



Youth Wiki national description

Youth policies in Denmark

2021

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://national-policies.eacea.ec.europa.eu/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 2019, the [Danish NEET rate was 10.0 %](#) in the 15-34 age group.

1. YOUTH POLICY GOVERNANCE

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

In Denmark, the government defines 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. 1287 af 28/08/2020](#)) the municipalities must develop a coherent children and youth policy. According to the act, municipal services must contribute to children and young people's development, well-being and independence. The children and youth policy must ensure a connection between the general and preventive measures and the measures aimed at children and young people with special needs. This includes day care, primary and secondary schools, healthcare, the voluntary sector and special needs measures for children and young people.

1.1 Target population of youth policy

In Denmark, there is no single definition of the age 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.

1.2 National Youth Law

Existence of a National Youth Law

There is no national youth law in Denmark.

Scope and contents

There is no national youth law in Denmark.

Revisions/updates

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 2016-2019 government, but were affirmed in broad political agreements in parliament and are still in effect or are being implemented.

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](#).

Scope and contents

A fair direction for Denmark

In the political understanding, the four parties establish their objectives for the current government term (2019-). The political understanding establishes that the 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. Since 2016, all education institutions were obliged to cut 2% of their budget every year.
- 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.
- A new government will also be discontinuing the education limit. In 2016, the parliament passed an act on 'double education' in order to reduce the number of people who have completed two higher education programmes. Since the 2017 summer intake of students in higher education programmes, only a limited number of people could enrol on their second education programme, for instance in case of health issues or labour shortage. In 2017, the law was amended and people could enrol on their second higher education programme 6 years after completion of their first higher education programme.

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.

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.

Revisions/updates

A fair direction for Denmark

There are no revisions of the political understanding.

1.4 Youth policy decision-making

This section describes the way youth policy is developed in the national system. It is subdivided into three major parts: (I) the institutional structure of decision-making and its contributing actors, (II) the main themes covered by youth policy, and (III) whether and how youth policy is monitored and evaluated.

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.

See [section 5.1](#) for a detailed description of Danish institutions of representative democracy.

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 of the [parliamentary year 2021/2022](#) can be seen here.

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
- The minister for taxation

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 senior citizens
- The minister for taxation
- The minister for climate, energy and utilities
- The minister for industry, business and financial affairs
- The minister for employment

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, agriculture and fisheries
- 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.

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

The head of development is 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

In relation to young people, the Ministry of Culture is responsible for:

- 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](#))
- Culture policy for young people

The Ministry of Social Affairs and Senior Citizens

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

The Ministry of the Interior and Housing

- 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 equal opportunities

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

Denmark is 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.)

The regions' economy is part of the public budget. Therefore, the regions' spending is balanced in proportion to the other parts of the public sector. Every year, the government and Danish Regions enter into an economic agreement on the regional spending and the regional tasks.

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.

The municipal economy is established in annual economic agreements between the government and Local Government Denmark (KL). Typically, the agreement establishes the total level of expenditure on services and facilities as well as the level of municipal taxation.

Furthermore, Denmark has a system to balance the worst inequalities among municipal economies in order to ensure that citizens can expect more or less the same service level no matter if they live in a wealthy or a poor municipality.

The 98 municipalities are responsible 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 Consolidation act on Municipal Provision for Young People under 25 (Lov om kommunal indsats for unge under 25 år, [LBK nr 1301 af 04/09/2020](#)) 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

This section describes the main policy themes addressed by national youth policy, including what informs the choices of themes, and how the themes are identified at top-level.

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.

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 senior citizens as well as 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.

Citizen motions

Since January 2018, all persons entitled to vote in general elections in Denmark can formulate a policy proposal if a minimum of 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.

Youth-related citizen motions that have been passed in parliament (examples):

- [Minimum 6 months grief leave when parents lose a child in the 0-18-year age group.](#)
- [Prolongation of the period a women's ovum can be frozen when couples are in fertility treatment.](#)

Monitoring and evaluation of youth policies

The national legislation is subject to monitoring and evaluation by national agencies, ministries and a range of public institutions. These evaluations, analyses and reports are the basis for the development of new policies and policy reforms.

See below for a detailed description of how the monitoring and evaluation of youth policy are conducted in Denmark.

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:

- Young people not in employment, education or training (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

This section describes whether and how the main policy measures and programmes in the field of youth are evaluated and monitored.

The policies and measures in the field of youth policy are monitored and evaluated. Evaluation can be conducted by a ministry or agency (internal), by researchers (external)

or by a range of state institutions. Some monitoring and evaluations are ad hoc while others are regular.

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.

Each sector ministry is responsible for national agencies that perform monitoring, evaluation and reporting.

Monitoring and evaluation under the auspices of the Ministry of Employment:

The Danish Agency for Labour Market and Recruitment (STAR) is responsible for implementing and following-up on employment policies in Denmark. The agency initiates tests, analyses, projects and reviews in order to establish a firm knowledge of which measures have a positive effect.

Ad hoc evaluations:

RCT (randomised controlled trial) is used to determine whether a cause–effect relationship exists between an employment measure and an outcome. Participants are divided into two groups: one group participates in the specific employment measure, which is tested, and the other group receives the standard employment measure.

One example is an [RCT on the most effective measure to enrol young unemployed people in education or employment](#).

When RCT is not possible, knowledge pilot projects are initiated, for instance '[Bridge-building to education](#)'.

Reviews

The agency develops literature reviews based on Danish and international research on the effects of employment policies.

