



## **Youth Wiki national description**

# Youth policies in Denmark

2019

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>



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# 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 Children and Education, Ministry of Social Affairs and the Interior, 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. According to Eurostat, in 2018, the [Danish NEET rate was 9.2%](#) in the 15-34 age group.

# 1. YOUTH POLICY GOVERNANCE

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This introductory chapter on youth policy gives an overview of youth policy governance in Denmark.

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, [Lbk nr 798 af 07/08/2019](#)) 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:

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

In the area of social affairs, [different definitions](#) apply. Sometimes, a young person is defined as being in the 15-17-year age group, and clearly delimited from a child in the 0-14-year 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, [Lbk nr 798 af 07/08/2019](#)), 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.

## 1.3 National youth strategy

### Existence of a National Youth Strategy

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

### **A fair direction for Denmark**

Title in English: A fair direction for Denmark

Title in Danish: En retfærdig retning for Danmark

Type of document: Political understanding between the Social Democratic minority government and its three supporting parties.

Time of introduction: June 2019

Timeframe: The document is valid during the current government term of maximum four years.

The following strategies were launched by the former government, but were affirmed in broad political agreements in parliament and are still in effect or are being implemented. The current government will not necessarily continue the targets.

### **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. The implementation will be completed in 2021.

### **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](#).

### **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

Timeframe: The strategy is currently being implemented with funds from the former Rate Adjustment Pool Agreement 2018-2021. In the four-year period, [DKK 96.6 million are allocated to the initiatives in the strategy](#).

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

## **Scope and contents**

### **A fair direction for Denmark**

In the political understanding, the four parties establish their objectives for the current government term. The political understanding establishes that a new government must pursue policies in the areas of children, youth, schools and education that will make Denmark the world's best country to be a child in – with a focus on education, tackling

increased mental vulnerability, and with the stated aim of providing equal life opportunities for all children.

In relation to young people, the following objectives are relevant:

Focus on education:

- Strengthen the primary school system: to abandon national testing in the early grades and generally to re-consider the use of testing, to provide better opportunity for starting school later, to abolish the education preparedness assessment in the 8th grade, and to strengthen the educational guidance efforts.
- In the first national budget, a new government will be proposing a discontinuation of the redeployment contribution and thereby stopping the annual education cuts.
- A new government will invest in education in step with identifying the required financing. By also creating a sufficient number of traineeships, this will contribute to securing jobs or educations for the nearly 50,000 young people who are currently unemployed and not in education.
- A new government will support the opportunities for young people to complete education via a credit transfer reform.
- It is a goal for a new government that primary and secondary school student recruitment more accurately reflects the population composition.
- Ensure educational programmes across the country. All young people must have good educational opportunities irrespective of where in the country they live. For this reason, a new government will prepare a plan aiming for a better geographic distribution of welfare educations and access to secondary educational programmes throughout the country, and ensure that those adult education centres threatened by closure can stay open.
- Strengthen future solutions. Our educational and research institutions must be the source of new ideas and solutions to tackle the problems we face as a society. For this reason, we must strengthen the research effort, safeguard the freedom to conduct research and aim to reach the Barcelona objective, such that public investment in research is at least one percent of GDP. Furthermore, as a part of the plan for green transition the government will increase funding for green research and demonstration programmes.

Strengthen welfare again:

- Combat child poverty: the government will introduce a poverty limit and set up a benefits commission, which shall present recommendations within the benefits area.
- Improved psychiatric care. A new government will seek to negotiate an agreement on a 10-year plan for psychiatric care with binding targets on, among other things, reducing the number of re-admissions, reducing waiting times and increasing the average life expectancy of citizens with psychiatric illnesses and with the following priorities:
  - Preventive measures to tackle psychiatric vulnerability.
  - An increase in the preventive efforts and increasing the number of interdisciplinary treatments on offer.
  - More bed capacity in psychiatric care units.
  - An expansion of the current scheme covering free psychological counselling so that it includes those aged 6-24.
- Promote the well-being of children and young people. A national mental health action plan and a review in particular of the education system is intended to identify measures to promote the well-being of children and young people and to diminish the "performance culture". This will include, among other things, an assessment as to

whether grades can be made to be less of a factor in the education system, whether the grading scale needs to be changed, whether other forms of testing should be introduced, and finalising the ongoing assessment of the access system. A new government will also be discontinuing the education limit.

Specific target groups: 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 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.

## **Responsible authority for the implementation of the Youth Strategy**

### **A fair direction for Denmark**

The top-level authority responsible for the understanding paper is the Prime Minister.

The targets have not yet been evaluated.

The initiatives in the political understanding demand a majority in Parliament in order to be implemented.

### **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.

## **Revisions/updates**

### **A fair direction for Denmark**

There are no revisions of the political understanding.

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

There are no revisions of the initiative.

## 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 constitution of 1849 (Danmarks Riges Grundlov, [Lov nr. 169 af 05/06/1953](#)) established a tripartition of power:

- The Government constitutes the executive power
- Parliament and Government constitute the legislative power
- The courts of justice constitute the judicial power

The government constitutes the executive power and is responsible for the implementation of laws in Denmark. The government defines the overall objectives of all the policies in Denmark – including youth policies.

The Danish parliament (Folketinget) constitutes the legislative power, which means that the parliament must pass all laws. Parliament and the government may both introduce proposals for new legislation.

Often, a political settlement (forlig) has been reached prior to the presentation and negotiation of a bill in parliament. Political settlements are not part of the constitution or the parliament's order of business, but they are a common practice. As long as a political settlement is in effect, all parties behind the settlement have veto power in relation to amendments. This means that if the government wishes to amend a law included in a political settlement, all parties behind the settlement must approve the amendment. Political settlements imply that a large majority or all parties in parliament are behind a new act. The practice makes laws and reforms long-lasting.

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.

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 government's work procedures

The prime minister has the ultimate responsibility for the coordination of government policy. The government coordinates its long-term policy in the government platform, which may include a section on children and youth policy.

Furthermore, at 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](#)

The overview for the [parliamentary year 2019/20](#)

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.

Furthermore, the government coordinates its policies in a range of committees. The following committees may be relevant for decision-making in relation to youth policy.

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

- The prime minister (chair)
- The minister for finance
- The minister for foreign affairs
- The minister of justice
- Chief of staff of the Prime Minister's Office

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 minister for finance (chair)
- The minister for social affairs and the interior
- The minister for taxation
- The minister for climate, energy and utilities
- The minister for Industry, Business and Financial Affairs
- Chief of staff of the Prime Minister's Office

The committee for green transition deals with initiatives and issues in relation to the green transition across policy sectors, for instance bills and major government initiatives. Normally, the committee meets every other week. The members of the committee are:

- The minister for climate, energy and utilities (chair)
- The minister for taxation
- The minister for transport
- The minister for food, fisheries and equal opportunities
- The minister for higher education and science
- The minister for industry, business and financial affairs
- The minister for environment

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

### **The Prime Minister's Office**

The prime minister has the ultimate responsibility for the coordination of government policy. The main responsibilities of the [Prime Minister's Office](#) are to act as the prime minister's secretariat and assist the prime minister in the management of the government's work.

Within the area of domestic affairs, all cases and responsibilities in the fields of economics and domestic affairs that require the prime minister's involvement and participation are prepared. The area of domestic affairs also includes the task of preparing and coordinating material to be used for the government's weekly meetings and for the government's coordination committee. The government's legislative programme is also based within the

area of domestic affairs. All this takes place in a close cooperation between the Prime Minister's Office and the individual ministries.

The prime minister has strengthened the Prime Minister's Office in order to better develop and prioritise the government's policy: In July 2019, the Prime Minister established a new unit in the Prime Minister's Office: the political secretariat. The political secretariat has a special focus on the government's priority projects and policy development. Furthermore, the secretariat is working to strengthen the strategic direction of the government and increase internal coordination between ministers and special advisers. The chief of staff of the political secretariat is a member of the government's coordination committee and economic committee.

In September 2019, the prime minister has implemented an organisational expansion of the Prime Minister's Office. Within the area of domestic affairs, a new head of development will manage the unit together with the head of domestic affairs unit. Furthermore, five employees from other ministries are employed.

The new head of development will be responsible for developing highly prioritised government initiatives in close cooperation with the ministries and following up on the implementation of highly prioritised government initiatives.

### **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 of Social Affairs and the Interior**

- Socially marginalised children/children with fewer opportunities
- Children with special needs
- People with disabilities
- Civil society and the social voluntary sector
- Family law
- Structural policy
- Governance of municipalities and regions
- Economics of municipalities and regions
- Elections and referenda

### **The Ministry of Children and 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 children and education is the acting minister for the youth field with regard to the Council of Youth Ministers of the European Union.

### **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 Ministry of Employment**

- Working conditions
- Working environment and workplace injuries
- Employment

### **The Ministry of Higher Education and Science**

- Higher education
- Science
- Innovation
- State education grants

### **The Ministry of Justice**

- The justice system in Denmark

### **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

### **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

According to the Act on Municipal Governance (Bekendtgørelse af lov om kommunernes styrelse, [LBK nr 47 af 15/01/2019](#)), municipalities are required by law to appoint a finance committee, and one or more standing committees. Committees are responsible for the preparation and implementation of the council decisions and for the administration of local authority functions. They also make decisions on behalf of the council. Many municipalities have a children and family committee with the task of managing day-care institutions, primary and lower secondary institutions, youth clubs and youth schools, etc.

According to the Act on Legal Protection and Administration in Social Matters (Bekendtgørelse af lov om retssikkerhed og administration på det sociale område, [Act no. 930 of 17/09/2012](#)) and Act on Social Services (Lov om social service, [LBK nr 798 af 07/08/2019](#)), a municipal child and youth committee administers cases on the forcible removal of children. The committee is independent from the municipal council.

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, [LBK nr 798 af 07/08/2019](#)), 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.

Furthermore, with [the reform of the preparatory basic education and training](#) (FGU), which was implemented in 2019, municipalities have full responsibility for young people under 25 years. Municipalities are responsible for coordinating guidance offers, educational offers, and employment offers for young people.

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](#))

## Main Themes

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

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.

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. These evaluations, analyses, and reports are the basis for the development of new policies and policy reforms.

- National agencies and state institutions in the area of employment see [section 3.2](#)
- National agencies and state institutions in the area of social inclusion see [section 4.2](#)
- National agencies and state institutions in the area of education and training see [section 6.2](#)
- National agencies and state institutions in the area of health see [section 7.2](#)

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

Statistics Denmark ([Danmarks statistik](#)). Statistics Denmark is the central authority on Danish statistics. Statistics Denmark collects, compiles, and publishes statistics on the Danish society. See [section 1.6](#).

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. Furthermore, the Social Appeals Board supervises municipalities and regions. The Social Appeals Board may initiate inquiries regarding municipalities' implementation of social policy and labour market policy. The analyses strengthen the quality of municipal administration and equal treatment of citizens across the country. Examples of analyses in relation to young people:

- [Municipal practices regarding placement of children and young people in own rooms](#)
- [Municipal practices regarding visitation of young people below 30 years without education](#)

Benchmarking Unit ([Benchmarkingenhed](#)). The Benchmarking Unit is an independent institution. The unit provides analyses of the municipalities' and regions' performance, for instance:

- [NEETs in the 98 municipalities](#)
- [Inclusion in the public primary and lower secondary education \(Folkeskole\)](#)
- [The attachment of young people with mental issues to the labour market and 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.

## Research

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 draws 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 (List not complete):

- The Danish Centre for Teaching Environment (DCUM)
- The Knowledge Centre for Non-Formal General Adult Education (VIFO)
- The National Knowledge and Special Needs Advisor Organisation (VISO)
- 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)
- The Danish National Center for Grief (Det nationale sorgcenter)

Please also see [section 1.6](#).

## National councils and committees

National councils and committees 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 (list not complete).:

The National Council for Children ([Børnerådet](#)). See [section 5.3](#) and [4.5](#).

The National Council for Volunteering ([Frivilligrådet](#)). The council advises the minister for social affairs and the interior 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 is in close dialogue with socially marginalised citizens and distributes knowledge about the area to the public.

Council for Children's Learning ([Rådet for børns læring](#)). The council monitors and assesses the academic level, the pedagogic development and the pupils' benefit from education. Furthermore, the council advises the minister of children and education. As of 2018, the focus areas of the council are quality education, the balance between public and private schools and digitalisation.

Youth Climate Council ([Ungeklimarådet](#)). The Youth Climate Council gives input on the solutions of climate challenges to the minister for climate, energy and utilities. See section 9.3 "global issues exchanges with policy-makers at the domestic level".

The Media Council for Children and Young People ([Medierådet for børn og unge](#)) (see [section 5.3](#))

The Danish Institute for Human Rights ([Institut for Menneskerettigheder](#)) (see [section 9.2](#))

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.

The Ministry of Finance has produced a [list of councils, expert groups and committees established from June 2016 to April 2019](#). Some of them are relevant for youth policy decision-making.

### **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 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 Children and 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, for instance:

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

Furthermore, the Ministry of Children and 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 of Social Affairs and the Interior

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 2018](#)) and the report on higher education and science ([uddannelses- og forskningspolitisk redegørelse 2018](#)). 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 two [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.

#### 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

#### 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

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 independent public 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

### **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

- Epinion: Increased data ethics and IT-security in education ([Styrkelse af dataetik og it-sikkerhed på undervisningsområdet](#))
- EVA: Progress report: Local curriculum in VET programmes ([Statusrapport: Lokale undervisningsplaner i erhvervsuddannelserne](#))
- EVA: Mapping out of supplementary education in VET ([Kortlægning af supplerende undervisning på EUD](#))
- Deloitte: Analysis of the market for digital teaching materials for upper secondary education programmes ([Analyse af markedet for digitale læremidler på ungdomsuddannelser](#))
- 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 \(pdf\)](#))
- Rambøll: Literature review of prevention of negative social control ([Litteraturstudie om forebyggelse af negativ social kontrol](#))
- VIVE: Main course in VET education programmes after the reform ([Hovedforløb på erhvervsuddannelserne efter reformen](#))

2017

- Eva: Mapping out of pedagogic competency development among VET-teachers in 2017 ([Kortlægning af pædagogisk kompetenceudvikling blandt lærerne på EUD i 2017](#))
- Kora: Basic course in VET education programmes after the reform ([Grundforløb på erhvervsuddannelserne efter reformen](#))
- Rambøll: Evaluation of EUX - final report (Evaluering af eux - endelig rapport) (Rambøll, 2017)
- Rambøll: Implementation of the VET-reform ([Implementering af EUD-reformen](#))
- Rambøll/National Centre for Competency development: Final evaluation of the measures of the retention task-force ([Slutevaluering af fastholdelsestaskforcens samlede indsats](#))

2016

- EVA: Evaluation of summer courses ([evaluering af sommerkurser](#))
- Epinion: Evaluation of MKF ([Evaluering af MKF](#))
- Kora: Basic course in VET education programmes before the reform ([Grundforløb på erhvervsuddannelserne inden reformen](#))
- Kora: Main course in VET education programmes before the reform ([Hovedforløb på erhvervsuddannelserne inden reformen](#))
- Rambøll: Evaluation of initiative at model schools (Modelskolerapport evaluering af indsats på model skoler)(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 Kommunalforskning 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 ([Faglærtes 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 elevers 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. See chapter 7.

The declaration of intent entitled "[Fair direction for Denmark](#)" (Retfærdig retning for Danmark), which is the political understanding agreed by the Social Democratic minority government and its three supporting parties, emphasises young people's mental issues as one of modern society's main challenges. The government will present an action plan for the psychiatric system and a new unit has also been established in the Ministry of Higher Education and Science . The unit will be responsible for collecting and communicating knowledge about young people's well-being and policy development.

### 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 [several statistical databases](#), for instance:

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 social policy report](#)

[Socialpolitisk redegørelse 2018](#) (social policy 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](#)), and among people with a heart disease (Livet med en hjertesygdom [Life with a heart disease], 2015).

## 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.

## 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 2019 are (list not complete):

- Improved welfare services
- Improved elderly care
- More border control
- tight immigration policy
- Improved infrastructure
- climate

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

- Act on Profits from the National Lottery and Football Pools (Udlovningsloven, [LOV nr 1532 af 19/12/2017](#))
- The Act on Social Services, § 18 (Lov om social service, [LBK nr 798 af 07/08/2019](#))
- The Act on Non-Formal General Adult Education (Folkeoplysningsloven, [LBK nr 1115 af 31/08/2018](#))

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 Act on Profits from the national lottery and football pools (Udlodningsloven, [LOV nr 1532 af 19/12/2017](#)), the Act on Social Services (lov om social service, [LBK nr 798 af 07/08/2019](#)) and the Act on Non-Formal General Adult Education (Folkeoplysningsloven, [LBK nr 1115 af 31/08/2018](#)) 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 profits from the national lottery and football pools (Udlodningsloven, [LOV nr 1532 af 19/12/2017](#)), Act on Social Services (Lov om social service, [LBK nr 798 af 07/08/2019](#)), and the Act on Non-Formal General Adult Education (Folkeoplysningsloven, [LBK nr 1115 af 31/08/2018](#)). 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

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This chapter provides an overview on structures and activities with regard to youth volunteering in Denmark.

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, [39% 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 of voluntary work.

The Danish constitution of 1849 (Danmarks Riges Grundlov, [Lov nr. 169 af 05/06/1953](#)) 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 [Udlodningsloven](#)). [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, [LBK nr 1115 af 31/08/2018](#)).

The Act on Non-formal General Adult Education 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.

### **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, [LBK nr 1115 af 31/08/2018](#))
- Act on Receipts from the national lottery and football pools (Udlodningsloven, [LOV nr 1532 af 19/12/2017](#))

- § 18 of the Act on Social Services (Lov om social service, [LBK nr 798 af 07/08/2019](#))

Act on Non-formal General Adult Education

The Act 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".

### **Act on receipts from the national lottery and football pools**

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

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

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

In 2019, the surplus amounted to about DKK 1.5 billion

[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, [LBK nr 798 af 07/08/2019](#)) 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.

## **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 services, the Ministry of Social Affairs and the Interior 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, [LBK nr 798 af 07/08/2019](#)).

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

#### 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, [LBK nr 798 af 07/08/2019](#)), and Act on Non-Formal General Adult Education (Folkeoplysningsloven, [LBK nr 1115 af 31/08/2018](#)).

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, [LBK nr 1115 af 31/08/2018](#)) 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, LTB nr 2 af 27/12/2018](#)). 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 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.

## 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 former government launched a civil society strategy, Strategy for a Stronger Civil Society ([Strategi for et stærkere civilsamfund](#)), that also included young people.

The strategy is currently being implemented with the rate adjustment pool agreement of 2018 ([satspuljen](#)).

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

### Scope and contents

It was the former 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 of Social Affairs and the Interior is the top-level responsible authority for the Strategy for a Stronger Civil Society. The strategy is currently being implemented with 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.

## **2.4 Youth volunteering at national level**

### **National Programme for Youth Volunteering**

There is no youth volunteering programme at the national level.

### **Funding**

Not applicable as Denmark has no national programme for youth volunteering

### **Characteristics of youth volunteering**

Not applicable as Denmark has no national programme for youth volunteering

### **Support to young volunteers**

Denmark does not have a national programme for young volunteers and there are no youth volunteering initiatives at national level. However, as described in section 2.1, Denmark has several national pools, which fund a broad range of civil society organisations, including youth organisations. In this way, the national pools indirectly support young volunteers.

### **Quality Assurance (QA)**

There is no national volunteering programme and therefore no national quality assurance system is available for young volunteers.

However, civil society organisations that receive funding through the national pools mentioned in section 2.1 are subject to monitoring by the agency, municipality or civil society organisation administering the pools.

According to Act on Non-formal General Adult Education (Folkeoplysningsloven, [LBK nr 1115 af 31/08/2018](#)), an organisation receiving funding must (list not exhaustive):

- Be democratic (i.e. with a board elected by its members)
- Have statutes
- Require a Child Protection Certificate from all volunteers/employed who are in contact with young persons under 15 years of age

- formulate a yearly activity report and a financial report that document the organisation's compliance with the law

Furthermore, municipal councils monitor organisations' compliance with the law:

- Municipal councils may require that organisations present all necessary documentation
- Municipal councils can claim that the partial or full grant is withdrawn or returned, if the organisation reports misleading information or do not comply with the law.

Act on Receipts from the national lottery and football pools (Udlodningsloven, [LOV nr 1532 af 19/12/2017](#))

Danish Youth Council (DUF) administers a range of schemes financed by public pools. Each individual grant scheme has a mandatory set of regulations that the recipient of the fund must comply with. As a general requirement, youth organisations must hand in a financial report verified by an auditor, and DUF can claim that the partial or full grant is withdrawn or returned if the organisation do not comply with the regulations.

Operating aid is typically granted based on the number of organisation members. Applicants must hand in accounting reports that are verified by an auditor. Each year, a number of applicants are randomly selected for external check by DUF's auditor. The auditor checks the organisations' financial reports and other application materials and set up interviews with the respective organisations.

At the interview, the auditor scrutinises the organisation's registration of members and the application. Furthermore, the auditor initiates a survey where members are asked to confirm their membership. The auditor's final report is included in DUF's administration of applications.

Project funding is based on a project description with information on target groups and objectives. The benefactor must return a financial and goal achievement account by the report deadline. If an organisation reports misleading information, the partial or full grant is withdrawn or returned if the organisation do not comply with the regulations.

## Target groups

Not applicable as Denmark has no national programme for youth volunteering

## 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) has replaced 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.

The following Danish organisations are accredited sending organisation:

- ActionAid Denmark
- DanChurchAid
- Danish Refugee Council
- Engineers without Borders Denmark

EACEA is in charge of the life-cycle management of the programme, including analysis of grant requests and monitoring of projects.

## 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 (udlændingeloven, [LBK nr 1022 af 02/10/2019](#)).

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

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

Citizens of an EU/EEA country and Switzerland are covered by EU rules, which means that they can stay in the country for three months without an EU residence document. After three months in Denmark, a citizen of an EU/EEA country or Switzerland must apply for an EU residence document at The Danish Agency for International Recruitment and Integration (SIRI).

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.

## Third-country citizens

The Danish Agency for International Recruitment and Integration (SIRI) has made an overview of the specific [rights to participate in voluntary work in Denmark according to the Aliens Act](#). The overview lists specific types of basis for residence and what the right to partake in voluntary work is.

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 no 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 European 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 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](http://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 administration of The European Solidarity Corps and 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 the autumn.

Since 2005, FriSe manages the portal [Frivilligjob/voluntaryjob](http://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.

YEAR	PARTICIPATING MUNICIPALITIES	ACTIVITIES
2016	82	426
2017	81	407
2018	84	392

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 has an arrangement for recognition of skills gained outside the formal education system, including volunteering activities. The arrangement is used in vocational adult education and continuing training. Furthermore, two systems exist where competences gained outside the formal education system may be beneficial for the applicant of admission to higher education. The two systems cannot directly convert the volunteering competences into ECTS points.

The relevant systems are:

- Prior learning assessment (Realkompetencevurdering)
- Dispensation to apply for admission with special permission
- Quota 2

Prior learning assessment (realkompetencevurdering) is used in vocational adult education and continuing training. In Denmark, the validation of prior learning is regulated by:

'Act on Change of Different Laws within the Area of the Ministry of Education (Lov om ændring af forskellige love på Undervisningsministeriets område (Udbygning af anerkendelse af realkompetence på voksen- og efteruddannelsesområdet, [Lov nr. 556 af 06/06/2007](#)).

AVU:

Act on AVU and recognition of prior learning in AVU and HF ([LBK nr 603 af 23/05/2019](#))

Ministerial order on prior learning assessment in AVU ([BEK nr 453 af 10/06/2008](#))

AMU:

Ministerial order on AMU ([BEK nr 1795 af 27/12/2018](#))

EUV:

Act on vocational education and training programmes ([LBK nr 51 af 22/01/2020](#))

Academy programmes and Diploma programmes within higher VEU:

Act on higher education for adults ([LBK nr 1038 af 30/08/2017](#))

Ministerial order on prior learning assessment in higher education for adults ([BEK nr 8 af 10/01/2008](#))

The Ministry of Children and Education is top-level authority of competence assessment in general adult education (AVU), higher preparatory single subject course (HF), vocational training programme (AMU), and vocational education and training for adults (EUV). The National Agency for Education and Quality is authorised to handle complaints about prior learning assessment as well as to handle quality assurance mechanisms.

The Ministry of Higher Education and Science is top-level authority for competence assessment in Academy and Diploma programmes. The Qualification Board under the authority of the ministry, is responsible for processing complaints regarding prior learning assessment in AVU and Academy and Diploma programmes.

The system of assessing prior learning is highly decentralised, which implies that the education providers establish how PLA is performed and how the applicants are assessed.

### Dispensation

The opportunity to dispense from the formal admission requirements in Academy Profession programmes and in the professional bachelor education programme is regulated in the ministerial order on admission to Academy Profession programme and Professional bachelor education programme (Adgangsbekendtgørelsen, [BEK nr 17 af 19/01/2020](#))

The opportunity to dispense from the formal admission requirements in university programmes is regulated in the ministerial order on admission to university education programmes (Adgangsbekendtgørelsen, [BEK nr 23 af 09/01/2020](#))

The Ministry of Higher Education and Science is the top-level authority. The education providers are responsible for assessing the applicants' qualifications.

### Quota 2

The legal framework for quota 2 admission in Academy Profession programmes and in the professional bachelor education programme is regulated in the ministerial order on admission to Academy Profession programme and Professional bachelor education programme (Adgangsbekendtgørelsen, [BEK nr 17 af 19/01/2020](#))

The legal framework for quota 2 admission in university programmes is regulated in the ministerial order on admission to university education programmes (Adgangsbekendtgørelsen, [BEK nr 23 af 09/01/2020](#))

Ministry of Higher Education and Science is top-level for Quota 2. The Danish Agency for Science and Higher Education is responsible for establishing the number of study places in each quota. The education providers are responsible for establishing the criteria for assessing the quota 2-applicants' competences.

## Existing arrangements

**Prior learning assessment** (realkompetencevurdering) is used in vocational adult education and continuing training. The assessment entails assessing and recognising adults' real competences. Real competences include everything a person can do, whether or not the person has a certificate and regardless of where the person has learned it, be it in the formal education system, the non-formal one or in any other setting.

The legal framework entitles each individual the right to have his/her prior learning experiences validated in relation to specific goals of the following adult education and continuing training programmes:

1. General adult education ([AVU](#));
2. Higher preparatory single subject course ([HF](#));
3. Vocational training programme ([AMU](#));
4. Vocational education and training for adults (EUV);
5. Short-cycle post-secondary adult education (Academy programmes); and
6. Medium-cycle post-secondary adult education (Diploma programme).

### Prior learning assessment in AVU and HF

In [prior learning assessment in AVU and HF](#), applicants' skills and competences are assessed in relation to the education objectives of the specific education programme. The

assessment is based on documentation provided by the applicants and, when necessary, assignments/tests set by the education providers. The assignments/tests should document the applicants' competences and could be in the form of interviews, observations and tests, and the duration is maximum four days. The assessment process and methods must be published on education providers' website.

When an applicant's skills and competences meet all the established objectives for a specific subject at a specific level of education, the education provider issues a competence certificate for the subject in question. The competence certificate equals a single subject certificate without marks.

When an applicant's skills and competences partially meet the established objectives of a specific subject, the education provider issues a competence certificate for part of the subject in question. The competence certificate can be used to obtain credit in AVU or in HF in the form of a shortened or an adjusted education programme.

Quality assurance: The prior learning assessment must be led by teachers with competences to teach in the specific subject. The education providers must document the assessment process in case of eventual complaints. The education providers' decisions regarding PLA in AVU and HF must be in writing, and the education providers must state its reasons for rejection or recognition. Furthermore, the decisions must include complaint instructions, and the applicants have the opportunity to file a complaint to the Ministry of Children and Education.

### **Prior learning assessment in AMU**

Prior learning assessment in AMU is individually planned prior to the applicants' eventual admission. However, the education providers may organise PLA in classes as a consecutive or split-up procedure.

The education providers establish which education programme(s), education objectives or single subjects should function as the target and measure for the competence assessment.

The applicants provide relevant documentation for the total of skills and competences, which can include voluntary activities and non-formal learning.

The PLA in AMU may lead to:

1. Personal education plans
2. Certificate of competences for parts of an AMU education programme (kompetencebevis)
3. Shorten AMU programmes
4. Certificate of education for a full AMU programme (AMU-bevis)

Quality assurance: According to the ministerial order on AMU (Bekendtgørelse om arbejdsmarkedsuddannelse, [BEK nr 1795 af 27/12/2018](#)), the National Agency for Education and Quality is responsible for developing and updating quality assurance measures. The AMU education providers are obliged to perform systematic quality assurance of their activities, including prior learning assessment. The education providers are obliged to initiate evaluations where learners and the companies, where the learners are employed, evaluate the activities. The education providers are obliged to follow up on the evaluations. Learners have the opportunity to file a complaint to the National Agency for Education and Quality.

### **PLA in Vocational education and training for adults (EUV)**

Vocational education and training for people above 24 years of age is organised in the education programme, Vocational Education and Training for Adults (EUV). Prior Learning Assessment is mandatory in EUV. The prior learning assessment consists of both a general, standardised assessment as well as an individual assessment of other competences, for instance gained through non-formal learning or voluntary activities. The objective of the

prior learning assessment is to schedule the optimal education programme for the students at the right level and to avoid double education.

The prior learning assessment in EUV is used to establish personal education plans indicating how much school-based training and apprenticeship the personal education plans should consist of in order to fulfill the objectives of the education programme.

The PLA may lead to:

- Certificates of competences for parts of an education programme
- Shortening of an education programme

EUV-students receive documentation for recognised competences. The education providers are obliged to explain their decisions in case of partial recognition or rejection of recognition. The EUV-students are entitled to make a statement in order for the decision of partial recognition or rejection of recognition is valid.

The education providers are obliged to have a system of quality assurance and self-assessment. Based on a yearly self-assessment, the education providers are obliged to develop follow-up procedures, which establish the needed changes, targets, strategies and a time schedule.

Furthermore, EUV-students have the opportunity to file a complaint about the PLA to the education providers. The education providers process the complaints, inform the students about the education providers' positions hereafter the students have the opportunity to make a further statement before the education providers send the complaint to the National Agency for Education and Quality.

PLA in short-cycle post-secondary adult education (Academy programmes) and Medium-cycle post-secondary adult education (Diploma programme)

Applicants of PLA send documentation of competences to the education providers. The education providers assess whether an individual prior learning assessment is needed. In case of an individual assessment, the education providers must employ methods, which demonstrate relevant competences, for instance interviews, assignments and tests.

PLA may lead to:

- Admission to programmes
- Certificates of education for full programmes
- Certificates of competence for parts of programmes

Quality assurance: The education providers are obliged to:

- Publish on their website methods and procedures used in PLA
- Assure that the person in charge of PLA has the necessary competences
- Inform and guide the applicant before and after the PLA
- Carry out quality assurance and develop methods for PLA
- Evaluate the results of PLA and perform the necessary follow up
- Decisions of PLA must be in writing and must include complaint instructions

### **Dispensation**

In higher education, dispensation to apply for admission with special permission can be used by the education institutions. If an education institution estimates that an applicant's skills and qualifications meet the formal admission requirements, the application is included in the formal admission process together with all other applications.

## Quota 2

In some higher education programmes, the number of qualified applicants exceeds the number of student places, and admission is restricted. Student places are divided in quota 1 and quota 2, and the number of student places in each quota is established by the Danish Agency for Science and Higher Education (Styrelsen for forskning og uddannelse) based on recommendation from the education provider.

Applicants for quota 1 are enrolled based on their average mark, whereas applicants for quota 2 are enrolled based on an individual assessment. Relevant admission requirements for quota 2 depend on the specific education programme and are established by the education providers. Voluntary activity may be relevant.

Applicants for admission in quota 2 or admission with special permission have the possibility to appeal against the education providers' decisions. The applicants must file the complaint to the education providers that comment on the complaints. The applicants are entitled to comment on the statements from the education providers before the complaints are sent to the Danish Agency for Science and Higher Education (Styrelsen for Forskning og Uddannelse).

In all three systems, applicants are responsible for providing the necessary documentation of skills and competences. See [section 6.4](#) for a detailed description of the specific competence files that help young people to put their skills and competences into words. Furthermore, tests and interviews are often used in the assessment of competences gained in non-formal learning.

## 2.8 Current debates and reforms

### Forthcoming policy developments

In the political understanding, [A fair direction for Denmark](#), the government and its three supporting parties have outlined the political objectives and priorities for the government.

One of the objectives of the new government is to strengthen Danish democracy. Among other things, this will take place via the following initiative:

Mapping and removing bureaucratic burdens for voluntary associations and increase the use of "leisure time passes" to vulnerable youths and children, so that more have the opportunity to participate in associations.

Furthermore, the government has published [a programme with the bills that the government will present in the parliamentary year 2019-2020](#).

In relation to voluntary activities, the minister for immigration and integration will present a bill that includes an amendment to the Aliens Act. The objective of the bill is to widen the access for foreigners without working permit to perform voluntary activities under certain conditions.

In 2018, a majority in parliament agreed to cancel the rate adjustment pool. Since 1990, the rate adjustment pool has allocated funding to projects targeted socially marginalised people. Often voluntary associations within the area of social affairs received funding from the pool. The pool will not receive new means, but a reserve will be allocated for projects in the social, health and employment sector until 2029.

In November 2019, [a majority in parliament presented an agreement on the 2020 allocation of funding](#). In relation to young people, the following initiatives are relevant:

- Establishment of a youth crisis centre run by voluntary organisations. The crisis centres provide counselling and temporary housing (maximum 7 days) for young people in the 14-17-year period. A total of 16.5 million DKK is allocated in the 2020-2023 period.
- Framework for a better transition to adulthood for young people with disabilities. A total of 6.5 million DKK is allowed in the 2020-2023 period.

- Increased focus on implementing Housing First for homeless people (for more information, see section 4.6)
- Leisure pass for socially marginalised children and young people. A total of 22.3 million DKK is allocated in the 2021-2023 period.
- Permanent support to Christmas support to socially marginalised families with children, support to summer vacation, and temporary housing during winter.
- Support to Project Unique. The project supports young people in the 18-30-year age group who have been placed out of home during childhood.
- Girltalk: The organisation offers counselling of young girls with low self-esteem and suicidal thoughts.

Furthermore, the political parties commit themselves to develop a set of principles for the allocation of funds to voluntary, social organisations. The Ministry of Social Affairs and the Interior is responsible for the development of principles. The process will begin in the spring 2020.

## Ongoing debates

### Cancellation of the rate adjustment pool

From 1990-2018, the rate adjustment pool ([satspuljen](#)) has allocated money for social programmes of four-year periods. In December 2018, the Finance Act for 2019 was passed in Parliament. During the negotiations, a majority in Parliament agreed on a cancellation of the rate adjustment pool (satspulje). The arguments for the cancellation were that the pool was funded by public benefits and thus by people in need, because the regulation of public benefits.

Furthermore, the pool funded temporary projects, but often a more long-term policy was needed.

The pool will not receive new means, but a reserve will be allocated for projects in the voluntary social sector. When rate adjustment pool projects ends, unspent funds from the projects are added to the reserve. This construction means that the reserve is small in 2020, but will grow as projects ends. Therefore, there is a [political debate on how to allocate a smaller pool than usual](#). Furthermore, [organisations that are dependent on funding from the rate adjustment pool do not know if they are forced to shut down](#)

## 3. EMPLOYMENT & ENTREPRENEURSHIP

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This chapter describes youth policy in the field of employment and entrepreneurship in Denmark.

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:

2018: [6.8% in the 15-24 age group](#)

In October 2019, the Danish AKU [unemployment rate](#) was 5.3% in the 15-74 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 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 increases
- Pensions
- 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) laid 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), (FH, 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 in 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, 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, [Lov nr 240 af 17/03/2010](#))
- The Holiday Act (Ferielloven, [LBK nr 1025 af 04/10/2019](#)), which regulates annual holidays
- The Consolidation Act on the Entitlement to Leave and Benefits in the Event of Childbirth (Barselsloven, [Lov nr 1084 af 13/11/2009](#))
- The Consolidation Act on the Protection Against Dismissal Related to Association Membership (Foreningsfrihedsloven, [LBK nr 424 af 08/05/2006](#))

Other laws grant rights to certain groups of employees, for instance:

- The Consolidation Act on Employers' and Salaried Employees' Legal Relationship (Funktionærloven, [LBK nr 1002 af 24/08/2017](#))
- The Consolidation Act on Assistants (Medhjælperloven, [LBK nr 712 af 20/08/2002](#))

Finally, some laws protect employees against discrimination, for instance:

- The Consolidation Act on the Prohibition of Differences of Treatment in the Labour Market etc. ([Forskelsbehandlingsloven](#), [LBK nr 1001 af 24/08/2017](#))

- The Consolidation Act on Equal Pay to Men and Women (Ligelønsloven, [LBK nr 156 af 22/02/2019](#))
- The Consolidation Act on Part-Time Work (Deltidsloven, [LBK nr 1142 af 14/09/2018](#))

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, regular or continuous problems; 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 the 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. According to the commission report, 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. According to data from Statistics Denmark, 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 October 2019, the [AKU](#) unemployment rate among the 15-24-year olds was 10.5% (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, but in 2017 the rate declined.

2016	2017
71 663	70 356

Data from Statistics Denmark

## 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 Children and 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 Social Affairs, and the interior, see [section 1.6](#).

The Danish Agency for Labour Market and Recruitment, under the Ministry of Employment, monitors the labour market by combining own statistics and surveys with data from Statistics Denmark. Furthermore, the agency produces its own statistics about people on all types of unemployment benefits and the situation regarding labour shortages and recruitment by private enterprises, see [section 3.3](#).

## 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 (Statistics Denmark, 2014):

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 works towards a healthy, dynamic and secure labour market with as many as possible in job. The ministry is responsible for measures in relation to all groups of employed and unemployed persons, i.e. unemployed persons on social assistance as well as unemployed persons receiving unemployment benefits.

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 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 measure ([kommunal ungeindsats](#)):

The parliament has passed a new act regarding preparatory basic education and training ([FGU](#)). With the act, all municipalities are responsible for establishing a coherent and cross-sectoral youth measure that coordinates educational, employment, and guidance initiatives. The municipal youth measures offer broad and cross-sectoral initiatives to young people so that they meet a coordinated and coherent effort.

The act implies that the municipality has the full responsibility for all young people below the age of 25 years.

## 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.

## 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 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 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. 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.

### 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.

As of January 2019, a new unit was established in KL – Local Government Denmark, which is the association and interest organisation of the 98 Danish municipalities. The new unit, **Unit for Educational and Vocational Guidance in Municipalities (EUK)**, supports the development of quality educational and vocational guidance, and supports networking among practitioners, and the exchange of experience across municipalities.

### Social partners

The social partners are members of the local employment councils ([BER](#)) and the regional labour market councils ([RAR](#)), participate in tripartite discussions, and issues on the labour market are sent for hearing to the labour and employment organisations before the Danish Parliament adopts them as laws.

### 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 three central organisations that negotiate on behalf of the trade federations and local trade unions:

- FH, the Trade Union's Central Organisation ([Fagbevægelsens Hovedorganisation](#)). FH was established in 2019 as an amalgamation between LO and FTF. FH organises 1.4 million members.
- 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.

### 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 old, as well as general employment measures in Denmark, are handled through a partnership-based approach.

Depending on the need of the person, public and non-public actors mentioned above 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. Furthermore, The FGU reform requires municipalities to establish a cross-sectoral youth measure.

## 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 the main part of the measures. Some analyses are made on a regular and short-term basis, others are ad hoc and long term.

#### Jobindsats

[Jobindsats](#) is a public database containing relevant historic and current data on active labour market policies in Denmark. It also contains indicators of recent reforms. The primary purpose of jobindsats.dk is to create transparency regarding the work of the public employment service/job centres. Jobindsats.dk is targeted at local job centres with a specific focus on benchmarking and unemployment insurance funds, enabling job centres to carry out planning, management and follow-up procedures with respect to active labour market policies in their own municipality or unemployment insurance fund. Jobindsats.dk thus provides the best possible statistical foundation for decision-making.

#### 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 June 2019 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 shortages. 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**

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

### **Ad hoc evaluations**

In December 2019, the Ministry of Higher Education and Science published an [analysis of the demand for new skills and competences in the maritime sector](#). Among other things, the report has analysed which competences and types of education employers requested in job advertisements from 2010 to July 2019. The report concludes, for instance, that there has been an increase in the demand for digital and highly specialised competences.

## **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](#) for each region 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 education programmes 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 children and 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 30 years, but also include services for adults wanting to enter a higher education programme or for unemployed adults.

The Ministry of Children and 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 are responsible for the implementation of the local guidance and counselling of youth.

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

#### **Guidance and counselling services must conform to the national guidance objectives**

As of August 2019, a reform of the preparatory basic education has been implemented in Denmark. Part of the reform is a new act on guidance initiatives in the municipalities for young people under 25 years. According to the Act on Municipal Youth Measures (Lov om kommunal indsats for unge under 25 år, [LBK nr 825 af 16/08/2019](#)), the guidance provided to young people under 25 years must:

- Help to ensure that the choice of education and career will be of the greatest possible benefit to the individual and to society.
- Ensure that the individual obtains a realistic understanding of qualifications and demands in the education system and on the labour market.
- Be aimed particularly at young people who, without specific guidance, will have difficulties in relation to choice and completion of an education, training, and career.

- Take into account the 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 the 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 Municipal Youth Measures (Lov om kommunal indsats for unge under 25 år, [LBK nr 825 af 16/08/2019](#)) covers guidance in the education system for young people under 25 years and in the employment system for young people under 30 years. According to the act, the municipal council is responsible for guidance in relation to the choice of education and occupation. The guidance covers:

- Pupils in the 7th–9th grade and pupils in the 10th grade.
- Young people under 25 years not in education or employment.
- All young people under 25 years who contact the municipal council.
- When the municipal job centre makes a request, the municipal council can provide guidance for young people under 30 years with an instruction to start an education.
- Guidance must be organised as a coherent measure that introduces the young persons to all upper secondary educations.

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

- By the end of the 9th grade, pupils must have an education plan.
- 15–17-year-olds are required by law to be in some sort of educational activity or activity with an educational perspective in accordance with their individual education plan.
- In the 8th and 10th grade, pupils participate in introduction courses and bridge-building activities in order to prepare them for choosing an upper secondary education.
- In the 9th grade, pupils assessed not-ready for upper secondary education can participate in bridge-building activities lasting 2–10 days.
- In the 8th, 9th, and 10th grade, pupils are assessed with regard to their readiness for all types of upper secondary education.
- For young people who are assessed as not yet ready for upper secondary education, the municipal council and the school 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. Municipal councils have outreach and follow-up measures that guide young people on education and employment.

Furthermore, according to the Act on Primary and Lower Secondary Education (Folkeskoleloven, [LBK nr 823 af 15/08/2019](#)), Education and Employment is a mandatory subject from preschool class to 9th grade. The pupils must acquire skills to make education and career choices. Education and Employment includes three competence areas: personal

choices, from education to employment, and work life. The teaching in Education and Employment must be organised in cooperation with the municipal youth measure.

### **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 municipal youth measure ([KUI](#)) 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 outside the education system**

The Municipal Youth Measure (kommunal ungeindsats) must establish a coherent cross-sectoral measure for all young people under 25 years. The measure coordinates education, employment, and social initiatives. The measure includes guidance.

According to the Act on Active Employment Policies (Lov om en aktiv beskæftigelsesindsats, [LOV nr 548 af 07/05/2019](#)), the municipal job centres, or another municipal unit, are obliged to support job seekers with finding employment. For young people under the age of 30 years without an education leading to a vocational/professional qualification, the municipal support has a focus on education (uddannelsespålæg). Guidance is a central element of this municipal obligation. The rules vary with regard to when a young person is entitled to an active labour market measure depending on whether the young person:

- Has unemployment insurance
- Is under 30, uninsured, and with no upper secondary education
- Is under 30, uninsured, and with an upper secondary education

Generally, the municipal job centres organise and conduct a flexible contact course in the form of individual interviews.

During the interviews, an individual plan is established. The plan contains the education or career objectives of the unemployed person and a strategy with a view to achieving them.

The municipality conducts at least four individual interviews during the first six months of unemployment.

### **The link with the youth guarantee scheme**

Denmark has a well-established range of policy measures focused on young people. This also applies to guidance and counselling services.

According to the ministerial order on the obligation to be in education, employment or other activity (Pligtbekendtgørelsen, BEK nr 1014 af 04/10/2019), if a young person in the

15–17-year age group deviates from the education plan, the municipal council must contact the young person within 5 working days after receiving this information, and the young person must receive an offer of an alternative activity within 30 days from the time of first contact.

A key objective in the Danish youth policy is that young people complete an educational programme. 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 schools, municipal youth measures, 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 an education or not and when they are unemployed. There are different types of guidance providers available.

**Guidance and counselling providers in the education system** (independent from sectoral and institutional interests):

- 98 municipal youth units (Kommunal ungeindsats) provide guidance to young people under 25 years in relation to the transition from compulsory education to upper secondary education, or alternatively to the labour market. 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 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, quality of the education, etc.

### **Guidance and counselling providers in the employment system**

- Unemployment insurance funds ([a-kasser](#)): 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 94 job centres. Guidance is aimed at all individuals 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 to help in finding 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 objective of the municipal youth measure is to provide a coherent and cross-sectoral measure based on a cooperation between education, employment, and social efforts in the municipality. Furthermore, the municipal youth measures 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. 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 employment 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 Municipal Youth Measures (Lov om kommunal indsats for unge under 25 år, [LBK nr 825 af 16/08/2019](#)) establishes that guidance must be aimed 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 establishes that the municipal council has a special obligation towards:

- young people assessed not ready for upper secondary education in the 8th, 9th, or 10th grade.
- young people in the 9th or 10th grade in great risk of not beginning or completing an upper secondary education.

The cash benefit reform implemented on 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 who want to enter a higher education programme.

## Funding

Most 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.

The guidance and counselling services provided by the unemployment insurance funds ([a-kasser](#)) are based on membership. Members of the unemployment insurance funds pay a membership fee.

## 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. According to the Act on Municipal Youth Measures (Lov om kommunal indsats for unge under 25 år, [LBK nr 825 af 16/08/2019](#)), it is 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 Children and 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, as well as initiating analyses, surveys, and cross-sectoral experimental and developmental activities.

## The Ministry of Children and Education

Quality assurance is emphasised in the Act on Municipal Youth Measures (Lov om kommunal indsats for unge under 25 år, [LBK nr 825 af 16/08/2019](#)). Municipalities are obliged to establish local targets and a framework for the guidance, including the choice of activities and method. The municipal council must publish the targets and the results of the guidance efforts.

According to [the ministerial order on guidance](#), 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 therefore published on the municipal websites. Furthermore, the Ministry of Children and Education has developed a set of guidelines that the centres have to use when they set up their own quality assurance system.

### 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 the 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.

The Danish Agency for Labour Market and Recruitment ([STAR](#)) is responsible for implementing and following up on employment policies in Denmark. STAR monitors the measures in the local job centres and unemployment insurance funds ([a-kasser](#)). Furthermore, STAR collects evidence-based knowledge on active labour market measures, for instance in reviews and in the tool Employment Effects ([jobeffekter.dk](#)).

## 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 Children and Education and the Ministry of Higher Education and Science 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, municipal job centres and municipal youth measures ([kommunal ungeindsats](#)) 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 (Lov om erhvervsuddannelser, [LBK nr 957 af 17/09/2019](#))
- Ministerial order on VET (Bekendtgørelse om erhvervsuddannelser, [BEK nr 570 af 07/05/2019](#))

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 education programmes 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. (Bekendtgørelse af lov om erhvervsakademiuddannelser og professionsbacheloruddannelser, [LBK nr 790 af 09/08/2019](#))

The Ministerial Order on Business Academies and University Colleges (Bekendtgørelse om erhvervsakademiuddannelser og professionsuddannelser, [BEK nr 841 af 24/06/2018](#))

### **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 Children and 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 (Bekendtgørelse af lov om erhvervsakademiuddannelser og professionsbacheloruddannelser, [LBK nr 790 af 09/08/2019](#))

The Ministerial Order on Business Academies and University Colleges (Bekendtgørelse om erhvervsakademiuddannelser og professionsuddannelser, [BEK nr 841 af 24/06/2018](#))

### **Traineeships at the maritime education institutions**

In 2019, new regulations on the training periods in maritime professional bachelor education programmes were implemented. As of 2019, students can enter into training agreements with more than one approved shipping company, the involved parties can make a training agreement with either a trainee salary or state educational grant during the training periods, and having a training agreement prior to starting the education is no longer a requirement.

Traineeship/seagoing service is part of the following maritime education programmes:

**Bachelor of Maritime Transport and Nautical Science** (Skibsfører, [BEK nr 636 af 25/06/2019](#))

- Mandatory training period (seagoing service) of altogether 15 months on board a merchant vessel. If the training takes place on a ship registered abroad, the traineeship can be unpaid.
- During the training period, the student is entitled to either a trainee salary or state educational grant, and if there are agreements made with more than one shipping company it can be a salary at one company and an educational grant at another.
- The education institution and the shipping company must enter into a training agreement.
- A qualified training officer must guide the student during the training periods.
- A training record book, which is published by the Danish Maritime Authority, must be completed during the training period. The purpose of the training record book is to manage the practical training during the trainee's practical training period so that the trainee, the ship's management, and the training officer are properly informed about meeting the objectives of the practical training period, as well as serving as documentation that the objectives have been met.

**Bachelor of Maritime Transport and Ship Management** (Skibsofficer, [BEK nr 1350 af 23/11/2018](#))

- Altogether, one year and three months with either trainee salary or state educational grant, and if there are agreements with more than one shipping company it can be a salary at one company and an educational grant at another.
- A qualified training officer must guide the student during the training periods, and a training record book, which is published by the Danish Agency for Science and Higher Education, must be completed during the training period.
- The education institution and the shipping company must enter into a training agreement.

**Bachelor in Technology Management and Marine Engineering** (Maskinmester, [BEK nr 1348 af 23/11/2018](#))

- A three-month training period prior to the bachelor project is mandatory for all students.
- Students with a vocational upper secondary education or relevant work experience of minimum two years are entitled to credit for all or part of the enterprise traineeship (virksomhedspraktik) of nine months and the workshop traineeship (værkstedspraktik) of nine months. The two periods of altogether 18 months are mandatory for students with a general upper secondary education.
- The education institution and the shipping company must enter into a training agreement.
- In relation to seagoing service, a qualified marine engineer must guide the student during the training period, and a training record book, which is published by the Danish Agency for Science and Higher Education, must be completed during the training period.
- Students in seagoing service can enter into training agreements with a trainee salary or receive a state educational grant.

**Ship's machinist** (Skibsmaskinist, [BEK nr 1347 af 23/11/2018](#))

- Mandatory training period of half a semester with trainee salary. However, if it is not possible to find an approved shipping company that will pay a salary, an agreement can be made where the student receives a state educational grant for the three months.
- The education institution and the shipping company must enter into a training agreement.

- A qualified training officer must guide the student during the training periods, and a training record book, which is published by the Danish Agency for Science and Higher Education, must be completed during the training period.

### **Professional fisherman ([Fisker](#))**

- Mandatory training of three periods of six months with a trainee salary

### **Basic Maritime Education (den grundlæggende maritime uddannelse, BEK nr 1609 af 13/12/2016)**

In the Basic Maritime Education, students specialise as either master home trade (kystskipper) or ship's assistant, basic. For both education programmes, the following rules apply:

- One year of seagoing service with trainee salary.
- The education institution and the shipping company must enter into a training agreement.
- A qualified training officer must guide the student during the training periods, and a training record book, which is published by the Danish Agency for Science and Higher Education, must be completed during the training period.

### **Master restricted (Sætteskipper, [BEK nr 798 af 18/06/2018](#))**

- Eighteen months of seagoing service with trainee salary.
- The education institution and the shipping company must enter into a training agreement.
- A qualified training officer must guide the student during the training periods, and a training record book, which is published by the Danish Agency for Science and Higher Education, must be completed during the training period.

### **Master unlimited (Skibsfører uden gymnasial uddannelse, [BEK nr 636 af 25/06/2019](#)):**

- Mandatory training period of a maximum of 18 months with a trainee salary.
- A qualified training officer must guide the student during the training periods, and a training record book, which is published by the Danish Agency for Science and Higher Education, must be completed during the training period.
- The education institution and the shipping company must enter into a training agreement.

### **Ship mechanic (Skibsmekaniker, BEK nr 335 af 25/04/2018)**

The duration of the education is 3 years and 8–9 months depending on the age of the student. Students aged 25 years or older enrol on vocational education and training for adults, which has a duration of 3 years and 8 months. The school-based part of the education is 18–20 weeks and the rest of the education programme is a traineeship. Students are entitled to a trainee salary.

