



Youth Wiki national description

Youth policies in Denmark

2018

The Youth Wiki is Europe's online encyclopaedia in the area of national youth policies. The platform is a comprehensive database of national structures, policies and actions supporting young people. For the updated version of this national description, please visit

<https://eacea.ec.europa.eu/national-policies/en/youthwiki>

DENMARK

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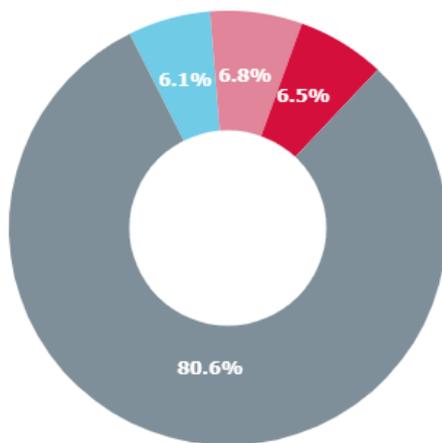
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Overview

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Ratio of young people in the total population on 1st January



- Age group 15-19
- Age group 20-24
- Age group 25-29
- Other age groups

Total number of young people:

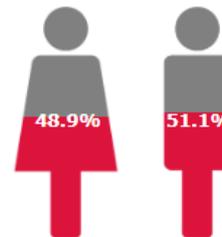
References:

Ratio (%) of young people in the total population (2017): Eurostat, yth_demo_020 [data extracted on 4/09/2018].

Absolute number of young people on 1 January for the age group 15-29 (2017): Eurostat, yth_demo_010 [data extracted on 4/09/2018].

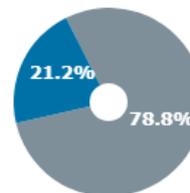
Ratio (%) of men and women in the youth population (2017): Eurostat, yth_demo_020 [data extracted on 4/09/2018].

Young immigrants from non-EU countries (2016): Eurostat, yth_demo_070 [data extracted on 4/09/2018].



Ratio of men and women in the youth population

Ratio of young immigrants in all immigrants from non-EU countries



- Age group 15-29
- Other age groups

Denmark

In Denmark, there is no Ministry of Youth, no national youth law or national youth agency. Instead, youth policy is formulated in the sector ministries, such as Ministry of Education, Ministry for Children and Social Affairs, Ministry of Health etc. Because of the Danish youth policy approach, youth policy reforms are often cross-sectoral and coordinated by several ministries.

The Danish welfare model is characterised by strong redistribution of income through the tax system and a broad range of social services and benefits.

The Danish parliament (Folketinget) establishes the legal framework for the national youth policy. At the local level, regions and municipalities have the responsibility for implementing the youth policy. Municipalities are responsible for the welfare policies close to the citizen, such as childcare, primary schools, social affairs, eldercare etc.

Politicians at the local level are entitled to define local strategies and targets as long as they comply with national legislation, targets set by the government and a yearly economic agreement between the government and the local government. As [municipalities fix and levy local taxes themselves](#), they have various options in adjusting their social services to local conditions. At the same time, the local authority sets the political priorities when trading off between tax rate and service level. This explains the differences in the service level from one local authority to the other.

Currently, Denmark is experiencing a low unemployment rate. In 2017, the [Danish NEET rate was 9.9%](#) in the 15-34 age group.

1. YOUTH POLICY GOVERNANCE

In Denmark, the government formulates the overarching political strategies and the legal framework is passed by the parliament. The two lower levels of government, the regions and the municipalities, are responsible for providing a broad spectrum of social services. As [municipalities fix and levy local taxes themselves](#), they have various options in adjusting their social services to local conditions. At the same time, the municipality sets the political priorities when trading off between tax rate and service level. This means that at the local level, welfare services may differ because of different priorities made by the municipal councils ([kommunalbestyrelse](#)).

Youth policy in Denmark is integrated into other relevant policy areas. Therefore, Denmark does not have a youth law, a youth minister, or a national agency for youth. Instead, youth policy is found in policy areas such as education, employment, health, social affairs, culture, etc.

Due to the Danish youth policy approach, there are several strategies that target the youth population, for instance youth in the education system, young people in the health care system, socially marginalised young people, etc.

Nevertheless, according to the Act on Social Services ([lov om social service](#)) the municipalities must develop a coherent children and youth policy.

1.1 Target population of youth policy

In Denmark, there is no single definition of the target group. Different acts, strategies and institutions target different groups of young people, for instance:

The Youth Guidance Centres ([UU](#)) are responsible for the guidance of young people outside primary and lower secondary education ([folkeskole](#)). The target group is young people in the 15-17-year age group and young people in the 18-24-year age groups. The municipal job centres may use guidance from UU for people under the age of 30.

A new reform of preparatory basic education ([FGU](#)) targets young people under 25 years. FGU may also include young people up until the age of 30 years. (See [section 1.9](#))

In the area of social affairs, [different definitions](#) apply. Sometimes, a young person is the 15-17 age group and clearly delimited from a child in the 0-14 age group. At other times, the term "*children and young people*" is used to define the 0-18-year age group.

In the Act on Social Services ([lov om social service](#)), children and young people are defined as up to the age of 22. When young people turn 23, they are defined as adults and may be entitled to support and services as adults.

1.2 National youth law

Existence of a National Youth Law

There is no national youth law in Denmark.

Scope and contents

Revisions/updates

1.3 National youth strategy

Existence of a National Youth Strategy

No single youth strategy covers all aspects of Danish youth policy. Instead, eight strategies target different aspects of young people's lives.

The current government platform encompasses a section on youth policy

Title in English: For a Freer, Richer and Safer Denmark.

The title of the youth section: All Young People Should Have a Good Start in Life

Title in Danish: [For et friere, rigere og mere trygt Danmark](#).

Title in Danish of the youth section: [Alle unge skal have et godt afsæt](#)

Type of document: Government platform

Time of introduction and timeframe: November 2016 – in effect.

Higher Education for the Future – New Targets for Higher Educations

Title in English: Higher Education for the Future – New Targets for Higher Educations

Title in Danish: [Videregående uddannelser til fremtiden. Nye målsætninger for de videregående uddannelser](#).

Type of document: Government plan

Time of introduction and timeframe: March 2018 – in effect

From Primary School to Skilled Worker – Vocational Educations for the Future

Title in English: From Primary School to Skilled Worker – Vocational Educations for the Future

Title in Danish: [Fra Folkeskole til faglært – erhvervsuddannelser til fremtiden](#)

Type of document: Government initiative

Time of introduction: September 2018

Timeframe: November 2018, a majority in parliament has made a political agreement regarding the initiative.

We Accomplish Together – An Overall Action Plan for the Psychiatric System up until 2025

Title in English: We Accomplish Together – An Overall Action Plan for the Psychiatric System up until 2025

Title in Danish: Vi løfter i fællesskab - en samlet handlingsplan for psykiatrien frem mod 2025

Time of introduction: September 2018

Timeframe: 2018-2025

The action plan is described in section 4.2.

10 Goals for Social Mobility – Because Everybody Can

Title in English: [10 Goals for Mobility - Because Everybody Can](#)

Title in Danish: 10 mål for social mobilitet – fordi alle kan

Time of introduction: May 2018

The strategy is described in detail in [section 4.3](#).

Strategy for a Stronger Civil Society

Title in English: Strategy for a Stronger Civil Society

Title in Danish: [Strategi for et stærkere civilsamfund](#)

Time of introduction: October 2017

The strategy is described in detail in [section 2.3](#).

Believe in Yourself – We Do. Reform of preparatory basic education and training

Title in English: Believe in Yourself – We Do. Reform of preparatory basic education and training

Title in Danish: [Tro på dig selv – det gør vi. Reform af de forberedende tilbud](#)

Time of introduction and timeframe: In May 2017, the government launched the preparatory basic education and training initiative. The first pupils in the new FGU education are expected to start in August 2019.

Scope and contents

Government platform – chapter on youth policy

Most young people do well, but according to the government, too large a group of young people do not succeed and risk a life of being marginalised. The government intends to strengthen the measures targeting children and young people who risk a life on the edge of society.

The platform has two general focus areas:

- To provide children and young people the best start in life. This initiative involves the measurement of day-care institutions in order to ensure optimal conditions for well-being and education. The initiatives must compensate for negative social inheritance. Primary and lower secondary education ([folkeskole](#)) must lift children and young people with poor academic skills in order to prevent them ending up in the NEET group (neither in employment nor in education and training).
- To prevent honour-related conflicts and youth crime.

The government platform does not indicate any specific targets.

Target group:

- Children in day-care institutions in order to prevent negative social inheritance
- Children and young people in the primary and lower secondary education ([folkeskole](#)) with poor academic skills
- Young people without upper secondary educations
- Socially marginalised young people
- Young people at risk of honour-related violence and social control
- Young people at risk of becoming criminals

Higher Education for the Future – New Targets for Higher Educations

The government's ambition is to prepare higher education for the future labour market. Higher education must have a high quality and contribute to growth and higher employment.

Key political objectives: The government plan establishes three key priorities with a range of targets (list of targets not complete):

- High professional standard and high learning outcome
- A strong linkage between higher education and relevant skills now and in the future:

- At least 60% of the employed graduates should be employed in the private sector
- A highly educated population with many years on the labour market
- At least 50% of 30-year-olds should have completed a higher education

Target groups: The target group is all young people.

From primary school to skilled worker – vocational educations for the future

The government initiative defines 12 key areas of priority:

- Primary and lower secondary education (folkeskole) must nurture the pupils vocational aspirations
- A break with the default choice of general upper secondary education
- Greater municipal responsibility for the demand for vocational education
- More young people should make the right choice right away/first time
- 10th form should lead more to vocational education
- Professional pride and enthusiasm should be the pillars of vocational education
- Attractive youth environments
- More room for clarification and to concentrate on the subjects
- Improved quality
- Greater certainty of getting an apprenticeship agreement
- Social and healthcare education should appeal to more people
- More freedom to the vocational education institutions

Specific target groups: all young people.

Believe in Yourself – We Do. Reform of preparatory basic education and training

The initiative has four key priorities:

1. A new, improved education that builds up young people
 1. One clear and manageable education with high quality and flexibility
 2. Three entries: General basic education, basic production education, and basic vocational education
2. Municipalities have the full responsibility for all young people up until the age of 25
3. The municipalities must provide one coherent youth effort/measure regarding guidance, special education, and entry to the labour market (job centres)
 1. The municipalities have the responsibility for the new preparatory basic education
 2. Education institutions in all of Denmark
4. A new education target:
 1. By 2030, 90% of 25-year-olds should have completed a youth education
 2. By 2030, the share of NEETs must have halved

Specific target groups: NEETs

Responsible authority for the implementation of the Youth Strategy

Higher Education for the Future – New Targets for Higher Educations

The top-level authority responsible for the implementation, coordination, and monitoring is the Ministry of Higher Education and Science. The Danish Agency for Institutions and Educational Grants is responsible for the general supervision and control of higher education institutions regarding the targets set by the government. The annual higher education and research report describes the status of the targets in the plan. The Danish Agency for Research and Higher Education is responsible for the report.

There is no ministry with primary responsibility for youth policy.

The targets have not yet been evaluated.

From Primary School to Skilled Worker – Vocational Educations for the Future

The top-level authority responsible for the plan and for monitoring is the Ministry of Education. Furthermore, the municipalities are responsible for implementing the new initiatives. The local education institution boards have responsibility for improving the quality and the development of new educations.

There is no ministry with primary responsibility for youth policy.

The targets have not yet been evaluated.

The initiative is part of an ongoing reform of vocational educations.

Believe in Yourself – We Do. Reform of preparatory basic education and training

The Ministry of Education is the top-level authority. The municipalities are responsible for the operating of the preparatory basic education institutions and have full responsibility for young people up until the age of 25.

There is no evaluation of the reform.

The strategy is part of the government's policy to include as many young people as possible in employment and training and reduce the NEET group.

Revisions/updates

Higher Education for the Future – New Targets for Higher Educations

There are no revisions of the plan.

From Primary School to Skilled Worker – Vocational Educations for the Future

There are no revisions of the initiative.

Believe in Yourself – We Do. Reform of preparatory basic education and training

There is no revision of the reform.

1.4 Youth policy decision-making

Structure of Decision-making

Youth policy takes place at all levels of government, i.e. state, regional, and municipal.

State level

There is no minister of youth in Denmark. Instead, the decision-making process regarding youth policy resembles the general decision-making process in Denmark:

Denmark is a representative democracy. The Danish parliament (Folketinget) constitutes the legislative power, which means that the parliament must pass all laws.

The government constitutes the executive power. The government defines the overall objectives of all the policies in Denmark – including youth policies. Parliament and the government may both introduce proposals for new legislation. The government is responsible for the implementation of laws in Denmark.

The courts exercise judicial power in Denmark and have exclusive competence to decide whether Danish citizens or foreigners residing in Denmark have broken the laws of the country. Neither the Danish parliament nor the government have the authority to judge a citizen.

The prime minister has the ultimate responsibility for the coordination of government policy. The government coordinates its long-term policy in the government platform.

Furthermore, in the beginning of each parliamentary year, the prime minister is obliged to deliver an opening speech to the parliament and an overview of the bills the government intends to present in the current term. The overview also contains information about upcoming minister statements to the parliament.

The overview for the [parliamentary year](#) 2018/19

Every Tuesday, the government meets in the prime minister's office. The government coordinates, prepares, and discusses bills, statements, and initiatives before the ministers present them in the parliament.

The coordination [committee](#) coordinates the government's major and significant policy initiatives. Currently, the committee is constituted by:

- The prime minister
- The minister of foreign affairs
- The minister of justice
- The minister of finance
- The minister of defence
- The minister of economic affairs and the interior
- The minister for children and social affairs

The economic [committee](#) is the government's coordinating body regarding economic affairs. The economic committee deals with the finance bill, the economy of the regions and the municipalities, and other issues with major impacts on the economy and the state budget.

The economic committee is constituted by:

- The prime minister
- The minister of foreign affairs
- The minister of justice
- The minister of finance

In Denmark, preparing legislation regarding young people is the responsibility of the different sector ministries (only ministries and public authorities with relevance for the formulation, evaluation, and monitoring of Danish youth policy are mentioned):

The Ministry of Culture

- Culture policy for young people
- The non-formal general adult education (folkeoplysning, see section 2.1)
- The profits from the national lottery and football pools (udlodningsmidlerne, see section 2.1)

The Ministry for Children and Social Affairs

- Socially marginalised children/children with fewer opportunities
- Children with special needs
- People with disabilities
- Civil society and the social voluntary sector
- Family law

The following institutions fall under the Ministry for Children and Social Affairs:

- The National Board of Social Service. See section 1.6 and 4.2.
- The State Administration (Statsforvaltningen). In relation to young people, the State Administration is responsible for areas such as: adoption, child support, guardianship, spousal support.
- The Children's Council (Børnerådet). See section 5.3 and 4.5.
- The National Council for Volunteering (Frivilligrådet). The council advises the minister of social affairs and the Danish parliament (Folketinget) on volunteering in relation to social challenges. The purpose of the council is to contribute to the public debate on

the voluntary sector's role in the future development of the welfare society, including the sector's cooperation with the public and private sectors.

- The Danish Disability Council ([Det centrale Handicapråd](#)). The council advises politicians, authorities, and organisations on how they can improve conditions for people with disabilities.
- The National Council for Socially Marginalised ([Rådet for Socialt Udsatte](#)). The council must ensure that socially marginalised citizens are heard in policymaking processes and in the public. The council are in close dialogue with socially marginalised citizens and distributes knowledge about the area to the public.

The Ministry of Education

- Primary and lower secondary education (folkeskole) (ISCED 1 and 2).
- General and vocational upper secondary education (ISCED 3 and IVET).
- The Danish Minister for Education is the acting minister for the youth field with regard to the Council of Youth Ministers of the European Union.

The following institutions fall under the Ministry of Education:

- The National Agency for IT and Learning (Styrelsen for IT og Læring). The National Agency for IT and Learning has four main tasks:
 - To set the direction for digital learning in order to make every student as proficient as possible
 - Professional project management that delivers within time and budget
 - Provide functioning IT solutions that satisfy the users and make them feel safe
 - Bring data and analysis in play to strengthen learning and improve both local and central decision making
- The National Agency for Education and Quality (Styrelsen for Uddannelse og Kvalitet). The agency is responsible for quality development and supervision with the education institutions under the auspices of the ministry.
- Danish Evaluation Institute (Danmarks Evalueringsinstitut, EVA). EVA evaluates and quality develops the education system, from day care to higher education. See section 1.6.
- Danish Centre for Teaching Environment (Dansk Center for Undervisningsmiljø). The Danish Centre for Teaching Environment is a national knowledge centre with focus on teaching environments.

The minister for fisheries and equal opportunities and Nordic cooperation

The minister is charged with developing and coordinating the government's policies on equal rights, including gender equality.

The Ministry of Health

- Healthcare in Denmark
- Prevention
- The quality of healthcare in Denmark
- The psychiatric system

The following national agencies and institutions fall under the Ministry of Health:

- Danish Health Authority ([Sundhedsstyrelsen](#)). The task of the Danish Health Authority is to promote health and establish a good framework for health services in Denmark. The Danish Health Authority advises the Ministry of Health and other governmental authorities, municipalities, and regions, and offers recommendations, guidelines, and action plans.
- Danish Medicines Agency ([Lægemiddelstyrelsen](#)). Among other things, the agency authorises and inspects pharmaceutical companies and licenses medicinal products in the Danish market. Furthermore, the agency decides which medicines are eligible for reimbursement.
- Danish Patient Safety Authority ([Styrelsen for patientsikkerhed](#)). Among other things, the agency supervises authorised health professionals and health organisations and

issues permissions to practice independently as a medical doctor, dentist, and chiropractor.

- The Danish Council on Ethics ([Etisk råd](#)). The council advises and creates debate on genetic and biotechnology, which affects human life, nature, the environment, and food. The council also work with ethical issues related to the health sector.

The Ministry of Employment

- Working conditions
- Working environment and workplace injuries
- Employment

The following agency falls under the Ministry of Employment:

- The Danish Agency for Labour Market and Recruitment (Styrelsen for arbejdsmarked og rekruttering – STAR). STAR is responsible for implementing and following up on employment policy in Denmark, including the recruitment of necessary foreign labour.

The Ministry of Higher Education and Science

- Higher education
- Science
- Innovation
- State education grants

The following national agencies and institutions fall under the Ministry of Higher Education and Science:

- The Danish Agency for Institutions and Educational Grants (Styrelsen for Institutioner og Uddannelsesstøtte). The agency is responsible for the dialogue with and supervision of higher education institutions.
- The Danish Agency for Science and Higher Education (Styrelsen for Forskning og Uddannelse). The agency is responsible for statistics and analyses of the field of higher education, international education programmes, and quality development in Danish higher education and science.
- Higher education institutions.

The Ministry of Justice

- The justice system in Denmark

The following national agencies and institutions fall under the Ministry of Justice:

- The police ([Politiet](#)). The duties of the police are to ensure that laws and regulations are complied with and to take the necessary steps to prevent crime. This is achieved among other things by way of regular patrolling and by criminal investigation.
- The Prosecution Service ([Anklagemyndigheden](#)). The Prosecution Service's core task is to prosecute criminal offences and ensure that criminal cases are always treated fairly.
- The Danish Prison and Probation Service ([Kriminalforsorgen](#)). The task of the Danish Prison and Probation service is to fulfil the courts' decisions. the Danish Prison and Probation Service is responsible for:
 - The operating of Danish prisons
 - Supervising convicts outside the prison
 - Crime prevention

The Ministry of Immigration and Integration

- Immigration: entry, residence, and asylum
- Integration: integration of refugees and immigrants in society (e.g. the labour market and education system, Danish lessons, tests for non-Danish citizens)
- Prevention of extremism and radicalisation
- Honour-related conflicts and negative social control
- Citizenship

The following agencies and institutions fall under the Ministry of Immigration and Integration

- Danish Immigration Service ([Udlændingestyrelsen](#)). The Danish Immigration Service processes applications of foreigners' stay and residence in Denmark.
- The Danish Agency for International Recruitment ([SIRI](#)). SIRI is responsible for the Danish integration services, prevents extremism, and processes applications of foreigners' stay and residence in Denmark.
- The Council for Ethnic Minorities ([Rådet for etniske minoriteter](#)). The council advises and offers guidance to the minister of immigration and integration on issues of importance to immigrants and refugees. The council furthermore comments on new political initiatives and has the right to comment on general issues relating to ethnic minorities.

The Ministry of Economic Affairs and the Interior

- Structural policy
- Forecasts of the Danish economy
- Governance of municipalities and regions
- Economics of municipalities and regions
- Elections and referenda

The following institutions fall under the Ministry of Economic Affairs and the Interior:

- Statistics Denmark ([Danmarks statistik](#)). Statistics Denmark is the central authority on Danish statistics. Statistics Denmark collects, compiles, and publishes statistics on the Danish society.
- The Social Appeals Board ([Ankestyrelsen](#)). The Social Appeals Board is an independent state institution that settles complaint cases from citizens in Denmark regarding social policy and labour market policy and supervises municipalities and regions.
- Benchmarking Unit ([Benchmarkingenhed](#)). The Benchmarking Unit is an independent institution. The unit provides analyses of the municipalities' and regions' performance.
- VIVE (Det Nationale Forsknings- og Analysecenter for Velfærd - [VIVE](#)). VIVE is an independent analysis and research centre working within all major welfare fields.
- The Danish Economic Councils ([De økonomiske Råd](#)). The Danish Economic Councils is an independent economic advisory body. Its primary objective is to provide independent analysis and policy advice to Danish policymakers.

Regional level

Since 2007, Denmark has been divided in five regions:

- The North Denmark Region
- Central Denmark Region
- The Region of Southern Denmark
- Region Zealand
- The Capital Region of Denmark

The regions must safeguard a [number of tasks](#) in accordance with the national legislation. The regions are responsible for:

- Healthcare in Denmark in relation to somatic and psychiatric treatment
- Regional growth and development
- Public transportation
- Special education
- Coordination of youth educations (in relation to location, capacity, etc.)

Municipal level

Denmark has local government ([kommunalt selvstyre](#)). The right of municipalities to manage their own affairs independently is established in the constitution § 82. Furthermore, the Danish Constitution prescribes that some of the public tasks should be

allocated to the local governments. However, the Danish parliament decides how much should be allocated. It is also prescribed that the municipalities are subject to state supervision

Thus, the welfare services may vary locally depending on the priorities made by the local government.

Since 2007, Denmark has been divided in 98 municipalities.

The municipalities have the responsibility for the main part of [welfare services](#) that people meet in their everyday life (list not complete):

- Day-care institutions
- Primary and lower secondary education (folkeskole)
- Elderly care
- Part of the healthcare system (prevention, nursing and rehabilitation outside hospitalisation)
- Culture and leisure activities
- Voluntary social work (see section 2.1)
- Active labour market measures in the local job centre (see section 3.6)
- Social benefits
- Integration of people with immigrant background
- Whether the municipality establishes a youth council or a joint pupil's council or not

The municipalities receive state block grants (see [section 1.7](#)) and make decisions regarding the allocation of funds.

Furthermore, according to the Act on Social Services §19 ([lov om social service](#)) the municipalities must develop a coherent children and youth policy. The policy must deal with:

- Children and young people with special needs (physical or psychological disabilities or other types of needs)
- Children and young people without special needs

The municipality is obliged to develop a special measure in order to prevent and treat child abuse.

The municipalities are under state supervision by the Social Appeals Board (Ankestyrelsen). The Social Appeals Board monitors whether the municipalities administer in accordance with the laws that apply to public authorities. For instance:

- Public Administration Act (Forvaltningsloven)
- Public Records Act (Offentlighedsloven)
- Act on Local Government (Kommunestyrelsesloven)

Other public actors with relevance for the Danish youth policy

- The Ombudsmand Children's Section (Ombudsmandens børnekontor, see section 4.5, Young people's rights).
- The National Audit Office of Denmark (Rigsrevisionen) audits public spending on behalf of the Danish parliament and seeks to strengthen the accountability of public administration to the benefit of the citizens. The office audits the government accounts and financial statements of publicly funded enterprises and verifies the legality and effective use of public funds. The office conducts audits in compliance with the Danish standards for public sector auditing
- State Councils, research centres (see below).
- Education institutions from primary to higher education.
- The Social Supervision (*Socialtilsynet*). In every region, one municipality is in charge of the supervision of all social measures in the region. The supervision is a quality assurance measure.

Main Themes

The Danish youth policy is multidisciplinary and deals with issues in areas such as education, employment, housing, health, participation, culture, and leisure.

The scope of Danish youth policy is that all children and young people should have the best start in life (government platform). Regardless of social background, children and young people must have the same possibilities to learn, develop, thrive, and be educated.

The general focus is on young people's well-being and early intervention. The main purpose is to diminish the group of NEETs (neither in employment nor in education and training) and to increase young people's active citizenship.

A wide range of factors inform the choice of themes in the Danish youth policy

International conventions

The Danish youth policy must comply with a series of international conventions:

- UN Convention on the Rights of the Child
- UN Convention on the Rights of Persons with Disabilities
- EU Convention on Human Rights

EU

Danish governments support the EU Youth Guarantee. Measures in relation to youth education and youth employment comply with the Youth Guarantee (Ministry of Employment, 2014).

Denmark has established national targets in order to comply with the [Europe 2020 strategy](#). Some of the targets affect the Danish youth policy in the area of employment, education, and social inclusion. The national report 'Denmark's National Reform Programme' describes the Danish compliance. The Ministry of Foreign Affairs is responsible for involving Danish interest organisations in the preparation of the national targets. Approximately 30 Danish organisations are involved and consulted.

Monitoring and evaluations of current legislation

The national legislation is subject to monitoring and evaluation by national agencies. See [section 1.4](#). These evaluations, analyses, and reports are the basis for the development of new policies and policy reforms.

Research

The Danish universities are obliged to conduct research-based consultancy. See [section 1.6](#). Research conducted at the universities, national knowledge centres, national councils, and research centres draw attention to effects, problems, international inspiration, and possibilities for development that may be used as arguments in political discussions. See [section 1.6](#).

National knowledge centres collect, produce and distribute knowledge, for instance the Danish Centre for Teaching Environment (DCUM), the Knowledge Centre for Non-Formal General Adult Education (VIFO), the Centre for Voluntary Social Work (CFSA), the Knowledge Centre for Social Measures Against Violence and Sexual Abuse of Children and Young People (Videnscenter for sociale indsatser ved vold og seksuelle overgreb mod børn - SISO) (List not complete).

National councils advise ministers, politicians, and public authorities, as well as discuss policy proposals/ legislation and participate in current debates. The councils are obliged to formulate consultative statements in their sector area. Some councils are concerned with the area of youth policy, for instance the National Council for Volunteering, the National Council for Socially Marginalised People, the Danish Disability Counsel, the Council of the Children, the Council of Vocational Educations (REU), the Media Council for Children and Young People, the Danish Institute for Human Rights (list not complete).

In the case of larger reforms, ministers set up expert groups, committees, or commissions with knowledge on a specific area. In accordance with the mandate from the minister, the group/committee/commission conducts a set of analyses and recommendations for the minister to include in the formulation of policy proposals.

Interest organisations, social partners, and associations

Interest organisations, social partners, and associations are consulted in Danish policymaking. Politicians consult interest organisations during the formulation of bills or analyses of the opposition's bills. The consultation is a mechanism to ensure that all perspectives are included in the final proposal.

Ministries are obliged to send bills in a formal consultation. See [section 5.4](#) Interest organisations and private persons may contact politicians regarding specific concerns of the organisations' members.

Target groups

Any child or young person with a particular need for assistance are specific target groups for youth policy in Denmark. All preventive and supporting welfare initiatives have a substantial child and youth segment.

Specific target groups include:

- NEET's
- Lower income
- Complex and difficult socio-demographic conditions
- The physically and mentally disabled
- Special education, learning difficulties
- Young people with a minority background and LGBTQ youth
- Youth who experience bullying and violence/abuse
- Youth with criminal behaviour
- Youth who are in danger of joining extremist/terrorist networks

The National Agency for Youth

There is no national agency for youth.

Policy monitoring and evaluation

The policies and measures in the field of youth policy are monitored and evaluated. Evaluation may be conducted by a ministry or agency (internal) or by researchers (external). Each sector ministry is responsible for national agencies that perform monitoring, evaluation, and reporting:

The Ministry of Employment

The Danish Agency for Labour Market and Recruitment ([STAR](#)) monitors the labour market measures in the municipalities and conducts evaluations and analyses. See [section 3.6](#) "quality assurance".

The data strategy of [STAR](#) consists of three levels: to collect knowledge, to produce knowledge, and to distribute knowledge.

The [knowledge production](#) is based on: randomised controlled tests (RCT), register data, and knowledge projects ([Videnspilot](#))

[STAR](#) publishes key performance indicators that document the implementation of the labour market reforms in the local job centres. The key performance indicators are updated each month at the portal [jobindsats](#)

Each month, a [key performance report](#) for each of the eight labour market regions is published.

One of the purposes with the key performance indicators is to point out potential for improvement in the municipal implementation of reforms.

The Ministry of Education

The National Agency for Teaching and Quality [collects and distributes research](#) on teaching and learning. Furthermore, the agency is responsible for a range of projects in order to gain new perspectives and knowledge:

- Evaluation and research in connection with the primary and lower secondary education ([folkeskole](#)) reform. The focus areas are implementation and effects.
- Projects financed by the rate adjustment pool ([satspuljen](#)).
- Evaluations of pupils' well-being.

Furthermore, the Ministry of Education [funds projects](#) that develop teaching. The purpose of the funding is to provide evidence-based knowledge on effective methods in schools and education institutions for the benefit of pupils. The knowledge is used in the development of new policies.

The Ministry for Children and Social Affairs

The ministry has formulated a two-pronged [data strategy](#). The first level of the strategy supports the municipalities in the local efforts to collect knowledge and data. The second level of the strategy focuses on the central accumulation of evidence-based knowledge. For this purpose, the ministry has a:

- Strategy of analysis: The strategy is based on register analysis and contains three elements:
 - Knowledge about recipients
 - Knowledge about the measures
 - Knowledge about the cost of measures
- Strategy of data 2016-2020: The objective is to provide better data. The strategy contains several elements (list not complete):
 - Transparency in the municipal registration practice
 - Rationalisation and reorganisation of statistics in the social area
 - Development of statistics regarding aid remedies and shelter for battered women

The National Board of Social Services monitors and evaluates social measures. The board administers a knowledge portal (vidensportal) with evidence-based measures and a knowledge declaration (vidensdeklaration) that clarifies how the social measure is based on evidence. In a social context, the term knowledge-based means that five concerns are included in the analysis of the measure: target group, method, implementation, effect, and economy (Socialstyrelsen, 2017).

The Ministry of Higher Education and Research

The Danish Agency for Science and Higher Education is responsible for the ministry's data services, for instance the Data Warehouse (Datavarehuset). Among other things, the agency provides measuring and analyses of education programmes, the labour market, research, and innovation.

The Agency for Institutions and Educational Grants is the supervising authority of higher education institutions. The agency is responsible for the four-year framework contracts with education institutions. The contracts contain specific measurable targets. Key performance indicators are provided from the Data Warehouse and used in the [supervision](#).

The ministry will also monitor the [new targets](#) in the government's plan for higher educations.

Ad hoc evaluations

Instead of evaluations made by national agencies, the sector ministries may choose to make the evaluation subject to competition. In some instances, analyses, consultancy services, and evaluations are subject to [procurement rules](#) and must be published at the portal [udbud](#)

[Research centres and private consultancy enterprises may apply](#), and the public provider must make a choice based on price as well as criteria established in the project description.

Periodicity

Some evaluations are made at regular intervals, for instance the social policy report ([Socialpolitisk redegørelse 2016](#)) and the report on higher education and science ([uddannelses- og forskningspolitisk redegørelse 2017](#)). These are annual publications.

Furthermore, [evaluations](#) and [reports](#) are made midterm and as a final report after the implementation of reforms, projects, and programmes.

Type of outcomes

The evaluations are used in several ways:

- To inform the policymaking
- To initiate reforms if the evaluations indicate inefficient measures or unintended consequences
- To validate methods
- To develop and improve methods

1.5 Cross-sectoral approach with other ministries

Mechanisms and actors

In Denmark, youth policy is cross-sectoral. Therefore, youth policy reforms are often cross-sectoral. There is no legal framework underpinning the cross-sectoral practice.

The cross-sectoral approach is reflected in the following examples of cooperation:

In October 2017, the minister for children and social affairs and the minister of public sector innovation launched the Strategy for a Stronger Civil Society ([Strategi for et stærkere civilsamfund](#)).

The Ministry for Children and Social Affairs is the responsible authority, and the minister of public sector innovation is the responsible authority for a larger reform of the public sector, the Cohesion Reform, in which the Strategy for a Stronger Civil Society is integrated.

In June 2018, the minister of higher education and research, the minister of education, the minister of employment, the minister for children and social affairs, and the minister of health set up an expert group, the [Stress Panel](#), with a mandate to formulate 12 recommendations for the government.

Denmark Without Parallel Societies ([Ét Danmark uden parallelsamfund](#)) is the government's strategy to combat parallel societies. The plan involves the following ministries: the Ministry of Education, the Ministry for Children and Social Affairs, the Ministry of Justice, the Ministry of Transport, Building and Housing, and the Ministry of Employment.

1.6 Evidence-based youth policy

Political Commitment to Evidence-Based Youth Policy

In Denmark, the field of youth policy resembles other fields of public policy and is informed by research. The commitment to evidence-based policy is explicit:

Denmark has three [government research institutes](#). A government research institute is financed by a sector ministry. One of the tasks of the institutes is public sector consultancy of the ministry, for instance counselling and research to inform political and administrative decisions. One of the three institutes is VIVE (formerly SFI, but SFI and KORA merged in July 2017).

VIVE is under the auspices of the Ministry of Economic Affairs and the Interior. VIVE conducts research in relation to all aspects of the Danish welfare society. The following of VIVE's research areas are relevant to youth policy:

- Children, young people, and families
- Education and training
- Socially marginalised groups
- Employment and labour market

Furthermore, in 2007 a number of government research institutes and universities merged. As a consequence of the reform, the universities are obliged to conduct [research-based consultancy work](#) for payment. The research-based consultancy may be:

- Counselling in connection with bills and policy formulation
- Research in a specific field.

The consultancy is laid down in a four-year agreement between the university and the sector ministry. In the agreement, the activities and financing are determined. The universities are obliged to publish the agreements on research-based consultancy on their websites.

There is no national definition of evidence-based youth policy.

Cooperation between policy-making and research

The cooperation between policymaking and research is institutionalised.

The above-mentioned research-based public sector consultancy by the universities and the government research institutes are examples of the institutionalisation.

Further examples of government research institutes and independent institutes with relevance for the youth policy are:

VIVE

[The Danish Center for Social Science Research \(VIVE\)](#) was established on 1 July 2017 following a merger between [the Danish National Centre for Social Research \(SFI\)](#) and [the Danish Institute for Local and Regional Government Research \(KORA\)](#). VIVE is an independent analysis and research centre working within all major welfare fields. The purpose of VIVE is to contribute to the development of the welfare society by improving the knowledge on the development of the welfare society, the well-being of the population, and the structure of the public sector. Furthermore, the purpose of VIVE is to improve the basis for political decisions.

VIVE must counsel public authorities and distribute its research to relevant public and private bodies.

The Danish Evaluation Institute (EVA)

The [Danish Evaluation Institute](#) (EVA) is an independent state institution with the objective of developing teaching, learning, and education in Denmark.

EVA works within the wide field of the Danish educational system and contributes to evaluate and develop:

- day care for children
- primary and secondary school
- upper secondary school
- higher educational institutions
- education programmes for adults

EVA cooperates with the minister of education, other public authorities, and education institutions.

The task of EVA is to collect knowledge and to develop and reform methods for evaluations and quality development.

The Danish School of Education (DPU)

The Danish School of Education ([DPU](#)) is a former government research institute. The school constitutes Denmark's largest and strongest university environment for basic and applied research within the field of education and educational theory (pedagogics). The school consists of the following departments:

- Department of Educational Theory and Curriculum Studies
- Department of Educational Studies
- Department of Educational Psychology
- Department of Educational Sociology
- Department of Educational Philosophy and General Education
- Department of Educational Anthropology

The Danish Centre for Studies in Research and Research Policy

The centre's research focuses on research policy, innovation policy, and university policy and contributes to both the theoretical and empirical developments within the field.

The Danish Centre for Studies in Research and Research Policy ([Center for Forskningsanalyse](#)) was originally established as a governmental research agency under the auspices of the Ministry for Research in 1997, but in 2004 it was merged into Aarhus University. The centre has continued to provide research-based evidence and advice to public sector organisations

National Institute of Public Health

The National Institute of Public Health ([Statens Institut for Folkesundhed](#)) is a former government research institute that has now merged with the University of Southern Denmark. The institute is responsible for the national population surveys on health. In 2014, the institute conducted a youth profile. The institute conducts research on the following areas related to public health (list not complete):

- Alcohol and smoking
- Mental health
- Health inequalities
- Chronic disease
- Physical activity
- Children and adolescents

National Serum Institute

The National Serum Institute ([Statens Serum Institut](#), SSI) is under the auspices of the Danish Ministry of Health. The main duty of SSI is to ensure preparedness against infectious diseases and biological threats as well as the control of congenital disorders.

Furthermore, SSI is one of Denmark's largest research institutions in the health sector. SSI conducts research within the following areas:

- Epidemiology
- Diagnostics
- Vaccines

Centre for Suicide Research (CSR)

[CSR \(center for selvmordsforskning\)](#) is a self-governing institution established in 1989 under the auspices of the Ministry of Children and Social Affairs. The centre carries out research concerning suicidal behaviour, proposes areas of intervention in suicide, and evaluates efforts to prevent suicide.

Cabi

[Cabi](#) is an information centre focused on an inclusive labour market. Cabi is an autonomous institution established by the Danish Ministry of Employment. Cabi carries out assignments for authorities, public and private companies, networks, civil society organisations, and individuals.

Policy themes covered by research

The research community is active within all relevant policy themes, such as education, labour market entry, socially marginalised children and young people, health, well-being, etc.

The number of commissioned evaluations and research on youth policy is huge.

Below are some examples of research and evaluations in the VET area in order to give an impression of the extent and type of analysis (titles and analyses in Danish):

- 2018
 - Rambøll: Mapping out of demand, intake and completion in VET programmes ([Videnskortlægning om søgning, tilgang og gennemførelse af erhvervsuddannelser \(pdf\)](#))
 - Rambøll: Analysis of international experience with demand and completion in VET programmes ([Analyse af internationale erfaringer med søgning og gennemførelse på erhvervsuddannelserne \(pdf\)](#))
 - Rambøll/Qvartz: Efforts to increase demand and completion of EUD ([Indsatser til at øge søgningen til og gennemførelse af EUD \(pdf\)](#))
- 2017
 - Rambøll: Evaluation of EUX - final report (Evaluering af eux - endelig rapport) (Rambøll, 2017)
- 2016
 - Rambøll: Evaluation of initiative at model schools (Modelskolerapport evaluering af indsats på modelskoler)(Rambøll, 2016)
 - Rambøll: Analysis of basic vocational education (egu) (Analyse erhvervsgrunduddannelsen (egu))(Rambøll, 2016)
- 2012-13
 - RUC, Department of Psychology and Education research (Institut for Psykologi og Uddannelsesforskning): Young people with a VET education on their way to higher education - Possibilities and barriers ([Muligheder og barrierer på erhvervsuddannede unges vej til videregående uddannelse \(pdf\)](#))
 - Applied Municipal research (Anvendt Kommunal Forskning AKF): Young people with a VET education in higher education - Possibilities and barriers ([Muligheder og barrierer for videregående uddannelse blandt unge med erhvervsuddannelse \(pdf\)](#))
 - Technological Institute (Teknologisk Institut): More young people with a commercial and clerical education in higher education - possibilities and barriers ([Muligheder og barrierer for at flere unge kontoruddannede påbegynder en videregående uddannelse \(pdf\)](#))

- 2009-10
 - Technological Institute (Teknologisk Institut): Enterprises' Training Capacity - instruments with effect ([Virksomhedernes oplæringskapacitet - virkemidler der virker \(pdf\)](#))
 - Kubix Aps TrenEduc: Robust VET Educations ([Robuste erhvervsuddannelser - inspirationen udefra \(pdf\)](#))
 - Oxford Research: International Challenges to the Alternance Training Education System ([Internationale udfordringer for vekseluddannelsessystemet- en undersøgelse af løsninger og strategier i forhold til den danske praktikpladssituation \(pdf\)](#))
 - New Insight: New Apprenticeships ([Ny mesterlære - erfaringer og potentiale \(pdf\)](#))
 - RUC & DPU: Better Interaction between school-based practical training and apprenticeship at an enterprise ([Bedre samspil mellem skolepraktik og ordinær virksomhedspraktik \(pdf\)](#))
 - COWI: Skilled workers in the labour market ([Faglærtets indplacering på arbejdsmarkedet \(pdf\)](#))
 - Kubix Aps & TrendEduc: Gender perspective in changes in study ([Omvalg i og med et kønsperspektiv - årsager og veje til et omvalg \(pdf\)](#))
 - Cefu: Young people in retailing ([Unge i detailhandlen - en kulturanalyse af unges forventninger og forestillinger om den gode og attraktive uddannelse \(pdf\)](#))
- 2008-09
 - Industriens Uddannelser: Professional Competences in future Education Programmes ([Faglighed i fremtidens uddannelser \(pdf\)](#))
 - New Insight: School drop-out between vocational basic course and main course in commercial VET-programmes ([Frafald mellem grundforløb og hovedforløb på det merkantile EUD-område \(pdf\)](#))
 - The Council of Craftsmen (Håndværksrådet): Interested in VET educations ([Motiveret for en erhvervsuddannelse](#))
 - COWI: Survey on students' psychical working environment (Undersøgelse af elevs psykiske arbejdsmiljø)
 - IFKA: Perspectives on school drop-out and completion ([Perspektiver på frafald og gennemførelse \(pdf\)](#))
 - DPU: retention and training in new apprenticeship ([Fastholdelse og læring i ny mesterlære og skoleadgangsvejen \(pdf\)](#))
 - DEL: VET and integration of refugees and immigrants ([EUD og integration af flygtninge og indvandrere \(pdf\)](#))

Emerging issues

The national Health Profile 2017 established that a large proportion of the Danish population suffer from stress or stress-related illnesses. Young people and especially young women are experiencing problems with mental health, such as stress. Furthermore, the number of young people with depression and anxiety is rising.

Therefore, the government set up the National [Stress Panel](#) in June 2018.

National Statistics and available data sources

Statistics Denmark is the central authority for Danish statistics. [Statistics Denmark](#) is an independent state institution with its own board. The board establishes a working programme and public authorities and institutions must supply such information as they possess when called upon to do so by Statistics Denmark.

Statistics Denmark:

- collects, processes, and publishes statistical information on social and economic conditions, potentially in collaboration with municipal authorities and other statistical bodies.
- will supervise or assist in the establishment and utilisation of central public registers that serve to perform administrative duties for the public sector, business, and industry and that can be used for statistical purposes and may assist committees and commissions in statistical matters.
- can prepare statistical analyses and forecasts.

Statistics Denmark provides regular statistics on:

- Population and elections
- Labour, income, and wealth
- Living conditions
- Education and knowledge
- Culture and national church

Often it is possible to break down the statistics by age, gender, and geography.

Statistics specifically targeting young people (list not complete):

- NEET's
- Socially marginalised children and young people
 - Municipal expenses
 - Academic level
 - Living conditions
- Election/Turnout
- Crime
- Alcohol consumption
- Debt
- Use of media and museums

There is no regular statistical youth report.

Other data and analysis

Sector ministries collect their own data and statistics. The sector ministries use the data to analyse and evaluate measures and to report on specific targets set by the ministers or the government.

The Ministry of Higher Education and Science

Data from higher educations are collected in the ministry's [data warehouse](#). The following data is available (list not complete):

- Applications and intake
- EducationZoom (digital tool that compares educations in a range of parameters. (See [section 3.4](#))
- Student influx, duration of study, completion of study
- Drop-out rate and change of study
- State education grant
- EU citizens with state education grant
- International mobility
- continuing and further education and training

Each year the [Higher Education and Science Report](#) is published with analyses, data, and statistics from the ministry.

