primarily in further and higher education

IF FURTHER AND HIGHER EDUCATION:

Which further and higher education (name the education, e.g. veterinary doctor, laboratory technician, etc.)?

- Very different educations in all kinds of fields, see more below

Duration of your current further and higher education?

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	155	42	47	15	50
Short (1-2 years)	9%	5%	6%	13%	14%
Medium (3-4 years)	35%	31%	36%	40%	36%
Long (5 years or more)	56%	64%	57%	47%	50%

In which field is your current further and higher education?

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	162	44	48	18	51
Humanistic and theological	23%	25%	31%	11%	20%
Pedagogical	15%	14%	13%	22%	18%
Artistic	18%	14%	19%	33%	14%
Natural sciences	7%	9%	6%	0%	8%
Social sciences and economics	13%	11%	15%	0%	18%
Communication and commercial languages	4%	2%	6%	6%	4%
Technology	6%	9%	4%	6%	6%
Transportation	0%	0%	0%	0%	0%
Food technology	1%	0%	0%	0%	2%
Agriculture and fishing	1%	2%	0%	0%	0%
Health	14%	16%	13%	17%	12%
Police and army	1%	2%	0%	6%	0%
Don't know	0%	0%	0%	0%	0%
Other	10%	5%	15%	11%	12%

21. To what degree do you feel that what you learned at your Steiner school has equipped you with what you needed to get the education you wanted?

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	575	159	159	56	197
To a very large degree	23%	19%	26%	32%	20%
To a large degree	37%	40%	33%	41%	37%
To some degree	25%	25%	23%	20%	28%
To a small degree	8%	7%	9%	4%	10%
Not at all	2%	3%	4%	0%	2%
Don't know	5%	6%	5%	4%	3%

- 60% feel to a large or very large degree that what they learnt at Steiner school has equipped them with what they needed to get the education they wanted. Only 10% say 'to a small degree' or 'not at all'.

22. Which qualities and competences from your Steiner school education have been of use to you in your further education, and which have not been of use?

Things from your school education that have been of use to you?

- Many detailed and many-sided answers!
- A homogenous picture – three fields:
 - Creativity – musicality
 - A way of viewing and understanding human beings – empathy – social competences
 - Independence – self-assurance – authenticity

22b Things from your school education that have not been of use to you?

- Far fewer answers than above
- Primarily eurythmy and 'the academic level' of the teaching

22c What have you missed in order to be better equipped for further education?

- Experience in passing exams
- Assessment in the form of marks
- Better qualifications in the classical fields: maths, physics, and biology
- Social studies

23. To what degree do you have/get an education that satisfies you?

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	569	156	157	58	194
To a very large degree	41%	43%	39%	33%	42%
To a large degree	41%	38%	46%	52%	37%
To some degree	11%	10%	9%	12%	14%
To a small degree	1%	1%	1%	0%	1%
Not at all	1%	1%	1%	0%	1%
Don't know	5%	8%	4%	3%	5%

- 82% (!!!!!) get/have to a large or very large degree an education that satisfies them. Only 2% answer 'to a small degree' or 'not at all'.

ALL RESPONDENTS

25. Are you employed at the moment?

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	602	165	164	61	208
No	32%	35%	34%	18%	31%
Yes	68%	65%	66%	82%	69%

IF NO IN COL. 25, I.E. YOU ARE NOT EMPLOYED NOW,

26. Have you been employed earlier?

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	179	55	49	10	63
No	15%	18%	14%	10%	13%
Yes	85%	82%	86%	90%	87%

If yes, why are you not employed now?

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	148	42	42	9	54
Am unemployed, was given notice	9%	12%	2%	0%	13%
Have chosen to be unemployed	16%	17%	24%	0%	11%
Was employed, but am now in education	49%	48%	50%	78%	44%
Pensioner	4%	5%	5%	0%	4%
Other	22%	19%	19%	22%	28%

- Many (68%) are employed now
- Most of those who are not employed, have had a job
- If people are not employed, it is primarily because of education
- 4% unemployment – see also below

28. In what field of professions or trade is your work?

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	451	120	121	51	157
Industry and production	6%	13%	2%	4%	5%
Energy and water supply, renovation	1%	0%	1%	0%	1%
Building and planning	8%	8%	9%	12%	6%
Retail trade	5%	5%	7%	6%	4%
Hotels, restaurants, other trade	8%	7%	12%	8%	6%
Transportation, post, and telecommunication	5%	7%	2%	10%	6%
Agriculture/forestry/fishing	2%	1%	2%	0%	3%
Banking, finance, and insurance	1%	0%	2%	0%	0%
Private business service, liberal professions	9%	9%	11%	8%	8%
Organisations, art, and culture	6%	4%	7%	6%	6%
Health and welfare institutions	20%	18%	15%	18%	26%
Teaching	15%	13%	15%	14%	17%
Police and army	1%	0%	0%	2%	2%
Other	28%	28%	31%	29%	27%

- Primary fields of work: teaching, health, and welfare – apart from that widely spread.
- We compare with the structure in comparable youth cohorts.
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30. What is the category of your job?