### **Ship's cook (Skibskok, [BEK nr 1622 af 15/12/2016](#))**

- Four weeks with a trainee salary.
- A ship's cook with a business license from the Danish Maritime Authority must guide the student during the training period, and a training record book, which is published by the Danish Agency for Science and Higher Education, must be completed during the training period.
- The education institution and the shipping company must enter into a training agreement.

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****Bachelor programme:**

- Mandatory traineeship
- 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

### Design

#### Bachelor programme:

- Mandatory traineeship
- 6th semester
- 20 ECTS
- Practical training and report are assessed as passed/failed

### Conservation

#### Master programme:

- Optional traineeship
- 1st, 2nd, or 3rd semester
- 20 ECTS
- The traineeship is completed with a report assessed as passed/failed

Source: 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, for instance:

- 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 education programmes (21 master educations and 10 bachelor educations) have mandatory [project-based courses](#).
- 66% of all education programmes (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 in Denmark 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

According to the Ministerial Order on Obligation to be in Education, Employment or Other Activities (pligtbekendtgørelsen, [BEK nr. 1014 af 04/10/2019](#)), 15–17-year-olds are obliged to be in education, employment, or training. The obligation is implemented in the individual education plan, which is formulated between the young person and the municipal youth measure (Kommunal ungeindsats) during lower secondary education. When the municipality becomes aware that a young person is not complying with the individual education plan, the municipality is obliged to contact the young person within five days. Furthermore, the municipality is obliged to offer the young person a new activity, which may be traineeship, 30 days after the municipality has contacted the young person.

According to the Act on Active Employment Measures (Bekendtgørelse af lov om aktiv beskæftigelsesindsats, [LBK nr 1342 af 21/11/2016](#)):

- Young people below the age of 30 on education benefit without an education leading to a vocational/professional qualification and assessed ready for education are entitled to an offer, for instance a traineeship, after one month of unemployment.
- Young people below the age of 30 on education benefit without an education leading to a vocational/professional qualification and assessed ready for activation are entitled to an offer, for instance a traineeship, after one month of unemployment.

### Traineeships in the private sector outside the formal education system

Traineeships in the private sector outside the formal education system within a specific sector, for instance accounting, shipping, or finance, are made and coordinated by the individual firm or enterprise. 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.

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

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

In 2019, the traineeship initiative was continued. See [section 3.6](#).

### **The Basic Integration Education (IGU)**

In February 2019, a [tripartite agreement between the government and the social partners was established](#). With the agreement, the basic integration education (IGU) continues until 2022. In July 2019, the parliament passed the bill on IGU (Lov om ændring af lov om integrationsgrunduddannelse (IGU), [Lov nr 562 af 07/05/2019](#)).

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 years old 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 for VET-students are distributed among students and enterprises. The Ministry of Children and 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. Traineeship/apprenticeship in VET education programmes is completed with an apprenticeship test (svendprøve).

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](#).

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 municipal job centres, unemployment insurance funds ([a-kasser](#)), and the municipal youth measures ([kommunal ungeindsats](#)), and mechanisms are based on early intervention with widespread use of mandatory activation.

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: unemployment benefit ([dagpenge](#)) and the cash benefit ([kontanthjælp](#)). 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 12 months, AND
- have fulfilled a previous work requirement of one full year with an income of at least 233,376 DKK (2019 figures) over the last three years while being a member. They can include a maximum of 19,448 DKK per month to reach the one-year total (2019 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 within 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) at the unemployment insurance fund (a-kasse) within the first two weeks after having registered as unemployed on jobnet.dk.
- attend meetings, 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 2019: full-time insured = 18,866 DKK per month; part-time insured = 12,577 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.

## Employment measures

In the case of young unemployed persons who do not have a vocational education, the municipal youth measures or the job centres place a special emphasis on [guiding them towards general or vocational education in the regular educational system](#). The municipal job centre or the municipal youth measure can offer young people entitled to unemployment benefit, cash benefit, or education benefit the following activation measures. The duration of the measures depends on the specific target group.

- Wage-subsidy job for up to 4–6 months, depending on whether the workplace is private or public
- Internship programme
- Usefulness initiative (nytteindsats) is a measure where young recipients of public benefits undertake socially useful tasks for public employers
- Mentor support

## 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 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 municipal youth measure within the first seven days from asking the municipality for support.

The municipal youth measure must clarify whether 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 is the same amount as 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.

- 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](#)).
- 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.
- 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 municipal youth measure. The young person must receive regular follow-ups, 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.

The reform includes a strong focus on the basic reading, writing, and arithmetic skills of young people without an education that 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 in 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 their ability to work cannot be improved by other measures (e.g. job clarification, vocational rehabilitation programme, activation, rehabilitation, treatment/therapy).

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

### **Measures for the 15–17-years age group**

[Those aged 15–17 years 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 years will 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 general upper secondary education, the municipal youth measure must assess whether the young person in question possesses the necessary educational, personal, and social skills to begin general or vocational upper secondary education. In the case of young people who are assessed as not yet being ready to move onto 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 municipal youth measures (Kommunal Ungeindsats) 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.

### **Temporary measures and pilot projects**

#### **Job Bridge to Education, January 2018 to March 2020**

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 two core elements, which the participating projects/municipalities are required to adhere to:

1. All young participants have enterprise training in commercial enterprises with a specific direction and goal.
2. All young participants have a 'Job Bridge mentor'.

### **Traineeships for new graduates**

In October 2019, a political agreement has allocated [12 million DKK to continue the trainee initiative](#) in 2020. The trade unions FH and AC administer the initiative. The objective of

the agreement is to strengthen graduates' competences within the field of IT and technology.

In November 2018, the political agreement on qualified labour continued the trainee initiative in 2019.

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 was extended for the period 2017–2018. The measure was granted 24.5 million DKK in the national budget and the goal was to establish 2450 new trainee appointments. The target group was unemployed graduates with tertiary/higher educations. The trade unions LO, FTF, and AC administered 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.

Employers committed themselves 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 (YG) scheme**

Although the term '[youth guarantee](#)' is not commonly used in Denmark, Denmark has a well-established range of policy measures focusing on young people.

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.

Young people on unemployment benefit are entitled to receive an offer of activation after six months of unemployment at the latest.

Young people entitled to unemployment benefit, cash benefit, or education benefit participate in at least four interviews with the job centre during the first six months of unemployment.

The implementation of the YG in Denmark is 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**

#### **Initiatives to support the balance between work and family responsibilities**

In Denmark, the regulation of working life occurs through collective negotiations between trade union confederations and central employer federations on issues such as working hours, paid lunch breaks, salary during maternity leave/paternity leave, holidays, and illness.

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

According to the Act on Equal Treatment (Lov om ligebehandling af mænd og kvinder mht. beskæftigelse m.v., [Lov nr 217 af 05/03/2013](#)), 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 their wishes.

The Act on Entitlement to Leave and Benefits in the Event of Childbirth (Lov om ret til orlov og dagpenge ved barsel, [Lbk nr 67 af 25/01/2019](#)) makes it possible to arrange the parental leave individually. Also, parents may return to work part-time and prolong the leave, but only through further agreement with the employer.

According to the Act on Employees' Right to Absence Due to Family Reasons (Lov om lønmodtageres ret til fravær af særlige familiemæssige årsager, [LOV nr 223 af 22/03/2006](#)), employees are entitled to absence from work when illness or accidents in the family make the employee's presence imperative. In practice, employees are allowed absence on their child's first day of illness. Depending on the collective agreement the employee is part of, some employees are entitled to absence on their child's second day of illness. Depending on the collective agreement the employee is part of, some employees are entitled to salary during the first and second day of illness.

According to the Act on Part-Time Work (Deltidsloven, [Lbk nr 1142 af 14/09/2018](#)), 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.

The Danish Working Environment Authority, WEA, (Arbejdstilsynet) contributes to the creation of safe and healthy working conditions at Danish workplaces. In the Working Environment Act, a section regulates work performed by young people under the age of 18. Furthermore, WEA provides guidelines to promote a healthy working environment and well-being at the workplace, including preventing bullying and stress. In Denmark, the employers have the responsibility to ensure a healthy, stimulating, and safe working environment.

### **Initiatives to remove barriers to access to employment and promote gender equality**

In December 2019, the minister of higher education and science launched a one-year grant programme to strengthen talent development within Danish research by promoting a more even gender ratio in the research milieus in Denmark. The grant programme of DKK 20 million covers all scientific areas, and is open to men as well as women. Preferential treatment may be given to women in case of equal qualifications between two applicants.

### **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 a 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 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. 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 can be entitled to cash benefit.

Some employees are entitled to a salary during a part of or the whole leave period. The right to salary during a part of or the whole leave period depends on the employee's collective agreement.

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](http://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 the 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 conducted as randomised controlled trials (RCTs) or projects that use econometric methods to evaluate existing programmes. Since 2005, STAR has been using RCTs in order to provide the best possible information about what works. The effects of the programme are evaluated by external evaluators. Qualitative methods are used in order to provide a greater understanding of the 'why' – the mechanism at work – and of the implementation of the programme.

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 can 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
- DTU Skylab

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.

For a full list of mobility programmes see [section 6.5](#)

## **Support and guidance available**

### **Eures Denmark**

Eures is implemented at the portal [www.jobnet.dk](http://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](http://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 (now Ministry of Higher Education and Science), the Ministry of Education (Now Ministry of Children and Education), and the Ministry of Economic and Business Affairs (now Ministry

of Industry, Business and Financial 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. [The foundation was primarily supported by a four-ministerial partnership](#) between the Ministry for Education (now Ministry of Children and Education), the Ministry of Culture, Ministry of Economic and Business Affairs (now Ministry of 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.

#### **Primary and lower secondary education (Folkeskole):**

Three 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 Children and 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 on 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 Children and 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](#)
- [Future Food Innovation](#)

#### 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.

[TechBBQ](#) 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

### Current debates

#### Salary insurance

For some years, people have had the option of taking a supplementary private salary insurance in addition to an unemployment insurance. The salary insurance covers up to 90% of the previous salary. One unemployment insurance fund ([A-kasse](#)), ASE, offers a new type of insurance for professions with little risk of unemployment and especially long-term unemployment. The new insurance offers a high degree of compensation at a low price. [The new insurance has been criticised for undermining the Danish unemployment insurance system managed by the unemployment insurance funds](#) (a-kasser).

#### Unemployed academics

In the media and among politicians, the [unemployment rate among academics](#) and academics' job search have been debated widely. An analysis from the municipality of Copenhagen has spurred the debate. The analysis concludes that despite a low unemployment rate, a large proportion of new university graduates are unemployed a year

after graduation. Politicians from liberal parties have characterised the [young academics as lazy](#) and spoiled in their search for jobs, that they are having a good time on public benefits, and that they should take whatever employment is possible, including jobs in Ikea and the supermarket chain Netto. Some suggest lowering the unemployment benefit for graduates.

### **The level of public benefits has been discussed in parliament and publicly**

In 2016, the parliament passed a cap on the amount of cash benefit given. The cap on benefits was part of the government's labour market initiative with the objective of increasing the economic incentive to work by reducing the public benefits. The cap was approved by a small majority of 51 (Danish People's Party, Venstre, Liberal Alliance, and the Conservative People's Party) against 49 (the Social Democratic Party, the Red-Green Alliance, the Danish Social-Liberal Party, the Alternative, and the Socialist People's Party).

The reduction of benefits gave rise to criticism from left-wing parties and a [range of NGOs and social partners](#). According to opponents of the cap, there was no evidence that the cap would increase the incentive to work. They emphasised that the cap would have a negative impact on some people on cash benefits, especially families with children and marginalised people.

On the other hand, the Confederation of Danish Employers and the liberal, free-market think tank [CEPOS approved the initiative to increase the workforce](#) by increasing the economic gain from paid employment as opposed to public benefits.

Furthermore, in 2018, the former government and Danish People's Party approved a reduction of the integration benefit as part of the 2019 national budget. [The Social Democratic Party disapproved of the reduction of the integration benefit](#). The implementation of the reduction of the benefit was scheduled to be [1 January 2020](#).

In the 2019 general election, poverty – and especially child poverty – was an issue. In the government's [paper of understanding](#), the new government has declared a reform of the benefits system and cancelled the reduction of the integration benefit.

## **Current reforms**

As of June 2019, a new government took office. In the paper of understanding '[A fair direction for Denmark](#)' (Retfærdig retning for Danmark), the government and its supporting parties present the political foundation for the government. In the paper, several labour market initiatives are mentioned:

As an overall objective, 'a new Government shall pursue an economic policy which strengthens employment and fights poverty and inequality, invests in education and upskilling and ensures a good framework for Danish businesses. It must ensure that four years from now the state finances are in better shape, while at the same time ensuring that inequality levels have been reduced' (p. 12).

A new government will ensure that more people contribute to the labour market. Among other things, 'more of the 50,000 young people who are neither studying nor working need to be activated' (p. 13).

### **Reform of the cash benefit system**

The government will create a benefits commission, which will present recommendations within the benefits area within 12 months. These recommendations will serve to alleviate problems related to child poverty and to increase labour market participation and a simplification of the benefits system. The recommendations must also specify a replacement for the unemployment assistance limit so that it can be discontinued without allowing for the possibility of receiving unlimited public benefits. Until the commission has presented its recommendations, affected families with children will be offered a temporary child benefit. The temporary cash benefit will cease when a future benefits system is implemented

In addition to the temporary child benefit, the former government's planned changes to the unemployment assistance system will be discontinued until the commission has presented its recommendations. This means a cancellation of the approved reduction to integration benefits as per 1 January 2020, which has also been included in the earmarked financing.

### **Act on a simpler employment system**

As of April 2019, [the Danish Parliament has passed an act on a simpler employment system](#).

A high number of rules and rigid process requirements for the municipalities has previously complicated the employment system and driven focus away from what best helps the unemployed citizens in finding jobs.

With the reform, municipalities and unemployment insurance funds will have greater freedom to plan measures that can be offered to the particular citizen. In the future, there will be simple minimum rules across target groups. Beyond this, measures will be offered based on the citizen in question. Unemployed citizens will be met with fair requirements, understandable rules, and will no longer be met with rigid demands regarding job-seeking. Furthermore, a number of detailed requirements regarding interviews between the job centre and the unemployed citizen will be removed.

A part of the agreement entails a selected number of unemployment insurance funds will for four years be responsible for the contact with citizens receiving unemployment benefits, during the notice period and the first three months of unemployment. The unemployment insurance funds will be required to host an interview regarding CV, one regarding availability, and the first common interview. Aside from that, further interviews with the unemployed take place according to the estimated necessities. The content of these interviews have to fit the individual's situation and needs. Nine unemployment insurance funds participate in the four-year project:

- 3FA
- Dansk Metal A-kasse
- FOA's A-kasse
- Magistrenes A-kasse
- FTFa
- HK Danmarks A-kasse
- Socialpædagogernes A-kasse
- BUPL-A
- Min A-kasse

The act will be implemented as of 1 January 2020.

Additionally, businesses will be able to contribute more easily with practical work training and wage subsidies. This takes place with the automatization of more than 180,000 business applications for practical work training and wage subsidies.

### **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.

## 4. SOCIAL INCLUSION

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This chapter gives an overview of youth policy in the field of social inclusion in Denmark.

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

1. [Main challenges to social inclusion](#)
2. [Definitions and concept](#)

#### 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 programmes	Public benefits Services Organisation and coordination Prevention	Low benefits Sanctions 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/eviction Migrant/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 has been rising. In 2017, [Vive national homeless survey](#) indicated that the number of young homeless people in particular is rising. However, the [2019 Vive national homeless survey](#) indicates a minor decrease in the number of homeless people in Denmark, which may be the result of uncertainty in the registration of homeless people. Thus, Vive concludes that the number of homeless people has begun to stagnate.

Year	2015	2017	2019
18-24-year-olds	1172	1273	1023

25-29-year-olds      799      1014      905

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.

See also [section 7.5](#)

There is no regular national survey of young people's social inclusion. However, primary and lower secondary education institutions ([folkeskole](#)), preparatory basic education and training ([FGU](#)), as well as general and vocational upper secondary education institutions are obliged to conduct an annual school satisfaction survey ([trivselsmåling](#)). The objective of the measurement is to strengthen and monitor pupils' and students' well-being. [Data from the surveys](#) is accessible via a database on the Ministry of Children and Education's website. The data contains information on, for instance, social well-being, bullying, and learning environment. Furthermore, data can be broken down by origin, age, education institution, and gender. The data helps institutions, municipalities, and the ministry identify issues with well-being and, therefore, social inclusion.

### Definitions and concept

In 2014, the National Board of Social Services and University College South Denmark [established a definition of the concept inclusion](#):

'Inclusion is when a person or a group of people actively and equally participate in mutually developing communities despite differences in qualifications and functional capacity, including contextual factors. "Equally" refers to a mutual accept of differences. "Communities" refer to common societal institutions where people interact and affect each other, for instance employment, education, associational life and local society.'

## 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 is 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 Salamanca Statement (1994)
- 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, governance involves several sector ministries. The policymaking in the field of social inclusion resembles 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 Social Affairs and the Interior

The [Ministry for Social Affairs and the Interior](#) is responsible for the following policy areas:

- Disadvantaged children and young people
- Socially excluded adults
- Disability policy
- Civil society
- Family law
- Governance of municipalities and regions
- Economics of municipalities and regions
- Elections and referenda
- International collaboration and responsibility

### The National Board of Social Services

The National Board of Social Services ([Socialstyrelsen](#)) is a government agency under the [Ministry of Social Affairs and the Interior](#).

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 Agency of Family Law

In relation to young people, the Agency of Family Law ([Familieretshuset](#)) is responsible for areas such as: adoption, child support, guardianship and spousal support.

**Kofoed's School** ([Kofoeds Skole](#)) plans job training and activation according to the labour market and social legislation. It performs pre-rehabilitation and rehabilitation, trains young persons with special difficulties to live on their own, and carries out apprenticeships. In addition, the school has activities for people who do not fit in with any of the above-mentioned groups, such as early pensioners or especially vulnerable groups. The school works on a very wide scale with social centres, job centres, district psychiatry centres, immigrant institutions, hospitals, prisons, other institutions, and centres for persons with special problems.

**The Council for Socially Marginalised Persons** ([Rådet for socialt Udsatte](#)) (See [section 1.4](#) youth policy decision-making)

**The National Council for Children** ([Børnerådet](#)) (See [section 1.4](#) youth policy decision-making.)

**The National Council for Volunteering** ([Frivilligrådet](#)) (See [section 1.4](#) youth policy decision-making.)

**The Danish Disability Counsel** ([Det centrale handicapråd](#)) (See [section 1.4](#) youth policy decision-making)

**The Impartial Consultative Service for People with Disabilities** ([DUKH](#)) is a consulting service for people with disabilities, their family, and other contact persons.

**Statistics Denmark** ([Danmarks statistik](#)) is the central authority on Danish statistics. Statistics Denmark collects, compiles and publishes statistics on Danish society.

**The Social Appeals Board** ([Ankestyrelsen](#)) is an independent state institution. It settles complaint cases from citizens in Denmark regarding social policy and labour market policy and supervises municipalities and regions

**Benchmarking Unit** ([Benchmarkingenhed](#)) is an independent institution. The unit provides analyses of municipalities' and regions' performance.

**VIVE** (Det Nationale Forsknings- og Analysecenter for Velfærd ([VIVE](#))) is an independent analysis and research centre working within all major welfare fields. See [section 1.6](#)

**The Danish Children's houses** ([De danske børnehuse](#)) is a cross-sectoral cooperation between municipalities, hospital service and police in case of suspicion of abuse of children or young people below the age of 18.

## The Ministry of Children and Education

The [Ministry of Children and 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](#)) 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 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 National Institute of Public Health** ([Statens institut for folkesundhed](#)). See [section 7.2](#)

## 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 Council for Ethnic Minorities** ([Rådet for etniske minoriteter](#)) counsels the minister for immigration and integration in relation to refugees, immigrants and integration.

## 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.

As of January 2019, a **Youth Crime Tribunal** ([Ungdomskriminalitetsnævnet](#)) makes decisions in cases where children and young people in the 10–17-year age group are suspected of or convicted of a criminal act. The tribunal establishes the social measures necessary to change the criminal lifestyle.

The tribunal is led by a judge, with additional members from the police and municipal personnel.

**Youth Prison and Probation Service** ([Ungekriminalforsorgen](#)): The Youth Prison and Probation Service supervises whether young persons comply with the decision made by the Youth Crime Tribunal.

## 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.

### 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

**NOTA:** Is the Danish Library and Expertise Center for people with print disabilities

**Centre for Alcohol and Drug Research** ([Center for rusmiddelforskning](#))

**Centre for Youth Research** ([CEFU](#))

### 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, Young People and Grief ([Børn, unge og sorg](#))
- Children's Welfare ([Børns vilkår](#))
- Danish children and youth psychiatric society ([Børne- og ungdomspsykiatrisk selskab](#))
- Danish Youth Council ([DUF](#))
- Placed children and young people's condition ([Foreningen De Anbragtes Vilkår](#))
- Hope Young ([Hope Ung](#))
- Novavi – Young Reverse ([Novavi – Ung Revers](#))
- Nest Youth ([Reden Ungdom](#))
- The Mind Youth ([Sind Ungdom](#))
- Student Counselling Service ([Studenterrådgivningen](#))
- TABUKA – National Association of Placed Children and Young People ([TABUKA – Landsforeningen for nuværende og tidligere anbragte](#))
- TUBA - Therapy for Young People ([TUBA](#))
- Children and Young People's Well-being ([Foreningen Børn og Unges Trivsel](#))
- The Depression Association (Depressionsforeningen)
- The Social Network/headspace ([Det sociale netværk](#))
- RED Centre Against Honour-Related Conflicts ([RED Center mod æresrelaterede konflikter](#))
- The Association of Greenlandic Children ([Foreningen Grønlandske Børn](#))
- [Girlltalk](#)
- 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](#))
- OCD Association ([OCD-foreningen](#))
- 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](#))
- Danish Family Planning Association ([Sex og samfund](#))
- 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 has 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.

### **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
- KSP: A cooperation between the Prison and Probation Service (kriminalforsorgen), municipal social service authorities and the police in relation to the release of convicted people
- 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**

The following strategies were launched by the former government but were affirmed in broad political agreements in parliament and are currently being implemented. The current government will not necessarily continue the targets.

#### **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 former government launched an action plan for psychiatry up until 2025. The main part of the strategy is being implemented in the 2019-2022 period.

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 ghettos i 2030](#)

A Denmark Without Parallel Societies. No Ghettos in 2030

Time of introduction: 2018

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. The strategy is being implemented in the 2019-2022 period.

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 plan is funded with 25 million DKK from the rate adjustment pool agreement 2018-2021. The plan is currently being implemented.

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 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. The action plan is implemented in the 2018-2021 period.

## Scope and contents

### Strategy on social inclusion in healthcare

The number of Danes with mental problems is rising. In the [2017 National Health Profile](#), one out of five persons in the 16-24-year age group experiences poor mental well-being.

In the action plan, the former 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 established 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 their 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, [LBK nr 798 af 07/08/2019](#)) must be in education or employment.

The target group is, amongst others, young people with mental problems.

### Strategy on parallel societies

The former government wished 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 former government suggested 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 was the former 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 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 was the former 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 against homelessness**

The number of homeless people in Denmark was rising up until 2019, especially amongst young people.

The former government 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**

### **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.

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 Education is responsible for initiatives regarding children in day-care institutions and children and young people in primary and lower secondary education ([Folkeskole](#)) and upper secondary education
- The Ministry of Employment is responsible for initiatives regarding people on social security
- 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 former government announced 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 Social Affairs and the Interior

The strategy is not integrated in any other strategy, but refers to the 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 was 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 former ministries involved in the action plan:

- 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 was established in order to ensure knowledge sharing and coordinating. The Ministry of Foreign Affairs was 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 against homelessness**

The former Ministry of Children and Social Affairs (now the Ministry of Social Affairs and the Interior) 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.

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

### 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 against homelessness

There are no revisions/updates of the plan.

## 4.4 Inclusive programmes for young people

### Programmes for vulnerable young people

In Denmark, vulnerable young people can receive help from a variety of programmes, projects, and initiatives financed by state funds.

The Act on Social Services (Lov om social service, [LBK nr 798 af 07/08/2019](#)) and the Act on Active Social Policy (Lov om aktiv socialpolitik, [LBK nr 981 af 23/09/2019](#)) 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](#).

Furthermore, each year, the political parties negotiate a financial framework of a four-year period that allocates money for programmes benefitting vulnerable groups, including vulnerable young people.

### The Ministry of Social Affairs and the Interior:

Focus areas in the 2020 agreements (list not complete):

- Activity-green-cards for disadvantaged children and young people to participate in leisure activities
- Vulnerable children and young people in Greenland
- Financial and debt counseling, for instance for young people with gambling debt
- Young people with disabilities in transition to adulthood
- Financial support for selected associations, for instance Projekt Unik – Foreningen Børn og Unges Trivsel (Project Unique - The Association for Children and Youth's Well-being) and GirlTalk
- Christmas help and summer vacation help

Focus areas in the [2019 agreement](#) (list not complete):

- Marginalised and disadvantaged children, young people, and families, for instance by developing and investing in evidence-based methods

- 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 agreement](#) (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

[Agreement of 2017](#)

[Agreement of 2016](#)

[Agreement of 2015](#)

### **The Ministry of Employment:**

Focus areas in the 2019 agreement (list not complete):

- Sport for socially marginalised citizens, including children and young people
- 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 psychologic 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](#)

## **The self-support and return programme or introduction programme and the introduction course**

Under the Integration Act, the responsible municipality has to offer a self-support and return programme or introduction programme to newly arrived refugees and newly arrived foreigners reunited with a family member 18 years of age or more and covered by the Integration Act article 23. However, the municipality can decide to offer a programme to an unaccompanied minor before they turn 18 years of age.

As of 1 July 2019, the former integration programme was renamed the self-support and return programme or introduction programme. Refugees and foreigners reunited with refugees are offered a self-support and return programme, whereas foreigners reunited with non-refugees (e.g. Danish citizens) are offered an introduction programme.

As a general starting point, the programme has a duration of one year, but it can be extended up to a period of five years. The aim of the programme is to support the foreigner gain regular employment and learn the Danish language. The foreigner is obliged to participate in the programme offered. If the foreigner receives any social benefit, the benefit can be reduced in case of non-participation without a legitimate reason.

The scope and content of the programme for the individual foreigner are set in a contract signed by the municipality and the foreigner concerned. The contract must be agreed within one month of the foreigner arriving in the municipality on the basis of an assessment of the individual's abilities and background.

The contract applies until the foreigner obtains a permanent residence permit. During the first five years, the content of the contract is set out under the Integration Act, and hereafter under the general act on employment efforts applicable to any unemployed resident in Denmark regardless of their origin.

As a general rule, foreigners must be offered a full programme if they receive integration benefit or cash benefit.

The programme consists of a Danish language course and 'offers of active involvement', aimed at labour market involvement such as:

- Guidance and upgrading
- Job training and internship

- Employment with a wage subsidy

The offer of guidance and upgrading consists of short counselling and educational activities, specially arranged projects or training/educational courses, ordinary training/educational courses, or special qualifying courses aimed at participation in the labour market.

A job training offer consists of job training with a private or public employer. Within the period of training, the foreigner must carry out ordinary work in ordinary companies. Foreigners under the Integration Act who have no other challenges than unemployment will be offered a traineeship for a limited period or a work with wage subsidies.

The Act on Danish Courses for Adult Aliens and Others regulates the access of newly arrived foreigners to Danish courses. For newly arrived refugees and newly arrived foreigners reunited with a family member, there is a maximum of 15 lessons of Danish language a week. 'The beginner's language course' offered to all newly arrived foreigners has a special focus on spoken language and conversations at work places.

The act aims at providing a flexible and efficient language education that can easily be combined with employment and ensures a high progression rate, which allows foreigners to quickly enter into the labour market

As mentioned above, the self-support and return programme and introduction programme is aimed at refugees and foreigners reunited with a refugee or another family member. The municipalities are also obliged to offer an introduction course to other newly arrived immigrants (i.e., foreign workers and EU nationals). The introduction course is not mandatory. It contains the same elements as the two programmes on integration but in a lighter version. However, the scope and contents of the introduction course are not set in a contract between the individual and the municipality.

The municipalities are also obliged, upon inquiry, to offer any kind of existing 'active labour market involvement' efforts to foreigners who do not receive a cash benefit.

See also [section 4.5](#) on programmes to prevent radicalisation, [6.6](#) on social inclusion through education and training, and [7.5](#) on programmes addressing the mental health of young people and [4.6](#) on quality services provided by public authorities.

## Funding

Each year, the political parties negotiate a financial framework of a four-year period ([Aftale om udmøntning af reserven til foranstaltninger på social, - sundheds og arbejdsmarkedsområdet](#)) that allocates money for programmes benefitting vulnerable groups, including vulnerable young people.

The Ministry of Social Affairs and the Interior, the Ministry of Employment, the Ministry of Health and the Ministry of Immigration and Integration are responsible authorities for the financial framework

Furthermore, the Act on Social Services (Lov om social service, [LBK nr 798 af 07/08/2019](#)) and the Act on Active Social Policy (Lov om aktiv socialpolitik, [LBK nr 981 af 23/09/2019](#)) 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](#).

## 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 former 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, LBK nr 1115 af 31/08/2018](#)), 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 cooperation, for instance in relation to the fact that parents with migrant backgrounds may have had a very different experience of schools.

See also [section 5.7](#) on social and civic competences in formal and non-formal learning and [5.8](#) on promoting the intercultural dialogue among young people.

## 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 ([Børnerettighedspakke](#)) allocated DKK 24 million over a four-year period to enhance the protection of children's and young people's rights and prevent the ill-treatment and abuse of children and young people.

Some of the initiatives relates to young people:

- Strengthening of the inclusion of children and young people 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 and young people'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 and young people about their right to be protected from abuse and ways to receive help if they have experienced 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](#)) 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-years old 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 in Denmark ([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.

## RED Centre Against Honour-Related Conflicts

RED Centre Against Honour-Related Conflicts ([RED center mod æresrelaterede konflikter](#)): The centre provides counselling and other services to ethnic minority youths, their families, and professionals and promotes knowledge about honour-related conflicts nationwide. On the RED website, [RED provides information about young people's rights in relation to honour-related conflicts](#).

## 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 radikalisering. National handlingsplan.](#)

Initiatives in the action plan:

#### 1. 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

**2. 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

**3. 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

**4. 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

**5. 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

**6. 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

**7. 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

**8. 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

**9. 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 radikalisering 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

**Danish Centre for Prevention of Extremism**

The Danish Centre for Prevention of Extremism ([Nationalt Center for Forebyggelse af Ekstremisme](#)) was established in 2017. 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 cooperations, education 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.

### Regional Info-Houses

The Info-Houses are supported by Denmark's 12 police districts and provide a framework for the efforts of the crime prevention cooperations' work to investigate and deal with specific concerns with regard to radicalisation, travel to armed conflict zones, etc. These Info-Houses also provide a forum for knowledge sharing, where challenges and methods relating to prevention of extremism can be discussed.

### Legislation

Information is available 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, [LBK nr 798 af 07/08/2019](#)). 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 Services (Lov om social service, [LBK nr 798 af 07/08/2019](#)). (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 (retsplejeloven, [LBK nr 938 af 10/09/2019](#)) 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**

According to the Act on Non-formal General Adult Education (folkeoplysningsloven, [LBK nr 1115 af 31/08/2018](#)), 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 (folkeoplysningsloven, [LBK nr 1115 af 31/08/2018](#)) 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.

### **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 extremism and radicalisation.

The agency manages the Ministry of Children and Education'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 Children and Education launched a national democracy week in relation to the national teaching campaign "[Democracy Under Development](#)" that runs throughout 2018.

For more information, see [section 5.8](#)

In March 2018, a [dialogue forum](#) set up by the former minister of education presented its recommendations to the minister regarding democracy and citizenship education. Based on the recommendations, the minister established 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 launched a conference in order to kick-start the efforts regarding citizenship education at local schools.

## 4.6 Access to quality services

Denmark has general welfare provisions for all people with legal residence in Denmark. The welfare provisions include a broad range of policy areas, such as health, employment, social services, etc. Some of the services and benefits are universal, while others target people with special needs. Most welfare services are a municipal responsibility.

Furthermore, the Act on Social Services (Lov om social service, [LBK nr 798 af 07/08/2019](#)) obliges municipalities to offer a large variety of services, support, and benefits to people with special needs.

### Housing

#### Access to housing

According to the Act on Social Services (Lov om social service, [LBK nr 798 af 07/08/2019](#)) municipalities are obliged to offer several forms of housing for marginalised children and young people and young people with special needs below the age of 18.

According to the Act on Social Services (Lov om social service, [LBK nr 798 af 07/08/2019](#)), municipalities are obliged to offer several forms of housing for marginalised children and young people/children and young people with special needs below the age of 18:

- 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 adult 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 homeless people.

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, [LBK nr 798 af 07/08/2019](#)). 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, [LBK nr 798 af 07/08/2019](#)), municipalities must provide housing for female victims of domestic violence.

#### **Sheltered residence**

According to the Act on Social Services (Lov om social service, [LBK nr 798 af 07/08/2019](#)), municipalities must offer temporary sheltered residence (§110 boformer) for people with special needs. [The target group for this type of residence is marginalised people with special needs, for instance homeless people or people with drug abuse, above the age of 24 years.](#)

#### **Safe houses**

The organisation RED Centre Against Honour-Related Conflicts manages two safehouses for ethnic minority youths under threat due to honour-related conflicts.

Furthermore, a range of private associations provide shelters for homeless people.

## Programmes for more affordable housing

### Social Housing (almen bolig):

In Denmark, approximately 20% of the total housing stock is social housing. The aim of the social 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. There are three categories of housing: social housing for families, social housing for young people, and social housing for elderly people. 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.

Over the last 60 years, the government has subsidised the construction of social 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 [social youth housing consists of approximately 76,000 dwellings](#).

In Denmark, the Act on Social Housing (Lov om almene boliger, [LBK nr 119 af 01/02/2019](#)) regulates the social housing sector, and private social housing organisations build and manage social housing. All citizens can apply for a position on waiting lists used by the housing associations when assigning tenants to apartments. Besides waiting lists, the local authorities have a municipal allotment right for a certain percentage of the vacant apartments in social housing.

The social housing organisations must consider the young applicant's economic, educational, and social condition.

The National Building Fund's, a private foundation established by law, primary purpose is the financing of construction and renovation of public, social housing. All social housing units pay a mandatory contribution to the fund. Housing organisations can apply for financial support from the fund for the construction of new social housings or renovation of existing homes.

### Start housing for young people with special needs (Startbolig til udsatte unge)

Start housing is social housing aimed at young people with special needs in the 18–24-year age group. A social caretaker is affiliated to the start housing. The purpose of the caretaker is to provide practical support with everyday activities to the young people. Furthermore, the caretaker supports the young people complete education or hold on to employment.

### Student housing:

Several housing associations ([boligselskab](#)) provide housing for students throughout the country, for instance youth housing and dormitories (kollegium). The rent of the housing is affordable, and the housing is reserved for students while they are enrolled at an education institution.

Housing associations are obliged to monitor whether the tenants in student housing actively participate in studies.

Some municipalities with many students provide a roof-over-your-head guarantee to newly arrived students who have not found permanent housing. The guarantee applies for three months. The type of housing used to meet the guarantee are hostels and dormitories (sovesal).

### Specific target group:

Social housing for young people is targeted students and young people with special needs.

The target groups for housing services in the Act on Social Services (Lov om social service, [LBK nr 798 af 07/08/2019](#)) 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

In November 2019, the minister for social affairs and the interior presented the political agreement on the implementation of the reserve for measures within the social, health, and employment sector 2020–2023. A majority in parliament agreed to allocate funds to youth crisis centres. The crisis centres offer counselling to young people and temporary housing of a maximum of seven days.

The Act on Social Services (Lov om social service, [LBK nr 798 af 07/08/2019](#)) 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
- A lay representative for children and young people below the age of 18
- Counselling
- Personal assistance
- Technical aids (hjælpemidler): 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

[Nota](#) provides access to books for people with reading disabilities. Nota offers more than 40,000 books, such as audio books, books in Braille, and e-books. Furthermore, Nota can produce study books in specific formats for people with a reading disability or visually impaired people enrolled at a higher education institution.

For social services in the education system dedicated to removing obstacles to the participation of young people in education and training, see [section 6.6](#).

SSP is a municipal co-operation between schools, social services and police. Over the years other public and private actors have joined the co-operation, for instance voluntary organisations, youth clubs, and youth guidance centres. The aim of SSP is to prevent juvenile crime concerning children between the ages 10 and 18 and to reduce the number of 18-25 year olds who commit serious crimes.

## 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 and a free [childhood vaccination programme](#), including HPV vaccine for boys and girls.

Furthermore, persons with a referral from the general practitioner may be entitled to a public supplement to treatments, for instance at a physiotherapist, chiropractor, dentist, podiatrist, psychologist.

According to the Ministerial Order on Support to Interpret (Bekendtgørelse om tolkebistand efter sundhedsloven, [BEK nr 855 23/06/2018](#)), some people are entitled to support for an interpreter at the GP, hospital, or a medical specialist when:

- their Danish language skills are poor.
- they have hearing disabilities.
- the GP assesses that interpretation is necessary.

A fee is charged after three years of residence in Denmark.

The Act on Social Services (Lov om social service, [LBK nr 798 af 07/08/2019](#)) 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 socialpolitik, [LBK nr 981 af 23/09/2019](#)), 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 education benefit (uddannelseshjælp) or integration benefit (integrationsydelse)

The Act on Social Services (Lov om social service, [LBK nr 798 af 07/08/2019](#)) obliges municipalities to offer drug abusers to treatment.

Since 2016, young trans persons as young as 11 years old can be offered transgender hormone therapy. According to the Ministerial Instruction on Health Professional Support in Relation to Gender Identity Issues (vejledning om sundhedfaglige hjælp ved kønsidentitetsforhold, [Vej nr 9060 af 16/08/2018](#)), the treatment consists of several conversations with medical specialists, paediatricians, and psychologists and diagnosing through tests, surveys, and examinations. After the diagnostic course, the young person can be offered hormones that stop the young person entering puberty. At the age of 15, the young person can begin the second stage of treatment, which introduces cross-sex hormones. Cross-sex hormones begin the transition from one sex to another.

Furthermore, the young person can be entitled to speech-language pathological education in order to modify voice and speech. If the education shows no effect, the young person can be referred to an otorhinolaryngological special unit for the assessment of vocal cord plastic surgery. The young person may also be entitled to a subsidy for a wig or other headwear because of permanent loss of hair due to hormone treatment.

The Act on Special Pedagogical Support (Lov om specialpædagogisk støtte ved videregående uddannelser, [LBK nr 748 af 16/05/2015](#)) entitles young people with physical or mental disability enrolled in FGU, upper secondary education programmes, or higher education programmes to special support. The objective of the special support is to help the target group to complete their education similarly to students who do not experience such impairments. For more information, see [section 6.6](#).

Young people in primary and lower secondary education ([folkeskole](#)) may be entitled to special support in ordinary teaching or to special needs education. For more information, see [section 6.6](#).

The Student Counselling Service ([Studenterrådgivningen](#)) is a counselling service at higher education institutions. The objective of the service is to provide social, psychological, and psychiatric counselling and treatment to students at bachelor, professional bachelor, and master's level so that they can complete their studies without unnecessary extension and without unnecessary drop-outs. The staff at the counselling service units consists of psychologists, social workers with psychotherapeutic training, and psychiatric specialist physicians. All staff have a duty of confidentiality, and students can contact the counselling service anonymously. The counselling service is an institution under the Danish Ministry of Higher Education and Science.

According to the Act on Health Care ([sundhedsloven](#)), the municipalities are responsible for ensuring children and young people's health and well-being. The municipal responsibility is managed through the following free measures:

- Health visitor/school nurse in primary and lower secondary education.
- Free dental treatment for children and young people below the age of 18.
- Rehabilitation following hospitalisation.
- Treatment of alcohol abuse
- Treatment of substance abuse

Temporary projects:

[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.

For more information on temporary projects targeting young people with mental issues, see [section 7.5](#)

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 state educational grant ([SU](#)): Every Dane over the age of 18 is entitled to public support for his or her further education – regardless of social standing. In particular situations, mainly sickness or childbirth, students can apply for extra monthly grants. New mothers are eligible for 12 and new fathers for 6 extra monthly grants. Students who are single breadwinners or who are living with another student are entitled to a breadwinner supplement. Young people with physical or mental disability who are unable to manage a student job are entitled to a supplement to the state educational grant. See [section 6.6](#) for more information on the grant.

In case of unemployment, help and assistance is available from the municipal job centres and municipal youth measures.

As a member of an unemployment insurance fund, a young unemployed person will under certain conditions receive unemployment benefits.

Without unemployment insurance, a young person may be entitled to cash benefit, education benefit, or integration benefit. See section 3.4 and 3.6 for more information on financial support during unemployment.

Young people may be entitled to a discount in public transportation ([ungdomskort](#)). See [section 6.6](#).

A range of financial services target marginalised people and people with special needs.

Besides these general financial services, a range of financial services target marginalised people and people with special needs.

The Act on Active Social Policy (Lov om aktiv socialpolitik, [LBK nr 981 af 23/09/2019](#)): 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.

People in need may be entitled to:

Cash benefit, education benefit or integration benefit.

Furthermore, people in need may be entitled to financial support in extraordinary situations:

- One-off expenses: A person in need may be entitled to a tax-free lump sum, for instance in the event of the death of a spouse. A person is only entitled to help when the need for help could not be foreseen.
- Financial support to cover rent, for instance in case of eviction.
- 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, [LBK nr 798 af 07/08/2019](#)) 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

### **Breadwinner allowances**

According to the Act on Children and Youth Allowance (Lov om børne- og ungeydelse, [LBK nr 609 af 03/06/2016](#)), parents with children under 18 years are entitled to a tax-free children and youth allowance (børne og ungeydelse). The allowance amount depends on the age of the child and the level of the parent's income.

Families with dependent children may be entitled to a child benefit (børnetilskud). There are several forms of child benefit, for instance for single breadwinners or for parents enrolled in education. The benefits are tax-free.

According to the Act on Children's Allowance (Lov om børnetilskud og forskudsvis udbetaling af børnebidrag, [LBK nr 63 af 21/01/2019](#)), when parents to a child are divorced or do not live together, the parent living with the child is entitled to financial support (børnebidrag) from the other parent. The benefit amount depends on the income of the parents.

According to the Act on Children's Maintenance (Lov om børns forsørgelse, [LBK nr 773 af 07/08/2019](#)), the parent living with the child may also be entitled to support in connection with child birth, baptism/naming of the child, and confirmation.

## 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 public administration according to the Act on Healthcare (sundhedsloven, [LBK nr 903 af 26/08/2019](#)), the Act on Active Social Policy (Lov om aktiv socialpolitik, [LBK nr 981 af 23/09/2019](#)) and the Act on Social Services (Lov om social service, [LBK nr 798 af 07/08/2019](#)) is supervised.

According to the Act on Social Services, the municipalities must supervise their social offers regarding the management and economy of the offers and regarding the effects of the measures initiated.

If a person, despite knowledge to the contrary, receives benefits or services according to the Act on Social Services, the municipality can claim a refund.

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 the 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. 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 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 can obligate the municipality to take the necessary initiatives in the interest of the child or young person. Furthermore, the municipalities must report on measures and initiatives offered.

According to the Act on Healthcare (Sundhedsloven, [LBK nr 903 af 26/08/2019](#)), the minister of health, the municipalities, and the regions establish a set of common targets for the quality development of the Danish healthcare system.

The Danish Patient Safety Authority performs a number of tasks that are part of the vision to strengthen patient safety. These tasks include, for instance:

- supervise authorised health professionals and health organisations.
- issue registrations in 17 different healthcare professions to both Danish and foreign healthcare professionals.
- issue permissions to practice independently as a medical doctor, dentist, or chiropractor.
- issue specialist registrations in the 38 medical specialities and specialist registrations in the two dental specialities.
- handle the central administration of the reporting system for adverse events in the health service and contribute to using knowledge about adverse events and knowledge from patient and compensation cases in a preventive way.

The Danish Health Authority works to ensure quality in the healthcare system. The authority develops clinical guidelines based on evidence and best-practice. The objective of the clinical guidelines is to support a coherent and similar treatment in municipalities, regions, and clinics across the country. Furthermore, the authority can initiate evaluations of activities in the healthcare system. The evaluations can include all aspects regarding

the healthcare systems, and healthcare actors are obliged to provide information to these analyses.

According to the Act on Active Social Policy (Lov om aktiv socialpolitik, [LBK nr 981 af 23/09/2019](#)), the municipalities must collect information on citizens receiving help based on the act. If a citizen despite knowledge to the contrary receives help, the municipality can claim a refund.

## 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 three different pools, like any other type of associations.

- The Act on Non-formal General Adult Education (Folkeoplysningsloven, [LBK nr 1115 af 31/08/2018](#))
- The profits from the national lottery and football pools ([udlodningsmidlerne](#))
- The Act on Social Services, § 18 (Lov om social service, [LBK nr 798 af 07/08/2019](#))

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

Municipalities are obliged to provide financial support for activities for young people under the age of 25 years old 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 profits from the national lottery and football pools

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

The Act on Social Services § 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 [DUE](#), 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**

### **Cancellation of the rate adjustment pool**

From 1990 to 2018, the rate adjustment pool ([satspuljen](#)) has allocated money for social programmes of a four-year period. In December 2018, the Finance Act for 2019 was passed in parliament. During the negotiations, a majority in parliament agreed on cancelling the rate adjustment pool (satspulje). One of the arguments for the cancellation was that the pool was funded by public benefits, and thus by people in need. Furthermore, the pool funded temporary projects, but often a more long-term policy was needed. There has been a [political debate on how to allocate a smaller pool than usual](#). Furthermore, [organisations that are dependent on funding from the rate adjustment pool do not know if they will be forced to shut down](#).

### **The homeless**

The number of homeless people in Denmark has been rising, but has stabilised between 2017 and 2019.

[The 2019 VIVE homeless report](#) concludes that the number of homeless people is decreasing in the larger cities in Denmark, but [the number of homeless people is increasing in rural municipalities](#).

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 (e.g. 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](#). They also argue that a high level of public benefits will reduce the economic incentive to take employment.

- As of October 2019, the government and its three supporting parties have agreed on a temporary child benefit and on cancelling the reduction of the integration benefit. [Several stakeholders have been consulted regarding the bill](#).

### 2. Poverty line

Politicians disagree whether Denmark needs an officially defined poverty line. The 2011-2015 government 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 government at that time abolished the poverty line.

[The new government intends to introduce a poverty line. The UN committee Economic, Social and Cultural Rights \(CESCR\) expressed satisfaction with the reintroduction of an official 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.

### Integration of people with migrant backgrounds

For decades, the integration of people with migrant backgrounds has been highly debated in the media, among politicians, and in research. Some of the topics covered are:

1. Inclusion in the education system: Pupils with an immigrant background perform worse in primary and lower secondary education than their native Danish peers. It is discussed how to improve the immigrant pupils' performance, the teachers' pedagogy, the parents' integration into Danish society, and the discriminatory treatment and stereotyping of pupils with immigrant backgrounds.
2. Integration in the employment system: More and more young people with immigrant backgrounds have completed an education leading to a professional qualification; however, [newly qualified young people with immigrant backgrounds have a harder time finding employment than their native peers](#). Furthermore, more people with immigrant backgrounds are unemployed than native Danes.
3. People with immigrant backgrounds in associations: People with immigrant backgrounds do not participate in associational life to the same extent as native Danes. In the 2019 citizenship survey, 78% of the native Danish population are members of an association, whereas 54% of people with immigrant backgrounds are members of an association. [The minister for immigration and integration urges people with immigrant backgrounds to engage themselves in associations](#), because this is where mutual understanding develops.
4. Gang-related crime: For several years, young men with immigrant backgrounds have been overrepresented in gang-related criminal statistics. The numbers have triggered a debate amongst [politicians, who disagree over whether the solution is more severe punishments or early, preventive measures](#).

### Treatment of young trans persons with gender identity issues

In Denmark, transgender hormone therapy is offered to young people under the age of 18. The hormone treatment is combined with consultations and conversations with medical specialists and psychologists. In recent years, the number of young people in hormone therapy has been rising. Since 2015, 500 children and young people have been referred by their GP, and 159 children and young people have received hormone treatment.

[Health practitioners and experts agree that hormone therapy should be offered to children and young people](#), because without treatment the target group is at high risk of developing anxiety, depression, and suicidal thoughts.

On the other hand, the treatment is irreversible and medical specialist do not know the long-term consequences of the treatment.

[Politicians on both sides of the political spectrum agree that it is a complex dilemma](#) that needs more knowledge.

The [debate on gender identity is present in the primary and lower secondary education institutions](#), because trans persons challenge the traditional physical layout of the schools. Where should trans persons shower after physical education and which toilet should they use? Which group do they belong to when the teacher divides the class into boys and girls?

### Current reforms

In October 2019, the minister for social affairs and the interior presented a bill in parliament on better treatment of people with substance abuse problems. The purpose of the bill is to strengthen the treatment guarantee by clarifying the municipal obligations, for instance that a treatment must be initiated 14 days after a person with a substance

abuse problem has contacted municipal authorities. Furthermore, the minister suggests that municipalities can offer gift vouchers to young people in order to keep the young person in treatment. Gift vouchers are an element in the treatment method MOVE, which has shown great results.

In the political understanding between the Social-Democratic minority government and its three supporting parties, the parties have agreed that the new government will:

- Improve the opportunities for people with special needs. There must be quality and legal certainty when it comes to the offers available to people with special needs and functional impairments, and the efforts must be characterised by a high degree of professionalism and the required specialisations. Together with relevant actors, the new government will complete an evaluation of the current planning and organisation of the special needs area with a view towards strengthening the initiatives, national knowledge sharing, and ensuring the most suitable distribution of tasks between municipalities and regions. The new government will take the initiative to provide young people with special needs or functional impairments better opportunities to take an education.
- Add clarity to the formulation on the prohibition against creating or staying in so-called 'intimidating camps' and the related option for the police to issue a zone ban, so that it is made clear that the intention is to act against individuals who have settled in permanent camps and not homeless people who are forced to sleep outdoors.
- Improve the initiatives aimed at helping and reducing the number of homeless people.
- Reduce the self-payments for dental care – and ideally make it completely free – for the most socially vulnerable.
- Combat child poverty. Irrespective of a child's background and their parent's circumstances, it must be ensured that all children in Denmark grow up under decent conditions and have the opportunity to take an active part in the community. The new government will combat poverty and will therefore introduce a poverty limit to enable monitoring of the development. Combating poverty will also be one of the purposes of creating a benefits commission, which must present recommendations within the benefits area within 12 months. These recommendations will serve to alleviate problems related to child poverty, increase labour market participation, and simplify the benefits system.
- Until the commission has presented its recommendations, affected families with children will be offered targeted assistance. An annual 250–300 million DKK will be allocated for temporary cash child benefits to be implemented as soon as possible and to be aimed at children aged 0–14 years old in families covered by the unemployment assistance limit or the integration benefits limit. The temporary cash benefit will cease when a future benefits system is implemented.
- Cancel the approved reduction of integration benefits as per 1 January 2020, which has also been included in the earmarked financing.

### **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 fall between the cracks.

In the government's presentation of the coming bills in the parliamentary year 2019/20, [the minister for social affairs and the interior will present a bill that allows municipalities to introduce coherent measures for citizens with complex problems](#). The bill is a follow-up to the political agreement from December 2018.

## 5. PARTICIPATION

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This chapter provides an overview of policies with regard to young people's political participation and civic engagement.

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 (grundloven, [Lov nr 169 af 05/06/1953](#)) 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 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 Committee](#)
- [The Committee on the Danish Council of Ethics](#)
- [The Cultural Affairs Committee](#)
- [The Defence Committee](#)
- [The Domestic and Social Affairs Committee](#)
- [The Ecclesiastical Affairs Committee](#)
- [The Education and Research Committee](#)
- [The Education Committee](#)
- [The Employment Committee](#)
- [The Climate, Energy and Utilities 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 Housing 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 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 provision 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 [2019 general election](#) was 84.5 %

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%

The national turnout in the [2019 election for the European Parliament](#) was 66.1%

18 years	68.5 %
19-21 years	58.8 %
22-29 years	56.7 %

### 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

\*Members under 30 years approved by DUF

\*\*Do not wish to disclose number of members

\*\*\*September 2018

### Members in 2018

Youth party	DSU*	KU*	VU*	SFU*	RU*	SUF*	DFU*	LAU*	NBU**	ÅU***
Members	1863		2527			1286	484	737	-	289

\*Members under 30 years approved by DUF

\*\*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 old.