The Ministry of Education

The Ministry of Education has two [statistical databases](#):

The Data Warehouse (Datavarehuset): The Data Warehouse contains data from primary and lower secondary education ([folkeskole](#)), general upper secondary, and VET

programmes. Institutions, ministries, regions, municipalities, and the public have access to the database.

Databanken: [The data bank](#) contains data across the Danish education system, from primary school to PhD level. The data bank publishes regular reports on specific key performance indicators.

The Youth Database: [The Youth Database](#) is an administrative tool for youth guidance centres (UU) and job centres. The database registers the activities in education and employment of young people in the 15-24-year age group. Furthermore, the database provides statistics on young people in the 15-29-year age group to the Ministry of Employment.

The Ministry of Children and Social Affairs

The National Board of Social Services administers a [range of databases](#) (list not complete):

- The Social Offer Portal (Tilbudsportalen): A portal with all the regional, municipal, and private social offers/measures
- Professional Quality Information (Faglige kvalitetsoplysninger): collects data on different aspects of public day-care institutions
- Parent Management Training: collects data on the treatment in the parent training programme
- The Data Bank is a collection of statistics from reporting in the social area.

The annual Social Policy Report contains statistical data and analysis on measures, effects, costs etc. in the social area.

[English short version](#) of the report

[Danish version](#) of the report

The Ministry of Employment

Employment Effort ([Jobindsats](#)) is a public data bank with key performance indicators in labour market policies.

Jobindsats.dk includes statistical measurements of central labour market measures and benefits to citizens. These include:

- Unemployment benefits (dagpenge)
- Social benefits
- Early retirement pensions and early pensions
- General employment indicators:
- Employment per se
- Unemployment indicators
- Foreign labour working in Denmark
- The minister's annual goals for active labour market policy
- Monitoring systems

The statistics published by jobindsats.dk also include key indicators of recent reforms of the labour market, the reform of the disability pension, the flexi-job scheme, and the cash benefit (kontanthjælp) reform.

Furthermore, the [Danish Agency for Labour Market and Recruitment \(STAR\)](#) provides [statistics](#) on early retirement benefit, absenteeism, and the unemployment insurance funds (a-kasser).

The Ministry of Health

The Danish Health Authority publishes a range of statistical data:

- The use of force in psychiatric treatment
- [Statistics on alcohol consumption](#)
- [Annual report on drugs](#)

- Health Quality (Sundhedskvalitet) provides an overview of quality and services in the Danish healthcare system

The National Institute of Public Health ([Statens Institut for Folkesundhed](#)) is responsible for the following surveys:

- the National Health Profile Database
- the National Representative Health and Morbidity Surveys (SUSY)
- the School Children's Survey (HBSC)
- the Population Survey in Greenland

Moreover, the National Institute of Public Health has conducted other individual surveys, e.g. among secondary and vocational school students (Youth Profile 2014), in specific population groups, e.g. among socially vulnerable people (SUSY-udsat [SUSY-vulnerable]), and among people with a heart disease (Livet med en hjertesygdom [Life with a heart disease]).

Budgetary Allocations supporting research in the youth field

There is no specific line of funding for research in the youth field.

The monitoring and evaluation of policy reforms are part of the ministerial budgets.

The rate adjustment pool ([satspuljen](#)) funds a large range of programmes and projects some of which focus on youth policies, for instance inclusion or health. Often, a part of the budget is allocated for an evaluation of the total programme.

1.7 Funding youth policy

How Youth policy is funded

In Denmark, there is no specific budget for youth policy.

The Finance Act ([finansloven](#)) allocates grants to the ministries, municipalities, and regions. The youth policy initiatives by ministries, municipalities, and regions are covered by these grants.

Every year, a new finance bill, which [determines the Danish state's budget](#) for the following year, must be passed. Like most other bills, the budget proposal is introduced by the government. The government determines a frame for the state's budget and negotiates with the ministries (in March and April), municipalities, and regions (in June). The budget agreement typically establishes the tasks, level of service, political priorities, etc. for the coming year. The minister of finance must present the finance bill to the parliament by 1 September at the latest. The bill is usually passed by parliament in December just before the Christmas holiday.

The [focus areas of the Finance Act](#) (finansloven) of 2018 are:

- Improved welfare services
- Improved elderly care
- More police and border control
- Improved infrastructure

Besides the youth policy initiatives funded by the Finance Act ([finansloven](#)), two pools and two acts finance associations, organisations, and voluntary social work.

- The rate adjustment pool (satspuljen)
- Profits from the national lottery and football pools (udlodningsmidlerne)
- The Act on Social Services, § 18 (lov om social service)
- Act on Non-formal general adult education (Folkeoplysningloven)

Often, associations, organisations, and voluntary social work involve initiatives targeting young people, for instance youth schools, leisure activities, sports clubs, political youth organisations, and other interest organisations. For a detailed description of associational life in Denmark, see sections [2.1](#) and [2.2](#).

What is funded

A broad range of welfare services are funded by public funds.

- Day-care institutions
- Primary and lower secondary education ([folkeskole](#)), special education, higher education and science
- Employment measures for young people
- Health services
- Municipal leisure activities
- Measures for young people with special needs
- Measures for young people with physical or mental disability
- Measures for socially vulnerable young people

The rate adjustment pool ([satspuljen](#)), the profits from the national lottery and football pools ([udlodningsmidlerne](#)), the Act on Social Services ([lov om social service](#)), and the Act on Non-Formal General Adult Education ([folkeoplysningsloven](#)) fund initiatives such as:

- Youth organisations
- Youth political parties
- Non-formal general adult education programmes ([folkeoplysning](#))
- Camps, festivals, and youth conferences
- Youth training programmes
- Inclusion programmes
- Leisure activities
- Cultural activities

Financial accountability

The National Audit Office of Denmark ([Rigsrevisionen](#)) [audits public spending on behalf of the Danish parliament](#) and seeks to strengthen the accountability of public administration to the benefit of the citizens. The National Audit Office of Denmark audits the government accounts and financial statements of publicly funded enterprises and verifies the legality and effective use of public funds. The National Audit Office of Denmark conducts the audits in compliance with the Danish standards for public sector auditing.

The National Audit Office of Denmark is independent in its planning and choice of audit approach and methodology. The National Audit Office of Denmark performs the audits on behalf of the six members of the [public accounts committee](#), who subsequently comment on the reports and submit them to the Danish parliament (*Folketinget*). The annual financial audit is mainly performed as a financial audit, but often includes elements of a compliance audit and sometimes also a performance audit.

The National Audit Office of Denmark publishes approximately [25 reports](#) every year. One third of the subjects of these reports are decided on by the public accounts committee and the rest by the National Audit Office of Denmark. Audits are planned on the basis of assessments of materiality and risk. Some studies concern only one department whereas others address the same issue across several departments.

Ensuring that action is taken on the points raised or recommendations made in the audit reports is crucial for the effectiveness of the work. The Danish audit model includes a [follow-up procedure](#) that ensures effective follow-up.

Monitoring of state pools and public funding

Associations and organisations may be entitled to funding from the rate adjustment pool ([satspuljen](#)), the profits from the national lottery and football pools ([udlodningsmidlerne](#)), the Act on Social Services ([lov om social service](#)), and Act on Non-Formal General Adult Education ([folkeoplysningsloven](#)). Associations and organisations may receive either project funding or operating aid.

Each individual grant scheme has a mandatory set of regulations that the recipient of the fund must comply with.

Project funding is based on a project description with information on target groups and objectives.

Operating aid is typically granted based on the number of organisation members.

If the benefactor does not return a financial and goal achievement account by the report deadline or if an organisation reports misleading information, the partial or full grant may be withdrawn.

Accounting reports are usually asked to be verified by an auditor.

Use of EU Funds

Erasmus+

Denmark participates in the [Erasmus+](#) programme to support education, training, sport and youth.

The total budget for the 2014-2020 period is about €14.7 billion.

Under Key Action 3 the European Commission allocates grants for a wide variety of actions aimed at stimulating innovative policy development, policy dialogue and implementation, and the exchange of knowledge in the fields of education, training and youth.

The Danish Youth Council receives funding via the “Key Action 3: Policy Reform” for the implementation of the EU Structured Dialogue as chair for the national working group in Denmark.

Key Action 3: Decentralised management: The Youth Democracy Festival receives funding in relation to the EU Structured Dialogue.

Key Action 2: Transnational cooperation activities: National, regional, and local projects receive funding in relation to the European Youth Week.

Trends in amount: The level has been stable.

The Danish Agency for Science and Higher Education is national agency for Erasmus +

European Solidarity Corps

Denmark participates in the European Solidarity Corps.

The total Budget for the 2018-2020 period is €375.6 million

The Danish Agency for Science and Higher Education is national agency for Erasmus +

Horizon2020

Total budget: approx. 75 billion euro for 2014-2020.

The Danish Agency for Science and Higher Education is national contact point (NPC) for Horizon2020 in Denmark.

European Social Fund

The Danish national Operational Programme for the implementation of the ESF in the period 2014-2020 outlines the priorities and objectives to spend 400 million euros (of

which over 200 from EU budget) contributing to strengthening economic growth in all Danish regions.

The total ESF allocation will be distributed among the following four priorities:

- Entrepreneurship and job creation: 144.7 million euros will be devoted to actions aiming at increasing self-employment and jobs in ESF-supported enterprises;
- Cross-border mobility: 5.6 million euros will fund actions to enhance transnational labour mobility;
- Inclusion through education and employment: 80.1 million euros will help those on the margins of the labour market to find a job. This amount represents the 20% that must be reserved for Social Inclusion;
- Vocational training and higher education: 150.3 million euros will be devoted to increase the number of vocational education participants, among both young and adult people.

There will be a strong regional approach, since the use of ESF will be tailored to the specific needs of the different Danish regions. The Regional Growth Forums will decide the actual projects to be supported, according to the above priorities.

1.8 Cross-border cooperation

Cooperation with European countries

Nordic and European cooperation

Denmark participates in a wide range of cooperation at both the Nordic and European level:

[Nordic Council of Ministers – Education and Research \(MR-U\)](#): Nordic cooperation within education and research.

[Nordic Language coordination](#): The Nordic Council's measures to improve Nordic children's and young people's understanding of Danish, Norwegian, and Swedish.

[Nordic Cooperation on upper secondary educations](#)

[Nordic master programme](#)

[Nordic cooperation on higher education](#)

[Danish-Icelandic cooperation \(PRD\)](#): The aim of the cooperation is to strengthen the teaching of Danish in Iceland.

[The Nordplus Programme](#) offers financial support to a variety of educational cooperation between partners in the area of lifelong learning from the eight participating countries in the Baltic and Nordic regions.

[The Nordic Child and Youth Committee \(NORDBUK\)](#): NORDBUK is the Nordic Council of Ministers' advisory and co-ordinating body for matters relating to children and young people.

NORDBUK's programme aims to encourage children's and young people's own organisation, influence, and participation in democratic processes and to strengthen a Nordic identity among this cohort of Nordic societies. Grants may be awarded to children's and young people's organisations, networks, and other groups working with children and young people at local, national, and regional levels.

[The Council of the Baltic Sea States](#): Regional cooperation on education and culture between Denmark, Estonia, Latvia, Lithuania, Finland, Russia, Germany, Poland, Sweden, Norway, and Iceland.

[NRP network](#): The objective of the network is transparency, mobility, and mutual recognition of vocational skills across European countries.

[Lisbon Convention](#): Established in the Council of Europe and UNESCO in 1997 with the objective of strengthening the recognition of higher education.

[ENIC and NARIC network](#). The objective of the two European networks is the recognition of qualifications within higher education.

[Bologna Process](#): Intergovernmental European cooperation in order to facilitate comparability and mobility within higher education.

[Copenhagen Process](#): A European cooperation to strengthen recognition, transparency, and mobility within European vocational educations.

International cooperation

Denmark participates in international cooperation in areas such as [health](#), [social affairs](#), growth, culture, and education. The cooperation is facilitated in international organisations such as the OECD, WHO, UN, and UNESCO.

[ASEM dialogue](#): Asia-Europe Meeting: Education political cooperation where ministers of education meet every second year.

Denmark participates in a range of [international evaluations and surveys in the area of education](#): OECD, TALIS, PISA-PIAAC, PISA, PIRLS, ICCS, TIMSS, ICILS.

[Bilateral cooperation agreement between Denmark and China](#) on the mutual recognition of academic degrees in higher education.

1.9 Current debates and reforms

There are no current debates or reforms.

2. VOLUNTARY ACTIVITIES

In Denmark, there is a strong tradition of participating in voluntary activities. Primarily, the voluntary activities take place within the voluntary sector composed of private, autonomous, non-profit associations in the areas of culture, sports, and leisure. Volunteers are typically members of the association in which they volunteer, although this is changing (see [section 2.1](#)). Voluntary social work has played a minor role because of the universal Danish welfare state. Danes typically volunteer in their spare time. It is less common to take a year out and do voluntary social work.

There is no national law on youth volunteering. National volunteering strategies are for all citizens, including youth.

In 2017, [41% of the population in the 16-85 age group](#) had performed voluntary activities [within the last 12 months](#).

Danish youth also engage in civic society. [39% of young people in the 16-29-year age group](#) participate in voluntary activities. In a European context, Danish youth are among the most active.

2.1 General context

Historical developments

This section provides a brief historical overview of the development in voluntary work.

The Danish constitution of 1849 (Grundloven) established freedom of association and freedom of assembly for Danish citizens. Citizens were now able to form associations for any lawful purpose without the approval of the monarch. [Associations rapidly grew in number and were seen in almost every sphere of society](#): political party associations, interest organisations, trade unions, economic associations (savings banks, health insurance societies, co-operatives), philanthropic associations, temperance and religious associations (Inner Mission), sport associations, etc. As a result, the history of the voluntary sector in Denmark is also the history of associations.

Associations were dependent largely upon voluntary work, which is why they still have a small number of paid staff (Elmose-Østerlund, K. et al., 2016).

Historically, [core areas of activity in the Danish voluntary sector have been culture, leisure, and sport](#), unlike other Western societies, where there is a greater focus on social service, health, and education. This is a reflection of the historic compromise between associations and the emerging Danish welfare state, which gradually took responsibility for the social security and well-being of its citizens.

From early on, the state has [funded two types of activity](#):

- Non-formal General Adult Education (folkeoplysning) and sports associations
- Voluntary social work

Non-formal General Adult Education (**Folkeoplysning**):

From 1861, it was possible for sports clubs to receive [funding from the Finance Act](#) (Finansloven) on an ad hoc basis. In addition, in 1895 evening schools were included in the Finance Act.

In 1930, the parliament passed the [first act on evening and youth schools](#). The act was the basis for public funding of evening schools (aftenskole) and youth schools (ungdomsskole): Every evening and youth school could receive funding from state, counties, and municipality, and the municipalities were obliged to provide facilities.

In 1948, the parliament passed an Act on Receipts from the State Football Pools (Tipsmidlerne –today known as [Udlovningsloven](#)). [Receipts from the state football pools financially supported national sports federations](#) (as opposed to local clubs).

In 1969, the two sectors (i.e. sports clubs and evening/youth schools) [merged in an act on leisure life](#), and in 1990 it was replaced with The Act on Non-Formal General Adult Education ([Folkeoplysningsloven](#)).

The Act on Non-formal General Adult Education ([Folkeoplysningsloven](#)) established broad objectives and purposes, and the municipalities were free to decide how much of their budget to allocate for evenings schools, youth clubs, and associations. The act also tightened up previous municipal obligations to fund facilities for associations. The municipalities receive block grants from the state to finance the Act on Non-formal General Adult Education ([Folkeoplysningsloven](#)).

Voluntary social work

Before the Danish welfare state emerged in the first half of the 20th century, few social policy laws and regulations existed. Following the Danish Constitution of 1849, poverty relief was a constitutional right, but [recipients lost all their rights](#).

The religious revivals of the Grundtvigian movement and Evangelical movement/Inner Mission, the temperance movement and the bourgeois philanthropic movement sought to alleviate the poverty and destitution of the population in the growing cities. Voluntary social work became crucial to the socially marginalised people, since the degrading poverty relief was a last resort.

Gradually, politicians and social experts began to realise that sickness, accidents, and poverty were rarely self-inflicted. At the end of the 19th century, the Danish parliament passed insurance-based laws in order to protect citizens from poverty, sickness, accidents, and old age. In the first half of the 20th century, the state gradually took over the responsibility of the social services and the voluntary social work became a supplement. From 1933, the majority of beneficiaries of public support did not lose their rights, and in 1956 the parliament passed the first Danish universal welfare benefit: old age pensions (Petersen, 2011).

Today, voluntary social work can receive funding from the municipalities and from the Ministry for Children and Social Affairs (see below).

The character of Danes' voluntary activities is slowly changing

Traditionally, Danes volunteer in associations and organisations in which they are members. This is still the most common way to volunteer. 62% of voluntary activities take place in associations, but [an increasing number of Danes tend to volunteer with a looser attachment to associations](#).

In 2004, 79% of Danes volunteered in associations, but in 2012 this figure was 70%. Today, some are recruited by municipalities or by local volunteer centres. Furthermore, more volunteers are organised in temporary projects ([plug-in volunteering](#)) and in online volunteering (e.g. online homework assistance or counselling).

On average, volunteers spent [11 hours a month on volunteering in 2017](#). This is a drop from 2012, where volunteers spent 16 hours a month.

Voluntary activities can be financially supported by the state and municipalities

Associational life and voluntary social work receive public funding through:

- Act on Non-formal General Adult Education (Folkeoplysningsloven)
- Profits from the national lottery and football pools (Udlovningsmidlerne)
- § 18 of the Act on Social Services (lov om social service)
- The rate adjustment pool (Satspuljen)

Act on Non-formal General Adult Education ([Folkeoplysningsloven](#)) obliges municipalities to support especially two types of associations:

- Associations that offer general adult education (exam free, non-formal learning)
- Associations that offer voluntary general education (sports clubs, political, and religious youth organisations, civic associations, scout associations, etc.)

As a [general rule](#), associations receiving funding through the act must:

- Be democratic (i.e. with a board that is elected by the members)
- Have statutes
- Be open to all who approve the objectives of the association

Municipalities must provide a policy on the distribution of funding. The municipalities are obliged to provide financial support for activities for youth under the age of 25 years and must provide free facilities including electricity, heating, and cleaning.

From 2017, [municipalities can no longer support associations that undermine the basic principles of the democratic society of Denmark](#). See [section 4.5](#) "key initiatives to safeguard democracy"

Profits from the national lottery and football pools ([Udlodningsmidlerne](#))

The profits from the national lottery and football pools is allocated among five ministries:

- The Ministry of Culture
- The Ministry for Children and Social Affairs
- The Ministry of Health
- The Ministry of Environment and Food
- The Ministry of Education

[The Ministry of Higher Education and Science no longer allocate money from the pools.](#)

[In 2018, the surplus amounted to DKK 1.7 billion](#) (= 134 235 000 EUR).

[The surplus funds](#) nationwide associations, elite sport organisations, voluntary activity and culture and sports, leisure activities, voluntary social work, humanitarian work, youth, education, general adult education, voluntary work, and projects for the common good.

Act on Social Services

Following the 2007 structural reform, municipalities are responsible for social service measures, including the support of voluntary social work. Section 18 of the Act on Social Services ([lov om social service](#)) obliges municipalities to cooperate with the voluntary social organisations and societies and to financially support voluntary social work. The municipalities are financially compensated for this in the form of an extra general grant (block grant) from the government.

In 2015, a [report on the municipal funding of voluntary social work](#) shows that 69% of the municipalities supplement the § 18 funding of voluntary social work with other regulations. Furthermore, 90% of the municipalities provide support in other ways, such as facilities, secretariat support, consultancy support, advertising, etc.

The rate adjustment pool ([satspuljen](#))

Every year, [public benefits are regulated](#) in correlation with changes in annual wages. If the changes in annual wages are larger than 2%, a fund is established that is a maximum of 0.3% of the total public expenses to public benefits. The fund is called the rate adjustment pool ([satspuljen](#)).

The rate adjustment pool ([satspuljen](#)) is allocated between the Ministry for Children and Social Affairs, the Ministry of Employment, the Ministry of Health, and the Ministry of Immigration and Integration. Each year, political parties in the parliament allocate the rate adjustment pool ([satspuljen](#)), with the main target group being socially marginalised groups and people on public benefits.

The specific allocation of the fund changes each year (see section 4.4).

Main concepts

Definition of voluntary work in Denmark

Voluntary or non-obligatory, i.e. undertaken freely without physical force, legal coercion, or financial pressure, and without the threat of financial or social sanctions (e.g. stopping social security benefits or being cut off from a social network) if the volunteer no longer wishes to continue the work. In order to be included in this definition of voluntary work, the work must have the following characteristics:

- It must be unpaid. However, this does not mean that the volunteer cannot be reimbursed for expenses incurred while carrying out the activities, such as travel and telephone expenses, or the receipt of a payment of a symbolic amount as compensation for the voluntary work.
- Carried out for persons other than the volunteer's own family and relatives. This distinguishes voluntary work from ordinary domestic activities and the informal care of family members.
- For the benefit of other people than the volunteer and his or her family. The value that the work has for others makes it voluntary work. This precludes participation in, for instance, self-help groups or participation as a mere member of a sport clubs from being voluntary work.
- Formally organised – mostly in an association, although this need not be the case. However, ordinary helpfulness or spontaneous acts are not voluntary work.

2.2 Administration and governance of youth volunteering

Governance

There is no single ministry in charge of volunteering in Denmark. Instead, the responsibility for volunteering is split between different ministries according to their remit.

Main public bodies responsible for volunteering

As the responsible authority for social service, the Ministry for Children and Social Affairs is also responsible for voluntary work in this area and supervises municipalities in administration of section 18 of the Act on Social Services ([lov om social service](#)).

The Ministry of Culture is responsible for culture and sport and for the non-formal general adult education ([folkeoplysning](#)).

Together with the two ministries mentioned above, the Ministry of Employment, the Ministry of Health, and the Ministry of Immigration and Integration are responsible for the distribution of the rate adjustment pool ([satspuljen](#)). Often, associations are involved in projects funded by the pool.

Other public bodies involved in volunteering

The other public bodies involved in volunteering are municipalities, the National Volunteer Centre, and the Volunteer Council.

Municipalities

Municipalities support the voluntary sector according to the prescriptions laid down in the Act on Social Services ([lov om social service](#)) and Act on Non-Formal General Adult Education ([Folkeoplysningsloven](#)).

In the case of social services, municipalities must collaborate with voluntary social organisations and associations by annually setting aside an amount of funding to support voluntary social work. Each municipality must also define the framework for its collaboration with the local voluntary sector, which enables local authorities to be quite specific about their priorities and the requirements they impose on voluntary

organisations and their work. Until October 2016, municipalities were obliged to report on the social service work undertaken with the funding, and therefore also on the work performed by the voluntary sector in this area.

In the case of support for non-formal general adult education, municipalities set up non-formal general adult education committees to distribute the funding available for non-formal general adult education. Committees are made up of seven members – the minority of which represent the municipality, with the majority representing a broad section of organisations working in the areas of popular education for children, young people, and adults. While the Act on Non-Formal General Adult Education ([folkeoplysningsloven](#)) contains a general definition of non-formal general adult education, and thus what can be supported, there are no specific requirements or priority areas identified, and there is no opportunity provided for the municipalities to lay down its own. Hence, there is significant autonomy for the non-formal general adult education committees in the distribution of funds and for voluntary sector organisations in the way they spend the funds.

In addition to the funding role, some municipalities have decided to become more closely involved with the operational side of the voluntary sector. Some have employed consultants to provide various kinds of support for the local voluntary sector, while others have set up local volunteer centres themselves or in collaboration with local voluntary organisations. Even where the municipal council ([kommunalbestyrelse](#)) is not directly involved in the creation and running of volunteer centres, they often provide in-kind support such as assistance with web design and auditing the volunteer centres' annual accounts. Another side of the engagement with the voluntary sector is the move by many municipalities towards formulating 'volunteering policies' in collaboration with local voluntary organisations. In 2016, [60% of the municipalities had an overall policy or strategy regarding cooperation with the voluntary sector](#).

The National Volunteer Centre (Center for frivillig socialt arbejde, CFSA)

CFSA [Center for frivillig socialt arbejde](#), is a self-governing organisation, i.e. an independent unit with its own supervisory board, which was set up by the Ministry of Interior and Social Affairs in 1992 to service voluntary social service organisations. Even though it is a self-governing organisation, it is subject to legislation and is defined as a public agency. The core funding of the centre is government grants, with only a small percentage deriving from the services it provides. The centre supports voluntary work and organisations working in the area of welfare (health, social services, and humanitarian assistance) and more recently culture and sport throughout Denmark. Its main activities are:

- Consultancy
- Training and education
- Development of organisations and networks
- Conferences
- Knowledge of the voluntary sector – nationally and internationally

The Centre also provides a [website](#), which includes a database with information about a range of voluntary social organisations in Denmark.

The Volunteer Council (Frivilligrådet)

In 2018, the Volunteer Council ([Frivilligrådet](#)) was set up by the minister of children and social affairs to advise the ministry and parliament on the role that voluntary sector organisations can play in addressing social challenges. The council has status as a government agency and is financed by the Danish Finance Act ([Finansloven](#)). The council focuses on the following areas of work:

- The funding of voluntary work, including the development of a new model for voluntary work funding that can ensure the sector's financial sustainability
- Capacity building of the voluntary social service sector

- Collaboration between the voluntary social service sector and other parts of the voluntary sector for the benefit of the sector overall and societal cohesion
- Participation and access to voluntary social work with the aim of developing a vibrant voluntary social service sector and promoting active citizenship and social inclusion

The Danish Institute for Non-Formal General Adult Education (Videnscenter for folkeoplysning, Vifo)

The Danish Institute for Non-Formal General Adult Education ([Videnscenter for folkeoplysning](#)) is a part of the Danish Institute for Sports Studies – an independent research and knowledge centre set up by the Ministry of Culture.

Vifo focuses primarily on non-formal adult education and non-formal youth and children leisure activities such as the scout movement as well as political and religious youth organisations.

Vifo's tasks are to:

- Create an overview of and insight into the area of non-formal adult education (folkeoplysning)
- Analyse the area of non-formal general adult education
- Initiate public debate on central questions related to the area of non-formal general adult education

The Danish Institute for Sports Studies (Idrættens analyseinstitut)

The primary objective of the Danish Institute for Sports Studies ([Idrættens analyseinstitut](#)) is to initiate and develop a broad range of social science research projects in the field of sports. Furthermore, its aim is to analyse political initiatives regarding the world of sports and stimulate public debate around central questions related to these initiatives.

Among other things, the institute's objectives are:

- to establish a general overview of and insight into the fields of sports and non-formal education nationally as well as internationally.
- to analyse the implications and perspectives of policy initiatives within the fields of sports and non-formal education.
- to initiate public debate on key issues in non-formal general adult education and in Danish and international sports politics.

Main non-public actors

FriSe (volunteer centres and self-help in Denmark). [FriSe](#) is a national member organisation of 86 local voluntary centres and self-help organisations. FriSe represents the local centres and facilitates the best conditions for the voluntary sector in Denmark. Among other things, FriSe provides further training and consultancy support to employees and board members of the member organisations.

The Danish Youth Council (DUF). [DUF](#) is an umbrella organisation with more than 70 children and youth organisations as members. The member organisations of [DUF](#) range from scouts to political youth organisations, voluntary social organisations, cultural organisations, environmental organisations, organisations for youth with disabilities, and many more. [DUF](#) administers a share of the profits from the national lottery and football pools ([udlodningsmidlerne](#)) and distributes approximately 140 million DKK annually to Danish children and youth organisations (see [section 5.3](#)).

Danish Gymnastics & Sports Association (DGI). [DGI](#) is an umbrella organisation with more than 6 300 local associations and represents more than 100 000 volunteers. For 150 years, DGI has represented the interests of local sports associations and promoted gymnastics and sports among the Danish population. In 2017, DGI represents 1 586 378 Danes in local associations.

The Sports Confederation of Denmark (DIF). [DIF](#) is an umbrella organisation for both elite and non-elite sport in Denmark. DIF represents 62 sports unions.

Danish Adult Education Association ([Dansk folkeoplysnings samråd, DFS](#)): [DFS](#) is an umbrella organisation for 36 general adult education organisations. DFS advocates the common interests of their 36 member organisations. DFS distributes a share of the profits from the national lottery and football pools (udlodningsmidlerne).

The Youth School Association ([Ungdomsskoleforeningen](#)) is an association of local youth schools. The association supports the development of municipal youth schools through analyses, innovation work, and representation of interests.

The Centre for Youth Research (Center for ungdomsforskning, CeFU). [CeFU](#) is a research centre established in 2000. The centre's research focuses on various aspects of young people's lives. The centre's aim is to provide application-oriented research and the research centre discuss future research with the association CeFU, which has representatives from associations and public institutions engaged in youth issues.

Cifri: From 2012-2016, Cifri was a publicly funded research network. Since 2017, the research network has been informal between individual researchers and CFSA.

General distribution of responsibilities

Voluntary activities involve several ministries. Each ministry has its own separate remit. See above for a description of the relevant ministries.

The distribution of responsibility in the area of voluntary activities resembles the distribution of responsibility in other sector areas. The government establishes the overall framework with laws passed in parliament, but the municipalities have the freedom to decide how local measures are designed. The local government ([kommunalt selvstyre](#)) in Denmark means that municipalities have a lot of room to manoeuvre as long as they abide by the legislation and ministerial objectives.

Cross-sectoral cooperation

Different ministries are responsible for different parts of the voluntary sector. Therefore, cross-sectoral cooperation is essential and widely used.

An integral part of the Danish political decision-making process is to consult affected public and private partners when bills are formulated. In the consultation exercise, organisations must submit their comments on the bill in writing. This process ensures that vital perspectives are not overlooked by politicians.

Pressing societal problems often lead politicians to set up a committee. The committee is composed of a selection of affected organisations and public bodies. In accordance with the committee's mandate, the commission must scrutinise the problem and deliver a joint conclusion and recommendations for further action. In case of disagreements, a minority statement is also included in the final report.

The National Board of Social Services ([Socialstyrelsen](#)) ensures that initiatives from the parliament and the Ministry of Children and Social Affairs are put into practice in Denmark's municipalities. The National Board of Social Services works to obtain the best knowledge available of effective methods and practice within the field of social work, as well as communicating and distributing this knowledge to ensure its use in practice. This is done through comprehensive counselling of municipalities, the Danish Regions, and individual citizens on questions related to social work and by supporting the municipalities when implementing social methods and practices.

In June 2017, the minister of children and social affairs and the minister for public sector innovation set up a civil society task force. The assignment of the task force was to prepare input for the Strategy for a Stronger Civil Society ([Strategi for et stærkere civilsamfund](#)), which was launched by the government in October 2017. One of the objectives of the strategy is to increase the cooperation between civil society, the

business community, and public institutions in order to improve the quality of the welfare services for the benefit of the citizens. The strategy is the responsibility of the Ministry of Children and Social Affairs, but the strategy is also part of the Coherence Reform that develops the public sector in order to improve welfare services. The Coherence Reform falls under the Ministry for Public Sector Innovation.

2.3 National strategy on youth volunteering

Existence of a National Strategy

Denmark has no national strategy on youth volunteering.

However, in October 2017, the government launched a civil society strategy, Strategy for a Stronger Civil Society ([Strategi for et stærkere civilsamfund](#)), that also includes young people.

The strategy has been implemented with the 2018 rate adjustment pool ([satspuljen](#)).

The strategy runs for a four-year period, 2018-2021.

Scope and contents

It is the government's opinion that a strong civil society composed of voluntary communities and voluntary initiatives strengthens the social cohesion and social trust in society. Socially marginalised people and people outside the labour market are less involved in voluntary activities and in associational life than the rest of the population. It is the objective of the strategy to include a larger share of vulnerable children, young people and adults, as well as persons with disabilities in voluntary communities. Thus, the objective of the strategy is 'inclusive volunteering'.

With regard to young people, the strategy funds strategic partnerships ([Project 3: Strategy for a Stronger Civil Society](#)) between local authorities and private associations that develop methods to include vulnerable people in leisure activities and voluntary work.

Responsible authority

The Ministry for Children and Social Affairs is the top-level responsible authority for the Strategy for a Stronger Civil Society. The strategy has been put into practice in the 2018 rate adjustment pool ([satspuljen](#)). According to the agreement on project 3:

- The National Board of Social Services is responsible for an exchange of experience among the participants.
- FriSe is responsible for developing a model of quality measurement.
- CFSA is responsible for the monitoring of the development of voluntary social work launched in the strategy and for research on how to improve the cooperation between the voluntary sector and municipalities.

Revisions/Updates

There have been no revisions or updates to the strategy, since the strategy has only just been put into practice.

2.4 Youth volunteering at national level

National Programme for Youth Volunteering

There is no youth volunteering programme at the national level.

Funding

Characteristics of youth volunteering

Support to young volunteers

Quality Assurance (QA)

Target groups

2.5 Cross-border mobility programmes

EU programmes

For young Danes planning to complete a volunteering placement abroad, two EU programmes are particularly relevant:

- The European Solidarity Corps
- The EU Aid Volunteers Programme

The European Solidarity Corps

The European Solidarity Corps (ESC) replaces the European Voluntary Service (EVS).

Number of incoming volunteers in the EVS programme 2016-2018: 264 persons

Number of outgoing volunteers in the EVS programme 2016-2018: 188 persons

In Denmark, the National Agency for Higher Education and Science administers the ESC. The agency is also National Agency for the Erasmus+ Youth In Action programme. The agency coordinates and monitors young people's participation in ESC in accordance with the European Commission's guidelines.

EU Aid Volunteers Programme

This programme is aimed at individuals who have completed their education or vocational training. While applicants without any professional experience are welcome, some work experience is generally required. All volunteers are thoroughly prepared for their placement in a humanitarian aid programme.

DanChurchAid is the only accredited sending organisation in Denmark. The accreditation runs to 15 March 2019.

Other Programmes

Denmark does not have a national programme for international voluntary work. Even though a large number of organisations offer international voluntary programmes, none meet the criteria of being large scale and at least 50% publicly funded.

Legal framework applying to foreign volunteers

Volunteers coming to Denmark are subject to the general Danish Aliens Act.

A [distinction is made between volunteers](#) coming from Nordic countries, EU/EEA countries, or Switzerland and volunteers coming from third countries.

Citizens of a Nordic country (Finland, Iceland, Norway, or Sweden) can live and work in Denmark without a visa, work permit, or residence permit.

Citizens of an EU/EEA country or Switzerland are covered by the EU rules, which means that they can stay in the country for three months without EU registration certificate. After three months in Denmark, a citizen of an EU/EEA country or Switzerland must apply for an EU registration certificate at the Danish State Administration (Statsforvaltningen). Furthermore, the volunteer must be able to provide for him/herself.

If an EU/EEA/Swiss citizen has an entry ban to Denmark, he or she must apply for a visa.

If a [young person of a third country](#) has found an unpaid voluntary job in Denmark where the work tasks have a social or humanitarian aim, the young person may be granted a residence permit as a volunteer. In order to be granted a residence permit, certain conditions must be met. The young person must be:

- In the 18-30-year age group.
- Able to support him/herself financially.
- The workplace must take out liability insurance and an industrial injury insurance that cover the volunteer during the stay in Denmark.

During the stay, the young person is not allowed to take salaried work and is not entitled to public benefits.

With a residence permit, the young person is entitled to:

- Stay in Denmark for the period he or she is employed as a volunteer. However, the period cannot be longer than 18 months.
- Participate in partially user-paid Danish lessons if the volunteer has turned 18 and the Danish address is registered in the Danish National Register.

2.6 Raising awareness about youth volunteering opportunities

Information providers

Since there is no single public authority responsible for the voluntary sector, there is not one single contact point or national website providing information on volunteering for young people. Instead, several actors provide information on volunteering in Denmark and abroad.

- The Danish Agency for Science and Higher Education. The agency is the national agency for Erasmus+ and administers the European Voluntary Service (EVS)/Solidarity Corps (ESC).
- FriSe: The national member organisation of voluntary centres and self-help Denmark.

Key initiatives

The National Agency for Science and Higher Education administers a website with information on Erasmus+ and the European Voluntary Service (EVS)/the European Solidarity Corps (ESC). Here, future volunteers can find relevant information. The agency is active on social media and publishes a newsletter, *Udsyn*, each month with information on new initiatives, deadlines, etc.

The agency is also responsible for the website [Gribverden.dk](#) (seize the world, in English). Here, young people can find information on mobility programmes and voluntary work. The website lists opportunities for voluntary work with self-payment, voluntary work for young people with an education, and work camps. The agency is only

responsible for the EVS/ESC on not for the quality of the voluntary programmes listed on the website.

Lastly, the agency coordinates several information meetings all around the country and hosts a large, annual Erasmus+ conference in October.

Since 2005, FriSe manages the portal [Frivilligjob/voluntaryjob](#), which has information on voluntary jobs in Denmark and abroad. The portal is the largest job portal for voluntary jobs in Denmark. The 2018 rate adjustment pool ([satspuljen](#)) has allocated further funds (0.4 million DKK = 53 646,7 EUR) to FriSe in order to improve and anchor the portal. The English version of the website, [Volunteering](#), provides information on rules and regulations regarding volunteering in Denmark for non-Danish citizens.

On [FriSe's](#) website, people can find their municipal voluntary centre. Each voluntary centre has its own site where information is provided, such as information for new volunteers, specific rules, local voluntary jobs, and other activities. Some local voluntary centres also launch a "voluntary exchange service" (frivilligbørs) where organisations and future volunteers can trade jobs and labour.

Since 2011, the last Friday of September is Denmark's national volunteering day, [Voluntary Friday](#). The event is coordinated by FriSe. The day is an effort to raise awareness and improve the recognition of volunteering in Denmark. The time leading up to Voluntary Friday is characterised by debates, workshops, and talks about and with the voluntary sector. On Voluntary Friday, people can participate in voluntary work through various local activities. On Voluntary Friday 2016, 426 activities took place in 82 municipalities.

Lastly, many private organisations provide volunteering programmes for young people but do not meet the criteria in [section 2.5](#). Still, these organisations provide information about volunteering via their own websites, campaigns, advertising, etc.

2.7 Skills recognition

Policy Framework

Denmark does not have a policy framework through which young people's voluntary work is recognised. However, two systems exist that recognise competences gained outside the formal education system, including volunteering activities.

The two systems cannot directly convert the volunteering competences into ECTS points, but the volunteering competences may be beneficial for applications to, for instance, adult vocational training programmes or higher education if a young person does not live up to the formal admission requirements, or beneficial for young persons with practical work experience. In the latter case, the young person can obtain credit and receives a competence certificate.

The two systems are:

- Competence Assessment (Realkompetencevurdering and Individuel kompetencevurdering)
- Quota 2 (Kvote 2)

The Ministry of Education is the top-level authority of competence assessment in vocational education and training for adults (EUV), vocational education and training (VET), adult vocational training (AMU), and general adult education programme (AVU).

[Competence assessment in EUV/VET](#)

[Competence assessment in AMU](#)

Competence assessment in AVU:

[Act in competence assessment in AVU](#)

[Ministerial order on competence assessment in AVU](#)

The Ministry for Higher Education and Science is responsible for competence assessment in higher education programmes as well as adult and continuing higher education (VVU). Furthermore, the Ministry for Higher Education and Science is responsible for Quota 2.

Competence assessment in higher education:

Quota 2

[Competence assessment in the School of Media and Journalism](#)[Competence assessment in university colleges](#)[Competence assessment in business academies](#)[Competence assessment in adult and continuing higher education](#)[Competence assessment in VVU](#)

Existing arrangements

Competence assessment

In some education programmes, young persons who wish to apply for admission and do not meet the formal admission requirements, an [assessment of competences](#) is relevant, for instance in VVU, and in higher education institutions such as university colleges and business academies.

In other education programmes, a competence assessment establish whether a young person can obtain credit, but not admission to an education, for instance in AVU or AMU. If a competence assessment establish that a young person can obtain credit, he or she receive a certificate for a single course or an entire education.

The assessment includes the total of knowledge, skills, and competences, as opposed to formal diplomas and degree certificates. Therefore, the assessment is especially relevant if the young person has previous work experience, and voluntary work may also be relevant.

The young person must contact the relevant education provider, send a resume and documentation, attend if the education institution calls a meeting/a test, and then await the final assessment from the institution.

If the institution approves the competences, the young person receives a certificate and/or can apply for admission. The institution can also decide that the competences do not match the admission requirements or the goals of the education.

Voluntary activities may be relevant for Quota 2 admissions to higher education

In some education programmes, the number of applicants exceeds the number of study places and the admission is restricted. In these programmes, admissions are allocated in two quotas: Quota 1 and Quota 2.

- Quota 1 admissions are allocated according to the grade point average of an upper secondary education.
- Quota 2 admissions are allocated according to criteria published by the education institution. Voluntary activities can count as valid competences in the Quota 2 admission.

[Regulation of quota 2 in University programmes](#)[Regulation of quota 2 in Academy Profession programmes and professional bachelor education programmes.](#)

Each education institution sets the conditions for admission through Quota 2 for each programme. The conditions express the range of qualifications on which the education institution evaluates the applicant.

2.8 Current debates and reforms

Forthcoming policy developments

There are no new initiatives from the Ministry of Children and Social Affairs, since Strategy for a Stronger Civil Society runs until 2021.

Ongoing debates

Currently, the Danish government focuses on how to strengthen the cooperation between the voluntary sector and the public sector in order to improve welfare services. With an aging population, it is a challenge for the public sector to deliver high-quality welfare services. Voluntary social work can be the solution.

The ongoing debates concern:

- Where should the line for volunteering be set? What is the relationship between volunteers and professionals?
- How to include more elderly people in voluntary activities.
- The term 'co-creation' has been a buzzword for some years. Co-creation demands involvement in the decision-making of the voluntary associations and not just involvement in the execution of decisions. Some researchers warn that co-creation can be a method for municipalities to cut budgets.

The government's policies are put into practice in the Strategy for a Stronger Civil Society ([Strategi for et stærkere civilsamfund](#)) Civil Society Strategy and the Cohesion Reform ([Sammenhængsreformen](#)).

A strong civil society is essential to ensure the social cohesion of society. Both previous governments and the current government from both sides of the political spectrum struggle to involve more people in voluntary activities, especially socially marginalised people and people with migrant backgrounds.

The rate adjustment pool ([satspuljen](#)) supports various projects that target these groups.

3. EMPLOYMENT & ENTREPRENEURSHIP

The overall goal for Danish labour market policy is to ensure that the vast majority of Danes are able to provide for themselves. In relation to young people, the government has established a legal framework to reach the target: Young people in the 15-17-year age group must be in education, employment, or training (see [section 3.4](#)) and young people on cash benefit without education receive an instruction to start an education (see [section 3.6](#)).

At present, Denmark has a relatively low NEET rate:

2017: 9.9% in the 15-34 age group

2017: 11.8% in the 20-34 age group

The Danish unemployment rate is currently 4.9% in the 15-64 age group.

Shortage of skilled labour is emerging in some sectors such as construction, information and communication technology, and services.

Flexibility is crucial to the Danish labour market. It is easy for employers to hire and fire labour. This ensures a high mobility in the labour market. At the same time Denmark has general welfare services and benefits that provide employees with a comprehensive income safety net between jobs.

3.1 General context

Labour market situation in the country

Main characteristics

The Ministry of Employment has the overall responsibility for the Danish labour market, i.e. measures in relation to all groups of unemployed persons as well as rules regarding employment and working conditions in Denmark.

The regulation of the labour market is two-fold: by collective agreements and by law.

Areas covered by collective agreement:

- Pay and pay increase
- Pension
- Working hours, overtime work, and pay supplements
- Education and training

Denmark has a long tradition of involving social partners in labour market policy. This system of labour market regulation is often referred to as the '[Danish model](#)'. In the Danish labour market model, social partners on the national and regional level have a strong influence on labour market policy.

The Danish model has its roots in what is known as the 'September Agreement (Septemberforliget) of 1899, where it was agreed that employers have the right to distribute and lead the labour, while labour unions have [the right to bargain over wages and working conditions](#).

After five months of conflict, employers (DA) and trade unions (LO) lay down principles in the first [Main Agreement](#). The current Main Agreement is a revised version of the agreement of 1899. Wage and basic agreements are laid down by collective agreements concluded between trade unions and employers' organisations.

The Danish model demands a high level of organisation

The extent of organisation by employers and employees respectively is a very important part of the Danish model.

In 2015, 67.7% of Danish employees are organised in trade unions. The number has stabilised after some years of [declining membership](#).