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	438	122	114	47	153
Independent	12%	12%	13%	13%	10%
Helping in husband's/wife's business	0%	0%	0%	0%	0%
Salaried employee	29%	32%	27%	32%	26%
Salaried employee (leader/manager)	8%	8%	9%	2%	8%
Skilled worker	16%	16%	13%	13%	18%
Unskilled worker	26%	22%	31%	36%	22%
Early retirement	0%	1%	0%	0%	1%

Unemployed	4%	7%	2%	2%	3%
Other	11%	7%	9%	11%	17%

31. To what degree do you feel that what you learned at Steiner school has equipped you with what you need for your present job?

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	460	120	127	50	160
To a very large degree	19%	17%	19%	30%	17%
To a large degree	32%	33%	30%	38%	32%
To some degree	28%	24%	31%	24%	30%
To a small degree	9%	11%	8%	4%	9%
Not at all	7%	10%	8%	4%	4%
Don't know	5%	4%	5%	0%	6%

- They feel to a large degree equipped for their job by their Steiner education – presumably more so than an entire youth cohort (as far as we know this has not been investigated).

32 In what way? Which qualities and competences from your Steiner education have been of use to you in your work, and which have not been of use?

32a Things from your school education that have been of use to you?

- Again 'no bad' experiences
 - Creativity – imagination, ...
 - Autonomy – responsibility
 - Understanding of human beings – empathy

32b Things from your school education that have not been of use to you?

Again – not surprisingly – eurythmy

33. Have you, after leaving class 12, needed to attend any preparatory courses (GSK, HF etc.) to gain admission to the education or the job you want/wanted?

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	591	164	161	57	205
No	40%	40%	40%	58%	37%
Yes	60%	60%	60%	42%	63%

- 40% did not need to attend further preparatory courses.

IF YES:

Which supplementary courses did/do you attend?

- Mainly HF single subjects (59%) and a full HF (18%)

IF YES: YOU ARE ATTENDING OR HAVE ATTENDED OTHER PREPARATORY COURSES APART FROM CLASS 12:

34. Why did you consider it necessary for you to attend these further courses?

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	345	97	95	24	125
To achieve the necessary marks	55%	54%	58%	38%	58%
Because classes 11 and 12 were not recognized as a sufficient academic basis	48%	42%	46%	63%	50%
Because my school report was not recognized as sufficient documentation	48%	41%	53%	38%	52%
I did not feel that my qualifications were up to the demands of my education or my job	24%	28%	29%	17%	20%
I was uncertain as to what education or occupation I wanted	20%	18%	29%	21%	14%
Other	26%	33%	23%	33%	22%

- They attend supplementary courses to get marks or because their school reports are not recognized.
- Only 24 % say that they were not academically equipped to to join the education they wished (which was to a large degree a further and higher education of medium or long duration)
- They do not find, though, that it is a matter of double education:

35. To what degree do you think that classes 11 and 12 and the supplementary courses you attended afterwards, represent a 'double', overlapping education?

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	332	95	89	24	120
To a very large degree	8%	4%	11%	13%	8%
To a large degree	20%	15%	17%	21%	25%
To some degree	35%	34%	39%	29%	32%
To a small degree	20%	28%	17%	17%	17%
To a very small degree	15%	16%	13%	13%	16%
Don't know	3%	3%	2%	8%	3%

37. How long did it take from you left class 12 till you began the education you have most recently concluded?

IF YOU HAVE NOT CONCLUDED ANY EDUCATION BEYOND CLASS 12, DON'T ANSWER THIS QUESTION.