There is no quota of seat reserved for young people and no existing provision aiming at facilitating young people to stand 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 (%)

-

There is no existing provision aiming at facilitating young people to stand 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 Children and 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 levels.

#### 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 (Bekendtgørelse om regnskabsaflæggelse for og revision af tilskud til Dansk Ungdoms Fællesråd, [BEK nr 16 af 11/01/1999](#))
- Act on Receipts from the national lottery and football pools (Udlodningsloven, [LOV nr 1532 af 19/12/2017](#))
- Act on Public Administration (Forvaltningsloven, [LBK nr 433 af 22/04/2014](#))
- Act on Transparency in Public Administration (Offentlighedsloven, [LOV nr 606 af 12/06/2013](#))

Furthermore, organisations receiving funding from DUF must present their accounts according to:

- The ministerial order on presentation of account and audit of support for youth initiatives (Bekendtgørelse om regnskabsaflæggelse for og revision af tilskud til støtte af ungdomsformål, [BEK nr 1753 af 21/12/2006](#))
- The executive order on management support of national children and youth organisations and guidelines for initiative support (Bekendtgørelse om ydelse af driftstilskud til landsdækkende børne- og ungdomsorganisationer samt retningslinjer for initiativstøtte, [BEK nr 495 af 29/05/2016](#))

The Act on Receipts from the national lottery and football pools 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 Climate Council](#) under the Ministry of Climate, Energy and Utilities. See [section 9.3](#)

### 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 well-being 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 well-being. 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 perspectives 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.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-four 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 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): (Lov om folkeskole, [LBK nr 823 af 15/08/2019](#))

The Ministerial order (bekendtgørelse) for the pupil council in primary and lower secondary education (folkeskole): (bekendtgørelse om elevråd i folkeskolen, [BEK nr 695 af 23/06/2014](#))

The Ministerial order for all pupil councils in general and vocational upper secondary education: (Bekendtgørelse om elevråd ved institutioner for almengymnasial uddannelse, almen voksenuddannelse eller erhvervsrettet uddannelse samt private gymnasieskoler, studenterkurser og kurser til højere forberedelseseksamen, [BEK nr 84 af 30/01/2013](#))

## 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)

Polycymaking:

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 (bekendtgørelse) for the pupil council in

primary and lower secondary education (folkeskole): (bekendtgørelse om elevråd i folkeskolen, [BEK nr 695 af 23/06/2014](#)).

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 at 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 and 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 Children and Education. EEO is financially accountable to DUF.

#### **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](https://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. 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 Children and Education:](#)

[An example of relevant partners consulted in connection with a bill from the Ministry of Children and 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 (lov om offentliggørelse af forvaltningen, [LOV nr 606 af 12/06/2013](#)) 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 several 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 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 Children and 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 ([Demokratikommissionen](#)). 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 former 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](#).

## 5.6 Supporting youth organisations

### Legal/policy framework for the functioning and development of youth organisations

The legal framework for the functioning and support of all types of organisations in Denmark is described in [section 2.1](#)

Danish Youth Council distributes national funding to children and youth organisations. See [section 5.3](#)

## Public financial support

See section [section 2.1](#)

## Initiatives to increase the diversity of participants

In November 2019, the Ministry of Culture launched a national pool of funding for non-formal general adult education projects (folkeoplysning) aiming to engage new participants. In order to receive funding, the projects must draw in new participants in non-formal general adult education activities, for instance by making non-formal general adult education activities more relevant for more people, by making activities in new set-ups and new surroundings. The total amount of the pool is DKK 2.8 million.

Diversity is one of the Association of the Danish Folk High Schools' focus areas. The focus on diversity consists of five initiatives:

- Collection of knowledge and experiences
- Establishment of a network of folk high schools
- Cooperation with organisations, education institutions and businesses
- Diversity as a pedagogic theme
- Communication

Furthermore, a pool of funding is established. The purpose of the pool is to support activities at the Folk High schools, which contribute to a more diverse group of learners at the folk high schools. The activities could be:

- Out reach activities
- Teachers' salary
- Expenses to meetings or conferences
- Introduction activities
- Reduction of self-payment

The diversity activities target groups such as:

- Young people with migrant background
- Refugees with legal residence in Denmark
- ELET

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.

In 2019, the Ministry of Culture has launched a new fund called the “[The Cultural Bridge](#)” which is supporting projects, where children and young people in socioeconomically disadvantaged housing areas gets the opportunity to meet and participate in art and culture. The purpose of the fund is to promote development of both new methods in the field and cooperation between actors in the field.

Furthermore, the Ministry of Culture has established a [special fund to promote the inclusion in local sports associations of people with special needs or socioeconomically disadvantages](#). The total funding is DKK 19.2 million.

Some municipalities offer “leisure pass” (fritidspas) to young people who otherwise would not have the possibility to participate in leisure activities. The leisure pass is economic support to for instance membership fee, equipment, participation in camps and transportation to and from the activity. The support amounts to DKK 1000 annually.

Broen Danmark ([Bridge Denmark](#)): Bridge Denmark is an association that supports marginalised children and young people to an active life. The association supports children and young people with fees and sports equipment and the goal is that marginalised children and young persons are among peers and participate in a positive community.

Dfunk sport: [Dansk Flygtningehjælp Ungdom](#) is a youth section of the organisation Danish Refugee Council. Dfunk sport consists of three initiatives, sports teams, sports tournaments and outdoor activities for young Danes and young people with migrant and refugee background.

[Game Denmark](#): Founded in 2002 in Denmark with a mission to create lasting social change through youth-led street sports and culture, GAME establishes innovative facilities and trains youth-leaders as instructors and role models in street sports and civil society. The young volunteers, Playmakers, lead practices in street basketball, street football, street dance, and parkour in underserved communities throughout Denmark, Ghana, [Jordan](#), [Lebanon](#), and Somaliland.

## 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:

- Act on Primary and Lower Secondary Education (lov om folkeskolen, [LBK nr 823 af 15/08/2019](#)) (ISCED 1-2)
- Act on General Upper Secondary Education (lov om de gymnasiale uddannelser, [LBK nr 611 af 28/05/2019](#)) (ISCED 3)
- Act on Vocational Upper Secondary Education (lov om erhvervsuddannelser, [LBK nr 957 af 17/09/2019](#)) (IVET)

- Ministerial order on VET (bekendtgørelse om erhvervsuddannelser, [BEK nr 570 af 07/05/2019](#)):
- Ministerial order on core subjects in VET, appendix 17 and 23 (Bekendtgørelse om grundfag, erhvervsfag og erhvervsrettet andetsprogsdansk i erhvervsuddannelserne, [BEK nr 567 af 03/05/2019](#))

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 Receipts from the national lottery and football pools (Udlodningsloven, [LOV nr 1532 af 19/12/2017](#))
- The Act on Social Services, § 18 (Lov om social service, [LBK nr 798 af 07/08/2019](#))
- The Act on Non-Formal General Adult Education (Folkeoplysningsloven, [LBK nr 1115 af 31/08/2018](#))

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 (Integrationsloven, [LBK nr 1127 af 11/10/2017](#)).

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 (Lov om de gymnasiale uddannelser, [LBK nr. 611 af 28/05/2019](#)) 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](#) (Erhvervsuddannelsesloven, [LBK nr. 957 af 17/09/2019](#)) 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 om erhvervsuddannelser, [BEK nr 570 af 07/05/2019](#)), 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 in 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 on core subjects in VET, appendix 17 and 23 (Bekendtgørelse om grundfag, erhvervsfag og erhvervsrettet andetsprogsdansk i erhvervsuddannelserne, [BEK nr 567 af 03/05/2019](#)) 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 (Universitetsloven, [LBK nr 778 af 07/08/2019](#)) 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 Primary and Lower Secondary Education (Lov om folkeskole, [LBK nr 823 af 15/08/2019](#)).

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, which may also include youth organisations. 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.

Furthermore, municipal primary and lower secondary education institutions (Folkeskole) are obliged to enter into partnerships with [municipal music schools](#) and with [municipal youth schools](#).

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 Children and 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 Children and 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, [LBK nr 1115 af 31/08/2018](#)), the Act on Social Services, § 18 (Lov om social service, [LBK nr 798 af 07/08/2019](#)) and the Act on Non-Formal General Adult Education (Folkeoplysningsloven, [LBK nr 1115 af 31/08/2018](#)). (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 (Folkeoplysningsloven, [LBK nr 1115 af 31/08/2018](#)), 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.

Municipalities fund non-formal learning according to the Act on Non-Formal General Adult Education ([folkeoplysningsloven](#), [LBK nr 1115 31/08/2018](#)). According to the act, associations receiving funding are obliged to formulate a yearly report to the municipal council on their non-formal learning activities. Furthermore, associations must present their accounts to document that the use of funding comply with the law. Furthermore, if the associations do not comply with the law, municipalities may claim the funding reimbursed.

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.

Youth organisations receiving funding from DUF are obliged to comply with:

- The ministerial order on presentation of account and audit of support for youth initiatives (Bekendtgørelse om regnskabsaflæggelse for og revision af tilskud til støtte af ungdomsformål, [BEK nr 1753 af 21/12/2006](#))
- The executive order on management support of national children and youth organisations and guidelines for initiative support (Bekendtgørelse om ydelse af driftstilskud til landsdækkende børne- og ungdomsorganisationer samt retningslinjer for initiativstøtte, [BEK nr 495 af 29/05/2016](#))

### **Educators' support**

Educators have the opportunity to find inspiration from public and private actors, such as:

[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 Children and 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 Children 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 Social Affairs and the Interior. 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's 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

See general information initiatives above.

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 population in order to enhance transparency of their policies and decision-making.

There is no large-scale programme training policymakers in communicating with youth.

## 5.9 E-participation

Denmark has no legal framework enabling and encouraging young people's participation in political processes electronically.

The National Council for Children ([Børnerådet](#)) works to safeguard the rights of children and young people in Denmark. The national council for children speaks out on behalf of children in the public debate and participates in political consultations. Children and young

people's own description of their thoughts, opinions and experiences are important and can inform the policy decisions.

The Children and Youth Panel ([Børne- og Ungepanelet](#)), established in 1998, is the National Council for Children's panel. The Children and Youth Panel is a regular online survey among 5.000 young people in the 8th form from 215 schools from all over Denmark. Twice a year, the Children and Youth Panel fill in a survey on a topic chosen by The National Council for Children (e.g. mental well-being, divorce, financial crisis). Conclusions from the surveys are used when the council formulates hearing statements and participate in the public debate.

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 came from all over Denmark.

The Youth panel dealt with young people's use of social media and digital technologies. The panel published its recommendations to adults on how to guide young people in the use of social media. The panel had no political decision-making competences. The panel presented their recommendations to the minister of culture and other relevant stakeholders.

As of 2018, The Media Council has changed the composition and structure of the youth 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.

In the process of developing the recommendations, the Media Council consults the [Centre for Digital Youth Care's](#) online chat group, [Gruppechat dk](#), as a measure to reach vulnerable young people and to improve the representativeness of the recommendations.

## 5.10 Current debates and reforms

### Forthcoming policy developments

In June 2019, Denmark had a new Social Democratic minority government. The government and its three supporting parties have presented their political understanding entitled "A fair direction for Denmark" that set the political course for Denmark. In the paper, the government commit itself to combat child poverty. "Irrespective of a child's background and their parent's circumstances, it must be ensured that all children in Denmark grow up under decent conditions and with the opportunity to take an active part in the community."

In september 2019, at [political agreement on a temporary child benefit](#) was presented. The benefit will be granted to families with children in the 0-14 year age group affected by the cap on cash benefit, see section.

Furthermore, the government intends to strengthen Danish democracy by mapping and removing bureaucratic burdens for voluntary associations and increase the use of "[leisure time passes](#)" to vulnerable youths and children, so that more have the opportunity to participate in associations.

### Ongoing debates

Young people's political engagement has been increasing. The political engagement takes place in extraparliamentary activities in the form of strikes, demonstrations and features in newspapers.

The Danish youth population takes actively part in the fight against climate change. During spring and summer 2019, pupils and students skipped school in order to participate in strikes for the future, and a green student movement has been established.

The demonstrations have been covered in national media. Furthermore, the fact that students demonstrate in school hours has been debated as well. Some politicians argue that students should demonstrate in their spare time. [The criticism has been raised from the Danish People's Party, Liberal Alliance](#), whereas the Alternative and the Social-Liberal Party praise the young people's engagement and see it as a manifestation of active citizenship and civil engagement. The Alternative party has presented a [bill that allows 10 days of legal absence](#) in upper secondary educations.

#### [Some headmasters and teachers support the students.](#)

Since October 28, 2019, students enrolled at the Faculty of Humanities of University of Copenhagen have blockaded the office of the Head of faculty and the offices of the faculty management. The students react against an action plan for the faculty. [The objective of the plan is to make educations more resistant to cost-cutting requirements and changing application behavior of the students.](#)

The action plan paves the way for mergers of education programmes. [Students fear that the merger may dilute subject knowledge](#), especially in relation to small education programmes such as foreign languages, and they fear that they will no longer be able to teach in general upper secondary education programmes.

On the other hand, the faculty argue that the number of students has been decreasing and that the [faculty needs to adjust its economy](#) in order to provide quality education programmes to students in the future.

## 6. EDUCATION AND TRAINING

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### Introduction

This chapter deals with youth policy in the field of education and training and provides an overview of the specific context and policy approach in this policy field.

The responsibility of the formal education system is split between four ministries:

The Ministry of Children and Education is responsible for primary and lower secondary education ([folkeskole](#)) and general and vocational upper secondary education programmes. In general, municipalities have a high degree of autonomy, and in the case of education, the management of the primary and lower secondary education is a municipal responsibility.

The Ministry for Higher Education and Science is responsible for higher education programmes. Furthermore, the Ministry of Defence and Ministry of Culture are responsible for a range of higher education programmes.

VET education programmes have been subject to a number of reforms in recent years. VET students have the largest drop-out rate among Danish students. The reforms are described in [section 6.3](#).

The number of ELET (Early Leavers from Education and Training) has been constant for some years. Therefore, a new preparatory basic education and training programme ([FGU](#)) has been implemented in August 2019. The programme compiles and simplifies the many existing preparatory offers into one single education with three entries. The programme is described in sections [6.2](#) and [6.3](#).

In Denmark, there is a variety of social inclusion measures in order to include young people with disabilities or special needs in ordinary education programmes.

Students enrolled on higher education programmes have the opportunity to use a range of mobility programmes when going abroad on credit mobility or degree mobility. However, an OECD survey shows that only 12% of Danish students take a study abroad period, whereas the influx of international students to Denmark has been increasing.

### 6.1 General context

#### Main trends in young people's participation in education and training

Statistics Denmark documents [participation in folk high schools](#) as well as the adult education statistics (AES). According to Statistics Denmark, the number of long courses at Danish Folk High Schools has been increasing with 22 % between 2012/13 and 2017/18. In 2017/18, 5 300 full-time equivalent students (årselev) were enrolled on a long course. 85 % of the full-time equivalent students (årselev) enrolled on long courses were younger than 25 years old.

**ELET:** Statistics Denmark do not collect data on ELET. According to a report from the European Commission, the proportion of ELET of the whole population aged 18–24 years in 2013 was about 7 % on the whole population aged 18-24 (JCR Technical Report 2015, School-to-work transition of young individuals: What can the ELET and NEET indicators tell us?)

#### Application for general and vocational upper secondary education programmes

In 2019, 72% of the young people applying for an upper secondary education programme applied for a general upper secondary education programme, 20.1% applied for a VET education programme, and 7.9% applied for other education programmes.

Since 2016, the proportion of young people applying for a VET education programme has increased from 18.4% to 20.1%. However, in a longer perspective, the proportion has decreased from 32% in 2000.

For more information, see [section 6.3](#).

The admission of students to upper secondary education programmes has been an issue for several years. Too many young people apply for general upper secondary education programmes, whereas the number of young people applying for vocational upper secondary education programmes has been too low. In 2000, 32% of the young people completing lower secondary education applied for admission to a VET programme. In 2016, the percentage was 18.4%. As of August 2019, the number has increased slightly to 20.1%.

Furthermore, 50% of students beginning a VET education programme drop out, which is the largest drop-out rate among students enrolled on upper secondary education programmes.

In 2014, in the political agreement on better and more attractive VET education programmes, the political parties behind the agreement sharpened the requirements for applying for admission to VET education programmes:

A young person completing lower secondary education after the 9th or the 10th grade must either:

- Have passed the leaving examination of the primary and lower secondary school (for students completing lower secondary education after 2017/2018),
- Have an average grade of 2 (on the Danish 7-point grading scale) in written and oral Danish, have an average grade of 2 (on the Danish 7-point grading scale) in written mathematics after the 9th grade and written and oral mathematics after the 10th grade,
- Or have entered into a training agreement with an enterprise.

Furthermore, the student must be assessed as being ready for upper secondary education. If the student does not meet the admission requirements, the student can take an admission test and an interview at the VET college.

Lastly, new targets were set:

1. In 2020, at least 25% should enrol in a VET education programme after completing lower secondary education. In 2025, this should be at least 30%.
2. In 2020, the completion rate should be at least 52%, increasing to at least 67% in 2025.

In 2016, admission requirements for general upper secondary education programmes were sharpened with [the agreement to strengthen general upper secondary education programmes](#) in order to regulate the allocation of young people in general and vocational education programmes. The admission requirements were implemented for students applying for admission in the 2019. However, the admission requirements have caused confusion and insecurity among students and education institutions due to the complexity of the regulations. Therefore, the admission requirements are currently revised by the signatory parties behind the agreement. For more information, see [section 6.10](#) on current debates and reforms.

In order to enrol on the two-year general upper secondary education programme ([HF](#)) in immediate continuation of the 9th or the 10th grade, young people must:

- Apply in due time in immediate continuation of the 9th or 10th grade,
- Be assessed as ready for upper secondary education, with an average grade of at least 4 in all term results,
- Have had foreign language teaching in two foreign languages from the 5th to the 9th grade (with some exceptions).

For young people applying in immediate continuation of the 9th grade, the following additional requirements apply. The young person must:

- Have taken the leaver examination of the primary and lower secondary education ([folkeskole](#)) after the 9th grade,
- Have passed the leaver examination of the primary and lower secondary education ([folkeskole](#)),
- Have received the average grade of 4 in the leaver examination of the primary and lower secondary education ([folkeskole](#)).

For young people applying in immediate continuation of the 10th grade, the following additional requirements apply. The young person must:

- Have taken the leaver examination of the primary and lower secondary education ([folkeskole](#)) in a second foreign language after the 9th grade (if the subject is selected to examination) or after the 10th grade,
- In the 10th form, the young person must have had teaching in Danish, English, and mathematics and have taken written and oral examinations in all three subjects,
- Have taken the leaver examination of the primary and lower secondary education ([folkeskole](#)) in physics/chemistry, biology, and geography after the 9th grade or the leaver examination of the primary and lower secondary education ([folkeskole](#)) in physics/chemistry after the 10th grade.

If a young person is assessed as not being ready for upper secondary education, the young person can be admitted to the HF programme if the young person is awarded with the grade 6 in the mandatory examinations and meet the other criteria.

With the reform of general upper secondary educations in 2016, new admissions requirements were established. According to the political agreement, the following requirements must be met in order to be eligible for general upper secondary education programmes:

- Young persons must apply in due time in immediate continuation of the 9th or 10th grade,
- Be assessed as ready for upper secondary education with an average grade of 5 in all term marks,
- Have had foreign language teaching in two foreign languages from the 5th to the 9th grade (with some exceptions),
- Have taken the leaver examination of the primary and lower secondary education ([folkeskole](#)) after the 9th grade,
- Have passed the leaver examination of the primary and lower secondary education ([folkeskole](#)),
- Have received the average grade of 5 in the leaver examination of the primary and lower secondary education ([folkeskole](#)).

In the agreement, there are some exceptions and supplementary criteria for students who do not meet the above criteria; for instance, it is possible to enrol after an interview with the headmaster of the general upper secondary education institution.

### **The profile model**

The Ministry for Children and Education has developed a [profile model](#), which is a projection of how the ministry expects a youth cohort will be educated in the following 25 years. The model is based on the following presumptions:

1. The education system will stay the same as when the youth cohort studied in the 8th or 9th grade.

2. The youth cohort whose educational behaviour is projected will act in the same way as the young people in the education system when the youth cohort is in the 8th or 9th grade.

The model is able to show numbers for a specific region, gender, year, and origin of the student.

The profile model is used to compare education systems over time and to project the share of a youth cohort to complete at least one upper secondary education or a higher education 5, 10, 15, and 20 years after the 9th grade. Since the model is a projection, they are subject to uncertainty.

### Youth unemployment

In the fourth quarter of 2018, the youth unemployment rate among the 15–24-year-olds was 8.2%.

### Social inclusion through education and training

From 2008 until 2017, the number of young people receiving special educational assistance (support scheme) has been increasing, from 3000 young people in 2008 to about 20,000 in 2017. A report from [EVA from 2019](#) concludes that young people receiving special educational assistance during their upper secondary education enrol in higher education programmes just as often as their fellow students who did not receive assistance. Furthermore, pupils receiving assistance due to dyslexia have lower drop-out rates than their fellow students and undergo a more positive academic development than their counterparts.

### Validation of non-formal and informal competences

In 2019, the Danish Evaluation Institute has published a report on the [use and quality of the prior learning assessment system](#) (PLA) in Adult and Continuing Training (VEU) in the period 2010–2018. PLA has today been implemented at a larger percentage of education institutions than in 2010, and there is very strong support across education areas for the concept of recognising adults' prior learning. Slightly fewer institutions, but still very high percentages, assess that the possibilities for recognising prior learning in practice are also good.

### Cross-border learning mobility

According to the report '[Education at a Glance 2019](#)', 12% of Danish students take a study period abroad. The report is published by the OECD.

### Credit mobility

Outgoing students (at least three months) (all numbers prior to 2010 are from a report published by the Ministry of Higher Education and Science, [Statistics in international mobility](#))

2000/2001	2010	2011	2012	2013	2014	2015	2016	2017	2018
4279	5229	5787	6999	7816	8664	8247	10134	10150	10220

### Incoming students (credit mobility)

2000/2001	2010	2011	2012	2013	2014	2015	2016	2017	2018
3725	7602	9544	8543	9199	8575	7380	7718	7897	7956

### Degree mobility

The statistics on outward degree mobility only include students that are entitled to the state educational grant and loan scheme ([SU](#)). Danish PhD students abroad and students who study abroad without the state educational grant are not included. Furthermore, non-Danish citizens (e.g. EU/EEA citizens) receiving the state educational grant abroad are included in the numbers.

**Danish students abroad (excl. PhD students)**

2001	2010	2011	2012	2013	2014	2015	2016	2017	2018
4208	3726	4019	4278	4282	4399	4477	4730	5087	5084

**Incoming students (excl. PhD students)**

2001	2010	2011	2012	2013	2014	2015	2016	2017	2018
5.189	18080	19628	21431	22977	24378	25566	24771	24304	23534

Source: Ministry of Higher Education and Science

**Recipients of the scholarship to study abroad:**

Academic year	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Recipients	357	417	432	459	469	457	458	465

Note: recipients include the number of started educations with the scholarship in an academic year. During an academic year, some students receive scholarships for more than one education. The scholarships are all included in the numbers. Furthermore, some recipients receive the scholarship for the same education in more than one academic year. They are only included in the number in the first academic year.

Source: Ministry of Higher Education and Science

Due to the rise in the number of international degree students in Denmark, the former Danish government (Lars Løkke Rasmussen III, from November 2016 to June 2019) decided to [reduce the intake of international students](#) to Danish university educations and bachelor of engineering educations by 1000–1200 persons. The reduction in admission of applicants begins in 2019.

**Organisation of the education and training system**

In Denmark, there is 10 years of compulsory education, but not compulsory schooling. According to the Act on Primary and Lower Secondary Education § 34 ([Folkeskoleloven](#)), compulsory education begins 1 August in the year the child turns six, and ends 31 July in the 9th grade (15-16 years of age). It is possible to prolong the compulsory education with a 10th grade, but that remains optional.

In Denmark, primary education consists of integrated primary and lower secondary education. The education institutions at which primary and lower secondary education takes place is called primary and lower secondary schools ([folkeskole](#), in Danish).

Following primary and lower secondary education, students are free to choose the educational path they wish. In brief, the choice is between academically oriented general upper secondary education programmes and vocational upper secondary education programmes. Following the general upper secondary education programmes and vocational upper secondary education programmes, there is a great variety in the students' educational opportunities. In general, general upper secondary education qualifies students for further studies at the level of higher education, while vocational upper secondary education qualifies students for the labour market.

**General upper secondary education programmes**

The common objective of general upper secondary education is to prepare young people for higher education.

The four national programmes are:

The [STX](#) (3 years) and [HF](#) (2 years) programmes, which consist of a broad range of subjects in the fields of humanities, natural science, and social science.

The [HHX](#) (3 years) programme, which focuses on business and socio-economic disciplines in combination with foreign languages and other general subjects.

The [HTX](#) (3 years) programme, where the focus is on technological and scientific subjects in combination with general subjects.

Two-year [STX](#) programme (studenterkursus): It is possible to enrol in a two-year STX programme, which is equivalent to the three-year STX, but more compact. Admission requirements: Completion of the 9th grade more than a year ago and an individual assessment by the education institution.

International general upper secondary: A range of upper secondary education institutions offer the international general upper secondary education International Baccalaureate (IB). An IB is a two-year programme where English is the teaching language. Furthermore, the Ministry of Children and Education may approve English, German, or French as the teaching language. Currently, a three-year French-speaking upper secondary education programme and a three-year German-speaking upper secondary education programme are available.

### Vocational upper secondary education programmes

VET ([EUD](#)): These programmes vary in duration depending on the programme in question. More specifically, the duration varies from 1½ to 5½ years, the most typical being 3½ to 4 years. The programmes are offered at vocational/technical colleges.

EUX: [EUX](#) combines a VET education and a general upper secondary education. EUX qualifies students for a job as well as giving them direct access to higher education in a wide range of programmes

[EUV](#): 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.

[FGU](#): A preparatory basic training and education programme for persons below the age of 25 who have completed lower secondary schooling but who do not have the skills or grades to continue into upper secondary and vocational education and training.

The purpose for the participants is to improve professionally, personally, and socially with the aim to proceed into the labour market or upper secondary and vocational education and training.

The length of the education is flexible depending on the young person's education and training needs, but is a maximum of two years.

Three entries/tracks:

- General basic education: Education in basic subjects such as Danish language, mathematics, English, nature and science, etc. Aimed at young people who want to qualify for further vocational education or another upper secondary education.
- Basic production education. Workshop-based education with a high level of practical learning. Aimed at young people who want to proceed to vocational education and training or the labour market on a more qualified base.
- Basic vocational education: Internship-based education.

Production schools ([Produktionsskoler](#)): Independent institutions aimed at young people under the age of 25 who have not completed a qualifying youth education and who, at the time, are not qualified to start such an education. The pupils are entitled to a maximum of one year at a production school. As of August 2019, there is no admission of new students.

[STU](#): A three-year youth education programme for young people with mental and physical impairments or special needs.

## Higher education

Higher education in Denmark is offered at three levels: short-cycle higher education, medium-cycle higher education, and long-cycle higher education. The responsibility for higher education is divided between three ministries:

- The Ministry of Higher Education and Science
- The Danish Ministry of Culture (medium- and long-cycle education within the area of arts)
- The Ministry of Defence.

Danish higher education comprises a university sector, college sector, and an academy sector. There are four types of institutions offering higher education programmes:

- Business academies (offering short-cycle programmes)
- University colleges (offering medium-cycle programmes)
- Universities (offering long-cycle programmes)
- University-level institutions for educations in the arts

In April 2019, the Danish parliament passed an act, [Lovforslag nr. L 201 2018/19](#), with the purpose of creating more flexibility in the university-level educations. It is the opinion of the minister of higher education and science that young people need more flexibility in their programmes to support a combination of disciplines and to alternate between the education system and the labour market. The parties behind the political settlement agreed on a [reform package to increase flexibility](#) with the following elements:

- Better opportunities for starting work after completing a bachelor programme and then return to university later for a master's programme
- Supplementary possibility of obtaining a one-year academic advanced-level programme
- Greater possibility of studying part-time.

A number of [higher artistic educational institutions](#) are regulated by the Danish Ministry of Culture and offer first-, second-, and third-cycle degree programmes in the visual arts, music, cinematography, theatre, and performing arts. The bachelor's, master's, and PhD programmes at these institutions are awarded 180, 120, and 180 ECTS credits, respectively. A higher education degree within theatre or cinematography is typically awarded after four years of study (240 ECTS). Music academies offer a specialist degree of two to four years following the master's degree.

National legislation covers the aims and framework of education, funding, and in some cases curricula, examinations, and staffing.

## Adult education

Denmark has a long-standing tradition of lifelong learning and improving the competences of the workforce beyond compulsory stages of education. Adult general education and vocational education range from non-formal education to qualifying general and continuing vocational training. The programmes are structured in such a way that the level of qualification can be compared to the levels in the mainstream education system. The responsibility for adult education and training is divided between three ministries:

- The Ministry of Children and Education: responsible for formal adult education and continuing training equivalent to the Danish folkeskole, general and vocational upper secondary education, and adult vocational training. See Eurydice for more information.
- The Ministry of Higher Education and Science: responsible for formal higher education for adults (advanced adult education, [VU](#)), diploma programmes, and master's programmes.

- The Ministry of Culture: responsible for non-formal adult education and training.

## Main concepts

Danish general adult non-formal education ([folkeoplysning](#)) is one of the largest popular movements in Denmark. 'Folkeoplysning' means people's enlightenment and encompasses a wide range of activities – be it choir or theatre, evening classes or folk high schools, sports, scouts, political youth educations, creative activities, women's organisations, environmental organisations, or intercultural understanding. The common feature is the sense of community and a strong set of values. According to the Act on Non-Formal Education and Democratic Voluntary Activity, the objective of voluntary activities in democratic associations is to advance democratic understanding and active citizenship, and with a point of departure in:

- The activity and the community of commitment, to strengthen the non-formal education and democratic voluntary activity.
- The teaching, to increase the participants' general and subject-related insight and skills.

The aim is to strengthen the members' ability and desire to take responsibility for their own lives and to play an active and engaged part in society.

In Denmark, non-formal learning activities are frequently based on private initiatives by non-governmental organisations (NGOs). Non-formal adult education comprises:

- Independent non-formal educational activities, such as evening schools and voluntary activity in associations
- University extension courses
- Day folk high schools
- Private independent boarding schools (folk high schools, home economics schools, arts and crafts schools, and continuation schools)

No particular school or professional qualifications are required for participating in liberal adult education.

## 6.2 Administration and governance

### Cross-sectoral cooperation

The cooperation within the area of education and training involves many actors. Often there is strong cooperation between the Ministry of Children and Education and the Ministry of Employment, as well as between the Ministry of Children and Education and the Ministry of Higher Education and Science.

A cross-ministerial working group has been established to evaluate the online education guidance portal [ug.dk](#) ([uddannelsesguiden](#)). The working group consists of specialists from the Ministry of Children and Education and the Ministry of Higher Education and Science.

Stakeholders within the field of education and also social partners are represented in the various councils under the Ministry of Children and Education and under the Ministry of Higher Education and Science (see above).

Tripartite negotiations take place between the government, trade unions, and employers organisations. The negotiations are cross-sectoral cooperation regarding issues in the labour market. Since education and employment are closely linked, the cooperation often involves the minister of children and education and sometimes the minister of higher education and science.

In 2016, two tripartite agreements were settled. One agreement established a new education for immigrants, the other aimed to increase the number of apprenticeships for VET students.

In 2017, a tripartite agreement on a more flexible system of adult education and continuing training was settled. The agreement consisted of several elements that involved the Ministry of Employment, the Ministry of Children and Education, and the Ministry of Higher Education and Science.

## Governance

### Main actors

The Danish education system is centrally managed by the following ministries:

#### The Ministry of Children and Education

- The ministry is responsible for primary and lower secondary education ([Folkeskole](#))
- General and vocational upper secondary education
- Adult education and continuing training
- School-based leisure time facilities (skolefritidsordning) and youth schools.

The ministry has overall parliamentary and legal responsibility for the above-mentioned education programmes.

Regarding the primary and lower secondary education ([folkeskole](#)), the municipalities are responsible for the management of the public schools, but the ministry supervises the academic quality of the schools and if the minimum annual teaching time in Danish, mathematics, and history are met. Furthermore, the ministry supervises whether the overall minimum teaching time are met.

Regarding the general upper secondary education programmes, the ministry is responsible for:

- Approval of new institutions and the possibility of revoking approvals.
- Approval of the institutions' statutes.
- Approval of the institutions' selection of educational programmes on offer.
- Establishing, among other things, the rules regarding admission to educational programmes, the content of the programmes, quality requirements, grants, budget reporting, accounting, the educational programmes, etc.
- The authority to take legal action if the board or other actors inflict a loss on an institution.
- Necessary supervision of the institutions, including the right to demand all information necessary for the purpose and the authority to institute sanctions.
- Access to complaints regarding decisions made by an institution.

Regarding the VET education programmes, the ministry is responsible for:

- Laying down the overall objectives for VET programmes and providing the legislative framework within which stakeholders, social partners, colleges, and enterprises are able to adapt curricula and methodologies to labour market needs and to students.
- Ensuring that VET programmes have the breadth required for a youth education programme and for allocating resources.
- Approving new qualifications on the basis of recommendations from the Advisory Council for Initial Vocational Education and Training (Rådet for de grundlæggende erhvervsrettede uddannelser – [REU](#)) and for approving the colleges and education institutions.
- Laying down the overall rules for VET, in cooperation with the [REU](#), and drawing up the regulations on the individual VET programmes, in cooperation with the trade

committees. The regulations are supplemented by guidelines drawn up by the trade committees and issued by the ministry.

- Inspection and quality assurance.

Regarding adult education, the ministry is the top-level authority with the overall responsibility for the objectives and content of the programmes and exams, the supervision of the teaching, the economy of the schools, and the management of the schools. Within the legal framework laid down in the ministry, the self-governing education institutions have the responsibility to carry out teaching and examination.

### **The Ministry of Higher Education and Science**

The Ministry of Higher Education and Science is responsible for:

- Higher education: Higher education in Denmark is taught at universities, university colleges and business academies, institutions in architecture and art, and at maritime educational institutions. The Ministry of Higher Education and Science regulates most of the higher education institutions.
- Adult and continuing higher education:
- Academy profession degree: The academy profession degree is awarded after two years of part-time study or one year of full-time study (60 ECTS) at short-cycle level.
- Diploma programmes: The diploma degree is awarded after two years of part-time study (60 ECTS) – comparable to medium-cycle higher education level/bachelor's programmes.
- Master's degree (adult/continuing higher education): For adults who have already completed higher education. The master's degree (mastergrad) is a research-based second-cycle degree at university level. The degree is awarded after two years of part-time studies corresponding to a full academic year of 60 ECTS – comparable to a long-cycle higher education level/master's degree (kandidatuddannelser).

### **The Ministry of Culture**

According to [Act no. 1362](#) on higher education institutions within the fine arts, the Ministry of Culture is responsible for seven higher education institutions:

- The Royal Danish Academy of Music
- Rhythmic Music Conservatory
- The Royal Academy of Music
- Danish National Academy of Music
- National Film School of Denmark
- Danish National School of Performing Arts
- The Royal Danish Academy of Fine Arts: The Schools of Visual Arts

Furthermore, the Ministry of Culture provides contributions for:

- The Jutland Art Academy
- Funen Art Academy
- The Writer School (Forfatterskolen)

In addition, the Ministry of Culture is responsible for non-formal adult education and training such as:

- The folk high schools
- Evening schools
- Day folk high schools

- University extension courses

## The Ministry of Defence

The Ministry of Defence is responsible for [specialised education programmes within Danish defence](#).

## Other public actors

Under the auspices of the Ministry of Children and Education, the following agencies manage the ministry's responsibility regarding supervision:

**The National Agency for Education and Quality (STUK).** The agency is responsible for the economic supervision of the self-governing education institutions under the ministry's responsibility. The supervision ensures an efficient management of the education institutions. Furthermore, the agency is responsible for the academic supervision and quality assurance of the institutions. Lastly, the agency is responsible for the development of the teaching, the common goals, curriculum development, etc.

**The National Agency for IT and Learning (STIL):** The agency is responsible for all IT systems and solutions in relation to teaching (e.g., the teaching material platform EMU.dk and a communication and cooperation platform AULA). Furthermore, the agency is also responsible for collecting and providing data within the education area, digital tests and exams, and is responsible for the implementation of a range of political agreements within the area of education, for instance IT in the primary and lower secondary education and the action plan for technology in education.

**The Council for Adult and Continuing Training (VEU-rådet):** The council advises the minister of children and education regarding, for instance, adult vocational training (AMU) and prior learning assessment.

**The Council for Youth Educations (Rådet for Ungdomsuddannelser):** The council advises the minister of children and education regarding youth educations.

**The Danish Centre for Educational Environment** is a national knowledge centre working to ensure a healthy educational environment at all education institutions. Furthermore, the centre supervises the educational environment and functions as the national complaints board in relation to bullying.

**The Danish Evaluation Institute, EVA,** explores and develops the quality of day-care centres, schools and educational programmes. EVA provides usable knowledge at all levels and of interest for both local governments, ministries, and practitioners in all educational institutions.

A number of national agencies and institutions under the auspices of the Ministry of Higher Education and Science are involved in policymaking in the area of education and training:

**The Danish Agency for Science and Higher Education (SFU):** The agency lays the foundation for the further development of high-quality Danish research and higher education and works to promote good international interaction in both research and education areas. The agency contributes to new analyses and follows professional developments and discussions within the sector. The Danish Agency for Science and Higher Education contributes expert knowledge in the provision of ministerial services and policy development in cooperation with the department.

**The Danish Agency for Institutions and Educational Grants (SIU):** The agency has primary responsibility for institutions that fall under the Ministry of Higher Education and Science, including all higher education institutions, public research foundations, GTS (Advanced Technology Group) institutes, etc. The agency allocates and administrates grants and funding to institutions and has the main contact and dialogue with institutions regarding the control of targets and results, inspection and administration. Furthermore, the Danish Agency for Institutions and Educational Grants contributes expert knowledge in the provision of ministerial services and policy development in cooperation with the department.

**Advisory Committee to Assess the Range of Higher Study Programmes Offered** (Det rådgivende udvalg for vurdering af udbud af videregående uddannelser ([RUVU](#))). As of 2013, all new higher educations and new education tenders must be pre-qualified by the Minister for Higher Education and Science. The advisory committee assesses applications for pre-qualification and counsels the minister regarding the pre-qualification. The pre-qualification concerns solely the socio-economic and education-political relevance of the education. The Danish Accreditation Institution will assess the professional/academic quality of the education.

**The Advisory Committee regarding Academy Profession Educations and Professional Bachelor Educations** (Rådet for Erhvervsakademiuddannelser og Professionsbacheloruddannelser). The committee counsels the minister for higher education and science regarding, for instance, the development of educations, supply of educations in relation to documented demands from the labour market, and quality assurance. The advisory committee publishes a yearly report with recommendations to the minister.

**The Education Council for the Maritime Educations** (Uddannelsesrådet for de maritime uddannelser): The Education Council for the Maritime Educations consists of organisations from the social partners, public authorities within the maritime occupation, the Danish Rectors' Conference regarding the maritime educations, and representatives for the teachers and students. The education council advises responsible authorities in relation to the development of educations and meets with the minister of higher education and science twice a year.

**Guidance Denmark** (Studievalg Danmark) is a national institution responsible for guidance in relation to higher education, including adult/continuing higher education. The guidance centres target students in upper secondary education programmes, young persons who have completed an upper secondary education, and young people who want to make a career change or upgrade their skills.

**The Student Counselling Service** (Studenterrådgivningen) is an institution under the Danish Ministry of Higher Education and Science. The service provides social, psychological, and psychiatric counselling and treatment to students at bachelor, professional bachelor, and master's level, so they can complete their studies without an unnecessary extension and without unnecessary drop-outs.

As of August 2019, the minister of higher education and science has set up a new unit in the ministry's policy department: the Unit for Young People's Well-Being. The new unit is responsible for collecting and communicating knowledge on young people's well-being, developing new policies, and generating debate. As the problem with young people's well-being is cross-sectoral, the unit is expected to cooperate with other sector ministries as well as the student counselling services and units in the Ministry of Higher Education and Science.

**Other public actors with relevance for the Danish education of young people are:**

**Self-governing education institutions:** General and vocational education institutions as well as adult education centres are self-governing education institutions, which implies that the institutions are responsible for the management of the education institution. The responsibility of the management is split between the board and the headmaster/school management. The institutions finance the implementation of one or more of the upper secondary education programmes by means of grants from the Ministry of Children and Education. The main part of the grants is based on the basis of pupil numbers. The National Agency for IT and Learning administers a database with an [overview of all recognised education institutions](#) in Denmark.

**Self-governing higher education institutions:** Universities, business academies, university colleges, maritime education institutions, and higher education institutions within the fine arts. See a [list of recognised higher education institutions](#) since 2000.

**Municipalities.** Denmark has a local government system, which means that each municipal council is responsible for the operating of the public primary and lower secondary schools ([folkeskolen](#)). Furthermore, the municipalities are responsible for the youth clubs, youth schools, [STU](#), and special needs education. As of August 2019, municipalities are responsible for the municipal youth measure ([KUI](#)), which provide guidance, active measures, and employment offers for young people below the age of 25 years.

**Regions:** Denmark is divided into five regions. According to [act no. 537](#), each region is responsible for coordinating the capacity and geographic location of upper secondary education institutions and general adult educations. Furthermore, the regions are responsible for the management of certain special needs education offers.

### Private actors with relevance for the Danish education of young people

A range of non-public actors are taking part in the development of policies in the field of education and training of young people. These actors can be divided into three broad categories:

- The social partners
- Organisations representing:
  - education institutions
  - teacher organisations
  - study and career advisers
  - student organisations
- Local government interest organisations

Ministries are in contact with a broad range of organisations in the policy-making process. When bills and other forms of policy documents are drafted, relevant organisations are consulted. What is considered a relevant organisation depends on the bill in question. A consultation list is prepared for each bill, and the list may vary greatly depending on the subject. As an example, see a list of consulted organisations regarding a change in the Act on Universities ([L201](#) samling 2018/2019, bilag 1).

### Social partners and their role

The social partners play a significant role in the development and management of the VET education programmes. The social partners are described in chapter 3 on employment and entrepreneurship, [section 3.2](#). The strong involvement is evident in a range of committees where the social partners are present and ensure that the education programmes meet the demands on/from the labour market.

#### Examples of the social partners' role in VET programmes:

##### National trade committees

National trade committees ([faglige udvalg](#)) constitute the backbone of the VET system. Approximately 50 trade committees are responsible for 102 main courses. The committees normally have 10–14 members and are formed by labour market organisations (with parity of membership between employer and employee organisations).

Among their core responsibilities, national trade committees:

(a) perform a central role in the creation and renewal of IVET courses by closely monitoring developments in their particular trade and have a dominant position in formulating learning objectives and final examination standards, based around the key competences deemed to be required in the labour market;

(b) conduct relevant analyses, development projects, etc., and maintain close contact with relevant stakeholders;

(c) decide the regulatory framework for individual courses within boundaries set by the legislative framework – they decide which trade is to provide the core of the training, the duration of the programme, and the ratio between college-based teaching and practical work in an enterprise;

(d) approve enterprises as qualified training establishments and rule on conflicts that may develop between apprentices and the enterprise providing practical training;

(e) function as gatekeepers to the trade, as they are responsible for issuing journeyman's certificates, both in terms of the content, assessment, and actual holding of examinations. Trade committees and their secretariats are financed by participating organisations.

### Local training committees

Local training committees (lokale uddannelsesudvalg) are, on the other hand, affiliated with each vocational college and ensure close contact between vocational colleges and the local community, improving responsiveness to particular local labour market needs. They consist of representatives from local employers and employees appointed by national trade committees, as well as representatives of staff, management, and students appointed by colleges. Training committees work closely alongside colleges in determining the specific curriculum at colleges, including which optional subjects are available. They assist and advise national trade committees in approving local enterprises as qualified training establishments and in mediating conflicts between apprentices and enterprises. Finally, training committees help to ensure enough suitable local training placements.

The social partners also have a significant role in the [Council for Vocational Training \(REU\)](#). The council monitors development in society and identifies trends that may have significance/relevance for the VET education programmes. The council gives its recommendation for decisions to the minister regarding the need for new educations, revision or abolishment of education programmes, establishment of new IVET programmes and the adaptation, amalgamation, or discontinuation of others.

A large range of interest organisations in the area of education and higher education participate in the public debate. All organisations work to ensure that their members have the best possible conditions and act as spokespersons on behalf of their members vis-à-vis national government, politicians, other interest organisations, and the media.

The development of the artistic educations is managed in a cooperation with institutions and organisations in the field of fine arts. Furthermore, a recruitment panel has been appointed for each education institution. The recruitment panels consists of experts in the field.

### Organisations representing various actors in relation to education

Representatives of the education institutions, for instance (list not complete):

The Danish Association of Upper Secondary Schools ([Danske Gymnasier](#)): The members of the association are upper secondary schools, often represented by the rector of the school.

University Colleges Denmark ([Danske professionshøjskoler](#)): The association consists of the Council of Rectors, which is composed of the rectors from all university colleges, and the Chairmanship, which is composed of all chairmen of the boards of the university colleges.

Universities Denmark ([Danske universiteter](#)): Universities Denmark is the organisation of the eight Danish universities to enhance their cooperation, visibility, and impact.

Danish Rectors' Conference for the maritime education programmes (Rektorkollegiet for de maritime uddannelser). The Rectors' Conference consists of the rectors from the eight maritime education institutions.

Danish vocational colleges and EUX ([Danske erhvervsskoler og –gymnasier](#), DEG). DEG consists of both an organisation for the rectors and an organisation for the chairmen of the boards of the education institutions.

Denmark's private schools ([Danmarks private skoler](#)): An interest organisation for private schools, primary and lower secondary schools, and upper secondary schools.

### **Student organisations, for instance (list not complete):**

- Danske studerendes fællesråd, DSF (The national union of students in Denmark). See [section 5.3](#) for a description of the student union.
- Danske skoleelever (The Association of Danish Pupils): Works to promote the interests of Danish Primary and lower secondary pupils. See [section 5.3](#)
- Erhvervsskolernes elevorganisation (Danish Vocational and Technical School Student Union), see [section 5.3](#)
- Danske gymnasieelevers sammenslutning (The Union of Danish Upper Secondary School Students), see [section 5.3](#)

### **Representatives of study and career advisers**

UU Danmark (Youth Guidance Denmark): UU DANMARK is the national organising body of youth guidance centres. The purpose of UU DANMARK is, among other things, to develop guidance methods and practises, such as career guidance. As an organisation, UU DANMARK provides access to the network of youth guidance centres, i.e. practitioners and management of youth guidance.

Danmarks Vejlederforening (Guidance Association of Denmark): The association represents the interests of guidance and career advisers from all levels of the formal education system.

### **Local government organisations:**

[KL](#): 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. KL furthers the interests of the municipalities in relation to the Danish parliament, the government, the central administration, the EU, professional and industrial bodies, and the public. For instance, every year, KL negotiates the overall financial framework of the local authorities with the government. Agreeing on such a financial frame is a challenging balancing act that must take into account considerations of economics as well as possible improvements of the quality of local service delivery.

[Danske Regioner](#) (Danish Regions): Danish Regions is the interest organisation for the five administrative regions in Denmark. Danish Regions' overall mission is to safeguard the interests of the regions nationally as well as internationally.

In relation to the development of policies, the most important tasks of the organisation are:

- To safeguard regional government interests within healthcare, hospitals, special education, regional development, the environment, and finances.
- To act as a spokesperson on behalf of the regions vis-à-vis national government, the EU, other interest organisations, and the media.
- To negotiate the annual financial framework of the regions with national government.

### **General distribution of responsibilities**

The Ministry of Children and Education is responsible for setting up the framework for curricula at primary and secondary level. It is the responsibility of the individual municipal

council to determine how the municipality's schools are to be organised in practice within the framework established by the Folkeskole Act and its ministerial orders. The municipal councils determine the municipal level of service for the primary and lower secondary educations ([folkeskole](#)) within this overriding framework and can set their own additional objectives for the schools. The contents of the courses are then finalised by the teachers with their pupils. The Ministry of Children and Education oversees the municipal primary and lower secondary schools ([folkeskole](#)) in collaboration with the municipal councils.

In the field of vocational education and training, sectoral committees with equal representation of the labour market organisations concerned play an important role in defining and developing vocational qualifications and stipulating the training conditions. Technical colleges and business colleges are independent institutions under the overall authority of the Ministry of Children and Education.

The Ministry of Higher Education and Science is largely responsible for higher education. As mentioned, some of the higher education programmes within the arts fall under the responsibility of the Ministry of Culture, e.g. the schools of visual arts and the academies of music. Specialised education programmes within the area of Danish Defence are managed by the Ministry of Defence.

Higher education institutions in Denmark have a long tradition of academic freedom and autonomy. The ministry lays down the overall regulations for all higher education institutions. This includes regulations concerning the admission of students, the structure of studies, programmes offered, awarding of degrees, and appointment of teachers and academic staff. The individual institutions are then responsible for drawing up and updating their study programmes, indicating the aims, scope and duration, form, and contents of the courses, as well as a description of the syllabus.

The ministry and the individual higher education institutions establish a four-year strategic framework contract. The contract establishes strategic targets that the education institution must fulfil in the contract period in order to receive the full funding from the ministry. The board of the education institution has the overall responsibility for the education institution and the rector is responsible for the daily management. Every year, the higher education institution must provide an annual report and a balance statement in relation to the strategic framework contract as part of the monitoring of the education institutions. The Danish Agency for Institutions and Educational Grants is responsible for the monitoring of the education institutions.

The Ministry of Culture is responsible for the overall legal framework. The education institutions under the ministry determine how the education institutions are organised in practice within the framework of the Act on Artistic Education Institutions ([Lov om de videregående kunstneriske uddannelsesinstitutioner](#)) and its ministerial orders.

Every four years, the Ministry of Culture and the artistic education institutions establish a framework contract with established targets for objectives and results.

## **6.3 Preventing early leaving from education and training (ELET)**

### **National strategy**

In Denmark, two political documents address the problem with early leavers in specific education sectors.

The political agreement in the Danish parliament on [Better Paths to Education and Employment](#)

The parties behind the agreement agree that too many young people under the age of 25 years have no youth education and are not in education or employment. A new education,

the preparatory basic education and training (FGU), should remedy this problem by reforming and simplifying the preparatory educations.

The objective of FGU is to provide young people with the knowledge, skills, clarification, and motivation needed in order to complete a youth education or to have unskilled employment. FGU should also contribute to the students' personal and social competences and citizenship education.

### **FGU establishes three entries to the preparatory basic education and training**

1. General basic education: Education in fundamental subjects such as Danish language, mathematics, English, nature and science, etc. targeted at young people who want to qualify for further vocational education.
2. Basic production education: Workshop-based education with a high level of practical learning, targeted at young people who want to carry on to vocational education and training or the labour market on a more qualified basis.
3. Basic vocational education: Internship-based education

As part of the reform, a cross-sectoral municipal youth measures ([kommunal ungeindsats](#)) have been established. The measures are responsible for education, social, and employment measures for young people below 25 years of age. The measures offer guidance, outreach services, as well as follow-up work as the main focus areas in the preparatory basic education and training. Therefore, the student will receive a great amount of guidance – also when employed. As an example, due to personal or social reasons, young people may need support from a contact person in order to enrol on and complete an upper secondary education.

**Targets in the agreement:** At least 90% of 25-year-olds should complete a general or vocational upper secondary education and 10% should be in employment. Furthermore, the percentage of youths who are not in education or the labour market should be reduced by half by 2030.

**Target group:** Young people under the age of 25 years without an upper secondary education and who are not in education or employment.

The agreement was implemented in 2019, and the Ministry of Children and Education supervises and monitors the FGU education institutions. The monitoring consists of evaluating the quality of the teaching and of the economy and management of the FGU education institutions.

Read more about FGU in [section 6.1](#).

### **From Primary and Lower Secondary Education to Skilled Worker**

In 2018, the political agreement 'From Primary and lower secondary education to skilled worker – VET educations for the future' ([Fra Folkeskole til faglært – erhvervsuddannelser til fremtiden](#)) was settled.

The agreement focuses on increasing the admission of students to VET programmes and reducing the drop-out rate in VET programmes. In 2014, a reform of the VET programmes was implemented. The targets of the reform were that at least 25% of young people in 2020 should enrol on a VET programme after completion of lower secondary education, increasing to at least 30% in 2025. Furthermore, the completion rate should increase to at least 60% in 2020 and at least 67% in 2025.