Most members are organised in trade unions under [trade union confederation](#) (hovedorganisationer), (LO, FTF, AC, and Lederne) that participate in collective negotiations, but the number of members in alternative and neutral unions (yellow trade unions) that do not participate in collective negotiations is rising.

Danish employers are organised in [five main central federations](#), two on the private sector labour market (DA, FA) and three in the public sector labour market (Local Government Denmark ([KL](#)), Regional Denmark, and the Ministry of Finance). More than half of the employers of the private sector labour market are organised, whereas all employers of the public sector labour market are organised.

The parliament refrains from interfering in collective negotiations

As long as the social partners can agree on sound solutions, the parliament refrains from intervening in the negotiations. As a consequence, in Denmark there is no minimum wage established by law.

[Collective agreements](#) are settled within the different trades every 2-3 years.

If the social partners are not able to reach a compromise, a number of state institutions are ready to take over the negotiation.

[The Conciliation Board](#) and the official conciliator seek to settle the disagreements, and if the social partners are too far apart, strike action and sometimes lockouts are the result.

In case of lengthy strike action and lockouts, the parliament is compelled to react and will pass a new collective agreement as a law.

Employment law protects employees in their terms of employment and against discrimination

In addition to collective agreements, the labour market is regulated by laws passed in parliament. Some laws ensure basic minimum rights for all employees, for instance:

- The Consolidation Act on the Employer's Obligation to Inform Employees of the Conditions Applicable to the Employment Relationship (Ansættelsesbevisloven)
- The Holiday Act (Ferielloven), which regulates annual holiday
- The Consolidation Act on the Entitlement to Leave and Benefits in the Event of Childbirth (Barselsloven)
- The Consolidation Act on the Protection Against Dismissal Related to Association Membership (Foreningsfrihedsloven)

Other laws entitle rights to certain groups of employees. For instance:

- The Consolidation Act on Employers' and Salaried Employees' Legal Relationship (Funktionærloven)
- The Consolidation Act on Assistants (Medhjælperloven)

Finally, some laws protect employees against discrimination.

- The Consolidation Act on Discrimination (Forskelsbehandlingsloven)
- The Consolidation Act on [Equal Pay to Men and Women](#) (Ligelønsloven)
- The Consolidation Act on Part-Time Work (Deltidsloven)

Some employment laws are the result of tripartite negotiations in which the government and the social partners negotiate labour market challenges that demand broad and overall solutions. The tripartite negotiations can be formal or informal, national or local,

they can deal with ad hoc problems or they can be regular and continuous, and they can deal with single questions or involve complex and cross-sectoral problems.

Other employment laws are passed in parliament based on ordinary bills or directives from the EU.

[Full list of Danish employment laws](#). (In Danish)

Before and after the financial crisis of 2008

In 2013, a committee commissioned by the Ministry of Commerce published its [report on the causes and consequences of the crisis on Danish society and the Danish economy](#). In the years before the 2008 financial crisis, the gross unemployment rate decreased in the private sector labour market. In 2004, the unemployment rate was approximately 8%, and in 2007 the unemployment rate was approximately 2%. The pressure on the labour market caused salary increases and increased consumer spending.

At the same time, the government pursued an expansionary fiscal policy, and this increased economic activities. Furthermore, government platforms from 2000 onwards focused on increasing the workforce in order to avoid bottlenecks, for instance the 2006 Welfare Agreement and tax cuts in 2004, 2007, and 2009.

In the following years, the main trend in the government's employment policy was that more people should provide for themselves and not live on public support. Early and intense active labour market policy measures were introduced with the purpose of moving the unemployed and people on social security into education or employment. Target groups were long-term unemployed, immigrants (both newly arrived and descendants of immigrants), NEETs, and people with reduced ability to work. Furthermore, the retirement age was raised from 65 to 68 years for people born after 1963, and pensioners on the state pension were allowed to work a fixed number of hours a year without a reduction in benefits.

The financial crisis in 2008 had a great impact on Denmark. Denmark experienced a large drop in GDP from an average of 2.4% a year in 2004-2007 to an average of -0.9% a year in 2008-2012. Furthermore, the unemployment increased.

The committee estimated a total loss of production in the 2009-2013 period of about DKK 200 billion.

Especially the building and construction sector, industry, as well as the trade/hotel and restaurant business were affected by declining consumer spending and thus a loss of jobs.

In 2010, a reform of the unemployment benefit reduced the period in which insured unemployed people can receive benefits from four years to two years.

Young people were especially affected by the crisis. An increased number of young people was supported by social security. [From 2007 to 2012 the number of young social security recipients \(age 18-27\) doubled](#), compared to a 5% increase in the working age population.

Labour market situation today

After some years with moderate GDP growth, Denmark is currently experiencing an economic recovery and increasing private consumer spending. The [unemployment rate has been declining](#) and the workforce increasing.

Some sectors are currently experiencing labour shortage, for instance in sectors such as construction, information and communication technology, and services.

The current government has a focus on increasing the total workforce and moving more people from social assistance to employment or training. Target groups are:

- NEETs
- Long-term unemployed

- Migrants
- People with reduced work capacity and disabilities

Youth employment

Main recent trends:

In August 2018, The [AKU](#) unemployment rate among the 15-24-year olds was 9.4% (adjusted for seasonal variations).

[AKU unemployed 15-24 age group](#)

In the wake of the economic crisis, the [NEET rate rose from 56 833 persons in 2008 to 65 728 in 2009](#). Since then, the NEET rate has been slightly increasing, and in 2016 the NEET rate was 68 877 persons.

Main challenges

One of the challenges on the Danish labour market is the combination of labour shortage in the construction sector and the lack of apprenticeships for young people enrolled in vocational education programmes.

This is the reason that the [tripartite agreement II of 2016](#) focused on increasing the number of apprenticeships by establishing several bonuses for enterprises and established a list of advantageous educations (fordelsuddannelser) with high possibility of apprenticeship and employment.

Another challenge is the NEET rate that has stabilised around 66 000-68 000 persons. With the new Preparatory Basic Education and Training Programme ([FGU](#)) (see [section 3.11](#)), [new targets](#) have been established by the Ministry of Education:

- In 2030, at least 90% of 25-year-olds must have completed an upper secondary education programme.
- In 2030, the NEET rate must be reduced by 50%.

Statistics Denmark provides statistics on the labour market, unemployment, and the NEET rate. Statistics Denmark is the central authority on Danish statistics. Statistics Denmark is a state institution under the Ministry of Economic Affairs and the interior. (See [section 1.6](#))

Main concepts

Flexicurity

The employment system in Denmark is built up around the so-called Danish [flexicurity model](#), which combines flexibility for employers and security for the citizen.

The Danish employment system's combination of flexibility and security is often described as a 'golden triangle'. The triangle combines high mobility between jobs with a comprehensive income safety net for the unemployed and an active labour market policy.

Relatively low employment protection legislation (EPL) allows employers the flexibility to reconfigure the workforce to adapt to changing market conditions (although collective agreements and legal provisions are in place). There is a high level of external numerical flexibility, as can be seen by high levels of job-to-job mobility and worker flows in and out of employment and unemployment.

The unemployed

In Denmark, different terms and definitions are used in statistics about unemployed persons:

1. Net unemployed: Insured unemployed persons and persons in the cash benefit scheme in the 16-64 age group
2. Gross unemployed: Net unemployed persons and all unemployed persons enrolled in active labour market measures

3. [AKU](#) unemployed (Labour Force Survey): Unemployed persons according to the definitions used in [ILO](#) and Eurostat

Yellow trade unions

Yellow trade unions refer to trade unions that do not acknowledge the fundamental conflict of interest between employer and employee. As a result, yellow trade unions do not participate in collective negotiations.

3.2 Administration and governance

Governance

The Ministry of Employment

The Ministry of Employment has the overall responsibility for measures in relation to all groups of unemployed persons, i.e. both unemployed persons on social assistance as well as unemployed persons receiving unemployment benefits.

In addition, the Ministry of Employment is responsible for the framework and rules regarding employment and working conditions, safety and health at work and industrial injuries, financial support and allowances to all persons with full or partial working capacity as well as placement activities, services in relation to enterprises, and active employment measures.

The Ministry of Employment has exclusive competence for [legislation and programmes](#) in relation to:

- Labour/employment law
- Safety and health at work
- Compensation in connection with industrial injuries

The ministry is responsible for the following allowances:

- Unemployment benefits
- Cash benefits
- Allowances in connection with participation in activation measures
- Sickness benefits
- Allowances in connection with participation in vocational rehabilitation programmes
- Unemployment allowances to persons who become unemployed after having had a flex job
- Allowances under the act on insurance against the consequences of industrial accidents

The ministry is also responsible for the following employment measures:

- Activation of all unemployed persons
- Services in relation to enterprises: job placements, measures to reduce bottleneck problems, and labour market monitoring
- Initiatives to promote the inclusive labour market, including corporate social responsibility and social clauses
- Job placements in relation to all unemployed persons – including persons with reduced working capacity
- Employment-promoting initiatives, particularly in relation to exposed groups

The National Employment Council (BER)

- The National Employment Council (BER) has been set up to advise the minister of employment.
- The National Employment Council comprises one chairman and 26 representatives from among social partners (trade unions and employers associations), the

municipalities, Danish Regions, and the Danish Council of Organisations of Disabled People. The National Employment Council convenes for eight meetings per year.

- The council advises the minister of employment regarding major employment policy initiatives as well as the minister's annual goals for employment policy. The council also advises on test projects and proposals for new legislation.

The Danish Agency for Labour Market and Recruitment (STAR)

[The Danish Agency for Labour Market and Recruitment \(STAR\)](#) is a national agency responsible for implementing and following up on employment policy in Denmark, including recruitment of necessary foreign labour. STAR supports the minister for employment in the work of policy formulation, legislation, and in relation to the Danish parliament (Folketinget).

STAR prepares and implements political initiatives and reforms, and supports the achievement of the goals of these reforms through efficient management. Moreover, STAR generates and disseminates knowledge to support the minister for employment and efficient employment efforts. STAR plays a crucial role in the implementation of reforms and employment policies by supporting municipalities and unemployment insurance funds. The latter are responsible for the direct implementation of reforms and policies.

The goal of STAR is to contribute to moving as many people as possible from unemployment into employment or education and to ensure that enterprises have access to the labour they need.

National Research Centre for the Working Environment (NFA)

[National Research Centre for the Working Environment \(NFA\)](#) is a government research institute that conducts research in the area of working environments. (See [section 1.6](#))

NFA tasks are research and public sector counselling regarding (list not complete):

- Psychological working environment
- Physical work load
- Industrial injuries
- Chemical work environment

Labour courts

Denmark has [four state institutions](#) that assist social partners in relation to collective negotiations and in other labour conflicts.

- **The Labour Court** (Arbejdsretten): The Labour Court tries cases related to breaches of the Main Agreement (Hovedaftalen).
- **The Courts of Civil Servants**: (Tjenestemandssretterne): The courts try cases related to wages and terms of employment for civil servants.
- **The Conciliation Board** (Forligsinstitutionen): The Conciliation Board assumes command of the collective negotiations when the social partners are unable to reach a compromise in due time. The official conciliator can postpone strike action and lockouts for a maximum of two periods of 14 days each, and strike/lockout action can begin on the fifth day after the deadline.
- **Professional Court of Arbitration** (Faglig Voldgiftsret): The Professional Court of Arbitration is the final court instance pertaining to labour legislation. Negotiation and conciliation must have been tried prior to the Court of Arbitration, and in general a court decision cannot be appealed.

The Danish Working Environment Authority

The [Danish Working Environment Authority](#) is a national agency. It works to promote health and safety at Danish workplaces. This is done by:

- Carrying out inspections of companies
- Drawing up rules on health and safety at work
- Providing information on health and safety at work

The Danish Working Environment Authority is authorised to issue penalties in cases of non-compliance with the working environment rules. In cases of violation of the rules of the Working Environment Act, the Danish Working Environment Authority has the authority to issue administrative fines. In cases of extreme danger, the Danish Working Environment Authority may also order the work to be suspended.

Municipalities

There are 98 municipalities in Denmark. Denmark has municipal rule, which means that acts passed in parliament are implemented locally. Each municipality has its own council elected by the population.

Municipal youth units (ungeenheder)

Several municipalities have made a youth unit at education institutions. These units offer broad and cross-sectoral measures to young people so that they meet a coordinated effort and so that they are not sent from one administrative unit to the other. The units are made up of representatives from the job centre, the healthcare sector, the social affairs administration, and the education sector. The measures must be targeted at education and employment.

Municipal job centres

The [municipal job centres](#) are the crux of the active labour market measures. The municipal job centres manage the measures regarding unemployed citizens and citizens at the risk of dropping out of the labour market.

The job centres are charged with procuring jobs for jobseekers and ensuring that companies find the labour they need. The job centres assist all applicants in finding help and guidance on recruitment, job hunting, or general information on the labour market.

Guidance

The municipality is responsible for the guidance of young people under the age of 25 years. The youth guidance centres ([UU](#)) provide the municipal guidance. (See [section 3.4](#))

The parliament has passed a new reform regarding preparatory basic education and training ([FGU](#)). The reform implies that the municipality has the authority for all young people below the age of 25. (See more about the reform in [section 3.11](#))

Regions

Since 2007, Denmark has been divided into [five regions](#). Among other things, the regions are responsible for regional growth and commercial development. Each region develops a growth and development strategy in close collaboration with municipalities, the regional business community, education institutions, and other regional partners.

Regional growth fora (Regionale vækstfora)

The [regional growth fora](#) are responsible for prioritising most of the European Social Fund and European Structural Fund in Denmark based on regional growth and development strategies.

The regional growth fora represent the regional partnership: the regions, municipalities, business organisations, education institutions, and social partners.

Regional labour market councils (RAR)

At a regional level, the minister of employment has appointed eight [regional labour market councils \(RAR\)](#), each with 21 representatives drawn from among social partners, the municipalities, the Danish Council of Organisations of Disabled People, and other regional actors, including education institutions and growth forums.

The general objective of the eight regional labour market councils is to improve coordination and dialogue between different municipalities and between municipalities

and unemployment insurance funds, enterprises, and other actors, including VET centres and growth forums.

As a rule, the regional labour market councils do not have any specific authority over local municipalities. Since 2015, the eight councils have had the power to decide what kind of short vocational training programmes job centres can receive subsidies for from the additional annual funding pool of DKK 100 million, which municipalities can use to fund short vocational training programmes for the unemployed. This is so as to ensure that these short vocational training programmes are tailored to the demands of businesses.

The three regional divisions, located in Roskilde, Odense, and Aalborg, serve as secretariats for the eight regional labour market councils.

Main non-public actors

Unemployment insurance Funds

There are [24 unemployment insurance funds \(a-kasser\)](#) in Denmark. These funds are responsible for the payment of benefits to their members. The unemployment insurance funds provide sector-specific guidance on job seeking and careers to the members. And a number of unemployment insurance funds go further by locating job openings and establishing matches between job seekers and enterprises based on their network of union representatives in the enterprises.

- Akademikernes A-kasse
- Arbejdsløshedskassen for Journalistik, Kommunikation og Sprog
- A-kassen Ase
- A-kassen Frie
- A-kassen LH
- Byggefagenes Arbejdsløshedskasse
- Børne- og Ungdomspædagogernes Landsdækkende Arbejdsløshedskasse
- CA A-kasse
- Dana Arbejdsløshedskasse for Selvstændige
- Det Faglige Hus A-kasse
- Din Sundhedsfaglige A-kasse
- EI-fagets Arbejdsløshedskasse
- Faglig Fælles A-kasse
- FOAs A-kasse
- Funktionærernes og Tjenestemændenes Fælles-Arbejdsløshedskasse
- Fødevareforbundet NNF's Arbejdsløshedskasse
- HK/Danmarks A-kasse
- Kristelig A-kasse
- Lærernes A-kasse
- Magistrenes Arbejdsløshedskasse
- Metalarbejdernes Arbejdsløshedskasse
- Min A-kasse
- Socialpædagogernes Landsdækkende Arbejdsløshedskasse
- Teknikernes Arbejdsløshedskasse

Social partners

The social partners are members of the local employment councils. These councils provide advice about employment measures to the job centres. The social partners are also members of the regional and national employment council, where they are able to influence the employment policy at a more strategic level.

The trade association of unemployment insurance funds (Danske A-kasser)

[Danske A-kasser](#) represents the unemployment insurance funds vis-à-vis politicians and public authorities.

Trade unions and federation of unions

Trade unions in Denmark organise employees within the same trade. Local trade unions organise in larger federations. Trade federations organise in central organisations.

Denmark has four central organisations that negotiate on behalf of the trade federations and local trade unions:

- LO, the Danish Confederation of Trade Unions. LO has one million members. LO was established in 1898. LO Ungdom (LO Youth) was established in 1987. (See [list of members of LO here](#))
- FTF, Confederation of professionals in Denmark. FTF was established in 1952. FTF organises 450 000 employees. (See [list of members of FTF here](#))
- AC, the Danish Confederation of Professional Associations. AC was established in 1972. AC organises approximately 369 000 members. See [list of members of AC here](#))
- [Lederne](#), the Leaders. Established in 1991. Organises 108 000 members. The leaders does not organise a federation of unions and is thus different from the other central organisations.

In April 2018, LO and FTF decided to amalgamate in 2019.

Main employers' associations

Denmark has [five employers' associations](#), two main organisations in the private sector labour market and three in the public sector labour market.

The private sector labour market:

- Dansk Arbejdsgiverforening (DA), Danish Employers' Association. Represents 14 employers' associations. Established in 1896.
- Finanssektorens Arbejdsgiverforening (FA), the Danish Employers' Association for the Financial Sector. Represents approximately 170 member companies. Established in 1989.

The public sector labour market:

- Kommunernes Landsforening ([KL](#)), Local Government Denmark. Represents the 98 municipalities in Denmark. Local Government Denmark is the interest group and member authority for the Danish municipalities. Established in 1970.
- Danske Regioner, Regional Denmark. Represents the five regions. Established in 2006.
- Finansministeriet, Ministry of Finance.

The general distribution of responsibilities

The Ministry of Employment is the top-level authority for employment policies in Denmark. The ministry established the overall framework, but the regional and municipal actors mentioned above have the freedom to decide how local employment measures are designed. The municipalities are [responsible for implementing the employment policy locally](#). The municipal rule in Denmark entails lots of room for manoeuvre for the municipalities as long as they comply with the legislation and ministerial objectives.

Cross-sectoral cooperation

Measures for unemployed young people under 30 years, as well as general employment measures in Denmark, are handled through a partnership-based approach.

Depending on the need of the person, the different actors cooperate in partnership-based approaches in order to make sure that the right efforts regarding education or employment are carried out. The cash benefit reform, for example, reinforced the cooperation between job centres and education institutions in order to make the transition between unemployment and education easier.

3.3 Skills forecasting

Forecasting system(s)

Denmark has several forms of skills forecasting measures. The Ministry of Employment is responsible for most skills forecasting measures. The National Agency for Labour Market and Recruitment ([STAR](#)) is responsible for implementing and following up on main part of the measures. Some analyses are made on a regular and short-term basis, others are ad hoc and long term.

Recruitment publication

Twice a year, [STAR](#) carries out analyses of recruiting problems on the labour market. The reports are based on surveys among approximately 14 000 enterprises. The surveys provide an overview of recruitment problems in the different regions of Denmark and outline in which sectors the recruitment problems are most critical. The surveys are not forecasts as such, but the latest survey provides an overview of the development since 2006 and thus gives an indication of trends for labour shortage and demand of skills.

The May 2018 [survey](#)

Labour Market Balance

[Labour Market Balance](#) (Arbejdsmarkedsbalancen) is a virtual tool that provides an overview of job opportunities in the different labour market regions. The labour market balance combines register data on unemployed persons, people in employment, the turnover in jobs, and a survey among approximately 14 000 enterprises on labour needs and recruitment problems.

Regional labour market councils (RAR)

Denmark has eight regional labour market councils ([RAR](#)) that coordinate the employment initiatives and the initiatives relating to recruitment problems and labour shortage. The RAR sections use the skills forecasting measures established by [STAR](#) and analyse them in a regional and municipal context. For instance, the Employment Barometer.

[Employment Barometer](#) is a tool to clarify the supply and demand of labour in the region and the municipalities.

Municipal forecasting

The [municipal forecasting](#) (kommunefremskrivning) is a monitoring tool. The tool extrapolates the development in unemployment, employment, and the population in the local labour market. The current forecasting includes the period until December 2019.

Skills development

The skills forecasts are used directly and indirectly.

Direct use of the skills forecasting

The skills forecasting is the basis for the further training and courses offered in municipal job centres. Furthermore, the forecasts are used to establish lists for a regional education pool. The pool funds short vocational education courses in areas where [RAR](#) expects job openings in the next six months. The [list](#) is revised twice a year.

Indirect use of the skills forecasting

The municipal forecasting is used in local job centres to establish objectives and in the strategic work with [the municipal employment plan](#). The plan contains ministerial benchmarking targets and local strategies and visions for the labour market, education, and growth.

Higher education

In 2014, the Ministry of Higher Education and Science launched an adjustment of student intake concerning fields of study that have had a systematically high unemployment rate, compared to other graduates from the higher education programmes.

The objective for the [adjustment of student intake](#) within certain higher education programmes is to transfer student admission from programmes with systematic and notably higher unemployment among graduates to programmes that have better employment prospects.

Furthermore, since 2013 all new higher education must be pre-qualified. [RUVU](#) is a committee set up by the Minister of Higher Education and Science with the responsibility for the prequalification.

Prequalification is based on several criteria:

- The education must be relevant for the labour market
- The education should answer a demand in the total supply of educations
- The new education must be suitable in a socio-economic context and in the general education policy

VET programmes

As a consequence of the tripartite agreement II of 2016, some [VET educations](#) are included in the adjustment of student intake, which means that in order to be enrolled in certain vocational educations the pupil must have an education agreement with an enterprise. The adjustment began in 2018. The minister of education and the Council of Vocational Educations ([REU](#)) determine the adjustment each year.

Furthermore, some educations are on an [advantage list](#) (fordelsuddannelser) with good job and apprenticeship opportunities.

The Council for Vocational Training ([REU](#)) counsels the minister of education regarding VET programmes. The council monitors the development in society and recommends to the minister if there is a demand of new education programmes or if existing programmes should merge or be closed down.

3.4 Career guidance and counselling

Career guidance and counselling services

The existence of guidance and counselling services

In Denmark, a range of guidance and counselling services are provided by a number of actors within the education and employment sector. The services are primarily aimed at young people up to the age of 25, but also includes services for adults wishing to enter a higher education programme or for unemployed adults.

The Ministry of Education, the Ministry of Higher Education and Science, and the Ministry of Employment are the responsible ministries.

Due to local government in Denmark, the municipal councils undertake the implementation of the local guidance and counselling of the youth. The municipal councils define the overall framework for guidance activities in their area.

Furthermore, the private unemployment insurance funds also provide guidance for their members.

Guidance and counselling services must conform to the national guidance objectives

A number of national objectives have been laid down for [guidance concerning the choice of education and career](#). The aims of guidance in Denmark are the following:

Guidance must:

- Help to ensure that the choice of education and career will be of the greatest possible benefit to the individual and to society.
- Be targeted particularly at young people who, without specific guidance, will have difficulties in relation to choice and completion of education, training, and career.
- Take into account interests and personal qualifications and skills of the individual, including informal competencies and previous education and work experience, as well as the expected need for skilled labour and self-employed businessmen.
- Contribute to limiting the number of dropouts and students changing from one education and training programme to another and ensure that the pupil or student completes the chosen education with the greatest possible academic/vocational and personal benefits.
- Contribute to improving the individual's ability to seek and use information, including ICT-based information and guidance about choice of education, educational institution, and career.
- Help to ensure coherence and progression in the individual's guidance support.
- Be independent of sectoral and institutional interests. Therefore, guidance must be provided by practitioners with an approved guidance education or recognised competencies at the same level.

The [Act on Guidance](#) covers guidance in the education system

Young persons in the age group 15-17 years (forms 7 to 9 (10)):

- By the end of 9th form, pupils must have an education plan.
- 15-17-year-olds are obligated by law to be in some sort of educational activity or activity with an educational perspective in accordance with their individual education plan.
- If a young person deviates from the education plan, the guidance centre must contact them within 5 days of receiving this information, and the young person must receive an offer of an alternative activity within 30 days from the time of first contact.
- The youth guidance centres cooperate with the schools and organise guidance activities, for instance transition programmes, introduction courses, guidance, practical training, and the mandatory subject Education and Employment.
- In 9th and 10th form, pupils are assessed with regard to their readiness for education.
- For young people who are assessed as not yet ready for education, the municipality must provide training or whatever is needed in order to qualify for a positive assessment. This could be special courses aimed at uncovering the interests and competencies of the young person and preparing him/her for education.
- Young people outside the school system also receive guidance. Youth guidance centres have outreach and follow-up measures that guide young people on education and employment.

Guidance for the 18-24 age group

If a young person in the 18-24 age group has not completed upper secondary education and is not currently following an educational programme, the youth guidance centres must contact them and guide them on their educational possibilities.

Guidance for 25-30 age group

Young people below 30 years of age who have received instruction to start an education ([uddannelsespålæg](#)) are entitled to guidance. The municipal job centre may recommend that the guidance centres ([UU](#)) provide the guidance.

Guidance and counselling requirements in relation to unemployment

As a consequence of the cash benefit reform in 2014, young people under 30 years of age receive an education instruction ([Uddannelsespålæg](#)) if they have not completed a vocational education.

The municipal job centre is obliged to analyse whether the young person is ready for education or should have an individual activity plan that helps the young person to be ready for education.

Within the first week after the young person has contacted the municipality, the municipal job centre must call the young person to the first of at least three clarifying meetings.

If the young person is not ready for education, the municipal job centre calls for meetings every second month to check that the young person is following the plan.

The activities in the plan should improve the young person's competences and readiness for education, for instance courses in Danish grammar, courses in mathematics, "job bridge to education" ([brobygning](#)) (see the section temporary measures and pilot projects), internships, and guidance.

Unemployed persons must be deemed available for work in order to receive unemployment benefit. One of the demands made of the unemployed is that they have to participate in clarifying meetings at the municipal job centre and at the unemployment insurance fund. At these meetings, an individual plan is agreed on and counselling regarding job searching is provided. The plan may include activation, the upgrading of skills, internships, etc. The activities have the common purpose of clarifying the unemployed person's competences, skills, and interests, and supporting the job quest.

In the first six months of unemployment, the intensity of meetings is high. Every month the unemployed person has a meeting at the job centre and every second month a meeting at the unemployment insurance fund.

After six months, the intensity drops and the unemployed person must attend a meeting at the job centre every third month and in the unemployment insurance fund as needed.

The link with the youth guarantee scheme

Denmark has a well-established range of policy measures focused on young people and had already fulfilled the council recommendation on establishing the youth guarantee even before it was endorsed in April 2013 (Ministry of Employment, 2014).

This also goes for guidance and counselling services:

- If a young person deviates from the education plan, the guidance centre must contact them within 5 days of receiving this information, and the young person must receive an offer of an alternative activity within 30 days from the time of first contact.
- Within the first week after the young person has contacted the municipality, the municipal job centre must call the young person to the first of at least three clarifying meetings.

A key objective in the Danish youth policy is that young people complete an education. It is clearly seen that young people without an ordinary education are overrepresented among the unemployed. The focus on education is a coherent effort that is ensured by personal education plans from primary school, youth guidance centres, and job centres, among other institutions.

Main providers and partnerships

Young persons and adults are entitled to guidance regardless of whether they are enrolled in education or not and when they are unemployed. There are different types of guidance services available.

Guidance and counselling services independent from sectoral and institutional interests:

- Sixty youth guidance centres (Ungdommens Uddannelsesvejledning, UU) with the responsibility for guidance regarding the transition from lower secondary school to youth education and for contacting young people who have not completed upper secondary or vocational training with offers of guidance.

- The [National Guidance Portal](#) provides citizens – young people and adults – with substantial career information.
- [eGuidance](#) (evejledning) provides individual and personal guidance to all citizens via various virtual communication channels: chat, telephone, text message, e-mail, webinars, and Facebook.
- Seven [regional guidance centres \(Studievalg Danmark\)](#) with the responsibility for guidance regarding the transition from youth education to higher education.
- [EducationZoom](#) (Uddannelseszoom) is a virtual tool that compares higher education programmes on parameters such as job possibilities, expected future income, completion, drop out, the quality of the education, etc.

Guidance and counselling services at education institutions

- Guidance in the general and vocational upper secondary schools: Education institutions are obliged to support students in a way that enables them to complete their education. The institutions are free to choose their methods and choose the appropriate staff to support students in completing their education. Education institutions cooperate with the youth guidance centres ([UU](#)) and the regional guidance centres (Studievalg) in order to have coherence in guidance.
- Guidance in the course of academy profession programmes and professional bachelor programmes: The academies of professional higher education and university colleges are obliged to support students in a way that enables them to complete their education. Students enrolled in an academy profession programme or professional bachelor programmes will therefore need support from the school staff such as teachers, guidance counsellors, or other professional staff supporting students in various ways. The institutions are free to choose their methods and choose the appropriate staff to support students in completing their education.
- Guidance at the Danish universities – completion and career guidance: The universities offer students at bachelor and master level guidance about their current programme, about access requirements for master and PhD programmes, and about subsequent employment opportunities. Each university is free to decide how and by whom this guidance is offered. In general, completion guidance and career guidance is divided between different bodies.

Guidance and counselling services outside the education system

- Unemployment insurance funds: Private unemployment insurance funds provide counselling services to their members regarding competency assessment and career guidance.
- Municipal job centres: Vocational guidance counsellors and job consultants provide guidance at the 91 job centres. Guidance is aimed at all individuals over the age of 18 as well as unemployed adults (through job centres) and the portal jobnet.dk (in Danish only). This service is for all jobseekers and employers and provides information on job-seeking, education, and looking for new employees. It contains a job bank and a CV bank as a help to find new employees or a new job.

Denmark has established a strong partnership-based approach in the guidance and counselling services. Cooperation across sectors is a key issue. The aim is to ensure a coherent guidance system and a regular exchange of experiences, knowledge, and best practice. The youth guidance centres ([UU](#)) are thus obliged to cooperate closely with primary and lower secondary schools and youth education institutions in the area, as well as with local businesses and public employment services.

Like the youth guidance centres, the regional guidance centres are obliged to cooperate with relevant partners in their region. Relevant partners include youth education and higher education institutions, social partners, and industry and commerce.

Main users of the services

A wide range of guidance arrangements throughout the education system and in the unemployment system ensure that a young person receives guidance regardless of whether or not the young person is in education, training, employment.

Specific target groups

The Act on Guidance establishes that guidance must be targeted particularly at young people who, without specific guidance, will have difficulties in relation to the choice and completion of education, training, and career.

Furthermore, the Act on Guidance states that 15-17-year-olds are obliged to be enrolled in education, be in employment, or other activities that enable them to complete an education.

The cash benefit reform implemented 1 January 2014 focuses on young people under 30 years of age.

Aside from these specific target groups, the various Danish guidance services each target different groups, for instance young persons in upper secondary education programmes or young people and adults outside the education system wishing to enter a higher education programme.

Funding

The guidance and counselling services are publicly funded. The funding is shared between the state and the municipalities. The funding of each guidance service depends on the responsible authority.

Quality assurance

In Denmark, guidance and counselling services are subject to a number of quality assurance measures. The measures cover different parts of the guidance process.

Professional guidance

Professional guidance is important. Therefore, with the 2007 amendments to the [Act on Guidance](#), it is now a requirement that guidance practitioners in the education system complete the diploma or master programme in educational and vocational guidance.

In order to inspire guidance practitioners, the Ministry of Education is responsible for the development and running of a [national centre of expertise for guidance](#). This includes activities such as collecting examples of best practice and knowledge within the field of guidance, quality development, coordination among different types of guidance services, and initiating analyses, surveys, and cross-sectoral experimental and developmental activities.

The Ministry of Education

Quality assurance is emphasised in the Act on Guidance § 15 and [the ministerial order on guidance](#) chapter 13.

Transparency in relation to the youth guidance centres' activities and results are important in order to ensure a high level of quality. The objectives, methods, planned activities, as well as the performance of each centre are thus to be published on the municipal websites. Furthermore, the Ministry of Education has developed a set of guidelines that the centres have to use when they set up their own quality assurance system.

The [Act on Guidance](#) obliges the Youth Guidance Centres ([UU](#)) to produce an annual report on the results of each centre's quality assurance system. The users are involved in the evaluation of the guidance centres and a user survey is part of the quality assurance

system. The user survey collects information on the numbers of users and the users' benefit from the guidance.

The performance of the centres ([UU](#)) is described in their annual activity reports, which are approved by the ministry.

The Ministry of Education and the National Agency for Education and Quality also analyse the data from the guidance centres to further develop guidance. The agency initiates [analyses and evaluations](#) on guidance in order to improve the quality.

The Ministry of Higher Education and Science

The regional guidance centres ([Studievalg Danmark](#)) also have [quality assurance measures](#). The centres must produce and publish records on the scope, results, and impact of the guidance as well as user surveys.

On the website of the Ministry of Higher Education and Science, the [statistics and reports](#) on a number of guidance sessions, arrangements, and user surveys can be found. Furthermore, the centres are obliged to improve the quality of the guidance on the basis of the acquired experiences.

The Ministry of Employment

The overall quality standard for offers to young people in the unemployment system is that all measures must be directed towards ordinary employment or ordinary education. The effort must be based on the specific wishes and skills of the individual unemployed person.

There is a continuous follow-up towards the job centres on whether the measures are being used in a correct manner with regard to the intentions of the employment legislation. Some job centres have implemented internal follow-up on how the measures result in satisfaction among the persons participating in them and are thereby working on improving the quality from the unemployed person's perspective.

3.5 Traineeships and apprenticeships

Official guidelines on traineeships and apprenticeships

Apprenticeship and traineeship are primarily organised within the Danish education system in the framework of upper secondary education programmes and higher education programmes. Traineeships are also used in the Danish employment system as an active labour market measure.

At national level, the Danish education system is regulated by the Ministry of Education (upper secondary education programmes) and the Ministry of Higher Education and Science (higher education) and implemented at the local level by municipalities and self-governing education institutions.

At national level, the Ministry of Employment is responsible for the traineeships in the employment system. At local level, the municipal job centres are responsible for the coordination of agreements between enterprises and unemployed persons.

Apprenticeships in VET programmes

Apprenticeship is mandatory and a requirement in most VET education programme. Two VET programmes are school based education and without apprenticeship:

- Wall, ceiling and unit installer (Byggemontagetekniker)
- WEB Integrator (web-integrator)

The VET programmes are regulated through:

[Act on VET programmes](#)

[Ministerial order on VET](#)

The practical training takes place in the main course of the VET programmes. The practical training may take the form of:

- An apprenticeship at one or more enterprises (uddannelsespraktik)
- School-based practical training (skolepraktik)

Apprenticeships at one or more enterprises

An apprenticeship at an enterprise is the most common form of practical training in VET programmes.

In order to start the apprenticeship, the student must have an apprenticeship agreement with one or more enterprises.

The enterprise(s) and the student formulate an education agreement, which is a contract for the entire main course of the education. The education plan is an official document that must be signed at the beginning of the cooperation. The specific terms regarding learning objectives and tasks, as well as the legal regulations, should be stated in the agreement. The legal regulations include salary and employment conditions: the student is covered by the general regulations of the labour market and the student's work should have a purely educational purpose.

There are five different ways to structure the [education agreement](#), and the duration of the practical training at the enterprise differ in the five types of agreement. For all agreements, the following rules apply:

- The student is employed at the enterprise and receives apprentice salary, as a minimum the apprentice salary established in collective agreements.
- The enterprise(s) must be recognised as apprentice-enterprise by the trade committee of the education.
- The first three months are a trial period in which the student and the enterprise may cancel the education agreement.

There are [specific guidelines](#) regarding the enterprise's responsibility and role. The enterprise must:

- Make up and coordinate the apprenticeship in a way in which the practical training in unison with the theoretical education at the school fulfil the specific objectives and targets of the education.
- Formulate the education plan with the student.

School-based practical training

In case the student is unable to find an enterprise to enter into an education agreement with, the student may be entitled to school-based training. More than half of the VET programmes offer school-based training.

The student can enter into an apprenticeship agreement for a part of a main course.

In order to be entitled to school-based practical training, the student must:

- Be enrolled in one of the programmes that offer school-based training
- Live up to the [EMMA criteria](#), which means that the students must be:
 - Qualified
 - Geographically mobile, which means that the student should accept an apprenticeship agreement in another part of the country if the opportunity occurs.
 - Vocationally mobile, which means that the student should be willing to accept another education programme if the opportunity of an apprenticeship agreement occurs.
 - The student should be proactive in the effort to find an enterprise to enter into an education agreement with

Intake adjustment/quotas

For quite some years, it has been a problem to find enough enterprises to meet the demand for apprenticeship agreements.

In the [tripartite agreement II of 2016](#), a quota agreement has been settled. In order to be enrolled in certain vocational education programmes, it is now a requirement that students have an apprenticeship agreement with an enterprise in order to begin the main course in the education. For some educations offering school-based practical training, quotas on the number of students in school-based educations have been established.

Furthermore, some educations are on an [advantage list \(fordelsuddannelse\)](#) with good employment and apprenticeship opportunities. The criteria for being on the list is that 90% of the students have an education agreement within three months of completion of the basic core course.

Enterprises that make education agreements within education in the advantage list receive an extra bonus.

The social partners play a significant role in the VET programmes

Each VET programme has its own [trade committee](#) composed of the local social partners. The trade committee establishes the overall education programme/curriculum, the learning objectives, and the structure of the education. The trade committee also approves enterprises as being apprentice enterprises.

Traineeships at the university colleges (professional bachelor programme)

Traineeships are mandatory for all students in a professional bachelor programme. The minimum period is six months.

Some education programmes have several periods of work practice in the education, for instance:

- Bachelor in Social Education
- Bachelor of Education
- Bachelor in Radiography
- Bachelor of Midwifery
- Bachelor in Nursing
- Bachelor of Occupational Therapy
- Bachelor of Physiotherapy

The professional bachelor programmes are regulated through:

[The Act on Business Academies and University Colleges.](#)

[The Ministerial Order on Business Academies and University Colleges](#)

The traineeship is regulated in the curriculum and the traineeship contracts

According to the act:

- The education institution must ensure a link between the school-based education and the practical learning during the traineeship.
- The traineeship must contribute to the overall learning objectives of the education programme.

The curriculum establishes:

- The learning objectives of the traineeship
- The number of tests
- The amount of ECTS points
- Regulation of the traineeship, including the obligations and expectations of the involved actors (the young person, education institution, and provider)

Traineeship contracts:

The [traineeship contracts](#) are not mandatory but are recommended by the Ministry of Education.

The contract should specify:

- The obligations of each party involved.
- Practical details: definition of period, details regarding vacation and salary.
- The content of the traineeship: Learning objectives.
- Details regarding guidance and coaching during the traineeship.
- Learning targets: knowledge, skills, and competences. Individual learning targets can be established in a collaboration between the workplace, the student, and the education institution. If so, they should be integrated in the contract.

The traineeship is completed with an exam in which the acquired competences are assessed.

On the website of the Ministry of Higher Education and Science, several draft forms can be found that can help the education institution, the workplace, and the student in formulating a contract and evaluating the practical training.

Traineeships at the business academies (erhvervsakademierne)

Traineeships at the business academies follow the same rules as the professional bachelor programme. The only exception is that the mandatory traineeship period is three months at the business academies.

Traineeships at the business academies are regulated in:

[The Act on Business Academies and University Colleges](#)

[The Ministerial Order on Business Academies and University Colleges](#)

Traineeships at the maritime education institutions

Six [maritime education programmes](#) have traineeships as a mandatory part of the education programme. None of the other maritime education programmes offer traineeship.

In the following education programmes, students are obliged to arrange a trainee agreement with an approved shipping company:

- Bachelor of Maritime Transport and Nautical Science
 - Altogether 15 months with a trainee salary
- Bachelor of Maritime Transport and Ship Management
 - Altogether one year and three months with a trainee salary

In the following education programmes, it is possible to make a trainee agreement during the education:

- Ship's mechanist
 - Three months with a state educational grant
- Bachelor of Technology Management and Marine Engineering
 - Three months with a trainee salary for students with vocational and general upper secondary
 - Nine months with a trainee salary for students with only general upper secondary
- Professional fisherman
 - Three times six months with a trainee salary
- Ship's cook
 - Four weeks with a salary

Approved shipping companies are entitled to a traineeship grant when they have trainees on board. The education institutions are responsible for approving the shipping companies.

Traineeships at the higher education institutions within the fine arts

Aarhus School of Architecture

Bachelor programme:

- Mandatory in the 5th semester
- Lasts three weeks
- Is completed with a joint and an individual reflection assignment

Master programme:

- Optional on the 7th semester
- Lasts one semester
- Student must keep a log book
- Completed with a report

Design School Kolding

Bachelor programme:

- Mandatory traineeship
- 6th semester
- lasts nine weeks full-time (37 hours a week)
- 15 ECTS
- Contract must be signed by provider and student
- The contract establishes learning objectives
- Student must keep a log book

Bachelor Project:

- Project-based course is mandatory in 6th semester
- 15 ECTS
- Lasts ten weeks
- The student must establish a cooperation with an enterprise/organisation/institution

Master programme:

- Mandatory main project, which is a project-based course
- 4th semester
- 30 ECTS
- Lasts 22 weeks
- The student must establish a cooperation with an enterprise/organisation/institution

The Royal Danish Academy of Fine Arts Schools of Architecture, Design and Conservation

Architecture up until summer 2019

Bachelor programme:

- Optional traineeship
- 5th or 6th semester
- 30 ECTS
- The traineeship is completed with a report
- The report is assessed with grades
- The practical training is assessed as passed/failed

Master programme:

- Optional traineeship
- 2nd semester
- 30 ECTS
- The traineeship is completed with a report
- The report is assessed with grades
- The practical training is assessed as passed/failed

Design up until summer 2019

Master programme:

- Optional traineeship
- 2nd semester
- 30 ECTS
- Practical training and report are assessed as passed/failed

Conservation up until summer 2019

Master programme:

- Optional traineeship
- 1st, 2nd, or 3rd semester
- 20 ECTS
- The traineeship is completed with a report assessed as passed/failed (The Danish Rectors' Conference of the higher education institutions within the fine arts (Rektorkollegiet for de kunstneriske uddannelser), 2017).

Traineeships at Danish universities

The education programmes at Danish universities are regulated in:

[The Act on Universities](#)

[The ministerial order on universities](#)

Some education programmes include mandatory traineeship that prolong the study:

- BSc in Library and Information Science (biblioteksvidenskab)
- Food engineer (fødevarer og ernæring)
- Bachelor in Journalism (journalist)
- Medical Studies (medicin)

All other university programmes have the opportunity to establish project-based courses (projekt-orienteret forløb) in Denmark or abroad.

In 2016, a study examined the use of traineeships at Danish universities. The study concluded that:

- 42% of the bachelor programmes offer project-based courses.
- 79% of the master programmes offer project-based courses.
- Many programmes have formulated a framework for the project-oriented course, for instance with regard to contracts, prior approval, documentation of the learning outcome, etc.
- An overview of the use of project-based courses between 2008-2016 shows that 31 educations (21 master educations and 10 bachelor educations) have mandatory [project-based courses](#).
- 66% of all educations (661 educations out of 994 educations) offer project-based courses.
- Often, students have a supervisor during the project-based project.
- In general, 29% of students who started their study in 2009 and have [completed a bachelor and master programme](#), have completed at least one project-based course.

The project-based course takes place at an enterprise where the student gains practical experience. The project-based course does not prolong the study. Often, the student must be proactive in finding a relevant enterprise. Often, the course is completed with a report and an oral exam.

Social security coverage

In Denmark, all people with legal residence are entitled to [public health insurance](#). The public health insurance includes free treatments at a general practitioner, at hospitals, subsidies for dental work, medicine, psychologist, and other types of treatments.

As a general rule, during traineeship and apprenticeship the students are covered by the [Act on Industrial Injury Insurance](#). The coverage is regulated by [the ministerial order on industrial injury insurance for students](#). The workplace/enterprise is responsible for the insurance during the apprenticeship.

In Denmark, students are entitled to either the state education grant ([SU](#)) or trainee/apprentice salary. All students in VET receive an apprentice salary. The trainee/apprentice salary is established in a collective agreement. Students are taxed on their income.