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	488	135	137	43	170
3 months or less	16%	17%	14%	30%	14%
4 - 6 months	2%	2%	3%	0%	1%
7 - 12 months	6%	3%	9%	12%	4%
1 year and more, but less than 2 years	13%	17%	12%	9%	10%
2 years and more, but less than 3 years	15%	14%	20%	14%	13%
3 years and more, but less than 4 years	14%	13%	13%	19%	14%
4 years and more, but less than 5 years	11%	10%	13%	5%	14%
5 years and more	23%	24%	15%	12%	30%

- It takes comparatively long to start the actual education – but then it is a valid choice (see above – few interruptions of education), and the studies are to a large degree carried through within the prescribed time
- A comparison with nationwide figures is yet to be carried through
- The respondents spend time working, traveling, preparing for studies, attending free colleges, etc. (in the charts report you can see what they have been occupied with, for half a year at a time)

USE OF SCHOOL REPORTS

39. In which situations have you used your report?

YOU MAY MARK MORE THAN ONE ANSWER:

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	596	165	162	60	205
Application for entering an education	62%	65%	57%	60%	64%
Application for job	16%	16%	14%	18%	17%
Other situations	7%	7%	7%	10%	5%
Report not used	31%	27%	34%	28%	31%

- As few as 31% have not used their report - 62% (!) have used it , applying for admission to an education

40. In what way did you use your report in connection with education or work?

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	402	120	102	40	138
Was admitted to education and/or got job on account of the report.	12%	12%	13%	17%	12%
Used report actively, combined with supplementary marks, free college studies, etc..	53%	53%	49%	47%	57%
Report only shown (used to a very small degree)	30%	31%	33%	30%	27%
Other	4%	4%	5%	5%	4%

- 12% were admitted on account of the report only
- 53% used it actively
- As few as 30% 'only' showed it

41. How was the report received, and what was the reaction to it as a documentation of your qualifications and your personal strengths and weaknesses?

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	399	119	103	40	135
Very positive	8%	6%	8%	13%	7%
Positive	26%	32%	19%	25%	24%
Neither nor	29%	27%	35%	25%	29%
Negative	4%	4%	4%	5%	4%
Very negative	2%	0%	4%	5%	2%
Don't know	31%	31%	30%	28%	33%

- The reception was neutral (60% - 'neither nor' and 'don't know') or moderately positive
- Perhaps the form can be made more stringent and/or changed in style, in order to make it more weighty and more widely recognized?
- Read more in the charts about reception
- The reason for not using the report is that it is unnecessary – qualifications are documented in other ways
- The respondents achieve their qualifications through courses with marks (27%) and admission courses (32%) – but many other paths give qualifications: work (30%), stays abroad (23%), and attending free colleges (19%). This throws a particular light on the comparatively long time, spent between leaving class 12 and beginning the actual education – many things qualify (but in a wider context)

44. Would it have been easier for you to gain admittance to an education or to get a job if you had had a report from the Steiner school with marks?

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	591	162	162	58	205
Yes, much easier	34%	33%	33%	19%	39%
Yes, a little easier	21%	22%	22%	29%	18%
No, not easier	27%	23%	28%	31%	27%
Don't know	18%	22%	17%	21%	17%

- Marks is an issue – they would have smoothed the path

GENERAL SATISFACTION:

46. How satisfied or dissatisfied are you ON THE WHOLE with having attended Steiner school?

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	603	166	165	61	207
Highly satisfied	54%	49%	59%	66%	52%
Satisfied	39%	45%	35%	33%	40%
Neither nor	4%	4%	3%	2%	6%
Dissatisfied	1%	1%	2%	0%	1%
Deeply dissatisfied	1%	1%	1%	0%	1%
Don't know	0%	1%	1%	0%	0%

- 54% are highly satisfied, and 39% are satisfied, altogether 93%. Only 2% are dissatisfied!
- Many, many pages of reasons for and examples of what has caused most satisfaction and dissatisfaction:

Satisfaction:

- Creativity
- The teaching methods
- The social coherence
- Manysidedness
- The view of human beings – broadness of scope

Dissatisfaction:

- Not enough discipline and following up on offences
- Not enough focus on proficiency
- Eurythmy
- When views of life get too narrow (Not enough openness, reservedness, dogmatism, attitude towards society,

wrong protection)

- The schools should adjust faster to the demands of the time (IT, general developments in society) without sacrificing the Steiner concept, their identity and values
- They should dare to be modern with a strong identity of their own

50. Looking back, do you think you would have been in a better position IF you had left Steiner school after class 9 or 10 and had perhaps attended a gymnasium, vocational, or other youth education?

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	587	160	159	59	205
Much better	4%	4%	5%	3%	4%
Better	14%	13%	11%	7%	20%
The same	14%	16%	13%	12%	15%
Worse	32%	34%	35%	34%	27%
Much worse	15%	11%	19%	27%	13%
Don't know	20%	22%	18%	17%	21%

- Very few think that they would have been in a better position IF they had left Steiner school after class 9 or 10
- The main part think they would have been in a worse position

ALL:

54. On the whole a Steiner school sets its priorities in a way, different from other schools. What is your opinion of the various fields, listed below – is it positive or negative?