According to the parties behind the agreement, the drop-out rate is too high. In order to reach the target, the parties behind the agreement agreed to initiate new measures.

Elements in the agreement relevant for reducing early leavers (list not complete):

- Establishment of a national programme for the selection of youth education. The programme should ensure that all students in lower secondary education are presented with a systematic, coordinated, and structured measure, where activities in relation to

the transition to upper secondary as well as guidance are closely connected. The programme supports a new practice in the final years of compulsory education. The Ministry of Children and Education sets up a panel with the task of developing and evaluating measures and initiatives for the national programme.

- Students in lower secondary must be assessed ready for all types of upper secondary education.
- More guidance and skills upgrading of study and career advisors.
- Activities in the 10th grade should to a larger extent prepare the students for VET programmes.
- Creating more attractive study environment.
- Increased the use of boarding facilities for students in sparsely populated areas.
- VET colleges must register students' absenteeism.
- VET colleges are monitored based on targets set by the reform in 2014, for instance drop-outs and well-being. New sanctions will be implemented and the monitoring will be of departments and single education programmes – not aggregated numbers for the VET college.

The Ministry of Children and Education is responsible for the reform.

There are no major updates of the reform.

### **Formal education: main policy measures on ELET**

According to the Act on a municipal youth measure (lov om kommunal indsats for unge under 25 år, [Lbk nr 825 af 16/08/2019](#)), a range of general measures are established in the formal education system aimed at preparing, informing, and supporting the young person in the transition to an upper secondary education until the completion of the upper secondary education programme. The measures include elements such as guidance, support, and cooperation between education institutions.

A municipal youth unit has the responsibility for the coordination of measures aimed at young people in the municipality. The municipal council has the responsibility to establish a coherent municipal youth measure targeting young people under 25 years of age that aims to support the young person in completing an upper secondary education or being employed. The municipal youth unit's responsibility regarding young people below 25 years of age consists of:

- The formulation of a personal education plan aimed at embedding the young person in education, training, or employment.
- Guidance.
- A continuing follow-up of young people.
- Outreach measures targeted at young people under 25 years of age without upper secondary education.
- Municipal job centres' tasks in relation to young people under 25 years of age.
- The arranging of a contact person for the young person, when the youth unit estimates that the young person is in need of support in order to complete a youth education or be in education.

The guidance must contribute to the reduction in the number of dropouts and changes of education. All young people in the 9th and 10th grade must go through an assessment of their readiness for upper secondary education. The assessment is mandatory for the four general upper secondary educations and for all the VET programmes. When a young person is assessed as not being ready for upper secondary education, the municipal council

and the principal initiate a targeted guidance and education plan in order for the young person to become ready for further education.

The education institutions under the auspices of the Ministry of Children and Education must cooperate with the municipal council, and if necessary the Study Guidance centres ([Studievalg Danmark](#)). The cooperation implies that education institutions are obliged to inform the municipal council when young people under the age of 25 without upper secondary education enrol on, discontinue, or complete an education. When the education institution estimates that the young person is in risk of discontinuing a study programme, the municipal council must be notified.

Furthermore, the providers of upper secondary programmes are obliged to inform primary and lower secondary education institutions ([folkeskole](#)), providers of the 10th form, providers of preparatory basic education and training ([FGU](#)), and the municipal council about the general competences necessary for benefiting from the education. The information should help the education institutions to evaluate their guidance measures and their transition activities.

### General upper secondary

As an integrated part of the three-month basic programme, students in general upper secondary are obliged to complete an evaluating conversation with a teacher and, if necessary, a study adviser. The conversation should help the student in clarifying the choice of study programme. In connection with the evaluating conversation, it is possible to discuss whether the student has made the right choice of education. One of the objectives of the conversation is to reduce school dropout.

On the two-year [HF](#) programme, students' academic benefit of the education is evaluated continuously, and at the end of the first semester the students' development of competences in Danish, English, and mathematics is established. The evaluation of competence development constitutes the basis for further choice of subjects and cluster of subjects.

### VET programmes

The ministerial order on VET programmes ([Bekendtgørelse om erhvervsuddannelser](#)) establishes several requirements for the development of the quality of the education programmes. VET institutions must develop a quality assurance system for the internal development of the school-based teaching. The quality assurance system should consist of procedures for self-assessment and procedures for the collection of data.

Furthermore, the procedures for the collection of data should ensure that the VET institution is able to document its results, for instance regarding the reduction of dropouts. The documentation should also be part of the VET institution's self-assessment.

The procedures for the collection of data should:

- clarify how the teaching and the chosen working methods support the education programme's objective and targets.
- include a statement of completion and dropouts.

Every year, the Ministry of Children and Education monitors the results from all self-assessments from the VET institutions according to four targets for the development of the VET programmes. The four [VET targets](#) are:

- More young people should enrol in VET programmes directly after completion of lower secondary education.
- More people should complete a VET programme.
- VET programmes should challenge all students in order to make them as skilful as possible.
- The confidence in and the satisfaction at VET programmes must be improved.

VET institutions with bad performance are offered counselling from the Ministry of Children and Education's educational advisers. A small number of schools are selected for further monitoring, which includes a monitoring visit from the ministry where the school has formulated a follow-up plan to improve the development of the school's performance regarding dropout rates.

In order to retain students in VET programmes, the ministerial order on VET programmes obliges VET institutions to have mentors or contact teachers at the disposal of students in need of counselling and support. Furthermore, VET institutions must offer students social, personal, or psychological counselling. Finally, VET institutions must offer support and counselling subject-related reading for students who need to improve their reading ability in order to complete a VET programme. The VET institutions establish the framework for the counselling activities.

A student at risk of dropping out due to academic or personal reasons may be accepted at a [boarding facility for students](#) if the VET institution believe the stay will significantly improve the student's chance of completing the education.

The target group for the new preparatory basic education programme, [FGU](#), are all young people under the age of 25 years without an upper secondary education and who are not in education or employment. The objective of the FGU is to make a coherent preparatory programme in order to support young people to continue in education, training, or employment after the completion of lower secondary education.

## **Addressing ELET through non-formal and informal learning and quality youth work**

After finishing compulsory education (primary and lower secondary), some young people find that the gap to continuing education is insurmountable. Several education offers target this group of young people.

### **Private, non-formal, preparatory vocational education and training (Frie fagskoler):**

The schools offer practical and vocational teaching combined with general education to young people who have completed compulsory education. The objective of the teaching is to prepare the young person for further education. The teaching focuses on:

- Enlightenment (livsoplysning)
- Non-formal general adult education ([folkeoplysning](#))
- Citizenship education

The schools may also offer the 10th grade, which means that young people can take the leaving examination of the primary and lower secondary school (folkeskole). The schools are boarding schools and the students live at the school.

### **Continuation school (efterskole):**

Continuation schools target young people in the 8th, 9th, and 10th grade and offer general education and special subject areas such as sports or music. There are three different types of continuation school:

- General continuation schools
- Continuation schools for young people with dyslexia
- Continuation schools for young people with special needs

Furthermore, continuation schools focus on:

- Enlightenment (livsoplysning)
- Non-formal general adult education ([folkeoplysning](#))
- Citizenship education

Lastly, continuation schools are schools with a specific approach to teaching and a strong set of values, for instance pedagogic or religious.

When students have not finished compulsory education, the education must measure up to the education provided in the municipal lower secondary education.

Students enrolled at a continuation school in the 10th grade are entitled to take the leaving examination of the primary and lower secondary school.

Continuations schools can choose not to hold the leaving examination.

### **Folk High Schools (højskoler)**

Over time, the Danish folk high school association has managed several programmes with public funding aimed at young people without a youth education:

- [Mentoring programme 2007–2009](#): The mentoring programme was developed by the Danish Folk High School Association with funding from the Ministry of Education's rate adjustment pool (satspulje) in 2007–2009. The programme was evaluated in 2009 by the Danish School of Education (DPU). The [evaluation of the mentoring programme](#) showed that the students participating in the programme experience increased knowledge about education and the labour market, perceive themselves as being able to act, and experience a sense of personal growth.
- [STAR project 2008–2015](#): A bridge-building programme where young people without a youth education were prepared to enrol in an ordinary education programme. The evaluation of the programme shows that 55% of the participants experienced that they were more motivated to complete a youth education than before the programme, and 51% were in education or awaiting the commencement of their study.
- [Combination project 2008–2013](#): An education programme combining a stay at a folk high school and a vocational education targeting young people in the 16–25-year age group in risk of dropping out or without the qualifications to begin a youth education. The final evaluation of the programme shows that 78.6% of the young people who had participated in the programme were in education, employment, or had completed a youth education in 2013.

### **Folk high schools offer preparatory courses for young people without a youth education:**

- Folk high schools can be an integrated part of the [EGU](#) education programme, which is a two-year, individually planned, practical education programme aimed at young people below the age of 30 who are not in education, employment, or training and who do not have the qualifications to enrol in ordinary youth educations.
- Alternative to [FGU](#): Municipalities are obliged to consider FGU for all young people below 25 years old without youth education or employment in the municipality. Some young people will benefit more from a stay at a folk high school, production school, municipal youth schools, or other non-formal learning offers.
- Folk high schools offer a mentoring programme for young people without a youth education in the 17.5–25-year age group.
- Intensive learning courses: The Danish High School Association has received funding from the rate adjustment pool to develop a three-week intensive learning course at a folk high school. The target group is young people in the 16–25-year age group without a youth education or the qualifications to enrol in an ordinary education. The purpose of the programme is to prepare the young person for an admission test at a youth education institution.
- Two folk high schools are targeting young people in the 16–19-year age group.

## Cross-sector coordination and monitoring of ELET interventions

### Youth database

The National Agency for IT and Learning is responsible for a youth database (Ungedatabasen) containing information on young people's education and employment status: admission, risk of dropping out, completion or discontinuation of studies), whether the young person has an instruction to begin education, the level of completed education, education and employment targets, etc.

The information in the database is used to organise the municipal youth measure (KUI) including the preparation of personal education plans or instructions to begin education (uddannelsespålæg). Data from several authorities ensures a cross-sectoral cooperation regarding ELET and ensures that municipalities and education institutions can initiate the proper measure for the young people.

Municipal councils, education institutions, and other public authorities are obliged to report to the database any education, training or employment activity for all young people in the 15-29 year age group without an upper secondary or higher education.

Furthermore, with the new preparatory basic education and training programme (FGU), a reform of the municipal measures has been implemented. The new municipal youth measure ([kommunal ungeindsats](#)) will be in charge of a unifying and coherent cross-sectoral measure that coordinates educational, social and employment initiatives. The tasks cover guidance, assessment of readiness for a youth education, arrangement of internship and outreach measures aimed at young people below 25 years. For a more detailed description of the municipal responsibility, see [section 6.6](#).

Furthermore, the municipal youth measures are responsible for measures previously managed in municipal job centres. The measures are linked to the Act on Active Employment Measures (Lov om aktiv beskæftigelsesindsats, [lov nr 548 af 17/05/2019](#)). The act obliges municipalities to provide:

- Unemployed, insured, young people below the age of 30 with an [active measure](#) after six months of unemployment, at the latest.
- Unemployed, uninsured, young people below the age of 30 on cash benefit or education benefit with an active measure after one month of unemployment.

This is the Danish implementation of the youth guarantee.

Furthermore, the individual FGU education institutions are obliged to enter into a close cooperation with the local community, including local associational and business life. FGU education institutions are obliged to pay attention to and cooperate with relevant authorities when there are signs of radicalisation.

## 6.4 Validation of non-formal and informal learning

### Arrangements for the validation of non-formal and informal learning

Competence validation and its possible outcomes in terms of admission, exemption, and certificates varies between the different education and training programmes.

#### Validation of non-formal and informal learning in general upper secondary education:

Applicants for general upper secondary education may be admitted based on an individual assessment. An individual assessment is an alternative option for individuals who do not meet the formal admission requirements. The assessment consists of a general test in Danish, English, mathematics, and physics/chemistry, and an individual interview to

assess the applicant's personal, social and academic qualifications to begin and complete the education programme.

According to the ministerial order on admission to general upper secondary educations ([BEK nr 1491 af 13/12/2018](#)), the education providers' assessment of the applicants must include whether the applicants have participated in other activities that have developed the qualifications of the applicants.

Furthermore, the education providers may admit applicants who did not pass the general test but who showed academic potential in the test and at the interview.

Education institutions are obliged to award credit when students have obtained subject-related qualifications equivalent to the objectives established for one or more subjects in a specific education programme.

Additionally, applicants may use competence certificates obtained from a prior learning assessment (realkompetencevurdering) in AVU or HF to construct a full upper secondary school leaving certificate or to obtain credit. See [section 2.7](#).

### **Validation in VET programmes:**

Students enrolled in VET-programme must conduct a competence assessment within the first two weeks of education in order for the education institutions to establish the students' personal education plans. The assessment must include a specific description of the students' learning prerequisites in relation to the first and second part of the first-year basic course. The competence assessments include the students' prior school education and employment. The purpose of the assessment is to ensure that students enter the education programme at the correct level and to avoid double education. The education institutions make decisions regarding exemption and credit. The national trade committees make decisions regarding the reduction of the training period and the length of the full education period.

Since 2015, all persons above 25 years of age who apply for a VET-programme must conduct a prior learning assessment.

### **Higher education:**

In adult/continuing higher education programmes, prior learning assessment is possible in Academy Profession programmes and Diploma programmes. See [section 2.7](#). It is up to the individual education institution to decide how students should be offered an individual competence assessment. In the ordinary education system, education institutions have the possibility to exempt from the formal admission requirements by enrolling students that do not meet the formal requirements. See [section 2.7](#).

### **Adult education and training:**

Prior learning assessment (PLA) is most relevant in connection with adult education and training. For almost all formal adult education and training, a legal framework for validation of prior learning based on common principles has been in place since 2007.

Within this framework, individuals have the right to request an assessment of their prior learning in relation to the standards of an education and training programme, no matter where and how competences have been required.

This procedure is known in Danish as the individual 'assessment of real competences' (realkompetencevurdering (RKV)).

Validation has been developed in Denmark both from a top-down approach and a bottom-up approach. The legislation and the formal framework have been set nationally, but the implementation is decentralised at the provider level.

In Denmark, the recognition of prior learning (realkompetencevurdering) takes place in the following six educational fields as part of adult education:

1. Single-course subjects in general adult education ([AVU](#));

2. Single-course subjects in general upper secondary education ([HF](#));
3. Vocational training programme ([AMU](#));
4. Vocational education and training for adults (EUV);
5. Short-cycle post-secondary adult education (Academy profession programmes); and
6. Medium-cycle post-secondary adult education ('Diploma' programme).

For the legal framework of the arrangements see [section 2.7](#).

According to Danish law, the assessment must be conducted by the educational institution offering the corresponding study programmes.

The educational institutions are responsible for information, guidance, and assessment and validation within their education and training programmes. The Ministry of Children and Education and the Ministry of Higher Education and Science are responsible for the legislative framework for prior learning assessment and for taking national initiatives for implementing the legislation. The educational institutions also have the responsibility for quality assurance, review, and evaluation.

Other stakeholders act as guidance institutions, e.g. job centres, trade unions, unemployment security funds, etc.

A range of competence files exist that help young people to put their skills and competences into words. The competence profile may be used when applying for a formal education.

Non-formal general adult competence file ([folkeoplysningskompetencer](#)): The online tool focuses on eight different competences: social, organisational, self-management, communication, intercultural, creative-innovative, learning, and democratic. For each competence, the young person answers a set of questions. The final profile has to be signed by the young person and the person responsible for the non-formal learning activity or the non-formal general adult activity. A file for voluntary competences ([frivillighedskompetencer](#)) and a file for competences acquired in associations ([foreningskompetencer](#)) are available too. The Ministry of Culture has funded the development of the online competence tools.

My Skills and Qualification File ([Min kompetencemappe](#)) is the Ministry of Children and Education's official prior learning tool. The file covers three areas:

- education, work, and leisure time
- reading, figures, and IT
- other things I can do

## Information and guidance

The information and guidance portal UG.dk provides information on education programmes in Denmark. The portal also informs about PLA. The information covers: a definition of PLA, how PLA is conducted, how one can document competences, in which education programmes PLA is used, the costs of PLA, etc.

There are no publicly funded or publicly organised awareness-raising campaigns or other initiatives promoting the value of non-formal or informal learning. Often the private association of Danish Folk High Schools, [Højskolerne](#), launches awareness-raising campaigns.

According to the ministerial orders on PLA in AVU ([BEK nr. 453 af 10/06/2008](#)) and PLA in academy and diploma programmes ([BEK nr 8 af 10/01/2008](#)), education institutions are obliged to provide information about methods and procedures used in the PLA. The information must be available on the education institution's website.

## Quality assurance

PLA in general adult education ([AVU](#)): According to [Act no. 603 of 23/05/2019](#), the minister of children and education can establish regulations regarding the qualifications of the persons in charge of the PLA. Furthermore, the young person applying for PLA has the right to file a formal complaint to the qualification board. The minister of children and education can collect the necessary information from the education institutions for the supervision and development of statistics.

Ministerial order [BEK nr 453 af 10/06/2008](#)) establishes how the PLA should be conducted, for instance the length, the cooperation with the young person, the methods to assess the qualifications. The methods used at the education institution must be publicly available on the education institution's website. The person in charge of assessing the prior learning must have up-to-date qualifications in relation to the subject(s) assessed in the PLA.

PLA in [AMU](#): According to [Act no. 616 of 03/06/2019](#), the minister of education can establish rules concerning the qualification of the person in charge of the PLA at the education institution. After consulting the Council for Adult and Continuing Training, the minister can establish rules concerning the conduction and planning of the PLA. Furthermore, the minister can establish rules on the development of quality and quality assessment.

According to the ministerial order [BEK nr 1795 af 27/12/2018](#)), the PLA in [AMU](#) can last five days (10 days for bilingual applicants with qualifications acquired outside of Denmark). The tasks of the persons/institutions involved in the PLA are described. The persons in charge of the PLA at the education institution must have the qualifications to perform the assessment.

PLA in EUV and [EUD](#): According to act [LBK nr 51 af 22/01/2020](#), the minister of children and education establishes regulations regarding PLA. The act establishes how a student can refer a decision of PLA to the trade committee.

PLA in academy and diploma programmes: According to [Act 1038 of 30/08/2017](#), the minister of higher education and science establishes rules concerning the planning and implementation of the PLA as well as the qualifications of the person in charge of PLA at the education institution. Furthermore, students can refer the decision of the PLA to the qualification board.

According to ministerial order [BEK nr 8 af 10/01/2008](#), the education institutions are obliged to develop quality assurance mechanisms.

### Ad hoc quality assessment

The Danish Evaluation Institute (EVA) [published a report in 2019](#) that analyses the use and quality of the prior learning assessment (PLA) system in [VEU](#) in the period 2010–2018. Today, PLA has been implemented at a larger percentage of institutions than in 2010, and there is very strong support across education areas for the concept of recognising adults' prior learning. Slightly fewer institutions, but still very high percentages, assess that the possibilities for recognising prior learning in practice are also good. Although there has been a positive development from 2010 to 2018 in other areas as well, such as an increase in the use of various quality assurance tools, there are also a number of areas with negative results. For example, interviews in connection with PLA are not always held, and in a number of education areas there has even been a decline in the use of this tool. Similarly, it is problematic that so many providers in the vocational area, relatively speaking, do not use practical exercises in connection with PLA, given that prior learning is precisely what is to be assessed. Furthermore, a relatively large percentage of providers do not offer competence development for their staff.

## 6.5 Cross-border learning mobility

### Policy framework

#### Information and guidance

In Denmark, [gribverden.dk](http://gribverden.dk) is a delegated body with a mandate to provide information and guidance to learners on outward learning mobility. Gribverden.dk provide online guidance regarding outward mobility.

Furthermore, higher education institutions provide personalised services to learners for outward mobility.

#### Foreign language preparation

ISCED 0–3: Act on Primary and Lower Secondary Education (Folkeskoleloven, [Lbk nr 823 af 15/08/2019](#))

- One compulsory foreign language learning (English) from the 1st to the 9th/10th grade.
- Two compulsory foreign language learning (German/French and English) from the 5th to the 9th/10th grade.

**Upper secondary:** Act on General Upper Secondary Educations (Lov om de gymnasiale uddannelser, [Lbk nr 611 af 28/05/2019](#)) Students attending upper secondary education must all take English as a compulsory foreign language until the age of 18. This is true for the following programmes: [STX](#) (general) and [HTX](#) (technical). In one programme, [HHX](#) (business), English is compulsory until the age of 19.

Students attending upper secondary education must all have a second foreign language for at least two years in the three-year programmes: [STX](#) (general) and [HHX](#) (business). In [HTX](#) (technical), there is no second foreign language, so these students can finish studying their second foreign language at the age of 16, before entering upper secondary education.

In the two-year [HF](#) programme, English is compulsory at B level (intermediate level).

#### **VET: Act on Vocational Upper Secondary Educations (Lov om erhvervsuddannelser, Lbk nr 957 af 17/09/2019)**

Foreign languages are not compulsory for all VET pupils. The duration of a VET education programme is usually 3–5.5 years. Approximately 35 VET programmes have a foreign language (English) out of a total of 102 programmes.

There is no second foreign language in any VET programme.

#### Portability of student support

#### **Act on State Educational Grant (Lov om statens uddannelsesstøtte, [Lbk nr 1037 af 30/08/2017](#))**

The Danish state educational support (SU) is a study grant that can be awarded for credit and degree mobility.

In order to obtain SU for a whole study programme abroad, the young person must fulfil the general conditions of being granted SU. Also, the Danish education institution must accept the study period abroad as part of the current Danish study programme.

If a student is entitled to SU, the student is also entitled to obtain a student loan.

#### **Study abroad scholarship scheme (Udlandsstipendieordningen, [Lbk nr 1037 af 30/08/2017](#))**

Students who wish to study abroad can apply for a scholarship for up to two years. The scholarship is intended to partly or wholly cover the tuition fees at certain study programmes in other countries.

There is a maximum limit to the study abroad scholarship. The maximum amount of the scholarship corresponds to the sum received by a Danish education institution for a corresponding study programme in Denmark. Should the tuition fee at the foreign education institution be higher than the Danish scholarship, the young person must pay the remainder of the fee him/herself or apply for a loan (udlandsstudielån). The loan will cover the difference between the Danish scholarship and the tuition fee.

For portability restrictions, see the [Mobility Scoreboard](#).

### Disadvantaged learners

There is no national target for the participation of students with a low socio-economic background in mobility programmes. In Denmark, mainstream general support (SU) is provided to more than 50% of students.

### Recognition of learning outcomes

Since 2001, the European Credit Transfer System (ECTS) has been implemented in Denmark. It is evident from the ministerial order on exams in some higher education programmes ([BEK. nr. 1021 af 20/11/2000](#)) that ECTS should appear in the diploma as of 1 September 2001.

### Recognition of qualifications

In Denmark, the Act on assessment of qualifications obtained abroad, lov om vurdering af udenlandske uddannelses kvalifikationer, [LBK nr 579 af 01/06/2014](#)), provides better opportunities for the recognition of qualifications obtained abroad.

In Denmark, there is no additional recognition procedure for higher education qualifications issues in EHEA countries.

## Main cross-border mobility programmes for students in formal education

In November 2019, the Ministry of Children and Education launched a [travel grant for study trips to Greenland and the Faroe Islands](#) for students in Danish general and vocational upper secondary education programmes to study trips. The objective of the travel grant is to strengthen Danish students' subject knowledge in history, culture, language, society, nature and climate. It is a requirement that the Danish pupils cooperate with young people in Greenland or in the Faroe Islands.

In 2017, the government launched a [foreign Language strategy in the education system](#). The objectives of the strategy were to improve students' and pupils' language knowledge in the formal education system and that more students choose other languages than English as optional subjects. In addition to the strategy, two [student exchange agreements](#) were established for the 2019/2020 school year: one exchange agreement between Denmark and Spain, and one between Denmark and France. The student exchange agreements target students in the general upper secondary education. Approximately, 30 Danish schools can participate and send groups of French or Spanish language students on a short-term stay of 10 days or a long-term stay of 3–4 weeks. The Danish education institutions are appointed a partner education institution in France or Spain who will host the exchange. The participating students will be accommodated in private homes. The Ministry of Children and Education funds travel and living expenses.

[The Nordic Agreement on Co-operation on Upper Secondary School Education](#) gives all young Nordic citizens the right to take part in upper secondary education in another Nordic country. The agreement commits the countries to give learners from other Nordic countries access to secondary education under the same conditions as nationals. The agreement also guarantees that the countries will not seek compensation for educating each other's students, as this could constitute a direct obstacle to freedom of movement for students in upper secondary education in the Nordic region.

The Nordic countries also undertake to work to recognise education obtained through studies in another Nordic country.

## PIU

Work placements abroad – PIU (Praktik i udlandet)

The PIU programme aims to further internationalisation in the field of vocational education by giving VET students the opportunity to complete either part or all of their traineeship abroad as part of their Danish education. The PIU programme funds student mobility for VET students when the Danish education institution has pre-approved the training agreement.

The amount of funding depends on whether the student has an education/training agreement with a Danish enterprise or not.

When the student has entered into a training agreement with a Danish enterprise:

- The study period abroad is defined as a placement.
- The Danish enterprise enters into an agreement with an enterprise abroad.
- The student must be paid according to the Danish collective agreement. If the trainee salary is lower in the destination country, the Danish employer must cover the difference in the salary.
- The Danish employer must cover the travel expenses. The Employers' Reimbursement Fund (Arbejdsgivernes Uddannelsesbidrag, AUB) partly/fully reimburse the employers' expenses in relation to the study abroad period.
- The study abroad period must be at least one month.

When the student has no training agreement with a Danish enterprise:

- The student must find an enterprise abroad and enter into a training agreement.
- The Danish education institution must approve the enterprise and the training according to Danish Law.
- The student and enterprise enter into a training agreement.
- The student is paid according to local agreements.
- The AUB covers travel and moving expenses.
- The AUB covers 50% of the housing expenses, maximum DKK 1800 each month.
- Salary and travel expenses when the student takes the school-based part of the VET programme.
- The total amount of funding is 32 000 DKK a year.

In 2017, 1600 students were granted a mobility award from the PIU programme.

## Nordplus

Nordplus is the Nordic Council of Ministers' mobility and networking programme in the area of lifelong learning. The Nordplus programme offers financial support to a variety of educational cooperations between partners in the area of lifelong learning from the eight participating countries in the Baltic and Nordic regions. Nordplus consists of five sub-programmes: Junior, Higher Education, Adult, Horizontal, and Nordic Languages.

The Nordplus Junior programme makes it possible to apply for grants for cooperation with schools in the Nordic and Baltic countries, such as project partnerships, pupil and teacher exchanges, and work experience for pupils. Nordplus Junior is aimed at preschools and primary and secondary schools, both theoretical and vocational programmes, as well as vocational schools/apprenticeships.

Extended schools in arts and culture that are part of a national or regional school syllabus can apply as coordinators. Pupils, teachers, and other educational staff can participate. Funding is available for various activities, including mobility activities: preparatory visits, class exchanges, pupil exchanges, and work experience.

The Nordplus Higher Education Programme is a mobility and network programme in the higher education sector at bachelor and master's levels for the Nordic and Baltic countries.

The aim of the programme is to create a collaboration between the institutions that participate in the programme through exchanges, experience, good practice, and innovative results. The programme also supports collaboration between higher education institutions and other organisations.

The programme supports a range of activities, for instance student and teacher mobility in universities and university colleges. Individuals cannot apply for grants directly from the Nordplus administration but can participate in the activities via their home institutions.

The programme supports different types of mobility:

- Long-term student mobility from 3 to 12 months
- Short-term student mobility from 1 to 2 months
- Express mobility under 1 month

### **Nordplus Adult**

Among other things, the programme funds the exchange of adult learners. The aim of the exchange is to provide participants with new competences and/or professional skills and insights into other cultures and learning environments.

Grants are given for the exchange of adult learners between Nordic/Baltic institutions and organisations.

### **Erasmus+**

**KA2 partnership – school education:** Primary and lower secondary as well as upper secondary education institutions can enter into partnerships with other European education institutions. The purpose of the partnership is to exchange staff, students, and best practice among participants in order to strengthen the quality of primary and secondary education.

**KA1 mobility – VET:** VET institutions can apply for funding for the exchange of students and staff. The purpose of the mobility is to promote professional, linguistic, and personal competences and skills among students and staff. The length of the mobility is between 2 weeks and 12 months for students.

**KA1 mobility – higher education:** Higher education institutions can apply for funding for student mobility (outgoing) with the objective of strengthening the students' academic and international competences and skills. The mobility can be either an internship of 2–12 months or a study abroad period of 3–12 months. Only students enrolled in a higher education programme at an education institution with an Erasmus Charter for Higher Education can participate. The programme funds living expenses.

**KA1 mobility:** The international dimension of the programme supports incoming and outgoing mobility between Denmark and Erasmus+ partner countries. The programme primarily funds incoming mobility from partner countries. The programme funds travel and living expenses.

**KA1 mobility – Erasmus Mundus joint master degrees:** An international consortium of higher education institutions who offer higher education at master's level can apply for funding for a study programme. The objective of the programme is to strengthen the quality of European higher education programmes and strengthen the competences among students enrolled in the study programme. Students at master's level can participate. The Erasmus+ programme funds administration of the programme and a number of

scholarships for students. The programme funds individual travel and living expenses as well as course fees.

**KA2 cooperation – higher education:** Students enrolled in higher education programmes can participate in transnational cooperation projects with the purpose of fostering innovation in higher education and in business life through the exchange of knowledge. The Erasmus+ programme funds the administration and implementation of the project, travel expenses and individual subsistence expenses.

For further details, see the [Erasmus+ Programme Guide](#).

### **Scholarship to study abroad (Udlandsstipendieordningen)**

Students who want to study abroad can apply for a scholarship lasting up to two years. The scholarship aims to partly or wholly cover the tuition fees at certain study programmes in other countries. The scholarship covers study periods and whole study programmes at master's level. The amount corresponds at most to the sum received by a Danish educational institution for a corresponding study programme in Denmark. Should the tuition fees at the foreign educational institution be higher than the Danish scholarship, the young person must pay the remainder of the fee him/herself or apply for a loan.

Study periods abroad (credit mobility) that form part of a Danish study programme. The study period abroad must be fully credited by the Danish education institution. The study abroad scholarship can be awarded for up to two years. However, the student can only receive the scholarship for a maximum of one year if he/she wishes to study abroad in connection with a short-cycle education programme.

Whole study programmes at master's level abroad (degree mobility). To obtain a scholarship for a complete study programme at master's level, the programme must be included in one of the lists of approved study programmes (fast track list or the special list concerning studies of an artistic or cultural nature (listen over kunstneriske og kulturelle uddannelser)) and it must be approved as eligible for the student grant (SU).

The Danish Agency for Institutions and Educational Grants administers the stipend. On the agency's website, young people can find information regarding the general conditions required in order to be awarded the scholarship for studies abroad.

There is a maximum limit to the study abroad scholarship.

### **Youth Card transportation discount**

Students living in Denmark and studying in the region of Oresund in Sweden or in the Flensburg region in Germany may be entitled to a discount on the daily transportation to the education institutions. Students must be eligible for an ordinary Youth Card and the education programme in Sweden or Germany must be approved as eligible for the state educational grant by the Danish Agency for Institutions and Educational Grants (SIU).

### **Cultural agreements**

Through the cultural agreements, Denmark cooperates with 34 European countries as well as China, Egypt, Japan, South Korea, and Russia.

Danish students enrolled in higher education in Denmark have the possibility to apply for a stipend in one of the above-mentioned countries. The cultural agreements fund stipends to a limited number of Danish students each year. The amount of funding varies and can cover tuition fee, travel expenses, insurance, or living expenses.

The objective of the cultural agreement is to strengthen the knowledge of the language and culture of the receiving country among Danish students.

Denmark offers two types of scholarships for foreign nationals under the cultural agreements: the long-term scholarships and the Danish summer language scholarships.

The long-term scholarships are aimed at highly qualified exchange students wishing to immerse themselves in studies of Danish language and culture or other fields of study related to Denmark for a period of 3–12 months.

The Danish summer language scholarships are aimed at students interested in improving their knowledge of the Danish language and culture.

### **Denmark–USA programme**

The Denmark–USA programme aims to support transatlantic cooperation within technical and vocational training, and to support the internationalisation and exchange of best practices to benefit the further development of education systems and practices.

The programme provides grants to students, teachers, and leaders from Danish vocational colleges as well as affiliated board and committee members to visit community colleges and companies for education and training purposes. In addition, the programme also provides grants to staff members from American community colleges guest-lecturing in Denmark.

The programme is based on a memorandum of understanding between the Danish Ministry of Education and the US Department of Education, signed in 2000. The memorandum has been extended several times.

The programme funds the following activities:

- Study visits to American community colleges or internships at American enterprises.
- Visits for teachers, school leaders, and board member associated with VET education institutions.

All stays must give full credit in terms of the Danish study programme. The student must have entered into an agreement with a community college. When students wish to do an internship at an American enterprise, an agreement must be made that establishes the length of the stay, the tasks in the enterprise, etc.

The programme provides funding for travel expenses, accommodation, insurance, and visa, but not daily allowance. The funding cannot exceed the actual documented expenses.

For study abroad periods of four weeks and above, students can be entitled to a maximum of 10 000 DKK. For study periods of two weeks, the student can be entitled to 6000 DKK.

In 2017, 120 students were granted a mobility award from the DK–USA programme.

### **Fulbright**

[Fulbright Denmark](#) is based on a bi-national treaty from 1951 between Denmark and the USA. Both governments support the work economically through annual allocations on their state budgets, and today Fulbright Denmark receives additional support – financial and in-kind – from many other places. Fulbright Denmark offers grants to both Danes going to the USA and Americans coming to Denmark.

#### **Grants for Danes:**

- Fulbright for graduate and PhD students
- Fulbright for scholars (postdoc, assistant professors, associate professors, or professors at a higher Danish education institution).

Since the Fulbright Program began in Denmark in 1951, over 3500 Danes and Americans have participated, working on mutual understanding and sparring with the world's elite within their fields. Over the last 20 years, the number of annual scholarships awarded by Fulbright Denmark to Danes and Americans has varied between 25 and 50.

#### **UArctic:**

The University of the Arctic (UArctic) is a cooperative network of over 150 universities, colleges, and other organisations committed to higher education and research in the North.

The members share resources, facilities, and expertise to build post-secondary education programmes that are relevant and accessible to northern students.

The overall goal is to create a strong, sustainable circumpolar region by empowering northerners and northern communities through education and shared knowledge.

The Danish Agency for Science and Higher Education cooperates with UArctic about funding projects related to research and educational activities in and about the Arctic. UArctic members from Denmark, Greenland, and the Faroe Islands can apply for funding through advertised calls.

### North2North mobility programme

UArctic manages the mobility programme North2North, which is available to both researchers and students. The purpose of the grant is to promote mobility to and from the Kingdom of Denmark between UArctic North2North member institutions. The grant supports mobility in connection with educational, research, and networking activities related to northern issues.

### Scholarships

With the purpose of developing and sharing knowledge of the highest quality on higher education, research and innovation, the Danish Agency for Science and Higher Education (DAFSHE) has entered into a partnership agreement with three American universities. The Danish Agency for Science and Higher Education covers the expenses of visiting researchers for a duration of 3-12 months. Furthermore, researchers may apply for a travel grant of DKK 15.000. agreements consist of: *vy σχηολα*

- UC Berkeley (CITRIS) (3-6 months)
- Massachusetts Institute of Technology (MIT) (6-12 months)
- Center for Interface Science and Catalysis at Stanford University and SLAC National Accelerator Laboratory (SUNCAT) (6-12 months)

### Promoting mobility in the context of non-formal learning, and of youth work

Support of mobility in the context of non-formal learning and youth work takes place through the Erasmus+ programme, and particularly through Erasmus+ Youth in Action (KA1: youth exchange and mobility for youth workers, KA2: transnational youth initiatives, and KA3: Support for policy reform) and the European Solidarity Corps. For more information, see the [Erasmus+ programme guide](#).

The Nordplus programmes also award grants for mobility in the context of non-formal learning:

Nordplus Horizontal supports innovative projects and networks spanning more than one education sector in the Nordic and Baltic countries. Any institution or organisation working with education and lifelong learning can apply. Grants are awarded for a wide spectrum of themes and activities, for instance entrepreneurship, integration, active citizenship, environment, art, and culture. The programme does not support individual mobility unless such mobility is linked to project and network activities.

Nordplus Nordic Languages supports institutions and organisations in the field of Nordic languages in the Nordic and Baltic countries. The programme is aimed at all levels of education and is open for institutions, organisations, and actors interested in working with or promoting the Nordic languages. The programme focuses on activities that improve language comprehension of the Nordic languages among children and young people, for instance methods of teaching, the development of teaching plans, language technology projects, etc. Nordplus Nordic Languages does not award grants for individual mobility except for preparatory visits to support the planning and preparation of projects and applications. The length of the preparatory visit is a maximum of five days, and up to two representatives from each involved organisation can participate.

Nordplus Adult includes all parts of adult learning – formal, non-formal, and informal learning, whether in the context of general or vocational education in the Nordic and Baltic countries. The objective of the programme is to generate development of the sector. Among other things, the programme awards grants for mobility projects. The exchange of adult learners must be between Nordic/Baltic institutions and organisations. The aim of the exchange is to provide the participants with new competences and/or professional skills and insight into other cultures and learning environments.

The Danish Youth Council (DUF) administers two pools of funding from the Ministry of Foreign Affairs of Denmark.

- The Danish–Arab Partnership Programme (DAPP) Youth Pool. The pool funds partnerships where Danish youth organisations cooperate with similar organisations in the MENA region (Middle East and North Africa). DUF supports two projects through the DAPP Youth Pool: the Dialogue Ambassador Corps and a partnership between Danish and Tunisian scouts.
- Global Youth Programme. All DUF member organisations are eligible for a pool for international partnership projects. The partnerships must strengthen democracy, development work, and mutual learning. The international partnership organisations must figure on the OECD's DAC list. Currently, 50 partnerships are funded.

For more information, see [section 9.6](#).

## Quality assurance

### Mechanisms

In Denmark, no uniform quality assurance system for any of the mentioned programmes exists. Each mobility programme has its own system and is subject to the respective rules and regulations of the funding providers.

The quality of projects funded by Erasmus+ and European Solidarity Corps is assured on a regular basis according to criteria defined by the European Commission. The quality of the projects is assured in the application process due to pre-defined award criteria (e.g. the project design and how applicants will ensure the outcome and impact of the project). Furthermore, in some sectors, an accreditation of the organisation is necessary prior to the application process. For instance, the Erasmus Charter for Higher Education is a prerequisite for all higher education institutions in a programme country that wish to participate in higher education mobility projects, and any organisation (see [Erasmus+ programme guide](#) for detailed information regarding organisation country) wishing to send or receive volunteers or coordinate a volunteering project must be accredited (Erasmus+ volunteering charter).

Furthermore, the national agency can carry out technical and financial checks and audits in relation to the use of grants, as well as the monitoring of projects on the spot. Furthermore, in some actions, organisations are asked to submit an interim report, and all beneficiaries are obliged to submit a final report, and if the activities generating the grant are not implemented or if the quality of the realised activities/outputs is of insufficient quality, the funding can be reduced.

### Nordplus

Already in the award process, quality assurance mechanisms take place according to pre-defined award criteria. Furthermore, all parties receiving funding from Nordplus must submit a final report. The final report must answer questions concerning how the activities were carried out, how the results were obtained, and how the grant was used. For projects longer than 18 months, an interim report must be submitted halfway through the project period. The final report is divided into a contents section and a financial section. The financial report must be authorised by a finance unit of the participating institution or organisation.

Furthermore, Nordplus can carry out follow-up visits and audits in relation to the use of grant.

### Small mobility programmes

The small mobility programmes have a variety of quality assurance mechanism. Often, beneficiaries are obliged to document the realised activities. This could be in the form of a final report, and for longer projects also an interim report. The final report may consist of an activity report (realised activities and how the results were obtained) and a financial report (how the grant was used). Some programmes oblige beneficiaries to hand in accounting reports, some of which should be verified by an auditor.

Furthermore, the quality assurance mechanism may be in the form of an approval of the study abroad period by the Danish education institution, for instance in the Danish PIU programme, where the Danish Education institution must approve the training agreement.

For quality assurance in the DUF programme Dialogue Ambassador Corps, see section 9.4.

Lastly, in 2016, Iris Group conducted an evaluation of the two arctic programmes UArctic and North2North. The evaluation of the programmes was based on 19 interviews (e.g. with project owners, rejected project-applicants, and international coordinators) and desk-based research. The evaluation focused on the quality of the programmes and not the learning outcome of the participants.

## 6.6 Social inclusion through education and training

### Educational support

All relevant ministries, including the Ministry of Children and Education, partake in a ministerial working group concerning disabilities. The task of the working group is to inform, coordinate, and ensure direction and fair pace in initiatives and actions in legislation and the allocation of resources for disability-specific purposes and initiatives.

To ensure social inclusion and full and equal participation, support for pupils and students with disabilities is a primary concern in the education sector. For the 10 years of compulsory education, the Inclusion Act (inklusionsloven, [lov nr 379 af 28/04/2012](#)) applies. It was decided upon in parliament in 2012 with a large majority. A system of compensation and supportive measures, e.g. assistive devices, ensuring frequent breaks when sign language users attend classes, accessibility to materials for persons who are dyslectic or have visual impairment, support for structuring and mentoring in mainstream school, have been developed and improved since the 1960s.

In 2000, coherent legislation was adopted in parliament to improve and reinforce the obligation to provide support for participants with disabilities in higher education (lov om specialpædagogisk støtte ved videregående uddannelser, [Lov no 484 af 31/05/2000](#) with later revisions), while legislation on youth education contained for the first time obligations regarding special needs with Act no 244 from 8 June 1977. The act has been revised many times since then. Prior to this legislation, options were established in vocational training. The legislation obliges and supports the abilities in the educational system to ensure access for persons with disabilities on an equal basis with others. Furthermore, the targeted training programme, the preparatory basic education and training (FGU), [Act no 697 from 8 June 2018](#), was established to ensure lasting and satisfactory participation on the labour market for youth and young adults in risk of exclusion, including youth and young adults with disabilities.

The number of recipients of support in youth and higher education in 2018 was 34 085 students. Since 2012, the number of recipients has increased from 15 631 (not including participants in specialised youth education). This increase in the number of recipients is due to better knowledge about the opportunities at the educational institutions, more qualified and targeted efforts to include persons with disabilities in education, and in

general a better understanding of persons with disabilities as full and equally active citizens.

Throughout education from compulsory primary education to higher education and in-service training, disability-specific support and reasonable accommodation are provided free of charge to the individual in order to ensure full and equal participation. The support is structured in different ways depending on the specific level of education.

Education institutions are paid general grants for the maintenance and improvement of buildings. The institutions are themselves in charge of how to prioritise these grants (compulsory public education is exempt from this, as municipalities are in charge of maintenance and improvement). One of the purposes such grants can be used for is establishing and improving general accessibility for persons with disabilities, such as elevators for wheelchair users, guidelines for persons who are blind, or hearing loops for people who are hard of hearing. Therefore, such general improvements are not part of the support granted for individual pupils and students, and educational institutions cannot apply for funding for these expenses at the Ministry of Education.

### **Preparatory basic education and training (FGU) – below 25 years of age**

As of August 2019, a new education has been established for persons below 25 years of age who are not yet ready to start an ordinary youth education or get a job. The education is called preparatory basic education and training and follows a holistic approach to learning and participants. The aim of the programme is to support the participants either to proceed to education or to achieve qualifications ensuring employment. The background for all participants is the need for a special and targeted effort to return to education, and the reasons for the personal situation can be many (e.g. previous unsuccessful encounters with education, accidents, addiction). A common factor is the risk of being excluded from education and in the long run suffering from a lack of lasting and satisfactory participation on the labour market. If needed, the student starts with an introduction of up to two weeks in order to plan further participation of the individual. Participants participate in one of three different tracks:

1. general basic education
2. basic production education
3. basic vocational training

Even though there are three main tracks and students are taught in classes, teaching is highly differentiated to meet the needs of every individual. Students with disabilities can have assistive devices and accessible learning materials for this education; however, mentoring is considered as being built into the programme and therefore cannot be granted specifically. Participants in the education are entitled to a scholarship, the amount of which is dependent on their age, whether they live with their parents or independently, and there is also a child benefit for participants who are parents. As the programme is newly established, the outcome has not yet been measured.

### **General and vocational upper secondary education – 15–20 years of age**

According to Act no 484 from 31 May 2000 (with later revisions), all pupils and students with disabilities and special needs can have support. The application needs to be supported by documentation (e.g. from a doctor, hospital, psychologist, or from previous testing for dyslexia). When a student, or parents of students below 18 years of age, considers that he or she is in need of support, the student can contact the educational institution and the institution will draft an application to the Ministry of Children and Education requesting the specific support that is necessary for the student. The aim of this support is that all youth can have the necessary support to participate in education. Support can be given in different forms:

- Assistive devices
- Practical support

- Accessible reading materials
- Sign language interpretation
- Captioning
- Mentoring

Mentoring is used for structuring reading strategies and drafting reports, mentoring can also be used to have counselling on situations found especially difficult by the student (e.g. oral presentations in class).

Often, the individual student has more than one kind of support. Parents or formal caregivers of pupils in need of extensive support in private compulsory education (frie grundskoler) have access to a complaints procedure. Students in upper secondary education have access to a complaints procedure if the application for support is rejected or they find that the approved support is insufficient (if below 18 years of age, the decision to file a complaint lies with the parents or formal caregivers).

### **Specialised youth education (særligt tilrettelagt ungdomsuddannelse, [STU](#)) – from finalising compulsory education to 25 years of age**

In 2007, a specialised youth education for people who are not able to participate in ordinary youth education was established with Act no 564 from 6 June 2007. This education is fully managed and funded by the municipalities. Students are young people who cannot complete an ordinary upper secondary education in spite of extensive support. The target group is young people with intellectual, physical, or psycho-social disabilities. The participants have to be below 25 years of age when starting the education. The education has a duration of three years, and the programme is individually planned to meet the needs and interests of the participant. The content is planned on an individual basis and is often a mix of schooling and workshops. Furthermore, the participant can have leave. The participant – or if below 18 years of age, the parents or formal caregiver – can file a complaint if the municipality does not approve an application for entering the education.

### **Higher education – from 18 years of age**

In higher education, students can have disability specific support when having a documented impairment. The aim of this support is to ensure that students with disabilities can, to as large a degree as possible, participate in education on an equal basis with others. When a student considers that he or she is in need of support, the student can contact the educational institution and the institution will draft an application for the Ministry of Education requesting the specific support required for the student. Support takes many forms and is highly individualised. Support can be assistive devices such as laptops with special programs for reading for people with dyslexia or who are blind or have low vision; it can be specialised keyboards for people with rheumatism or other impairments affecting the ability to use their hands. Support can also be sign language interpretation or captioning for people who are deaf or hard of hearing. For people with dyslexia or psycho-social disabilities, mentoring can be granted to develop reading strategies or plan and structure work routines, collaboration, and participation. Also, students in some situations are in need of practical support (e.g. to take out books from their bag). Often, the individual student has more than one kind of support.

Students in higher education have access to a complaints procedure if the application for support is rejected or if the student finds that the approved support is not sufficient.

### **Support for transportation**

Students enrolled in upper secondary and higher education are entitled to a [discount on public transportation](#) from their home to the education institution. Different schemes exist:

The Youth Card for young people enrolled on recognised formal education. With a Youth Card, young people are entitled to unlimited travel between the home and the education

institution. [Prices vary](#) depending on age and municipality of residence. Prices are higher for students enrolled on formal higher education after 1 July 2016.

Alternatively, students may be entitled to a [mileage allowance](#) when they use their own vehicle. The scheme compensates students for long distances and physical or mental impairments.

In order to be eligible for mileage allowance, the young person must be entitled to the Youth Card and must fulfil one of the following criteria:

- Public transportation is not possible on the entire distance.
- The waiting time for public transportation is at least two hours each day.
- The travel time using public transportation will be prolonged by more than two hours compared to transportation in own vehicle.
- Due to physical or mental impairment, the student is eligible for a subsidy to purchase a vehicle according to § 114 in the Law on Social Services (serviceloven).

The student must direct the application to the education institution with documentation for travel time when using public transportation as well as the distance from the home address to the education institution. If a physical impairment influences the distance and speed at which the student is able to walk, this should be documented in the application with a doctor's note.

### **Discounts on transportation with ferries**

If students have to travel by ferry, they can be entitled to a discount. The discount can be included in the Youth Card or be a separate discount – this depends on the ferry company.

### **Flexible scheme – youth educations**

Students enrolled on [FGU](#) (preparatory basic education and training) and [EGU](#) (before 1 August 2019) are entitled to a transportation discount when they participate in short term and changing courses. The education institutions decides whether the student is entitled to the flexible scheme discount.

### **Cash discount**

In special instances, when the processing of the granting of the discount could not be completed, and the applicant has had to pay out the full amount, the applicant can be entitled to a cash discount. The education institutions decides whether the student is entitled to the cash discount.

## **Social cohesion and equal opportunities**

### **State educational grant (SU)**

Besides the targeted support for students with special needs, a universal education grant targets all students from 18 years of age regardless of social standing. Young people from 18 years of age are entitled to the state educational grant (SU) when they are enrolled in approved formal education programmes. Furthermore, the tuition at Danish public and most private educational institutions is free for Danish students and for EU/EEA students, as well as for students participating in an exchange programme.

In addition to the ordinary state educational grant, students with a permanent functional or mental disability that substantially reduces the students' ability to take a student job may be eligible for a grant supplement of 8770 DKK (2019 rate) per month before tax. The impairment must be documented by a general practitioner.

As of 2019, the state education supplement due to impairment has been extended to VET programmes. Students with permanent functional or mental disability enrolled in VET programmes may be entitled to a supplement of 5500 DKK (2019 rate) before tax.

Students applying for the supplementary grant must receive or have applied for the state educational grant already.

There is a limit regarding how much students are allowed to earn when receiving the state education grant. This limit will be reduced when receiving the additional grant because the grant compensates the earnings that the student could have made without the impairment.

As of 2018, the Ministerial Order on Examination at the Danish Universities ([BEK nr 1080 af 28/08/2018](#)) entitles a person who provides documentation of a legal change of gender to a new diploma with the new personal data. The original diploma is cancelled and shredded. If the person has completed part of the education programme, the education institution is obliged to issue documentation for the completed parts of the programme.

In 2018, the Ministry of Higher Education and Science launched the Technology Pact. One of the objectives of the pact is to get more young people interested in STEM (Science, Technology, Engineering and Mathematics) and in the long run to get them to take a STEM education. The target is to increase the number of people completing a STEM education by 20% in 10 years. Because STEM educations primarily attract males, the Technology Pact focuses on including more females in STEM educations. Several projects in the pact target girls.

### **Democracy and active citizenship campaign**

In 2018, the Ministry of Children and Education launched a campaign on democracy and citizenship, promoting freedom of speech, tolerance, and active participation to ensure that democratic values are passed on from generation to generation in compulsory school and youth education. The campaign encourages compulsory schools, youth education institutions, and lifelong-learning institutions to have a focus on these subjects. The Ministry of Children and Education has developed a vast toolbox to support all educational institutions in their efforts. The intention of the initiative is to prevent radicalisation and improve participation and active citizenship for all.

### **Prevent bullying**

Since 2017, all primary schools and upper secondary education institutions have by law been obliged to have a strategy for preventing bullying, including digital bullying. To ensure effective efforts, the legislation also requires schools to react to inquiries from pupils, students, and parents within 10 working days with a written plan on how to prevent the bullying from occurring. Parents of pupils and students below 18 years of age, as well as students above 18 years, can file a complaint if an institution does not have a strategy or if they consider a plan related to a specific incident or row of incidents to be insufficient.

## **6.7 Skills for innovation**

### **Innovation in formal education**

#### **General upper secondary education**

In August 2017, the Ministry of Children and Education launched a two-year initiative with exams in innovative competences. The objective of the initiative is to collect experiences with a change in examination methods and to uncover how education institutions can develop innovative competences in teaching. Eighteen classes participated in the initiative.

With the reform of general upper secondary educations in 2016, education institutions are required to bring focus on innovative competences. The focus on innovative competences is part of other relevant subjects.