If a VET student is obliged to take the practical training at an enterprise in another part of the country, the student may be entitled to mobility funding from the Employers' Reimbursement Fund ([AUB](#)).

Target groups

All young people at education institutions.

The link with the youth guarantee scheme

In the education system there is no link with the scheme.

In the employment system, young people below 30 are entitled to active labour market measures, for instance a traineeship, after 13 months of unemployment.

Traineeships in the private sector outside the formal education system

Traineeships in the private sector outside the formal education system are a non-formal education within a specific sector, for instance accounting, shipping, or finance. It is the individual firm or enterprise that coordinates and makes up the traineeship. The trainee receives trainee salary. The trainee is employed at the firm/enterprise and is covered by Danish labour law. The traineeship is often completed with a project. The duration is often 1-2 years.

Traineeship as an active labour market measure

Unemployed persons participate in different active labour market measures. One of these measures is a traineeship. A traineeship is an opportunity to give the unemployed person experiences and competences to include in their CV. Young people below the age of 30 are entitled to a traineeship after 13 weeks of unemployment.

As a consequence of the tripartite agreement in 2016, three unions (FTF, AC, and LO) have the responsibility of establishing and coordinating special traineeships aimed at unemployed new graduates. The measure runs from 2017 to 2018.

The [measure](#) is a continuation of the measure in 2012-2013 and 2014-2015.

The Basic Integration Education (IGU)

1 July 2016, [The Basic Integration Education \(IGU\)](#) programme was launched. The programme consists of a two-year traineeship in which a refugee or a reunited family member of a refugee is employed at a company and paid trainee wages, while receiving other schooling (20 weeks in total) such as Danish lessons in parallel.

The scheme is a supplement to internships, wage subsidised jobs and upskilling.

The scheme targets refugees or reunited family members of a refugee in the 18-40 year age group who have resided legally in Denmark for less than five years.

The scheme is part of the tripartite agreement I on labour market integration between the government and social partners.

Promoting traineeships and apprenticeships

The tripartite negotiations of 2016 established several measures to increase the number of apprenticeship places. The main mechanism of the measures is to increase the

incentives for enterprises to establish training contracts with students. (See more in [section 3.6](#))

At Praktikpladsen.dk, apprenticeships are distributed among students and enterprises. The Ministry of Education runs the website.

Recognition of learning outcomes

As most traineeships and apprenticeships take place within the formal education system, the recognition of outcome is established in the curriculum of the individual education programmes. The outcome is established in learning objectives and measurable targets, which are assessed during some form of examination, either oral, practical, or in writing.

In Denmark, the examination of all education programmes uses a marking scale with seven grades. Some vocational education programmes make use of verbal scales in the apprenticeship test (svendepøve).

Since 2001, the [European credit transfer and accumulation system](#) (ECTS) has been used in higher education.

Danish VET institutions may use the following [qualification frameworks](#):

- The European Credit System for Vocational Education and Training (ECVET)
- The European Qualifications Framework (EQF)
- European Quality Assurance in Vocational Education and Training (EQAVET)

Europass

Since 2002, all Danish higher education institutions must issue a [diploma supplement](#) together with the degree certificate.

Recognition of non-formal learning such as traineeships outside the formal education system is described in detail section 2.7. (See [section 2.7](#))

Funding

All traineeships and apprenticeships within the Danish education system and the labour market measures are publicly funded by the sector ministries.

Private traineeships are funded by the private firm/enterprise.

According to the [tripartite agreement II of 2016](#), enterprises within the VET sector must contribute to the Employers' Reimbursement Fund (AUB). The fund compensates enterprises that have apprentices, whereas enterprises with no apprentices must contribute with a larger share.

Quality assurance

The quality assurance mechanisms vary depending on the specific education programme. As a general rule, a contract is signed by the trainee/apprentice and the provider. The contract establishes specific learning objectives.

Furthermore, providers of traineeships/apprenticeships must be approved.

In the VET programmes, the enterprise is obliged to formulate an apprenticeship declaration after each period in the enterprise. The declaration contains information regarding the apprentice's tasks and whether the apprentice has fulfilled the learning objectives established in the education agreement.

In the university academies and university colleges, meetings are set up before, during, and after the traineeship. Here, the education institution, the provider, and the student establish [learning objectives and evaluate the course and the outcome](#).

Traineeship/apprenticeship in the education system is completed with an apprenticeship test (svendep prøve).

Traineeships in the labour market system are monitored by Danish Agency for Labour Market and Recruitment ([STAR](#)). The Ministry of Employment establishes specific labour market targets that the local municipalities and job centres are obliged to fulfil. In the municipal employment plan, the municipality reports on specific targets. Targets regarding the traineeship may be part of the report.

3.6 Integration of young people in the labour market

Youth employment measures

In Denmark, several measures are set up in order to integrate young people in the labour market. Some of the measures are permanent, while others are temporary pilot projects or experimental schemes. Most measures are administered by the municipal job centres or by the unemployment insurance funds, and the mechanisms are based on early intervention and a widespread use of mandatory activation.

In addition, interventions are in place that target young persons who are inactive on the labour market but who are not registered as unemployed.

Furthermore, for unskilled young unemployed persons the focus is on improving their formal skills through vocational education, based on the fact that unskilled young people are at greatest risk of unemployment and unstable employment.

The two main schemes for all unemployed persons in Denmark also cover young persons. The two main schemes are the unemployment benefit and the cash benefit. The early retirement benefit scheme may also be relevant for young people.

Unemployment benefit

Members of unemployment insurance funds are eligible for unemployment benefit. Young people are initially subject to the same offers and obligations as older unemployed persons, including the obligations to actively seek work and attend regular interviews at their local job centre.

In 2010, the government decided to reduce the period in which unemployed insured persons can receive unemployment benefit from four years to two years.

All unemployed persons are [entitled to unemployment](#) benefit if they:

- have been a member of an unemployment fund for at least the last twelve months, AND
- have fulfilled a previous work requirement of one full year with an income of at least DKK 228 348 (2018 figures) over the last three years while being a member. They can include a maximum of DKK 19 029 per month to reach the one year total (2018 figures). If they have earned less per month, it will take them longer to earn the right to receive unemployment benefits,
- OR have fulfilled a previous work requirement of one full year/1924 hours of ordinary work while being a member.
- However, if they join 14 days after finishing vocational training lasting at least 18 months or have members as students, they will be exempt from the above requirement.

In order to receive unemployment benefits, unemployed persons are [required to](#):

- Register at the local job centre on the first day of unemployment.
- Make a concerted effort to find new work and thereby minimise the amount of time they spend on unemployment benefit.
- Attend an introductory CV meeting (Velkomstmøde) within the first two weeks after having registered as unemployed on jobnet.dk.

- Show up every three months for a meeting, both with the unemployment insurance fund ([a-kasse](#)) and the local job centre. At these meetings, the unemployed person will be required to discuss their strategy for finding new employment.

Benefit rates:

- An individual benefit rate is determined based on the unemployed person's previous working hours, income, education, age, and breadwinner responsibility.
- Maximum benefit rate per 1 January 2018: full-time insured = 18 633 DKK per month; part-time insured = 12 422 DKK per month.
- Graduates and persons completing their national military service with breadwinner responsibility are entitled to 82% of the maximum benefit.
- Without breadwinner responsibility, the rate is 71.5% of the highest unemployment benefit rate.
- Young people below 25 years can enrol at a folk high school or day high school within the first 26 weeks of employment. They are entitled to 50% of the maximum unemployment benefit rate.
- Young people below 25 years without education but with 3848 hours of work within the last three years receive their individual benefit (see first bullet point under benefit rates). During activation measures lasting more than four weeks, they receive 50% of the maximum benefit.
- Young people below 25 years without an education or previous work experience receive their individual benefit in the first 26 weeks of unemployment. Hereafter, they receive 50% of the maximum benefit rate.
- Young people below 25 years with an education receive their individual benefit. During activation measures lasting more than four weeks, they receive the graduate rate of 82% or 71.5% of the maximum benefit rate depending on their breadwinner responsibility.

Activation measures for young unemployed persons in the 25-30-year age group

In the case of young unemployed persons who do not have a vocational education, the job centres place a special emphasis on [guiding them towards general or vocational education in the regular educational system](#).

Furthermore, young persons under the age of 30 are subject to mandatory active employment measures after only 13 weeks of unemployment, compared with 23 weeks for older unemployed persons. The activation may be:

Wage subsidy job for 4-6 months, depending on whether the workplace is private or public

- Internship programme normally up to four weeks
- Upgrading of skills through education or courses:
 - Regional education pool (Regional uddannelsespulje): short vocational training courses in areas with a lack of skilled workers
 - Subsidy for the upgrading of skills in connection with a job (opkvalificeringsjob)
 - Six weeks of education for unskilled and skilled workers with a short-cycle higher education
- Job rotation: An enterprise may be eligible for job rotation benefits from the job centre if the enterprise sends an employee on continuing training and at the same time temporarily employs an unemployed person as a substitute. STAR administers the fund and local job centres may apply before a job rotation measure is initiated.

Furthermore, young unemployed persons under the age of 25 who have not completed secondary education are always tested with regard to their skills in reading, writing, and arithmetic. If the test reveals shortcomings, the young person in question is obliged to participate in a relevant training programme.

Cash benefit

The Danish government adopted a reform of the [cash benefit system](#) in 2013, which has been implemented from 1 January 2014. The reform consists of two parts: A part concerning unemployed persons over 30 years, and a part concerning unemployed 18-29-year-olds. Both parts of the reform focus on early intervention and activation, taking the needs of the individual person into account. The overall aim is to help more people obtain an ordinary education and a permanent job.

The reform has a direct focus on the education of all young persons under 30 years without an education.

Young people eligible for cash benefit will attend their interview in the job centre within the first seven days from asking the job centre for support.

The job centre must clarify if the unemployed person has a vocational education and is ready for a regular job or whether he/she has to participate in activation measures.

An instruction to begin education ([uddannelsespålæg](#)) and an education benefit ([uddannelseshjælp](#)) were introduced for persons under the age 30 without vocational education. The benefit equals the state educational grant ([SU](#)).

The group of unemployed persons under the age of 30 without vocational education are divided into three groups in order to be able to design a tailor-made meaningful effort towards the young people, and thereby ensure that young people with serious challenges – social, personal, and physical – are met with the right support and help towards education.

1. The group of young unemployed persons who are clearly ready for an education should begin an education as soon as possible, and they are urged to try to provide for themselves until they begin an education. Alternatively, they can perform a usefulness initiative ([Nytteindsats](#)).
2. For young unemployed persons who are ready for education within a year, the way towards education may include: The upgrading of skills and qualifications, short traineeships in educational centres, mentoring, and practical work training in enterprises.
3. Young people who are ready for activation include those who are in need of extra measures in order to begin an education. A young person with a number of challenges is categorised as 'ready for activation', which entitles them to a particular initiative. The measures for this group include the right to a coordinating caseworker at the job centre. The young person must receive close and regular follow-up, and measures such as the upgrading of skills and qualifications, short internships at educational centres, mentoring, and practical work training in enterprises can also be offered. If there are periods when the young person is not able to participate in any activities, a mentor is obliged to support the young person.

With the reform follows a strong focus on the basic reading, writing, and arithmetic skills of young people without an education, which are necessary for education and employment. The job centre is obliged to test unemployed young people for difficulties in this matter, and afterwards begin the necessary efforts towards upgrading the basic skills on reading, writing, and arithmetic until a level of skills matching the level after finishing primary school, is obtained.

Early retirement benefit

In 2013, the early [retirement benefit scheme was reformed](#). People below the age of 40 are entitled to early retirement benefit only when it can be documented that the ability to work cannot be improved by other measures (for instance job clarification, vocational rehabilitation programme, activation, rehabilitation, treatment/therapy).

With the reform, municipalities refer people in the 18-39 age group to individual vocational rehabilitation programmes of one to five years.

Measures for the age group 15-17 years

[Those aged 15-17 are obliged to be in education, employment, or another activity](#) in accordance with their personal education plan ([see section 3.4](#)). The aim is that those aged 15-17 will sooner or later complete vocational or upper secondary education or gain a foothold in the labour market. When a young person leaves primary and lower secondary education to begin vocational or upper secondary education, the youth guidance centre (UU) must assess whether the young person in question possesses the requisite educational, personal, and social skills to begin general or vocational upper secondary. In the case of young people who are assessed as not yet being ready to move into further education, the municipality must provide training or any other assistance needed in order to help them achieve a positive assessment in this regard.

The youth guidance centres provide guidance services for young people up to the age of 25, focusing in particular on the transition from compulsory to upper secondary education or to the labour market.

From 2019, the municipalities take over the full responsibility of all young persons under 25 years until they have finished a youth education programme or are employed. (See more in [section 3.11](#))

Temporary measures and pilot projects

Job Bridge to Education, January 2018 to March 2020

The [Job Bridge to Education initiative](#) targets the group of cash benefit recipients who are identified through objective standards in the Danish cash benefit system to have the most difficulties in attaining an education.

The goal of Job Bridge to Education is to provide vulnerable, unemployed people below the age of 30 who do not have an education with a way to ease the transition from unemployment to education.

The ultimate goal of Job Bridge to Education is to enhance the prospect of young people receiving educational benefits starting and completing a vocational training programme.

Job Bridge to Education draws on experience from the Building Bridge to Education project and general knowledge of the effects of active labour market policies and includes mentor support, practical work-based training, support from professionals in dealing with health and social challenges, and education in academic subjects with the aim of qualifying for vocational training.

Job Bridge to Education follows 10 core elements, which the participating projects/municipalities are required to adhere to:

1. The establishment of the project base and all its functions at the vocational schools.
2. A single point of access at which the participating young people are able to access the support allocated to them as a part of the project.
3. An education mentor follow the participants closely from their visitation of the project through their admission to a vocational education and beyond (see core element 10).
4. Enterprise training (Virksomhedspraktik) in ordinary work positions in commercial enterprises. This core element is believed to be a tool that enhances all participants' motivation as well as their confidence in their ability to complete a vocational training course. At the same time, enterprise training is a tool for guiding the young people towards the vocational training/education best suited to their interests as well as their skills.
5. Education in relevant subjects, especially mathematics and Danish, both of which require a certain grade and skill level in order to be admitted and complete a vocational training course.
6. Job network in which the participants can share their experience and strengthen their relation around activities relevant for the goals of admission and completion of a vocational training course through enterprise training.

7. Training in personal and social skills required to participate as a member of a workplace.
8. Empowerment of the participating young people through a clear focus on their individual goals and through the tailoring of activities suited to their individual needs for support. The focus on empowerment is facilitated by IT tools such as weekly schedules, limited timeframe goals, and a digital competence profile.
9. Clarification of health challenges and guidance in coping with these challenges.
10. Access to an education mentor after the transition to vocational training in order to maintain the young person in education.

Traineeships for new graduates

Part of the [tripartite agreement II of 2016](#) focused on integrating graduates into the labour market. A trainee-measure that ran in 2012-2013 and 2015-2016 has been extended for the period 2017-2018. The measure is granted DKK 24.5 million in the national budget and the goal is to establish 2450 new trainee appointments. The target group is unemployed graduates with tertiary/higher educations. The federation of trade unions, LO, FTF, and AC administer the measure. (See [section 3.5](#))

Tripartite agreement II on a sufficient and qualified workforce in Denmark and enough training places, August 2016

The [tripartite agreement II of 2016](#) ensures a sufficient and qualified workforce in all of Denmark. Part of the agreement focuses on increasing the number of training places at private enterprises for young people enrolled in vocational education programmes.

The employers' side committed itself to supplying 8 000-10 000 additional training places by 2025 in order to encourage young people to start a vocational education and thereby meet the required skill composition of workers. (See [section 3.5](#))

The link with the national youth guarantee scheme

Although the term '[youth guarantee](#)' is not commonly used in Denmark, a de facto national guarantee has been in place for almost two decades since the introduction of the special 'youth initiative' for young unemployed people in 1996. The measures entailed early activation for young unemployed people and a stronger focus on motivating young unemployed people without a vocational education to enter one.

Denmark has a well-established range of policy measures focusing on young people and had already fulfilled the council recommendation on establishing the YG even before it was endorsed in April 2013 (Ministry of Employment, 2014).

All young people without an ordinary education who are receiving an education benefit will receive an offer of activation within one month. The offer of activation has to be individually tailored and aimed at education.

All young unemployed persons below 30 years who receive cash benefit or education benefit (see description above) will have their first interview in the job centre within the first seven days from asking the job centre for support. Young people eligible for education help have the right to an educational activation no later than one month after asking for support. Young people eligible for cash benefit will also attend their interview in the job centre within the first seven days from asking the job centre for support. The unemployed person is obliged to search for employment. If employment is not obtained within three months, the unemployed person will be guided to either a so-called usefulness initiative ([nytteindsats](#)) for a maximum of 13 weeks, training at an enterprise, or a wage subsidy job. In addition, the unemployed person has the possibility of receiving offers on upgrading his/her skills and qualifications.

The implementation of the YG in Denmark is very much a partnership approach, with inputs from job centres, municipalities, education institutions, youth guidance centres, production schools, youth units, unemployment insurance funds, social partners, and others.

Flexicurity measures focusing on young people

There are no flexible employment schemes specifically for young people.

Reconciliation of private and working life for young people

There is no top-level policy to help specifically young people reconcile their private and working lives. Instead, policies exist to help all employees.

According to the [Act on Equal Treatment](#) § 8 subsection 2, parents have the right to ask for altered working hours and work patterns when they return to work after parental leave. However, employers are not obliged to accept the wish.

The Act on Entitlement to [Leave and Benefits in the Event of Childbirth](#) § 9-12 makes it possible to arrange the parental leave individually. Also, parents may return to work part-time and prolong the leave, but only by further agreement with the employer.

According to the [Act on Part-Time Work](#), further settlements regarding flexible working conditions are a matter of agreement at the local place of employment. As an example, it is possible to make an agreement with the employer to work part-time, teleworking, or work flexitime, but it is not a right.

Funding of existing schemes/initiatives

The unemployment benefit scheme is partly publicly funded and partly funded through private membership contributions. In order to be entitled to unemployment benefit, an unemployed person must be member of an unemployment insurance fund ([a-kasse](#)). However, the unemployment benefit is largely covered by the state.

The cash benefit and early retirement schemes are publicly financed.

The temporary schemes and pilot projects are publicly financed.

The scheme of [Leave and Benefits in the Event of Childbirth](#) is publicly financed. Udbetaling Danmark is the responsible authority for the paying of maternity/paternity benefits. When an employee receives salary during the leave, the employer is entitled to a refund from the state that is equivalent to the maternity/paternity benefit.

Unemployed parents on parental leave receive parental leave benefit if they are insured. The benefit is administered by unemployment insurance funds ([A-kasser](#)) but is largely financed by the state. Uninsured unemployed parents may be entitled to cash benefit.

No EU funds are used.

Quality assurance

The Danish Agency for Labour Market and Recruitment ([STAR](#)) is working to support the policy process by systematically compiling evidence about the effects of Active Labour Market Policies.

Collect existing evidence about what works

- STAR finances researchers to collect existing effect studies (both Danish and international studies) on active measures and calculate the overall effect for each of the active measures.
 - The researcher enters the results from each of the effect studies into [STAR's](#) knowledge bank, "employment effects" (www.jobeffekter.dk). The researcher then updates the knowledge bank on an annual basis to include new studies in order to ensure that the bank provides the most accurate and up-to-date results.

Labour market monitoring

The agency monitors the labour market by combining its own statistics and surveys with data from Statistics Denmark (Danmarks Statistik) in order to evaluate and improve the employment policy.

Based on the monitoring, [STAR](#) conducts evaluations, evidence-based reports, and reports on practice of [labour market schemes](#).

Furthermore, the benchmark report presents the status of the government's employment policy goals and describes how far Danish job centres have come with regard to implementing major reforms.

The [report](#) is prepared by the Danish Agency for Labour Market and Recruitment ([STAR](#)). On a monthly basis, it presents the status of the government's employment policy goals and describes how far each Danish job centre has come with regard to implementing the major employment reforms.

Innovate new evidence about what works

[STAR](#) finances the introduction of new projects to investigate the effects of existing and new programmes in a Danish context.

- These projects are primarily conducted as randomised controlled trials (RCTs). Since 2005, [STAR](#) has been using RCTs in order to provide the best possible information about what works. In RCTs, unemployed persons are randomly selected and allocated to two groups: an intervention group and a control group. Unemployed persons in the intervention group receive the programme, the effectiveness of which is to be investigated. Unemployed persons in the control group do not receive the programme. The effects of the programme are evaluated by external evaluators. Qualitative methods are used in order to provide a greater understanding about the 'why' – the mechanism at work – and about the implementation of the programme.
- STAR also finances projects that use econometric methods to evaluate existing programmes.

The main goal of the government's labour market policy is to increase the number of persons that are able to provide for themselves. Thus, the main criterion in the evaluations is whether the schemes contribute to increasing the number of people in education or employment.

The labour market schemes may be restructured as a consequence of the evaluations.

3.7 Cross-border mobility in employment, entrepreneurship and vocational opportunities

Programmes and schemes for cross-border mobility

SCALEit

[SCALEit](#) is a programme for Danish start-ups and SMEs within the area of innovation with a wish to expand their business abroad. The programme is administered by the Danish Trade Council and is coordinated with the seven Danish innovation centres all over the world. The programme is individually designed according to the start-up's/SME's specific needs.

The programme can be a preparation workshop in Denmark in which Innovation Centre Denmark assists with the development of a business model and analysis of markets and possibilities of growth. The workshop can be followed by an international field trip to relevant markets where Innovation Centre Denmark facilitates contacts with local enterprises. The start-up/SME has the possibility to pitch their idea to local

entrepreneurs, investors, and advisers. The local feedback will give the start-up/SME an indication of whether the idea is ready to scale.

Innovation Fund Denmark (Innovationsfonden)

Innovation Fund Denmark funds the programme [International collaboration](#):

- The national Grand Solution programme, where foreign partners can be invited to participate
- Strategic thematic programmes within Horizon 2020, Nordic cooperation, EUREKA, and GlobalStars
- Eurostars for research intensive SMEs
- Bilateral cooperation with countries outside Europe

Erasmus programmes for young entrepreneurs

Denmark participates in the [Erasmus programmes for young entrepreneurs](#). The programme has a European line and a global line. There are two local contacts in Denmark:

- Aalborg University
- InterCollege

The local contacts help with the application process.

Mobility programmes

Denmark participates in range of general [mobility programmes](#). The programmes support international mobility for students and young people, for instance via studies abroad, apprenticeships, or voluntary work. The stay may have an entrepreneurial objective, but it is not a requirement.

Denmark funds the following programmes:

- PIU: An international mobility programme for pupils in VET.
- DK-USA: A mobility programme for students, teachers, and leaders of Danish vocational education institutions.

Support and guidance available

Eures Denmark

Eures is implemented at the portal www.jobnet.dk. Jobnet is the public job centres' website for all jobseekers and employers in Denmark. Jobnet enables unemployed persons to search for a job among many thousands of vacant jobs.

Eures Denmark provides information on where to find jobs, how to apply, as well as information about the legislative framework applying to residence and work permits abroad. The primary focus is jobs in Europe, but young people can also find relevant information and links to job opportunities around the world.

Gribverden.dk

Gribverden.dk is a website aimed at young people. The website provides information and inspiration regarding mobility for young people in connection with studies or apprenticeships abroad, for instance relevant mobility programmes. The website also provides information regarding employment.

Gribverden also provides information on [Facebook](#)

The website is administered by the Ministry of Higher Education and Science

Public funding

PIU is funded by the [Employers' Reimbursement Fund \(AUB\)](#), which is an education contribution that all employers within the VET sector are obliged to pay. The Employers'

Reimbursement Fund ([AUB](#)) finances expenses in relation to apprenticeships in Denmark and abroad.

DK-USA is financed by [public funds](#).

Furthermore, Danish students staying abroad as part of their studies may be entitled to the state education grant during their stay.

The Danish [state educational grant \(SU\)](#) can be awarded for a study period abroad if the Danish educational institution accepts the study period abroad as part of the current Danish study programme. This means that credits must be awarded for the study period in question. Where a study period abroad of 12 months is only given 6 months' credits in the Danish study programme, the state education grant can only be awarded for 6 months.

It is possible to be awarded a state educational grant ([SU](#)) for a full study programme abroad when the study programme is recognised by Danish authorities and listed on a fast track list.

Legal framework

Social security

Social security measures for young people coming to Denmark depend of the country of origin and the length of the stay. Young people from another EU have the right to receive benefits when they move to another part of EU. The European Commission provides information on [social benefits in Denmark](#), when young people are eligible for benefits, what young people are entitled to and how to go about claiming it.

Denmark has made bilateral agreements with a range of non-EU/EEA countries regarding social security.

Health insurance

EU/EEA citizens or Swiss citizens staying in Denmark for less than 3 months, provided they are covered by a statutory health insurance service in another EU country, can use their [European Health Insurance Card \(EHIC\)](#) to access any healthcare service that becomes medically necessary during the stay in Denmark. They will enjoy the same healthcare services offered to residents in Denmark and the charge for these services will be forwarded to the statutory health insurance service that issued the EHIC.

EU/EEA citizens or Swiss citizens staying in Denmark for more than 3 months, provided they are covered by the statutory health insurance service in their home country, enjoy full access to the Danish national healthcare system once they have registered with the [Civil Registration System](#). To register they must present a S1 Portable Document, or a valid EHIC card issued by their statutory health insurance.

If the young person is a non-EU/EEA citizen and he/she plans to stay in Denmark for more than 3 months the young person must obtain a Danish residence permit and register with the Civil Registration System. Hereafter the young person is entitled to free medical treatment in Denmark.

Students and workers from outside EU/EEA countries must be able to provide for themselves. They are not allowed to receive public benefits, e.g. social security benefits.

The legal regulation of young Danes going abroad is complex and depends on the country of origin and the length of stay.

If the young person is an employee or a self-employed professional he/she can work temporarily as a [posted worker](#) in another [EU country](#) and may remain covered by the social security system in the young person's home country. The young person must apply for social security with the responsible authority in Denmark.

If the young person is not covered by Danish Social Security, he/she can be covered in the country in which he/she lives or works.

Health Insurance

To access healthcare services in the country the young person is posted to, he/she must make sure they get a European Health Insurance Card (EHIC). The young person can get an EHIC from his/her healthcare provider or the social security authorities in the home country.

If, however, the young person [move his/her residence](#) to the host country, the young person or the employer should contact the healthcare authorities in the home country and request a [Portable Document S1](#) (PD S1) form instead. The young person must then register the PD S1 with the host country's healthcare authorities on arrival.

Young Danes are covered by the EU Health Insurance Card (EHIC) for stays shorter than one year. As a general rule, young Danes are not covered by the Danish Health Insurance for stays longer than a year. The young person must then register with the host country's health care authority. But if the young Dane can register as a family member to a person living in Denmark in the health insurance scheme of the host country, the young Dane will be covered by the Danish health insurance.

Young Danes employed in an EAA country or Switzerland must have unemployment insurance in the country of residence. It is only possible to be member of one unemployment insurance fund ([A-kasse](#)) at a time, so when returning to Denmark, the young person must apply for a [transfer of the insurance- and employment](#) period abroad.

Work and residence permit

The legal regulation of work and residence permits of young foreigners in Denmark is complex. [Different rules](#) apply depending on which scheme the young person belongs to (e.g. a job in the fast track scheme, the positive list scheme, a job as a researcher, pay limit scheme, etc.) as well as the young person's country of origin.

Different rules apply to Nordic citizens, EU/EEA/Swiss citizens, and third country citizens.

Young Danes may stay, work, and study in Nordic countries without a permit or visa.

Young Danes may stay in EU/EEA countries and Switzerland for three months without permit. For longer stays, an EU registration card is required.

Different rules apply for young Danes staying abroad depending on the length of the stay, the purpose, and the country.

Taxation rules

All residents and everyone earning a salary in Denmark are liable for Danish taxation. As a rule young persons must pay tax on all their earnings in Denmark. The amount of tax will depend on the annual income and tax liability.

Young Danes receiving the State Education Grant abroad must pay tax of the grant to the Danish state. Stipends and other private grants are [generally tax-free](#).

If the young Dane works during the stay abroad, the young person must pay tax in the country of residence. In some situations, the student must also pay [tax of the salary to the Danish state](#) (double taxation). In case of double taxation, the student will receive a tax reduction in Denmark equal to the tax paid in the country of residence.

If Danish students are paid by their employer during apprenticeships abroad, they must pay tax in the country of residence. Danes employed and posted abroad by a Danish employer pay tax in Denmark.

3.8 Development of entrepreneurship competence

Policy Framework

Strategy for Denmark in the global economy

In 2006, the government launched a strategy for Denmark in the global economy, [Progress, change and security - strategy for Denmark in the global economy](#) (Fremgang, fornyelse og tryghed – Strategi for Danmark i den globale økonomi)

The strategy had four goals, one of which was that Denmark should be a leading entrepreneurial society (iværksættersamfund). In relation to entrepreneurship, the objectives of the strategy were:

- Danish enterprises and public institutions should be among the world's most innovative
- Denmark should be among the countries with the most entrepreneurs

Strategy for Education and Training in Entrepreneurship

In 2010, the government launched the [Strategy for Education and Training in Entrepreneurship](#).

The strategy was a specific entrepreneurship education strategy and constituted the framework for the education of entrepreneurial business managers and employees of tomorrow. The strategy should contribute to fulfilling the objectives in the strategy for Denmark in a global economy by strengthening and consolidating the measures in relation to entrepreneurship.

The strategy constitutes the foundation of the present strategies on entrepreneurship.

Definition of entrepreneurship in the strategy:

- Innovation for commercial purposes or value creation in a broader sense. That is to say a process in which a person sees an opportunity, has an idea, and implements it, with the result being that the idea creates value. The value creation does not need to be financial in nature.
- The creation in an existing enterprise of new processes and/or products that can be of value to the existing enterprise or organisation.
- Starting one's own business and putting it into operation.

Vision:

- To develop pupil and student knowledge about entrepreneurship as well as their ability to act entrepreneurially
- Significantly more students must receive education and training in entrepreneurship

The strategy has three parts:

In the first part, the Danish government sets objectives for the municipal primary and lower secondary education ([folkeskole](#)), upper secondary education, and higher education: Entrepreneurship must be put on the timetable in the Danish primary and lower secondary and upper secondary education, as it must be part of the syllabus in higher education. See more below in the section Formal education.

The second part of the strategy involves bringing all supporting work together under a single actor: the Danish Foundation for Entrepreneurship. The foundation will function as an embedded and sustainable infrastructure that supports entrepreneurship education through national coordination and support.

The third part is creating the Partnership for Education and Training in Entrepreneurship between the Ministry of Culture, the Ministry of Science, Technology and Innovation, the Ministry of Education, and the Ministry of Economic and Business Affairs. The inter-ministerial partnership will cooperate on the implementation of the strategy.

The implementation of the strategy:

The [Danish Foundation for Entrepreneurship](#) is intended to create a coherent national commitment to education and training in entrepreneurship.

The foundation is a private commercial foundation that is organised with a board of management and a board of representatives. The foundation received a government grant from the globalisation reserve of DKK 25 million in the period 2010-2012. Today, [the foundation is primarily supported by a four-ministerial partnership](#) between the Ministry for Education, the Ministry of Culture, the Ministry Industry, Business and Financial Affairs, and the Ministry of Higher Education and Science.

In the strategy, the foundation had 10 main tasks:

- Development of entrepreneurship teaching
- Development of study programmes, courses, and teaching methods for students
- Development of tests and examinations
- Talent development
- Collecting and disseminating knowledge
- International and cross-national initiatives
- Developing and co-financing entrepreneurship strategies in the education system
- Dialogue with education institutions
- Implementing activities to foster a culture of entrepreneurship
- Operator of future national and regional strategies

Today the foundation:

- Is a knowledge centre for entrepreneurship education
- Funds projects on the development of new courses and educational practice
- Ensures competence building of teachers
- Creates and distribute teaching materials
- Offers networks among teachers at all levels
- Participates in international networks
- Participates in research and development projects
- Administers competitions and other activities by supporting an entrepreneurial culture
- Measures the development and effects of the initiative

Main [target groups](#)

- All pupils and students in Denmark
- Teachers of all pupils and students in Denmark

A nation of solutions

In 2012, the government launched the [strategy Denmark – A Nation of Solutions](#).

The strategy covers the period to 2020.

[The strategy is a broader innovation strategy](#) with three areas of action, the third of which targets entrepreneurship education.

The overall vision in the strategy is that Denmark will be a nation of solutions, where innovative solutions translate into growth and employment. The strategy affirmed the objectives and visions for entrepreneurship education in the strategy from 2010.

The strategy has the following definition of entrepreneurship: Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural or social.

The strategy had three focus areas and 27 initiatives:[Innovation driven by societal challenges](#)

- Implement a revision of the Danish councils for research and innovation
- Restructure the Business Innovation Fund to a market maturation fund
- Strengthen Danish participation in European innovation efforts

- Establish 'INNO+', a solid, professional basis for the prioritisation of innovation policy
- Establish a model for societal partnerships on innovation
- Initiate pilot partnerships on innovation in 2013:
 - Pilot partnership on sustainable and efficient pork production
 - Pilot partnership on better use of alternative water sources
 - Pilot partnership on innovative climate adaptation solutions
 - Pilot partnership on the development of an intelligent energy system – smart energy
- Producing a national strategy for Danish participation in EU programmes

[More knowledge translated into value](#)

- Support more professional clusters and networks
- Collective programme for knowledge-based innovation in SMEs
- Prioritise R&D that supports Danish production
- Establish a 'start-up pilot
- Establish three new international innovation centres
- Implement a simplification package for all public innovation schemes
- Increase the critical mass and gather competences in fewer innovation environments
- Strengthen knowledge cooperation and innovation in education through recognition and attractive career paths for researchers and educators
- Strengthen the framework and documentation for knowledge cooperation
- Strengthen commercial access to knowledge
- Promote cooperation with companies in practice-oriented innovation

[Education as a means to increase innovation capacity](#)

- Increase practice elements at all education levels to support innovation
- Support innovation in the education of teachers and educators
- Support of talented students
- Create a cohesive primary school system to promote talented and independent students
- Strengthen the competences in innovation and entrepreneurship in vocational education
- Strengthen the innovative and business-oriented competences of PhD students
- Ensure new learning targets and forms of teaching and examination
- Implement an innovation competition for students in primary and secondary education
- Strengthen the integration of innovation and entrepreneurship in education programmes

The approach in the strategy offers a wide range of actions addressing key areas such as curriculum, teacher education, and learning outcomes. The strategy includes actions on both the development and assessment of learning outcomes.

Panel on entrepreneurship

In 2017, the government set up a [panel on entrepreneurship](#). In 2018, the panel presented its recommendations to the government. The ambition of the panel is that Denmark should be the best country in Europe to establish entrepreneurial enterprises per capita. Furthermore, the panel recommends a change in the way entrepreneurship is discussed in Denmark: Entrepreneurship must be articulated as a serious career option in the Danish education system and entrepreneurship education should be strengthened.

Implementation process

Several state institutions contribute to the long-term realisation of the 2010 and 2012 strategies (see also [section 3.9](#)):

1. The Danish Foundation for Entrepreneurship
2. Innovation Fund Denmark
3. The Danish Growth Fund

4. The Technology Pact

1) The Danish Foundation for Entrepreneurship is described above.

2) In 2014, [Innovation Fund Denmark](#) was established as an independent institution under the auspices of the Ministry for Higher Education and Science. The fund provides the setting for innovation and entrepreneurship in research and in enterprises. The fund support strategic research- and innovation projects in [six different funding programmes](#).

Several of the programmes support young people's entrepreneurial experiences, for instance:

- Innobooster – a programme for start-ups or SMEs
- Rural district growth pilot – enterprises in rural areas may hire newly graduated masters
- Innofounder – a programme for students and graduates
- Industrial PhD/Industrial Postdoc – a programme for master or PhD students

Target groups:

- Entrepreneurs
- Start-ups and SMEs
- Researchers

3) The Danish Growth Fund is the Danish state's investment fund. The fund [promotes the growth and renewal of small and medium-sized enterprises](#) in order to achieve a greater socio-economic return. The fund contributes to the creation of new companies by providing capital and expertise.

4) In 2018, the government launched the [Technology Pact](#) (Teknologipagten).

The pact was launched by the Ministry of Employment, the Ministry of Education, the Ministry of Higher Education and Science, and the Ministry of Industry, Business and Financial Affairs. [The pact is a partnership](#) between more than 80 enterprises and higher education and research institutions. The objective of the pact is that all children, young people, and adults gain better knowledge of technology, IT, and science. More specifically, the target is that more than 150 000 people and 250 enterprises are engaged in the pact and that the number of students in STEM higher education programmes increases by 20% in 10 years.

The Danish Foundation for Entrepreneurship is secretariat for the Technology Pact.

The framework of reference used for entrepreneurial competence

The Danish Foundation for Entrepreneurship has developed a [taxonomy](#) in entrepreneurship education. The taxonomy is aimed at all teachers, leaders, and decision makers at all levels of the education system, from primary school to higher education. The foundation's objective is to create a common ground in the definition of entrepreneurship education. The taxonomy defines four dimensions:

- Action: The ability and desire to launch productive initiatives and the ability to realise the initiatives through cooperation, network, and partnerships
- Creativity: The ability to see new ideas and create possibilities as well as the ability to combine knowledge, experiences, and personal resources in an innovative way
- Comprehension of the outside world: The understanding of the world, locally and globally, as well as the ability to analyse a context socially, culturally, and economically
- Attitude: Personal and individual resources

Formal learning

The strategies of 2010 and 2012 address entrepreneurship in the formal education system.

A [report](#) from the Danish Foundation for Entrepreneurship establishes that the number of pupils and students who receive entrepreneurship education has been increasing since the strategy of 2010. In the school year 2016/17, 25% of all pupils and students at all levels have received entrepreneurship education.

Three **Primary and lower secondary education (Folkeskole)**:

cross-curricular themes are included in [common objectives](#) (forenklede Fælles Mål) for the Danish primary and lower secondary education (folkeskole), one of which is innovation and entrepreneurship. The cross-curricular themes must be included in all mandatory subjects.

The themes are included in the individual objectives for the mandatory subjects, and the Ministry of Education has developed [teaching guidelines instructions](#) that are available at the portal EMU.dk. Emu.dk is described in detail in [section 5.7](#)

The goal of the cross-curricular theme 'innovation and entrepreneurship' is to motivate pupils to participate in society as active citizens, entrepreneurs, and innovative employees.

There are four dimensions in the entrepreneurship education in the primary and lower secondary education:

- Action: The pupil's ability and desire to launch productive initiatives and the ability to realise the initiatives through cooperation, network, and partnerships
- Creativity: The ability to see new ideas and create possibilities as well as the ability to combine knowledge, experiences, and personal resources in an innovative way
- Comprehension of the outside world: The understanding of the world, locally and globally, as well as the ability to analyse a context socially, culturally, and economically
- Attitude: Personal and individual resources that are used in the pupil's approach to a task, for instance the ability to work persistently

In connection with each dimension, [a list of competence objectives](#) is established. Furthermore, in the last section of each subject's curriculum is a subject-related text on innovation and entrepreneurship.

Two subjects deal specifically with entrepreneurship:

[Craft and Design](#): Craft and Design is a mandatory subject for 4th-7th form.

[Entrepreneurship](#): Entrepreneurship is an elective subject in the 10th form. Municipalities may offer the subject as an elective subject in the 7th-9th form.

General upper secondary education programmes

[The purpose of the four general upper secondary education programmes](#): The educations must prepare the pupils to develop their creative and innovative competences.

In concrete terms, this means that:

- Evaluations of the pupils' entrepreneurial competences must be included in examinations in relevant subjects and subject-related contexts.
- Young people in upper secondary education must be able to choose entrepreneurship subjects as far as possible.
- Relevant teachers in upper secondary education must be given the opportunity to obtain qualifications and do in-service training in innovative educational theory and methodology, and to qualify to teach entrepreneurial subjects.
- Particularly talented young people should have the opportunity to take part in talent development programmes with a view to developing their own projects or enterprise.

Innovation is an elective subject in general upper secondary

The objective of the subject is different aspects of innovation (list not complete):

- Value creation and business models

- Cooperation and organisation
- Creativity and idea generation
- Market demands

The assessment of the pupil is based on the pupil's ability to master an innovation process.

Innovation as a cross-curricular theme

Innovation is integrated in a wide range of subjects in the four general upper secondary education programmes: [STX](#), [HF](#), [HHX](#), and [HTX](#).

In [STX](#), innovation refers to the development and assessment of solutions to common, general, and professional problems within and between subjects. In the curriculum of a wide range of [subjects in STX](#), it is established that the subject must develop the pupil's 'innovative competences and skills'. The specialised study project may involve innovation.

In [HF](#), innovation refers to the development of solutions of general and academic problems within the specific subject and between subjects. In the curriculum of a wide range of [subjects in HF](#), it is established that the subject must develop the pupil's 'innovative competences and skills'.

In [HHX](#), innovation refers to development and assessment of solutions regarding vocational problems in the area of commerce. In the [curriculum for HHX](#), several of the mandatory subjects must contribute to the pupil's 'innovative competences'. In other subjects, the pupil must develop 'innovative solutions'. In [HHX](#), Innovation B-level is mandatory for pupils in [one study programme](#).

In [HTX](#), innovation refers to innovative problem-solving and product development in relation to realistic problems as well as entrepreneurship. In the curriculum of a wide range of [subjects in HTX](#), it is established that the subject must develop the pupil's innovative competences and skills.

Subjects with innovation as part of the core topics

- In the subject Information Science, innovation is part of the core topics that the students must know about.
- In the subject Study Area, 'digitalisation, design and innovation' are defined as core topics in the curriculum.
- The subject Technology specifically integrates innovation and entrepreneurship in the curriculum. The study must prepare the pupil for higher education within technology, innovation, and entrepreneurship, and the core topics are, among other things, product development, modelling of prototypes, marketing, market analyses, etc.

EMU.dk offers teaching material that involves innovation in a wide [range of subjects](#) as well as [cross-disciplinary teaching](#) courses that involve innovation.

Vocational upper secondary

Innovation is an integral part of the objectives of VET educations.

In the [objectives of the VET programmes](#), it is established that 'the educations must meet the demands of the labour market, among these an innovative and creative workforce'.

In the [ministerial order of the vocational educations](#), it is established that the educations must 'contribute to the development of the pupil's innovative and creative competences in preparation for the pupil's participation in production and service developments as well as the pupil's establishment of own enterprise.'

The [subject Innovation](#) is taught at the first-year core course (grundforløb 1) for students within the first 12 months after having finished compulsory schooling. The subject Innovation (level 1) is mandatory. The duration of the subject is one week.

The education institutions can offer Innovation (level 2) as an elective course. The duration is one week.

During the main course (hovedforløb) in the educations with elective subjects, the vocational education institutions must offer elective teaching in innovation and the establishment of one's own enterprise.

It is the trade committee ([faglige udvalg](#)) in cooperation with the local school that determine the criteria for the assessment of competences and whether innovation is part of the assessment.

Higher education

Higher education in Denmark includes professional bachelor and academy profession programmes, maritime programmes, artistic programmes, and university programmes.

The strategy on entrepreneurship education from 2010 has led to a [greater emphasis on introducing innovation and entrepreneurship in higher education programmes](#) and more students receiving entrepreneurship education. Higher education institutions have developed subjects and programmes with an emphasis on entrepreneurship.

Adult education and [FGU](#)

The target groups for adult education and [FGU](#) are people who have had or have difficulties in the education system. Therefore, the objective of adult education and [FGU](#) is to provide the target group with basic skills. The focus is not innovation and entrepreneurship but instead basic education.

Practical experience

Practical experience is an integral part of the entrepreneurship education. For instance, the Danish Foundation for Entrepreneurship organises several [competitions and training programmes](#) that teachers can use in their courses. The competitions in particular have a practical focus.

Recurring competitions:

- The idea competition: The competition offers pupils and students the possibility to present their idea orally and in writing to external experts and business people. The competition involves all levels in the competition system.
- Project Edison: A national competition for pupils in the 6th and 7th form. The pupils must develop a new solution for a set theme. In 2018, the theme was 'green transition'.
- Da Vinci: A competition for pupils in [HTX](#), [STX](#), VET, and EUX. Often the pupils present a prototype.
- MicroGrant: Students and PhD students can pitch an idea and may be entitled to a microgrant.
- Design talent: A competition for students or graduates from design educations.
- Danish championship in entrepreneurship.
- Social Enterprise 360: A competition for pupils in upper secondary educations.
- Danish Entrepreneurship Award (DEA): Every year, approximately 5000 people from primary school to PhD level gather at the DEA. At the DEA, elected judging panels select the winners of different competitions.