All schools added together – total:

	Total	Very positive	Positive	Neither nor	Negative	Very Negative	Don't know
No marks	100%	29%	26%	15%	19%	8%	2%
No exams	100%	25%	25%	16%	24%	8%	2%
Undivided classes	100%	35%	34%	15%	8%	1%	7%
Importance of crafts	100%	63%	29%	5%	2%	0%	0%
Importance of arts	100%	68%	25%	4%	2%	1%	0%
Movement during lessons (e.g. eurythmy, stamping the tables, etc.)	100%	31%	34%	18%	10%	5%	2%
The class 12 final project	100%	66%	26%	6%	1%	1%	1%
Subjects taught in periods/main lessons	100%	65%	27%	5%	2%	1%	0%
One class teacher during basic school	100%	63%	26%	5%	3%	1%	2%

- Generally positive attitude towards:
 - Crafts
 - Arts
 - Class 12 final project (stressed significantly in the open responses)
 - Subjects taught in periods
 - One class teacher during basic school

- Neutral attitude towards:
 - Movement during lessons
 - Undivided classes

- Comparatively negative attitude towards (consistent with what respondents have missed/what could have put them in a better position):
 - No marks
 - No exams

- The figures from the various schools can be seen in the charts report

56. Would an increased use of actual textbooks in classes 11 and 12 be better or less good than period folders/notebooks? Textbooks would be..:

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	583	161	157	60	201
Much better	21%	24%	15%	8%	27%
Better	35%	37%	31%	38%	36%
Neither nor	19%	20%	22%	17%	15%
Less good	12%	7%	17%	18%	10%
Far less good	5%	5%	8%	8%	2%
Don't know	8%	7%	8%	10%	10%

- 56% find that actual textbooks would be better in classes 11 and 12 (would introduce 'normal' teaching and be a better preparation for studies – without renouncing all the other good things!)

57.If you look at your subsequent education and work as well as at your 'life as a whole', how do you feel equipped by your Steiner education in the following fields?

All schools added together – total:

	Total	Very well	Well	Neither nor	Badly	Very badly	Don't know
History and religion	100%	20%	47%	20%	10%	3%	1%
Present day Danish and international affairs	100%	7%	29%	29%	24%	10%	1%
Natural sciences, such as physics, chemistry, biology, and geography	100%	5%	27%	30%	25%	12%	2%
Foreign languages	100%	22%	42%	19%	12%	5%	1%
Maths	100%	11%	32%	24%	22%	10%	2%
Danish literature and language	100%	24%	44%	21%	8%	3%	1%
Artistic fields, music, painting, etc..	100%	64%	30%	6%	1%	0%	0%
Practical fields, such as woodwork, needlework, etc.	100%	63%	31%	5%	1%	0%	0%

Very well equipped in:

- Artistic fields
- Practical crafts and skills

Well equipped in:

- History and religion
- Foreign languages
- Danish literature and language

Neutral/badly equipped in

- Mathematics
- Natural sciences, such as physics, chemistry, biology, and geography
- Present day Danish and international affairs

GENERALLY EQUIPPED FROM YOUR STEINER EDUCATION:

All schools added together – total:

	Total	Very well	Well	Neither nor	Badly	Very badly	Don't know
Reading skills	100%	46%	36%	9%	7%	2%	1%
Mathematic skills	100%	16%	38%	22%	18%	6%	1%
Language skills	100%	26%	41%	19%	10%	2%	1%
Praktical skills	100%	58%	33%	8%	1%	0%	0%
Collaborating competence	100%	56%	32%	9%	1%	0%	1%
Social competence	100%	60%	31%	8%	1%	0%	1%
Empathy	100%	66%	27%	5%	1%	1%	1%
Capacity for innovative thinking	100%	50%	39%	8%	1%	1%	1%
Critical sense	100%	43%	38%	15%	3%	1%	1%
Tolerance of problems and conflicts	100%	35%	40%	17%	5%	1%	3%

- The main tendency as to where one feels well equipped - which is the case in quite a lot of places - is marked in bold letters

58. How active are you in the following fields in your spare time?

All schools added together – total:

	Total	Very active	Fairly active	Average activity	Practically not active	Not active	Don't know
Sports in club	100%	9%	11%	13%	12%	55%	0%
Sports, not in club	100%	10%	20%	30%	17%	23%	0%
Play music	100%	12%	11%	15%	22%	40%	0%
Listen to music	100%	38%	34%	23%	4%	1%	0%
Reading Leisure	100%	32%	29%	30%	8%	1%	0%
Watch TV	100%	8%	23%	49%	14%	6%	0%
Computer - surf/play	100%	11%	19%	36%	20%	14%	0%
Evening courses, study groups	100%	5%	11%	15%	17%	52%	1%