#### **VET programmes**

In the first part of the basic programme (grundforløb 1), students are taught about innovation. In the VET subject [Innovation](#), students develop competences to work

innovatively in relevant working processes. Through practical problem-solving, students learn to enter into innovation processes that are relevant in the specific VET programme. The acquisition of innovative methods and problem-solving are the topics addressed in the subject. The subject Innovation should form the basis of the student's ability to consider and assess new and alternative ideas in problem-solving, and thus strengthen the student's experimental and investigative practice. Furthermore, the objective of the subject is that the students work in teams and develop the ability to work with innovative processes in relation to realistic problems.

The platform EMU.dk is the Ministry of Children and Education's digital learning platform. On the platform, teachers and pedagogues from primary and lower secondary school (folkeskole), general and vocational upper secondary school, and adult education can find inspiration in the material provided. EMU publishes knowledge and best practice related to all subjects. Furthermore, teachers can find written, audio, and video material for teaching activities, tools, and ideas for lesson plans presented.

In 2017, nine knowledge centres (partnerships between several VET colleges) were established within seven cross-disciplinary technology and vocational areas. Knowledge centres are obliged to cooperate with other VET colleges that are not part of the partnership.

#### **The objectives of the establishment of the knowledge centres are:**

- The knowledge centres should support the other VET colleges in their work with the digitalisation of education programmes because of new technologies and develop and test new lesson plans (undervisningsforløb).
- To contribute to the objective of professionally challenging all students in VET programmes
- To educate students in VET to be able to handle the technological development and to match the competences that business demands for a digital labour market.
- Lend prestige to VET programmes and thereby attract more advantaged young people to VET programmes.
- To better utilise the VET colleges' framework conditions, including knowledge sharing and cooperation.

#### **The tasks of the nine knowledge centres are:**

- To ensure that each of the nine knowledge centres' special capacity within the area of technology and digitalisation benefits all students enrolled in the VET programmes covered by the knowledge centre.
- To develop and communicate new lesson plans (undervisningsforløb) and teaching materials within the areas covered by the knowledge centre.
- Integrate new technology in the teaching in the VET programmes with inspiration from the FabLab concept.
- Establish networks for teachers in the VET colleges.
- Build and communicate expert knowledge on new technologies and ensure that teachers' competences regarding technology are upgraded.
- Set up talent development programmes and talent development in cooperation with VET colleges, business, regional growth environments, other education institutions, and existing knowledge and technology centres.
- Develop and test new ways of cooperation within the area of new technology and talent development.
- Offer training camps prior to competitions.
- Enter into partnerships with higher education institutions.

- Contribute to capacity building across the nine knowledge centres by sharing knowledge and cooperating.
- The purchase of and maintenance of highly specialised equipment, which is not economically possible to purchase for the individual VET colleges.

**The seven cross-disciplinary technology and vocational areas are:**

- Automation and robot technology
- Welfare technology
- Process technology
- Craftmanship – design and architecture
- Craftmanship – sustainability, climate renovation, and construction
- Digital trade
- Data-based services and business development

The Ministry of Children and Education funds the project with 133 million DKK. The project period is from 2017 to 2020. Each year from 2018 to 2020, 0.5 million DKK is allocated to a joint knowledge centre portal. The portal ensures that the experience, knowledge, and material developed by the nine knowledge centres benefit all VET teachers and students. An evaluation of the knowledge centres will be conducted in 2019.

## **Fostering innovation through non-formal and informal learning and youth work**

There is no national programme aimed at fostering the capacities for innovation of young people through non-formal and informal learning. However, there are national pools of funding (profits from the national lottery and football pools/Udlodningsmidlerne) that may support innovation in youth associations. The Danish Youth Council administers the part of the profits from the national lottery and football pools (udlodningsmidlerne) targeting youth organisations, see [section 2.1](#).

Furthermore, the Ministry of Culture supports education institutions within non-formal learning, for instance the folk high schools ([højskoler](#)). Folk high schools can initiate innovation projects, but it is not established at national level.

## **6.8 Media literacy and safe use of new media**

### **National strategy**

#### **Strategy for digital growth in Denmark 2018 (Strategi for Danmarks digitale vækst)**

The strategy focuses on how Denmark can seize opportunities in relation to the digital transition and hereby create more jobs, growth, and welfare in Denmark.

**The government’s vision is that Denmark should be a digital frontrunner. The strategy has three objectives:**

- The industry should realise the potential of growth in digitalisation.
- The government should be developing the best conditions for the Industry’s digital transition.
- All Danes should have the necessary tools to manage themselves in the digital transition.

**The strategy pinpoints six strategic focus areas:**

- Establish a public–private partnership – Digital Hub Denmark – with the purpose of spurring strong network and cooperation within digital technology
- Digital boost of SMEs through the programme SME: Digital
- Digital competences to all Danes
- Data as a driver of growth in the industry
- Agile vocational regulation
- Strengthened IT security in businesses

**With regard to young people, the focus on digital competences is particularly relevant. The strategy initiates:**

- A technology pact with the participation of public and private partners with the purpose of increasing the number of people interested in STEM, with STEM education, and with STEM employment.
- A four-year research project on technology understanding in primary and lower secondary education.
- The introduction of a new optional course, Technology Understanding, in lower secondary education.
- Digitalisation in VET.
- Digitalisation in adult and continuing training.

For more information on the specific initiatives, please see the section 'Media literacy and online safety through formal education' below.

The Ministry of Industry, Business and Financial Affairs is the responsible authority for the strategy. Besides the Minister of Industry, Business and Financial Affairs, a team of ministers is involved in the implementation of the strategy: the minister of higher education and science, minister of education, minister of employment. The team of ministers is responsible for ensuring progress in the implementation of the strategy and for hosting an annual summit for the strategy where the government reports on the status for the implementation of the initiatives. In 2021, the initiatives of the strategy will be evaluated.

There are no major revisions of the strategy.

**Danish cyber and information security strategy 2018–2021 (National strategi for cyber- og informationssikkerhed 2018–2021)**

The Agency for Digitalisation is the responsible coordinating authority.

The following ministries participate in the strategy:

- Ministry of Finance
- Ministry of Foreign Affairs
- Ministry of Defence
- Ministry of Health
- Ministry of Higher Education and Science
- Ministry of Transportation, Building and Housing
- Ministry of Industry, Business and Financial Affairs
- Ministry of Taxation
- Ministry of Education
- The former Ministry of Economy and the Interior

- Ministry of Justice
- Ministry of Environment and Food
- Ministry of Energy, Climate and Utilities

The government will ensure that society can continue to benefit from technological opportunities and that citizens can retain confidence in digital development.

The government will invest 1.5 billion DKK in cyber and information security from 2018 to 2021.

**The strategy defines three benchmarks for becoming stronger and more digitally secure as a country:**

### **1. Everyday safety for citizens and businesses**

- Creating a national cyber situation centre
- Minimum requirements for authorities' work on cyber and information security
- Regulatory initiatives in the cyber area
- Monitoring of critical ICT systems in central government
- Common digital portal for reporting
- National centre for processing of cases concerning ICT crime
- Enhanced collaboration on the prevention of ICT-related attacks and enforcement in response to such attacks
- Higher security for identity documents
- Improved prioritisation of national ICT infrastructure
- Secure communication in central government

### **2. Better competencies**

- Digital judgment and digital competencies acquired via the educational system
- Information portal
- Research into new technology
- Corporate partnership to increase ICT security in the Danish business community
- Collaboration on competence development and the fostering of a security culture in central government
- Improved awareness drives aimed at citizens and businesses

### **3. Joint efforts**

- Sub-strategies at sectoral level and decentralised cyber security units
- Cross-sectoral efforts to support cyber and information security in critical sectors
- Management of suppliers of outsourced ICT services
- Strengthened national coordination
- Increased level of involvement in international collaboration
- Evaluation of the current state of cyber and information security
- Overview of information worthy of protection
- Information security architecture
- National and international efforts to safeguard data ethics and protection of personal data

In relation to young people, the second benchmark of the strategy, better competencies, is particularly relevant. According to the strategy, many young people lack sufficient knowledge about how to protect themselves and others in the Internet, or about which third parties they need to be wary of. In this context, the educational system plays an important role of ensuring that all children and young people are equipped with the tools to navigate in a safe, responsible, and ethical manner when using ICT technology and social media. The Danish government will focus on digital skills in a security perspective starting in primary and lower secondary school, and continuing through to graduation.

The strategy focuses on children's and young people's ability to think critically about content on the Internet, the threat presented by fake news, radicalisation, cyberbullying, online fraud, etc.

Initiative 2.1 focuses on digital judgment and digital competencies acquired via the educational system. Joint efforts will be launched throughout the educational system, focusing on raising awareness of security challenges for children, young people, and teachers. Continuing and further education and training programmes will be developed, as well as teaching material and awareness drives on cyber and information security aimed at teachers, pupils, and students.

There are no major revisions of the strategy.

### **A stronger and more secure digital Denmark. Digital strategy 2016–2020**

Since 2001, digitalisation in the public sector has been driven by close and binding collaboration between local, regional, and central governments. Over the past 15 years, Denmark has undergone a transition to digital public administration, communication, and services.

The vision of the fifth public sector digitalisation strategy is that public sector digitalisation creates value and growth, provides efficiency improvements, and ensures the Danish population's confidence in the digital society.

The strategy sets three overall goals and a range of specific initiatives:

- Digital solutions must be easy to understand, quick, and ensure high quality
- A user-friendly and simple digital public sector
- Better use of data and quicker case processing
- Better and more cohesive welfare services
- Public sector digitalisation must provide good conditions for growth
- Better framework for the business community
- Public-sector data as a growth driver
- An efficient utilities sector
- Security and confidence must be in focus at all times
- The public sector protects data
- Robust digital infrastructure
- Digitalisation for everyone

#### **Regarding young people, the following initiatives are relevant:**

3.1 Cohesive welfare pathways for citizens. Welfare pathways will be analysed. One of the three groups of citizens in focus is unemployed young people on educational programmes. The initiative focuses on how to make welfare pathways more coherent for citizens, for example through data sharing and smoother workflows.

3.4 Digital learning and teaching. Children and young people should benefit from digital learning tools and materials that enhance teaching.

7.5 Secure ID solutions for children and young people. This need applies specifically to the group of 12–15-year-olds who do not yet have a NemID (a common secure login on the Internet) but have an increasing need for digital confidentiality in connection with login to school intranets, etc.

9.1 Digital skills for children and young people. Children and young people must build digital competences and culture to prepare them for the digital reality. Information campaign and teaching programmes will provide children and young people with digital skills to interact digitally with society.

A steering committee is set up for the Digital Strategy 2016–2020 in order to ensure coordination and ongoing adaptation of the strategy. The steering committee will make sure that central, regional, and local governments realise their goals and milestones for each area.

Each year, a report informs about the progress of each initiative and presents the ongoing results.

In 2018, an evaluation was conducted of the measure “IT in primary and lower secondary education” under initiative 3.4. The evaluation establishes the use of digital teaching material (læremidler) and learning platforms, as well as how IT is used in practice at the local schools. Eighty per cent of the responding teachers report that they use digital teaching materials as a natural part of their teaching or are very focused on using IT as much as possible. Furthermore, the teachers report progress regarding differentiation of the teaching and regarding motivating students.

Based on the evaluation, the Ministry of Education (now the Ministry of Children and Education) decided to initiate work on a new national digitalisation strategy within the area of education. For more information about the strategy, see below.

Four analyses of have been conducted of secure ID solutions for children and young people. Based on the analyses, a new children’s ID is part of the economic agreement between the state and municipalities in 2019.

Initiatives supporting media literacy have been conducted in 2016 and 2017, and initiative 9.1 was finalised in 2018. In 2018, teaching material was produced to inspire teachers in primary education and lower and upper secondary education. The material should prepare the students for a digital society. The following four themes were covered in the material: IT security, digital production, digital interaction with the public, and a civil tone in communication with the public. Furthermore, a cooperation with the Danish Broadcasting Corporation was initiated. The cooperation resulted in a series of programmes broadcast on the youth channel DR Ultra.

There are no major revisions/updates of the strategy.

**Digital Strategies concern the authorities at all levels of government.**

### Action plan for technology in education

- The Ministry of Children and Education’s action plan for technology in education focuses on children, youth, and adults’ technological understanding and aims to improve the use of IT at all levels of the education sector.
- Danish children and young people must be able to produce creatively with technology rather than simply being users. Since technology develops at a high pace, it requires a new focus on strengthening technology at all levels of the education sector.
- The ministry’s action plan for technology in education has two goals:

**Goal 1:** The technological understanding and digital competencies of Danish children, young people, and adults must be strengthened at all levels of education – empowering them to take part in creating the society of the future.

**Goal 2:** Denmark must maintain and continuously develop its position of strength regarding the use of IT in education – We must embrace the opportunities of technology as well as be wary of its pitfalls, making sure everyone becomes as proficient as they can.

**In order to realise the two goals, the action plan includes five focal points:**

1. It is necessary to strengthen the concept of technological understanding in the goals of education as well as the content – making sure that every child, youth, and adult learns to be critical of technology and learns to shape it rather than simply use it.
2. It is necessary to strengthen the competencies of teachers and managerial and educational staff in order to better use IT in classroom education as well as teach the subject Understanding of technology.
3. It is necessary to improve the pedagogical and didactic use of IT in education.
4. It is necessary to continuously develop user-friendly and functional digital infrastructure.
5. It is necessary to increase awareness of data ethics along with a qualified use of data about the pupils and their learning processes.

In higher education, the focus is on developing students' digital competences rather than online safety. In 2018, the minister of higher education and science launched a call for action: Technological Upgrade in Higher Education. The minister called for experiences, visions, ideas, and input from teachers, students, and education institutions regarding the use of technology in higher education.

Eighty-one inputs from the call for action ([Læring fra arbejdet](#)) identify focus areas for the technological upgrade, such as (list not complete):

- Problems in the digital food chain:
- The digital competences vary among students from higher educations.
- The variety complicates the technological upgrade.
- There is no link between technology education at different education levels and this curbs the progression in digital competences.
- Lack of technology competences among teachers in primary, secondary, and higher education.
- The technological agenda needs cooperation and knowledge sharing among education institutions and sectors.
- More knowledge/research is needed, for instance digital tools, education purposes, and target group.
- Access to new technologies at the education institutions.

In April 2019, the Ministry of Higher Education and Science launched a national action plan: Digital Competences and Digital Learning – national action plan for higher education ([Digitale kompetencer og digital læring. National handlingsplan for de videregående uddannelser](#)).

The action plan focuses on three areas:

- [Competency development of teachers](#): Teachers must be well equipped to boost the students' digital and technological competences. Forty-five million Danish kroner has been allocated to the development of educational courses that advance technological skills among teachers at all education levels.
- Sharing of experience and knowledge: Establishment of a national knowledge and resource centre, establishment of networks within digital learning technologies and

digital competences, and funding of activities that support cooperation and knowledge sharing.

- Barriers and regulations that are not adjusted to a digital reality should be removed: Revision of executive order on examination regulations, and examination of the rules and regulations that may hinder the use of technological tools.

## **Media literacy and online safety through formal education**

Media literacy and online safety in general and vocational upper secondary education has been a focal point for several years.

**In the strategy for the digital growth in Denmark, the following initiatives have been established:**

Media literacy is included in the curriculum in general upper secondary education. A general upper secondary reform introduced digital competencies in all relevant subject curricula in general upper secondary educations from the school year 2017/18. From the school year 2017/2018, a new optional generic subject, Informatics, has been implemented. Informatics is a mandatory part of other subjects but can also be both mandatory or optional as a separate subject, depending on the line of education.

In [STX](#), the student must choose two of the following subjects at C level: Informatics, Biology, Chemistry, or Natural Geography.

Students who do not follow a science education line must complete one of the following subjects at B level: Biology, Informatics, Chemistry, Natural Geography, or Physics.

In [HHX](#), students must take Informatics as a mandatory subject at C level.

IT is an optional subject aimed at the HHX education. The subject is only available at A level.

In [HTX](#), students must take either Communication and IT or Informatics at C level.

Communication and IT is a subject aimed at the HTX education.

### **Themes covered in the subject Informatics at C level:**

- Construction/designing of IT systems as a solution to a specific issue/problem
- How IT systems and humans interact
- IT-security, network, and architecture
- Representation and manipulation of data
- Programming
- Innovation
- Interaction design

### **Themes covered in the subject IT at A level:**

- Construction/designing of IT systems as a solution to a specific issue/problem
- How IT systems and humans interact
- Digitalisation and business models
- IT security, network, and architecture
- Representation and manipulation of data
- IT governance
- Programming
- Interaction design

- Innovation

**Themes covered in the subject Communication and IT at C level:**

- Communication theory and media
- Design and visual communication
- Product development and project management
- Ethics, law, and digital behaviour
- Digital tools

**In the vocational upper secondary education ([EUX](#)), the subject Information Technology is optional from F to C level. Topics addressed in Information Technology at C level:**

- IT systems relevant for business
- Data management
- Databases
- Formats of documents
- Information technological processes of change

Besides the optional and mandatory subjects in general and upper secondary education, media literacy is in focus in the education system in the following initiatives/projects:

In the strategy [Denmark's Digital Growth](#), the former government recommended that:

- Vocational education and training: Increased focus on digital and professional competencies in final examinations of vocational education. The content of the exams and the forms in the vocational education programmes should be examined so that they reflect the teaching and to a greater extent support the assessment of students' digital skills.
- Establishment of a centre for the use of IT in VET.
- The formulation of a science strategy for primary and lower and upper secondary educations.
- With a reform of general upper secondary educations in 2016, all examinations must be digital.

The former government has allocated 18 million DKK to implement the initiatives in the 2018–2021 period.

**In Action Plan for Technology in Education, the following measures are initiated:**

- Support the access to virtual labs in science for students in primary and lower and upper secondary educations. See [section 8.7](#).
- Experience collection from general upper secondary education institutions using IT and digital learning tools in an innovative way. General upper secondary reform introduced digital competencies in all relevant subject curricula in general upper secondary schools from the school year 2017/18.
- An analysis of the market of digital teaching material for upper secondary educations.
- The establishment of common IT standards for digital learning resources in general upper secondary education (gymnasiet), an analysis of children's, young people's, teachers', and parents' knowledge of IT security, and good data management.
- Research project running from 2017–2018 investigating how ICT can support professionalism/subject knowledge and how the extent to which students develop the right competencies through digitalisation.

## Media literacy in VET programmes:

In the reform of VET programmes in 2015, four goals were established. One of the goals was to develop more desirable study environments with a more coherent education from the beginning to the end, including an increased involvement of the students and the development of a strong VET identity and community. In this regard, online behaviour will be addressed.

Media literacy and online safety is included in the curriculum and is addressed in the VET colleges' study rules and regulations.

In the core subject (grundfag) [Danish](#), students learn to use and understand that digital media contributes to their professional learning. The students learn to make choices actively and critically regarding the use of IT. The students learn to use digital media in communication purposes so that they can enter into global and digital communities in a sound, critical, and ethical manner.

In the core subject (grundfag) Vocational Informatics, students are prepared to meet the demands for digital competences on the labour market. Furthermore, students learn to respond to the digital development's challenges.

According to the ministerial order on VET programmes ([Bekendtgørelse om erhvervsuddannelser](#)), VET colleges can establish rules that also include the students' behaviour in their spare time, for instance their digital behaviour on social media. The VET colleges can only regulate the students' spare time when their behaviour has had negative consequences for the study environment, including the order and the social interaction at the VET college.

In preparatory basic education and training ([FGU](#)), the use and safe use of digital media is addressed in a broad range of the courses available to the students. Furthermore, IT is integrated as a didactic tool in the teaching in order for the student to acquire digital skills. In some subjects, media literacy is also part of the curriculum.

**Danish:** Media literacy will be in focus in order for the students to manage themselves in a labour market where technology and digitalisation are basic conditions.

**Identity and Citizenship:** In the subject Identity and Citizenship, students acquire skills for suitable and safe behaviour in the digital world. IT will be used in the teaching in order for the student to acquire digital skills, including media literacy.

**Communication and Media:** IT and digital media should be integrated in all topics in order for the teaching to reflect the work and study life that the student will be a part of. IT must be integrated as a professional (fagligt) and didactic tool enabling the student to acquire digital competences and media literacy.

**Technological Understanding:** Technological Understanding is an IT subject in which media literacy plays a vital role. Media literacy and IT are used as a didactic tool but are also at the core of the subject, which means that IT and media literacy are analysed and discussed.

## Pedagogical tools

On the platform [EMU](#), teachers can find inspiration and teaching material about digitalisation, media literacy, and cyber security. The platform presents material for teaching at all levels in the education system, from childcare to adult and continuing training. The platform is managed by the Ministry for Children and Education.

A new topic on [IT cyber-security](#) is available on the platform EMU. The topic was developed as a part of the national cyber and information security strategy (2018-2021). The new topic objective is to ensure that children and young people are able to use online media and new technologies in a safe way. Furthermore, teaching materials are available for all levels of education (primary, preparatory basic training and education, vocational and general upper secondary, and vocational adult education training).

The teaching materials deal with media literacy and resilience toward fake news, hacking, echo chambers, and radicalisation.

The teaching materials consist of:

- Articles with background knowledge for school leaders and teachers
- Lesson plans and activities for all education levels and for several subjects
- Videos

In January 2020, the minister of higher education and science allocated DKK 45 million to strengthen digital competences among teachers at higher education institutions. Children and young people must learn to use technology as well as its pitfalls. Therefore, teachers in higher education institutions play a pivotal role because they educate teachers in primary and secondary education.

In 2016, representatives of students, teachers, and leaders from general and vocational upper secondary education programmes formulated an [ethical codex](#) in cooperation with the Ministry for Children, Education and Gender Equality (today, the Ministry for Children and Education). The ethical codex concerns the online sharing of intimate pictures, and the objective is to prevent the online sharing of offensive pictures and videos. The codex consists of seven principles that involve students, teachers, parents, and school leaders.

In the [Ministry of Children and Education's Action Plan for Technology](#), a research project (2017–2019) was initiated testing new methods for using ICT in teaching and how to implement the work with digital competencies in schools.

Vocational education and training: A development project is being implemented with a focus on strengthening teachers' competencies and leadership and organisational matters. The project must contribute to implementing and anchoring a digital pedagogy and didactics in business education.

[Digital Start](#) is an interactive education website that supports the pupils' knowledge about public digital services ([www.digitalstart.dk](http://www.digitalstart.dk)). The material can be used by teachers in formal education and at libraries. The target group is 15–18-year-olds and is developed by the Agency for Digitalisation and Centre for Media Literacy.

[Are you ok on the internet?](#): Teaching material for teachers and pedagogues who work with children and young people with special needs. The material is aimed at children and young people in the 11–15-year age group with cognitive challenges such as ADHD and autism. The objective of the material is to help the target group navigate in a safe manner online. The learning activities are supported by simple games and visual material. The project was funded by the Ministry for Children and Social Affairs (today, the Ministry of Social Affairs and the Interior).

[Social star](#): Teaching material aimed at children and young people in the 11–13-year age group. The material teaches the target group to navigate online and to take a critical stance to social media, hidden advertising, and product placement among influencers on YouTube.

## **Promoting media literacy and online safety through non-formal and informal learning**

The Media Council for Children and Young People (Medierådet for børn og unge) serves as the national awareness centre and represents Denmark in a European context. The council works with young people, educators, parents, authorities, and organisations to inform and advise on children and young people's life and activity in digital media, including digital security, well-being, competences, and rights. The council is a governmental advisory board.

The Media Council for Children and Young People works within four strategic and thematic frameworks reflecting the challenges and possibilities related to children's and youths' media use and online presence:

**Well-being, social interaction, and citizenship:** Focus on communication, togetherness, and ethics in local and intimate communities and practice of civic rights and freedom of speech in national and international movements online. Potential risks in focus are, for example, cyberbullying, sharing of imagery without consent, shaming, and hate speech.

**Privacy:** Promote awareness and knowledge on privacy, data protection and human rights in relations to digital footprints, GDPR, and consumer rights. This framework also addresses the challenges of data ethics as to surveillance and control as well as consent and rights.

**Critical thinking:** Strengthen source criticism and resilience towards dis- and misinformation, manipulation, and conspiracies, and raise awareness of virtual business models and economies, for instance digital marketing, crypto currencies, and skin gambling. The objective is also to illuminate the power of online influencers on blogs, social media, and games.

**Creative learning and computational empowerment:** The purpose of this framework is to ensure that children and youth become committed and reflective citizens through media production and co-creation, computational thinking, and technical skills. The participant perspective and the individual in focus is essential.

The Media Council for Children and Young People serves as the national awareness centre and runs the [Danish Safer Internet Centre](#) (SIC DK) website, partnering with the Centre for Digital Youth Care for the helpline (cyberhus.dk) and Save the Children Denmark for the hotline.

SIC DK is a core knowledge centre in the context of media literacy, child protection, and the rights of the child in the digital environment. The centre has established a broad collaboration with representatives from academic institutions, industry, government bodies, and law enforcement.

SIC DK makes a virtue out of involving experiences and opinions of Danish children and young people. All three partners in SIC DK supports young people's online life by listening to the young people, involving them, and making relevant resources for them, their parents, and professionals.

SIC DK is a part of the Connecting Europe Facility programme and cooperates with other European Safer Internet centres through the Insafe Network (awareness centres and helplines). INHOPE is the network of hotlines, all working to prevent the spreading of illegal content online.

The helpline [Cyberhus](#) is online counselling for children and young people. The helpline responds to questions and worries from young people regarding online cases as well as other issues related to youth life.

The hotline, Report it ([anmeld det](#)), is a service for anyone who wants to report online sexually abusive pictures and videos of children. The online counselling 'Erase it' helps children and young people to delete intimate pictures shared without their consent.

As part of the national strategy for cyber and information security (2018–2021), the following project has been initiated: A campaign for IT security was established in 2018, Mind me: My life, my data. The purpose is to get young people to reflect on where their data ends up and strengthen their knowledge and awareness about possible pitfalls on the Internet and on social media. The campaign has built on young people's stories and experiences with IT security through a YouTube competition. The campaign has involved movies, a campaign site, and various actions on Instagram and YouTube.

The campaign is aimed in particular at 13–19-year-olds.

## Raising awareness about the risks posed by new media

'Safer Internet Day', a cross-national event in February initiated by the European Commission. SIC DK takes part in this annual event with a variety of themes and agendas. On Safer Internet Day 2019, the Media Council in Denmark launched a new online magazine, 'Persondata-hva'-for-noget?' ('GDPR-what?'), regarding digital self-defence and digital rights. The material is produced with help from a school class to ensure the child and youth perspective. The material includes a toolbox, film, podcast, board games, and a guide.

On the occasion of European Media Literacy Week in 2019, the Danish Media Council for Children and Young People launched a new free online resource for parent-teacher meetings called 'Digital Brilliant' ([Digital Genial](#)). The resource is developed as an online toolkit with activities that can be used by teachers and other professionals to facilitate a constructive and involving dialogue about the children's digital well-being.

Another example of awareness material is the online magazine 'Internet detours' from 2018, which addresses the Internet as a platform for lies, manipulation, and propaganda, which can potentially be used to support extremism and radicalisation. This material was published by the Media Council for Children and Young People, the Danish Centre for Prevention of Extremism, and the Danish Security and Intelligence Service. Also, in 2018 the media council was involved in the making of the teaching material 'We keep the hackers out', which was produced to increase young people's IT security. The target group is young people in the age of 15–25.

The media council produces a large range of information campaigns aimed at young people and the parents of young people. The campaigns consist of brochures, videos, podcasts, etc. Aside from the initiatives mentioned above, the following materials are examples of campaigns available online:

[Naked on the internet](#): To help young people take control of the situation when intimate pictures are shared online.

[Safe player](#): Information campaign aimed at young people in the 12–18-year age group. The objective of the campaign is to help young people with online safety. The project was part of the Safer Internet Day 2018.

As part of the National Strategy for Cyber- and Information Security (2018–2021), a number of new areas of knowledge about cyber and information security have been established at the Danish site emu.dk.

The knowledge areas must provide schools with a comprehensive and easily accessible overview of free courses, activities, and inspirational materials on cyber and information security for use in primary and secondary education and vocational education and training.

The materials dive into topics such as digital footprints, network etiquette, data sharing, echo chambers, cyber-bullying, online risk, critical attitude, etc. under the two main headings 'digital judgment' and 'IT security'.

The materials will be presented to the teachers at the various institutions through a focused dissemination effort in 2019

## 6.9 Awareness-raising about non-formal and informal learning and quality youth work

### Information providers / counselling structures

In Denmark, there is no single information provider regarding non-formal and informal learning. Non-formal and informal learning is cross-sectoral, which means that the Ministry of Children and Education is responsible for some parts of non-formal learning and the Ministry of Culture is responsible for other parts.

Education Guide (UddannelsesGuiden) is a web portal that provides information about educational programmes, adult education, continuing training, and also to some extent non-formal learning opportunities in Denmark. On the portal, young people can find information about education institutions that provide non-formal learning, for instance production schools, continuation schools, youth schools, and private independent boarding schools. The information focuses on admission, the content of the education, future education possibilities, etc., and not so much on the value of non-formal and informal learning. Education Guide was developed by the Danish Ministry of Education.

Information can also be found on the website of the Ministry of Children and Education.

Non-formal and informal learning in Denmark is closely linked to sports clubs and to youth and children leisure activities. See [section 2.1](#).

Vifo is a part of the Danish Institute for Sports Studies – an independent research and knowledge centre set up by the Danish Ministry of Culture.

The [Danish Institute for Non-Formal Education](#) (Vifo) will focus primarily on non-formal adult education and non-formal youth and children leisure activities such as the scout movement and political and religious youth organisations.

#### **Vifo's tasks are to:**

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

### **Awareness raising initiatives**

There is no national awareness raising initiatives about the value of non-formal and informal learning.

## **6.10 Current debates and reforms**

### **Forthcoming policy developments**

The Danish government wishes to revise the Danish grading scale. In 2007/08, a new grading scale was introduced in Denmark based on the conclusions from a commission. In the report from the commission, it was recommended to evaluate the new grading scale every five years. The second evaluation of the grading scale establishes some challenges with the current scale: The scale focuses on shortcomings in the students' performance, there are too large gaps between the grades in the middle of the scale, it is difficult to reward the exceptional performance, and higher education institutions have seen an inflation in grades.

The Danish admission system attaches great importance to grades. The government wants to improve the admission system for higher education in order to strengthen other admission mechanisms that measure the students' motivation. On 1 April 2019, the minister of higher education and science arranged a public consultation on a new admission system, where stakeholders presented experiences with the Danish admission system and where the Swedish and Dutch systems were also presented.

The minister of higher education and science has put a great focus on 'green educations', due to the government's ambition to reduce emissions by 70%. One result of the green focus is that the minister of higher education and science has allocated 1 billion DKK to green educations.

Since 2016, education institutions have been obliged to reduce their budget by 2% each year (redeployment contribution/[omprioriteringsbidraget](#)). Education institutions have strongly criticised the reduction of budgets, and one of the consequences has been the dismissal of teachers at all levels of education. Education institutions also point to the

reduced quality of the education because of fewer resources. In the budget proposal for the 2020 finance act, the government has proposed a discontinuation of the redeployment contribution and thereby stopping the annual education cuts.

With the reform of general upper secondary educations in 2016, new admissions requirements were established. According to the political agreement, the following requirements must be met in order to be eligible for general upper secondary education programmes. See [section 6.1](#).

There has been a debate in the media, because the [new requirements have caused insecurity and confusion](#) among future students and upper secondary education institutions about when a student has a legal claim to admission. The new regulations are complex to administer and difficult to understand.

Furthermore, because students must apply in immediate continuation of the 9th or 10th grade, students enrolled on examination-free schools in the 10th grade must meet the requirements again, even though they have already passed the 9th grade primary and lower secondary education leaver examination and have been assessed ready for upper secondary education.

Therefore, the organisations Danske Gymnasier (Danish General Upper Secondary Schools) and Danish Efterskole (Efterskolerne) have strongly criticised the reform (see [Appendix 5 and 6 of the evaluation](#)). During the summer of 2019, the minister of children and education launched two immediate interventions in order to alleviate the worst consequences of the reform. In September 2019, the minister of children and education presented an evaluation of the reform, which concludes that the [admission requirements are complex](#).

[In November 2019, a political agreement was settled.](#)

In October 2019, the minister for children and education [launched four targets for early and preventive measures for children and young people who suffer from dyslexia](#):

- Detection and early measures in relation to dyslexia.
- A mapping out of the support for children and young people with dyslexia.
- Ensuring that all pupils and students suffering from dyslexia are found – also children and young people with migrant backgrounds.
- Provide knowledge about best practice in the area of dyslexia.

In November 2019, a [ministerial order on exams in practical and creative subjects was issued](#). As of 2020, all pupils in the 8th grade in primary and lower secondary education are obliged to take an exam in one of the two-year practical/musical optional subjects. The ministerial order is an implementation of the political agreements aiming to strengthen vocational skills in primary and lower secondary education, "Strengthened Practice-Based Competences in Primary and Lower Secondary Education" ([Styrket praksisfaglighed i folkeskolen](#)) and "From Primary and Lower Secondary Education to Skilled Worker - Vocational Educations for the Future" ([Fra Folkeskole til faglært - erhvervsuddannelser til fremtiden](#)).

### Ongoing debates

All of the above-mentioned policy developments have caused media debate. Furthermore, young people's well-being is also an area of debate. For more information, see [section 7.5](#)

### Young students' well-being

Young people's well-being is discussed among stakeholders in the field of education and training. The minister of higher education and science has established a new unit in the ministry with the task of focusing on students' mental health and well-being. According to the government's policy paper, the government will launch an action plan targeting young people's mental health, with a special focus on well-being in the education system.

## 7. HEALTH AND WELL-BEING

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### Introduction

This chapter describes Danish youth policies in the field of health and well-being. Young people's health and well-being is an area that is highly monitored by national authorities.

Denmark has a well-developed healthcare system and a broad variety of offers and measures in relation to the prevention and early detection of issues with health and well-being among children and young people. Among other things, young people are entitled to free dental care, GP, psychological treatment, and child and school nursing system. The municipalities and regions are responsible for the healthcare system. Furthermore, schools play a vital role in health education and other preventive measures, such as sex education, nutrition, physical activity, and healthy lifestyles.

In recent years, more young people are inactive and more young people experience mental health problems. Danish governments have initiated a number of actions in order to reduce the number of children and young people with poor mental health. With the reform of primary and lower secondary education implemented in 2014, and the reform of vocational upper secondary education programmes in 2015, physical activity was given greater priority during the school day.

### 7.1 General context

#### Main trends in the health conditions of young people

In Denmark, the health condition of the Danish population is thoroughly monitored and analysed. There are several regular health surveys:

The National Health Profile is published every four years (2010, 2013, and 2017), and a Youth Profile was published in 2011 and 2015.

In the period 2000–2008, the MULD project examined the health and lifestyle of the 16–20-year age group. Based on these surveys, health indicators such as mental health, general well-being, physical health, physical activity, and substance abuse are carefully monitored.

Denmark also participates in the international survey Health Behaviour in School-Aged Children (HBSC). Since 1984, the survey has been conducted every four years among 11–15-year-olds. The most recent survey is [2018 Health Behaviours in School-Aged Children](#), published in April 2019. The survey concludes that the majority of the 11–15-year-old school children are doing well, thrive mentally and socially, and many young people in the survey have a reasonable health behaviour. The survey also concludes that physical and mental symptoms, loneliness, or lack of confidential relations with friends and family plague too many children. Still too many children drink alcohol, smoke, are not physically active enough compared to the Danish physical activity recommendations, and sit still with electronic devices.

A positive decline in use of alcohol and tobacco in recent years has changed and the 2018 HBSC survey documents a stagnation among 15-year-olds.

There are large differences in the health behaviour among boys and girls:

More girls than boys experience health issues and fail to thrive: More girls than boys are feeling sad, are nervous, and experience sleep issues. Many of the girls feel overweight and have a low self-esteem. Furthermore, more girls are active on social media for more than four hours a day and show signs of addiction to social media

More boys than girls eat unhealthily, have tried marijuana, drink alcohol, and spend more than four hours a day on computer games, but the boys are more physically active than girls.

Other surveys contribute to shedding light on young people's health behaviour. The following tables are from:

- [2010 National Health Profile](#)
- [2013 National Health Profile](#)
- [2017 National Health Profile](#)
- [The Youth Profile from 2015](#)
- [2008 MULD report](#)

### Mental health

Young people's mental health and social well-being has been a subject of concern among health practitioners and politicians in recent years, because the number of young people with mental health problems is rising. The term mental health refers to people's ability to handle everyday life and to use/realise one's full potential.

#### Self-estimated poor mental health

	16–24-year-olds		25–34-year-olds	
	Men	Women	Men	Women
2010	8.3%	15.8%	9.3%	14.3%
2013	8.2%	17.5%	10.4%	14.6%
2017	12.9%	23.8%	13.9%	19.5%

#### Feeling stressed

	16–24-year-olds		25–34-year-olds	
	Men	Women	Men	Women
2010	11.3%	21.3%	11.7%	18.6%
2013	15.6%	33%	18.8%	26.3%
2017	23.4%	40.5%	24.6%	34%

#### Felt unhappy/depressed within the last two weeks

	16–24-year-olds		25–34-year-olds	
	Men	Women	Men	Women
2010	N/A	N/A	N/A	N/A
2013	4.9%	9.9%	5.6%	7.9%
2017	7.5%	14.1%	7.6%	8.6%

#### Sleep issues within the last two weeks

	16–24-year-olds		25–34-year-olds	
	Men	Women	Men	Women
2010	N/A	N/A	N/A	N/A
2013	8.2%	13.6%	7.2%	11.0%

2017	11.9%	17.8%	10.7%	14.1%
<b>Feeling of anxiety, unease, and nervousness within the last two weeks</b>				
	16–24-year-olds		25–34-year-olds	
	Men	Women	Men	Women
2010	N/A	N/A	N/A	N/A
2013	3.0%	6.8%	4.3%	6.4%
2017	6.1%	12.8%	6.5%	9.3%
<b>Spending time alone involuntarily</b>				
	16–24-year-olds		25–34-year-olds	
	Men	women	Men	Women
2010	6.6%	7.9%	5.1%	5.7%
2013	7%	9.2%	6.1%	6%
2017	8.5%	10.3%	7.4%	7.6%

[The Youth Profile from 2015](#) is a survey aimed at young people in the 12–25-year age group. The Youth Profile focuses on young people's health and well-being. Generally, the number of young people reporting that they 'often' or 'very often' feel lonely is increasing with age. Furthermore, the problem is bigger among girls than among boys.

Often or very often feeling lonely	Male	Female
14-year-olds	3%	7%
17-year-olds	5%	8%
19-year-olds	8%	11%

The survey also establishes that the general satisfaction with life decreases with age. The satisfaction with life is lower among girls than among boys.

High satisfaction with life	Male	Female
14-year-olds	36%	22%
17-year-olds	25%	14%
19-year-olds	22%	15%

## Substance abuse

### Tobacco

According to the [2008 MULD report](#), the number of young people smoking tobacco has been declining in the 2000–2008 period; the main part of the decrease occurred in the period before 2006.

According to the 2017 National Health Profile, the number of young people smoking tobacco has been declining from 2010 to 2013, but a slight increase has been observed from the 2013 to the 2017 survey.

	16–24-year-olds		25–34-year-olds	
	Men	Women	Men	Women
Smoking tobacco on a daily basis	17.1%	14.2%	18.4%	13.5%
Have never tried tobacco	60.5%	64.3%	53.1%	60.6%

## Drugs

In the 2015 National Youth Profile, 35% of the 15–25-year age group report use of marihuana, whereas 4% of the 12–14-year age group report use of marihuana.

In addition, 8% of 17-year-olds have tried other substances than marihuana according to the 2015 National Youth Profile. In the survey, 11% of the 19-years-olds have tried other substances than marihuana, and 24% of the 20–25-year age group have tried other substances than marihuana.

## Alcohol

For several years, [Danish youth have ranked high in international surveys on alcohol consumption](#).

In the [2017 National Health Profile](#), respondents were asked if they had consumed alcohol within the last 12 months. Respondents with a positive reply were asked to indicate how many units of alcohol per week.

Have not consumed alcohol within the last 12 months	16–24-year-olds		25–34-year-olds	
	Men	Women	Men	Women
	10.2%	12.1%	9.4%	17.2%
Units of alcohol per week	16–24-year-olds		25–34-year-olds	
	Men	Women	Men	Women
0	16.7	18	13.4	18.8
1–7	31.6	39	47	51.3
8–14	18.3	19.4	16.3	9.7
15–21	11.7	6.6	7.9	2.0
22–29	5.3	2.6	2.9	0.6
≥30	6.2	2.3	3.1	0.4

According to the [2008 MULD report](#), 94% of 16–20-year-olds drink alcohol, and 13.4% of both boys and girls exceed the limit of units per week recommended for adults by the National Health Authority.

In the [2015 Youth Profile](#), 15% of the 15–20+-year age group have never consumed alcohol. Boys more often consume alcohol than girls: 12–18% of 16–18-year-old boys drink alcohol 2–3 times a week, while 7–11% of girls of the same age group drink alcohol.

Fifty-two per cent of 15–16-year-old girls have consumed five units or more in/at one occasion (binge drinking) within the last month. Forty-eight per cent of boys in the same age groups have been binge drinking.

### Physical activity

According to the [2017 National Health Profile](#), 28.8% of the adult population do not live up to the WHO's recommendations for physical activity as a minimum (30 minutes a day).

Percentage that do not live up to the WHO's recommendations

Men	16–24-year-olds	18.2%
	25–34-year-olds	24.54%
Women	16–24-year-olds	19.7%
	25–34-year-olds	28.4%

### Diet

The [2017 National Health Profile](#) indicates that the diet became unhealthier between 2010 and 2017, with a low intake of vegetables, fruit, and fish, and a high intake of food with high saturated fat content of. An unhealthy diet is most common in the 16–24-year age group, and more common among men than among women.

### Obesity

The number of Danes with moderate overweight and obesity has been slightly increasing since 2010.

Moderate overweight and obesity

Men	16–24-year-olds	27.7%
	25–34-year-olds	48.3%
Women	16–24-year-olds	24.0%
	25–34-year-olds	37.4%

## Main concepts

There are no main concepts regarding young people's health.

## 7.2 Administration and governance

### Governance

The field of youth health and well-being is divided between several sector ministries, with the Ministry of Health being the main actor in relation to health.

The healthcare system operates across three political and administrative levels: the Ministry of Health, the regions, and the municipalities (i.e. national, regional, and local levels).

The Ministry of Health has the overall regulatory and supervisory functions in healthcare. The five regions are primarily responsible for the hospitals, general practitioners (GPs),

and psychiatric care. The 98 municipalities are responsible for a number of primary healthcare services as well as for elderly care.

### The Ministry of Health

The Ministry of Health is responsible for establishing the overall framework for the provision of healthcare, including mental health and sexual health. This includes legislation on the organisation and provision of healthcare services, patients' rights, healthcare professionals, hospitals and pharmacies, medicinal products, vaccinations, maternity care, and child healthcare. The legislation covers the tasks of the regions, municipalities, and other authorities within the area of health.

### The Danish Health Authority

The Danish Health Authority (Sundhedsstyrelsen) is responsible for advising and supporting the Ministry of Health, the regions, and the municipalities on health issues in general. Through 47 national clinical guidelines, the authority ensures uniform healthcare services of a high professional quality across Denmark, including effective health emergency management.

The health authority disseminates knowledge/conveys information to the population and to public authorities on population health status and on risk factors such as unhealthy lifestyle and provides adequate prevention programmes and interventions to support healthy choices. This also includes rehabilitation, prevention, and support for elderly people, focusing especially on ensuring coherent efforts across the health and social sectors. The Danish Health Authority is responsible for national recommendations concerning obesity, physical activity, alcohol, and tobacco.

### The Danish regions

The regions are responsible for hospital care, including emergency care, psychiatry, and for health services provided by GPs and specialists in private practice. The regions organise health services for their citizens according to regional needs, and the individual region may adjust services within the financial and national regulatory framework, enabling them to ensure the appropriate capacity.

### Municipalities

The municipalities are responsible for a number of health and social services and are responsible for the general close-to-home prevention. Furthermore, the Act on Social Services (Serviceloven, [Lbk nr 798 af 07/08/2019](#)) obliges municipalities to establish a children and youth policy. Local healthcare services include disease prevention and health promotion, rehabilitation outside of hospitals, home nursing, school health services, child dental treatment, child and school nursing, physiotherapy, alcohol and drug abuse treatment, home care services, nursing homes, and other services for elderly people. In addition, municipalities co-finance regional rehabilitation services and training facilities.

### Other ministries with responsibility within the field of young people's health and well-being:

**The Ministry of Children and Education:** The Ministry of Children and Education is the responsible authority for the obligatory health and sexual education in primary and secondary schools. Furthermore, the Ministry of Children and Education is the top-level authority for the well-being assessments conducted in primary and secondary education institutions each year.

**The Ministry of Culture:** The Ministry of Culture is the responsible authority for sport and leisure activities in sports associations as well as in associations within the area of general non-formal adult education. The Danish Health Authority, under the Ministry of Health, is responsible for recommendations regarding physical activities, and the Ministry of Culture is responsible for the financial support of associations where the physical activities often take place.

**The Ministry of Social Affairs and the Interior:** The Ministry of Social Affairs and the Interior is responsible for establishing the overall framework for the provision of social measures aimed at children and young people with special needs. According to the Act on Social Services, the municipalities are obliged to establish social measures for marginalised children and young people or children and young people with special needs that promote their possibilities of personal development, health, and well-being.

**The Ministry of Environment and Food of Denmark:** The Ministry of Environment and Food of Denmark is responsible for administrative and research tasks in the areas of environmental protection, farming, and food production.

Under the Ministry, the **Danish Veterinary and Food Administration (DVFA)** is responsible for areas in relation to the production and quality of food as well as nutrition and healthy food. The DVFA's tasks include hygiene, food labelling/nutrition label, food waste, and the official Danish dietary recommendations on a healthy diet.

### Private actors:

**The Danish Sports Confederation and Olympic Committee (DIF):** DIF is an umbrella organisation for both elite and non-elite sport in Denmark. DIF represents 62 sports unions.

**Danish Gymnastics and Sports Associations (DGI):** DGI is an umbrella organisation with more than 6300 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 represented 1,586,378 Danes in local associations.

**Danish School Sports (Dansk skoleidræt)** aims to improve public health by means of multiple nationwide primary and lower secondary school activities such as Skolernes Motionsdag (Official Exercise Day for Schools), Sæt Skolen i bevægelse (Put the School into Movement), Legepatruljen (Play Patrole), Gameboosters, Skolesport (School Sport), Styr på Sundheden (Health under Control), Gåbus (Walking Bus), etc. Danish School Sports is rooted in both sports and school systems, and their vision is to excite and anchor the foundation to lifelong activity through sports, play, and daily movement in children and young adults. Danish School Sports is financed by the Danish Ministry of Culture and Ministry of Education. Danish School Sports is a member of the ISF (International School Sport Federation).

**The Danish Family Planning Association (Sex og samfund):** The Danish Family Planning Association (DFPA) is Denmark's largest non-governmental organisation in the field of sexual and reproductive health and rights.

**The Aids Foundation (Aids-Fondet):** The Aids Foundation is an NGO involved in the effort to fight HIV.

**Children, Youth, and Grief (Børn, unge og sorg):** Children, Youth, and Grief is an organisation that offers counselling to grieving children and young people due to death or sickness among parents or siblings. The organisation offers free psychological treatment for children and young people under the age of 28, manages a telephone counselling service targeting the network around the child or young person, and educates professionals in contact with the target group, for instance nurses, GPs, and other healthcare providers.

**Psychiatric Foundation (PsykiatriFonden):** The Psychiatric Foundation is an organisation working to fight mental illness. The organisation works to ensure that all people with mental illness receive the assistance and counselling they need. Furthermore, the organisation manages a competency centre that distributes research on mental illness.

**Headspace Denmark (Det Sociale Netværk/Headspace)** is a mental well-being counselling service for young people between the ages of 12 and 25 years. The mission of Headspace is to help young people and to prevent mental problems from becoming too

big when they are not talked about. Headspace aims to be a safe space for help and guidance and to perform preventative work against mental problems and all the struggles that come with being young in today's society.

**SIND – the Danish Association for Mental Health** ([SIND – Landsforeningen for psykisk sundhed](#)) advocates the understanding and tolerance of people with mental problems and illnesses and their families. SIND seeks to attract more attention to mental health and make people care. SIND takes initiatives and supports initiatives to promote mental well-being, prevention, and treatment.

**Better Psychiatry** ([Bedre Psykiatri](#)) is an organisation working to improve the conditions for relatives of people with mental illness. The organisation fights to ensure more resources and better treatment in all sections of the psychiatric system.

**Danish ADHD Association** ([ADHD-foreningen](#)): The ADHD Association's purpose is to create understanding and actual improvement for children, youngsters, and adults with ADHD.

**LMS – the Danish Association for Eating Disorders and Self-Harm** ([LMS – Landsforeningen mod spiseforstyrrelser og selvskade](#)): The association is a national patient and member association. The association provides counselling, educates professionals, conducts presentations and workshops, and manages a knowledge centre.

**Danish Psychological Association** ([Dansk Psykolog forening](#)): The Danish Psychological Association is a professional union and representative body for psychologists in Denmark.

**Danish Children and Youth Psychiatric Society** ([Børne- og ungdomspsykiatrisk selskab](#)): The society is a medical science society aiming to promote Danish children and youth psychiatry.

**Danish Nurses Organisation** ([Dansk Sygeplejeråd](#)): The organisation handles the interest of approximately 77,500 nurses. The organisation strives towards better conditions for nurses' salary that reflect the profession's high value to society and to professional nursing quality. Furthermore, the organisation participates actively in debates about health policies.

**The Danish College of General Practitioners** ([Dansk Selskab for Almen Medicin](#)): The Danish College of General Practitioners is the scientific college of general practice. The purpose of the college is to strengthen education within general practice, to encourage research in general practice, to strengthen the international contacts between general practitioners, and to ensure quality development.

**The Danish National Federation of Early Childhood Teachers and Youth Educators** ([BUPL](#)): The union handles the interest of Danish pedagogues.

**Children's Welfare** ([Børns vilkår](#)) is an organisation working to ensure and protect the rights of children. The objective of the organisation is to put an end to child neglect in Denmark. The organisation manages a range of counselling services.

**Save the Children Denmark** ([Red Barnet](#)) is an organisation working to protect children all over the world. In Denmark, the organisation focuses on tackling bullying, preventing violence and sexual abuse towards children, and helping children living in poverty.

**The Danish Cancer Society** ([Kræftens Bekæmpelse](#)) works for a strong, active effort against cancer. The society conducts research and patient support.

**The Heart Association** ([Hjerteforeningen](#)) supports people with heart diseases. Furthermore, the association conducts research into cardiovascular diseases and offers courses in life-saving treatments.

**Danish Red Cross** ([Dansk Røde Kors](#)) is a humanitarian organisation that helps people get through crisis situations and disasters. In Denmark, the organisation helps the most vulnerable towards a better life.

**Mothers Aid** ([Mødrehjælpen](#)) is a social-humanitarian organisation that provides counselling and supports pregnant women and families with children in times of difficulty.

**Union of Young People with Disabilities** ([Sammenslutningen af Unge Med Handicap](#)) is a political umbrella organisation for young people with disabilities. The association works to promote an inclusive society and to make young people with disabilities visible in the political debate and in society.

**Asthma-Allergy Union** ([Astma-Allergi forbundet](#)) is a patient organisation working to ensure that all people suffering from asthma, allergies, eczema, and pollinosis have a better everyday life.

**National Association for Children and Parents** ([Landsforeningen for Børn og Forældre](#)) offers the counselling of children, parents, and step-parents regarding a positive cooperation in relation to divorce and family breakup.

**The Danish Diabetes Association** ([Diabetesforeningen](#)) is a patient organisation supporting diabetics in Denmark.

**The Danish Multiple Sclerosis Society** ([Scleroseforeningen](#)) is a private disease-combating organisation. The society funds research and provides support and information.

**The Muscular Dystrophy Foundation** ([Muskelsvindfonden](#)) is a patient organisation that aims to improve the lives of people with muscular dystrophy.

Many organisations in [section 4.2](#) are involved in the work for children and young people's mental well-being.

### General distribution of responsibility

The distribution of responsibility in the area of health resembles the distribution of responsibility in other sectors. The Ministry of Health 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.

In the area of sports under the Ministry of Culture, the Danish state's practical influence on and promotion of sports and physical activities aimed at the youth population is highly decentralised. The framework policies are decided by the Danish government and the Ministry of Culture, but the majority of the actual strategies are promoted and initiated by the sports organisations and sports federations in the civil society.

The Danish field of sport is characterised by a significant degree of autonomy. The principle of 'arm's length' is often used to describe the Danish model for financing and regulating sports. The principle implies that the sports organisations receive an annual amount of public funding that is left to each individual association to distribute in the organisation in accordance with the associations' internal democratic structures and control – this is done at both the national and local level.