Recurrent training programmes:

- Next level: Programme for pupils in lower secondary educations. The training programme ends with a competition. There are three ways to participate in the programme:
 - As a cross-curricular theme
 - As an elective subject
 - As a school project
- Company Programme: A training programme for pupils in upper secondary educations.

- Social Enterprise 360: A training programme for pupils in upper secondary educations.
- Start-up Programme: Training programme for students in higher education that includes several events and competitions.

Define and assess learning outcomes

The definition and assessment of learning outcomes vary depending on the level of education and whether the entrepreneurship education is a cross-curricular theme or a regular subject. When innovation and entrepreneurship is a subject, such as the elective subject Entrepreneurship in lower secondary education or the elective subject Innovation in general upper secondary education, the learning outcomes are established in the curriculum.

Partnerships

The Danish Foundation for Entrepreneurship builds on strong partnerships.

The foundation is based on an inter-ministerial partnership between the Ministry of Education, the Ministry of Culture, the Ministry of Industry, Business and Financial Affairs, and the Ministry of Higher Education and Science.

The fund is financed by the inter-ministerial partnership and external sponsors. The sponsors finance competitions and events and engage in partnerships to develop entrepreneurship education and training programmes.

Examples of such partnerships are [two programmes](#) launched in 2018 and funded by the Ministry of Industry, Business and Financial Affairs, the EU Social Fund, and the EU Regional Fund.

- Entrepreneurship education (*Undervisning i entreprenørskab*): The project is a partnership between the foundation, Zealand Business College, Mercantec, International Business College, several vocational colleges, and SMVdanmark (a national organisation for SMEs). The project develops learning modules in entrepreneurship as well as the upgrading of teaching skills.
- Start-up in practice (*Start-up i praksis*): The project is a partnership between the foundation and the University of Copenhagen, Aarhus University, Aalborg University, and Copenhagen Business School. The project offers higher education students practical entrepreneurship experience.

Lastly, the Danish Foundation for Entrepreneurship has seven regional units with their own boards. Here, education institutions and the business community cooperate on entrepreneurship education by:

- Facilitating contact between schools and enterprises
- Arranging fairs and competitions
- Organising visits at enterprises
- Arranging seminars

Non-formal and informal learning

There are no top-level policy measures or large-scale initiatives to encourage young people to develop entrepreneurial skills and attitudes within non-formal learning and informal learning.

Instead, entrepreneurial skills, creativity, and leadership competences are established in the associational and voluntary sector, where young people engage as assistant coaches in local sports clubs, scout leaders, or leaders of the little league players, etc.

The Danish associational and voluntary sector is described in section 2.1, 2.2, and 5.7.

The recognition of competences acquired in non-formal and informal learning is described in section 2.7.

Educators support in entrepreneurship education

One of the core tasks of the Danish Foundation for Entrepreneurship is to support teachers in entrepreneurial education. The foundation:

- Is a knowledge centre for entrepreneurship education.
- Ensures competence building of teachers.
- Creates and distributes teaching materials.
- Offers a network for teachers at all levels. The network is called NEIS.
- Offers a network, UNIEN, for persons employed at a university.

Target group: primarily teachers at all levels of education.

3.9 Start-up funding for young entrepreneurs

Access to information

Young entrepreneurs have [access to information](#) from a large range of actors:

- Student incubators in connection with education institutions (*Studentervæksthuse*)
- Municipal business service: The municipal business service is the main entrance to the promotion of business. The service covers information and counselling of entrepreneurs and enterprises
- Regional incubators (*Væksthus*): Offers specialised counselling and feedback
- The [website](#) Begingrowth (*startvækst*) offers information regarding legal regulations when starting a new business
- Innovation Fund Denmark has launched an [entrepreneurial guideline](#) with information on funding, application process, etc.
- Innovation Fund Denmark, the Danish Growth Fund, and the Danish Foundation for Entrepreneurship offer guidance on programmes, funding, and applications

Access to capital

The Danish Foundation for Entrepreneurship provides microgrants to young/student entrepreneurs and project grants to education institutions (see [section 3.8](#)).

The Danish Growth Fund offers capital and competences to young entrepreneurs in the form of:

- Loans for entrepreneurs
- Guarantees
- Venture capital

On behalf of the state, [four innovation environments](#) (innovationsmiljø) invest in promising knowledge-based entrepreneurship enterprises. The innovation environments offer capital as well as feedback and coaching in the first difficult years. The innovation environments are organised in [FOIN.dk](#).

Danish enterprises and entrepreneurs have access to a large number of public funding at national, regional, and European level.

National programmes:

- Dansk Lyd Innovationsprojekter
- Inno-MT Bobleprojekter
- InnoBYG Spireprojekter
- MADE Demonstrationsprojekter
- BIO-VALUE SPIR SMV
- MedTech Innovationsprojekter
- Infinit Matchmakingaktiviteter

- Innovationsagenterne
- Mikrolegat
- Iværksætterpilot
- InnoBooster
- ErhvervsPhD-ordningen
- Samfundspartnerskaber
- Grand Solution
- Vandsektorens Tek. Udviklingsfond
- EUDP
- ELFORSK
- MUDP
- GUDP
- Markedsmodningsfonden

Regional level:

Capital Region of Denmark

- Vækstrettet kompetenceudvikling

Region Zealand

- Strategiforløbet Slagplan
- Eksportforløbet Zealand Global
- Projekt AiRS

The North Denmark Region

- Nordjysk Lånefond
- BusinessBroen
- Det Maritime Vækstprogram
- Nordjysk NewBizz

The Central Denmark Region

- MedTech Innovation Consortium
- Differentieringspuljen

The Region of Southern Denmark

- Strategisk Kompetenceudvikling
- AutomationsBoost
- Spirende Fødevareroplevelser

European level

- HORIZON 2020
- SME Instrument
- Eurostars
- COSME
- Fast Track to Innovation
- Nordic Innovation

3.10 Promotion of entrepreneurship culture

Special events and activities

[The Danish Foundation for Entrepreneurship](#) is the central actor for entrepreneurship in education. The foundation is responsible for a wide range of activities within the education system, for instance the Danish Entrepreneurship Award, the National Championship in Entrepreneurship, and Impact Investor Ball.

See [section 3.8](#) for more information.

[Innovation Fund Denmark](#) invests in innovative projects. Innovation Fund Denmark arranges events, competitions, talks, and meetings, for instance Innotalks, information campaigns at the universities in Denmark, and Morningtalks.

[TechBBO](#) is a large, two-day tech-start-up summit with workshops, networking, and matchmaking and talks for scaleups, start-ups, tech talents, visionary corporates, and investors. The summit is funded by a wide range of private and public partners. Innovation Fund Denmark, the Danish Foundation for Entrepreneurship, Capital Region of Denmark, the Municipality of Copenhagen, and Digital Hub Denmark are among the public actors financing the summit.

Technical University Denmark (DTU) arranges an annual [high tech summit](#). The summit is a conference and a fair for start-ups and investors.

[Nordic start-up awards](#) funded by Innovation Fund Denmark, Capital region of Denmark, The municipality of Copenhagen

[Global Entrepreneurship Week](#) (GEW): A national entrepreneurship week launched by the Ministry of Industry, Business and Financial Affairs, Danish Business Authority, and Danish Association of Entrepreneurs (*Dansk Iværksætterforening*).

Networks and partnerships

Young entrepreneurs have the possibility of networking in many different arenas, for instance:

- Innovative office communities.
- Development parks: Like the office communities, the development parks offer a range of facilities as well as business development. The parks are organised by the association [Danish Development Parks](#) (*Danske Udviklingsparker*).
- Student incubators (*væksthuse*).
- Entrepreneurship associations.
- Twenty-two national innovation networks: Provides a framework for activities and projects that can inspire new projects and technologies.
- Knowledge and cluster network: Offers knowledge and support regarding innovative ideas and financing of projects. [Cluster Excellence Denmark](#) is a national support unit for the networks and clusters in Denmark.
- [Digital Hub Denmark](#) is a digital platform to match private companies, entrepreneurs, and researchers through company-specific challenges. Digital Hub Denmark is a public-private partnership between the Danish government, the Confederation of Danish Industry, the Danish Chamber of Commerce, and Finance Denmark.
- The Danish Foundation for Entrepreneurship supports a network of entrepreneurship teachers, NEIS and UNIEN for those employed at a university.

3.11 Current debates and reforms

A new act on holiday leave

In February 2018, the Danish parliament passed a new [act on holiday leave](#). In Denmark, holiday leave is staggered. This means that the employee earns paid holiday leave with from January to December but is entitled to take the holiday leave from May to April of the following year.

The consequence of the current act is that new people on the labour market may have to wait up to 16 months before they can take paid holiday leave.

The new act introduces immediate and ongoing accumulation of holiday, 2.08 days of paid holiday leave each month. The new act means that holiday earned in February can be taken already in March the same year.

The reform is expected to begin in September 2020. There will be a transition period until the new act is fully implemented.

Preparatory basic education ([FGU](#))

A new reform regarding [preparatory basic education and training \(FGU\)](#) is expected to begin in August 2019. The reform is:

- A merger of the existing preparatory basic education programmes
- A reform of the measures for young people regarding education and employment

One of the objectives of [FGU](#) is to create one entry to the municipal administration for young people. The municipality will have the full responsibility of all young people below the age of 25 until they have completed a youth education programme or are in employment. The new municipal youth unit will have the responsibility to secure a coherent effort that involves education, social measures, and employment measures. This means that independent efforts from the youth guidance centres ([UU](#)) and the municipal job centres should be coordinated in one measure.

The municipal unit will be responsible for the young people's education plan and responsibility for the screening and assessment of the target group.

Regional Growth Forums

As of 1 January 2019, [the regional growth forums will be closed down](#). Instead of regional growth forums, a board of promotion of trade (Vækstfremmebestyrelse) will have the responsibility for decentral growth strategy.

Unemployment benefit and residence in Denmark

The political parties in parliament are currently discussing a [bill on unemployment benefit](#).

With the bill, the government wishes to reduce eligibility for benefits to people without regular association (tilknytning) to Denmark. Therefore, in order to be entitled to benefits unemployed persons must have had legal residence in Denmark in the last seven out of eight years. The bill will also affect people's entitlement to benefits during maternity and parental leave and during sickness. The bill excludes some types of posted workers (list not complete):

- Working on a Danish ship
- Employment abroad in a Danish company
- Employment abroad as a researcher
- Employment abroad as representative of a Danish National Authority

As a consequence of the bill, some groups of Danes who have spent more than one year abroad will lose their right to unemployment benefits

- The bill has received a lot of attention in the Danish media, because the bill affects Danish citizens in cross-border mobility who have been members of an unemployment insurance fund for several years.
- Furthermore, the affected group of Danes argue that the government is legislating retrospectively.
- As of December 13 2018, the government and The Danish People's Party made an [amendmend](#) to the bill in which the period of legal residence in Denmark is changed to seven out of twelve years.

From spring 2019, mandatory traineeship in some higher educations within the fine arts

The Royal Danish Academy of Fine Arts Schools of Architecture, Design and Conservation introduces mandatory traineeship in two education programmes (Danish Rectors' Conference of the higher education institutions within the fine arts, 2017):

Architecture

- Bachelor programme
- Mandatory traineeship
- 6th semester
- 30 ECTS
- Practical training and report is assessed as passed/failed

Design

- Bachelor programme
- Mandatory traineeship
- 6th semester
- 20 ECTS
- The traineeship is completed with a report assessed with grades

4. SOCIAL INCLUSION

The Danish welfare state is characterised by a strong redistribution of income through the tax system and a broad range of social services. For instance, Denmark offers more or less free education from primary education to higher education as well as free consultation and treatment at a general practitioner, emergency wards and public hospitals. Furthermore, a range of benefits are designed to help in the event of unemployment, sickness, or other social incidents that may cause a drop in income.

Furthermore, Denmark is among the countries with the world's lowest income inequality, according to the OECD, which looks at income inequality as [measured by the GINI coefficient](#) across 38 states.

Nevertheless, [certain groups](#) are socially marginalised or at risk of marginalisation:

- NEETs
- People with a migrant background
- Drug addicts/alcoholics
- People with physical and mental disabilities
- Homeless people
- Criminal people
- [Socially disadvantaged children and young people](#)

4.1 General context

Main challenges to social inclusion

Despite the Danish welfare state's broad range of services and benefits, certain groups in society are socially excluded or at risk of exclusion.

Marginalised people are often:

- NEETs
- People who live in poverty
- People with mental problems
- People with a drug/alcohol abuse
- Homeless people
- Prostitutes
- Criminals
- Minorities, for instance people with a migrant background

What leads to marginalisation and exclusion?

In Denmark, there are several challenges to social inclusion. A study from the Danish National Centre for Social Research (SFI) – now called VIVE – established that very complex mechanisms lead to social marginalisation.

Marginalised young people come from all layers of society.

Aspects of marginalisation in Denmark

Levels	Aspects	Factors of vulnerability
Structures and society	Labour market Income Housing Ethnic segregation	Unemployment Poverty/low income Lack of housing High rent Discrimination
Measures and	Public benefits Services	Low benefits Sanctions

programmes	Organisation and coordination Prevention	Lack of sufficient and focused measures Fragmentation Lack of coordination Lack of early intervention
Network and family	Family circumstances Civil status/relationship Social circle	No/few family relations Complicated family relations Single/divorce, loss of partner Lack of close relations/friendship Undesirable friendship
Personal matters	Physical health Mental health Abuse Crime Social matters Employment Education Housing Migrant background Age	Chronic/physical illness Disability In need of care Mental illness Child neglect/neglect in youth Alcohol, hash, and drug abuse Criminal/violent behaviour Prison stay/sentences Lack of social skills/social capital Unemployed Unfinished primary school No education leading to a vocational/professional qualification Homelessness/evictionMigrant/refugee/descendants of migrants Young/old

SFI, (2015)

Young people from marginalised families are in greater risk of marginalisation, but about half of the 18-24-year age group that are socially marginalised come from average middle-class homes with parents who have an education, employment, and no experience of abuse, crime, mental illness, etc.

The number of NEETs has been rising since the financial crisis and has now stabilised at a higher level than before the crisis:

The number of homeless people is rising. In 2017, [a survey](#) indicated that the number of young homeless people in particular is rising.

	2015	2017	Increase in %
18-24-year-olds	1172	1273	9
25-29-year-olds	799	1014	27

The number of children and young people with mental illness is rising. A 2017 report from the Danish Health Authority shows that the number of young people in the 0-18-year age group with anxiety, depression, eating disorders, or ADHD has tripled between 2006 and 2016 (Danish Health Authority, 2017).

	2006	2008	2010	2012	2014	2016
Persons	10 367	14 683	21 700	27 273	29 888	32 625

Furthermore, the National Health Profile from 2017 shows that 25% of the population felt stressed. Forty-one per cent of young women in the 16-24-year age group have stress or stress-related symptoms.

There is no regular national survey of young people's social inclusion.

Definitions and concept

There are no main concepts in relation to social inclusion of young people.

4.2 Administration and governance

The administration and governance of social inclusion policies follow the general approach to political decision-making and implementation of youth policies in Denmark (see [section 1.4](#)).

Furthermore, Denmark has committed to complying with a range of [international human rights conventions](#). Thus, Danish social inclusion policies may have their roots in international agreements, conventions, and treaties [that Denmark has signed and ratified](#), for instance:

- The European Human Rights Convention (1953/1992)
- The European Social Charter (1965)
- The UN Universal Declaration of Human Rights (1948)
- The UN Convention on the Rights of the Child (1989)
- The UN Convention of the Right of Persons with Disabilities (2006)
- The UN Convention on the Elimination of all Forms of Discrimination Against Women (1979)
- The UN Convention on Civil and Political Rights (1966)
- The UN convention on Economic, Social and Cultural Rights (1966)
- The UN Convention on the Elimination of All Forms of Racial Discrimination (1965)

Governance

When it comes to the social inclusion of young people, it involves several sector ministries. The policymaking in the field of social inclusion resembles the policymaking in all other policy fields. (See [section 1.4](#)) for a description of policymaking in Denmark.

Only ministries, agencies, boards, etc. with relevance for youth policy are mentioned:

The Ministry for Children and Social Affairs

The [Ministry for Children and Social Affairs](#) is responsible for the following policy areas:

- Disadvantaged children
- Marginalised adults
- People with disabilities
- Civil society
- Family law

The National Board of Social Services

The National Board of Social Services ([Socialstyrelsen](#)) is a government agency under the Ministry for Children and Social Affairs.

The National Board of Social Services is responsible for a variety of tasks and projects in the social area, of which some are:

- Children, young people, and families
- Disabilities, technical aids and psycho-social initiatives
- Adults with social problems

The National Board of Social Services is responsible for ensuring that social and welfare policies are put into practice in Denmark's municipalities as intended by parliament.

In addition, the board offers comprehensive counselling to municipalities, the Danish Regions, and individual citizens on questions related to social work and by supporting the municipalities when implementing social methods and practices.

In addition, the board offers specialist consultancy and specialist assessments in complicated and specialised individual cases in the field. In such cases, the board also offers specialist consultancy to citizens. Furthermore, the National Board of Social

Services manages the national audit function in terms of providing supervision in the social area to local authorities.

[The Social Supervision](#) is a unit that is responsible for the supervision of all the social measures regarding children and young people. The Social Supervision must assess the quality and relevance of social measures offered in the municipalities.

The National Board of Social Services must support the supervision.

The State Administration

In relation to young people, the State Administration ([Statsforvaltningen](#)) is responsible for areas such as: adoption, child support, guardianship, spousal support.

The Ministry of Education

The [Ministry of Education](#) is responsible for:

- Primary and lower secondary education (Folkeskole) (ISCED 1 and 2)
- General and vocational upper secondary education (ISCED 3 and IVET)
- Adult education and continuing training

The National Agency for Education and Quality

The National Agency for Education and Quality ([Styrelsen for Uddannelse og Kvalitet](#))

- Advances the quality development of educations under the ministry's auspices
- Supervises education programmes regarding quality
- Supports an efficient running of the education institutions

The National Agency for IT and Learning

The National Agency for IT and Learning ([Styrelsen for IT og Læring](#))

- To set the direction for digital learning in order to make every student as proficient as possible
- Professional project management that delivers within time and budget
- Provide functioning IT solutions that satisfy the users and make them feel safe
- Bring data and analysis in play to strengthen learning and improve both local and central decision making

Danish Evaluation Institute

Danmarks Evalueringsinstitut, [EVA](#). EVA evaluates and quality develops the education system, from day care to higher education. (See [section 1.6](#))

Danish Centre for Teaching Environment

Danish Centre for Teaching Environment ([Dansk Center for Undervisningsmiljø](#)). The Danish Centre for Teaching Environment is a national knowledge centre with focus on teaching environments.

The minister for equal rights

The minister for equal rights is responsible for developing and coordinating the government's policies on equal rights, including gender equality. Furthermore, the minister is responsible for Denmark's equal rights work in the UN, EU, and the Nordic Councils of Ministers.

The sector ministries are responsible for the equal rights in their own field of work.

The Ministry for Economic Affairs and the Interior

The Ministry for Economic Affairs and the Interior ([Økonomi- og indenrigsministeriet](#)) is responsible for:

- Structural policy
- Forecasts of the Danish economy
- Governance of municipalities and regions

- Economics of municipalities and regions
- Elections and referenda

Statistics Denmark

Statistics Denmark ([Danmarks statistik](#)) is the central authority on Danish statistics. Statistics Denmark collects, compiles, and publishes statistics on the Danish society.

The Social Appeals Board

The Social Appeals Board ([Ankestyrelsen](#)) is an independent state institution.

- Settles complaint cases from citizens in Denmark regarding social policy and labour market policy
- Supervises municipalities and regions

Benchmarking Unit

The Benchmarking Unit ([Benchmarkingenhed](#)) is an independent institution. The unit provides analyses of the municipalities' and regions' performance.

VIVE

Det Nationale Forsknings- og Analysecenter for Velfærd, [VIVE](#). VIVE is an independent analysis and research centre working within all major welfare fields. VIVE is an independent analysis and research centre working within all major welfare fields.

The Danish Economic Councils

The Danish Economic Councils ([De økonomiske Råd](#)) is an independent economic advisory body. The primary objective of the institution is to provide independent analysis and policy advice to Danish policymakers.

The Ministry of Health

The Ministry of Health ([Sundheds- og ældreministeriet](#)) is responsible for (list not complete):

- Healthcare in Denmark
- Prevention of disease
- The quality of healthcare in Denmark
- Psychiatry

The Danish Health Authority

The Danish Health Authority ([Sundhedsstyrelsen](#)) is a national agency for health promotion and the treatment of diseases. The agency gives advice to municipalities and regions and offers recommendations, guidelines, and action plans. The agency sets the framework for the National Health Service and work with local health services and gives advice to citizens and patients on health-promotion initiatives and healthy living, etc.

The agency offers advice to the Danish Ministry of Health and other governmental, regional, and municipal authorities in the area of health and elderly care. The agency collaborates with medical environments, municipalities, regions, private operators, and the civil society, and it also works across areas of expertise, systems, and sectors to find the best solutions.

Among other things, the agency deals with young people's health, alcohol, drug and tobacco consumption, obesity, nutrition, well-being, consumption, etc.

The Ministry of Employment

The Ministry of Employment ([Beskæftigelsesministeriet](#)) is responsible for:

- Working conditions
- Working environment and workplace injuries
- Employment

The Danish Agency for Labour Market and Recruitment

The Danish Agency for Labour Market and Recruitment ([STAR](#)) is a national agency that is responsible for implementing and following up on employment policy in Denmark, including the recruitment of necessary foreign labour.

The Ministry of Immigration and Integration

The Ministry of Immigration and Integration ([Udlændinge- og integrationsministeriet](#)) is responsible for:

- Immigration: Entry, residence, and asylum
- Integration: The integration of refugees and immigrants in society, for instance the labour market and education system, Danish lessons, and tests for non-Danish citizens
- Prevention of extremism and radicalisation
- Honour-related conflicts and negative social control
- Citizenship

The Danish Immigration Service

The Danish Immigration Service ([Udlændingestyrelsen](#)) is a national agency. Together with the Danish Agency for International Recruitment and Integration, the Danish Immigration Service processes non-Danish applications from non- EU/EEA citizens for visits and residence in Denmark, for instance asylum, visa, family reunification, and permanent residence permit.

The Danish Agency for International Recruitment and Integration

Together with the Danish Immigration Service, the Danish Agency for International Recruitment and Integration ([SIRI](#)) processes applications from non-EU/EEA citizens for visits and residence in Denmark. Furthermore, the agency supports the integration measures in the municipalities, is responsible for Danish lessons and tests, coordinates the measures preventing extremism, and provides counselling about honour-related conflicts.

The Danish Centre for Prevention of Extremism

The Danish Centre for Prevention of Extremism ([Nationalt Center for Forebyggelse af Ekstremisme](#)) is part of the Danish Agency for International Recruitment and Integration, which answers to the Ministry of Immigration and Integration. The purpose of the centre is to strengthen Danish efforts to prevent extremism and radicalisation nationally, locally, and online. Thus, the centre supports the preventive work by municipalities, regions, crime prevention cooperation, education institutions, housing organisations, associations, etc. The centre offers advice on the development of action plans for the prevention of extremism, guidance for professionals on potential action if there is any cause for concern, and courses designed to upgrade skills, often in partnership with other stakeholders. Moreover, the centre implements a range of method development projects and offers specific tools such as mentors, parent coaches, and young dialogue facilitators.

The Ministry of Justice

The Ministry of Justice ([Justitsministeriet](#)) is responsible for the overall justice system, including the police and prosecution service, courts, and prisons. The ministry's principal functions also include foundation legislation and data protection law.

The Crime Prevention Council

The Crime Prevention Council ([Det kriminalpræventive Råd](#)) is a publicly funded member organisation that is engaged in preventing crime and distributing information about crime.

The council identifies current threats, develops evidence and knowledge-based solutions, and communicates these solutions to member organisations and local partners.

Currently, the council deals with:

- House break-ins
- Theft
- IT crime
- Violence and rape
- Youth crime

Main public actors

Municipalities

The municipalities have the full responsibility for supplying and financing measures on the social area. The local municipal council (kommunalbestyrelse) has responsibility for the assessment of citizens' needs, ensuring relevant social measures, and the financing of the measures.

On the Offer Portal, ([Tilbudsportalen](#)), municipalities, regions, and private suppliers must document their social measures. The municipalities have an agreement with the regions regarding very specialised offers. Furthermore, the regions are responsible for healthcare and psychiatry.

Centre for Alcohol and Drug Research ([Center for rusmiddelforskning](#))

Centre for Youth Research ([CEFU](#))

Kofoed's School ([Kofoeds Skole](#))

The National Institute of Public Health ([Statens institut for folkesundhed](#))

The Council for socially marginalised persons ([Rådet for socialt Udsatte](#))

The Council for Ethnic Minorities ([Rådet for etniske minoriteter](#))

The Danish Disability Counsel ([Det centrale handicapråd](#)) (See [section 1.4](#) "structure of decision-making")

The National Council for Children ([Børnerådet](#)) (See [section 1.4](#) "structure of decision-making.")

The National Council for Volunteering ([Frivilligrådet](#)) (See [section 1.4](#) "structure of decision-making.")

Main non-public actors

- The National Association for People with Anxiety (Angstforeningen)
- Support Base (Baglandet)
- Better Psychiatry Ungdom (Bedre Psykiatri)
- Break the Silence (Bryd tavsheden)
- The Joint Council for Child Issues (Børnesagens fællesråd)
- Children's Welfare (Børns vilkår)
- The Depression Association (Depressionsforeningen)
- The Social Network/headspace (Det sociale netværk)
- Ethnic Minority Youth (Etnisk ung)
- The Exit Circle ([Exitcirklen](#))
- The Association of Greenlandic Children (Foreningen Grønlandske Børn)
- The Street Lawyer (Gadejuristen)
- Girltalk
- YMCA's Social Work (KFUMs sociale arbejde)
- Equal Status – (Ligeværd)
- National association of ex-users of psychiatry (LAP)
- LBGT+ Youth (LBGT+ungdom)
- Lifeline (Livslinien)
- National association for eating disorders and self-harm (LMS)

- The Mary Foundation (Maryfonden)
- Nefos
- OCD Association (OCD-foreningen)
- The Psychiatry Foundation (Psykiatrifonden)
- Save the Children (Red Barnet) and Save The Children Youth (Red Barnet Ungdom)
- Sabaah
- SAND ungdom – The Danish national organisation for homeless people (SAND – De hjemløses landsorganisation)
- Sex and Society (Sex og samfund)
- Social Development Centre SUS (Socialt udviklingscenter SUS)
- The Danish Red Cross Youth (Ungdommens Røde Kors)
- The Social Network (Det sociale netværk)
- The Valve (Ventilen)
- Danish Disability Organisations (Danske handicaporganisationer)

General distribution of responsibility

Social inclusion involves several ministries. Each ministry has its own separate remit. See above for a description of the relevant ministries.

The distribution of responsibility in the area of social inclusion resembles the distribution of responsibility on other sector areas. The ministry establishes the overall framework with laws passed in parliament, but the regions and municipalities have the freedom to decide how local measures are designed. The local government ([kommunalt selvstyre](#)) in Denmark entails a lot of room to manoeuvre for the municipalities as long as they live up to the legislation and ministerial objectives. The Social Supervision ([Socialtilsynet](#)) and the National Board of Social Services monitor the municipal social services.

In the area of social inclusion, the rate adjustment pool (satspuljen) funds various projects and programmes targeting marginalised citizens. The parliament establishes an overall framework for the programmes, and private associations may apply.

Cross-sectoral cooperation

The risk of marginalisation is often a multi-faceted situation that demands a coordinated effort. Thus, social inclusion is a field that calls for a strong cross-sectoral cooperation between the ministries. Ministries may launch joint campaigns or strategies regarding social inclusion.

Furthermore, several forms of cross-sectoral municipal cooperation exist:

- SSP: A crime preventive cooperation between the municipal social and health service, municipal school and leisure administration, and the police
- PSP: A cooperation between the police, municipal social service authorities, and regional psychiatric authorities regarding particularly vulnerable citizens who struggle with several types of problems and therefore they do not clearly belong under one authority
- SSD: Early preventive cooperation between the municipal social service, the school personnel, day-care personnel, after-school care personnel, and municipal health service personnel in which they can share information about socially marginalised children and young people
- PPR: Pedagogical-psychological consulting: The cross-sectoral cooperation supports the inclusion of children with special needs in primary and lower secondary school ([Folkeskole](#))

4.3 Strategy for the social inclusion of young people

Existence of a National Strategy on social inclusion

Social mobility

In 2016, the government launched an action plan with 10 Goals for Social Mobility. The plan is intended to give direction to social policy.

10 Goals for Social Mobility – Because Everybody Can ([10 mål for social mobilitet – fordi alle kan](#))

There is no time frame for the plan.

Social inclusion in the municipal primary and lower secondary schools

In connection with the reform of primary and lower secondary education ([Folkeskole](#)) in 2013, three national goals were established by a majority of the parliament. The official document is a [final agreement between the political parties from 7 June 2013](#).

Danish title: Aftale om et fagligt løft af folkeskolen

Title in English: Agreement on an Academic Progress in Primary and Lower Secondary Education

Strategy on social inclusion in healthcare

In Denmark, equality in health (care) is considered pivotal to enjoying a standard of living and well-being that is considered normal in the society. However, there is no strategy on equality in health. Rather, equality in health (care) is a fundamental underlying principle in all measures the Danish healthcare system.

In September 2018, the government launched an action plan for psychiatry up until 2025.

The top-level document is a national action plan.

The Danish title of the action plan is [Vi løfter I fællesskab. En samlet handlingsplan for psykiatrien frem mod 2025](#).

The English translation is, We Accomplish Together. An Overall Action Plan for Psychiatry up until 2025.

Strategy on parallel societies

The type of document: Strategy

A national strategy: [Ét Danmark uden parallelsamfund – Ingen ghettoer i 2030](#)

A Denmark Without Parallel Societies. No Ghettos in 2030

Time of introduction: Currently being negotiated in parliament.

Six [agreements](#) have been established

- Better allocation in day-care institutions, May 2018
- Children from exposed areas must be in day care, May 2018
- People on social security are banned from moving to ghettos, May 2018
- Agreement in the primary and lower secondary schools, May 2018
- A break with parallel societies, May 2018
- Agreement on the financing of the initiatives, May 2018

Strategy for inclusion of disabled persons on the labour market

The official document is a government strategy.

The strategy was launched in September 2018.

Title in Danish: [Flere mennesker med handicap skal i job](#). Title in English: More Disabled People in Employment.

Action plan on inclusion of LGBTI persons

The official document is an action plan.

The action plan was introduced in June 2018. The time frame is 2018-2021.

Danish title: [Handlingsplan til fremme af tryghed, trivsel og lige muligheder for LGBTI-personer](#)

English title: Action Plan to Promote the Safety, Well-Being and Equal Opportunities for LGBTI Persons

Action plan to prevent and combat bullying

The official document is an action plan.

The action plan was introduced in 2016. It is still in action.

Danish title: [Alle for en mod mobning. Aktionsplan til forebyggelse og bekæmpelse af mobning i dagtilbud, grundskole og på ungdomsuddannelser](#)

English title: All for One Against Bullying. Action Plan to Prevent and Combat Bullying in Day Care, Primary and Lower Secondary Education, as Well as in Upper Secondary Education

Action plan against homelessness

Type of document: action plan

Danish title: [Handlingsplan til bekæmpelse af hjemløshed](#)

English title: Action Plan to Fight Homelessness

Time of introduction and time frame: October 2017, in effect.

Scope and contents

Social mobility

The overall objective in the plan is to include more people in the labour force and to have fewer marginalised people in Denmark. The Danish government's social policy is founded on the principle that people should be given help to join the labour force, if this is possible. Everyone should have the chance to support themselves, to lead an independent life with an education and a job.

It is the government's policy that all marginalised people have the potential to progress and to take control of their own lives. Better prevention of social problems is necessary to ensure that fewer people become marginalised.

The pursuit of the social goals depends on different sectors and authorities working together and arriving at joint solutions. A better life for marginalised people and those with disabilities is one of the aims not only of social policy but also of policies on education, employment, and health. Furthermore, social progress is dependent on strong collaboration between national, regional, and local authorities.

The plan outlines 10 goals for the social policy:

- Improved proficiency levels for disadvantaged children and young people in primary and lower-secondary education (Folkeskole)
- More disadvantaged young people to complete upper secondary education
- More people with disabilities to enter education and employment
- More people with mental disorders or social problems to enter education and employment
- More victims of domestic violence to enter education and employment

- Fewer disadvantaged young people committing crime
- Fewer homeless people
- More effective treatment of drug abuse
- More effective treatment of alcohol abuse
- More people outside the labour force to be involved in voluntary activities

The government has not set specific targets for the standards to be met by municipalities. However, each municipality will have to ensure progress through ongoing development of their social interventions. Each municipality must evaluate locally the standard it has to meet in order to contribute to this development.

The plan focuses on not only disadvantaged children and young people but also people with mental disorders and social problems, people undergoing treatment for alcohol abuse, people with disabilities, etc.

Specific target groups within the young population are:

- Disadvantaged children and young people affected by, for instance, abuse, domestic violence, or other social problems.
- 18-21-year-olds who have been subject to individual social service intervention or been placed in care in the past five years.
- 18-59-year-olds who are receiving social intervention due to reduced physical or mental capacity disorders under the Act on Social Services (Lov om social service).
- 18-59-year-olds receiving help from social services for social problems or mental disorders under the Act on Social Services (Lov om social service)..
- disadvantaged persons in the 15-17 age group receiving a criminal conviction.
- 18-24-year-olds who are homeless.
- Young drug abusers.
- NEETs.

Social inclusion in municipal primary and lower secondary schools

In relation to social inclusion, the second goal is relevant. Goal 2 establishes that primary and lower secondary education ([Folkeskole](#)) must lessen the significance of social background in relation to pupils' academic results.

The key political objective is to annually reduce the number of pupils with poor academic results in reading and mathematics.

The target group is pupils with parents with only lower secondary education or unknown education backgrounds.

Strategy on social inclusion in healthcare

The number of Danes with mental problems is rising. In [the national health profile survey from 2017](#), one out of five persons in the 16-24-year age group experiences poor mental well-being.

In the action plan, the government established 43 initiatives divided in six focus areas:

- More people are reached with early and accessible measures
- The competences of the staff are upgraded
- The quality in social-psychiatry is improved
- The most ill patients receive better and intensive treatment
- More coherence in the course of treatment
- More research and innovation

In order to ensure an up-to-date psychiatric system, the government establishes six targets:

- By 2025 at the latest, the share of young people with poor mental health must be reduced by 25%
- By 2015 at the latest, the use of force in psychiatric treatments must be reduced by 50% compared to the 2017 level

- Up to 2025, the number of people with poor mental health trying to commit suicide must be reduced
- By 2025 at the latest, the number of acute readmissions of psychiatric patients must be reduced by 15%
- Up to 2025, the number of psychiatric patients that were in employment one month before the hospitalisation and again six months after the hospitalisation must be increased by 10%
- More people who are subjects of a measure regarding social problems or psychiatric difficulties in the Act on Social Services (Lov om social service). must be in education or employment

The target group is, amongst others, young people with mental problems.

Strategy on parallel societies

The government wishes to break down parallel societies where residents have little contact with Danish society and Danish culture. Furthermore, residents in parallel societies are more often on social security than the rest of the population. The strategy established 22 initiatives in four areas:

- Demolition and restructuring of socially deprived living areas
- A firm regulation of who can live in a socially deprived living area
- Strengthened police measures and higher penalties for crime
- A good start in life for children and young people

In relation to young people, the following initiatives are relevant:

- People on cash benefit (kontanthjælp), education benefit (uddannelseshjælp), or integration benefit (integrationsydelse) are not allowed to move to ghettos.
- The parents' responsibility is underlined: Parents' whose children do not participate in primary and lower secondary education (Folkeskole) may receive a notification and a discontinuation of the children's allowance if the children are illegally absent for 15% in a quarter.
- Municipal primary and lower secondary educations (Folkeskole) and upper secondary education institutions with poor results in tests. As a final consequence schools may be closed down. Furthermore, the minister may obligate schools to stop accepting pupils with low academic skills.
- The government suggests doubling the punishment for violence in the home and honour-related violence.
- Increased penalty for breach of public authorities' duty to report on abuse and neglect of children and young persons.

Key political objective in the strategy: It is the government's objective that there are no ghettos or parallel societies in Denmark by 2030.

Specific target groups:

- Criminals
- People on social security
- People with migrant backgrounds
- Socially marginalised children and young people

Strategy for inclusion of disabled persons on the labour market

Currently, the Danish labour market is experiencing labour shortage in some sectors. Still, only one in three disabled persons are in employment. The government has established four focus areas:

- Less bureaucracy and easier transitions, for instance from education to employment
- Targeted initiatives to increase the number of disabled persons in employment
- Improved education possibilities for disabled young persons
- More knowledge on disability and less prejudice

The main objective of the strategy is to add approximately 13 000 persons with significant disabilities to the labour market by 2025.

The target group is all people with disabilities.

Action plan on inclusion of LGBTI persons

It is the government's goal that all people must have an equal opportunity to participate in society and to use their talents and gifts. Everyone's resources must be put into play and no one should experience discrimination based on gender, sexuality, or gender identity.

The government established 12 initiatives within the following focus areas:

- Counselling, network, and support
- Inclusion and openness on the labour market
- Combat prejudice among young people and promote openness in the education system
- Combat homophobia and transphobia in public and sports associations
- Knowledge and counselling services in health and elderly care
- International responsibility and cooperation

Political key objectives: The goal of the action plan is to reduce the number of LGBTI persons that experience failure to thrive, verbal harassment or hate speech, physical violence, and prejudice at work, in society, or in education institutions.

Key target group:

The key target groups is all LGBTI persons in Denmark. A special focus is on LGBTI persons with minority backgrounds, since they compose a group that is highly at risk of experiencing discrimination and failure to thrive.

Action plan to prevent and combat bullying

The action plan targets bullying in day-care and teaching institutions as well as digital bullying. Several surveys in day-care institutions, primary and lower secondary education (Folkeskole), and upper secondary education monitor bullying, failure to thrive, and loneliness amongst children and young people, but the existing measures need coordination.

Key political objectives:

- All children have the right to be part of positive and social learning communities
- No one should experience bullying
- Distribute the latest knowledge and promote measures to prevent bullying both off- and online
- To engage adults in associations, municipalities, schools, and the state in the prevention of bullying

Target group: All children and young people in day care, primary and lower secondary education, as well as upper secondary education.

Action plan against homelessness

The number of homeless people in Denmark is rising, especially among young people.

The government has launched four focus areas:

- National distribution of effective measures
- Prevention of homelessness via housing measures and counselling
- Easier ways out of homelessness via rehabilitation, support, counselling, and psychiatric help
- Other initiatives such as the investigation of homeless women and the establishment of acute accommodation

Key political objectives:

- More people must receive the accurate help
- The number of young homeless people must be reduced
- Elderly homeless people must receive assistance in order to live a safe and worthy life

The target group is all homeless people in Denmark, with a special focus on young people, women, and the elderly.

Responsible authority

Social mobility

The Ministry for Children and Social Affairs is the top-level authority for the plan and monitors the efforts carried out in the municipalities.

The municipalities have the primary responsibility for social interventions, but it is the responsibility of the state to provide the best possible framework for such interventions.

The plan is part of a larger reform of the voluntary sector, [Strategy for a Stronger Civil Society](#). (See [section 2.5](#))

The work on goals is underpinned by an ambitious data strategy designed to produce adequate data. More and better data will also allow for a wider and more qualified analytical approach within the social services, which in itself will reinforce effective intervention.

Since 2016, the Ministry for Children and Social Affairs has published an annual social policy report in which the status of the 10 goals is evaluated.

[The 2017 report](#) p. 49 shows progress, but only minor progress of a few per cent.

Goals	Number of persons in the target group	Baseline	Status (2015)
Improved proficiency levels for disadvantaged children and young people in primary and lower secondary school			No improvements
More disadvantaged young people to complete upper secondary education	20.500	51%	48%
More people with disabilities to enter education and employment	41.000	10%	11%
More people with mental disorders or social problems to enter education and employment	32.000	6%	7%
More victims of domestic violence to enter education and employment	-	-	-
Fewer disadvantaged young people to commit crime	14.500	9%	8%
Fewer homeless	6138	-	-
More effective treatment of drug abuse	17.000	40%	43%
More effective treatment of alcohol abuse	13.000	37%	39%
More people outside the labour force to be involved in voluntary activities	399.000	26%	30% (2017)

Social inclusion in the municipal primary and lower secondary schools

The Ministry of Education is the top-level responsible authority. The municipalities, i.e. the municipal councils ([kommunalbestyrelse](#)) have the sole responsibility for the municipal primary and lower secondary schools ([Folkeskole](#)). Thus, the municipalities are charged with the responsibility of ensuring the quality of teaching and the academic quality which is set by the parliament. Social inclusion is implemented at the local level.

The national goals are not integrated in any other national strategy.

The National Agency for Education and Quality, under the auspices of the Ministry of Education, is responsible for the state supervision of the teaching quality in local schools. [The supervision is based on the national goals](#). The agency screens schools regarding:

- The pupils' results in the 9th grade leaving examination in Danish, mathematics, English, and physics/chemistry
- The pupils' transition to upper secondary education programmes
- The school's ability to reduce the significance of social background
- The school's performance in the national well-being survey

If the school performs poorly, the agency initiates a dialogue with the municipal council ([kommunalbestyrelse](#)). Hereafter, the municipality has 12 months to improve the school's results. If the results are not improved after 12 months, the municipal council ([kommunalbestyrelse](#)) is instructed to draw up an action plan or to contact the ministry's learning consultants.

Furthermore, every second year all municipalities must report on the quality of the municipal schools based on the national goals. [The report](#) must indicate how the municipality and the schools live up to the goals.

Strategy on social inclusion in healthcare

The Ministry of Health is the top-level responsible authority. The healthcare system is the responsibility of the Danish regions.

The last target in the plan (*more people who are subjects of a measure regarding social problems or psychiatric difficulties in the Act on Social Services (Lov om social service), must be in education or employment*) is included in the strategy 10 Goals for Social Mobility, see above.

Since the action plan is not yet fully implemented and only part of the plan is financed, there is no information on monitoring and evaluation.

Strategy on parallel societies

The strategy is cross-sectoral and involves many ministries.

- The government is the top-level authority
- The Ministry of Children and Social Affairs is responsible for initiatives regarding children in day-care institutions
- The Ministry of Employment is responsible for initiatives regarding people on social security
- The Ministry of Education is responsible for initiatives regarding children and young people in primary and lower secondary education ([Folkeskole](#)) and upper secondary education
- The Ministry of Transport, Building and Housing is responsible for the demolition and restructuring of exposed living areas

Furthermore, the municipalities are responsible for implementing the initiatives, when the initiatives are passed in parliament.

In the strategy, the government announces that:

- Three appointed representatives must monitor the measures in the strategy and the effects of the initiatives
- The three representatives are assigned competences to submit motions to responsible municipalities where the development is unsatisfactory
- The three representatives are obliged to report annually on the measures
- The government will conduct an annual report with an overview of the measures
- The government will conduct analyses on selected areas
- The government will host an annual summit with Local Government Denmark ([KL](#)), relevant municipalities, experts, and other relevant partners

Strategy for inclusion of disabled persons on the labour market

- The Ministry of Employment
- The Ministry of Children and Social Affairs

The strategy is not integrated in any other strategy, but refers to the strategies 10 Goals for Social Mobility and Strategy for a Stronger Civil Society.

Part of the strategy is that the municipal job centres must report on their disability effort and conduct yearly surveys.

Action plan on inclusion of LGBTI persons

The action plan is broad in scope and several ministries are involved.

The minister for equal opportunities has the overall and coordinating responsibility for the LGBTI measures across other ministerial remits.

Other involved ministries:

- The Ministry of Foreign Affairs of Denmark
- The Ministry of Justice
- The Ministry of Industry, Business and Financial Affairs
- The Ministry of Economic Affairs and the Interior
- The Ministry of Development Cooperation
- The Ministry of Employment
- The Ministry of Immigration and Integration
- The Ministry of Health
- The Ministry of Children and Social Affairs
- The Ministry of Education
- The Ministry of Culture
- The Ministry of Higher Education and Science

A cross-sectoral ministerial working group is established in order to ensure knowledge sharing and coordinating. The Ministry of Foreign Affairs is the chair of the working group.