Club activity	100%	11%	11%	11%	13%	54%	0%
Board activity	100%	10%	11%	11%	9%	57%	1%
Spend time with friends	100%	32%	37%	28%	2%	1%	0%
Spend time with family	100%	38%	35%	24%	4%	0%	0%

The Steiner schools plan eventually to carry through a more detailed qualitative biography project in order to get a deeper and more differentiated insight into the biographies of former pupils and how their competences from their education serve them. If this biography project is launched (and if its volume is acceptable), would you be prepared to take part in it?

	Total	Rudolf Steiner Skolen i Odense	Vidar Skolen i Gentofte	Mikael Skolen i Herlev	Rudolf Steiner Skolen i Århus
Basis	458	123	128	47	156
Yes, certainly Ja, helt sikkert	43%	33%	48%	57%	44%
Yes, perhaps	45%	51%	43%	38%	42%
No, probably not	7%	11%	4%	2%	8%
No, certainly not	3%	4%	2%	2%	3%
Don't know Ved ikke	2%	2%	3%	0%	3%

- 88% say that they would certainly or perhaps take part in a more detailed biography project
- We have adresses etc.

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INTERNAL CHALLENGES/DEVELOPMENT PROJECTS FOR RUDOLF STEINER SCHOOLS IN DENMARK

As a follow up to the analysis 'Where did they go?' a number of issues arise, which the schools would do well to take up.

These comments list these challenges/development projects and were written with a view to internal discussions.

Obviously the items listed are 'problem' orientated and do not deal with all the positive aspects that were also an outcome of the analysis.

The subjects have to do with the upper level only, in some cases specifically with classes 11 and 12. The order of the subjects is arbitrary and does not signify any kind of prioritisation.

POTENTIAL FIELDS OF INTERNAL DEVELOPMENT IN THE LIGHT OF THE ANALYSIS

1. Marks

The respondents would have wished to have marks or some other kind of more concrete assessment. Many have solely for this reason had to attend one or more courses at GSK, HF, etc. This question hangs together with the following remarks on school reports.

2. School reports

A surprising number have actually used their reports – but many would have liked to have had a more 'intelligible' and precise report. Not that they want the descriptive texts replaced by figures or other kinds of ranking, but an additional 'executive summary' and some kind of indicators (perhaps in colours?) with regard to their competences would be a great help. Which place would be better suited for such a broadly designed competence- indicator-model than the Steiner school?

3. Textbooks

A significant majority want the tools for study in classes 11 and 12 supplemented by actual textbooks, among other things as a regular practice of 'studying' – see below.

4. Preparation for studies

Many feel that after classes 11 and 12 they were not sufficiently trained in the discipline of 'studying'. They would like the later period of upper school to be more orientated towards studies, by means of textbooks, training for exams/simulating exam situations, or other activities, such as exam labs, study labs.

5. Social studies and biology

Many seem to have experienced a vacuum in these two fields.

6. Eurythmy

Movement as a basis for the teaching and learning in school are an intrinsic part of the school's concept. The pupils neither understand nor experience or realize this. They find little use for eurythmy in particular and show little appreciation of its connection with learning, competences, and general positive effects. The schools ought to re-think, re-tell, and re-vitalize the 'stories' with which they describe among themselves the reasons for teaching eurythmy, thus putting it in the context of other subjects, learning in general, the ability to express oneself in different bodily dimensions, etc.

POTENTIAL FOR DEVELOPMENT – MY COMMENTS (by the author of the comments)

Apart from the subjects that are more or less specifically based on the results of the analysis, I have included a few themes which are not directly specified in the analysis... but then again...

The subjects below are partly a further interpretation of the analysis and partly a comment based on my own opinions and observations (exclusively from the school in Odense, where I have been a parent for 12 years (plus two years in kindergarden)) as well as a long conversation with professor of organisational development Claus Otto Scharmer (MIT).

7. Genuine involvement

A much stronger and more open involvement of all parents, former pupils, local politicians, etc. Exploring new and different ways of being together? For example, The ownership project from Witten (Claus Otto Scharmer)

8. Clarifying the school's identity and making it visible

Design, logo, branding, aesthetics, reputation...strength or weakness?
From traditional 'closeness' to progressive 'openness'.

9. Life around the school

A new strategy for lectures, activities, initiatives – everyday life and festivities – where the schools to a much larger degree take a position in the face of challenges in our society, into which the thoughts that are behind the school/anthroposophy enter actively.