In Denmark, voluntary sports – or grassroots sports – are organised in two major umbrella organisations: the Danish Gymnastics and Sports Association ([DGI](#)) and the National Olympic Committee and Sports Confederation of Denmark ([DIF](#)). Half of all local sports clubs/associations in Denmark are members of both organisations. Besides these two umbrella organisations, the Danish Federation of Company Sports ([DFIF](#)) organises sport in local clubs/associations connected to companies and workplaces in Denmark.

Regarding financial support, receipts from the national lottery and football pools (udlodningsmidlerne) are distributed to a number of non-profit causes, including sports and culture. The Act on Receipts from the National Lottery and Football Pools (Udlodningsloven, [LOV nr 1532 af 19/12/2017](#)) sets a fixed level of funding that is adjusted according to the price index, which ensures financing of the umbrella organisations for grassroots sports in Denmark.

Similarly, the Act on Non-Formal General Adult Education (Folkeoplysningsloven, [LBK nr 1115 af 31/08/2018](#)) ensures municipal support to the local clubs/associations in the form of the allocation of grants for active members under the age of 25 years, and providing available local authority halls and facilities.

## Cross-sectoral cooperation

Public health reflects both the lifestyle of the citizens and the ability of the healthcare system to prevent, treat, and cure diseases. The general social and living conditions, such as education, income, housing conditions, work environment, and the organisation of the healthcare system all play an important role in ensuring a healthy life.

Therefore, the field of health demands a coherent strategy, which often involves several ministries, for instance the strategy 'Food, Meals and Health' launched by the Ministry for Environment and Food, Ministry of Children and Education, Ministry of Health, and Ministry for Social Affairs and the Interior.

Furthermore, in order to strengthen the early and preventive measures for children and young people, a range of cross-sectoral initiatives have been launched in the municipalities, such as SSD (municipal social service, school personnel, day care, after-school care, municipal health services). See [section 4.2](#) and [7.6](#).

Partnerships between public and private actors within the field of health are common. Examples of such partnerships are:

[ABC for Mental Health](#): A cross-sectoral partnership between municipalities, organisations, and voluntary associations that work with mental health.

Healthy City Network ([Sund By Netværket](#)): Since 1991, this has been a partnership between several public and private actors. Among the public partners are the Danish Health Authority, National Institute of Public Health, Local Government Denmark, and Regional Denmark. The network supports the work with public health in Denmark by creating synergy in the cooperation between public and private partners.

[STOP HPV](#) is an initiative launched by the Danish Health Authority, the Danish Medical Association, and Danish Cancer Society. The partnership has launched an information campaign in order to provide parents with information about the HPV virus and the free HPV vaccination for all young girls, and, from 1 July 2019, for all boys aged 12 and above.

## 7.3 Sport, youth fitness and physical activity

### National strategy(ies)

#### Political Agreement on Sports (2014)

In 2014, the Danish parliament launched the Political Agreement on Sports ('[Den politiske stemmeaftale om idræt](#)')

The agreement was presented in 2014 and is still in effect.

The agreement establishes the policy in different areas of Danish sports policy, for instance elite sports, anti-doping, sports in schools, etc.

With regard to young people, the most important part of the agreement is the part on sports in public primary and lower secondary schools ([folkeskole](#)). As an integral part of the school reform of 2013, it is a requirement that pupils in public schools have 45 minutes of sport/exercise each day. The agreement requests four main sports organisations to help with the implementation of the reform. The organisation Danish School Sports (Dansk Skoleidræt) received special funding in 2015–2017 in order to help implement the reform.

#### Targets:

The parties behind the agreement support the goal of 75% of Danes taking part in sport and 50% doing sport in a sports club/organisation before 2025.

## **The Danish Sports Policy Aims (Idrætspolitiske sigtelinjer) (2016)**

In 2016, a follow-up political agreement was established between the parties behind the 2014 agreement. The agreement established six focus areas in the field of sport. The six focus areas clarify the political priorities concerning sport and physical activity for Denmark. The focus areas are spread across several political fields of responsibility.

Time of introduction: 2016 – in effect

The focus areas are:

### **1: Sport for all**

All groups in society must be given the opportunity to participate in sports and/or exercise. This focus area includes marginalised and vulnerable groups.

### **2: Sport as a resource for other welfare efforts**

It is well known that physical activity can contribute to increased health by preventing both mental and physical disorders, supporting motor development, and supporting treatment and rehabilitation efforts.

Therefore, sports can also be seen as a resource for other welfare efforts.

### **3: The integrity of sport**

Denmark has a strong focus on integrity in sport – good governance, anti-doping, and combatting match-fixing. Denmark will therefore continue to highlight the importance of an international cooperation to limit the threat to clean sports in all relevant international contexts.

### **4: Sport in relation to learning, well-being, and education in and outside school**

The Danish educational system is an area where Danish pupils are introduced to sports, exercise, and physical education. Hereby, pupils are given the opportunity to engage in sports and physical activity during the school day as well as in their spare time. In 2014, the reform of Danish primary schools ensured that physical activity received more attention in relation to the educational system.

### **5: Nature and urban spaces as an arena for exercise and sports**

Sports facilities, urban spaces, and the Danish nature form the settings for exercise and sports in the organised, self-organised, and commercial sports, and furthermore the different settings influence Danish citizens' everyday motivation for being active. This initiative aims to secure and develop the settings for sports activities and exercise and to exploit the potentials of existing facilities, nature, and urban spaces.

### **6: Branding, marketing, and international inspiration**

In Denmark, recreational sports and elite sports go hand in hand when attracting major sporting events to Denmark with mass-participation activities alongside elite events. An example is the 2014 IAAF World Half Marathon Championships, which took place in Copenhagen. On the official route, 23,000 recreational runners followed the elite runners, creating a unique race with all levels of running represented.

### **Key objectives:**

The aim is to make Denmark the most active nation in the world when it comes to engaging in physical activity. The agreement supports the target that 75% of the population participate in sports/exercise and that 50% are active in sports organisations in 2025.

A part of this objective is to expand sports/exercise to as many groups in society as possible. In goal number 1, the agreement specifically enhances the obligation of the large sports associations to include groups in society that might not participate in sport, for instance people with disabilities or socially marginalised people.

There is no monitoring, evaluation, or major revisions of the strategies.

## Promoting and supporting sport and physical activity among young people

### Move for Life (Bevæg dig for livet)

The objective: To make Denmark the world's most active sports nation with 75% of Danes taking part in sport and 50% doing sport in a sports club by 2025. An active life with movement and involvement in the local community will contribute to Danes' well-being and health.

The Move for Life strategy will be evaluated continuously over the 10-year period (2015–2025).

In 2017, the government decided to support the Move for Life strategy by establishing three working groups with representatives from ministries and various major stakeholders. The working groups have put forward four new sports initiatives with the aim of facilitating experiences and communities that can contribute to better health and employment. The four initiatives are as follows:

- Inclusion in local communities through sports
- Exercise and community on prescription
- A national e-sport strategy
- School network

The strategy does not focus solely on the youth population but rather the Danish population as a whole.

### Promoting and supporting sport and physical activity among young people

According to the Act on Health (Sundhedsloven, [LBK nr 903 af 26/08/2019](#)), the Danish Health Authority is responsible for conveying information to the population and to the authorities on the health status of the Danish population, health-related risk factors, and the prevention of unhealthy lifestyles. To this end, the Danish Health Authority has developed detailed teaching material, launched information campaigns, and provided technical guidance regarding a number of risk factors. Eleven so-called 'health promotion packages' were published in 2012 and 2013, and in a second edition in 2018, to assist decision-makers and healthcare professionals in setting priorities when planning and organising health-promotion efforts at the local level. The packages all contain recommendations based on scientific knowledge to support the preventive work of the municipalities. The implementation of the packages is supported by the Centre for Practical Prevention established by Local Government Denmark, the national association of municipalities.

#### **Each health promotion package includes basic recommendations and performance indicators for four action areas:**

- Framework (plans and policies at municipal level)
- Initiatives (counselling, training, treatment)
- Information and education (information, marketing of local preventive services, support of national/central initiatives)
- Early detection (screening and early detection of risk factors)

The health promotion packages cover 11 focus areas: alcohol, tobacco, physical activity, mental health, sexual health, sun protection, indoor climate in schools, hygiene, healthy food and meals, obesity, and drug abuse.

[The Danish Health Authority administers a pool for health promotion and sickness prevention](#). Private organisations can apply for funding of projects within the area of physical activities. The target groups can be: children and young people, families with children, children and adults with overweight. The pool of funding for projects within the

area of physical activities in 2019 is 350,000 DKK for new projects. A range of organisations have received conditional approval of support for 2.6 million DKK in 2019.

As an implementation of the Danish Sports Policy Aims from 2016, the parties behind the agreement agreed on a pool supporting sports for marginalised citizens. The pool supports the establishment of measures offering sports for marginalised citizens. The objective of the pool is to ensure that organisations offer sports activities for marginalised citizens.

The target group is all marginalised citizens regardless of gender, age, geography, etc. The pool supports all kinds of activities aimed at marginalised citizens, such as the socially marginalised, persons with disabilities, etc.

Time frame: The programmes are funded from 2016–2019.

**Funding:** 1.5 million DKK a year for four years.

#### **The following organisations received funding from the pool:**

- **Broen Danmark ([Bridge Denmark](#)):** Bridge Denmark is an association that supports marginalised children and young people in developing an active life. The association supports children and young people with fees and sports equipment, and the goal is that marginalised children and young persons are among peers and participate in a positive community.
- **Dfunk sport ([Dansk Flygtningehjælp Ungdom](#))** is a youth section of the organisation Danish Refugee Council. Dfunk sport consists of three initiatives: sports teams, sports tournaments, and outdoor activities for young Danes and young people with migrant and refugee background.
- **[GAME](#):** Founded in 2002 in Denmark with a mission to create lasting social change through youth-led street sports and culture, GAME establishes innovative facilities and trains youth leaders as instructors and role models in street sports and civil society. The young volunteers (known as 'playmakers') lead practices in street basketball, street football, street dance, and parkour in underserved communities throughout Denmark, Ghana, [Jordan](#), [Lebanon](#), and Somaliland.
- **"Re-Ball" ([Ombold](#))** is a non-profit organisation. Ombold has developed a football concept for groups of citizens that do not go to sports associations. Ombold arranges street football for socially marginalised people, for instance the homeless and drug abusers. Ten thousand people have participated in tournaments and championships since the establishment of the organisation in 2016.

#### **Monitoring and evaluation**

The Danish Institute for Sports Studies ([IDAN](#)) has conducted an [evaluation on sports measures aimed at marginalised groups in society](#). Among the projects evaluated is Broen Danmark (Bridge Denmark), mentioned above. The evaluation concludes that the measures strengthen social inclusion. The support from Bridge Denmark is key to marginalised children and young people's physical activity in organised sports associations. The measures in Bridge Denmark create an optimal opportunity for a life independent of parents' economic, employment, family, and ethnic situation.

The pool supporting sports for marginalised citizens is part of the rate adjustment pool (satspuljemidler). The 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. Occasionally, an evaluation is part of the project description.

#### **Physical education in schools**

In general upper secondary education programmes, the subject Physical Education and Sport is either mandatory or optional depending on the specific education programme.

The objective of the subject is that the student gains insight into physical activity's influence on health and into the cultural values of sport. The teaching consists of physical activities and theory.

In the three-year [STX](#) programme, Physical Education and Sport is mandatory at C level and optional at B level. As a pilot project, the subject is optional at A level in certain education institutions.

In the two-year [HF](#) programme, students must choose between Physical Education and Sport at C level or an artistic subject.

In the three-year [HTX](#) programme, Physical Education and Sport is an optional subject at B level.

In the three-year [HHX](#) programme, Physical Education and Sport is an optional subject at C level.

### **Cooperation between the general upper secondary education programmes and Team Denmark**

[Team Denmark](#) is a national organisation with the objective of developing Danish elite sport in an international context.

Team Denmark can approve young athletes, which means that the students have a more flexible upper secondary education programme during the weekdays and during exams. Furthermore, students can [prolong their upper secondary education programme](#).

### **Vocational upper secondary programmes**

Students in [VET programmes can choose Physical Education and Sport as an optional subject](#). The objective of the subject is to provide students with a positive experience of the connection between physical activity and well-being. Furthermore, the teaching contributes to the development of the students' personal identity, social and communicative competences, as well as motivates the student to lifelong physical activity and personal health.

According to [the ministerial order on VET education programmes](#), the teaching must be planned in a way that includes physical exercise and activity in order to promote health at young people and support motivation and learning. The students should be physically active for an average of at least 45 minutes during a school day.

Physical exercise and activity can be in the form of dedicated lessons or as a break from the ordinary teaching through the use of active break times. Furthermore, physical exercise and activity may be an integral part of other subjects.

It is possible for students engaged in sport at an elite level in Team Denmark to plan parts of their VET education programme with regard to their engagement in Team Denmark.

### **FGU**

In preparatory basic education and training ([FGU](#)), the teaching is organised so that health, nutrition, and exercise are integral parts of all aspects of the student's education.

### **Collaboration and partnerships**

The Danish Health Authority cooperates with a wide range of private organisations, for instance in the following projects:

#### **[Health in the Nature](#) (in cooperation with the Outdoor Council)**

The project includes measures aiming to promote outdoor activities in the municipal measures aimed at, among others, children with special needs. The Danish Health Authority is part of the advisory group and contribute with counselling and knowledge on public health and physical activity.

### **Healthy Kids Move the School (in cooperation with Danish School Sports)**

The project aims to help the public primary and lower secondary schools implement the requirement of 45 minutes of physical activity each day. The Danish Health Authority participates in the project as part of the stakeholder panel. The purpose of the panel is to contribute with professional knowledge and expertise in relation to the content and target group of the different measures in the project.

### **Thematic group: Physical Activity (within the framework of the Healthy City Network)**

The Healthy City Network supports public health in the municipalities by creating synergy and networking opportunities between municipalities, regions, national actors, and the WHO. In the thematic group Physical Activity, the network focuses on how to establish and develop measures in relation to physical activity and optimal cooperation between municipalities. The Danish Health Authority participates in the meetings in the group in order to have a dialogue with the municipalities.

Active Healthy Kids Global Alliance (AHK, in cooperation with the University of Southern Denmark) is an international network that assesses the status of the task of getting more kids and young people to be active in their everyday lives. The University of Southern Denmark is in charge of the project in Denmark. The Danish Health Authority participates in the working group as an observer.

## **7.4 Healthy lifestyles and healthy nutrition**

### **National strategy(ies)**

In December 2019, a majority in parliament agreed on a national action plan on smoke-free life for children and young people.

### **National Action Plan on Children and Young People's Smoking (National handleplan mod børn og unges rygning)**

Timeframe: December 2019 – not announced

According to the action plan, every day, 40 young people start smoking. Furthermore, 4 out of 5 smokers started smoking when they were younger than 18 years of age. The signatory parties agree to put an end to young people's smoking by initiating a range of actions:

- All tobacco products, e-cigarettes and nicotine products must be out of sight until customers ask for the products. This also applies to online trading. The signatory parties also agree to ban signage regarding tobacco products.
- Tightened ban on tobacco commercials
- Neutral tobacco packets
- Smoke-free schools: the signatory parties agree to include all types of schools with young people under 18 years in the requirement for smoke-free schools. This also includes VET-institutions and the new preparatory basic education and training education (FGU).
- Ban on added flavourings in tobacco and e-cigarettes
- Regulation of nicotine products. Nicotine products will be covered by the same regulations as tobacco products.
- Strengthened control with tobacco sale for minors. Young people must be 18 years of age to buy tobacco products. When young people purchase tobacco products, they are required to show ID. Furthermore, the signatory parties agree to raise the fine for tobacco sales to minors.

- Ban on added flavourings in hookahs
- Support to smoking cessation: the signatory parties agree that all municipalities must have access to and can hand out medicine for smoking cessation in the municipal smoking cessation programmes.

The objective is to reduce the number of young smokers, which is significantly higher than the other Nordic countries.

The target group is children and young people.

The Ministry of Health is the top-level authority. The Danish Health Authorities will be involved in the monitoring of the initiatives, and municipalities, local education institutions, and the Danish retail sector are responsible for the implementation of the action plan.

There is no monitoring, assessment, or revisions of the action plan yet, but the signatory parties agree to evaluate the initiative with neutral tobacco packets as well as to monitor the demand for nicotine products, sale of tobacco to minors and consider further regulations if necessary.

### **Strategy for Food, Meals, and Health (Strategi for mad, måltider og sundhed)**

Type of document: Government strategy

Time of introduction: August 2018–June 2019

Main elements:

The strategy is a cross-sectoral cooperation, since a healthy lifestyle involves several aspects in life. The strategy contains 14 initiatives in 7 different areas:

- Healthy children and youth for the future
- Healthy local environments
- Healthy and active as long as possible
- A healthy choice must be an easy choice
- Proactive authorities ensure better/valid knowledge for the Danes
- Denmark as a pioneer country
- Together we accomplish

Key objectives

The key ambition is to establish the best possible conditions to improve the opportunity to live a good and healthy life.

The [2017 National Health Profile](#) established that more than half of the adult population are overweight, and 17% of the adult population are obese. An unhealthy diet and overweight are risk factors for several serious diseases, such as type 2 diabetes, cardiovascular diseases, and cancer, which have significant societal and personal consequences. The objective of the government strategy is to ensure that Danish citizens have the qualifications to make healthy and informed choices regarding food, meals, and a healthy lifestyle.

The objective of the strategy is inspired by the UN sustainability goal number 3.4. The goal includes the target to reduce one third of the premature mortality from non-communicable diseases through prevention and treatment by 2030 and promote mental health and well-being.

Healthy habits are established in childhood. Danish children and young people spend much of their day in day care or education institutions. The strategy launches initiatives that focus on healthy diet and meals in day care and schools and healthy diets in the private sphere/in families. Furthermore, the strategy aims to:

- Establish a food culture among children and young people by giving them experiences with and an understanding of food and its production and history.
- Develop a voluntary labelling scheme in which institutions have the option of developing a healthy food profile.
- Provide recommendations and guidance to parents and institutions regarding food.
- Providing evidence-based knowledge on nutrition and healthy lifestyles.
- Establish a national forum for food, meals, and healthy living. The forum is responsible for actualising/fulfilling the overall objective of improving food and meal habits in the Danish population.

The strategy is funded with 10 million DKK each year from 2018 to 2021.

Target groups: the entire population, especially children and young people.

### Government authority

The strategy involves several sector ministries:

The Ministry of Environment and Food, Ministry of Health, Ministry for Social Affairs and the Interior, and Ministry of Children and Education.

### Monitoring/assessment/evaluation

No mechanisms are mentioned in the strategy.

### Major revisions/updates

There are no revisions of the strategy.

## Encouraging healthy lifestyles and healthy nutrition for young people

In Denmark, several national authorities are responsible for encouraging healthy lifestyles and healthy nutrition among young people. The Danish Veterinary and Food Administration ([Fødevarestyrelsen](#)), under the authority of Ministry of Environment and Food of Denmark, and the Danish Health Authority ([Sundhedsstyrelsen](#)), under the Ministry of Health, provide information and guidelines that encourage people to live a healthy life.

Guidelines from the Danish Veterinary and Food Administration:

### Danish dietary guidelines for meals served in schools and educational institutions – ‘The Meal Label’ and guidelines for meal settings and environments

The official guides for healthier meals were developed in 2017 to match different arenas (day cares, schools, educational institutions, and workplaces) by using the same framework and logo: ‘The Meal Label’. The guidelines consist of a series of nutritional principles for different meals and food offerings such as lunch dishes, sandwiches, breakfast, snacks, and drinks. Using this label also functions as a means of communication to inform parents and students that their school or canteen is serving meals that follow the official Danish guidelines. To complement the dietary guidelines for healthier meals, the Danish Veterinary and Food Administration provides recommendations for meal settings and environments related to the meal. The goal of this is to encourage the development of healthy food and meal habits amongst especially children and youngsters.

### Preventive guidelines for municipalities

The purpose of the prevention guideline for food and meals is to support the municipalities’ work with promoting healthy food and meal habits. The recommendations are based on Danish and international evidence, supplemented with knowledge of good practice and experiences from, for instance, municipalities. The target group is municipal employees. The guidelines were updated and relaunched in 2018 in a collaboration between the Danish Veterinary and Food Administration and the Danish Health Authority. The use of the guidelines is monitored regularly by an independent research institute.

## National study of the Danes' diet and physical activity

The national study of the Danes' diet and physical activity (DANSDA) contains national data on children's and adults' (4–75 years) intake of, for instance, fruit and vegetables, sugar, fat, and protein. The data is categorised by gender and age groups. The results are being used for both counselling and for research in the nutrition field, for example on the fortification of food, assessment of new ingredients, as well as in relation to dietary advice and in order to target nutritional information for the population. The study is conducted by the National Food Institute, which has carried out the national diet surveys since 1985. The latest survey was carried out in 2015.

## The Danish School and Worksite Food Survey

The Danish Veterinary and Food Administration developed the concept for food-based dietary guidelines applicable for meals served in elementary schools, youth educations, and workplaces (The Meal Label). Based on this background, the National Food Institute designed 'The Danish School and Worksite Food Survey', a survey aiming to evaluate the extent to which the food supply in these settings complies with the guidelines, including the overall structural framework for the operation of the kitchens. A baseline was performed in 2018 and regular monitoring will be carried out.

## The 'Keyhole' label

The Danish Veterinary and Food Administration's Keyhole label can help consumers identify healthier choices when buying food. The Keyhole label is a common Nordic label for healthier food products in Denmark, Iceland, Norway, and Sweden. The Nordic countries collaborate on, for example, the development of criteria for the label, branding strategy, and monitoring. The Keyhole label was launched in Denmark in 2009 and has gained rapid success, with 94% of adult Danes recognising the label and more than 4000 products carrying it. There have been eight national campaigns promoting the label (the latest being in 2017). All campaigns have been evaluated. The number of products is monitored regularly, and other research has been performed on, for instance, how the nutritional quality changes from choosing the Keyhole label.

## Initiatives under the Danish Health Authority

The Danish Health Authority administers a pool of funding for NGOs and private organisations that can supplement the work done by the Danish Health Authority within the area of health promotion and prevention of diseases.

Organisations and NGOs can apply for the funding of projects within the following areas:

- Alcohol prevention
- Mental health
- Sexual health
- Asthma and allergy
- Cross-municipal networks for health promotion and prevention
- Tobacco prevention
- Monitoring the health area
- Physical activities
- Prevention of doping

Furthermore, the Danish Health Authority administers a part of the rate adjustment pool (satspulje). The pool funds projects coordinated and administered by NGOs and organisations that focus on health (mental and physical) and prevention.

## Projects since the 2010s

**2008–2011:** [Young and Healthy](#)

**Objective:** Health promotion among young people outside the education system.

**Target group:** Marginalised young people in the 16–19-year age group outside or on the edge of the education system and the further education of professionals working with young people.

Measures are established in 13 municipalities in order to:

- Test new outreach methods for dialogue with young people outside or on the edge of the education system.
- Test new methods to ensure the development of competences, self-esteem, and give them better opportunities to complete a youth education.
- Provide professionals with new tools in their work with the young people.

**Funding:** A total of 36 million DKK over a four-year period.

**Monitoring and evaluation:** A midterm and a final evaluation were produced. The final report concluded that the immediate outputs of the projects in the 13 municipalities were more awareness of a healthy lifestyle at the schools as well as more successful experiences and self-esteem among the young people. The final report concluded that the outcome of the project was less clear and systematic. However, most municipalities report increased self-esteem and a healthier lifestyle, for instance via loss of weight. There was no effect on young people's choice of education or affiliation to organised sports organisations.

### **2011–2014: Young People, Alcohol, and Drugs ([Unge, alkohol og stoffer](#))**

**Objective:** The objective of the project was to ensure an early discovery and consultative measure towards young people at risk of a problematic drug use.

The six municipalities participating in the project have established and tested:

- Cooperation between municipality and education institutions
- Policies and action plans regarding drugs
- Early discovery and consultative initiatives
- Anchoring the initiatives after the project period

#### **Target:**

- All young people in general and vocational secondary education
- Young people at risk of a problematic drug abuse
- Teachers, school leaders, and student counsellors

#### **Monitoring and evaluation:**

The monitoring and evaluation of the project consists of:

- Project descriptions from the six municipalities
- A programme theory with a description of expected processes and outcomes/effects of the initiatives
- Self-evaluations consisting of three status reports
- Qualitative telephone interviews with the project leaders
- Monitoring visits and interview with project leaders, municipal actors, and visits/interviews at youth education institutions
- Questionnaire among youth education personnel
- Workshop

### **A final external evaluation of the project was carried out in December 2014**

The evaluation concluded that there is no one-size-fits-all model and that measures must fit the local situation. Furthermore, the evaluation concluded that:

- It takes time to implement an early discovery and consultative measure.
- Cross-sectoral cooperation between school staff and the municipality is a strength.
- Skills-upgrading makes teachers more confident in handling young people with drug issues.
- Several consultative measures have been established and they all indicate that it is important to meet the young people in an equal dialogue.

### **Project with the aim of preventing risky behaviour and substance abuse**

**Time frame:** 2015–2018

**Type of measure:** [A strengthened measure for young people with psychosis due to the use of marihuana or other drugs](#)

**Objective:** The project should develop and improve the existing free measures aimed at young people with psychosis in order to help them back to their everyday life and education.

**Target group:** Young people who have or have had a psychosis due to drug abuse.

**Funding:** 3 million DKK.

#### **Evaluation and outcome:**

**The partners in the project were obliged to produce a final report. The evaluation concluded that:**

- The young participants' reported consumption of marihuana and other types of drugs decreased at the beginning of the treatment but stagnated in long-term measures.
- The measure improves the recovery process of the young participants because it improves social relations and contributes to a more positive self-image.
- The measure strengthens the young participants' reintegration in education.
- The project has expanded the network and cooperation with other partners.

Source: The Region of Southern Denmark (Region Syddanmark): Final report of the rate adjustment pool project Face It – A strengthened measure for young people with psychosis due to the use of marihuana or other drugt (Afsluttende statusrapport for satspuljeprojektet Face It – En styrket indsats for unge med psykoser relateret til hash eller andre stoffer). 2019

### **2012–2015: Strategy to prevent socially marginalised young people from smoking**

**Measure:** The development and implementation of a national concept aimed at preventing young people from smoking and helping young smokers to quit smoking.

**Objective:** The aim of the pool is to prevent young people from smoking.

**Target group:** Socially marginalised young people.

**Funding:** A total of 16 million DKK. Three million DKK is aimed at the development of methods, materials, competence development courses, and an evaluation.

#### **Monitoring and evaluation:**

[An evaluation of the project has been conducted.](#) The evaluation concluded that partners in the project were not precise in their implementation of the project design and therefore the measure cannot be seen as a coherent measure. On the positive side, the evaluation

shows that smoking has been debated and has received a lot of attention at the participating schools.

**Outcome:**

[An inspiration catalogue has been produced.](#)

**2012–2015: [Equality in treatment for all children and young people with somatic diseases](#)**

**Objective:** To ensure that all children and young people with chronic somatic diseases receive the same early detection, treatment, and follow-up procedures independent of socio-economic background.

**Target group:** The primary target group are children and young people in the 0–15-year age group with a chronic somatic disease.

**Measure:** To develop and test new methods in order to:

- Detect chronic diseases among children and young people.
- Clarify the need for support.
- Optimise a coherent and cross-sectoral treatment and follow-up measure.
- Ensure that the patient and the parents receive continuous support that strengthens their competences to master everyday life with a child with a chronic disease.

**Funding:** A total of 12 million DKK over a four-year period.

**Monitoring and evaluation:** [External evaluation by midterm and a final evaluation at the end of the project.](#)

**Outcome:**

- Participating parents experience strengthened personal resources.
- The project has contributed to a more coherent and cross-sectoral cooperation in the participating municipalities.

**2012–2015: Preventive measures targeting overweight children and young people**

**Measures:**

- Preventive measures in existing municipal schemes
- Project 'increased effect' at the Christmas Seal Foundation Home

**Objective:** Prevention of overweight among children and young people.

**Target group:** Primarily overweight children and young people in the 12–15-year age group.

**Funding:** A total of 11,080,000 DKK over a four-year period.

**Monitoring and evaluation:** A midterm and a [final evaluation by SFI in 2016](https://www.sst.dk/da/Udgivelser/2016/Evaluering-af-satspuljen-forebygge...)

**Outcome:**

The evaluations of the project show increased self-esteem, quality of life, self-experienced health, and loss of weight among participants in the project.

**2016–2019: [Increased measure targeting children and young people as relatives of mentally ill persons or persons with somatic diseases](#)**

**Objective:** To detect and prevent failure to thrive among children and young people with parents or siblings with serious illness. Children and young people with serious illness in the close family are at risk of developing mental illness themselves.

**Measure:**

- Early identification of the target group at the GP and hospitals
- Attention to long-term or chronic courses of illness
- Transition between the healthcare system and the everyday life of the child/young person
- Inclusion of the family

**Target group:** Children and young people in the 5–18-year age group.

**Monitoring and evaluation:** The initiatives receiving funding in the project must deliver annual status reports on the progress, activities, expenses, and budget for the activities of the following year. After the project period, the initiatives must formulate a final evaluation containing, as a minimum, a thorough description of the development and implementation of the overall objectives/targets in the project.

**Funding:** 9 million DKK.

**Outcome:** The project is still in effect.

## Health education and healthy lifestyles education in schools

Health education is primarily a topic covered in primary and lower secondary education. However, health education is also included in some subjects in general and vocational upper secondary. Furthermore, education institutions are obliged to provide healthy education environments that contribute to students' well-being.

The physical surroundings and the study environment affect students' well-being. The décor of the classrooms and the education institution in general may contribute to the students' well-being and their motivation to learn. Furthermore, according to the Act on Pupils' and Students' Teaching Environment (Undervisningsmiljøloven, [LBK nr 316 af 05/04/2017](#)), it is the responsibility of the education institution to ensure that the teaching environment is completely safely with regard to health and safety.

### Health education in general upper secondary education:

In three general upper secondary education programmes, the subject Biology covers topics related to health education. Biology is mandatory in [STX](#) and [HTX](#). In the two-year [HF](#) programme, the subject Biology is mandatory in one cluster of subjects.

### The health topics addresses in Biology C level are:

- Physiology: overview over the human organ system, the structure and functioning of one organ, reproduction, and hormonal regulation
- Health, sickness, and medicine

See also [section 7.3](#) on the subject Physical Education and Sport. Besides physical activity, the subject covers theory on the relationship between physical activity and health/health lifestyles.

Since 2007, a ban on smoking covering for instance education institutions has been implemented. The smoking ban (Act on Smoke-Free Areas, Lov om røgfrie miljøer, [LBK nr 966 af 26/08/2019](#)) includes all three-year general upper secondary education institutions, which makes it illegal to smoke anywhere in the premises of the education institutions. The objective of the act is to expand non-smoking areas and prevent the harmful effects of passive smoking.

Since the reform of general upper secondary education in 2016, upper secondary education institutions are obliged to conduct an annual survey on students' well-being. The survey contributes to uncovering areas in relation to students' professional and social well-being that are in need of special measures and follow-up.

In 2019, the Danish Evaluation Institute (EVA) published a report on students' well-being in upper secondary educations. The report emphasises that it is a core task of the upper secondary education institutions to develop teaching environments and teacher–student relations that promote and support professional and social well-being of the students.

In order to support students' mental health, upper secondary education institutions must offer support and guidance to students who fail to thrive and who are at risk of dropping out. The support can be in the form of mentoring, coaching, contact teacher, psychologist, etc. The person in charge of the support must have insight into guidance and measures to promote desirable behaviour and well-being among young people. The target group is young people who address staff/teachers directly or students who teachers identify as having problems in relation to well-being or retention.

### **Health education in vocational upper secondary education**

Education in healthy lifestyles is part of the subject [Society and Health](#) in the first-year basic programme in the VET programmes. The students learn about healthy work processes, healthy lifestyles, hygiene, sexual health, including contraception, the body, gender, and identity. The subject is included in some VET programmes.

In preparatory basic education and training ([FGU](#)), the education is organised so that health, nutrition, and exercise are an integral part of all parts of the student's education. The institution must provide one or more daily meals free of charge.

Vocational upper secondary education institutions are obliged to conduct an annual survey on students' well-being. The survey contributes to ensuring and improving the students' well-being and motivation to complete an education – and thereby reduce dropouts.

In 2007, a smoking ban was implemented. VET colleges and production schools that are not merged with a three-year general upper secondary education institution are not covered by the same rules as the three-year general upper secondary institutions. In VET colleges, it is not allowed to smoke inside the education institution. However, smoking outside is legal, and VET colleges can decide to arrange a smoking room where students are allowed to smoke.

The Ministry of Children and Education manages a digital learning platform, emu.dk, which provides teaching material and inspiration for teachers in primary to upper secondary level, as well as in adult education and continuing training.

### **Sex education**

Sex education is mandatory in primary and lower secondary education ([folkeskole](#)) but not at upper secondary education level. Some VET education programmes include the subject Society and Health (see above).

Furthermore, a sex education covering themes such as sexuality, gender, the body, and health can be included in the teaching in the following subjects: Biology, Social Science, Danish, History, Psychology, Philosophy, Physical Education and Sport, Culture and Society.

The NGO Danish Family Planning Association (Sex & Samfund) has developed free teaching material aimed at upper secondary education programmes. Furthermore, at the digital learning portal emu.dk, teachers can find inspiration and teaching material for sex education.

### **Peer-to-peer education approaches**

The Danish Family Planning Association runs a [young-to-younger](#) corps that offers sex education to primary, lower secondary, upper secondary, and special needs education programmes. The sex education is organised and managed by the NGO the Danish Family Planning Association (Sex & Samfund). The teaching covers the body, gender, sexuality, reproduction, contraception, etc. The teaching can take place at the Danish Family Planning Association's locations or at the school. There is self-payment for schools using

the Danish family Planning Association's services, unless the municipality has entered into an agreement with the association.

The approach in the teaching is norm-critical and based on dialogue.

## **Collaboration and partnerships**

The Danish Health Authority collaborates with a range of other public authorities and private partners.

The Ministry of Health has the overall responsibility of health in Denmark, and the role of the Danish Health Authority includes offering advice to the Danish Ministry of Health and other governmental, regional, and municipal authorities in the area of healthcare, such as the Ministry of Children and Education, which is a top-level authority within the area of formal health and sex education in Danish primary and secondary schools. The Danish Health Authority also cooperates with the municipalities who have the overall responsibility for the prevention of diseases for all citizens in Denmark.

The Ministry of Health funds private organisations with expertise within different health areas.

Examples of partnerships:

Danish Family Planning Association: Sex education in schools.

The Aids Foundation: Counselling and checkpoints.

Danish School Sports: Healthy children move the school. A programme with six measures to promote physical activities among children and young people in primary and secondary schools.

Healthy City Network: The network supports the work with public health in the municipalities, regions, national actors, and the WHO. The Danish Health Authority participates in the meetings in the [theme group for physical activities](#) in order to have a dialogue with the municipalities regarding public health and physical activity.

[Partnership to prevent the sale of tobacco to young people](#): In 2017, a partnership was established in order to prevent the sale of tobacco to young people below the age of 18. According to the Act on the Sale of Tobacco and Alcohol to People Below the Age of 18 (Lov om forbud mod salg af tobak og alkohol til personer under 18 år, [LBK nr 964 af 26/08/2019](#)), it is illegal to sell tobacco to young people under 18 years of age. Among other initiatives, the members of the partnership share the initiatives they launch in order to prevent the sale of tobacco to minors. The partnership consists of the Danish government and the Danish retailers.

## **Raising awareness on healthy lifestyles and on factors affecting the health and well-being of young people**

### **Information providers:**

According to the Danish Act on Health (Sundhedsloven, [LBK nr 903 af 26/08/2019](#)), the Danish Health Authority (Sundhedsstyrelsen) has an information obligation to the public, the Ministry of Health, and to the healthcare authorities in general.

The task is to impart knowledge to the population and the authorities on the population's health status, risk factors, and prevention (e.g. an unhealthy lifestyle), and to promote structural, preventive interventions that can support healthy choices.

The Health Authority formulates health promotion packages within several areas, for instance tobacco, alcohol, physical activity, and sexual and mental health. The material presents evidence-informed risk factors and recommendations.

The organisation the Danish Family Planning Association (Sex & Samfund) runs [two counselling services](#):

- [Private Talk](#): A counselling service for young people in the 10–15-year age group. The service consists of both a telephone line and a chat forum.
- [Sex Line](#): A counselling service for young people in the 15–25-year age group. The service consists of both a telephone line, a chat forum, and a problem page.

The organisation provides online information aimed at children, young people, and adults about sexually transmitted diseases, contraception, sexuality, puberty, social media, the body, and boundaries.

The organisation also runs a contraception and counselling clinic in Copenhagen. Trained nurses and medical specialists advise young people and provide free treatments. The organisation the Aids Foundation has three checkpoints in the three largest cities in Denmark: Copenhagen, Aarhus, and Odense. At these checkpoints, specific target groups can be tested anonymously and freely for sexually transmitted diseases, for instance HIV. The target groups are:

- Men who have sex with men
- Trans persons
- Migrants from countries with a high prevalence of HIV
- Persons with HIV

The target groups can also receive counselling sessions provided by the checkpoints. The counselling can be in the form of face-to-face consultations or over the phone by the use of the checkpoints' hotline.

### **Youth-targeted information campaigns**

Every year, the Danish Health Authority conducts a number of information campaigns to focus on some of the most common risk factors having a major impact on public health, for example alcohol, physical activity, tobacco, and sexual health.

The Danish Health Authority also runs information campaigns aimed at more specific target groups.

The purpose of these information campaigns is to provide the citizens with a basis for making decisions about their own health behaviour and offer them directions for action, for example to stop smoking. The campaigns also contribute to a change in attitudes and behavioural changes. The information campaigns create visibility and help set the agenda.

The Danish Health Authority co-funds a number of private organisations that provide information aimed at young people regarding sexual health.

The Danish Health Authority co-funds a number of private organisations with expertise within the area of health. In relation to young people, the organisations the Danish Family Planning Association and the Aids Foundation often run campaigns about sexual health.

The Danish Health Authority runs ad hoc and recurrent campaigns:

Much More Presence ([Meget mere med](#)), 2018. The campaign focuses on alcohol consumption among 16–20-year-olds. The Danish Health Authority produced posters, PowerPoints, films, and material that could be used on Facebook, and municipalities could use the material in local campaigns. Besides the campaign material, the Danish Health Authority formulated different promotion strategies that the municipalities could make use of.

[But Why](#), 2017–2020. The campaign aims to prevent young people in the 14–19-year age group from starting smoking. The Danish Health Authority has cooperated with 11 influencers who have produced YouTube videos about why they do not smoke. The Danish Health Authority also produced spots to Spotify and campaign films for social media and cinemas. In March 2018, the campaign website [butwhysmoke](#) was launched, targeting parents with children in the above-mentioned age group.

The first round of the campaign has been [evaluated](#), and the evaluation shows a drop in young people's wish to start smoking.

[Music Against Drugs](#) and Less drinking – More Partying

Since 2003, the Danish Health Authority has cooperated with festivals and the interest organisation of Danish music venues [Danish Live](#). The campaign focuses on regulations of serving of alcohol and limiting the use of alcohol. Each year, the campaign is evaluated.

[Get Moving](#). From 2003 to 2017, the Danish Health Authority ran a campaign to help children and young people to be more active. The main objective was to promote the Danish Health Authority's recommendations on physical activities among young people and children and to make more children and young people physically active. The campaign consisted of features on Facebook with inspiration to physical activities during weekdays. The website of the campaign, [getmoving.dk](#), also presents the Danish Health Authority's recommendations on physical activity, short videos, and an inspiration catalogue.

## 7.5 Mental health

### National strategy

In Denmark, equality in health (care) is considered pivotal to enjoying a standard of living and well-being that is considered normal in society. However, there is no strategy on equality in health. Rather, equality in health (care) is a fundamental underlying principle in all measures in the Danish healthcare system.

In September 2018, the former government launched an action plan for psychiatry up until 2025. As of June 2019, the action plan is no longer in effect, but many initiatives in the action plan are currently being implemented.

The top-level document was a national action plan.

The title of the action plan is We Accomplish Together. An Overall Action Plan for Psychiatry up until 2025. ([Vi løfter i fællesskab. En samlet handlingsplan for psykiatrien frem mod 2025](#))

#### Main elements

The number of Danes with mental problems is rising. In [the national health profile survey from 2017](#), one out of five people 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 established 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, [Lbk nr 798 af 07/08/2019](#)) must be in education or employment.

The target group was, amongst others, young people with mental problems.

The Ministry of Health was the top-level responsible authority. The healthcare system is the responsibility of the Danish regions.

The last target in the plan (i.e. that 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) was included in the strategy 10 Goals for Social Mobility.

There are no revisions of the action plan.

## Improving the mental health of young people

In 2018, the minister for health established a youth panel to promote mental health among young people. The panel had 10 members in the 20–27-year age group. The panel has held two meetings and four workshops, which resulted in nine recommendations to the minister for health. See [section 5.3](#)

In June 2018, the government set up a cross-disciplinary national stress panel. The panel was a cooperation between five ministries and a minister without portfolio: the Ministry of Health, the Ministry of Employment, the Ministry for Social Affairs and the Interior, the Ministry of Children and Education, the minister for equal opportunities and the Ministry of Higher Education and Science. In April 2019, the panel presented [12 actions](#) aimed at preventing stress in the population.

With the [rate adjustment pool agreement \(satspuljeaftalen\) 2019–2022](#), a majority in parliament has allocated 10 million DKK to the establishment of the Centre for Digital Health. The centre will be in charge of research and counselling initiatives on the effect of digitalisation on Danes' mental and physical health, such as concentration and sleep.

### **In the 2019–2022 agreement within the area of health, young people's mental health is in focus in the following funding allocations:**

The counselling offer Headspace targets young people in the 12–25-year age group with emerging mental health problems. Headspace is a free and anonymous offer for young people who need someone to talk too. Young people can phone, send an e-mail, chat, or drop by without an appointment. The idea behind Headspace is to establish one point of entry for counselling, and Headspace can guide and counsel the young person regarding municipal or regional offers. Furthermore, the idea behind Headspace is to help young people with problems before the problems become insurmountable or demand a measure in the social system or the health system. With the 2019–2022 rate adjustment pool, an external evaluation of the Headspace initiative will be funded as well as the establishment of more Headspace centres. The total funding in the 2019–2022 period is 57.5 million DKK.

The Student Counselling Service in higher education receives 10 million DKK in operating aid in the 2019–2022 period. The counselling service offers social, psychological, and psychiatric counselling and treatment, and the counselling service helps young people complete their studies.

From 2010 to 2017, the number of children and young people in contact with the psychiatric system increased by 53%. In the municipalities, there is a need for strengthened measures in order to prevent and treat children and young people in the 13–25-year age group with mental problems as well as parents to young people with emerging mental health problems. Therefore, the rate adjustment pool funds a strengthening of the early, preventive measures in the municipalities aimed at young people with mental problems in the 13–25-year age group. The objective of the increased measures is to help young people in the least intrusive way and with a coherent measure that allows the young people to have a connection to their everyday life, school, friends, and leisure activities. The measure must have a central coordinating function regarding other relevant services in the municipalities, psychiatric system, in youth education programmes, and in civil society, etc. The National Board of Social Services and the participating municipalities implement the initiatives. The measure is funded with 60.7 million DKK.

In connection with the funding of a strengthened measure targeting the 13–25-year age group mentioned above, the rate adjustment pool agreement allocates 120.4 million DKK for strengthening the PPR measure (pedagogical-psychological counselling) in the municipalities. The funding covers a mapping of knowledge and practice. Based on the evaluations from the mapping, the funding covers the implementation of new measures.

Children and young people who grow up with parents with mental illness are a vulnerable group who may need extra attention. The group is at risk of a failure to thrive, because they often keep their worries and problems to themselves. The rate adjustment pool (satspulje) funds a national competence centre for measures for aimed at children who have parents with mental illness. The task of the centre is to collect and distribute knowledge in the area in order to strengthen the competences of professionals working with the target group. The centre has been allocation 11 million DKK.

The rate adjustment pool agreement for 2019–2022 supplements a pilot project with free psychological treatment for 18–20-year-olds (see rate adjustment pool agreement 2018–2021 below). The rate adjustment pool covers free psychological treatment for 21-year-olds with light to moderate depression or anxiety up until 2021. The funding is 18.4 million DKK.

All of the above-mentioned initiatives are still in effect and there are no main outcomes or evaluations yet.

#### [The rate adjustment pool 2018–2021](#)

The rate adjustment pool 2018–2021 funds a pilot project with free psychological treatment for young people in the 18–20-year age group with light to moderate depression or anxiety. The total funding is 15.1 million DKK.

The pool funds an extended regional psychiatric system to help children and young people with mental illness as close to their everyday lives as possible. The objective of the funding is to help children and young people outside the psychiatric system by using evidence-based treatments, such as family therapy and mindfulness, etc. Furthermore, the objective is to establish a more coherent cooperation between municipal and regional authorities, which includes relevant stakeholders, such as the education institutions, PPR cooperation, the parents, the municipal social services, and the regional psychiatric system for children and young people. The total funding is 214.6 million DKK.

The pool funds the mindfulness-based stress reduction education of professionals working with children and young people in the 11–18-year age group. The objective of the funding is to ensure well-being and an everyday life free from stress, as well as to help children and young people gain a better balance and more presence in their lives. The funding amounts to 12.5 million DKK.

The pool funds an increased measure aimed at people with eating disorders and who self-harm. The strengthened measure includes increased treatment capacity and the testing of screening tools. The total funding is 53 million DKK.

### [The rate adjustment pool 2017–2020](#)

The pool funds the establishment of a national partnership for the prevention of suicide. The total funding is 4 million DKK. The partnership consists of the regional suicide centres, the regions, municipalities, research units, NGOs, the Danish Health Authority, as well as the National Board of Social Services. The task of the partnership is, among others, to strengthen and coordinate the existing national collection and distribution of knowledge concerning the prevention of suicides, to counsel the Danish Health Authority and the National Board of Social Services, and to support a high-quality coherent prevention and treatment in the municipalities.

The pool funds a pilot project that tests the effect of ambulant treatment of persons with psychiatric illness one week following hospital release. Research indicates that the risk of suicide among people with mental illness is the greatest right after release from the psychiatric hospital. The pilot project is funded with 21.8 million DKK.

The pool also funds an expansion of the regional centres for the prevention of suicide in order to make the centres able to initiate immediate follow-up measures aimed at people at risk of committing suicide. The target group is people who are considering committing suicide or have attempted suicide, including children and young people. Every year, participating centres must conduct a professional status report and apply for the continuation of the project. The report and application must be approved before funding can be disbursed for the next year's activity. The expansion is funded with 7.8 million DKK.

Lastly, the pool funds a cross-disciplinary measure for children and young people with mental problems such as attention deficit, anxiety, eating disorders, and self-harm. The measure must be coherent and implemented as a cooperation between municipalities and regions and across administrations and sectors, for instance GP, social services, schools, PPR, and hospitals. The pool funds the development of the measure with 3 million DKK and the implementation and distribution of the measure with 33.5 million DKK. Participating municipalities commit themselves to producing annual reports on the activities conducted. The reports are necessary in order to receive the next year's funding. Furthermore, participating municipalities must hand in a final evaluation in which participants must:

- Document if and how the project target has been achieved.
- Show how and to what extent the project can be continued after the project period.

Furthermore, the National Health Authority and the National Board of Social Services are responsible for an evaluation of the total project.

## **7.6 Mechanisms of early detection and signposting of young people facing health risks**

### **Policy framework**

Several measures mentioned in [section 7.5](#) are worth mentioning as mechanisms for the early detection and signposting of young people facing health risks.

In the 2019–2022 rate adjustment pool agreement, three projects develop and/or strengthen early preventive measure in the municipalities targeting mentally vulnerable young people. The projects are funded with a total of 238.6 million DKK. See [section 7.5](#).

In the 2018–2021 agreement, 214.6 million DKK is allocated to establishing an extended regional psychiatric unit for the treatment of young people outside the psychiatric system. The objective of the extended unit is to treat children and young people in the least intrusive way, as close to their family, school, and everyday life as possible. The target group is young people with psychiatric illness who do not need a measure in the children and youth psychiatric system but need a measure in their local environment. See [section 7.5](#). The project is in effect and there is no other information available.

In the 2018–2021 agreement, 15 million DKK has been allocated to a pilot project where young people in the 18–20-year age group with light depression and/or light anxiety are entitled to free psychologist treatment. In the 2019–2022 agreement, 21-year-olds were included in the existing pilot project. The project is in effect and there is no other information available.

## Stakeholders

See [section 7.5](#)

## Guidance to stakeholders

See [section 7.5](#)

## Target groups

See [section 7.5](#)

## Funding

See [section 7.5](#)

## 7.7 Making health facilities more youth friendly

See [section 7.5](#) and [7.6](#).

The Danish government has continuously emphasised the need to strengthen efforts to combat cancer through four national cancer plans.

To meet the challenges in the Danish cancer field, a fourth national action plan was developed and adopted in 2016. The fourth national action plan is aimed at the patients and adopts a patient-centred approach. The list of initiatives includes improved prevention of and screening for HPV-related cancer, innovative solutions for patient-centred care, optimisation of patient pathways, better tools for joint decision-making, and strengthening of rehabilitation and palliative care. Increased resources are granted with the purpose of increasing capacities in hospitals, including imaging and radiotherapy, and for supporting research and evidence-based medicine.

One initiative is targeting children and young people with cancer. The initiative supports the expansion of offers for hospitalised young people between the ages of 15 and 29 with cancer, and thus contributes to ensuring a good framework for the young people when they are admitted to hospital.

In [the status report on the implementation of the action plan](#), it is described that the regions have used the funds for continuing the operation and refurbishment of common rooms and conservation centres for young people with cancer. Furthermore, the funds have also been used for adolescents and networking evenings, home treatment with intravenous portable pumps, hiring of youth ambassadors and youth coordinators, and setting up a late-follower ambulatory for the young patients with a focus on the late effects that this patient group experience.

## 7.8 Current debates and reforms

### Forthcoming policy developments

The new government has formulated an 'understanding paper' together with its three supporting parties. The paper contains several elements that focus on young people's health and well-being. By way of introduction, the paper establishes that one of modern society's most serious challenges is young people's mental health. The paper pronounces that the new government will pursue a policy that makes Denmark the best country to grow up in.

The government will formulate a national action plan for mental health and assess the education system in order to identify initiatives that strengthen children and young people's well-being and reduce the 'culture of performance'. This includes a revision of the grading scale, other forms of examining, and an evaluation of the admission system. The new government will remove the cap on education, which implies that there is a limit to how many higher educations a young person can fulfil.

The government will establish an initiative to reduce the number of smokers, especially young smokers. As part of the government platform, the government will increase the price on tobacco. In September 2019, the government presented an [action plan to prevent children and young people from smoking](#). Among other things, the government suggests an increase in the prices on tobacco, a smoking ban at all education institutions (including VET colleges and production schools – see section 7.4), and a ban on tobacco commercials.

The government will strengthen the psychiatric system with a 10-year plan. One of the priorities in the plan is to extend the existing measure with free psychological treatment so that it includes the 6–24-year age group. It appears from the [economic agreement between the government and the municipalities for 2020](#) that KL (Local Government Denmark) and the Danish Regions will be involved in the development of the 10-year plan.

Lastly, the government will strengthen measures that include more socially marginalised children and young people in leisure activities and sports. The government will extend the measure with a leisure pass for socially marginalised children and young people.

### Current debates

Young people's mental health has been discussed in the media as well as among politicians for some years, which can be seen from the cross-ministerial [national stress panel](#) and the former minister of health's [youth panel](#). Among other things, the panels emphasise a culture of performance and no room for making mistakes, which put pressure on young people. A [new survey conducted by the Danish Youth Council](#) confirms this picture.

The minister of higher education and science is worried about young people's well-being. The question of why so many young people feel stressed, lonely, and are not able to thrive is high on the minister's agenda. That is why a new unit in the Ministry of Higher Education and Science has been established. The unit's objective is to focus on young people's well-being.

The presentation of the government's action plan to prevent children and young people from smoking was [met with criticism when it came to the suggested price increase](#). The government suggests increasing the price by 25%, which is 10 DKK. Stakeholders such as the Danish Cancer Society (Kræftens Bekæmpelse) and the Danish Regions claim that the suggested price increase is too low. According to the two actors, [the price should be much higher](#) in order to prevent young people from buying tobacco. Furthermore, most parties in parliament also want a larger price increase on tobacco.