The action plan is not integrated in other strategies.

Several evaluation measures are mentioned in the action plan:

- The cross-ministerial working group is charged with the responsibility of a review of the Danish legislation regarding the need for regulations or new legislation.
- A dialogue forum is established to strengthen the dialogue and cooperation with civil society. The forum meets twice a year.
- In 2021, a national well-being and living condition survey will be conducted.
- Associations and NGOs may apply for funding to projects mentioned in the action plan. All recipients of funding are obliged to evaluate and report on their experiences.

Action plan to prevent and combat bullying

The Ministry of Education is the top-level authority.

Save the Children, The National Council for Children, Children's condition, and The Mary Foundation are partners in the project.

The action plan is not integrated in any other strategy.

There is no information on evaluation of the action plan, but the action plan contains a list of recommendations to implement locally. The recommendations are established in cooperation with 42 associations and inspiration from Swedish and Norwegian experiences.

Action plan against homelessness

The Ministry of Children and Social Affairs is the responsible authority.

The National Board of Social Services is charged with the task of implementing some of the initiatives, for instance a national counselling service and Housing First (see [section 4.6](#)).

The Ministry of Transport, Building and Housing is responsible for a fund for housing for young people.

The action plan is not integrated in any other strategy, but the action plan builds on experiences from the homeless strategy from 2009. Furthermore, the action plan refers to the strategy 10 Goals for Social Mobility.

A social investment pool and a national counselling service distribute knowledge of effective measures. Local projects must always report on experiences and results in relation to targets set in the application.

An evaluation of a fund for housing will be conducted.

Revisions/Updates

Social mobility

There is no revision of the plan.

Social inclusion in the municipal primary and lower secondary schools

The goals have not been revised since the 2013 agreement.

Strategy on social inclusion in healthcare

There are no revisions of the action plan.

Strategy on parallel societies

There are no revisions of the strategy.

Strategy for inclusion of disabled persons on the labour market

There are no revisions of the strategy.

Action plan on inclusion of LGBTI persons

There are no revisions or updates of the action plan.

Action plan to prevent and combat bullying

There are no updates of the action plan.

Action plan against homelessness

There are no revisions/updates of the plan.

4.4 Inclusive programmes for young people

Programmes for vulnerable young people

In Denmark, there is no national inclusive programme for young people.

Instead, vulnerable young people may receive help from a variety of programmes, projects, and initiatives funded by state funds.

The Act on Social Services (Lov om social service) and the Act on Active Social Policy (Lov om Aktiv Socialpolitik) oblige municipalities, regions, and the state to offer support and services in order to prevent social problems. Read more about services in ([section 4.6](#))

The rate adjustment pool ([satspuljen](#)), allocates money for programmes of a four-year period. Often, a programme is divided into minor projects, and municipalities, associations, and NGOs may apply for participation in the project.

The Ministry for Children and Social Affairs, the Ministry of Employment, the Ministry of Health and the Ministry of Immigration and Integration are responsible authorities for the rate adjustment pool ([satspuljen](#)).

The Ministry for Children and Social Affairs:

Focus areas in the upcoming 2019 agreement (list not complete):

- Marginalised and disadvantaged children, young people, and families
- Measures against violence, for instance a crisis centre for young people
- Financial support for selected associations, for instance Børn, Unge & Sorg (children, young people and sorrow) and SIND Ungdom (national association for young people's psychological health)
- Initiatives towards better well-being, for instance for LBGTI persons and homeless young persons

Focus areas in the 2018 agreements (list not complete):

- Combating homelessness
- Quality assurance in foster families
- Civil society strategy
- Improved measures for people with disabilities
- Children's rights – prevention of abuse
- LBGTI persons' rights
- Christmas help
- Summer vacation help

[Agreement of 2019](#)

[Agreement of 2018](#)

[Agreement of 2017](#)

[Agreement of 2016](#)

[Agreement of 2015](#)

The Ministry of Employment:

Focus areas in the 2019 agreement (list not complete):

- More people with disabilities in education and employment
- Measures for sick and marginalised people on the edge of the labour market
- Support for families in need

Focus areas in the 2018 agreement (list not complete):

- Measures for children and young people with special needs in the education system

[Agreement of 2019](#)

[Agreement of 2018](#)

[Agreement of 2017](#)

[Agreement of 2016](#)

[Agreement of 2015](#)

The Ministry of Health:

Focus areas in the upcoming 2019 agreement (list not complete):

- Improved measures in the psychiatric system
- Financial support in the area of tests and treatment of sexually transmitted diseases

- Distribution of the initiative for overweight and obese children, FitforKids

Focus areas in the 2018 agreement (list not complete):

- Improved measures in the psychiatric system, for instance free psychological treatment for young people in the 18-20-year age group

[Agreement of 2019](#)

[Agreement of 2018](#)

[Agreement of 2017](#)

[Agreement of 2016](#)

[Agreement of 2015](#)

The Ministry of Immigration and Integration:

Focus areas in the upcoming 2019 agreement (list not complete):

- More women with migrant backgrounds in employment
- Financial support of the project 'Friends show the way' run by Red Cross Denmark
- Partnerships between municipalities and civil society to combat negative social control
- National hotline against extremism and radicalisation

Focus areas in the 2018 agreement (list not complete):

- Distribution of the project Get2Sport run by DIF
- Measures for early prevention of gang-related crime
- Measures for integration through employment

[Agreement of 2019](#)

[Agreement of 2018](#)

[Agreement of 2017](#)

[Agreement of 2016](#)

[Agreement of 2015](#)

Funding

The Act on Social Services (Lov om social service) and the Act on Active Social Policy (Lov om Aktiv Socialpolitik) obliges municipalities, regions, and the state to offer support and services in order to prevent social problems. Read more about services in [\(section 4.6\)](#)

The rate adjustment pool ([satspuljen](#)), allocates money for programmes of a four-year period. Often a programme is divided into minor projects, and municipalities, associations, and NGOs may apply for participation in the project.

Quality assurance

There is no national system of quality assurance of inclusive programmes. Instead, funds, ministries, associations, and municipalities have their own quality criteria depending on the type of funding they provide.

Associations may receive funding for the running of the association or funding for a specific project, for instance development.

Funding for running an association is based on number of members, and the association must report membership.

Funding of specific projects is based on applications with project descriptions, objectives, and targets. Associations must report the status of the project, typically midterm and at

the end of the project. If the association does not fulfil the objectives established in the application, the funding can be withdrawn. Furthermore, a financial statement documenting all expenses related to the projects must be provided at the end of a project.

Based on evaluations from the rate adjustment pool ([satspulje](#)) programmes, the National Board of Social Services has developed [several programmes](#) that municipalities can choose to implement and finance locally. The national board provides well-proven and evaluated measures including training and guidance.

The National Board of Social Services and the Social Supervision monitor, supervise, and evaluate the social measures offered in municipalities, regions, and by private suppliers. (See [section 4.2](#))

4.5 Initiatives promoting social inclusion and raising awareness

This section describes how top-level authorities responsible for youth social inclusion promote social inclusion.

Intercultural awareness

The Danish historian and theologian Hal Koch (1904-1963) was a safeguard of democracy during and after the Second World War. To Hal Koch, democracy was not just a form of government, it was also people that engage in conversation and citizenship. In this spirit, Hal Koch established the Danish Youth Council ([DUF](#)). (See [section 5.3](#))

Among [DUF](#)'s projects is the [programme Dialogue Ambassadors](#) that teaches young people how to express their own opinions and listen to and respect other people's opinions. The ambassadors advance intercultural awareness and overcome prejudices.

The programme targets young people from Denmark, Egypt, Tunisia, and Jordan.

The programme has been externally evaluated by Als Research. Among other things, the report concludes that the programme strengthens the cooperation between groups of young people with different social, political and religious backgrounds and that [the programme decreases the level of conflict](#).

[DUF](#) has produced a [dialogue handbook](#) in Danish and English

Furthermore, the very objective of non-formal general adult education ([folkeoplysning](#)) is to advance democratic understanding and active citizenship. Via the Act on Non-formal General Adult Education ([Folkeoplysningsloven](#)), it is possible to receive funding for projects. (See [section 2.1](#))

Young dialogue facilitators

The Danish Centre for Prevention of Extremism can organise [visits from young dialogue facilitators](#) where necessary. These dialogue facilitators will be able to visit schools or clubs, for example to discuss topics that help promote the self-understanding and civic citizenship of local youngsters. This includes topics such as identity, family relations, self-determination, negative social control, participation in society, freedom and responsibilities, obligations and rights, pro- and anti-social communities, equal opportunities, discrimination, friend and enemy images, intolerance, and extremism.

Tools and materials to advance parent–teacher cooperation

The Ministry of Immigration and Integration has developed a series of tools and inspiration material. [The material](#) targets the cooperation between parents with migrant backgrounds and the teachers and pedagogical personnel in day-care institutions. The tools and inspiration material are available in Danish and four other languages.

There is also a guide to parent–teacher meetings, school–home conversations, home visits, the involvement of parents with migrant backgrounds in the schools. The material is based on an appreciatory approach to the cooperation, for instance in relation to the fact that parents with migrant backgrounds may have a very different experience of schools.

Young people's rights

In 2016, funds were provided for the National Council of Children to update and relaunch three information leaflets aimed at three specific age groups (8-11 years, 12-17 years, 18 years+) placed in care outside of their home (The National Council of the Children, 2016). The leaflets cover a broad spectrum of rights and provide information about a number of aspects with regard to being placed in care outside the home.

In 2017, the Children's rights package ([Børnerettighedsplan](#)) allocated DKK 24 million over a four-year period to enhance the protection of children's rights and prevent the ill-treatment and abuse of children.

Specifically, the package consists of four initiatives:

- Strengthening of early detection of and rapid reaction to cases of ill-treatment with a specific focus on young children aged 0-6 years old. The project is carried out by the National Board of Social Services and is aimed at nursery teachers, health visitors, and other relevant personnel in a number of municipalities. Afterwards, experiences from the courses will be disseminated to other municipalities.
- Strengthening of the inclusion of children in their own social cases in compliance with the principle of children's right to be heard. The project is carried out by the National Board of Social Services in collaboration with the NGO Children's Welfare and is aimed at leaders and case workers in a number of municipalities.
- Permanent funding is allocated to ensure longer opening hours for the toll-free hotline 'the Children's Phone', which is run by the NGO Children's Welfare. The service is operated by volunteers with relevant educational backgrounds who offer advice to children and young people on all kinds of problems, including cases of abuse. The service is open every day, all year round, between 11 a.m. and 2 a.m. The caller can remain anonymous if he or she wishes and the calls are not listed on phone bills.
- An initiative to strengthen children's knowledge of their own rights with a particular focus on the right to be protected from abuse. Campaign activities and education sessions will be carried out by the NGO Save the Children Denmark to strengthen the knowledge among school children about their right to be protected from abuse and ways to receive help if they experience abuse.

The National Board of Social Services

The National Board of Social Services ([Socialstyrelsen](#)) and the National Council for Children have published a [series of articles about young people's rights](#) in relation to placements outside the home and foster care. The articles cover four types of placement:

- Foster care
- Residential institution (døgninstitution)/accommodation facilities (opholdssted) for children and young people
- Partly locked residential institution (delvis lukket institution)
- Secure residential institution

For each of the four themes, the article describes in writing and in a short film:

- The right to care and protection
- The right to self-determination and co-determination
- The right to involvement
- The right to privacy
- The right to family life

- The right to personal freedom and freedom to move
- The right to respectful treatment
- The right to file a complaint

Furthermore, for each article a series of realistic questions are asked and replied in writing, for instance:

'Can my foster parents decide which of my friends I can visit?' or 'Are my foster parents allowed to take my mobile phone?'

Lastly, two films describe young people's rights when they are in foster care or placed at an accommodation facility for children and young persons or an institution.

The National Board of Social Services

The National Board of Social Services (Socialstyrelsen) offers several forms of material in order to promote and inform about social rights:

- A counselling hotline for people who sell sex. The hotline counsels about social rights and ways out of prostitution. The board also has a [brochure informing about the hotline](#) in Danish, English, and Thai.
- A brochure about rights and possibilities regarding the treatment of drug abuse. The target group is drug abusers above the age of 18 (The National Board of Social Services).
- A brochure to relatives and people with a permanent and significant disability about the use of force in the treatment and care (The National Board of Social Services, 2015).

The Danish Children's Houses

The Danish Children's Houses ([De danske Børnehuse](#)): A cross-sectoral initiative to support municipalities in their work with victims of abuse below the age of 18 years. On the website of the Danish Children's Houses, a section targeting children and young people explains what abuse is, what public authorities do when they are informed about abuse, what the Danish Children's Houses do, and how the Children's Phone may help.

The Prosecution Service

The Prosecution Service ([Anklagemyndigheden](#)) informs victims of crime of the different procedures that may be enacted during the criminal justice process. Furthermore, the Prosecution Service has produced 3 leaflets to people who have experienced rape, sexual assault, violence and other personal crime. For instance: '[Advice and guidance for young people under the age of 18 who have been subjected to rape or other sexual assault.](#)' The booklets have been translated into English, German, Polish, Somali, Urdu, Turkish and Arabic

Courts of Denmark

Courts of Denmark ([Danmarks Domstole](#)) has:

- Produced a film targeting young people. The video explains the processes, people, and figures of speech during a trial.
- Produced an app with information to people who are going to be a witness in the court.

The Children's Telephone

The Children's telephone ([Børnetelefonen](#)). The Children's Phone is a toll-free counselling service via SMS, chat, in writing, and telephone run by the Danish NGO Children's Welfare ([Børns vilkår](#)). The phone service offers advice to children and young people, and thus contributes to the enhancement of children's rights. On the website of the Children's Phone, children and young people can find information about their rights.

The Children's Portal

The Children's Portal ([Børneportalen](#)). The Children's Portal is a website run by the National Council for Children under the auspices of the Ministry of Children and Social Affairs. The website targets children and young people in the 10-15-year age group. The website provides information on children's rights and how to get support/help.

The National Council for Children

The National Council for Children ([Børnerådet](#)) is a state institution under the auspices of the Ministry of Children and Social Affairs. The National Council for Children works to safeguard the rights of children and young people in Denmark. The council focuses on providing information on the conditions for children in Danish society. The council offers advice and consultancy to authorities on issues concerning children's conditions and takes children's views on board in its work. The National Council for Children assesses the conditions under which children in Denmark live in relation to the UN Convention on the Rights of the Child.

Children's Welfare

Children's Welfare ([Børns vilkår](#)) is a Danish NGO that improves the living conditions for children in Denmark based on the UN Convention of the Rights of the Child. Children's Welfare operates the Children's Phone, where children and young people can receive counselling and support. Furthermore, Children's Welfare support children and young people who experience bullying, neglect, or conflicts during and after divorce. Children's Welfare offers free and third-party assistance to children.

The Ombudsman's Children's Section

The Ombudsman's Children's Section ([Ombudsmandens børnekontor](#)). The ombudsman has a children's section. Here, children can file a complaint if public authorities do not obey the rules or if children's rights have been violated.

Key initiatives to safeguard democracy and prevent radicalisation leading to violent extremism

Action plans:

Preventing and countering extremism and radicalisation. National action plan (2016).

Title in Danish: [Forebyggelse og bekæmpelse af ekstremisme og radikaliseringsplan. National handlingsplan.](#)

Initiatives in the action plan:

A more coordinated and knowledge-based prevention effort:

- National knowledge and advisory centre for the prevention of extremism and radicalisation
- Common tool for assessing and referring cases about radicalisation
- Mapping of efforts and collaborations in the municipalities and Info-houses, where the SSP cooperation is anchored. See section 4.2 "cross-sectoral cooperation"
- Strengthening of the regional Info-houses

Enhanced effort in police districts and municipalities:

- Guidance to the police districts on case handling and risk assessment
- Exit training programme for selected employees in the police districts
- Guide to the municipalities on available measures in concrete cases
- Guidelines to the municipalities on collaborating with associations
- Municipal action plans to prevent extremism and radicalisation
- Increased focus on specific at-risk groups

- National corps of mentors and parent coaches

Countering extremist propaganda and preventing online radicalisation:

- Mapping of extremists' use of social media
- More rigorous prosecution of the dissemination of extremist materials
- Special unit for the removal of new online materials and a new blocking filter
- National Alliance against Online Radicalisation
- Digital voices of reason
- Mobilisation of young voices in the prevention of online radicalisation
- Educational and information materials on critical thinking

Hard line against foreign fighters:

- No social benefits to foreign fighters
- Protecting children and young people against returning foreign fighters and others convicted of terrorism

Targeted intervention in criminal groups:

- Consistent intervention against extremist utterances
- Targeted and consistent intervention against 'regular' crimes committed in radicalised groups
- Improved methods for preventing crossover recruitment

Stricter measures against radicalisation in prisons:

- New radicalisation unit and improved IT platform in the Danish Prison and Probation Service
- New exit tools and education of staff
- Intensified screening and monitoring of religious representatives in prisons
- Study of models for sectioning in prisons
- Participation in exit programmes as a requirement for release on parole

Systematic effort in day-care facilities, primary schools, and upper secondary school:

- Increased focus on early prevention in day-care facilities, primary schools ([folkeskole](#)), and upper secondary school
- New methods and enhancement of professionals' skills
- Model schools project for the prevention of hate crimes

Involvement of local communities:

- Strengthened effort in ghetto areas and vulnerable residential areas
- Improved methods for prevention in residential areas
- Extension of PET's outreach effort

Enhanced international effort:

- Better coordination of national and international efforts
- Strengthening of Denmark's contribution to the global coalition combating ISIL
- Developing on promising initiatives in the Middle East
- Enhanced international exchange of information on foreign fighters
- Expansion of current projects in the Horn of Africa
- Focus on the relevance of Danish development policy for the prevention effort
- Establishment and extension of projects in vulnerable countries

Prevention of Radicalisation and Extremism. Action Plan (2014)

Title in Danish: [Forebyggelse af radikalisering og ekstremisme. Regeringens handlingsplan](#)

The action plan identifies four key priorities:

1. Greater involvement by local authorities so that they recognise signs of radicalisation and take the necessary preventive action – including for people aged 18 or over.
2. New tools for prevention and exit work that focus on the prevention of online radicalisation and recruitment to armed conflict, as well as exit strategies for individuals in need of support to leave extremist groups.
3. Enhanced international partnerships, including capacity building in third countries to help them prevent extremism.
4. Mobilising civil society to involve relevant stakeholders in preventive work, including efforts to minimise the negative influence of ‘radicalisers’.

A common and safe future – action plan on the prevention of extremist opinions and radicalisation among young people (2009)

Title in Danish: En fælles og tryk fremtid – handlingsplan om forebyggelse af ekstremistiske holdninger og radikaliserings blandt unge

The action plan identifies seven key priorities:

- Direct contact with young people
- Inclusion based on rights and duties
- Dialogue and information
- Democratic community
- Measures in socially deprived living areas
- Special measures in prisons
- Knowledge, cooperation, and partnerships

Initiatives funded by the rate adjustment pool ([satspuljen](#))

In 2016 and 2014, the rate adjustment pool ([satspuljen](#)) allocated funds in order to prevent extremism and radicalisation.

[2016 \(2017-2020\):](#)

The agreement has four focus areas:

National efforts

- Danish Centre for Prevention of Extremism
- Development and implementation of a screening and assessment tool

Municipal efforts

- Municipal action plans
- Guidance to municipalities
- Prevention of crossover and recruiting of younger siblings
- Continuation of a corps of mentors and parent coaches

Prevention of online radicalisation

- Young-to-young communication to prevent radicalisation. The developing of campaigns, blogs, hashtags, etc. targeting young people below the age of 30.
- Teaching and information material

Prevention of radicalisation in day care, primary and lower secondary educations ([folkeskole](#)), as well as general and vocational upper secondary educations

[2014 \(2015-2018\):](#)

The agreement has three focus areas:

Municipal efforts

- Strategic municipal cooperation and skills development of municipal specialists
- Improved municipal measures targeting people above the age of 18

New tools for the prevention of radicalisation

- Methods of prevention and early intervention of radicalisation
- Prevention of online radicalisation
- Prevention of trips to armed conflicts in foreign countries
- Increased exit effort

Mobilisation of civil society and local communities (list not complete)

- National hotline
- Outreach measures
- Parent coaching

Legislation

Information is available here on the most relevant legislation relating to the prevention of extremism and radicalisation.

Social legislation

In April 2014, the former minister for children, gender equality, integration and social affairs sent information to the municipalities concerning opportunities for initiatives concerning people travelling to Syria, which fall within the scope of the Act on Social Services (Lov om social service). These opportunities are generally also applicable to initiatives involving citizens who, in a broader sense, are at risk of radicalisation and association with extremist environments.

Furthermore, on 10 December 2015 the Danish parliament (Folketinget) amended the Act in Social Services ([Lov om social service](#)) (Targeted advisory services for adults at risk of radicalisation, or who wish to leave extremist environments – section 12b).

Legislation concerning education

Legislation relating to schools is also relevant to prevention in the broadest sense. The Danish Primary and Secondary Education Act, section 1, para. 3, states that 'Primary and secondary schools shall prepare students for participation, responsibility, rights and obligations in a society that enjoys freedom and democracy. Therefore, the work of schools shall be characterised by intellectual freedom, equality and democracy.'

Corresponding provisions can be found in the legislation regulating private primary and lower secondary schools ([folkeskole](#)), upper secondary education, etc.

The Administration of Justice Act (Retsplejeloven)

Section 115 of the Administration of Justice Act provides an important foundation for the regional Info-houses whereby the police, municipalities, the Danish Prison and Probation Service, and the health regions need to be able to exchange information so that they can deal with concerns relating to extremism, radicalisation, and people travelling to conflict zones.

The provision is worded as follows:

'Section 115. The police may pass on information on the purely private circumstances of individuals to other authorities if doing so may be considered necessary with regard to

1. crime prevention cooperation (the SSP cooperation, (see [section 4.2](#)) "cross-sectoral cooperation"),
2. the cooperation of the police with social authorities and the social and psychiatric care sector as part of an initiative concerning socially vulnerable individuals (the PSP cooperation), or
3. the cooperation between the Danish Prison and Probation Service, social authorities and the police (the KSP corporation) as part of an initiative concerning
 - offenders released from institutions under the Danish Prison and Probation Service,

- offenders under the age of 18 who are released from institutions, etc. outside the Danish Prison and Probation Service where they have been placed in accordance with section 78, subsection 2 of the Sentence Enforcement Act, and
- individuals released from custody or other detention centre pursuant to chapter 70, if they are considered to be radicalised or at risk of being radicalised.

Para. 2. To the same extent as specified in para. 1, an authority may pass on information on individuals to the police and other authorities included in the forms of cooperation referred to in para. 1. Such information must, in connection with the stated forms of cooperation, not be passed on for the purposes of investigation of criminal cases.

Para. 3. If self-governing institutions that carry out work for the public sector in the field of social services, education and employment or the social and psychiatric care sector are involved, information may be exchanged between the authorities and these institutions in the forms of cooperation referred to in para. 1, to the same extent as specified in paras. 1 and 2.

Para. 4. The authorities and institutions included in the forms of cooperation referred to in para. 1 are not obliged to pass on information pursuant to paras 1-3.'

Act on Non-Formal General Adult Education ([Folkeoplysningsloven](#))

According to the Act on Non-formal General Adult Education, municipal councils ([kommunalbestyrelse](#)) establish and distribute margins of expenditure each year for the work of voluntary public awareness associations.

Section 4a of the Act on Non-formal General Adult Education states that public awareness associations cannot be awarded funding or provided with premises pursuant to the act if the purpose or behaviour of the association opposes or undermines democracy or fundamental freedoms and human rights. According to section 4a, municipalities cannot award funding or lend or hire premises to associations on grounds other than the act, including pursuant to the rules of the municipal authority, if the purpose or behaviour of the association opposes or undermines democracy or fundamental freedoms and human rights.

Information

National hotline: The national hotline supports and counsels when a family member, friend, colleague, etc. shows signs of radicalisation.

Danish Centre for Prevention of Extremism

The purpose of the centre is to strengthen Danish efforts to prevent extremism and radicalisation nationally, locally, and online. Thus, the centre supports the preventive work by municipalities, regions, crime prevention cooperation, educational institutions, housing organisations, associations, etc.

The aim of the centre is to promote the use of knowledge-based prevention and help to ensure that rapid and targeted intervention is possible in cases of potential radicalisation. The centre offers advice on the development of action plans for the prevention of extremism, guidance for professionals on potential action if there is any cause for concern, and courses designed to upgrade skills, often in partnership with other stakeholders. Moreover, the centre implements a range of method development projects and offers specific tools such as mentors, parent coaches, and young dialogue facilitators.

The centre is part of the Danish Agency for International Recruitment and Integration, which answers to the Ministry of Immigration and Integration.

On the website of the centre is a section for the general public with information about what to do when somebody shows signs of extremism. The section '[Are you worried?](#)' provides information on what signs to look out for, who to contact, and what happens after a tip.

National Intelligence and Security Authority (Politiets Efterretningstjeneste, PET)

Since 2007, PET has operated a centre for prevention that enables, supports, and builds partnerships with national and international actors who contribute towards preventing radicalisation and violent extremism.

The Danish Prison and Probation Service (Kriminalforsorgen)

The Danish Prison and Probation Service (Kriminalforsorgen) prevents radicalisation in the Danish prisons, for instance with the mentor programme, skills development of the personnel and development of cross-sectoral measures.

Prevention Centre of the Danish National Police (Nationalt Forebyggelsescenter, NFC)

The centre administers and coordinates the participation in crime-preventing collaborations, such as SSP, PSP, and KSP. (See [section 4.2](#))

Prevention of radicalisation and extremism through teaching

The National Agency for Education and Quality (Styrelsen for Undervisning og Kvalitet, STUK) supports and guides municipalities, primary and lower secondary schools ([folkeskole](#)), upper secondary education institutions and adult education institutions regarding their teaching methods and their teaching in democracy, citizenship, community, and how to strengthen children's and young people's critical sense and cope with concerns about extremisms and radicalisation.

The agency manages the ministry's teaching consultants, who counsel the local teachers. The teaching consultants have received additional training regarding guidance in relation to radicalisation and extremism.

Furthermore, the [ministry's portal EMU](#) provides teaching material and inspiration for lesson plans about radicalisation and citizenship.

The Ministry of Education launched a national democracy week in relation to the national teaching campaign "[Democracy Under Development](#)" that runs throughout 2018.

(See [section 5.8](#))

In March 2018, a [dialogue forum](#) set up by the minister of education presented its recommendations to the minister regarding democracy and citizenship education. Based on the recommendations, the minister has set up a permanent [advisory board](#) with the task of safeguarding the focus on citizenship education in the sector in the years to come. The advisory board counsels the minister. The board meets twice a year.

Furthermore, the minister will launch a conference in order to kick-start the efforts regarding citizenship education at local schools.

4.6 Access to quality services

In Denmark, all marginalised people with legal residence in Denmark are entitled to services and support. These services and support also include children and young people below the age of 18. The services are primarily a municipal responsibility.

The Act on Social Services ([Lov om social service](#)) obliges municipalities to offer a large variety of services, support, and benefits.

Housing

Access to housing

For children and young people below the age of 18, the municipalities may offer:

- Several forms of foster care and out-of-home care
- Residence hall, own rooms, dormitory
- Accommodation facilities for children and young people
- Residential institutions
- Independent boarding school for lower secondary students ([efterskole](#)), boarding schools, vocational schools
- Placement institutions

For young people in the 18-22-year age group, the municipalities may offer continuation of residence when the young person has been placed (anbragt) outside the home. The residence may be prolonged until the young person turns 23.

The target groups are:

- children and young people with physical and mental disabilities
- children and young people with fewer opportunities
- children and young people who have been placed outside the home
- children and young people with special needs

Housing for persons above the age of 18:

- Municipalities must offer housing for payment if a single person or a family is homeless.
- Municipalities must offer long-term housing to persons with substantial and permanent impairment of physical or mental function who need extensive assistance for general day-to-day functions or care, attendance or treatment, where such needs cannot be addressed in any other way.
- Municipalities may offer temporary housing to persons with substantial and permanent impairment of physical or mental function

Specific housing directed at young people at risk of social exclusion:

Housing first/Housing first for young people

[Housing first](#) is an approach that municipalities may offer people at risk of social exclusion.

The target group is in need of housing as well as social support. The approach also involves young people.

Transition residence (overgangsbolig)

Municipalities may offer young people a temporary, [transition residence](#) instead of care home/sheltered residence (botilbud) according to § 110 in the Act on Social Services (Lov om social service). The residence is offered as a transition to ordinary housing and the young person has committed to participate in counselling and support measures.

Crisis centre for women

According to the Act on Social Services (Lov om social service), municipalities must provide housing for female victims of domestic violence.

Sheltered residence

According to the Act on Social Services (Lov om social service), municipalities offer temporary sheltered residence for people with special needs.

Furthermore, a range of private associations provide shelters for homeless people.

Programmes for more affordable housing

Social Housing ([almen bolig](#)):

In Denmark, [the Act on Social Housing](#) regulates the social housing sector. All citizens can apply for a position on the waiting lists used by the housing associations when assigning tenants to apartments. Besides the waiting lists, the local authorities have a

municipal allotment right for a certain percentage of the vacant apartments in the social housing.

The social housing sector has a special obligation towards population groups with particular housing needs. For example, young students, the elderly, the disabled, single parents, refugees, and residents in need of rehousing because of urban renewal.

The aim of the public housing sector is [legally defined](#) as providing affordable and decent housing for all in need of it and to give tenants a legal and decisive right to influence their own living conditions.

During the last 60 years, the government has subsidized the construction of special housing for young people, because they often need interim housing after leaving home and before establishing a more long-term adult home. The target group for youth housing is young people in education and young people with special needs, e.g. arising from social problems.

The total stock of youth housing consists of 65,000 habitations, of which 38,000 are in halls of residence. Generally, social housing for young people is financed and managed in the same way as family housing.

The National Building Fund's, a private foundation established by law, primary purpose is the financing of construction and renovation of public housing. All public housing units pay a mandatory contribution to the fund. Housing organisations can apply for financial support from the fund for the construction of new public housings or renovation of existing homes.

Student housing:

Several housing associations ([boligselskab](#)) provide housing for students throughout the country, for instance youth accommodation and dormitories. The rent of the housing is affordable, and the housing is reserved for students while they are enrolled at an education institution.

Specific target group:

Different groups are entitled to different measures. Generally, the target groups for housing services in the Act on Social Services (Lov om social service) are:

- Young people with a physical or mental disability in the 18-22-year age group
- Young people in the 18-22-year age group who have been placed in out-of-home care
- Children and young people below the age of 18 with special needs
- Children and young people below the age of 18 who have served an imprisonment or detention

Social services

The Act on Social Services (Lov om social service) obliges municipalities to provide (list not complete):

- Regular contact persons for young people above the age of 18 who have been placed in out-of-home care (anbragt)
- A lay representative for children and young people below the age of 18
- Counselling
- Personal assistance
- Technical aids (hjælpebidler): The municipal council ([kommunalbestyrelse](#)) shall grant support for technical aids to persons with permanent impairment of physical or mental function
- Layout and interior design: The municipal council ([kommunalbestyrelse](#)) shall provide assistance for the layout and design of the homes of persons with permanently impaired physical or mental function where such layout or design is required to make the home better suited to accommodate the resident
- other consumer durables

- Transportation support, for instance interest free loans for the purchase of cars to persons with permanent impairment of physical or mental function

Target groups

- Persons with permanent impairment of physical or mental function
- Young people that have been placed in out-of-home care
- Children and young people with special needs

Health care

In Denmark, [part of the healthcare system is free](#). General practitioners, treatment at hospitals, and visits to the accident and emergency department are free. Furthermore, in Denmark, children below the age of 18 are entitled to free dental treatment.

The Act on Social Services (Lov om social service) entitles children below the age of 18 to psychological treatment when their mothers have been victims of domestic violence. Furthermore, public subsidies for psychological treatment are provided for a wide range of incidents, for instance depression, sexual abuse, incest, abortion, death in near family (list not complete).

According to the Act on Active Social Policy (Lov om aktiv socialhjælp), the municipality may offer financial support to medical treatment, medicine, dental treatment that cannot be covered by any other legislation. The act covers, for instance:

- Dental expenses above DKK 600 for persons in the 18-24-year age group
- Dental expenses above DKK 600 for persons in the 25-29-year age group receiving cash benefit (kontanthjælp) or integration benefit (integrationsydelse)

The Act on Social Services (lov om social service) obliges municipalities to offer drug abusers to treatment.

[The rate adjustment pool agreement \(satspuljeaftale\)](#) for 2018-2021 entitles young people with depression or anxiety in the 18-20-year age group to free psychological treatment from July 2018 to December 2021.

[The rate adjustment pool agreement \(satspuljeaftale\)](#) for 2017-2020 finances the sociolance. The sociolance is an emergency vehicle with social service and healthcare personnel. The sociolance assists socially excluded people such as the homeless, drug abusers, etc.

Some municipalities and clinics offer free dental care to homeless people.

Financial services

Several financial services exist.

Financial support ([boligstøtte](#)) for the rent in rented housing that has a separate kitchen. Depending on a person's income and breadwinner responsibility, he or she may be entitled to a public rent benefit.

The Act on Active Social Policy ([Lov om aktiv socialpolitik](#)): The purpose of the act is to prevent people who are situated on the edge of the labour market and have difficulties holding on to a job from needing public financial support.

At the same time, the act secures a financial safety net for people with no other means of supporting themselves. The purpose of providing financial support is to make the recipient capable of supporting him- or herself, such as (list not complete):

- Lump sum, for instance in case of eviction or the death of a spouse. A person is only entitled to help when the need of help could not be foreseen.
- Travel expenses when a parent does not live with the child and cannot afford to visit the child.

The Act on Social Services (Lov om social service) provides a range of financial services (list not complete):

- Coverage of lost earnings for parents who care for disabled children in the home
- Coverage of additional expenditure for the support of a disabled child
- Coverage of necessary additional expenditure for persons above the age of 18 with permanent disabilities

Public subsidies for medicine:

There are different [types of subsidies for medicine](#). Some are general and others depend on a person's social situation and income.

Furthermore, pharmacies can [divide the cost of medicine into 12 instalments](#) which makes it more manageable for people on low incomes.

Quality assurance

All municipal administration according to the Act on Social Services (Lov om social service) is subject to public monitoring and evaluation. The Social Appeals Board is entitled to initiate investigations when there is reasonable suspicion that a municipality has not considered all necessary contingencies. The Social Appeals Board may oblige the municipality to take the necessary initiatives in the interest of the child or young person. Furthermore, the municipalities may report on measures and initiatives offered. The National Board of Social Services supervises the municipal offers.

Furthermore, programmes and projects run by national agencies are evaluated.

4.7 Youth work to foster social inclusion

Policy/legal framework

In Denmark, there are no public programmes funded by top-level authorities applying to youth work fostering social inclusion.

Volunteers in private associations and organisations primarily carry out youth work. Top-level authorities have established a legal framework for the financial support of private associations and organisations.

Private initiatives for youth work fostering social inclusion may apply for public funding from four different pools, like any other type of associations.

- The Act on Non-formal General Adult Education (Folkeoplysningsloven)
- The rate adjustment pool (satspuljen)
- The profits from the national lottery and football pools (udlodningsmidlerne)
- The Act on Social Services, § 18 (Lov om social service)

See [section 2.1](#) for a detailed description of the funding rules and general criteria that apply to all associations.

The Act on Non-formal General Adult Education ([Folkeoplysningsloven](#))

Municipalities are obliged to provide financial support for activities for young people under the age of 25 years when the associations are democratic, open and available to all persons who approve the objectives and involves general adult education via non-formal learning. These activities often involve youth work. Social inclusion is not a criteria for funding.

The rate adjustment pool ([satspuljen](#)):

The rate adjustment pool funds programmes and projects that target socially vulnerable and marginalised people. Social inclusion is often an objective in the rate adjustment pool ([satspuljen](#)) agreements. Often, the programmes involve professionals dealing with

drug abuse, mental illness, or homeless people. Thus, youth work is not always an objective.

The profits from the national lottery and football pools ([udlodningsmidlerne](#)):

The profits from the national lottery and football pools fund national organisations within non-formal general adult education, youth activities, sports, and culture. The Danish Youth Council ([DUF](#)) is responsible for the allocation of funding for youth organisations. Youth work is a key priority. Social inclusion can also be a priority.

The Act on Social Services, § 18 (Lov om social service):

The Act on Social Services (Lov om social service), § 18, funds voluntary social work in associations and organisations. The activities may involve youth work. Social inclusion is not a criteria for funding.

Main inclusive Youth-Work programmes and target groups

There are no programmes funded or organised by top level authorities.

Youth work providers in the field of social inclusion for young people

The Danish Youth Council ([DUF](#)) allocates public funds for youth associations and organisations. Youth associations and organisations can apply for funding for operating and project funding. Some of the projects can involve social inclusion.

When receiving funding from [DUF](#), associations must formulate a project report when the project has ended.

Training and support for youth workers engaged in social inclusion programmes

There are no top-level youth work programmes fostering social inclusion. Therefore, there is no training or support made available by top-level authorities to youth workers active in social inclusion programmes.

Competences and skills required in youth work are recognised according to the same rules as voluntary activities. (See [section 2.7](#))

There is no youth work foundation or institute of youth work or top-level contribution to the professional development of youth workers.

Financial support

For financial support of associations and organisations, see above and (see [section 2.1](#))

Quality assurance

There is no inclusive youth work programme.

4.8 Current debates and reforms

Current debates

Youth Crime Tribunal

Plans to establish a [youth crime tribunal](#) targeting children and young people in the 10-17-year age group.

The tribunal is led by a judge, and the additional members are the police and municipal personnel. Young people committing serious crime must receive

1. An immediate reaction that has an educative character, and
2. A long-term improvement course.

Among others, the Council of the Children, the independent think tank Justitia, the NGO Children's Welfare, Local Government Denmark ([KL](#)), the Danish Association of Social Workers, the union of social pedagogues, and the Danish Bar and Law Society have been critical towards the bill and in consultative statements expressed deep concerns.

Some of the arguments have been that the bill criminalises children, that children's legal rights are under attack, and that the neutrality of the tribune is ambiguous (for instance the name of the tribune and the police's role in the tribune).

Examples of consultative responses:

[The National Council for Children's consultative statement](#)

[Justitia's consultative statement](#)

[Children's welfare's consultative statement](#)

The social system

The social system in Denmark targets a group of the population with very [complex problems](#). Homeless people may also be mentally ill and have problems with drug abuse. The system is not able to treat several problems at the same time, and measures often target mental illness or drug abuse individually. Socially marginalised people can fall between the cracks.

A report from VIVE concludes that [282 000](#) (approximately 7% of the population) socially marginalised citizens cost Danish society DKK 41 billion.

The report establishes that there is a need of individual, flexible measures to target very complex problems.

In 2018, the minister of public sector innovation and the minister for children and social affairs launched a strategy to simplify and coordinate the seven sector laws that target socially marginalised people in a new cross-sectoral main law. The new law covers employment, social affairs, education, and health measures, and the intention is to create one entrance to the welfare services.

[The bill](#) is part of the rate adjustment pool ([satspuljen](#)) agreement 2019-2022.

The homeless

The number of homeless people is rising in Denmark, and especially the number of young homeless people is rising despite a political focus, for instance with the homeless strategy (see [section 4.3](#)). [A new report](#) from the Home for Everyone Alliance and the private research institute Kraka established that in a Nordic comparison, Denmark is performing badly. The study establishes that Norway has succeeded in reducing the number of young homeless people by establishing affordable housing.

Young homeless people tend to [avoid the rough environments at the shelters](#). Young homeless people are often sleeping at friends and relatives, known as couch sleepers (sofasovere). Couch sleepers are in greater risk of rape, abuse, and physical assault.

In 2017, the parliament passed a law that made it illegal for homeless people to sleep in camps that made the local citizens feel insecure ([Zoneforbuddet](#)). Homeless people would be fined and an 800-meter-zone ban was introduced. From July 2018, the ban covers a whole municipality, which means that a homeless person can be expelled from the municipality where he/she has been sleeping for three months.

As a reaction against the law, citizens in Copenhagen marched in a torchlight procession and politicians expressed a wish to change the law.

Poverty

An ongoing debate about poverty and increasing inequality in income is periodically present in the media, by politicians, and among researchers.

Even though Denmark is among the countries in the world with lowest income inequality measured with the [Gini coefficient](#), the inequality has been [rising over the last 25 years](#).

The number of people living on a relatively low income for one year and for more than one year has been rising.

The debate contains related discussions:

1. Is inequality a problem?

Some say yes (for instance the Council for the Socially Marginalised, the Economic Council of the Labour Movement, LO), because poverty may worsen other [social problems and lead to social marginalisation](#). More often than other groups in society, people living in poverty cannot afford dental treatment, prescribed medicine, etc.

The Council for the Socially Marginalised finds it worrying that the government has implemented low public benefits, for instance:

- The cap on cash benefit ([kontanthjælpsloftet](#)), which is a cap of how much benefit a person can receive from the state
- The 225-hour rule (225-timers reglen) obliges recipients of cash benefit ([kontanthjælp](#)), integration benefit (integrationsydelse), and education benefit ([uddannelseshjælp](#)) to have had paid employment for at least 225 hours during the last 12 months. If recipients do not work 225 hours a year, they risk a reduction in their benefits.

Others argue (for instance the Conservative People's Party, Liberal Alliance, Cepos) that inequality is not a big problem in Denmark, since the [inequality is very low in an international and European comparison](#).

2. Poverty line

Politicians disagree whether Denmark needs an officially defined poverty line. The previous governments (2011-2015) introduced [a poverty line in 2013](#). The definition included capital/assets and income over the last three years. Students were not included.

In 2015, the current government abolished the poverty line.

In 2018, Statistics Denmark introduced a definition of relative poverty in order to contribute to the evaluation of the Danish compliance with the UN sustainable development goals. Relative poverty is a measure of a person's/a family's capital/assets and income in one year in relation to the general standard of living in Denmark. Students are not included (Statistics Denmark, 2018).

According to the [new measure](#), 3.1% of the population lived in relative poverty in 2015. In 2017, 3.9% of the population lived in relative poverty.

Based on the new measure, [The Economic Council of the Labour Movement](#) has published an [analysis](#) on children living in relative poverty in Denmark. According to the analysis, the number of children living in poverty increased with 12 000 children from 2016-2017. The total number of children living in poverty is 64 500.

The independent, liberal think tank CEPOS argues that focusing on income in one year exaggerates the magnitude of the problem. Cepos has defined a [low income line](#) in absolute terms. Based on this definition, the number of children living in low income families has dropped from 42 000 children in 2000 to 22 000 children in 2017.

5. PARTICIPATION

Denmark has no regular formal consultation body at state level, such as a youth parliament or a youth council. Nevertheless, there are several opportunities for young people to engage in decision-making processes, for instance via municipal youth councils or via a broad range of youth panels. Furthermore, student unions, pupil councils and youth associations are prevalent in Denmark. There are several pools of funding available to youth organisations at national and local level.

The voter turnout among young people has been rising since the 2009 municipal and regional election. In the municipal and regional election in 2017, the voter turnout was 75.1% for the 18-year age group.

5.1 General context

Main concepts

Denmark has no main concepts related to youth participation.

Institutions of representative democracy

Denmark is a constitutional monarchy, which means that the Constitutional Act limits the power of the monarch. [The Constitutional Act](#) is the most important piece of legislation in Denmark, and all other laws must comply with it.

Denmark has three levels of government:

1. The national level (the monarch, the parliament (legislative power), the government (executive power), and the courts (judicial power)
2. Regional level
3. Municipal level

The reigning monarch

Queen Margrethe II has [no political power](#). She does not interfere in political life or express political opinions. However, she does perform certain official functions related to political life, such as attending the opening of the Danish parliament, signing laws that have been passed in parliament, and formally appointing the prime minister.

Parliament

The Danish parliament is called [Folketinget](#). It is the legislative assembly in Denmark and passes all the [acts that apply in Denmark](#). The Danish parliament is also responsible for adopting the state's budget, approving the state's accounts, exercising control of the government, and taking part in international cooperation.

The parliament has 179 members from 92 constituencies. Two members are elected in Greenland and two members are elected on the Faroe Islands.