## 8. CREATIVITY AND CULTURE

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Denmark has a long and firm tradition of ensuring that children, young people, and their families have access to a wide range of high-quality cultural experiences.

Children and young people should have the opportunity to see and make use of high-quality art and culture in their everyday lives, and on their own terms. This is a focal point in Danish cultural policy.

Both the public sector and civil society are active in providing cultural activities to young people outside of the school. The state and the municipalities co-finance a number of cultural activities for youth (e.g. music schools), and the state and municipalities fund non-governmental organisations, for instance, sports and scouts organisations providing cultural activities for young people.

### 8.1 General context

#### Main trends in young people's creativity and cultural participation

A survey from 2019 of young people's (age 16–24) cultural habits in the last three months from Statistics Denmark showed the following:

Cultural activity	%
Have seen movies or series	99
Have been to the cinema	35
Have listened to music	99
Have been to a music concert	25
Have sought contemporary art	39
Have read or listened to fiction books	52
Have read or listened to non-fiction books	64
Have played digital games	78
Have (physically) been to a library	44
Have used digital services of a library	34
Have had physical exercise	90
Have attended or listened to a sports event	57
Have attended a sports event as a spectator	23
Have done voluntary work	27
Have participated in leisurely activities	32
Have visited a museum or similar	35
Have attended stage art at the theatre, opera, theatre festival, or in a public space	22

## Main concepts

There are no main concepts related to young people's creativity and cultural participation.

## 8.2 Administration and governance

### Governance

#### Main actors

Key actors at the national level in policymaking with regard to young people's cultural and creative opportunities are:

**The Ministry of Culture:** The ministry is responsible for the development of cultural institutions and culture policy, which include a broad range of areas:

- Higher educations in the area of art and culture
- The non-formal general adult education ([folkeoplysning](#), [see section 2.1](#)):
- Folk high schools
- Evening schools
- Day folk high schools
- University extension courses
- Cultural heritage
- Media and libraries
- Creative arts
- Sports
- Cultural cooperation with the local authorities

**The Agency for Culture and Palaces ([Slots- og kulturstyrelsen](#)):** The agency advises the minister for culture and contributes to the implementation of the government's objectives within the area of culture. Furthermore, the agency manages state castles, gardens, and other culture properties.

**The Danish Arts Foundation ([Statens Kunstfond](#)):** The Danish Arts Foundation promotes the arts in Denmark and Danish art abroad. The foundation consists of 12 specialist committees and a coordinating board of directors. The foundation supports the following art forms: architecture, crafts and design, film, literature, music, performing arts, and visual arts.

**The Danish Film Institute ([Det Danske Filminstitut](#)):** The Danish Film Institute is the national agency for funding and promoting Danish film and cinema culture.

#### The Ministry of Children and 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 children and education is the acting minister for the youth field with regard to the Council of Youth Ministers of the European Union.

#### The Ministry of Higher Education and Science

- Higher education: Under the regulation of the Ministry of Higher Education, four education institutions offer higher educations within the fine arts.
- Science
- Innovation

## Other public actors

Municipalities, which are organised through the organisation KL (Kommunernes Landsforening / Local Government Denmark).

A range of state institutions within the arts are under the auspices of the Ministry of Culture, for instance:

The Royal Danish Library ([Det kongelige bibliotek](#))

The Royal Danish Theatre ([Det kongelige teater](#))

The National Museum of Denmark ([Nationalmuseet](#))

The National Gallery of Denmark ([Statens museum for kunst](#))

Education institutions:

- The Royal Danish Academy of Music
- The Rhythmic Music Conservatory
- The Royal Danish Academy of Music
- The Danish National Academy of Music
- The National Film School of Denmark
- The Danish National School of Performing Arts
- The Royal Danish Academy of Fine Arts: Schools of Visual Arts

Furthermore, Ministry of Culture provides contributions for:

- The Jutland Art Academy
- The Funen Art Academy
- The Writer School (Forfatterskolen)

[Full list of the institutions under the Ministry of Culture.](#)

Furthermore, [97 museums](#) are approved/accredited by the Ministry of Culture. The approved museums must meet criteria established in the Act on Museums (Museumsloven, [LBK nr 358 af 08/04/2014](#)) and receive public funding.

## Non-public actors:

Among other parties, non-public actors taking part in the development of policies in the field of creativity and culture for young people comprise NGOs within, for instance, sport and leisure and other civil society organisations. When relevant, these parties are consulted in connection with, for instance, the development of new political initiatives.

## General distribution of responsibility

Administratively, both the national level (the state) and the local level (the municipalities) play a role in providing cultural and creative opportunities for young people in Denmark. The state provides economic support and a legislative foundation for a great number of cultural institutions all across Denmark (e.g. museums, theatres, orchestras, music schools, folk high schools, and artistic educations). Very often, the state cooperates and co-finances these institutions with the 98 Danish municipalities. The purpose is to ensure that all parts of the population, including young people, in all parts of the country can experience and participate in a variety of different cultural experiences. Also, the state and the municipalities provide support to NGOs within sport and leisure activities to ensure that all parts of the population, but with a special focus on children and young people, can experience activities such as sports and scouting in voluntary organisations.

In order to ensure freedom of expression in art and culture, grants to artists are given with no political strings attached. Therefore, independence and the arms-length principle are fundamentals of Danish cultural policy. The arms-length principle implies that neither

politicians nor the Ministry of Culture are involved in specific subsidy allocation. The ministry's role is to act as an architect of the framework for an overarching cultural policy and, in collaboration with the Danish parliament, to set the objectives and create the structures that form the basis of cultural policy in Denmark.

The task of awarding public support to the creative arts is to a high degree entrusted to independent institutions, councils, and committees whose members have competencies within the individual art forms. The Danish Arts Foundation and the Danish Film Institute are important bodies and institutions in this area.

### **Cross-sectoral cooperation**

There are frequent meetings and contacts between the different key actors in order to coordinate the effort, but there is no formal structure. Common activities also include consulting, knowledge sharing and documentation, and international cooperation.

## **8.3 National strategy on creativity and culture for young people**

### **Existence of a national strategy**

Denmark has two strategies on creativity and culture for young people.

In 2014, the Ministry of Culture issued a comprehensive national strategy for children's and youth's encounter with arts and culture: [Strategy for Young People's Encounter with Art and Culture](#) (Strategi for unges møde med kunst og kultur).

In 2018, the Ministry of Culture issued a national strategy for young artistic talents: the Ministry of Culture's Talent Programme for the Art Forms ([Kulturministeriets talentindsats for kunstarterne](#)).

### **Scope and contents**

**The strategy for Young People's Encounter with Art and Culture** is based on the idea that children and young people must meet art and culture from their early years and continuously throughout their childhood and youth in order to develop to their full potential. The strategy is in three parts: a strategy for small children, for school-age children, and for young people. These strategies combined contain approximately 30 initiatives, each of which supports the overall objective of 'meeting arts and culture'.

Among other things, the strategy for young people stressed the importance of supporting young people's self-organised activities in order to ensure a sense of ownership of projects and activities as well as a sense of responsibility. This strengthens young people's identity as active, committed citizens with respect for communities and society as a whole.

The strategy for schoolchildren also supports the reform of the public school sector from 2013, which, among other things, requires that schools cooperate with the local associations and cultural life.

Political objectives: In order to provide a framework for all young people to encounter art and culture and have the opportunity to create their own cultural activities, the strategy focuses on four areas where a difference can be made:

- Focus is directed at young people as a separate group and at improving knowledge and communication.
- The framework for young people's self-organisation must be strengthened and made visible.
- Young people must to a higher degree be involved in the development of cultural offers via co-creation between young people and established cultural players.

- All young people must encounter art and culture, including young people with special needs and disabilities, and young people who do not of their own accord seek out and make use of existing cultural offers must be given the opportunity to get involved in art and culture.

Target group: All children and young people, including those who do not visit museums or take music lessons, should have the opportunity to meet art and culture.

### **The Ministry of Culture's talent programme for the art forms**

Danish talents within the field of culture and art must be even better in a global competition for admission to artistic educations and for creating a career. Based on a mapping of talent initiatives in Denmark, the ministry has decided to focus on two key areas:

- The first area is strengthening local talent environments in the municipalities.
- Talent municipalities: All municipalities have the opportunity to be a talent municipality as long as the municipality develops a strategy and a measure for talent development within more than one artistic field.
- A pool of funding is established to which municipalities can apply for funding to develop talent environments.
- Talent development measures must be developed in partnerships with other relevant local, regional, or national actors.
- A pool of funding is established to support talent development initiatives in relation to, for instance, education institutions or NGOs.
- The second area is supporting the career development of young artistic talents via a special programme under the Danish Arts Foundation.
- Career programme to ease the transition period from being a talent to being a professional artist. The duration of the programme is two years.

### **Responsible authority for the implementation of the strategy**

#### **Strategy for Young People's Encounter with Art and Culture:**

The Ministry of Culture has the overall responsibility for the implementation of the strategy.

There is no monitoring/assessment/evaluation of the strategy.

#### **The Ministry of Culture's talent programme for the art forms**

The Ministry of Culture has the overall responsibility.

The Agency for Culture and Palaces administers the pools of funding for local talent initiatives and other talent initiatives. Six million DKK is allocated for the local talent pool, while 2.5 million DKK is allocated to other talent initiatives.

The Danish Arts Foundation administers the pool of funding for young talents. Four million DKK is allocated to the initiative.

There is no monitoring/assessment/evaluation of the strategy.

### **Revisions/updates**

#### **Strategy for Young People's Encounter with Art and Culture:**

All the initiatives contained in the three parts of the strategy have been implemented.

#### **The Ministry of Culture's talent programme for the art forms**

There is no revision of the strategy.

## 8.4 Promoting culture and cultural participation

### Reducing obstacles to young people's access to culture

It is a central goal of Danish cultural policy that all parts of the population should have access to culture. This also applies to young people. Danish cultural institutions provide a wealth of different initiatives in order to give young people access to cultural activities.

Primarily, three types of measures are being used to reduce obstacles to young people's access to culture:

- Reduction of obstacles for people with disabilities
- Reduction of entrance fees
- Distribution of cultural activities all over the country

#### Reducing obstacles for people with disabilities:

According to the Act on Museums (Museumsloven, [LBK nr 358 af 08/04/2014](#)), museums must strive towards creating accessibility for people with disabilities. Accessibility implies both physical access and different forms of presentation, for instance sign language interpreting.

According to the Act on Libraries (Biblioteksloven, [LBK nr 100 af 30/01/2013](#)), libraries must provide materials for people with dyslexia, visual impairment or blindness, or other people with reading issues.

[Nota.dk](#) is the Danish Library and Expertise Centre for people with print disabilities. Nota produces, buys, and sells audio books, e-books, and Braille books, develops synthetic speech, and offers to produce audio books, magazines, and newspapers for external partners. Members of Nota must be able to document that they cannot read ordinary printed text.

Furthermore, libraries must provide library services to children and adults who are not able to visit the library, for instance due to disabilities or long distances. [The library comes to you](#) is a service that takes material to people free of charge.

#### Financial measures:

According to the Act on Museums (Museumsloven, [LBK nr 358 af 08/04/2014](#)), museums must meet a range of criteria in order to be approved by the Ministry of Culture and receive public funding.

Museums must provide free entrance for pupils in primary and lower secondary education and students in upper secondary educations.

Museums must provide free entrance for children and young people under the age of 18.

Some museums and cultural institutions extend the target group entitled to a discount on entrance, for instance:

The Royal Danish Theatre ([Det kongelige teater](#)) offers a 40% ticket discount for children and young people under 25 years. The ticket discount covers all performances. Furthermore, the theatre has special [opera performances for young people](#) in the 15–30-year age group. The ticket price is reduced and the theatre introduces the history, music, origin, and relevance of the performance prior to the show. Young people are allowed to ask questions and have a dialogue about the show.

The National Gallery of Denmark ([Statens museum for kunst](#)): Free entrance for children and young people under 18 years and approximately a 20% discount for young people under 27 years.

According to the Act on Libraries (Biblioteksloven, [LBK nr 100 af 30/01/2013](#)), libraries charge a fee when material is returned too late. Children and young people under 14 years are charged a reduced fee.

Cultural activities at the local and regional levels reduce geographical obstacles to young people's access to culture.

### **Municipalities are obliged to offer a range of cultural activities:**

- According to the Act on Libraries (Biblioteksloven, [LBK nr 100 af 30/01/2013](#)), municipalities are obliged to manage a library with departments for children and for adults. The public libraries provide, among other things, many arrangements and events for young people such as theatre, concerts, or talks. Furthermore, the library functions as an informal physical meeting place for young people.
- According to the Act on Music (Lov om musik, [LBK nr 32 af 14/01/2014](#)), every municipality is by law obliged to have a music school that provides music education to children and young people up until the age of 25 years. The music schools are important arenas for young people's artistic activities.
- According to the Act on Non-Formal General Adult Education (Folkeoplysningsloven, [LBK nr 1115 af 31/08/2018](#)), municipalities are obliged to support voluntary activities in democratic associations, which includes NGOs within sport and leisure activities. The act supports activities for people of all ages, but it has a special focus on people under 25 years. These associations make a great effort to include young people in their activities.

### **Regional offers:**

A culture region is a cooperation between one or several municipalities on the one hand and the Ministry of Culture on the other. The objective of establishing a culture region is to focus on the cultural life and activities in the region and to improve the quality in established cultural activities and cultural institutions. The agreement is a platform from which the cooperation between the municipal actors and the ministry can develop.

In order to establish a cultural region, applicants must submit an application with a vision, focus areas, objectives, and a budget for the cultural efforts in the region. Often, children and young people are a distinct focus area.

Today, [there are 13 cultural regions](#).

### **Music:**

According to the Act on Music (Lov om musik, [LBK nr 32 af 14/01/2014](#)), the Danish Arts Foundation ([Statens Kunstfond](#)) can support regional music venues. The objective of the support is to ensure music venues in all of Denmark.

The Danish Arts Foundation's committee for the support of music projects has developed a common mission and vision in a framework agreement for the [18 music venues](#) that are appointed regional music venue in the 2017–2020 period. The music venues are obliged to communicate, present, and develop rhythmic music at local, regional, national, and international level.

Music venues must apply for participation. In the application, music venues must present a strategy.

The Danish Arts Foundation's committee for support of music projects conducted [an evaluation of the regional music venues in the 2017–2020 period](#). The evaluation assesses the extent to which the regional music venues have met the criteria in the framework agreement. The evaluation concludes that the music venues actively work to attract and include children and young people. Several music venues cooperate with Live Music in Schools ([Levende Musik i Skolen](#)) in order to develop school concerts. Others are successful in developing targeted music courses where pupils are taught at the music venues.

### **Regional orchestras:**

According to the Act on Music (Lov om musik, [LBK nr 32 af 14/01/2014](#)), five regional symphony orchestras are financially supported by the state. The five orchestras contribute

to strengthen music life in the regions. The objective and targets of the orchestras are established in a framework agreement. In [Action Plan for Music 2019–2022](#), the Ministry of Culture emphasises an outreach obligation of the orchestras in the surrounding areas.

Furthermore, 11 orchestras/bands/choirs and ensembles are supported by the Danish Arts Foundation.

### **Theatre:**

According to the Act on Performance Art (Lov om scenekunst, [LBK nr 30 af 14/01/2014](#)), the Ministry of Culture supports theatres all over Denmark:

[The Copenhagen Theatre Cooperation](#) entered into a cooperation with a range of theatres in Copenhagen in order to provide a broad spectrum of high-quality of theatres in Copenhagen. The Ministry of Culture supports the cooperation financially. In the 2016–2020 framework agreement, five theatres are part of the cooperation.

Regional theatres ([Landsdelsscenerne](#)): Three theatres receive funding from the Ministry of Culture.

As a supplement to the three regional theatres, [the Ministry of Culture supports a range of theatres in the largest cities in Denmark](#). As of 2019, 21 theatres receive public funding.

Outside of the largest cities in Denmark, 33 district theatres ([Egnsteatre](#)) receives public funding. Municipalities and professional theatres have entered into a four-year framework agreement that has been approved by the Danish Arts Foundation. The Ministry of Culture reimburses 50% of the municipal grant to the district theatre. [The theatres are evaluated by the Danish Arts Foundation](#).

### [Four touring theatres receive funding in the 2016–2020 agreement period](#)

The Ministry of Culture funds Theatre Centre ([Teatercentrum](#)), which is a competence centre for the distribution and dissemination of theatre for young audiences. Theatre Centre arranges an annual theatre festival for children and young people. Each year, the location of the festival changes.

All activities mentioned above are publicly funded.

## **Disseminating information on cultural opportunities**

Theatre Centre (Teatercentrum) is a competence centre for distribution and dissemination of theatre for young audiences.

Theatre Centre is a self-governing institution under the Danish Ministry of Culture and has a board of five members appointed by the Ministry of Culture.

Theatre Centre disseminates knowledge about theatre for young audiences and itinerant theatre through:

- The annual Children's Theatre Festival in Denmark – a festival that has existed since 1971 and is the largest of its kind in the world.
- [Teateravisen.dk](#) – a web-portal dedicated to theatre for young audiences.
- [Den Røde Brochure](#) ('The Red Brochure') – a comprehensive catalogue with detailed information about theatres in Denmark that perform for young audiences. This catalogue is published once a year.
- Networking.
- [A YouTube channel](#) with theatre productions, interviews, and documentaries related to professional theatre for children and young people.

From 2015–2017, an online digital culture platform, Wonderticket.com, disseminated cultural activities for young people in the 15–25-year age group.

## Knowledge of cultural heritage amongst young people

The many Danish museums provide knowledge on a wide variety of issues, and many of them have a special focus on youth and/or special children's programmes.

## 8.5 Developing cultural and creative competences

### Acquiring cultural and creative competences through education and training

#### Cultural subjects in primary and lower secondary education ([folkeskole](#)):

- Visual Arts (billedkunst): The subject is mandatory in 1st–5th grade. The pupils develop competences to produce, analyse, and experience visual arts. The subject includes three competence areas: visual production, visual analysis, and visual communication.
- Visual Arts (billedkunst): The subject is optional in the 7th, 8th, or 9th grade. The pupils develop their communicative competences. Two competence areas are included in the subject: visual analysis and visual communication.
- Drama (drama): The subject is optional in the 7th, 8th, or 9th grade. The pupils develop their understanding of drama as a way of expression, especially bodily, aesthetic, and social possibilities. The subject includes two competence areas: drama production and drama analysis.
- Film Appreciation (filmkundskab): The subject has a duration of one year and is optional in the 7th, 8th or 9th grade. The pupils become acquainted with film as a way of expression and an art form. Two competence areas are included in the subject: film production and film analysis.
- Craftsmanship and Design (håndværk og design): The subject is mandatory in the 3rd, 4th, 5th, and 6th grade. The pupils develop craftsmanship skills. Three competence areas are included in the subject: craftsmanship – manufacture (forarbejdning), materials, and design.
- Craftsmanship and Design (håndværk og design): The subject is a two-year optional subject in the 7th-8th grade or the 9th-10th grade. Three competence areas are included in the subject: craftsmanship – manufacture (forarbejdning), materials, and design.
- Music (musik): Music is mandatory in the 1st-6th grade. The pupils develop competences to experience music and to express themselves through music. Three competence areas are included in the subject: music execution (musikudøvelse), music creation, and music understanding.
- Music (musik): Music is an optional subject in the 7th, 8th, or 9th grade. Two competence areas are included in the subject: music execution and music understanding.

Media (medier): Media is a one-year optional subject in the 7th, 8th, or 9th grade. The pupils become acquainted with various media types as a way of expression and a form of communication. Two competence areas are included in the subject: media production and media analysis.

In the general upper secondary education, [STX](#), one artistic subject is mandatory at C level. The students can choose from:

- Visual Art (billedkunst): Central topics (kernestof): practical, analytical, and theoretical study of common, artistic, and aesthetic problems, visual creations, phenomenon and cultures, theories to expound on artistic problems, ideas and strategies behind visual expression, aesthetic and innovative processes.

- Design and Architecture (design og arkitektur): Central topics (kernestof): product design, communication design and architecture, design parameters, design theory, visualising methods, and research methods.
- Drama (drama): Central topics (kernestof): basic principles for the development and realisation of a scenic idea, basic principles for reception of and realisation through art, basic concepts, techniques and methods related to drama, at least two different theatre traditions.
- Media (mediefag): Central topics (kernestof): filmic and scriptwriting instruments, basic features in facts and fiction, central genre, media and media platforms, interplay between film, tv and new media, production planning, recording techniques and principles, editing techniques and principles, distribution channels and tools.

Music (musik): Central topics (kernestof): music knowledge (musikkundskab) such as music theory and ear training, music execution (musikudøvelse).

In the two-year general upper secondary education, [HF](#), students must choose between sports or on artistic subject at C level. Students can choose from:

- Visual Art (billedfag). The central topics are the same as in [STX](#).
- Dance (dans): Central topics (kernefag): dance in practice: improvisation, choreography, basic concepts in dance theory and dance analysis, social and scenic forms of dance in different cultural contexts.
- Design and Architecture (design og arkitektur): The central topics are the same as in [STX](#) Drama.
- Media (Mediefag): The central topics are the same as in [STX](#).
- Music (musik): The central topics are the same as in [STX](#).

There are a range of higher artistic educations in Denmark. See section 6.1.

### **Education courses/material to be used in formal learning:**

[Station Next](#) is a film school for young people between the ages of 13 and 18 from all over Denmark.

#### **Station Next:**

- gives the students hands-on experience and responsibility for their own productions.
- uses professional filmmakers as teachers/coaches.
- works in a realistic film environment – the students work in crews as they would on a professional production.

#### **Activities for pupils and students:**

##### **Film camp:**

##### **Target group: School classes from all over Denmark**

How:

- The students work as a professional team throughout preproduction, production, and postproduction.
- The class receive the Film camp material and start the scriptwriting process.
- Our producers visit the class and initiate the preproduction process.
- The students spend four days at Station Next going through the production and postproduction processes.
- The students show their films at a premiere in the Film camp cinema.
- All productions use Film camp's online production tool Filmlinjen.dk.

**The film crew:**

The students work in the same way as a film crew, with each student working with the tasks of one or more of the job functions.

Day courses within the curriculum of general education

**Target group:** School classes from all over Denmark

**Activities:**

- Hands-on courses taught by film professionals targeting different subject matter/job functions in film production:
- idea development
- Production planning
- Editing
- Scriptwriting
- Production design
- Screen acting
- Sound design
- Storyboarding
- Stunt co-ordination
- Directing
- Cinematography
- Documentary

**Greenhouse for young talents:**

**Target group:** Young film talents can start when they are between 14 and 18 years old

How:

- The students attend classes one evening per week for three years.
- The students study most aspects of filmmaking.
- Workshops in filmmaking skills alternate with practical film production sessions.
- The students make two major short films per year.
- All productions use the online production tool Filmlinjen.dk. [See the presentation in English.](#)

**The objectives are:**

- To nourish, encourage, support, and challenge young film talents.
- To teach the students the craftsmanship of filmmaking.
- To establish contact between young filmmakers and the film industry.
- To help establishing networks between young filmmakers.
- Watch productions from the Station Next Greenhouse.

**Orchestra Master** ([Orkestermester](#)) is a programme that establishes school orchestras in primary and lower secondary schools. The objective of the programme is to develop and strengthen children's musical and instrumental skills and competences.

**In the House Artist** ([Huskunstnerordningen](#)). The programme strengthens the dissemination of professional art to children and young people in the 0–19-year age group. In the programme, a professional artist and an institution enter into a partnership. During

the partnership, children and young people must be involved in and have active experience with an artistic process. The programme develops children and young people's understanding of the artistic process and strengthens their curiosity. A course with a professional artist could involve a workshop, it could involve one or several art forms, the duration could be a single-day course or a whole year.

**Live Music in Schools** ([Levende musik i skolen](#), LMS). LMS offers high-quality live music to schools all over Denmark, and in that way provides pupils with a direct and deeper understanding of the professional music scene.

LMS is a non-profit organisation established in 1992 and is funded by the Danish Arts Foundation. It serves as a national competence centre, and besides school concerts it is the Danish development agency and creative lab in the field of professional music for children and music with children. It is a leading force in implementing what Unesco calls Arts Education: letting the world of art meet the world of education in a way that allows the pupils to experience, enjoy, reflect, express, and learn. The common goal is that children, as well as schools and art itself, benefit from the encounter.

Furthermore, LMS functions as an information pool for general and specific information on school concerts and related topics. As such, LMS is often consulted by schools, musicians, cultural workers, municipalities, etc. In addition to this, LMS arranges an annual festival for school concerts (for more, see below) along with a range of ad hoc seminars, conferences, etc.

**Power to Children** ([Strøm til børn](#)) is a learning initiative that disseminates methods for using technology as a musical mode of expression. Children and young people participate actively in the teaching and thereby acquire competences to make music on electronic instruments.

State-approved museums and state museums are obliged to offer free entrance to young people below 18 years of age and for education institutions in general. Furthermore, museums often provide teaching courses.

### **Non-formal learning:**

There are a number of creative environments where cultural and creative competences can be acquired by young people. Among these are a host of different festivals and live music venues that provide the opportunity for young people to carry out voluntary work, for instance:

- The voluntary associations within, for instance, sports and scouting, where young people learn both cultural/creative and organisational skills
- Local film education for young people such as Station Next, which educates youth in filmmaking skills.

**Municipal music schools** are obliged to offer music lessons to children and young people below 25 years. The objective of the music schools is to develop and strengthen the student's musical skills and knowledge/proficiencies. The music school meets the objective by providing the student instrumental/vocal, creating, and musical skills as a requisite for musical performance, either individually or together with other young people.

With the reform of primary and lower secondary education in 2014, [municipal primary and lower secondary education institutions are obliged to enter into partnerships with the municipal music schools](#). The cooperation can involve the planning of educations and music schools' participation in the teaching in the primary and lower secondary education.

Municipal music schools often support the development of talent via local or cross-municipal initiatives, for instance talent teaching or dedicated talent classes. The initiatives are funded by the Ministry of Culture's four-year music action plans. The Ministry of Culture reimburses up to 25 % of the municipal music schools' expenses for salary, mileage allowance, and other salary expenses related.

A think tank for music schools established by the Ministry of Culture concludes in a report from 2017 that the municipal music schools reach 4 % of the total target group of 0-24-year-olds, and 7 % of the 6-16-year-olds plus an additional 50,700 children and young people through the Open School Cooperation. For more information about the Open School Cooperation, please see [section 5.7](#). The number of students has been decreasing since 2001, but the reduction is primarily seen among pre-school students.

About half of the municipal music schools also offer other cultural activities, such as performing arts, animation, or visual arts. These activities are not reimbursed by the Ministry of Culture.

**Municipal youth schools and youth clubs** are important arenas for acquiring cultural and creative competences through non-formal learning. The youth schools and youth clubs are a municipal offer for young people up to 18 years of age. The activities in the youth clubs and youth schools are a municipal responsibility and vary locally. Many municipalities prioritise creative and cultural activities in the youth schools and youth clubs, for instance: band, orchestra, painting, ceramics, design, graffiti, photo, theatre, dance, entrepreneurship, and writers' workshops.

40 % of the youth school target group, which is young people in the 14-18 year age group, use the offers in the municipal youth schools.

**Danish continuation schools** (efterskole) are examples of private, non-formal learning institutions for young people between 14 and 18 years of age. Each continuation school is a self-governing independent institution with substantial freedom in terms of choice of subjects, teaching methods and educational approach. Most continuation schools offer the same subjects and final examination as the public lower secondary education, but many schools focus also on special subjects, for instance music or theatre.

**Music Foundation Course** (Musikalsk Grundkursus, MGK) is a three-year course associated with a music school. MGK is funded by the state and targets young people in the 14–25-year age group.

The objectives of the course are:

- To educate music practitioners to stimulate local music life.
- To prepare young people for the admission to higher education within music.

There are eight MGK centres in Denmark. MGK centres must be approved by the Danish Arts Foundation.

All MGK centres have a classical line and a rhythmic line of education.

**Folk high schools** offer different types of education for adult students in the form of both short and long courses. At the folk high schools – normally referred to as high schools – adult students can follow different types of courses. The individual high school chooses its own basic values and establishes these in their articles of association. The freedom of basic values is reflected in the curricula offered by the schools, where some schools are specialised in subjects or areas within arts, sports, Christianity, music, etc. It is common for all Danish high schools that the offered courses must include some themes of a general nature. In addition, the high schools must function in accordance with the three cornerstones described in the Act on Folk High Schools, which are education for life, popular information, and democratic formation.

## **Specialised training for professionals in the education, culture and youth fields**

There is no specialised training.

## Providing quality access to creative environments

According to the [Music Action Plan 2019–2022](#), the initiative ‘Young Artistic Talents’ has been established. The initiative is funded with 8 million DKK in the 2019–2022 period. The initiative supports the artistic development of young people when they struggle to gain a foothold as a professional artist. The initiative supports the young talents for two years.

Furthermore, a scholarship for composers and songwriters has been established in the Music Action Plan 2019–2022. The total amount is 8 million DKK.

The ULK Art Labs ([Unges laboratorier for kunst, ULK](#)) at the National Gallery of Denmark (Statens Museum for Kunst, SMK). For 12 years, the National Gallery of Denmark (Statens Museum for Kunst/SMK) has run a creative community for young people called Young People’s Art Laboratories (Unges Laboratorier for Kunst/ULK). Young people in ULK are engaged in distributing and communicating the museum’s art through an activist and idealistic approach. Every Wednesday between 4pm and 8pm, about 25 young people meet and work with communicative art projects. ULK is free for the young people, but they have to apply for membership.

[Think Tank for Youth Culture](#) is a panel of volunteering young people. Its main purpose is to qualify the Agency for Culture and Palaces’ work with youth culture by acting as an advisory board and co-developer of national initiatives within the cultural sector.

Approximately 65 of the Danish municipalities have youth councils and 25 municipalities have youth houses which are often led by the young volunteers themselves.

Many municipalities have local funds supporting young people’s self-organised arts and culture projects. The goal is to support local initiatives and engagement by the youth.

## 8.6 Developing entrepreneurial skills through culture

### Developing entrepreneurial skills through cultural activities

Developing entrepreneurial skills through cultural activities is being achieved within both formal education and activities within, for instance, voluntary associations or other fora.

#### Entrepreneurship education in formal learning

Students in vocational upper secondary education programmes are trained for the labour market, which includes entrepreneurial skills. According to the Act on Vocational Educations (Erhvervsuddannelsesloven, [LBK nr 957 af 17/09/2019](#)), one of the objectives of VET programmes is to meet the labour market’s demand for innovative and creative labour. Furthermore, students in VET programmes have the opportunity to study abroad and thereby strengthen their intercultural awareness. For more information on mobility in VET programmes, see [section 6.5](#).

In 2009, the Government launched the [Strategy for Entrepreneurship Education](#). Regarding higher artistic educations, the target was to increase the number of students receiving entrepreneurship education, either as a separate activity, a separate subject or integrated onto other subjects.

In the most recent [monitoring of entrepreneurship education in the Danish formal school system](#), the Danish Foundation for Entrepreneurship concludes that about 40 % of students enrolled on higher artistic educations have received entrepreneurship education in the academic year 2018/19.

In 2017, the Danish Foundation for Entrepreneurship published a report on the variety of entrepreneurship education in the formal higher artistic educations. The report is a [mapping of all types of entrepreneurship activities in formal artistic educations](#). The report documents a great variety in teaching and examination methods, of extra-curricular activities, fundraising, start-up activities, mentoring, etc. Among other things, the variety of activities is due to different understanding of entrepreneurship.

## Entrepreneurship education in non-formal, informal learning and youth work

Outside of the formal educations, the Act on Non-Formal Education and Democratic Voluntary Activity (folkeoplysningsloven), mentioned in [section 8.4](#), also provides the opportunity for the support of activities that may enhance young people's entrepreneurial skills.

The Danish Youth Council (DUF) funds a host of projects for children and young people, where entrepreneurial skills can often play a role.

The strategy for young people's encounter with art and culture from 2014 (see under [section 8.3](#)) contained funds for launching a course to further young project initiators' skills in organising, planning, and conducting cultural projects. The total funding was DKK 2.1 million. The funds were used in connection with the start-up or further development of local training courses.

Also, the strategy contained funding for young people's self-organised cultural projects, where young people and local players (e.g. municipal youth schools and cultural institutions) collaborate on exploring and improving possibilities for self-organised youth culture. The pool targeted partnerships between young people and e.g. municipal youth schools, general education associations, cultural institutions etc. The projects were obliged to take their starting point in the young people's desire to and abilities for creating and organising something themselves, while at the same time providing a framework for the young people to receive help, assistance and sparring from more established parties. The total funding was DKK 5 million.

## Support young entrepreneurs in the cultural and creative sectors

See section [3.9](#) and [3.10](#)

## 8.7 Fostering the creative use of new technologies

### New technologies in support of creativity and innovation

The Ministry of Children and Education has established a number of initiatives to support access to virtual laboratories in different sciences. This is done under the auspices of the previous Danish government's national [Science Strategy](#) from March 2018.

Virtual laboratories can complement the traditional (physical) equipment for conducting studies and experiments that, for financial, temporal, or safety reasons, are not physically feasible in a school, and thus offer new academic opportunities.

In order to allow all primary schools to try and gain experience with some advanced virtual laboratory simulations, the Ministry of Children and Education has purchased access to use a selection of simulations from the Danish company Labster.

Schools can use the simulations for free until June 2020.

The National Agency for IT and Learning manages the learning programme [CRAFT](#) (Creating Really Advanced Future Thinkers). CRAFT is a programme through which pupils from the 5th to the 8th grade try to solve a real-world problem with IT as the accelerator of process and product. CRAFT can be included in subjects where innovation, problem solving, entrepreneurship, cooperation, technology, creativity and IT are in focus.

Through the programme, students can participate in local CRAFT events where they pitch their ideas in front of an audience. Local winners can participate in the Danish championship in digital skills. Participating teams are assessed in four categories:

1. Use of IT
2. Cooperation
3. Problem-solving and innovation

#### 4. Communication

Teachers and students can use the resource bank on the CRAFT website. The resource bank contains projects ideas, cases, mini projects, inspiration videos, teaching materials etc.

The programme is funded by the National Agency for IT and Learning.

**The Danish Art Workshops** (DAW) is an institution under the Ministry of Culture whose purpose is to provide studio facilities for particularly demanding art works. At the DAW, it is possible for artists to do work in large formats, which their own studios or equipment cannot facilitate. Artists, designers, craftspeople, and restorers can work here on projects in art and design at the highest level. The workshops provide space to work simultaneously on several large canvases, installations, or sculptures. Among other things, the DAW provide fully equipped workshops for IT and 3D work.

Also, see the learning programme Power to Children in [section 8.5](#).

### **Facilitating access to culture through new technologies**

Under the Ministry of Culture, a wide range of cultural institutions use new technology to reach out to young people. This is carried out decentralised in these institutions and, for instance, via digitalisation and the use of new means of communication such as VR technologies and social media. Many municipalities are funding local [maker spaces](#). Maker spaces are creative spaces where young (and other) people can create, invent, and learn, often through the use of new technology.

## **8.8 Synergies and partnerships**

### **Synergies between public policies and programmes**

It is a cornerstone in Danish cultural policy to cooperate closely with the relevant actors in the field in order to achieve synergies. The synergies comprise:

- A stronger local feeling of ownership of projects and institutions supported by the state.
- A better understanding of the challenges and possibilities arising from the dialogue between the different actors.
- A better chance of achieving the overall political goal of providing access to culture and cultural experiences to all parts of the population, including young people.

### **Partnerships between the culture and creative sectors, youth organisations and youth workers**

The Ministry of Culture cooperates closely with the municipalities, for instance on the funding of local cultural institutions such as music schools, museums, and theatres. The Ministry of Culture also cooperates closely with civil society actors, for instance in connection with the funding of voluntary associations. The synergy obtained via these partnerships is a more focused and effective use of resources in order to obtain the overall Danish political goal of giving all young people (and also all other parts of the population) access to culture. The strategy for young people's meeting with culture (see under [section 8.3](#)) was to a large degree designed to further the collaboration between the relevant players in the area, including the municipalities, the cultural institutions, and also self-organised young people.

See also [sections 8.5](#) and [8.9](#)

## 8.9 Enhancing social inclusion through culture

### Fostering equality and young people involvement through cultural activities

It is a central goal of Danish cultural policy that all parts of the population, including young people, should have access to culture. Danish cultural institutions provide a host of different efforts in order to give all parts of the population, including young people, access to culture and cultural activities. One of the purposes behind this goal is to enhance social inclusion and social coherence in society. In this respect, an important aspect of all the activities mentioned under [section 8.4](#) is achieving social inclusion.

Key players with regard to social inclusion through culture are the voluntary associations, for instance within sport and scouting. These voluntary associations receive economic support from both the state and the municipalities and target in particular children and young people, and they play an important role in establishing norms and creating social skills and networks, thereby enhancing the inclusion of young people into the Danish society.

Furthermore, the Ministry of Culture administers two programmes, which enhance social inclusion through cultural activities.

#### [The Cultural Bridge – Art and Culture in socially marginalised residential areas](#)

The objective of the programme is two-fold:

1. To offer children and young people from socially marginalised residential areas access to art and culture and thereby build bridges across differences.
2. To support bridge-building between actors and institutions from the social housing sector and the cultural sector.

The idea is that culture can act as a positive catalyst for integration of minorities in the community and stimulate tolerance and social trust.

The programme funds partnerships between several actors and institutions from the social housing sector and the cultural sector.

Eight local cross-sectoral projects across Denmark participate in the programme. Seven projects target young people:

- **Supertotal – film stories from Charlotteager:** The project is a cooperation between the social housing organisation Charlottekvarteret, two film festivals (CPH:DOC and BUSTER), the primary and lower secondary school, Charlotte-school, and a leisure-time care facility. The target of the project is to strengthen young people's democratic and creative voice.
- **Home in the Art – in municipality of Fredensborg:** The project is a cooperation between three art laboratories for children and young people from socially marginalised residential areas. The project uses art to enhance a positive dialogue and to strengthen communities in the local environment.
- **Culture – we create history:** The project is managed by the museum at the islands Lolland and Falster. The objective is to strengthen community and identity through involvement in history and in the local living area.
- **Role-Play – the empire:** The project is a cooperation between the organisation Role-Play Factory, municipal social services and local community actors. Through role-play, the project aims to strengthen community, cohesiveness and personal development.
- **Team Peace:** The project is a cooperation between Team Theatre and a socially marginalised residential area. For three years, the project will teach marginalised young people performative, creative, and productive subjects.

- The Potential Room: The project is a cooperation between a residential area and the culture house, Culture room. The objective of the project is to create learning communities and long-term cooperation between children and young people from the residential area.
- Culture changes: The project develops culture and leisure-time activities in eight socially marginalised residential areas in Aarhus. The aim of the project is to strengthen social inclusion and citizenship.

The total funding of projects is DKK 3.7 million.

#### [Culture in socially marginalised residential areas](#)

The programme builds on experiences from the Cultural Bridge described above. From 2019-2022, the programme will allocate DKK 20 million to local culture projects. The programme is part of the former Government's strategy to combat parallel societies in Denmark, and the overall objective is to strengthen integration and intercultural awareness in socially marginalised residential areas.

In the 2019 allocation of funds, three projects received funding:

- Invisible Paths: The project aims to strengthen a sense of security and a new community across age, religion and social standing by involving citizens in innovative art projects. The project is funded with about DKK 1.8 million.
- Gellerup Folk High School and Community House (forsamlingshus): The projects aims to develop a local community house and a folk high school in Gellerup, outside Aarhus. In the area, 80 different nationalities live together and the folk high school will constitute a platform for democratic conversation. The project is funded with about DKK 2 million.
- Culture Carrousel: The project focuses on children and young people, especially females, and aims to enhance new constructive communities between the target group and the local community. The participants will be involved in cultural activities, including music, art, theatre and film-making. The final goal is to build-up a viable culture association run by locals. The project is funded with about DKK 1 million.

Furthermore, the Ministry of Culture has established a [special fund to promote the inclusion in local sports associations of people with special needs or who are socioeconomically disadvantaged](#). The total funding is 19.2 million DKK.

#### **Combating discrimination and poverty through cultural activities**

In 2019, two out of three municipalities offer discount (fritidspas) in leisure activities for children and young people from socially marginalised families. The main part of the municipalities offer support to membership fee, however the scheme varies from municipality to municipality in terms of the total amount of support, the duration of the support, target group, and who should apply; the association, the parents, a contact person etc.

Besides the initiatives mentioned above, there are no national programmes or projects that contribute to preventing and reducing poverty and overcoming cultural diversity and discrimination amongst young people.

## **8.10 Current debates and reforms**

### **Forthcoming policy developments**

The government intends to strengthen Danish democracy by mapping and removing bureaucratic burdens for voluntary associations and increase the use of "[leisure time passes](#)" to vulnerable youths and children, so that more have the opportunity to participate in associations.

### **Ongoing debates**

There are no current debates.

## 9. YOUTH AND THE WORLD

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This chapter focuses on young people's participation in all stages of policymaking relating to global issues and to youth cooperation at the global level.

In Denmark, young people have the opportunity to engage formally with policymakers on a national and international level.

Sustainable development, green patterns of consumption, and human rights engage many young people in Denmark. NGOs and youth organisations in Denmark are the main arenas where youth participate in issues that are directly or indirectly related to global issues.

### 9.1 General context

#### Main concepts

There are no specific Danish concepts or definitions used in relation to youth participation and policymaking at the global level.

#### Youth interest in global issues

The Ministry of Foreign Affairs is responsible for a yearly survey on [Danes' knowledge of and opinion on Danish development cooperation activities](#). In the 2018 survey:

- Twenty-seven per cent of the 18–30-year group know about/of the UN Sustainable Development Goals, compared to 15% in the entire population.
- Twenty-two per cent of the 18–30-year age group reply that climate friendly development should be prioritised in the Danish Development Cooperation.
- Young people in the 18–30-year age group are more inclined to participate in active support to CSOs. For instance, 41% of the respondents involved as volunteer collectors were in the 18–30-year age group. Thirty-four per cent of the respondents involved in voluntary activities were in the 18–30-year age group.

Young people's interest in sustainable living and green consumption/production has been increasing in the last couple of years as a response to climate change issues. This trend is evident in a number of surveys.

Since 2010, the Danish think tank Concito has initiated and published a survey on the knowledge, actions, and opinions of the Danish population regarding climate challenges. The survey documents a growing worry about climate changes. In the 2018 survey, 71% of the 18–29-year age group consider global climate changes to be a major problem. The corresponding number for the entire Danish population is 46%.

### 9.2 Administration and governance

#### Governance

##### Main public actors

**The Ministry of Foreign Affairs of Denmark** (Udenrigsministeriet): The Ministry of Foreign Affairs is responsible for Danish foreign and security policy, trade policy and export promotion, as well as development policy. The minister for development cooperation is under the auspices of the Ministry of Foreign Affairs. The minister is responsible for Danida, which is Denmark's development agency. Danida is responsible for the planning, implementation, and quality assurance of Denmark's development cooperation.

**The Ministry of Climate, Energy and Utilities** (Klima-, Energi- og Forsyningsministeriet): The Danish Ministry of Climate, Energy and Utilities is responsible for national and international efforts to prevent climate change as well as the sustainable

exploration, distribution, and use of energy and raw materials in Denmark. Furthermore, the ministry is responsible for creating the framework of efficient water and waste management to protect the high quality of drinking water and to ensure a reliable waste-handling system for Denmark.

**The minister for development cooperation** (Minister for udviklings samarbejde): The minister is responsible for the Denmark's development cooperation and policy under the Ministry of Foreign Affairs of Denmark.

**The Minister for Food, Fisheries and Equal Opportunities** (Minister for fødevarer, fiskeri og ligestilling): The minister is responsible for coordinating the government's policies on equal opportunities for men and women.

**The Ministry of Environment and Food of Denmark** (Miljø- og Fødevareministeriet): The Ministry of Environment and Food of Denmark is responsible for administrative and research tasks in the areas of environmental protection, farming, and food production. Core concerns of the Ministry of Environment and Food are supporting sustainable and innovative food production and exports, taking care of nature and the environment, and consumer protection and information.

The ministry takes care of the frameworks for the development of agriculture and agricultural industries. The ministry facilitates the development of sustainable and resource-efficient solutions and contributes to the development of industrial growth and workplaces in Denmark, while simultaneously looking after nature, the environment, and our drinking water.

The ministry is responsible for the following national agencies with relevance for global issues:

**The Ministry of Higher Education and Science** (Uddannelses- og Forskningsministeriet): Among other things, the ministry is responsible for higher education in Denmark. The ministry also administers international education programmes such as Erasmus+ and Nordplus. These programmes fund international mobility within formal and non-formal learning where global issues may be part of the project descriptions.

Furthermore, the ministry is responsible for science and innovation. The ministry provides the framework for research at the Danish universities, which young scholars may be involved in. The ministry launched a national catalogue with four areas of research where the use of public research funding would be the highest. Green growth with fields such as climate, bio-resources, the environment, and transportation is among the four research areas.

**The Ministry of Children and Education** (Børne- og Uddannelsesministeriet): The ministry is responsible for the formal education system, from early childhood education and care to general and vocational upper secondary education, as well as adult education and continuing training. The ministry is involved in the development of common goals, curricular and teaching materials. Furthermore, the ministry assists the Danish National Commission for Unesco.

**The Ministry of Culture** (Kulturministeriet): Among other things, the ministry is responsible for non-formal general adult learning and allocates funding from the profits from the national lottery and football pools. The Danish Youth Council (DUF) administers the part of the funding pool targeting children and youth associations. Associations receiving funding from DUF may be involved in global issues.

### Main public actors

**Danida:** Danida is the Danish International Development Agency

**The Danish Institute for Human Rights** ([Institut for menneskerettigheder](#)): The Danish Institute for Human Rights is an independent state-funded institution. According to [Act no.](#)

[553 of 16/06/2012](#), the obligation of the institute is to promote and protect human rights and equal treatment in Denmark and abroad.

The institute is Denmark's national human rights institution, a national equality body in relation to race, ethnicity, and gender. Furthermore, the institute has a special role in the area of disabilities, where it promotes and monitors the implementation of the UN Convention on the Rights of Persons with Disabilities.

**Astra** is the national Centre for Learning in Science, Technology and Health in Denmark. According to [Act no. 1320 of 27/11/2018](#), Astra assumes responsibility for developing a cohesive science education across Denmark. Through the development and dissemination of knowledge, collaboration, and coordination, Astra aims to create measurable value to all who teach science or otherwise share their vision of a new generation of young people with strong science skills in Denmark – including the most talented. Among the focus areas are UN development goals and sustainable development.

**Danish Council on Climate Change** (Klimarådet) provides recommendations on climate initiatives in the transition to a low-carbon society based on independent professional analyses centred on the overall objective for 2050. The council is under the auspices of the Ministry of Climate, Energy and Utilities.

**The Danish Nature Agency** (Naturstyrelsen): Manages the Ministry of Environment and Food of Denmark's approximately 200,000 hectares of forests and natural areas in order to create the greatest possible value for society in terms of good conditions for outdoor recreation, nature protection, and the efficient operation of the agency's forests and other natural areas.

The Danish Nature Agency carries out practical tasks within hunting and game management and specific outdoor and nature projects – often in collaboration with other authorities, organisations, and volunteers.

**The Danish Environmental Protection Agency** (Miljøstyrelsen): The agency covers many topics within the fields of the environment and health: chemicals, pesticides, gene technology, soil, waste, and environmental technology. The range of tasks is broad, from regulations for chemicals in hair colorants and investigations into how much waste can be recycled to authorisations for new pesticides and the handling of fruit and vegetables.

**Municipalities:** Municipalities are responsible for a range of areas that relate to global issues, such as green consumption, sustainable living, and climate change. Municipalities are responsible for the formal education in primary and lower secondary schools, where education in sustainable living, STEM (Science, Technology, Engineering and Mathematics), climate etc. takes place. Furthermore, the municipalities are responsible for waste/sorting of waste/recycling, water supply/clean water, and climate adaptation.

**The Council for Development Policy** (Udviklingspolitisk råd): The Council for Development Policy advises ministers in relation to the preparation and implementation of Danish development cooperation.

### Main non-public actors

**Danish Youth Council** (DUF): See sections [2.2](#) and [5.3](#).

**CISU** – Civil Society in Development is an independent association of 280+ small and medium-sized Danish civil society organisations (CSOs). All members are actively engaged in development work in Asia, Africa, or Latin America – either as their main engagement or as part of their activities. The association administers three pools for development work funded by the Ministry of Foreign Affairs:

- The Civil Society Fund
- The Danish Emergency Relief Fund
- The Information Fund
- And one pool funded by the EU entitled Frame, Voice, Report!

**Global Focus (Globalt Fokus):** Global Focus is a Danish membership body for 78 non-profit organisations (NGOs) working in international development. Global Focus was established to strengthen the cooperation between the Danish organisations and facilitate active engagement between Danish civil society organisations, politicians and governmental bodies, as well as the media.

**The Outdoor Council (Friluftsrådet):** The aim of the Outdoor Council is to promote outdoor recreation for organisations and the general public with regard to environmental needs and needs for nature protection. The Outdoor Council is a non-governmental organisation founded in 1942. It operates as an umbrella organisation and today has 86 individual member organisations. The council distributes funds from the profits from the national lottery and football pools to promote outdoor activities.

**Disabled Peoples' Organisations Denmark (DPOD) (Danske Handicaporganisationer):** DPOD is the umbrella organisation for 34 Danish disability organisations. The organisation administers a pool from Danida for international partnerships aiming to promote the rights of disabled people.

**Danish Mission Council Development Department (DMCDD) (Dansk Missionsråds Udviklingsafdeling):** DMCDD is an umbrella organisation for Danish churches and church-based organisations partnering with other churches and NGOs in developing countries. The organisation administers a pool from Danida aiming to promote just and sustainable development in societies in the global south.

In 2017, the minister for development cooperation launched the new strategy for Denmark's development cooperation and humanitarian action: 'The World 2030'. In the strategy, youth is a key focus area. The focus on youth is evident in the youth package launched by Danida, also in 2017. The focus on youth was one of the eligibility criteria for strategic partnerships in the Danish development cooperation programme. Five CSOs have entered into strategic partnerships with Danida in the area of youth. Four of the five organisations engage young people in voluntary work:

- **The Danish Family Planning Association (Sex og Samfund)** works to promote the universal right to decide over one's own body and sexuality and is Denmark's largest non-governmental organisation in the field of sexual and reproductive health and rights (SRHR), working since 1956.
- **Save the Children Denmark (Red Barnet)** works to ensure that all children have a good life and to strengthen and protect children's rights. The organisation works in Denmark and 120 other countries.
- **MS ActionAid** works to fight poverty and injustice in the world. Furthermore, the organisation works to strengthen a sustainable global development.
- **Oxfam Ibis** is the Danish member of the Oxfam confederation. Oxfam Ibis works to ensure economic justice and inclusive democracies as well as quality public educations for all.
- The organisation **Plan Children's Foundation (PlanBørnefonden)** focuses on children's rights. The organisation does not offer voluntary work.

**Amnesty International Denmark** is part of the international democracy and human rights organisation Amnesty International. Amnesty International Denmark works to promote human rights and injustice in Denmark and abroad. In Denmark, the organisation has 84,000 paying members.

**Operation Day's Work (Operation Dagsværk):** See section [9.4](#).

Organisations with partnerships with the Danish MFA involved in global issues. The organisations do not target young people in particular:

**Danish Refugee Council (Dansk Flygtningehjælp):** The Danish Refugee Council assists refugees and internally displaced persons across the globe, providing emergency aid, fighting for their rights, and strengthening their opportunities for a brighter future. The

Danish Refugee Council was founded in Denmark in 1956 and has since grown to become an international humanitarian organisation with more than 7,000 staff and 8,000 volunteers.

**Danish Red Cross** (Dansk Røde Kors): The Danish Red Cross is a humanitarian relief organisation working in Denmark and internationally. In Denmark, 34,000 volunteers are engaged in the Danish Red Cross.

**DanChurchAid** (Folkekirkens Nødhjælp): DanChurchAid is an independent organisation supporting the poorest people in the world in their struggle for a dignified life and helps those whose lives are threatened. DanChurchAid provides emergency relief in disaster-stricken areas and long-term development assistance in poor regions to create a more equitable and sustainable world.

**Caritas**: Caritas Denmark is the humanitarian relief and development organisation of the Catholic Church. Caritas work together with the Catholic parishes and schools in Denmark to support projects nationally and internationally.

**ADRA Denmark** is a development and humanitarian relief organisation. The NGO works to ensure all people equal rights and possibilities for the future. [ADRA Denmark has a youth section](#) aiming to engage young people in global issues. The section is managed by young volunteers in the 15–30-year age group.

**Mission East** (Mission Øst): Mission East is a relief and development organisation working in crisis-affected countries in the former Soviet Union, the Middle East, and Asia. Mission East delivers emergency relief during disasters as well as long-term development assistance.

**International Media Support**: International Media Support (IMS) is a non-profit organisation working to strengthen the capacity of media to reduce conflict, strengthen democracy, and facilitate dialogue.

**WWF Denmark**: WWF Denmark is part of the international nature and environment organisation WWF.

**CARE Denmark**: CARE Denmark has been focused on strengthening the capacities of poor people living in rural areas with the purpose of improving their livelihoods, as well as the recognition of and respect for their rights. CARE Denmark focuses on nine countries in Africa and Asia in which the organisation cooperates closely with local society. CARE's work in developing countries is carried out by local employees, who account for 97% of all employees in CARE.

**Danish Trade Union Development Agency** (Ulandssekretariatet): The Danish Trade Union Development Agency (DTDA) is the Danish trade union movement's organisation for international development cooperation.

### General distribution of responsibility

National initiatives are often carried out within the framework of international principles, agreements, declarations, and goals established under the auspices of the UN and EU. Among these are the UN Charter, the Universal Declaration of Human Rights, the Paris Agreement under the UNFCCC auspices, and the UN 2030 Agenda on Sustainable Development.

At the national level, young people's participation and engagement on global policy issues are for the most part integrated into other already existing policy areas, such as formal education, volunteering, organisational activities, etc.

Distribution of responsibility within the area of development cooperation: According to the Act on International development Cooperation (lov om international udviklingssamarbejde, [Act no. 555 of 18/06/2012](#), it is the responsibility of the minister for development cooperation to coordinate Denmark's participation in international negotiations and manage Denmark's bilateral and multilateral development cooperation. The minister may grant financial or professional support to partners in developing

countries. Furthermore, once a year the minister must present a four-year plan for the financial framework of the Danish development cooperation. Danida is responsible for planning, implementing, and quality assuring the Danish development cooperation. Danida funds various national and international organisations working with development cooperation and sustainable living in which young people may engage.

Distribution of responsibility within the area of green consumption and sustainable living, etc.: The national distribution of responsibility in the area of global issues resembles the distribution of responsibility in other sector areas. The relevant ministries establish the overall framework with laws passed in parliament, and the regions and municipalities have the freedom to decide how local measures are designed.

### **Cross-sectoral cooperation**

As of August 2019, the government has set up a new coordinating committee at government level. The task of the Committee for a Green Transition is to ensure that the different sector ministries cooperate on the government's targets for a green transition. Furthermore, the committee monitors the implementation of specific decisions that are processed in the committee. The committee is led by the Minister of Climate, Energy and Utilities. The committee consists of the Minister of Environment, the Minister of Food, the Minister of Taxation, the Minister of Transport, Building and Housing, the Minister of Higher Education and Science, and the Minister of Industry, Business and Financial Affairs. Furthermore, the Minister of Foreign Affairs and the Minister for Development Cooperation will participate in meetings concerning international issues. The Prime Minister and the Minister of Finance participate when necessary.

## **9.3 Exchanges between young people and policy-makers on global issues**

This section provides information on the formal and informal opportunities given to young people to exchange views on global issues with national and international policymakers. In Denmark, young people have a number of formal opportunities to exchange views with policymakers at domestic and international level.

In January 2017, the Ministry of Foreign Affairs launched the strategy 'The World 2030. Denmark's development cooperation and humanitarian strategy'. The strategy has a strong focus on young people as drivers of change. Thus, the Ministry of Foreign Affairs has established an informal 18th development goal: Young people should have the possibility to strengthen their participation and influence in society as engaged and equal actors.

The strategy involves young people in two ways:

- The Ministry of Foreign Affairs supports several organisations that engage and include young people in third countries.
- The Ministry of Foreign Affairs has a pool for development cooperation activities that engage Danish youth. The pool is administered by the Danish Youth Council.

### **Global issues exchanges with policy-makers at the domestic level**

At the domestic level, young people have a number of consultation opportunities.

In December 2018, at the COP24, two Danish UN youth delegates presented the idea of a youth climate council to the Danish minister for energy, utilities and climate, and he obliged himself to establish a council in 2019. The council has 10 members and will meet with the minister twice a year and bring up new input and ways to solve climate change problems.

In 2017, the minister for development cooperation launched a youth package. The youth package initiates a multitude of measures. The package contains both domestic and

international measures with the overarching goal of engaging and including young people in policymaking and incorporating a strategic focus on young people in Danish development cooperation policy and the youth agenda in multilateral fora.

At the domestic level, the youth package presents two consultation opportunities:

Firstly, DUF (Danish Youth Council) was appointed to take a seat in the minister's [Advisory Council on Development Cooperation](#). The council provides advice to the minister responsible for development cooperation in relation to the preparation and implementation of Danish development cooperation.

The Council for Development Policy discusses strategic policy initiatives within the sphere of development policy and development cooperation, including policy papers for Denmark's relations with priority countries, new thematic strategic frameworks, and organisational strategies for Denmark's cooperation with multilateral organisations. The council advises the minister on programmes and projects with budgets of more than 39 million DKK and contributes with independent knowledge sharing through discussions and prioritisation of the annual evaluation programme.

Secondly, in 2017 the Danish Parliament's cross-party network on the UN development goals set up a 2030 panel with 16 members representing different sectors of Danish society. The task of the panel is to support the network through analyses, knowledge sharing, meetings, conferences, etc. Since 2018, DUF has been represented in the [2030 panel](#).

### **Global issues exchanges with policy-makers at the international level**

Since 1972, Denmark has appointed one youth delegate to be included on the Danish official delegation to the United Nations General Assembly and various functional commissions of the Economic and Social Council. The programme was extended in 2018, and the total number of UN youth delegates organised by DUF is six. The six delegates participate in UN and other multinational fora, for instance COP24. The delegates work within three overarching themes:

- Climate and environment
- Equal rights/gender equality and sexual reproductive health and rights (SRHR)
- Democracy and partnerships

The delegates represent Danish children and youth organisations, and they are appointed and elected by the member organisations. At the domestic level, the delegates arrange dialogue meetings for the member organisations. At the meetings, the delegates communicate global agendas to the young people and the delegates obtain a negotiating mandate to bring to the upcoming international meetings, where the youth delegates are the young people's voice in the negotiations.

## **9.4 Raising awareness about global issues**

### **Formal, non-formal and informal learning**

#### **General upper secondary educations programmes (Stx, Hhx, Htx and Hf):**

##### **Global issues:**

- Geological processes and human use of resources
- The importance of climate on human production and life conditions
- Climate change and society's influence on climate
- Innovation, sustainable living, and use of resources

- Sustainable living under various social and nature conditions
- Energy resources of the earth
- UN development goals
- Rights in a democratic society
- Gender equality
- Decision-making processes in a global perspective
- World religions
- International cooperation, conflict, and power dynamics

Global issues are an integrated part of other subjects such as history, nature geography, biology, religion, and social science.

In [STX](#), history, nature geography, biology, religion, social science, and a basic course in science are mandatory.

In [HTX](#), biology, social science, and a basic course in science are mandatory.

In [HHX](#), social science and history are mandatory.

The basic course in science is mandatory in the first three months of [STX](#) and [HTX](#). The basic programme introduces the students to the subjects in science. The point of departure of the basic course is current issues with relevance to the field of science. Issues such as climate change may be relevant.

### Non-formal learning

Denmark does not have any national/top-level non-formal programmes promoting young people's knowledge and understanding of global issues.

The Danish Institute for Human Rights has developed six online modules on human rights. The modules consist of text, exercises, and quizzes. Furthermore, the institute arranges civil society courses ([civilsamfundskurser](#)) aimed at organisations and NGOs for whom human rights are relevant in their work. The following are examples of courses as of August 2019:

- Religion and human rights in a national and international perspective
- Equal treatment and non-discrimination – it concerns us all
- Children's rights

All participants receive a questionnaire before and after a course. By comparing the two questionnaires, the institute evaluates the learning objectives of the courses.

The Danish Institute for Human Rights is publicly funded.

The Danish folk high schools ([højskole](#)), university extensions, evening schools, and continuation schools all receive public funding and may offer non-formal and informal learning activities within the field of global issues. Climate change, sustainable living, and projects/cooperation with developing countries are among the topics taught. The organisations and institutions arrange the content, teaching methods, and target group themselves.

Furthermore, several organisations receive public funding for non-formal learning activities within the area of global issues, especially sustainable living, consumption, and green living.

Since 2009, the Danish Youth Council ([DUF](#)) has been running a programme aimed at strengthening the dialogue and intercultural understanding between young people from Denmark and the partner countries Egypt, Tunisia, and Jordan. The programme is funded by the Danish Ministry of Foreign Affairs through the Danish–Arab Partnership Programme (DAPP). Participants from the four partner countries participate in a seminar where they

are trained in dialogue tools, facilitation skills, and conducting dialogue activities. Since 2009, more than 25,000 young persons have become trained dialogue ambassadors.

Quality assurance mechanisms are established in Denmark and in the partner countries.

In partner countries, quality assurance consists of several elements:

A monitoring check where all local partners are visited and the progress and potential challenges are assessed.

A financial check: DUF monitors whether the allocated funds are used as agreed.

Furthermore, all partners meet at least twice a year and share experiences in order to improve the quality of the activities. At the local level, each partner country has individual evaluation measures following each dialogue workshop. A common topic in all local evaluations is the evaluation of the education of new dialogue ambassadors and an evaluation of the ambassadors' training of young people.

**Oxfam Ibis** runs a [Development Goal Ambassador](#) learning programme. Here, young people learn about the UN development goals and how to communicate complex and global issues. The newly qualified development goal ambassadors make presentations at public primary and lower secondary schools ([folkeskole](#)) and folk high schools ([højskoler](#)). Furthermore, young people may engage as volunteers in the association. There is no information about quality assurance mechanisms.

In 2010, the green think tank **Concito** developed a [Junior Climate Ambassador training programme](#) in cooperation with the municipality of Copenhagen. The training programme equips young persons in lower secondary education for developing a more sustainable society. The training programme consists of four aspects:

- Knowledge about the climate, environment, and sustainable development
- Competency development that equips young people to become agents of change
- Action – execution of projects/campaigns and strategies
- Evaluation with a focus on further development

The development of the training programme was funded by the Ministry of Environment's 'Pool for Green enthusiasts'.

Furthermore, Concito trains [young climate ambassadors](#) who give presentations and hosts workshops about climate and sustainable living at primary, lower secondary, and upper secondary schools. There is no information on quality assurance mechanisms.

**MS ActionAid** is a non-governmental organisation that works to combat poverty, hunger, and discrimination in the world. The organisation offers opportunities for voluntary work in Denmark, for instance in the programme [World Class](#). In the programme, young people visit schools and give presentations on global issues. There is no information on quality assurance mechanisms.

**The Danish Family Planning Association** (Sex og Samfund) is a non-governmental organisation in the field of sexual and reproductive health and rights. The Danish Family Planning Association works to promote the universal right to decide over one's own body and sexuality, to increase access to contraceptives and sexuality education, and also fights against maternal mortality and discrimination against LGBT people. The organisation produces teaching material and offers educational courses aimed at primary, lower secondary, and upper secondary. Furthermore, young people may engage as volunteers in the association. There is no information on quality assurance mechanisms.

**Operation Day's Work** (Operation Dagsværk) is a global humanitarian organisation run by students that aims to support developing countries. The organisation offers opportunities for voluntary work in Denmark. There is no information on quality assurance mechanisms.

Denmark does not have a main programme within informal learning aiming to help young people learn about global issues. Informal learning about global issues are taught in youth organisations, in interest organisations such as the environmental movement, in organisations involved in development assistance, human rights, etc. These organisations may be entitled to public support, for instance financial support to specific projects, but they are non-public, independent organisations.

### **Educator support**

In Denmark, there is no continuous training and certification offered to teachers, trainers, non-formal education workers, or young workers related to the promotion of global issues among young people. However, various teaching material and networking opportunities are available for teachers.

The digital platform EMU provides teaching material for teachers at all levels of formal education. The platform offers inspiration and specific teaching modules. As of August 2019, material is provided on topics such as climate change, sustainable living, UN Development Goals, and human rights. The platform is under the auspices of the Ministry of Children and Education.

Several organisations and independent state institutions produce teaching material for courses in formal education.

Examples of teaching material:

World's Best News runs a learning portal: [World Lesson](#). The project aims to promote knowledge and understanding of global issues and the UN Development Goals to children and young people in Denmark. World Lesson takes place one week in September, but schools and education institutions can choose to participate for one day or to use the teaching material during the year. The World Lesson produces free teaching material for primary, lower secondary, and upper secondary educations. Furthermore, World's Best News runs a school site where students can get inspiration and information regarding the UN Development Goals.

[Oxfam Ibis runs a school service](#) aimed at primary and lower secondary education. The materials consist of:

- Free presentations by the Oxfam development goal ambassadors
- A roleplay – a platform with information about development goals
- The project Reading Rocket, which is a book that focuses on children's conditions around the world and online exercises
- The project Agent Footprint, which is teaching material concerning climate, the environment, and development that can be used in science subjects, mathematics, social science subjects, geography, and biology.

[Operation Day's Work \(Operation Dagsværk\) produces teaching material](#) for upper secondary education. The teaching is updated every year and matches the current year's topic. The teaching material in 2019 focused on people with disabilities with special attention to Uganda. The teaching material can be used in English, sports, and social science. Furthermore, young volunteers make presentations for students in upper secondary educations.

[The Danish Institute for Human Rights \(Institut for menneskerettigheder\) manages a learning portal](#) with free teaching material aimed at primary, lower secondary, and upper secondary as well as university colleges that educate pedagogues and teachers. The material consists of specific courses on, for instance, freedom of speech and racism, democracy, and political ideologies. Furthermore, the institute provides small online videos and games with the purpose of informing students or helping them to reflect on their own position. The material can be used in formal education, but also in organisations and NGOs for whom human rights are a vital part of their work.

[Astra](#) is the national centre for learning in science, technology, and health in Denmark. Astra develops, records, and shares new knowledge, which enables Danish science teachers to both ignite and maintain students' interest in science. Some of the focus areas are engineering and developmental goals for sustainable development. Teachers at all levels are supported and have easy access to [new inspiration](#).

Furthermore, Astra has established networks for science teachers at different education levels.

Danida, the Danish international development programme, manages a [website](#) with teaching material. The website provides material for primary, lower secondary, and upper secondary education programmes. The website contains films, pictures, interactive websites, and digital teaching material that can be used in courses with a focus on developing countries. Furthermore, Danida has developed [free Audio-Visual material](#) aimed at upper secondary students that teachers can use.

Ubu-portal: The [Ubu portal](#) is a digital platform with teaching material related to sustainable development. The portal is developed by the Danish Unesco National Committee in cooperation with the Ministry of Children and Education. At the platform, teachers may find inspiration in the form of articles, references, literature reviews etc.

Concito is a non-governmental green think tank. The purpose of Concito is to provide science- and knowledge-based analyses and information on the most effective and cost-efficient transition towards a climate-safe society in Denmark and other parts of the world. Concito manages a platform, the Climate Embassy, aimed at children and young people. Concito trains [young climate ambassadors](#), who give presentations and host workshops about climate and sustainable living at primary, lower secondary, and upper secondary schools. [Concito has developed teaching material](#) with workshops and guided tours. Furthermore, Concito has entered into a partnership with 15 municipalities where Concito is responsible for developing a green curriculum that supports teachers and municipalities in promoting STEM subjects. The curriculum is supported by digital material/teaching material.

Danish Family Planning Association (Sex og Samfund): Sex Week (Uge sex) is an educational initiative that focuses on sexual health in primary and lower secondary education as well as upper secondary educations. The programme consists of teaching material and a teaching website. Furthermore, the association offers:

- A training course for teachers in VET programmes. The course equips teachers with the competences need to teach about sexuality, sexual health, gender, body, and identity.
- A visit by the young-to-younger corps. The corps consists of young people trained to teach sex education in education institutions.

Green Flag: [Green Flag](#) is an environment education programme in order to promote sustainable development developed by the Outdoor Council. Schools can sign up for a green flag, which implies that the school establishes an environment council at the school. The council must establish a vision and an action plan for the green work in the school. Furthermore, every school with a green flag must report on their activities and an audit where the school's environmental impact is assessed. Examples of green flag themes: energy, climate changes, sustainable consumption, transportation, waste, chemicals, organics production, water, nature, sustainable development of cities, and outdoor activities.

The Green Flag programme covers primary and secondary educations, continuation schools, upper secondary educations, and the teacher training programme.

On the Green Flag website, [inspiration for teachers](#) is available.

In Denmark, more than 350 education institutions have participated in the programme.

On the website World Class ([Verdensklasse](#)), the organisations MS ActionAid provides teaching material on UN sustainable development goals and [offers workshops, presentations and guided city tours](#).

Unesco sustainable development goals school: Unesco sustainable development goals school is part of the global network UNESCO Associated Schools Project Network. All schools are obliged to work with global citizenship and sustainable development. The teaching involves topics such as intercultural competences, human rights, climate, and environment. As of 2019, 34 Danish schools participate in the network:

- 15 primary and secondary education institutions (Folkeskole)
- 1 continuation school
- 16 general upper secondary education institutions
- 1 vocational upper secondary education institution
- 1 university college.

## Youth-targeted information campaigns on global issues

**Operation Day's Work (ODW) (Operation Dagsværk):** ODW is an international student movement. Each year, the Danish student organisation runs a campaign focusing on international aid and societal issues. The ODW information campaign takes place in upper secondary education institutions.

ODW consists of two interconnected components: An information campaign and the ODW day. Every year, young volunteers in ODW produce teaching materials for the upper secondary education institutions and presents the challenges and issues from the year's project land.

World's Best News ([Verdens bedste nyheder](#)) is an independent media platform for constructive journalism and creative campaigns. World's Best News publishes news about progress and solutions to the world's challenges – primarily focusing on developing countries.

**World's Best News** uses a number of different channels and methods to inform children, young people, and adults. World's Best News hosts events, discusses journalism and development in mainstream media, gives presentations, and reaches out to schools with the project World Lesson.

- **World Lesson** (Verdenstimen): World's Best News runs the project World Lesson. The project aims to promote knowledge and understanding of global issues and the UN Development Goals to children and young people in Denmark. World Lesson takes place one week in September, but schools and education institutions can choose to participate for one day or to use the teaching materials during the year. The World Lesson produces free teaching material for primary, lower secondary, and upper secondary educations.
- **World's Best Morning** (Verdens bedste morgen): Since 2010, the Danish independent media platform World's Best News has distributed free newspapers with information about the progress made in developing countries. The World's Best Morning takes place once a year, one morning in September.

**The Danish Environmental Protection Agency** (Miljøstyrelsen) runs the [My Environment](#) website, with information about the environment and nature. Via articles, videos, competitions, and quizzes, the website offers short and action-oriented advice regarding the environment and nature. The objective is to make it easier for Danes to avoid chemicals, live healthy, avoid food waste, etc. On the website, two special sections are aimed at teenagers:

- Teenager and how to avoid perfume allergy,

- Environment teenage guide: A teenage guide to reducing one's environmental impact. The guide contains short articles, a quiz, links to further reading, and links to YouTube videos from the Danish Environmental Protection Agency.

**Dialogue meetings:** The Danish Youth Council hosts a range of dialogue meetings for young people. At the meetings, the UN delegates discuss the progress made within three areas: democracy and partnerships, climate and environment, and equality and SRSR. UN development goals and human rights are a recurring theme at the meetings. For more information about the UN delegate programme, see [section 9.3](#).

### Information providers

See above.

### Key initiatives

See above.

## 9.5 Green volunteering, production and consumption

### Green volunteering

This section presents main top-level policies aiming to foster young people's participation in environmental or nature-friendly initiatives.

In Denmark, there is no top-level public programme or action aimed specifically at helping young people to engage in green volunteering activities.

However, the Danish Nature Agency administers a programme, Project Volunteer, in which Danes can volunteer in local outdoor projects, for instance monitoring bird life, constructing mountain bike trails in national forests, volunteering at a nature centre, etc. The programme targets the entire population and not young people specifically.

If a young person or an association wish to volunteer in outdoor projects, they should contact the Danish Nature Agency's contact person in the local unit.

The young person or the association can suggest a specific task to carry out, and often a cooperation agreement with the Danish Nature Agency is formulated.

The objective of the programme is to strengthen the interest in nature and outdoor activities, as well as to increase the co-responsibility for nature

The Danish Nature Agency is under the auspices of the Ministry of Environment and Food of Denmark.

### Green production and consumption

There is no recurring top-level public programme aimed at helping young people orientate themselves towards green consumption or production patterns. Two ministries have launched two separate challenges at higher education institutions:

In 2018, the Ministry of Climate, Energy and Utilities, in cooperation with the public enterprise [Energinet](#), launched a challenge in the initiative [Open Innovation X \(Oi-X\)](#) at the Skylab of the Technical University of Denmark (DTU). Oi-X is an initiative for students at DTU who are interested in working on challenges provided by the industry. Prizes are given for the best ideas, and promising projects can be awarded a scholarship.

The challenge provided by the ministry and Energinet focused on the Danish energy system by asking: How can we create a more sustainable energy system and thereby contribute to the goal of 55% renewable energy in 2030 and the end goal of becoming 100% independent of fossil fuels by the year 2050? One part of the challenge looked at how consumers can help create a more sustainable energy system.

The target group was students at DTU, the University of Copenhagen, and Copenhagen Business School.

In 2019, the minister for higher education and science launched the [Green Challenge](#). It is possible for all scientists employed at a public research institution to participate, which also includes young scholars. The challenge runs from mid 2020 to August 2023. The challenge asks three questions:

- How can we turn CO2 into a resource?
- How can we develop a plastic-free future?
- How can we produce enough food for everyone?

## 9.6 Intercontinental youth work and development cooperation

### Intercontinental youth work cooperation

The Danish Youth Council (DUF) funds international projects run by Danish children and youth organisations.

One of DUF's pools is [the international pool](#), financed by the Ministry of Foreign Affairs. Youth organisations can apply for funding for international partnerships in which young people engage in democracy and development cooperation. The international partnerships must be between a DUF member organisation and youth organisations/young people from countries listed on the OECD's DAC (Development Assistance Committee) list.

In 2015, an [effect study of the international pool](#) was conducted. The study was based on qualitative interviews with 150 people from DUF member organisations, partners in developing countries, and the MENA region. Furthermore, 140 people have completed a questionnaire. The study concludes that the international pool creates identifiable changes at individual, organisational, and societal level. The study finds seven effects:

- Develops unique competences
- Develops young leaders
- Attracts and retains volunteers
- Strengthens an international perspective
- Creates popular anchoring of developmental aid
- Develops democratic youth organisations
- Visualises young people as resources

The DUF programme Dialogue Ambassadors is funded by the Danish–Arab Partnership Programme, financed by the Danish Ministry of Foreign Affairs. For more information on the Dialogue Ambassadors programme, see section 4.5 and 9.4.

In 2019, DUF facilitated a cross-political networks for young politicians.

In the wake of the Maidan uprising in Kiev in 2013-2014, many political parties surfaced. The cross-political network was established in order for young politicians in Denmark to help young politicians in Ukraine with establishing democratic organisations and creating a constructive dialogue. The network meets twice a year in seminars where participants exchange experience and are trained in dialogue, etc. The approach is peer-to-peer, and the format of the seminars is the training of trainers in order to equip the network members with tools and competences to use in the political parties in their home country.

In the period 2011–2018, a [Danish–Egypt cross-political network for young politicians](#) existed.

## Development cooperation activities

The Ministry of Foreign Affairs funds a range of organisations through the Danish developmental cooperation programme Danida. The organisations' activities focus on human rights, UN development goals, and development cooperation. In 2017, the minister for development cooperation launched the new strategy for Denmark's development cooperation and humanitarian action: The World 2030. Youth is a key focus area of the youth package that was developed in relation to the strategy. For instance, youth is integrated into Denmark's other strategic development priorities such as gender equality, education, jobs and entrepreneurship, empowerment, and human rights. Humanitarian action and development should be conducted with and by young people.

The focus on youth is evident in the humanitarian action, and development should be conducted with and by young people. Therefore, a focus on youth and working with young people is one of the eligibility criteria for strategic partnerships in the Danish development cooperation programme. On this basis, the following five organisations receive funding from Danida:

- Danish Family Planning Association (Sex og Samfund): works to promote the universal right to decide over one's own body and sexuality. It is Denmark's largest non-governmental organisation in the field of sexual and reproductive health and rights, working since 1956.
- Save the Children Denmark (Red Barnet): works to ensure all children a good life, to strengthen and protect children's rights. The organisation works in Denmark and 120 other countries.
- MS ActionAid: works to fight poverty and injustice in the world. Furthermore, the organisation works to strengthen a sustainable global development.
- Oxfam Ibis: the Danish member of the Oxfam confederation. Oxfam Ibis works to ensure economic justice and inclusive democracies as well as quality public education for all.
- The organisation Plan Children's Foundation (PlanBørnefonden) focuses on children's rights. The organisation does not offer voluntary work.

All the above organisations, except Plan Children's Foundation, offer voluntary work opportunities for young Danes.

Operation Day's Work (Operation Dagsværk): promotes development cooperation activities among young people. See [section 9.4](#)

NGOs and youth organisations in Denmark are the main arenas where young people participate in issues that are directly or indirectly related to global issues. Youth organisations often address global issues such as sustainable development, development cooperation, environmental issues, and human rights. Youth organisations in Denmark may apply for public funding. The available pools are described in [section 2.1](#).

## 9.7 Current debates and reforms

### Forthcoming policy developments

On 27 June 2019, a new government was formed in Denmark. An agreement document, entitled 'A fair direction for Denmark' (Retfærdig retning for Danmark), includes an outline on what the government and its three supporting parties aim to achieve in the current government period. The government has a strong focus on the climate crisis and aims to make Denmark one of the world's leading countries in the green transition. In order to realise/implement the reduction of greenhouse gases, the government intends to increase the funding of green research and demonstration programmes. Furthermore, the minister of higher education and science has placed a strong emphasis on green educations as one of her four priorities.

In September 2019, the minister of higher education and science allocated DKK 1 billion to green research.

Furthermore, a new coordinating committee at governmental level has been established in order to coordinate policies in relation to the green transition. See [section 9.2](#).

### **Ongoing debates**

Climate change is a major theme in Danish policy debates, both during the general election campaign in June 2019 and since the presentation of the government's paper of understanding, which raises the country's climate targets. The topic discussed is the new government's objective to reduce emissions by 70% in relation to the 1990 level. The criticism from liberal and conservative parties has ceased, and as of September 2019, [most parties in parliament have accepted the target of a 70% reduction](#).

The debate on climate change is also evident in the media and among interest organisations. School strikes (Fridays for future) inspired by the Swedish activist, Greta Thunberg, take place all over Denmark.

## 10. YOUTH WORK

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This chapter provides an overview on structures and activities with regard to youth work in Denmark.

The term youth work is not widely used in Denmark. Youth work takes place in the public sector in municipal leisure activities such as youth clubs. Furthermore, youth work takes place in the third sector in associations and NGOs. Therefore, in Denmark, describing third sector youth work is almost the same as describing youth associations and voluntary activities.

There are no large national youth work programmes; however, some national funding opportunities exist, for which associations may apply.

### 10.1 General context

#### Historical developments

Even though the term youth work is not widely used in Denmark, the tradition of youth work in Denmark is more than 170 years old. Youth work is being carried out by an active third sector as well as public sector bodies.

Youth work has its roots in the development of Danish democracy. The Danish constitution of 1849 (Grundloven) established freedom of association and freedom of assembly for Danish citizens. From then on, citizens were able to form associations for any lawful purpose without the approval of the monarch. [Associations grew rapidly in number and were seen in almost every sphere of society](#), which also included children and youth associations such as scout associations, political youth associations, sports associations, and youth clubs.

In the third sector youth work, two types of organisation are important:

1. Youth associations based on/driven by ideas, convictions, and interest (e.g. political associations, scout associations, environment associations, disability associations). The Danish Youth Council (DUF), which was established in 1940, organises 75 such children and youth organisations.
2. Local sports associations that organise a large range of sports activities (e.g. gymnastics, football, handball). A number of national federations organise these local clubs.

The activities in the two types of associations are largely run by volunteers and are aimed at young people. In Denmark, it is a common practice to support the framework conditions of the large variety of Danish associations, for instance to provide facilities, financial support to the operating of the association, etc. The public authorities do not define the objectives or target groups. Instead, the associations must establish and define their objective and framework. The historical development and funding of these activities are described in [section 2.1](#) and will not be repeated in this section.

In the public sector, youth work takes place in municipal youth clubs, municipal youth schools, and municipal music schools.

The history of these initiatives began in 1814, when a royal decree by King Frederik VI established the right to 7 years of education for all children. The decree also established evening schools twice a week for confirmed young people who wished to improve their skills or to participate in 'useful learning'. The evening schools were voluntary, the parish should provide facilities for the evening school, and it was free for the young people to participate.

Since then, a variety of private voluntary evening schools, Sunday schools, and continuation schools have developed. In the 1920s, private youth and leisure clubs were

established with the objective of keeping young people away from the streets and the cities' temptations. The two initiatives, youth schools and youth clubs, have existed since.

In 1930, the Act on Support from the State to Youth Schools and Evening Schools established a legal framework for the support of evening schools and youth schools.

Since then, public authorities have taken more and more responsibility of the running of the two initiatives: Today, youth schools are a municipal responsibility, and since 1976 (Bistandsloven) the municipalities are responsible for providing the necessary number of youth clubs. Youth clubs may be run according to different acts:

1. Act on Day Care
2. Act on Youth Schools
3. Act on General Adult Non-Formal Learning
4. Act on Social Services

Because youth clubs can be established and regulated by different legal frameworks, the objective and content of the youth clubs differ. For the different types of youth clubs, see section 10.3.

The activities in the youth schools and youth clubs have increased and broadened in scope and quality, for instance with special needs education and participation in/coordination of the SSP cooperation between schools, social authorities, and the police.

Today, there is self-payment in both private and public youth work in the form of membership fees.

### **National definition or understanding of 'youth work'**

There is no formal definition of youth work in Denmark. The term youth work is not widely used, and, when translated into Danish, the term causes initial confusion. In Denmark, it is more common to refer to 'working with young people'.

## **10.2 Administration and governance of youth work**

### **Governance**

Youth work is the responsibility of different national and local authorities, as well as youth organisations that receive funding from the government. The main ministries involved in public youth work are:

**The Ministry of Children and Education:** The Ministry of Children and Education is the top-level authority for the municipal youth schools and youth clubs. The responsibility is established in the Act on Youth Schools (Ungdomsskoleloven, [LBK nr 608 af 28/05/2019](#)).

**The Ministry of Culture:** The ministry is responsible for Danish non-formal adult education, voluntary activities in democratic associations, day folk high schools, university extensions (Folkeuniversitetet), folk high schools, and sports.

The Ministry of Culture is the responsible authority for distributing the profits from the national lottery and football pools (udlodningsmidlerne) to national sports federations, which organise local sports associations. From the national lottery and football pools, 9.79% of the profits are used for youth purposes. The Danish Youth Council (Dansk Ungdoms Fællesråd, DUF) administers the youth pool.

**The Ministry of Social Affairs and the Interior:** The ministry is responsible for the Act of Social Services, which establishes municipalities' responsibility for setting up special youth clubs for young people with special needs who cannot participate in ordinary youth clubs.

**Municipalities:** Denmark has municipal rule, which means that the municipalities are responsible for the implementation of the main part of the Danish welfare services. Among

these services are the youth schools and youth clubs, which are part of a municipality's children and youth policy, and the mandatory municipal children and youth strategy.

### Main private actors

**The Danish Youth Council (DUF):** [DUF](#) is an umbrella organisation with more than 70 children and youth organisations as members. [DUF](#)'s member organisations 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](#)). Furthermore, [DUF](#) organises and coordinates a range of courses, workshops, and other offers for competency development for young people who work professionally or voluntarily with young people in [DUF](#)'s member associations. These offers involve, for instance:

1. how to start a new project
2. budget and economy
3. how to be a leader of youth work
4. tasks and responsibility as a board member of a youth association

[Ungdomsringen](#) (translates as Youth Ring): Youth Ring represents 850 local youth clubs. Youth Ring develops and conducts activities for young people in the local youth clubs, offers competence development for leaders and people working with young people in the local youth clubs, and participates in debates on young people's leisure/after-school lives. Furthermore, Youth Ring has established a youth council and a youth congress that represent the young members of the local youth clubs in the development of the organisation.

[Ungdomsskoleforeningen](#) (Association of Youth Schools) is a national member organisation for municipal youth schools. The association supports the local youth schools by representing their interests vis-à-vis politicians and decision-makers, developing and testing new teaching initiatives, knowledge distribution and networking, and consultancy and competence development of people working professionally with the young people in the youth schools.

The national sports federations who receive funding from the profits from the national lottery and football pools ([udlodningsmidlerne](#)) ([DGI](#), [DIF](#)) also arrange courses and workshops for volunteers and coaches in local sports associations. Often, young people volunteer as assistant coaches in local sports clubs.

**Danish Gymnastics and Sports Associations** ([Danske Gymnastik- og Idrætsforeninger](#), [DGI](#)): Main organisation for 6000 sports associations.

**Danish Sports Confederation and Olympic Committee** ([Danmarks Idrætsforbund](#), [DIF](#)): An umbrella organisation with 62 sports unions as members.

### General distribution of responsibility

The Ministry of Children and Education is the top-level authority for the youth work in youth schools and youth clubs. The ministry is responsible for establishing the legal framework for the youth work. At the local level, municipalities implement the youth clubs and youth schools according to the municipal children and youth policy.

The Ministry of Culture is responsible for general adult non-formal education and for folk high schools. The ministry lay down the framework for public support of institutions/associations within general adult non-formal learning and for folk high schools. The institutions and associations are responsible for the content and quality of the non-formal learning.

## 10.3 Support to youth work

### Policy/legal framework

In Denmark, there is no legislative framework specifically for youth work. Instead, matters related to youth work are governed by a range of different laws.

In the **Act on Youth schools** (lov om ungdomsskoler, [Lbk nr 608 af 28/05/2019](#)), the objective of youth schools is defined:

Youth schools must:

- Offer young people the opportunity to strengthen and expand their knowledge and skills
- Give young people an understanding of and equip them for life in general
- Contribute to increasing the substance/content of young people's life
- Develop young people's interest for and active participation in a democratic society

The act relates to both non-formal learning and formal learning. The youth schools may offer non-formal activities, such as outdoor activities, e-sport, music, theatre, etc. The youth schools are obliged to offer:

- Mainstream education (almen undervisning)
- Teaching in lower secondary examination subjects (prøveforberedende undervisning)
- Special needs education
- Education organised for young migrants (e.g. in Danish language and Danish society)

The municipal council may decide to offer:

- Road safety and moped education
- Full-time education (heltidsundervisning)
- Other activities in accordance with the youth school's objective that may be included in the municipality's youth policy
- Danish lessons for newly arrived migrants in the 18–25-year age group
- Education in subjects mandatory in the municipal primary and lower secondary schools
- Youth clubs and other leisure activities

The youth schools are for all young people in the 14–18-year age group living in the municipality. The municipal council may decide to include people younger than 14 and older than 18 in the youth school. Nevertheless, the youth schools must provide special needs education and often offer alternative learning courses for young people who for some reason cannot participate in the lower secondary education in the primary and lower secondary education ([folkeskole](#)). Often the offers involve non-formal learning and focus on making the young person ready for upper secondary education.

### Act on Day Care (Dagtilbudsloven, [Lbk nr 824 af 15/08/2019](#))

Youth clubs: Municipalities are obliged to establish youth clubs as one of the municipality's after-school activities for children and young people. The clubs and other social pedagogical after-school activities must be developed in cooperation with the young people. The clubs must strengthen the young person's development, independence, and understanding of democracy, as well as contribute to the young person's ability to enter into binding relationships. Municipalities' after-school activities must encompass all young people, but may also target young people with special needs.

The act pertains to non-formal and informal learning, but the act establishes that the youth club must support the young persons in their future possibilities within the area of education and employment.

**Act on Non-Formal General Adult Education** (Folkeoplysningsloven, [Lbk nr 1115 af 31/08/2018](#)): According to the act, municipalities are obliged to support leisure activities for children and young people. See [section 2.1](#) for a detailed description of the municipalities' obligations.

**Act on Social Service** (Serviceloven, [Lbk nr 798 af 07/08/2019](#)): Municipalities are obliged to establish the necessary number of places in special youth clubs for young people who due to a substantial and permanent physical or mental impairment have a special need for support and treatment that cannot be met in ordinary youth clubs established according to the Act on Day Care.

## Funding

Public youth work, which is established in the four acts mentioned above, are the responsibility of the municipalities. Most municipal youth activities are financed by public subsidies and different degrees of self-payment from the users. The municipal council allocates the specific amount of funding, which means that the budget differs in the 98 municipalities. The municipal budgets are covered by local taxes and a state block grant.

Third sector associations and NGOs involved in non-formal general adult education for young people can be supported by the different pools of funding. For a detailed description of the different pools of funding, see [section 2.1](#).

Associations may also apply for Erasmus+ Youth in Action funding.

**Act on Youth Schools:** The youth schools are the responsibility of the municipalities. Each municipal council is obliged by the act to establish and run a youth school. The youth school is financed by the municipalities.

The funding framework does not identify the type of activities or the specific target group. No EU funds are used in the daily running of municipal youth schools. However, youth schools may apply for Erasmus+ funding for specific projects.

If a municipality decides to establish a youth club and other leisure activities, the municipality is obliged to financially support these activities as any other general adult non-formal education activity.

There is self-payment for the youth club and leisure activities.

According to the **Act on Day Care**, municipalities fund the youth clubs, but there is also self-payment covered by the young person or parents of the young person of maximum 20% of the budgeted gross operating costs.

**Act on Social Services:** According to the ministerial order (Bekendtgørelse om tilskud til ophold i særlige dagtilbud, [Bek nr 1034 af 20/08/2007](#)), municipal councils are obliged to cover the total expenses if the assignment of a place in a special youth club is based on consideration for the treatment of the young person. If the assignment is based on other considerations, the municipal council must pay a subsidy according to the rules established in the Act on Day Care (see above).

## Cooperation

There is no national framework for cooperation between *all* youth work stakeholders.

## 10.4 Quality and innovation in youth work

### Quality assurance

In Denmark, there is no national system of quality assurance applying to youth work. Instead, the different strands of youth work have different quality assurance mechanisms.

## Public sector youth work

The municipalities are responsible for establishing youth schools and youth clubs. The municipalities are obliged to follow the legal framework established by the Ministry for Children and Education.

The Social Appeals Board supervises municipalities within the fields of social affairs and employment. Youth clubs established in accordance with the Act on Social Services fall under the responsibility of the Social Appeals Board.

## Third sector youth work

The quality assurance mechanism in third sector youth work depends on the grant provider. Often, the quality assurance takes place in the application process and when an activity or a project has ended.

Associations receiving municipal funding according to the Act on Non-Formal General Adult Education (Folkeoplysningsloven, [Lbk nr 1115 af 31/08/2018](#)) are subject to municipal monitoring. First, associations must meet criteria established by the act, for instance that the association is democratic and open to all. Municipalities can demand that associations document that they meet the criteria, and the municipalities monitor that associations funded according to the act comply with the regulations established. Each year, associations must report on their non-formal general adult activities to the municipal council. The municipal council can decide that funding not used in accordance with the act should be refunded or deducted from the next year's funding.

Furthermore, grants can be withheld if the association do not comply with the law.

**The Danish Youth Council (DUF)** is responsible for allocating funding for children and youth associations from the profits from the national lottery and football pools. The pool is public and there are [extensive demands regarding monitoring of the allocation of funds](#). Furthermore, the DUF is obliged to abide by the same regulations as public authorities, such as the Act on Public Administration.

The DUF has established a range of eligibility criteria that all associations applying must meet, for instance that the associations are democratic, have at least 500 members under the age of 30, and have local branches in each region. Associations must document that they meet the criteria and DUF must approve the reports. Furthermore, associations must submit a financial statement verified by an auditor and a solemn declaration.

The DUF funds associations in several ways, for instance through a management fee and project support.

Management fees: Based on the number of members.

Projects support: Beneficiaries are obliged to document the realised activities in the form of a final report, and for longer projects also an interim report. The final report can consist of an activity report (realised activities and how the results were obtained) and a financial report (how the grant was used).

Each year, the DUF appoints an auditor to control the information provided by the beneficiaries. If the associations do not meet the criteria, funding may be withheld or associations must refund the support.

The youth board of the profits from the national lottery and football pools approves the funding rules established by the DUF. Furthermore, the youth board processes complaints against the DUF's administration of the pool.

For quality assurance in the DUF programme, Dialogue Ambassador Corps, see [section 9.4](#).

## Research and evidence supporting Youth Work

The Danish Evaluation Institute, EVA, is a national evaluation institute that explores and develops the quality of day care centres, schools, and educational programmes. In 2018,

the institute conducted a research project on [quality in after-school children and youth clubs](#). The project also examined how and to what extent children and young people use the offers. The Ministry of Children and Education initiated the project. The project defined four criteria of quality in the municipal offers:

- The children and young people have good social relations and are part of a community: The study shows that the leaders and pedagogues are very aware of establishing an environment in which children and young people develop strong social relations.
- The children and young people should have their own free time and co-determination regarding activities.
- Leaders and pedagogues share knowledge on children and young people's well-being.
- Leaders and pedagogues cooperate with other actors (school, parents, the municipality, and the local community) in order to better understand the child's or young person's challenges.

Based on the study, EVA has developed an [instrument to facilitate a dialogue](#) among leaders and pedagogues on how to ensure and strengthen quality in the local clubs.

### Participative Youth Work

Young people have not contributed to or been consulted regarding top-level youth work policies and regulations.

Top-level policies on youth work in the municipal youth schools and municipal youth clubs require the involvement of young people in the design and development of local youth work activities. Thus, municipal youth work must be designed with the participation of and cooperation with young people.

According to the Act on Youth Schools (Bekendtgørelse af lov om ungdomsskoler, [Lbk nr 608 af 28/05/2019](#)) each municipal youth school is obliged to establish a youth school board of at least seven members. The young learners at the youth school must be represented on the board. The municipal council decides whether the young learners are entitled to vote in the board, and the decision must appear from the articles of the municipal youth school. The mandate period for the young learners is one year.

The local youth work taking place in municipal youth schools has been developed with the consultation of young people. The consultation takes place in the youth school boards. It is the task of the board to produce a budget for activities of the youth schools in the municipality as well as the subject matter and extent of the youth school's activities.

According to the Act on Day Care §65, the municipal board must ensure young people's influence on the activities in the local youth clubs.

### Smart Youth Work: Youth Work and the digital world

Most associations use social media to reach, inform, and recruit members. Furthermore, several associations offer online guides to digital literacy. However, these offers are not aimed at youth work projects. These initiatives support the young person's digital literacy with information on sharing pictures on the Internet, privacy online, fake news, etc. These initiatives are mentioned in section 6.8.

**Training:** Training is aimed at professionals and volunteers. Online courses and MOOCs (Massive Open Online Courses) are not common. Training concerns digital life and digital literacy. Often, professionals and volunteers take a course that will enable them to perform their youth work better, for instance how to counsel young people digitally, how to use e-sport as a pedagogical approach, etc. Examples of training to equip youth workers to use digital technology as a tool in youth work:

**E-sport trainer course:** a cooperation between The Danish Federation of Company Sports (Dansk Firmaidrætsforbund), eSport Danmark, Danish Gymnastics and Sports Association (DGI), and The Youth Ring (Ungdomsringen) has developed a course targeting

teachers, pedagogues, and volunteers in associations. The objective of the course is how to promote learning and development among participants of e-sport.

The **Centre for Digital Pedagogy** offers four digital counselling services for young persons. Groupchat.dk and Cyberhus.dk (Cyber House) are 50–100% publicly funded. It is possible to volunteer at the Centre for Digital Pedagogy. Volunteers have the opportunity to enrol on courses that will enable them to perform the digital counselling.

#### **Media council for children and young persons:**

Online guide: [When children and young people share intimate pictures in the Internet](#). The guide is available online and targets professionals, for instance social workers, teachers, pedagogues, and SSP- personnel working with young people. For more information in the SSP-cooperation, see [section 4.2](#)

[Nettets vildveje](#) (the Internet's detour) is an initiative to develop information and teaching material about online propaganda, fake news, grooming, and manipulation, which was introduced in the government's 2016 action plan to prevent radicalisation and extremism (see [section 4.5](#)). The information is aimed at associations, youth clubs, youth organisations, and education institutions working with young people. The objective of the online magazine is to inform people working with young people about the risks and pitfalls in relation to young people's online life and to support young people develop a critical online behaviour.

## **10.5 Youth workers**

### **Status in national legislation**

In Denmark, youth worker is not a recognised profession, and the term is not widely used. Therefore, the term youth worker applies to everyone working with young people and not only to professionals. There are no minimum training/qualification standards for third sector youth workers.

One single criterion applies to everyone in contact with children and young people under the age of 15. According to the Act on Children's Certificate (Børneattestloven, Lbk nr [362](#) af 02/04/2014)), people working with children under the age of 15 cannot have any previous record of sexual offences involving children.

### **Education, training, and skills recognition**

No dedicated qualification for youth workers covers all types of youth work. In the public sector, the educational background of the majority of persons employed as youth workers is pedagogues, teachers and social workers, which are broad generalist educations and which are both qualified to further educational programmes. The majority of 'youth workers' involved in the running of municipal youth clubs, are professionals who have obtained a degree in pedagogy. Some are specialised in youth pedagogy.

Typically, a youth club has a core of youth workers educated in pedagogy and who are supplemented on an hourly basis by people with a specific skill or trade that is of interest to the young users of the club, for example a skater or a rapper.

Sometimes this is a way for a person with a different background to enter youth work, since specific personal skills to handle certain groups of young people can be of high value.

Up until 1997, there was a specific education for training to be a worker at a youth club (a 3-year programme), and some workers at the youth clubs have this educational background. After 1997, the specific youth worker education only exists as a way of specialising after completing the more general education in pedagogy.

Most youth NGOs are run entirely or almost entirely by volunteers. Some youth NGOs do employ staff, but they are rarely youth workers or individuals involved in the delivery of youth work. Instead, most of them are administrators and other professionals employed

to run the NGO from an administrative, strategic, or financial perspective. Most of the individuals who work directly with young people are volunteers or are paid to work on a part-time/session basis.

The SSP cooperation (see [section 4.2](#) and [4.5](#)) offers education to youth workers at youth clubs on influencing the mindset of young people on subjects such as substance abuse, handling of fireworks, etc.

The DUF, Youth Ring (Ungdomsringen), the association for youth schools, as well as the two national sports federations DGI and DIF all arrange competence development offers for their member organisations. For more information on the associations, see [section 10.2](#).

There is no specific national procedure for the validation of skills gained by youth workers. In Denmark, there is a system of general competence assessment that can be used for all types of competences gained through non-formal, informal, and employment activities, which also includes voluntary activities in organisations. Youth workers can use the general competence assessment when they wish to enrol in formal education programmes where they do not meet the formal admission requirements. See [section 6.4](#).

## **Mobility of youth workers**

There is no national mobility programme dedicated to youth workers.

A range of organisations distribute profits from the national lottery and football pools ([udlodningsmidlerne](#)) for youth and sports associations. The funding may support projects that involve mobility of youth workers either nationally or internationally.

- The DUF distributes national funding for children and youth associations. The DUF administers an international pool that can fund mobility for youth workers:
  - ‘Explore’ is a recurring course with the purpose of kick-starting international cooperation and engagement.
  - Youth leader (financed with the MENA pool): Every year, the DUF educates youth leaders who are in the 18–30-year age group and who participate in international mobility for 3–12 months. The Danish organisation to which the young person belongs and the partner organisation must enter into an equal partnership, and the youth leader plays a vital role in this process.
  - The DUF arranges networks for youth workers: Networking for chairpersons and top board members, networking for employees and advisors, networking for secretariat directors, networking for non-formal general adult education, and networking for international coordinators.
- DGI arranges trainer courses for young trainers.
- The Youth School Association (Ungdomsskoleforeningen) offers networking opportunities for youth school workers.
- The Youth Ring (Ungdomsringen) offers pedagogical courses aimed at developing the youth workers’ professional competency and people skills so that youth workers are better equipped when working with young people. Furthermore, the Youth Ring offers courses in project management in order to improve the work in specific projects or activities in the local youth clubs.

Youth workers can apply for funding through the Erasmus+ mobility for youth workers.

## 10.6 Recognition and validation of skills acquired through youth work

### Existing arrangements

There are no recognition and validation arrangements specific to participation in youth work. Skills acquired through voluntary activities in youth organisations or sports clubs are recognised as non-formal and informal learning. Informal and non-formal learning are recognised in prior learning assessment (realkompetencevurdering). For more information, see [section 2.7](#) and [6.4](#)

## 10.7 Raising awareness about youth work

### Information providers

The National Agency for Science and Higher Education administers a range of international mobility programmes, such as Erasmus+, the European Solidarity Corps, and Nordplus. See [section 6.5](#) for a description of the programmes. On the agency's website, young people can find information about programmes, the application process, and how to document skills with Europass. At the website Grib Verden (Seize the World), which the agency administers, young people can find information on international mobility, including international youth work. The information covers topics such as social insurance, tax, and documentation of skills.

### Key initiatives

There are no top-level key initiatives to raise public awareness about the value of youth work.

## 10.8 Current debates and reforms

### Forthcoming policy developments

In the political understanding, [A fair direction for Denmark](#), the government and its three supporting parties have outlined the political objectives and priorities for the government.

One of the objectives of the new government is to strengthen Danish democracy. Among other things, this will take place via the following initiative:

Mapping and removing bureaucratic burdens for voluntary associations and increase the use of "leisure time passes" to vulnerable youths and children, so that more have the opportunity to participate in associations.

See also [section 2.8](#) on the allocation of funds from the former rate adjustment pool, which a majority in parliament cancelled as of January 2019.

### Ongoing debates

Youth work is not a widely used term in Denmark, and there is no public debate on the term youth work.

However, there has been a concern expressed among professionals in youth clubs and local sports clubs that the prolongation of the school hours in the public primary and lower secondary schools (Folkeskolen) as of 2014 will have consequences for children and young people's participation in after-school activities. In the wake of the general election in Denmark in June 2019, the Youth Ring, the Association of Youth Schools, the Danish National Federation of Early Childhood Teachers and Youth Educators (BUPL), and the national association for youth school leaders have demanded that a new government prioritises young people's after-school activities in the new government platform. The youth clubs and youth schools have experienced fewer resources and a decline in members

since the reform in 2014. On the other hand, the organisations have evidence that the youth schools and youth clubs are able to include young people from socially marginalised families, that they integrate young people with migrant backgrounds, and that they support young people who for one reason or another do not thrive in the formal education system.

## GLOSSARY

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**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:** Social housing. Social 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. A benefit for unemployed people who are member of a unemployment insurance fund.

**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

**EUX:** EUX combines a VET education and a general upper secondary education. EUX qualifies students for a job as well as giving them direct access to higher education in a wide range of programmes

**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.

**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.

**Frie fagskoler:** Private, non-formal, preparatory vocational education and training. The schools offer practical and vocational teaching combined with general education to young people who have completed compulsory education. The objective of the teaching is to prepare the young person for further education.

**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 forberedelseeksamen (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.

**Højskole:** Folk High schools are residential schools for everybody who is 17 ½ years. The education programme is non-formal adult education aiming to provide life enlightenment, public enlightenment and democratic education. There is no fixed curriculum, no exams and no grades.

**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.

**Kommunal Ungeindsats (KUI):** Municipal Youth Measure. The municipal youth measure must establish a coherent cross-sectoral measure regarding education and employment for all young people under 25 years. The measure coordinates education, employment, and social initiatives.

**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.

**Produktionsskoler:** Production schools. Independent institutions aimed at young people under the age of 25 who have not completed a qualifying youth education and who, at the time, are not qualified to start such an education. The pupils are entitled to a maximum of one year at a production school. As of August 2019, there is no admission of new students.

**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

**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

**STU:** A three-year youth education programme for young people with mental and physical impairments or special needs.

**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:** The Profits from the national lottery and football pools. Danish Gaming's (Danske Spil) profits (funds from the state football polls 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 polls and the National Lottery.

**Ungdomsskoler:** Youth Schools are located in every municipality and carry out many different tasks to support young people living in the municipality. The municipal Youth School plays an important role in securing and helping young people towards education and a good adult life with focus on improving social skills, personal skills and academic

achievement. By doing so, Youth Schools prepare young people for further and higher education. The goal is to help, guide and educate young people especially, those who may be considered socially marginalized.

**VEU (Voksen- og efteruddannelse):** Adult education and continuing training.

**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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