The Presidium of the Danish Parliament

The presidium ([Folketingets Præsidium](#)) is the supreme authority of the Danish parliament. It is made up of a speaker and up to four deputy speakers, who are elected by the parliament at the beginning of the parliamentary year or after a general election. The chief task of the presidium is to make sure that the work of the Danish parliament is organised and performed in a satisfactory manner. This includes ensuring that parliamentary regulations are complied with, both when it comes to political work in committees and the chamber and where the administrative work of the parliament is concerned.

Parliamentary committees

The chamber of the Danish parliament is where members of parliament (MPs) debate political issues and vote on bills. The committees are where these decisions are prepared.

Currently, the Danish parliament has 31 committees:

- The Business, Growth and Export Committee
- The Committee on the Danish Council of Ethics
- The Cultural Affairs Committee
- The Defence Committee
- The Domestic, Social Affairs and Children's Committee
- The Ecclesiastical Affairs Committee
- The Education and Research Committee
- The Education Committee
- The Employment Committee
- The Energy, Utilities and Climate Committee
- The Environment and Food Committee
- The European Affairs Committee
- The Faroe Islands Committee
- The Finance Committee
- The Fiscal Affairs Committee
- The Foreign Affairs Committee
- The Foreign Policy Committee
- The Gender Equality Committee
- The Greenland Committee
- The Health and Senior Citizens' Committee
- The Immigration and Integration Committee
- The Intelligence Services Committee
- The Legal Affairs Committee
- The Naturalization Committee
- The Rural Districts and Islands Committee
- The Scrutineers' Committee
- The Small Islands Committee
- The Standing Orders Committee
- The Subcommittee of the Standing Orders Committee
- The Supervisory Board in accordance with section 71 of the Constitutional Act
- The Transport, Building and Housing Committee

As a rule, the parties are represented in the [committees](#) in proportion to their size in parliament.

Government

The government exercises executive power and governs the country in accordance with the laws enacted by the parliament. The Danish government normally comprises about 20 ministers and is headed by the prime minister.

The prime minister determines the composition of the government with respect to the number of ministers and their remits. Each minister has a specific area of responsibility: the minister for the environment is responsible for environmental issues, the minister for taxation is responsible for matters involving taxation, and so on. Ministerial responsibilities are relatively fixed, but sometimes ministries are combined or remits are changed. The prime minister can also appoint new ministers for policy areas that the government considers particularly important.

[The Danish system of government](#) is known as negative parliamentarism, which means that the government does not need to have a majority in the parliament – but it must not have a majority against it. If there is a majority against it, the government must resign. The system of negative parliamentarism means that a minority government can govern Denmark. In fact, most Danish governments have been minority

governments, where the government parties have held less than 90 of the 179 seats in the parliament.

In the majority of cases, ministers are members of parliament, but this is not a requirement. If a minister is appointed who is not an MP, he or she is may of course speak in the chamber during debates but is not entitled to vote.

Regional level

Since 2007, Denmark has been divided in five regions.

The regions have three main tasks:

- Healthcare
- Regional development (business, education, culture, environment, public transport)
- Social services and special education

Each region has two political bodies:

- The [regional council](#)
- An executive committee

The council is the top-level regional authority. The regional council has 41 members elected by the citizens in the region. A chairman and two vice chairmen are elected among the 41 council members. The chairman is elected with a simple majority vote among the present members. The regional council can set up committees, but these committees do not have decision-making competences.

The executive committee manages tasks relating to finances, budget, and accounts. Furthermore, the executive committee's opinion must be obtained in each case decided by the regional council.

The [regional council](#) members are [elected for four years](#).

The municipal level

Since 2007, Denmark has been divided in 98 municipalities.

[The municipalities](#) are responsible for the close-to-home welfare, such as public schools, unemployment services, care for the elderly, child care, social services, integration, etc.

[The municipalities](#) are governed by a municipal council, which is the top-level municipal authority. The chair of the municipal council is the mayor. The mayor is elected in the council's constituent meeting but does not have a greater say than the other members. The mayor is elected by simple majority among the members present.

The municipal council [must set up a finance committee](#), and often the council delegates tasks to 4-6 permanent committees (e.g. the technical and environmental committee, children and youth committee, culture and leisure committee, and employment committee).

Main legal principles concerning elections

According to the Constitutional Act, there must be a general election at least once every four years. The prime minister is responsible for calling a general election before the electoral period expires, i.e. within four years, but an election may also be called earlier at the prime minister's discretion.

Voting in Denmark is voluntary

In Denmark, it is voluntary to vote and the voting is cast either by secret ballot on election day or by post before election day.

Voters will receive a polling card by post well in advance of election day. The polling card will tell them when and where to vote.

Secret ballots

Voters hand in their polling cards at the polling station and receive a long ballot paper listing the names of the parties and the candidates running for election. The ballot is secret and votes are cast in polling booths so that nobody can see who people vote for.

Voters can put a cross either beside the name of a person or a party.

An alternative to voting in person is voting by post. Thus, people who are unable to get to a polling station (e.g. if they are not in the country or are hospitalised) can still vote.

Election threshold

Parties that win very few votes will not be represented in the parliament. There is a lower limit, an [election threshold](#), of 2% to the number of votes a party must win to be elected to the parliament. However, if the party has won a constituency seat, the party will enter the parliament nonetheless. In practice, this is extremely rare.

Due to the low election threshold, Denmark has a [multi-party system](#) with a relatively large number of parties in the Danish parliament.

Since the election in June 2015, the following [political parties](#) are represented in the Danish parliament.

- The Liberal Party
- The Danish Social Democrats
- The Danish People's Party
- The Social Liberal Party
- The Socialist People's Party
- The Red-Green Alliance
- Liberal Alliance
- The Conservative Party
- The Alternative
- Inuit Ataqatigiit
- Nunatta Qitornai
- Tjóðveldi
- Javnaðarflokkurin

5.2 Youth participation in representative democracy

Young people as voters

Since 1978, the voting age limit in Denmark has been 18 years of age for all types of election.

There is no imminent plan to lower the voting age limit.

There is no special provisions for young people in electoral law.

Everybody on the [electoral register](#) who is not able to appear at their polling station on election day during voting hours can vote in advance. Thus, young offenders and young persons who are completing their military service or are deployed can vote in advance. The advance voting takes place under the auspices of Danish authorities or vote receivers appointed by the Danish authorities to perform this task and with material procured by the Danish Ministry of Economic Affairs and the Interior.

The turnout of young people

The national turnout in the [2017 municipal and regional election](#) was 70.8%.

18 years	75.1%
12-21 years	60.1%
22-29 years	54.9%

The national turnout in the [2015 general election](#) was 85.9%.

18 years	83.7%
12-21 years	77.1%
22-29 years	79.1%

The national turnout in the [2014 election for the European Parliament](#) was 56.3%.

18 years	49.4%
12-21 years	39.4%
22-29 years	44.0%

Young people as political representatives

The legislation dealing with young people as political representatives are [the Danish Parliament Election Act](#), [the Local and Regional Government Election Act](#), and [Members of the European Parliament Election Act](#).

Among other things, these acts determine criteria for eligibility. In order to stand as a candidate for general, regional, municipal, and European elections, young persons must have turned 18. There are no quotas or special functions reserved for young people in these acts.

Members of political parties

There is no legislation on youth party wings. However, [most political parties have youth wings](#).

Members in 2017:

Youth party	DSU	KU	VU	SFU	RU	SUF	DFU	LAU	NBU*	ÅU**
Members	1806	1305	2594	1298	1006	1361	635	1253	-	289

*Do not wish to disclose number of members

**September 2018

Young candidates in national, regional, municipal, and European elections

The age limit for standing as a candidate is 18 years.

There is no quota of seat reserved for young people and no existing provisions aiming at facilitating young people standing as political candidates.

Young people as elected representatives in national, regional, municipal, and European assemblies in the current term:

National parliament	
Average age (years)	45.5
Proportion of young people below 30 (%)	4
Regional councils	
Average age (years) (Statistics Denmark, March 2018)	53.4 years
Proportion of young people below 30 (%) (Statistics Denmark, March 2018)	5.85 (12 out of 205)
Municipal councils	
Average age (years) (Statistics Denmark, March 2018)	51.4
Proportion of young people below 30 (%) (Statistics Denmark, March 2018)	5.46 (133 of 2432)
European Parliament	
Average age (years)	Slightly over 51

Proportion of young people below 30 (%)	-
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There is no existing provisions aiming at facilitating young people standing as political candidates.

5.3 Youth representation bodies

This section focuses on government policies, guidelines, and rules that establish, regulate, and support youth representation bodies. It provides a detailed overview of the structure, function, and role of such youth representation assemblies, councils, or unions.

Youth parliament

Denmark has no regular formal consultation body at state level like a national youth parliament or an institutionalised youth council.

However, every second year the Danish parliament hosts a one-day ‘youth parliament’ ([Ungdomsparlamentet](#)) The purpose of the initiative is purely educational. Pupils from 8th and 9th grade in Denmark, Greenland, and the Faroe Islands are invited to draft a bill to the parliament. The top 60 bills are selected and 178 pupils participate in the youth parliament. The pupils gain knowledge about the decision-making process in the Danish parliament, meet ministers and MPs, as well as practice their argumentation, discussion, and presentation skills.

The initiative is financed by the Danish parliament, the Ministry of Education, and DUF.

Youth councils and/or youth advisory boards

In Denmark, several youth councils, panels, and advisory boards exist at state, regional, and municipal level.

Youth representation bodies at state level:

The **Danish Youth Council** ([Dansk Ungdoms Fællesråd, DUF](#)) is an umbrella organisation representing 72 youth organisations in Denmark.

Structure

DUF is not part of the constitutional structure.

Since DUF is a private organisation, [the legal framework of DUF](#) is its statutes.

Because DUF is also responsible for distributing 145.8 million DKK of the profits from the national lottery and football pools (udlodningsmidlerne) to Danish youth organisations and youth projects, DUF is also regulated by:

- Ministerial order on the presentation of accounts
- Act on Allotment
- Act on Public Administration
- Act on Transparency in Public Administration

The Act on Allotment establishes that DUF determines the rules regarding the distribution of the profits from the national lottery and football pools (udlodningsmidlerne). However, the Lottery Youth Tribunal must approve the rules, and the Lottery Youth Tribunal supervises DUF’s distribution and use of the profits from the national lottery and football pools. Furthermore, the tribunal handles complaints about DUF’s distribution of grants.

[Members of DUF](#) are children and youth organisations.

Member organisations must:

- Have local divisions in four of the five Danish regions.
- Have more than 50% of their membership below the age of 30.

- Offer enlightening, educational, or civic activities.
- Have a democratic structure.

Composition

There are no public measures facilitating greater inclusiveness and diversity.

The assembly of delegates is the highest authority of DUF.

The assembly of delegates:

- Elects DUF's board.
- The assembly of delegates is composed of delegates and the board.
- The number of members at the assembly of delegates is based on the members of each organisation. Less than 1000 members entitle an organisation to one delegate. More than 85 000 members entitle an organisation to 13 delegates. The maximum is 17 delegates per organisation.
- The age range of members: More than half of the organisations' members must be below the age of 30 years. There is no provision regarding the age range of delegates and boards members.
- Only delegates are entitled to vote.
- The voting for board members is cast by ballot.
- Simple majority is used when nothing else is stated.
- Simple absolute majority is used in elections for president and vice president.
- The assembly of delegates is held each year, but the mandate period of the board is two years. Elections are held in odd-numbered years.

The board:

- Is the highest authority after the assembly of delegates.
- Is elected at the assembly of delegates.
- Consists of 19 members: a president, a vice president, 3 members of the executive committee, and 14 ordinary members. The members of the board must represent different youth organisations.
- Mandate period is two years.
- Candidacies must be announced one week before the assembly of delegates.
- Meets every month.

The executive committee:

- Is the highest authority after the board.
- Is elected at the assembly of delegates.
- Mandate period is two years.

Role and responsibilities

The assembly of delegates determines the policies and activities of DUF.

DUF's objective is to strengthen children's and young persons' involvement in the associational life and in democracy locally, nationally, and globally. DUF has four long-term focus areas:

- Young people's voter turnout: DUF works to increase the voter turnout among young people. DUF runs campaigns during election time in order to generate attention on the election and to make young people politically aware and politically confident. After the election, DUF analyses the voter turnout and publishes reports.
- Lowering the voting age from 18 to 16 years.
- Associations:
 - DUF supports youth associations financially with three types of grants based on the profits from the national lottery and football pools (udlodningsmidlerne).
 - DUF assists youth associations with regard to administration, economy, and the legal framework (e.g. tax, insurance, and municipal grants).
 - DUF conducts surveys and research projects on different aspects of young people's associational life.

- DUF hosts workshops and courses for the member organisations (project development, development of international project/partnerships, youth leader courses, etc.).
- Selects the Youth Municipality and the Youth Organisation of the Year.

Furthermore, every second year the assembly of delegates establishes the political objective of DUF's work. In the 2018-2019 strategy period, the focus is on including all young persons in the community, both nationally and locally.

Lastly, DUF plays a role in policymaking. DUF represents the organised Danish youth in several public committees:

- Special EU Committee Regarding Education and Youth (EU-specialudvalget for Uddannelse og Ungdom) under the auspices of the Ministry for Higher Education and Science
- EU Structured Dialogue (EU's strukturerede dialog)
- The Voluntary Council's knowledge network (Frivilligrådets vidensnetværk) under the auspices of the Ministry for Children and Social Affairs
- Institute for Cross-Party Cooperation (Institut for Flerpartisamarbejde)
- Council for Children's Learning (Rådet for Børns Læring)
- Committee for Youth (Udvalget for Ungdom, IUP)
- 2030 network: The parliament's cross-political network for the UN's sustainable development goals (SDG)
- Development Aid Committee (udviklingspolitisk råd)
- Nordic Baltic Cooperation (NBC)
- The Nordic Committee for Children and Young People (NORDBUK)

DUF also formulates hearing statements and are represented in state advisory ad hoc committees.

Funding

DUF is primarily [publicly funded](#).

Youth panels

Youth Panel ([Ungepanel](#))

In May 2018, the minister of health established a Youth Panel comprised of 10 young persons in the age group 20-26 years. The Panel deals with young people's mental wellbeing and functions as an advisory board for the minister. The participants are engaged in different youth organisations involved in psychical illness, among others DUF (see above) and DSF (see below). The participants are nominated by the organisations themselves or selected by the minister based on their engagement in the public debate.

In the autumn of 2018, the panel will [meet with the minister](#) a couple of times to discuss issues related to young people's mental wellbeing. In the end of 2018, the panel will formulate nine recommendations for the minister.

The Media Council's SoMe panel

The Media Council for Children and Young People ([Medierådet for børn og unge](#)) is a national council that classifies films for children under the age of 15 and provides guidance on children's and young people's use of computer games and digital media.

Since 2016, the Media Council has had a regular youth panel consisting of 10 average young people in the 13-15 age group with no experience from pupil's councils, etc. The 10 young people come from all over Denmark.

Save the Children Denmark and Centre for Digital Youth Care are partners in the project, and the panel members were selected from Save the Children's school network. The selection was based on local teachers' nomination of qualified pupils.

The SoMe Youth panel deals with young people's use of social media and digital technologies. The panel has published recommendations to adults on how to guide young

people in the use of social media. In the process of developing the recommendations, the Media Council has consulted the Centre for Digital Youth Care's online chat group, Cyberhus, as a measure to reach vulnerable young people and to improve the representativeness of the recommendations.

The panel has no political decision-making competences. The panel has presented their recommendations to the minister of culture and other relevant stakeholders.

The Media Council wishes to change the composition and structure of the panel, since it is difficult to gather the young people. Every year, the Media Council and its partners select an entire class based on Save the Children's school network. The class advises the Media Council and partners regarding social media and digital technologies. The Media Council and partners continue the consultations in the chat group, Cyberhus.

The Children and Youth Panel ([Børne- og Ungepanelet](#))

The Children and Youth Panel (Børne- og Ungepanelet) is the National Council for Children's ([Børnerådet](#)) panel. The National Council for Children is a state institution under the auspices of the Ministry of Children and Social Affairs. The Children and Youth Panel is a regular survey in 100 Danish school classes randomly selected by the Danish School of Education (DPU). The National Council for Children chooses the focus of the survey (e.g. mental well-being, divorce, financial crisis). A preliminary examination is made in one class in order to understand the ways children and young people perceive and talk about the theme of the survey. This method ensures that children's perspective are included in the formulation of the survey.

Expert groups of the National Council for Children ([Ekspertgrupper](#))

The groups consist of 4-10 children/young persons with specific and personal knowledge of special problems that involve 5-10% of Danish children/young people (e.g. mental illness, poverty, children of convicts, etc.). The panel meets three times over 2-3 months, and the discussions in the panel result in recommendations to practitioners or policymakers. Sometimes the panel itself presents the recommendations. The selection of panel participants is complicated, since the panel must be experts on the selected theme. Thus, the National Council for Children is in close contact with other institutions that cooperate with children/young persons, for instance schools, interest organisations, therapist groups. The National Council for Children obtains consent from parents or guardians when the child is below the age of 15.

Youth panel ([ungepanel](#))

Ungepanel.dk is a national network of youth panels at the Danish hospitals. Currently, the network is composed of local youth panel representatives from five Danish hospitals. Each local youth panel is entitled to four seats in the national network.

The age group for the local youth panels varies.

All young people in the target group seriously or chronically ill can participate in the panel.

The local youth panels meet several times a year. Some panels discuss local matters such as youth rooms at the hospital, while others discuss ill people's rights, school, and friendship.

The national youth panel network speaks out for young ill people and advises politicians and decision-makers at the hospitals.

Youth Panel support after a placement ([investering i efterværn Ungepanel](#))

The National Board of Social Services runs a project in which seven municipalities receive guidance and funding to establish support for young people after a placement (aftercare measures). One of the measures in the project is to establish a youth panel for young people who are or have been on a placement. The panel counsels the seven municipalities regarding young, socially marginalised people's needs after a placement.

There is no information available regarding the regularity of consultation.

Youth councils/advisory board at the municipal level

At the municipal level, two types of council/board exist:

- Youth councils
- Joint pupil council

The municipal youth councils vary greatly as far as structure, composition, and political influence is concerned. Some youth councils are open to all young people in the municipality, others require an election. Some councils coordinate municipal/cultural events for the youth while others have political influence and their own budget. Most youth councils are entitled to be consulted by the city council (byrådet) in matters related to youth.

In 2015, the Ministry of Culture launched a strategy in order to [increase the number of youth councils](#).

The goal was to establish a [youth council](#) in each municipality. In 2018, 65 of 98 municipalities have a youth council and 10 municipalities are about to establish one.

The joint pupil council is based on the local pupils' councils from the municipal schools. Forty-one municipalities in Denmark have committed themselves to a set of regulations established by the organisation Danish School Pupils ([Danske Skoleelever – DSE](#)). These municipalities are called pupil-friendly municipalities. The regulations obligate the municipalities to:

- Fund the joint pupil council with representatives from all local pupil's councils. The joint pupil council engages in school political matters.
- Commit to a minimum standard for youth influence.
- Assist the joint pupil council in its work. Often a civil servant assists the council.

In 2016, DUF made a guideline concerning the construction and influence of the youth councils and the joint pupil councils. DUF (2016) Retningslinjer for ungeinddragelse. DUF, København.

Higher education student union(s)

In Denmark, student unions of higher education students are independent organisations. No student unions of higher education students are funded directly by the public. In order to receive public funding, primarily through DUF (see above), they must apply on equal terms with other youth organisations. DUF distributes part of the surplus from the profits from the national lottery and football pools to youth organisations.

Currently, the National Union of Students in Denmark ([Danske Studerendes Fællesråd, DSF](#)) is the only national student union of higher education students [that receives funding from DUF](#) (see below).

The National Union of Students in Denmark

The National Union of Students in Denmark ([Danske Studerendes Fællesråd, DSF](#)) is a national, independent interest organisation for students enrolled in higher educations in Denmark. The union was established in 1932.

DSF represents 16 student organisations from higher education programmes, altogether 165 000 students from higher education institutions across the country.

DSF represents the following student unions:

- CBS Students at Copenhagen Business School
- Funen Art Academy
- Polyteknisk Forening at Technical University of Denmark (DTU)
- The Council of Architecture Students
- The Student Council at Aarhus University (AU)

- The Student Council at Design School Kolding
- The Student Council at Roskilde University (RUC)
- The Student Council at The Royal Danish Academy of Fine Arts – Schools of Visual Arts
- The Student Council at The Royal Danish Academy of Fine Arts – Schools of Architecture, Design and Conservation (KADK)
- The Student Council at The Royal Danish Academy of Music (DKDM)
- The Student Council at The Royal Academy of Music
- The Student Council at University of Copenhagen (KU)
- The Student Council at VIA University College Campus Horsens
- Student Council at IT University of Copenhagen (ITU)
- Studentersamfundet at Aalborg University (AAU)
- Syddanske Studerende at University of Southern Denmark (SDU)

Structure

The [legal framework of DFS](#) is its statutes.

The main organs running DSF at the top level:

General assembly

- The highest decision-making authority regarding organisational and economic affairs
- Held once a year in connection with the political conference
- The general assembly has the authority to make decisions regarding (list not complete):
- the budget
- exclusion of member organisations
- dissolution of the union
- amendments in the statutes

Political conference

The political conference is the highest political authority of DSF.

- Held twice a year, in the spring and in the autumn
- The political conference in the autumn elects the president, two vice presidents, one member of the executive committee, one 'organisation responsible' in the executive committee, and three members of the national forum

National forum

- Is the board of DSF
- The highest authority in between the political conferences
- The national forum manages DSF according to policies decided at the political conference and the general assembly

Executive committee

- Coordinates the work in the national forum
- In the political work, the executive committee refers to two committees: the academic affairs committee and the welfare and social affairs committee, which, in the everyday work, are the highest authorities within each policy area
- Takes action to implement the decisions made by the political conference

There are three political committees in DSF:

Welfare and social affairs committee

The committee on welfare and social affairs handles all of the political issues that affect the students living conditions and their daily life. The committee develops DSF's policy on areas such as housing, transportation, state education grant graduate unemployment, and study environment. The meetings are open to all who are interested from DSF's member organisations.

Academic affairs committee

The committee on academic affairs handles all of the political issues regarding the students' educations and education institutions. The committee develops policy on areas such as quality in educations, funding, and democracy at the education institutions. The meetings are open to everyone from DSF's member organisations.

International committee

The international committee coordinates the international aspects of DSF's work. These aspects range from representation of the interests of students in Denmark in international forums, such as the European Students' Union (ESU), the Nordic Presidential Meeting (NOM), or the European Union, to managing international projects, such as partnership projects with the Palestinian Student Council Forum (PSCF) and the Zimbabwe National Students Union (ZINASU).

The committees develop DSF's policy between the political conferences. In the committees, there are representatives from DSF's member organisations, and the two vice presidents are secretaries for the committees along with the international officer. The committees get together approximately three times each semester.

Composition

General assembly and political conference:

- Member organisations send delegates to participate in the general assembly and political conference.
- Elections for the political conference and the general assembly require that a quarter of the member organisations are present.
- The member organisations have votes according to the number of enrolled students.
- A delegate from a member organisation can have a maximum of three votes. Some decisions require simple majority, others require a majority of the vote from 33% of the member organisations present.

Executive committee:

- Five persons: The chair of DSF, the two vice chairs, and two elected persons
- Mandate duration: one year

The national forum:

- Currently 16 members: Eight members elected at the political conference, three representatives from the member organisations, and the five members of the executive committee. The members of the executive committee are automatic members of the national forum.
- The president of DSF is the chair of the national forum.

There is no guideline or outreach strategy to facilitate greater diversity.

Role and responsibilities

DSF works for better educations and for the improvement of living conditions for its members.

DSF uses different strategies to gain influence on national policymaking. DSF is active in the national press, formulate hearing statements, run campaigns, conduct surveys on subjects relevant to students, and is sometimes represented in national committees set up by the government or other bodies.

In order to gain influence, DSF has, like other citizens and organisations, the possibility to convince MPs to formulate policy proposals.

Furthermore, since January 2018 [all persons entitled to vote in general elections in Denmark may formulate a policy proposal](#) if three additional persons sign the proposal. If the proposal subsequently receives support from 50 000 persons entitled to vote in general elections, the parliament is obliged to discuss and vote on the motion.

Funding

DSF is funded by member fees, fundraising activities, and operating grants from DUF. DSF is an independent organisation, but it must comply with the funding rules established by DUF.

School student union(s)

In Denmark, students in primary, lower secondary, and upper secondary education have the right to establish pupil councils. The legal framework is statutory instruments and acts by the Ministry of Education. If the students at a given education institution do not establish a council, the head of the institution is obliged to urge pupils to do so. The pupil council is the pupils' representative vis-à-vis the education institution.

[Act on primary and lower secondary education \(folkeskole\):](#)

[The Ministerial order \(bekendtgørelse\) for the pupil council in primary and lower secondary education \(folkeskole\):](#)

The Ministerial order for all pupil councils in general and vocational upper secondary education:

The Association of Danish Pupils ([Danske Skoleelever, DSE](#))

DSE is the only school pupil union for primary and lower secondary education.

Structure

DSE is an [independent interest organisation](#).

The members of the organisation are local pupil councils from recognised primary schools, youth schools, and other youth education institutions in the primary school sector. Furthermore, individual pupils are admitted as members if they approve DSE's objects clause.

Members organise in at least 17 local divisions and these divisions are organised in five regions.

Local divisions are led by a local board with 11 members. From these local divisions, a president and vice president are elected. The presidents and vice presidents of the local divisions are members of DSE's board.

DSE's board can decide to establish additional divisions. The decision requires two thirds of the votes in the board.

The main organs of DSE are:

1. The general assembly
2. National conference
3. The board
4. The presidency

Composition

The general assembly

- The highest authority of DSE
- Held once a year
- Every member school is entitled to send delegates to the general assembly based on the number of pupils at the school
- Individual pupils can participate as observers
- All delegates and member councils are entitled to formulate proposals
- The general assembly elects the president, vice presidents, and 34 locally elected members
- Decisions are made by simple majority, except for amendments, which require a majority of two thirds of the votes

- Extraordinary general assemblies are held when the board is unanimous or is 10% of the members wish so

The national conference

- Held once a year
- The purpose of the conference is to train pupils and to determine next year's policy
- Rules regarding delegates and observers are similar to the general assembly
- Decisions are made by simple majority

The board

- Consists of the president, two vice presidents, and 34 locally elected members
- The board is the highest authority after the general assemblies and the national conferences
- Mandate period: one year

Role and responsibilities

Objectives: The objectives of the organisation are to promote the interests of the pupils, engage and activate the pupils, and to strengthen pupil participation.

Activities: DSE is involved in several activities (list not complete):

- Research
- Manages a telephone service funded by the Ministry of Education
- Develops teaching material
- Develops courses for teachers and classes
- Manages the certification of pupil-friendly municipalities (see above)

Polymaking:

In order to gain influence, DSE has, like other citizens and organisations, the possibility to convince MPs to formulate policy proposals.

Funding

DSE is funded by member fees from municipal school pupil councils, revenues from courses and teaching materials, and funding from public institutions such as DUF and the Ministry of Education. DSE is financially accountable to DUF and the Ministry of Education according to their rules on accounting and reporting.

There are three national unions for pupils at upper secondary educations receiving public funding:

- DGS
- LH
- EEO

The national school unions organise the local pupils' councils. [The legal framework of the local pupils' councils](#) is the ministerial order on pupil councils.

The pupils' councils cooperate with the board of the local education institution, the head of the institution, and other staff groups regarding educational, cultural, personal, and economic matters of the pupils.

Council members participate in all committee meetings related to pupils' concerns. Council members also participate in board meetings. At some education institutions, the council representative is entitled to vote.

Each year, a pupil meeting is held. All pupils at the institution are invited, all are eligible and have the right to vote.

The mandate period is one year.

Each pupil council has its own regulations and procedural rules that establish the exact number of members, the responsibility of the council, the frequency of meetings, etc.

The education institution provides funding for the activities in the council (e.g. membership fees for national pupil unions).

The councils unite in national member organisations for each youth education. In the national organisations, the pupils fight for better education, better conditions for pupils, and for influence on a national level.

The Union of Danish Upper Secondary School Students ([Danske Gymnasieelevers sammenslutning, DGS](#))

Structure

The Union of Danish Upper Secondary School Students (DGS) is a national, independent interest organisation. [The legal framework of the union is its statutes.](#)

Local pupil councils can join DGS. The members are organised in nine regions.

- The regions coordinates DGS' activities at the local schools
- The regional secretaries represent the local schools in DGS board meetings
- The highest authority in the regions is the annual meeting held once a year
- Each region has its own statutes
- The annual meeting elects the leadership of the region, which as a minimum consists of a treasurer and a number of regional secretaries

The main organs of DGS are:

- The national congress
- Activity conference
- Board
- Executive committee

Composition

A simple majority vote is used when not stated otherwise.

All students in upper secondary schools are eligible when not stated otherwise .

Only students enrolled in the Higher Preparatory Examination Programme are eligible for the Higher Preparatory Examination Programme committee.

The election of a president, two vice presidents, and board members in DGS is split up in four separate elections.

The national congress:

- All local pupil councils each have one vote. Members of DGS are given two additional votes.
- Furthermore, members of DGS receive one additional vote for every 300 students enrolled.
- A simple majority vote is used when not stated otherwise.
- The national congress meets once a year.
- Local student councils are entitled to send amendments and proposals to the national congress.
- The national congress elects the president, two vice presidents, eight board members, and three substitute members.
- The election of a president, two vice presidents, and board members in DGS is split up in four separate elections.
- All students in upper secondary schools are eligible, when not stated otherwise.
- A quarter of the members of DGS or one third of the board can call an extraordinary national congress. Initiators must formulate an agenda.

Activity conference:

- Meets once a year
- Determines next year's policy

The board:

- Highest authority between the national congresses and the activity conferences
- Consists of president, two vice presidents, two representatives of the Higher Preparatory Examination Programme, eight board members, an International Baccalaureate (IB) representative, and 18 regional secretaries
- The board meets at least 7 times a year
- The mandate period is from 1 July to 30 June
- Pupils can participate in board meetings and have the right to speak, except when the board discusses matters concerning private individuals
- The executive committee or one third of the board can summon an extraordinary board meeting

The executive committee:

- Highest authority between the board meetings
- Set up by the board on the constituent meeting
- Consists of the president, two vice presidents, and six members of the board
- Mandate period: from the board's constituent meeting to 30 June the following year
- Meets at least 12 times in the mandate period

Higher preparatory examination programme committee:

- Consists of a limitless number of higher preparatory examination programme students
- Only students enrolled in the higher preparatory examination programme are eligible for the higher preparatory examination programme committee
- The committee has decision-making competence regarding higher preparatory examination programme matters
- The committee appoints two representatives to participate in the board
- The two representatives must be confirmed at the national congress
- Meets at least four times in the mandate period from 1 July to 30 June

IB network:

- Consists of a limitless number of IB students.
- An executive committee for the IB network consists of two students from each IB school. The representatives are elected during regular network meetings.
- The IB network appoints one member to the board of DGS.
- Meets four times a year.

The day-to-day management of DGS is handled by the president and the two vice presidents.

Role and responsibility**Objectives:**

The role of DGS is to strengthen the local pupil councils. DGS acts locally through campaigns, workshops and presentations. The objective is to engage and activate pupils.

Activities:

Each year DGS runs campaigns on subjects related to upper secondary education. The campaigns can result in demonstrations, activities in the press, or surveys.

Policymaking:

DGS engages in national policymaking. Nationally, DGS tries to influence MPs from all parties dealing with education as well as the civil service in the Ministry of Education.

In order to gain influence, DGS has, like other citizens and organisations, the possibility to convince MPs to formulate policy proposals. Furthermore, since January 2018 [all persons entitled to vote in general elections in Denmark may formulate a policy proposal](#) if three additional persons sign the proposal. If the proposal subsequently

receives support from 50 000 persons entitled to vote in general elections, the parliament is obliged to discuss and vote on the motion.

The DGS also formulate hearing statements.

The decisions of DGS is not binding on policymakers

Funding

Approximately three quarters of DGS' budget is covered by public funding. DGS' grants primarily come from DUF (see above), from the Ministry of Education, and from membership fees. DGS is financially accountable to DUF and to the Ministry of Education according to their rules on accounting and reporting.

The National Federation of Business Students in Denmark ([Landssammenslutningen af Handelsskoleelever, LH](#))

The National Federation of Business Students in Denmark (LH) unites business students in Denmark.

Structure

LH is an independent, interest organisation. The legal framework of LH is its statutes.

Local pupil councils can join LH. Local member councils are organised in six regions that are the connection between LH and the local council. The regional offices coordinate regional activities at the regional business schools.

The main organs of the LH are:

- The general assembly: the highest authority of LH.
- Member conference: the second highest authority.
- The board: the highest authority in between the general assemblies and the member conferences. The board is responsible to the general assembly and the member conference.
- The executive committee.

Composition

The general assembly

- Held once a year.
- Each member school is entitled to send three delegates.
- Each year the board of LH decides upon the number of observers allowed from the member organisations.
- Delegates have the right to vote and speak at the assembly, observers only have the right to speak.
- The assembly elects a president, a political vice president, an organisational vice president, three national board members, and 12 regional board members.
- Only students from a business school are entitled to vote.
- A simple majority is used for most elections, except changes in the statutes. Changes in the statutes require the acceptance of two thirds of the delegates present.

Member conference

- Held once a year.
- The purpose of the conference is to determine next year's policies.
- Each member school is entitled to send three delegates. Each year the LH board decides upon the number of observers allowed from the member organisations.
- Delegates have the right to vote and speak at the assembly, observers only have the right to speak.

The board

- The board consists of the president, the two vice presidents, three national members, and 12 regional members

- The members of the board are elected at the general assembly
- The mandate period is one year

The executive committee

- The executive committee consists of the president, the two vice presidents, three national members
- The members of the executive committee are elected at the general assembly

Regions

- The six regional sections of LH act in accordance with the statutes of LH
- Each region also has a set of statutes that must be revised each year
- The regional sections also have a board
- The number of members is unknown

There is no guideline or outreach strategy to facilitate greater diversity.

Role and responsibility

Objectives:

LH coordinates the initiatives in the interest of the business pupils and represents these interests to the school boards and politicians.

Activities:

- LH is active at the local level, where it seeks to improve pupils' conditions at the school.
 - For instance, pupils can contact LH if they feel discriminated or wish to file a complaint.
 - LH hosts a series of workshops in order to improve the work done in the local pupil councils.
- LH is also active at the national level, where it seeks to improve the quality of business educations and youth educations as such.
- Sometimes, LH cooperates with other pupil unions regarding matters concerning all pupils. Currently, the pupil unions from school and higher education student unions cooperate in the Education Alliance (Uddannelsesalliancen) in order to commit policymakers to stop the 2% reduction in the state grant for educations.

Role in policymaking:

In order to gain influence, LH has, like other citizens and organisations, the possibility to convince MPs to formulate policy proposals. Furthermore, since January 2018 [all persons entitled to vote in general elections in Denmark may formulate a policy proposal](#) if three additional persons sign the proposal. If the proposal subsequently receives support from 50 000 persons entitled to vote in general elections, the parliament is obliged to discuss and vote on the motion.

LH can formulate hearing statements, but the decisions of LH are not binding on policymakers.

Funding

LH receives public funding from DUF, Ministry of Culture, the union HK, and membership fees. LH is financially accountable to DUF and the Ministry of Culture.

The Danish Vocational and Technical School Student Union ([Erhvervsskolernes Elevorganisation, EEO](#))

The Danish Vocational and Technical School Student (EEO) organise vocational pupils in Denmark.

Structure

EEO is a party-political independent organisation.

Members of EEO are local pupil councils.

The local councils may organise in regional divisions and set up a regional board. The regional networks have a democratic structure with an annual general assembly as a minimum.

All pupils from member pupil councils are eligible for elections to the main organs of EEO. Pupils who are or have been enrolled in schools with member pupil councils are eligible to be president, vice president, or treasurer (see below). Only pupils from VET and the vocational education examination qualifying for access to higher education (EUX) are eligible for the VET committee. Only pupils from HTX and the vocational education examination qualifying for access to higher education (EUX) are eligible for the HTX committee. Members of the executive committee or standing committees are not eligible for the position of international officer.

The main organs of EEO are:

- Congress
- National conference
- The central board
- The executive committee
- Standing committees
- Regional boards

Composition

The congress:

- The highest authority of EEO.
- Held once a year.
- Each member student council can send a delegate with one vote for every 200 students, but every member student council has at least two votes.
- Student councils without membership of EEO can send three observers with the right to speak
- Delegates can vote and speak at the congress. Observers can speak, but they can only vote in relation to the rules of procedure and the agenda.
- The congress is competent to make decisions when one fifth of the member student councils are present.
- Decisions are made by simple majority from at least three member student councils.
- Only member student councils or members of the standing committees are entitled to submit proposals and amendments.
- The congress elects the president, a vice president, a treasurer, a spokesperson and a coordinator for the VET committee, a spokesperson and a coordinator for the HTX committee, seven ordinary members of both the VET committee and the HTX committee, and an international officer.
- A majority in the executive committee, the central board or at least three member student councils representing one fifth of the member students are entitled to request an extraordinary congress.

National conference:

- Held once a year.
- Each member student council may send a delegate with one vote for every 200 students, but every member student council has at least two votes.
- Student councils without membership of EEO can send three observers with the right to speak.
- Delegates can vote and speak at the congress. Observers can speak, but they can only vote in relation to the rules of procedure and the agenda.
- The national conference is competent to make decisions when one fifth of the member student councils are present.
- The national conference elects supplementary members of the standing committees and the executive committee.

The board:

- Consists of 22 members all elected by the congress (see above)
- Mandate period: one year
- Meets at least six times a year

The executive committee:

- Consists of the president, vice president, treasurer, spokespersons and coordinators for the two standing committees, and an executive committee representative
- Meets at least 10 times a year

Role and responsibility**EEO's objectives are:**

- To strengthen the network of student councils and between student representatives and the boards at the local vocational colleges
- To coordinate the interests of the students and to represent these interests towards schools and public authorities
- To strengthen the student democracy and student influence at vocational colleges through student councils and student representatives on the school boards and other relevant organs

Main domain of activities

EEO is active at the local level as well as the state level.

At the local level, EEO informs and educates the local student councils in order to strengthen their voice with regard to the local school board. EEO also facilitates workshops for the regional divisions with a focus on the exchange of experience.

At the state level, EEO closely follows the implementation of reforms and participates in evaluation initiatives. EEO also discusses reforms with other interest organisations. Furthermore, EEO forwards the concerns and wishes of the students to the Ministry of Education and represents the students in committees. Lastly, EEO runs campaigns on specific issues.

Role in policymaking

In order to gain influence, EEO has, like other citizens and organisations, the possibility to convince MPs to formulate policy proposals. Furthermore, since January 2018 [all persons entitled to vote in general elections in Denmark may formulate a policy proposal](#) if three additional persons sign the proposal. If the proposal subsequently receives support from 50 000 persons entitled to vote in general elections, the parliament is obliged to discuss and vote on the motion.

EEO's proposals are not binding on policymakers.

Funding

The main source of EEO's revenue is public funding via grants from DUF and the Ministry of Education. EEO is financially accountable to DUF and the Ministry of Education.

Other bodies

There are no other important, top-level, publicly financed youth forums.

5.4 Young people's participation in policy-making

Formal Mechanisms of Consultation

Consultation at state level

The involvement of young people or youth organisations in the policymaking process in Denmark is consultative and [not legally binding](#).

Method

As a general procedure, organisations and authorities affected by a policy proposal are involved in a consultation process. Policy documents (bills, ministerial orders) are sent to relevant partners before the bill is discussed in parliament.

The deadline for statements submitted for consultations should be as long as possible, normally four weeks.

The only time the ministries do not have to have a consultative process is when the bill is based on a statutory instrument that has already been in a consultative process or in the case of a very short time frame. When a bill has not been in a consultation process, the ministry must provide an explanation.

In general, all public authorities and organisations affected by the bill should be consulted.

At the website Høringsportalen.dk, ministries publish all relevant material regarding the consultation process (i.e. the bill, deadline for submission of consultative statements, and a list of relevant organisations/partners). The material is also published on the ministry's website.

Regularity of consultations

Ad hoc whenever bills from the government (both the executive and legislative bodies) are sent out on extensive consultation and considered of relevance to youth.

Other youth consultation mechanisms at state level

At national level, the use of youth panels is widespread. A youth panel is typically a group of young people from a specific target group, for instance socially marginalised or chronically ill young people. The panels can be open to everyone in the target group or be composed of a handful of selected young people. Practitioners, politicians, and other decision makers use the panels when they need young people's perspectives. See [section 5.3](#) for a detailed description of youth panels.

Consultation at municipal level

At municipal/regional level, the consultation of young people takes place in the municipal youth councils and/or the joint pupil councils mentioned in [section 5.3](#)

The method and regularity of consultation in the municipal youth councils and the joint pupil council vary.

Actors

Youth actors

At state level, the relevant youth actors involved in the consultation process vary depending on the content of the bill. The youth are represented through interest organisations or national umbrella associations.

[An example of relevant partners consulted in connection with a bill from the Ministry of Education:](#)

[An example of relevant partners consulted in connection with a bill from the Ministry of Education:](#)

At municipal level, the relevant youth actors are the municipal youth councils and the municipal joint pupil councils. (See [section 5.3](#))

Specific target groups

There are no top-level proactive measures to include specific target groups in policymaking. The very process of consultation is a mechanism to make sure that all affected sections of the population are consulted.

Public authorities

All ministries are obliged to consult all relevant public authorities and organisations.

Additional stakeholders:

The Youth Bureau ([Ungdomsbureauet](#)). The Youth Bureau is a non-profit organisation. Its mission is to build the most democratically active generation of young people. The Youth Bureau organises events, happenings, workshops, analyses, and teaching material. The Youth Bureau organises the Youth Meeting, see below.

YouGlobe: the association YouGlobe provides free teaching materials and dialogue meetings to primary, lower secondary, and general and vocational upper secondary educations. The focus of YouGlobe's services is democracy, active citizenship, and other themes.

The Centre for Voting and Parties, University of Copenhagen ([Center for valg og partier](#)): The centre provides research on Danish elections and the effect of election campaigns. The centre has published several reports on young people's participation in elections.

The Centre for Youth Research ([Center for ungdomsforskning – CeFU](#)) explores aspects of young people's lives and youth in Denmark.

Information on the extent of youth participation

There is no systematic information on the extent of youth participation.

Outcomes

Main outcome

State level

At state level, the type of input usually requested from organisations is statements with pros and cons of a specific bill in the perspective of a specific section of the population.

The ministry considers the statements and may change the bill when the argumentation is relevant and convincing.

Municipal level

Since the consultation process at municipal level varies greatly, the outcomes also vary. There is no national study on the influence and integration of the youth councils' opinions in the policymaking process. Overall, there seems to be four areas of responsibilities at the municipal level:

1. The youth council is responsible for the municipal youth house.
2. The youth council is responsible for cultural activities and events for the youth. For this purpose, the youth council has its own budget.
3. The youth council is entitled to be consulted in questions related to youth, e.g. often educational and cultural questions.

4. The youth council may recommend a fixed number of proposals to be discussed in the municipal city council.

(DUF, 2016)

Public availability of outcomes

In order to ensure public control of public authorities' administration, [the Act on Transparency in Public Administration](#) obliges all public authorities to be transparent in their administration. Everyone may request subject access to documents established or contracted by any public authority as part of case management. However, some files are excluded in the act.

At municipal level, all agendas, appendices, and minutes from municipal city councils and municipal committees are publicly available at the respective municipality's website. Documents available to the public include meeting minutes, voting results, and sometimes summaries. Thus, when a youth council is consulted this would appear in the minutes.

At state level, ministries are [not obliged to declare eventual changes to a bill](#) caused by consultative statements.

Large-scale initiatives for dialogue or debate between public institutions and young people

There are 11 large-scale initiatives for debate between the youth and public institutions.

The youth parliament (see [section 5.3](#)) is one of these initiatives.

The People's Political Festival ([Folkemødet](#))

Since 2011, a political festival is held in week 24 on the island of Bornholm. The People's Political Festival is a meeting of people and politicians. All events are free.

The leaders of all the political parties in Denmark attend together with government ministers, MEPs, as well as many mayors and councillors from Denmark and the neighbouring countries.

In 2011, 10 000 visitors participated in the festival, and 72 parties, associations, enterprises, municipalities etc. arranged 250 events such as debates, seminars, talks, and workshops. In 2017, approximately 100 000 guests visited the festival and more 3200 events were held.

Several youth organisations also participate, and in 2018 the youth had its own stage: the Youth Hill.

The festival hosts the civil parliament (civiltinget), where small organisations without the economic capacity to finance a stand can have speaking time for free.

The Youth Meeting

The Youth Meeting ([Ungdomsmødet](#))

In 2013-2015, a youth meeting was held at Denmark's easternmost point, the island of Christiansø, at the same time as the People's Political Festival on Bornholm. The meeting received a lot of interest, but the possibility to enlarge the meeting was limited due to the size of the island. Thus, since 2016 the meeting has been held in Copenhagen in September and is called the Youth Democracy Festival.

The Youth Democracy Festival

The Youth Democracy Festival ([Ungdommens Folkemøde](#))

The Youth Democracy Festival is a democracy festival for young people. It is a free annual event in the first week of September. Through participation, conversation, and

collaboration, young citizens are offered a chance to rediscover what democratic engagement looks like in 2018.

Politicians and organisations give talks from the festival stages, and young people are able to give a three-minute talk at the 'beer crate stage'. School classes can also participate, and several organisations provide teaching material.

In 2017, 10 000 young people participated in the festival.

The Youth Democracy Festival is organised by the Youth Bureau ([Ungdomsbureauet](#)) and is funded by several private and public partners.

The Day of Democracy

The Day of Democracy ([demokratiets dag](#)) is an educational initiative for pupils at vocational upper secondary educations. The pupils meet young politicians and they get the opportunity to discuss and develop their own opinion.

School Election

School Election ([skolevalg](#)) is a three-week teaching course provided by the parliament, the Ministry of Education, and [DUF](#). The course targets pupils in the 8th, 9th, and 10th grade. During the course, the pupils learn about formal and informal democracy. At the end of the course, the pupils participate in a purely educational election with polling cards, voting papers, and polling booths. The national voting result is determined during a TV-broadcast election night in the parliament, Christiansborg.

Politician for a Day

Politician for a Day ([Politiker for en Dag](#)) is a three-hour role play in the parliament provided by the parliament. The role play targets pupils in 8th and 9th grade. During the role play, the pupils learn about the parliamentary decision-making process and active participation in Danish democracy.

Your Democracy

Your Democracy ([Dit demokrati](#)) is a collection of 22 short films about Danish democracy provided by the parliament.

Democracy Under Development

Democracy Under Development ([Demokrati under udvikling](#)). During 2018, a national campaign was launched by the Ministry of Education. Democracy Under Development is an educational campaign targeting pupils in primary and lower secondary, general and vocational upper secondary, and adult education programmes. The teaching material is free. On the portal EMU targeted teachers from primary to upper secondary and adult education, teachers can find inspiration for teaching sessions. Week 12 is democracy week, a national theme week that focuses on community, democracy, and active citizenship.

Young Voices – New Paths to Democratic Participation

Young Voices – New Paths to Democratic Participation ([Unge stemmer – nye veje til demokratisk deltagelse](#)) is a partnership between NAU, the Tuborg Foundation, and Mandag Morgen. The project investigates how young people participate in democracy in 2018. Forty civil society associations, municipalities, and other groups tour Denmark and visit municipalities and organisations that are successful in engaging the youth. The insights from the tour are included in an inspiration catalogue.

The Democracy Commission

The Democracy Commission ([Demokratikommisionen](#)). In 2018, [DUF](#) initiated the Democracy Commission with representatives from all political parties, media, civil society, and researchers. The commission investigates ways to strengthen the Danish democracy.

5.5 National strategy to increase youth participation

Existence of a national strategy to increase young people's political and civil society participation

There is no national strategy on young people's political participation.

In October 2017, the government launched the [Strategy for a Stronger Civil Society](#) with the objective of increasing the number of socially marginalised adults and young people in voluntary activities in order to strengthen social cohesion. The strategy is described in [section 2.3](#).

Scope and contents

Responsible authority for the implementation of the strategy

Revisions/Updates

5.6 Supporting youth organisations

The legal framework for the functioning and support of all types of organisations in Denmark is described in [section 2.1](#).

Legal/policy framework for the functioning and development of youth organisations

The [Strategy for a Stronger Civil Society](#) aims to increase the number of socially marginalised citizens in voluntary activities.

The strategy is described in [section 2.3](#).

In August 2018, the Danish Youth Council, [DUF](#), and the Tuborg Foundation launched the partnership '[All Included in the Community](#)'. The objective of the partnership is to make civil society more open and diverse. The target group is young people not participating in associational life and especially young people from minority backgrounds. [DUF](#) collects and distributes knowledge among [DUF](#)'s member associations on outreach measures targeted at young people not involved in associational activities. The experiences from the project will be communicated to [DUF](#)'s member associations through campaigns, conferences, and training.

The Danish Gymnastics and Sports Associations ([DGI](#)) has established an [inclusion strategy](#).

The target groups are:

- People with a minority background
- Vulnerable children and young people
- People with fewer opportunities

DGI offers local associations:

- Inspiration for outreach measures
- Economic support:
 - Children and young people below the age of 25 may be entitled to financial support for membership fees and sports camps.

Public financial support

Initiatives to increase the diversity of participants

5.7 “Learning to participate” through formal, non-formal and informal learning

Policy Framework

Denmark does not have a designated national strategy on social and civic competences. Social and civic competences are an integrated component of the Danish education acts, the national curriculum, and non-formal general adult education ([folkeoplysning](#)).

The framework of reference for social and civic competences in formal education:

1. Primary and Lower Secondary Education ([folkeskolen](#)) (ISCED 1-2)
2. General Upper Secondary Education ([gymnasier](#)) (ISCED 3)
3. Vocational Upper Secondary Education ([erhvervsuddannelser](#)) (IVET)
 1. Ministerial order on VET ([uddannelsesbekendtgørelse for EUD](#)):
 2. Ministerial order on core subjects in VET, appendix 17 and 22 ([Bekendtgørelse om grundfag](#))

In formal education, the target group is children and youth in primary (ISCED 1), lower (ISCED 2), and upper secondary (ISCED 3) education.

The legal framework in non-formal education:

- Act on Non-Formal General Adult Education:
- Act on Profits from the National Lottery and Football Pools:
- Act on Social Services

Non-formal general adult education targets all people living in Denmark, including minorities.

Furthermore, social and civic competences are one of the [supplementary requirements](#) for citizens from countries outside the EU/EEA countries and Switzerland when they apply for a permanent residence permit.

When it comes to integration and residence permits for non-Danish citizens, the framework of reference for social and civic competences is the Act on Integration.

Target groups: non-Danish citizens from third countries who wish to apply for a permanent residence permit.

Formal learning

In general and vocational upper secondary education programmes, social and civic competences are integrated into other compulsory subjects as well as being a cross-curricular theme.

General upper secondary education

The Act on General Upper Secondary Education establishes the objectives of the four general upper secondary education programmes ([stx](#), [hhx](#), [htx](#), and [hf](#)). [Hf](#) is a two-year general upper education programme, the rest are three-year education programmes.

The act determines that the education programmes and the very culture at the education institutions must prepare the students for living in a participatory democracy and the responsibility, rights, and duties that this entails. Both the teaching and the everyday processes at the institution must be based on freedom, equal status, respect, and

democracy. The students thereby achieve the qualifications to participate actively in a democratic society.

Furthermore, citizenship education is integrated in the subject Social Sciences (samfundsfag). Social Sciences at c-level is obligatory for all students in [stx](#), [hhx](#), and [htx](#). The teaching time is 75 lessons of 60 minutes in a school year, but the school decides how to allocate the lessons.

One of the core themes of the subject is 'political participation, rights and duties in a democratic society and gender equality'. During this theme, students learn about different ways to engage in politics, the decision-making process, and how to influence it. Furthermore, the students gain knowledge of citizenship and its rights and duties. At the final examination, the student must be able to use knowledge from the core themes to explain and discuss societal problems.

In [Hf](#), the subject Social Science is obligatory at c-level and is integrated in the subject group Culture and Society. The objective of the subject is general education, and the teaching should prepare the pupil to make autonomous decisions and participate actively in a modern, multi-cultural, democratic society. One of the core themes in social science c-level is: 'The political rights and duties in a democratic society, political decision-making and participation, equal rights and gender equality.' At the final examination, the student must be able to use knowledge from the core themes to explain and discuss societal problems.

Vocational education

[The Act on Vocational Education](#) establishes the objectives of the vocational education programmes at upper secondary level.

Amongst other things, vocational education programmes must contribute to developing the students' interest in and ability to participate actively in a democratic society.

In the ministerial order ([bekendtgørelse](#)) for the vocational education programmes, the objectives of the vocational programmes are specified in section 1, subsection 2. Vocational education programmes must contribute to the development of the pupil's ability for vocational and social problem solving, the ability to take initiative, be flexible, and develop a sense of quality, as well as basic skills.

Furthermore, the development of civic competences is integrated in two subjects:

- Society and Health
- Social Sciences

Society and Health is taught at the first year vocational basic course for students enrolled within the first 12 months after they have finished compulsory school. The students learn about societal matters that are important to the student's future working life and to citizens in a democratic society. The student must gain the competences to live as an active and responsible citizen.

There is no information on the exact number of lessons, since [the ministerial order](#) only provides guidelines regarding the number of lessons.

The objective of the subject Social Sciences is to further develop the student's competences to participate in society as an active, responsible, and dynamic citizen. The students must advance their ability to understand, communicate, and participate in society's decision-making processes.

The subject is taught on the media graphic designer education and the pedagogical assistant education.

There is no information on the exact number of lessons, since the ministerial order only provides guidelines regarding the number of lessons.

Non-formal and informal learning

Participative structures within formal education settings

As described in [section 5.3](#), pupils in primary, lower secondary, as well as pupils in general and vocational upper secondary education programmes have the right to establish pupil councils.

The legal framework for pupil councils are statutory instruments and acts by the Ministry of Education. (See [section 5.3](#))

In higher education programmes, students also unite in student associations. (See [section 5.3](#))

Furthermore, [the Act on Universities](#) obliges principals at the Danish universities to include students in:

- Study boards
- Academic councils
- The university board

The principal of the university must set up study boards ([studienævn](#)) with equal student and teacher representatives. Students elect student representatives, and fellow teachers elect teacher representatives. Often, each education programme has its own study board. The study board is responsible for the planning, completion, and development of the education and teaching.

Furthermore, the principal must set up academic councils with student representation. Student representatives are elected among fellow students. The academic councils make statements about academic affairs, for instance research funding and strategic affairs.

Lastly, students are represented in the universities' boards. The student representatives are elected among fellow students. The boards are the highest authority of the universities.

Top-level programmes aimed at training school staff and pupils

Denmark does not have a national top-level programme aimed at training school staff and pupils to enhance their skills to participate in decision-making structures.

Instead:

- Research projects focus on the field of pupils' participation in school democracy, some of which are publicly financed. These research projects often evolve new techniques or teaching materials tested in selected classes. Some of the projects explore the upgrading of skills and competences of the teachers. For instance:
- In 2013-2015, the Ministry of Education, the University of Aarhus, and [DSE](#) (see [section 5.3](#)) conducted a [research project on pupil involvement](#).
- Denmark's evaluation institute (EVA) [explores and develops](#) the quality of day-care centres, schools, and educational programmes.
- The Centre for Youth Research (Center for ungdomsforskning – CeFU) [explores young people's lives](#) and youth in Denmark.
- Free teaching material is provided by several public actors, for instance:
- The Centre for Teaching Materials (Center for undervisningsmidler – CFU).
- The Danish National Repository of Learning Resources ([Materialeplatformen](#)).
- The Pedagogical Learning Centre ([Pædagogisk læringscenter](#)).
- EMU is the common portal for the educational world in Denmark. Via EMU, teachers, students, parents, and others with an interest in schools and training have access to a vast amount of resources and information relating to education.
- [DR school](#). DR (Danish Broadcasting Corporation) is Denmark's oldest and largest electronic media enterprise. The corporation was founded in 1925 as a public service organisation. DR is an independent, licence-financed public institution comprising television, radio, and online services.

Measures to encourage student participation in the local community and wider society

There is no part of the national curriculum that obliges pupils in upper secondary education to take part in activities serving the local community.

With the school reform of 2013, the primary and lower secondary schools ([folkeskole](#)) are obliged to establish partnerships with the local community.

The legal framework is [the Act on Municipal Primary and Lower Secondary School](#) (§ 3, subsection 4 and 5, and § 33).

The initiative is called the Open School.

The objective of the Open School is to increase the social cohesion locally and to enhance the pupils' knowledge of society and local associational life. Activities are linked to the national curriculum but may take place outside the school institution. Pupils are not obliged to participate in activities serving the local community out of school hours.

The municipal council regulates the objectives and scope of the partnerships.

EVA has conducted an [analysis of the cooperation](#):

In 2018, a national campaign, Democracy Under Development, run by the Ministry of Education focuses on community, democracy, and citizenship. The campaign aims to enhance pupils' democratic competences and critical thinking. The campaign provides a series of free education materials targeted at different education levels, from primary to upper secondary. One of the initiatives, Leave a Mark, seeks to strengthen the pupils' active citizenship by encouraging the pupils to participate in their local community. Students are not obliged to serve the local community.

[The teaching materials are free.](#)

Lastly, in the project Volunteer (closed down in 2018), young persons enrolled in general and vocational upper secondary education were eligible for a volunteer certificate if they volunteered a minimum of 20 hours. [The project was closed down 1 January 2018.](#)

The initiative was cross-sectoral. The Ministry of Education, Ministry for Children and Social Affairs, and Ministry of Culture were the responsible authorities.

Supporting non-formal learning initiatives focusing on social and civic competences

There are no national programmes encouraging or supporting education projects related to the promotion of civic and social competences.

However, there is a national legal framework for supporting non-formal learning on civic and social competences. The legal framework is the Act on Non-Formal General Adult Education ([Folkeoplysningsloven](#)), the profits from the national lottery and football pools (udlodningsmidlerne), the Act on Social Service (Serviceloven), and the rate adjustment pool (satspuljen). (See [section 2.1](#))

The very objective of non-formal general adult education ([folkeoplysning](#)) is to strengthen the individual's ability and desire to take responsibility for his/her own life and to play an active and engaged part in society. In section 7 of [the Act on Non-Formal General Adult Education](#), the objective is to advance democratic understanding and active citizenship.

In 2014, [the Ministry of Culture](#) launched a national vision for non-formal general adult education ([folkeoplysning](#)).

The aim of the vision is to develop and re-think non-formal general adult education into the contemporary society in order to meet present challenges, appeal to new generations and continue to make people meet, learn and become active and engaged citizens through working in common. Society is changing and the globalization and increased competition put pressure on democracy.

According to the vision from 2014, a central aspect of the non-formal general adult education ([folkeoplysning](#)) is the protection of minorities, since the overall objective of the non-formal general adult education project is to fight for everyone's right to him-/herself define in which direction society should develop.

Through the Act on Non-Formal General Adult Education, minorities have the right to establish associations and unite around common values and interests.

The financial support of non-formal general adult education ([folkeoplysning](#)) is described in [section 2.1](#).

Quality assurance/quality guidelines for non-formal learning

There is no national system of quality assurance of non-formal learning. Instead, funds, ministries, associations, and municipalities have their own quality criteria depending on the type of funding they provide.

Associations may receive funding for the operating of the association or funding for a specific project, for instance development.

Funding for operating is based on the number of members, and the association must report membership.

The funding of specific projects is based on applications with project descriptions, objectives, and targets. Associations must report on the status of the project, typically in the middle and at the end of the project. If the association does not fulfil the objectives established in the application, the funding can be withdrawn.

As a rule, the quality criteria never focus on the content of the activities. The core value in non-formal general adult education ([folkeoplysning](#)) is to gather people around common interests. Associations, folk high school, youth clubs, etc. are eligible for public financial support when they meet certain criteria established in the law, for instance having a democratic structure, offering educational or civic activities.

Educators' support

Educators have the opportunity to find inspiration from public and private actors, such as:

[EMU](#):

EMU is a portal that gathers the most relevant educational material, services, and resources available on the Internet.

EMU is focused on content in the Danish language and on the needs of pupils, students, and teachers in Denmark.

The portal is a unique constellation of virtual entries targeted at specific user groups such as teachers and pupils in primary and lower secondary education, upper secondary school, vocational education, and teacher training colleges. In each entry, you will find themes on different topics, educational sequences, resources, best practice, news, and much more.

On EMU, teachers can find teaching material on social and civic competences.

EMU is initiated by the Danish Ministry of Education and managed by the National Agency for IT and Learning.

Centre for Teaching Materials, ([Center for undervisningsmidler, CFU](#)):

[CFU](#) supports teachers in primary and lower secondary, general and vocational upper secondary, and adult education. CFU provides teaching materials (books, films, digital material) and inspiration for teaching sessions/courses – both for specific courses and

cross-curricular themes. CFU also provides courses for teachers and has pedagogical consultants that can guide teachers.

Pedagogical Learning Centre (Pædagogisk læringscenter). [Every public school must have a pedagogical learning centre](#) that supports teachers with learning processes and informs about teaching materials. It is the centres' task to help teachers plan, execute, and evaluate teaching sessions.

Institute for Human Rights ([Institut for menneskerettigheder](#)). Among other things, this independent state institute provides teaching material about democracy and human rights for primary, lower and upper secondary schools, and university colleges.

The Danish parliament (Folketinget) provides teaching materials and events for pupils in lower secondary education programmes. (See [section 5.4](#) and [section 5.8](#))

Folkeskolen and [Folkeskolen.dk](#). The Danish Union of Teachers runs a periodical and a website for teachers in primary and lower secondary education institutions. In the periodical and on the website, they can find inspiration in professional networks, inspiring events, and participate in debates.

Gymnasieskolen and [Gymnasieskolen.dk](#): The Danish National Union of Upper Secondary School Teachers runs a periodical and a website for teachers in general upper secondary education programmes. At Gymnasieskolen, teachers can read about teaching, didactics, and participate in debate.

[DR School](#): DR (Danish Broadcasting Corporation) is an independent, licence-financed public institution comprising television, radio, and online services. DR School is a website for Danish primary and lower secondary education. The website provides TV, radio, and pictures from DR's archives. The material is organised in themes, with assignments that can be used by teachers. The assignments have been made in cooperation with teachers and subject advisors from the Ministry of Education.

Networks and events

Falihos is an association for teachers in history and social science in primary and lower secondary education institutions. Falihos provides teaching materials, reviews of teaching material, and inspiration for teaching courses.

FALS: FALS is an association for teachers in social science in general upper secondary education programmes. The association provides courses and teaching materials.

[The researcher–practitioner network](#) is a network for vocational upper secondary education programmes. Members are researchers and teachers. The network provides knowledge sharing among its members.

The Danish Learning Festival ([Danmarks læringsfestival](#)): The Danish Learning Festival is an annual event for the education community. The Festival consists of an exhibition as well as a conference with an overall theme. The conference focuses on practical experiences, political initiatives, research results, and the increased use of IT in education.

The festival is an opportunity to be inspired, updated, and to participate in debates whether you are a teacher, consultant, student teacher, educator, and/or principal. The Danish Learning Festival brings together more than 8000 professionals from the world of education to take part in the conference, exhibition, knowledge sharing, networking, etc.

5.8 Raising political awareness among young people

Information providers / counselling structures

Several public authorities provide information about democratic rights to all people living in Denmark and to young people specifically.

Information for people of all ages:

Borger.dk: The National Agency for Digitalization, Danish Municipalities [KL](#), and Danish Regions provide a portal for citizens in Denmark. Here, people can find information on all public services, rights, and duties.

In the sub-section 'Society and Rights', citizens can read about citizenship, equal status, the electoral system, age of majority and guardianship, and how to file a complaint.

Folketinget.dk: On the website of the Danish parliament, people can find information about the Danish parliamentary system and Danish democracy.

Information about democratic rights targeted at young people

Democracy Under Development ([Demokrati under udvikling](#)) Democracy Under Development is an educational campaign running in 2018 targeted at pupils in primary and lower secondary, general and vocational upper secondary, and adult education programmes. The teaching material is free. The programme is launched by the Ministry of Education.

The Children's Portal ([Børneportalen](#)). The Children's Portal is a website run by the Children's Council under the auspices of the Ministry of Children and Social Affairs. The website targets children and young people in the 10-15 age group. The website provides information on children's rights and how to get support.

The Children's Telephone ([Børnetelefonen](#)). The Children's Telephone is a counselling service via SMS, chat, in writing, and telephone run by the organisation

Children Welfare ([Børns vilkår](#)) On the website of the Children's Telephone, children and young people can find information about their rights.

[EMU.dk](#) provides information about pupils' rights in school.

The National Complaints Board Against Bullying ([Den Nationale Klageinstans mod Mobning](#)). Children and parents can complaint to the national complaints board when the school or the municipal council do not provide an anti-bullying strategy or do not prevent the bullying at school.

The Ombudsman's Children's Section ([Ombudsmandens børnekontor](#)). The ombudsman has a children's section. Here, children can file a complaint if public authorities do not obey the rules or if children's rights have been violated.

Youth-targeted information campaigns about democratic rights and democratic values

Denmark currently has no major, large-scale, youth-targeted information campaigns about democratic rights and/or democratic values.

In connection with municipal/regional, European, and general elections, several public authorities run outreach initiatives targeting first-time voters.

The target groups are:

- Young first-time voters
- People with migrant background
- Socially marginalised people

The timeframe of the initiatives is immediately before the election.

Initiatives include:

- Letters: formal letters with a copy of the constitution, letter in a youthful tone, cartoons
- SMS campaigns
- Debate meetings at youth education institutions
- Campaigns on websites
- Films on YouTube

Actors:

- The Danish parliament
- The Ministry of Economic Affairs and the Interior
- The Ministry of Culture
- [Municipalities](#)
- [Danish regions](#)
- [DUF](#)
- TV2 and DR
- REM (the Council for Ethnic Minorities)

Young people's voter turnout has been increasing since 2009. In the municipal and regional election in 2017, the voter turnout was 75.1% for the 18-year age group.

The Centre for Voting and Parties at the University of Copenhagen has produced several reports on outreach measures and young people's voter turnout in Denmark and the European Parliament election:

- Report 1: (Mobiliseringstiltag)
- Report 2: (SMS-eksperiment ved valget)
- Report 3: (Valgdeltagelse)

Promoting the intercultural dialogue among young people

See section 4.5 "intercultural awareness"

Promoting transparent and youth-tailored public communication

There is no national guideline for public authorities' communication with the youth in order to enhance transparency of their policies and decision-making.

There is no large-scale programme training policymakers in communicating with the youth.

5.9 E-participation

There are no programmes to encouraging young people's electronic participation. However, there are many programmes aimed at ensuring high participation in elections (turnout) and party democracy (e.g. School election - skolevalg), these efforts among others have ensured a very high (and increasing) turnout among young people in Denmark.

5.10 Current debates and reforms

In 2017, the minister of education set up a forum for dialogue on democratic general education in youth educations. The [forum came up with 17 recommendations](#) for the institutions and the ministry. Among other things, the forum emphasises that general education/civic education should be more visible and clear in the curricula and that civic education should have professional objectives that can be tested and evaluated at exams. Furthermore, the forum encourages the ministry to provide more teaching materials.

In 2018, the government launched a [strategy for vocational upper secondary education programmes](#). The challenge is that too many young people enrol in general upper secondary education. Furthermore, the Danish labour market is currently experiencing labour shortage in the construction sector. The objective of the government is to increase the number of young people in vocational upper secondary education programmes. One of the initiatives in the strategy is to strengthen the general education in the vocational education programmes. Among other things, general education should be included in the objectives of the vocational education programmes.

6. EDUCATION AND TRAINING

6.1 General context

Main trends in young people's participation in education and training

Organisation of the education and training system

Main concepts

6.2 Administration and governance

Cross-sectoral cooperation

Governance

6.3 Preventing early leaving from education and training (ELET)

National strategy

Formal education: main policy measures on ELET

Addressing ELET through non-formal and informal learning and quality youth work

Cross-sector coordination and monitoring of ELET interventions

6.4 Validation of non-formal and informal learning

Arrangements for the validation of non-formal and informal learning

Information and guidance

Quality assurance

6.5 Cross-border learning mobility

Policy framework

Main cross-border mobility programmes for students in formal education

Promoting mobility in the context of non-formal learning, and of youth work

Quality assurance

6.6 Social inclusion through education and training

Educational support

Social cohesion and equal opportunities

6.7 Skills for innovation

Innovation in formal education

Fostering innovation through non-formal and informal learning and youth work

6.8 Media literacy and safe use of new media

National strategy

Media literacy and online safety through formal education

Promoting media literacy and online safety through non-formal and informal learning

Raising awareness about the risks posed by new media

6.9 Awareness-raising about non-formal and informal learning and quality youth work

Information providers / counselling structures

Awareness raising initiatives

6.10 Current debates and reforms

7. HEALTH AND WELL-BEING

7.1 General context

Main trends in the health conditions of young people

Main concepts

7.2 Administration and governance

Governance

Cross-sectoral cooperation

7.3 Sport, youth fitness and physical activity

National strategy(ies)

Promoting and supporting sport and physical activity among young people

Physical education in schools

Collaboration and partnerships

7.4 Healthy lifestyles and healthy nutrition

National strategy(ies)

Encouraging healthy lifestyles and healthy nutrition for young people

Health education and healthy lifestyles education in schools

Peer-to-peer education approaches

Collaboration and partnerships

Raising awareness on healthy lifestyles and on factors affecting the health and well-being of young people

7.5 Mental health

National strategy

In 2016, the Swedish government presented a national mental health strategy for 2016-2020 ([Regeringens strategi inom området psykisk ohälsa 2016-2020](#)). The strategy forms the basis for the government's work in the area of mental health.

The strategy is based on five focus areas which have been identified as the most urgent for strengthening mental health and preventing mental illness. The five priority areas are:

1. Prevention and promotion efforts
2. Accessible early interventions
3. Focus on vulnerable groups
4. Participation and rights
5. Organisation and leadership

Each focus area includes people of all ages - children, young people, adults and the elderly, as well as girls and boys, men and women. Starting point is that the society's actions need to be understood and conducted on the basis of the overall population, and the individual needs.

A background to the strategy

Between 2007 and 2011, the Swedish government allocated around 3.7 billion SEK (387 million euros) to stimulate the development within the mental health area. In 2012, the government observed that the activities and the mobilisation needed to be intensified.

As a result, the government decided to implement an action plan for targeted initiatives in the field of mental health ([PRIO](#)), for the time 2012-2016. The action plan targeted two groups: children and young people and people suffering from severe and complex psychiatric problems. Within the framework of the action plan, approximately 850 million SEK (89 million euros) was allocated annually.

Responsible authority

The Public Health Agency of Sweden (Folkhälsomyndigheten) is responsible for coordinating the work of many different stakeholders, such as governmental agencies, regions, county councils, and municipalities. The agency is also responsible for monitoring, compiling, analysing and disseminating knowledge to support mental health promotion and preventive mental health work.

Evaluations

The current strategy will be evaluated, and if necessary reformulated, after the strategy has expired in 2020.

Suicide prevention

In 2008, the Swedish Parliament decided on a National Action Plan for Suicide Prevention ([ett nationellt handlingsprogram för suicidprevention](#)). The Action Plan contains nine strategic areas of action for reducing the number of suicides. Since 2015, the Public Health Agency of Sweden (Folkhälsomyndigheten) has been assigned by the government to coordinate efforts within the nine areas of the Action Plan on a national level. The agency is responsible for:

- developing the coordination and cooperation between relevant agencies and stakeholders working with suicide prevention on a national level
- developing knowledge-building, knowledge compilation, dissemination of knowledge and guidance to relevant stakeholders

The Public Health Agency is also responsible for monitoring and following up suicide prevention work. The [first report](#) was published in 2017. Like in the area of mental health, suicide prevention is a collaborative effort and the agency cooperates with a number of other government agencies, CSOs and researchers within the field to reduce the number of suicides in Sweden.

Improving the mental health of young people

Improving of young people's health conditions is a priority area within Swedish youth policy, and many initiatives have been taken, in order improve the mental health of

young people. Even though not all initiatives targets young people specifically, young people are a priority group.

The government and the Swedish Association of local authorities and regions (Sveriges kommuner och landsting, SKL) has for several years reached agreements within the area of mental health. For the year [2017](#) the Government has deposed SEK 887 million (93 million euros). SEK 780 million (82 million euros) are funds for municipalities and county councils/regions.

- 250 million SEK (26 million euros) is allocated to county councils/regions and 250 million SEK to municipalities for making supplementary in-depth analyses of the needs of the population within the respective focus areas. As a part of the work, municipalities, county councils and regions are tasked to conduct an in-depth analysis of the needs of children, adolescents and young adults, including those with disabilities. Based on this, the municipality, county council or region should describe its action plan in the respective area, and develop indicators to monitor the developments.
- 150 million SEK (16 million euros) is allocated to county councils for meeting the needs of young people.
- 130 million SEK (14 million euros) is allocated to municipalities and county councils for continued investments in Youth Guidance Centres (ungdomsmottagningar). For example, the funds can be used to expand the opening hours of Youth Guidance Centres, for enhancing psychosocial skills and competences among staff, and for increasing accessibility for young people who suffer of mental disorders.

Initiatives for young people not in education, employment or training

Mental illness is one of the identified risk factors for a young person to neither work nor study. The Agency for Youth and Civil Society (Myndigheten för ungdoms- och civilsamhällesfrågor) was in 2016 assigned for developing arrangements and disseminating knowledge on how social support to young people with mental health problems and who are not in education, employment or training can be organised and developed in collaboration between different actors. The assignment extends to October 2018 and is to be reported to the Ministry of Education and Research.

7.6 Mechanisms of early detection and signposting of young people facing health risks

Policy framework

Stakeholders

Guidance to stakeholders

Target groups

Funding

7.7 Making health facilities more youth friendly

7.8 Current debates and reforms

8. CREATIVITY AND CULTURE

8.1 General context

Main trends in young people's creativity and cultural participation

Main concepts

8.2 Administration and governance

Governance

Cross-sectoral cooperation

8.3 National strategy on creativity and culture for young people

Existence of a national strategy

Scope and contents

Responsible authority for the implementation of the strategy

Revisions/updates

8.4 Promoting culture and cultural participation

Reducing obstacles to young people's access to culture

Disseminating information on cultural opportunities

Knowledge of cultural heritage amongst young people

8.5 Developing cultural and creative competences

Acquiring cultural and creative competences through education and training

Specialised training for professionals in the education, culture and youth fields

Providing quality access to creative environments

8.6 Developing entrepreneurial skills through culture

Developing entrepreneurial skills through cultural activities

Support young entrepreneurs in the cultural and creative sectors

8.7 Fostering the creative use of new technologies

New technologies in support of creativity and innovation

Facilitating access to culture through new technologies

8.8 Synergies and partnerships

Synergies between public policies and programmes

Partnerships between the culture and creative sectors, youth organisations and youth workers

8.9 Enhancing social inclusion through culture

Fostering equality and young people involvement through cultural activities

Combating discrimination and poverty through cultural activities

8.10 Current debates and reforms

9. YOUTH AND THE WORLD

9.1 General context

Main concepts

Youth interest in global issues

9.2 Administration and governance

Governance

Cross-sectoral cooperation

9.3 Exchanges between young people and policy-makers on global issues

Global issues exchanges with policy-makers at the domestic level

Global issues exchanges with policy-makers at the international level

9.4 Raising awareness about global issues

Formal, non-formal and informal learning

Youth-targeted information campaigns on global issues

Information providers

Key initiatives

9.5 Green volunteering, production and consumption

Green volunteering

Green production and consumption

9.6 Intercontinental youth work and development cooperation

Intercontinental youth work cooperation

Development cooperation activities

9.7 Current debates and reforms

GLOSSARY

A-kasse: Unemployment insurance funds: Unemployment insurance is a voluntary scheme administered by Denmark's unemployment insurance funds and not by the state. Denmark's unemployment insurance funds are private associations of employees or self-employed persons organised for the sole purpose of ensuring economic support in the event of unemployment. The purpose of the unemployment insurance funds in Denmark is to ensure economic support for the unemployed citizen.

AKU-ledighed: The Labour Force Survey (LFS/AKU) unemployment rate. The Labour Force Survey (LFS/AKU) is a questionnaire and used for international comparisons.

Almen bolig: Public housing. Public housing is low-cost housing for everyone. The Law on Social Housing establishes a National Building Fund. The primary purpose of the fund is the financing of construction and renovation of public housing. All public housing units pay a mandatory contribution to the fund. Housing organisations can apply for financial support from the fund for the construction of new public housings or renovation of existing homes.

Almen voksenuddannelse (AVU): General adult education programme. AVU is an education for persons above the age of 18. AVU is composed of single subjects and the highest level is the basis for Higher Preparatory Examination Programme (HF).

Arbejdsgivernes Uddannelsesbidrag (AUB): The Employers' Reimbursement Fund. The fund is a self-governing institution with the purpose of increasing the number of apprenticeships.

Arbejdsmarkedsuddannelse (AMU): adult vocational training. Short vocational training programmes mainly for low skilled and skilled workers on the labour market

Bekendtgørelse: Ministerial Order. A ministerial order is an executive/administrative regulation issued by a national authority, usually a ministry. A ministerial order is issued based on a law and contains rules that are binding for both the citizens and the authorities.

Beskæftigelsesrådet (BER): The National Employment Council. The National Employment Council has been set up to advise the Minister of Employment. The National Employment Council consists of one chairman and 26 representatives from among social partners (trade unions and employers associations), the municipalities, Danish Regions and the Danish Council of Organisations of Disabled People. The national employment council convenes for eight meetings per year.

Boligselskab: public housing organisations: Built and rent out public housing. Public housing organisations are non-profit organizations, and they do not earn anything from renting out the homes. The rent of housing is thus determined solely to cover the costs of the operation of the units with the addition of provisions for maintenance

Botilbud: sheltered residence: An offer for children and young people according to the Act on Social Services

Brobygning: Bridging course: A course with the objective of easing the transition from one situation to another

Dagpenge: Unemployment benefit

Danske Skoleelever (DSE): The Association of Danish Pupils. The objective of the association is to promote the interest of the pupils in primary and lower secondary education.

Dansk Folkeoplysnings Samråd (DFS): The Danish Adult Education Association is an umbrella organisation advocating the common interests of our 34 member organisations, all working with non-formal adult learning activities.

Danske Gymnasieelevers Sammenslutning (DGS): The Union of Danish Upper Secondary School Students. The objective of the union is to promote the interests of the pupils in general upper secondary educations.

Danske Regioner: Regional Denmark. Interest organisation of the five regions.

Dansk Ungdoms Fællesråd (DUF): Danish Youth Council. DUF is an umbrella organisation representing 75 children and youth organisations.

Det nationale forskningscenter for arbejdsmiljø (NFA): The National Research Centre for the Working Environment. NFA is a government research institute within the area of working environment.

Det rådgivende udvalg for vurdering af udbud af videregående uddannelser (RUVU): Advisory Committee to Assess the Range of Higher Study Programmes Offered. The committee assesses the relevance of new educations and programmes in connection with prequalification.

Efterskole: Continuation school. A private optional school targeted pupils in the 8th-10th grade where the pupils live at the school for a year. Often the continuation schools have a specific profile such as theatre, sports or outdoor activities.

Emma-kriterier: EMMA-criteria are four criteria used in the VET programmes for students in school-based training. Students are entitled to complete a vocational education with school-based training instead of apprenticeship when they meet the EMMA-criteria:

- Qualified
- Geographically mobile
- Professional mobile
- Proactive in the search for apprenticeship

Erhvervsskolernes elevorganisation (EEO): the Danish Vocational and Technical School Students Union. EEO is an interest organisation for VET-students and technical high school students.

Erhvervsgrunduddannelse (EGU): Basic vocational education and training. An individualised basic vocational education and training programme

Erhvervsuddannelser for voksne (EUV): vocational education and training for adults. People above 25 years have access to VET programmes designed especially for adults on the basis of recognition of prior learning and relevant work experience, which leads to the same vocational qualifications

Fagligt udvalg: Trade committee: a committee is set up for each vocational programme. The social partners are represented in the trade committees. The Trade committees are responsible for

Finansloven: The Finance Act. The Finance act determines the Danish state's budget for the following year. Each year a new Finance Act must be passed in Parliament.

Flexicurity: The employment system in Denmark is built up around the so-called Danish flexicurity model which combines flexibility and security for the citizen. The Danish employment system's combination of flexibility and security is often described as a 'golden triangle'. The Danish model, known as the "flexicurity model", combines high mobility between jobs with a comprehensive income safety net for the unemployed and an active labour market policy.

Folkeoplysning: non-formal general adult education: building on the traditions of the educationist N.F.S. Grundtvig, focusing on individual choice and characterised by NGO-organisation and lack of grades and exams. The aims of adult learning are:

- to strengthen democracy through participation in free and open competence development
- to ensure personal development and quality of life for the citizens

- to ensure equality through education, with emphasis on participation by the low-skilled
- to develop professional competence and flexibility in a changing labour market.

Folkeoplysningsloven: Act on Non-formal General Adult Education

Folkeskole: Public primary and lower secondary education institutions. In Denmark the Folkeskole is free for all.

Forberedende Grunduddannelse (FGU): Preparatory Basic Education and Training. The FGU is preparatory basic education programme for young people under 25 years.

Fordelsuddannelser: A list of advantageous VET programmes which employers have singled out because there is a great chance of apprenticeship and employment.

Gymnasium: general upper secondary education institutions. There are four general upper secondary educations: STX, HHX, HTX and HF.

HF-enkeltfag: Single subject course. Higher preparatory single subject course. The education programme is equivalent to general upper secondary education.

Hovedorganisationer. Trade union confederations. In Denmark, there are four national trade union confederations that unite a large number of trade unions. The trade union confederations are LO, FTF, AC and Lederne.

Højere forberedelseksamen (HF): The Higher preparatory Examination. A 2-year upper secondary education programme with an emphasis on both theoretical and practical competences.

Højere handelseksamen (HHX). The Higher Commercial Examination Programme (hhx). HHX is a 3-year general upper secondary education programme with a commercial profile

Højere teknisk eksamen (HTX). The Higher Technical Examination Programme (htx). A 3-year general upper secondary education programme with a profile within the technics and natural sciences.

KL: Local Government Denmark. Local Government Denmark is the association and interest organisation of the 98 Danish municipalities. All of the 98 municipalities have voluntarily decided to be a part of KL. The mission of KL is to safeguard common interests of the municipalities, assist individual municipalities with consultancy services, and ensure that the local authorities are provided with up-to-date and relevant information.

Kommunalbestyrelse: Municipal Council. Overall management of and responsibility for the entire local organisation is vested in the local council. The council may make decisions on any municipal matter. All local councillors are elected for a four-year period in local government elections

Kommunalt selvstyre: Local government. According to the constitution, the 98 municipalities are entitled to manage their tasks independently. Therefore, the municipal welfare services differ from municipality to municipality. Municipalities are under state supervision.

Kontanthjælp: Cash Benefit. A public benefit for unemployed persons not entitled to unemployment benefit.

Landssammenslutning af Handelsskoleelever (LH): The National Federation of Business Students in Denmark. An association for business students in Denmark with the purpose of promoting the interests of business students.

Ledig: Unemployed. In Denmark, different terms and definitions are used in statistics about unemployed persons:

1. Net unemployed: Insured unemployed persons and persons in the cash benefit scheme in the 16-64 age group

2. Gross unemployed: Net unemployed persons and all unemployed persons enrolled in active labour market measures
3. AKU unemployed (Labour Force Survey): Unemployed persons according to the definitions used in ILO and Eurostat

Lov om aktiv socialpolitik: Act on Active Social Policy. The purpose of the act is to prevent people who are situated on the edge of the labour market and have difficulties holding on to a job from needing public financial support. At the same time, the act secures a financial safety net for people with no other means of supporting themselves. The purpose of providing financial support is to make the recipient capable of supporting him- or herself. Among other things, the act concerns social security, activation and rehabilitation.

Lov om Social Service: Act on Social services. The objectives of the Act are to offer advice and support so as to prevent social problems, to offer a number of general services designed to serve as preventive measures at the same time and to satisfy needs resulting from impaired physical or mental function or special social problems.

Nytteindsats: Usefulness initiative: a measure for people receiving education benefit or other benefits while not being in education, employment or training. For the most resourceful recipients of education benefits or cash benefits, the so-called "usefulness initiative" has been introduced, according to which recipients undertake socially useful tasks for public employers.

Regionale Arbejdsmarkedsråd (RAR): Regional Labour Market Councils. The general objective of the eight Regional Labour Market Councils is to improve coordination and dialogue between different municipalities and between municipalities and unemployment insurance funds, enterprises and other actors, including VET-centres and growth forums

Regionsråd: Regional Council. The affairs of the five regions are governed by five regional councils. Each council has 41 members. The councils are elected for a four year period in general regional elections

Rådet for de grundlæggende Erhvervsrettede Uddannelser (REU): The Council for Vocational Training. The purpose of the council is to advise the Minister of education regarding vocational educations, production schools, (EGU)/basic vocational education and training etc. The members of the council are the social partners, Local Government Denmark, Regional Denmark, and representatives from teacher organisations, Education institutions and pupil organisations.

Satspuljeaftale: Rate Adjustment Pool. A pool of public funds earmarked for the most disadvantaged groups of citizens in the Danish society.

Statens Uddannelsesstøtte (SU): State Educational Grant. Danish students are entitled to public support for their further education - regardless of social standing. Support for students' living costs is awarded by the State Educational Grant

Statsforvaltningen: The State Administration. The state administration is a public authority that administers a range of tasks on behalf of the state.

Studienævn: Study board. The Board of Studies is the education's representative and governing body for both students and faculty. Among other things, the Board of Studies deals with planning semester courses and teaching, student and faculty initiatives, complaints and concerns, and the arrangement of guest lectures and social activities. The Board consists of both student and faculty representatives with the Chair of the Study Board as the responsible administrator.

Studieordning: programme regulations/curriculum

Styrelsen for arbejdsmarked og rekruttering (STAR): The Danish Agency for Labour Market and Recruitment. The Danish Agency for Labour Market and Recruitment is responsible for implementing and following up on employment policy in Denmark, including recruitment of necessary foreign labour. STAR supports the Minister for

Employment in the work of policy formulation, legislation and in relation to the Danish parliament (Folketinget).

Studentereksamen (STX): The Higher General Examination Programme. A 3-year upper secondary education programme with focus on general education and general study preparation.

Studievalg Danmark: Study guidance Denmark. Seven study guidance centres have the responsibility for guidance regarding the transition from youth education to higher education.

Trepartaftaler: A tripartite agreement is an agreement negotiated between the three central parts of the Danish labour market: employer organisations, labour organisations (representing salaried employees) and the Danish Ministry of Finance (representing the Government). The Government's cooperation with labour and employer organisations is an integrated part of the whole employment policy.

Uddannelsespålæg: Education instruction. Young people below 30 years without education in the cash benefit system receive an instruction to start an education when they have their first interview in the job centre.

Uddannelseshjælp: Education Benefit. Public benefit targeted people below 30 years without an education. The benefit is equivalent to the state educational grant (SU).

Udlodningsmidlerne/udlodningsloven: The Profits from the national lottery and football pools. Danish Gaming's (Danske Spil) profits (funds from the state football pools and the National Lottery) are put to many uses every year; this includes sports and culture. The funds are allocated according to a fixed distribution key in the legislation regulating football pools and the National Lottery.

Ungeenhed: Youth Units. Several municipalities have made a youth unit at educational institutions. These units offer a broad and cross-sectoral effort to young people so that they meet a coordinated effort and so that they are not sent from one administrative unit to the other.

The units are made up by representatives from the job centre, the health care sector, the social affairs administration, and the educational sector. They must ensure that the young people experience a systematic effort and that he or she will receive relevant offers across the various administrations. The offers must be targeted at education and employment.

Ungdommens Uddannelsesvejledning (UU): Youth Guidance centre. The municipality is responsible for the guidance of young people under the age of 25 years. The 60 youth guidance centres (UU) provide the municipal guidance regarding the transition from lower secondary school to youth education and for contacting young people who have not completed upper secondary or vocational training with offers of guidance.

Voksenuddannelsescenter (VUC): adult education centre

Videregående voksenuddannelse (VVU): Further adult education. Further education for adults corresponding to an Academy Profession-degree (2 years of higher education at undergraduate level)

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