Inspiration projects

When no knowledge about a measure is available, the agency initiates inspiration projects in order to develop hypotheses and theories to test at a later stage.

Practice reports

The agency conducts practice reports on the implementation of employment policy reforms. The purpose of the reports is to ensure a uniform implementation of reforms in all municipalities. Most reports available on the agency's website are conducted by external actors.

One example is a [report on municipalities' referral and assessment of young people under the age of 30 without an education](#).

Register-based analysis

The agency conducts register-based analysis. In register-based analyses, the effects of mechanisms in employment policies are estimated. One example is:

[Young people's journey from education benefit to education and employment](#).

Regular monitoring

The agency runs a knowledge bank called Job Effects ([Jobeffekter](#)). The knowledge bank collects and communicates research results in the area of employment policies. On the portal, it is possible to compare the effects of specific measures aimed at specific target groups. Furthermore, the portal also contains effect studies of employment measures.

Furthermore, the agency monitors all unemployment insurance funds and municipalities in their compliance with the law.

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.

The agency also supervises all education institutions under the auspices of the ministry. The supervision covers the quality of education, economy, institutional matters/conditions and law compliance.

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 Senior Citizens

The Ministry of Social Affairs and Senior Citizens often evaluates measures as a follow-up on new legislation. However, there is no specific focus on the 13-30-year age group.

[The National Board of Social Services evaluates projects](#) and pools of funding. The evaluations can be midterm or final evaluations.

Furthermore, the [National Council for Children](#) collects knowledge on children's conditions in Denmark. There is no regulation on the frequency of the studies.

The Ministry of Higher Education and Science

From time to time, the ministry initiates evaluations of areas within the ministry's field of responsibility, for instance education programmes, the admission system, the grading scale, etc. The evaluations are ad hoc and the mechanisms differ. Some evaluations are conducted by the ministry or agencies under the ministry while others are conducted by external researchers or market research companies.

The Danish Agency for Higher Education and Science is the supervising authority of higher education institutions. The systematic supervision of education institutions is based on:

- The education institutions' annual reports and auditor's records (economic supervision).
- The supervision in relation to the strategic framework contracts is based on annual progress reports from the education institutions. The contracts contain specific measurable strategic targets in relation to the education institution's key tasks, which are established in a dialogue between the institution and the ministry.

Other types of supervision are ad hoc:

- Thematic supervision: supervision of selected themes or single issues. The purpose of thematic supervision is to monitor if new regulations have the intended effect or if new legislation is properly implemented. Reports based on the thematic supervision are published on the ministry's website.

The Ministry of Health

[The Danish Health Authority](#) has the overall responsibility for monitoring and evaluating trends in the health and well-being within the Danish population, including the Danish youth. The Danish Health Authority initiates evaluations of projects and campaigns, for instance:

Specific publications and topics are described in detail on the Danish Health Authority's website: <https://www.sst.dk/en/English>

Other institutions such as the [National Institute of Public Health](#) also contribute with monitoring the health among the Danish youth. This work is conducted through special agreements with the Ministry of Health.

With regard to more specific evaluations, two overall reports can be mentioned. The National Health Profile and 'Skolebørnsundersøgelsen'/Health Behaviour in School-Aged Children (HBSC) are published every four years. They describe the overall pattern regarding health and well-being in the Danish population and youth.

The National Health Profile

Every four years, a National Health Profile report is published by the Danish Health Authority in collaboration with the five Danish regions and the National Institute of Public Health. The most recent National Health Profile was published in 2017, and a new version is expected to be published in 2021. In this report series, data on Danish citizens aged 16 years and above is monitored in relation to the following topics:

- Health and well-being
- Morbidity
- Health behaviour
- Contact with the healthcare system
- Social relations
- Good life years

The results are used as a basis to coordinate health promotion interventions as well as to identify regional and municipal health differences in the Danish population. In addition, the data is used to monitor and evaluate the development in various health figures.

Skolebørnsundersøgelsen

Skolebørnsundersøgelsen is the Danish contribution to the WHO cross-national study Health Behaviour in School-Aged Children. This study has been conducted in Denmark since 1982, and the most recent report was published in 2018 by the National Institute of Public Health. The report is based on a questionnaire survey of 11-15-year-old school children and covers topics such as self-reported health, well-being and health behaviour. The results are used for research purposes as well as health promotion initiatives targeting Danish youth.

Evaluation and monitoring performed by other state institutions

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 can 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](#)

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.

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 connection of young people with mental issues to the labour market and education](#)

The Ombudsman for Children section. The Danish Ombudsman for Children can initiate cases when there is an indication of a public authority's non-compliance with the law. Furthermore, the ombudsman visits private and public institutions where young people are placed in care outside the home. Finally, the ombudsman oversees that international conventions on children are complied with.

Besides the audits of public spending, the National Audit Office of Denmark conducts performance studies, called major studies, that cover a wide range of subjects and reflect what the National Audit Office consider essential for efficient, effective and financially sound administration. The National Audit Office has a follow-up procedure that contributes to ensuring that the audits are effective. The responsible minister is asked to submit his/her comments to the report with a statement on what will be implemented to meet the recommendations of the audit office. The ministerial statement and the follow-up memoranda prepared by the audit office are made public and submitted to the parliament and form the basis for the parliament's approval of the governmental accounts for the fiscal year.

Examples of major studies and follow-up procedures in relation to children and young people in 2020:

- [Report on the measures to keep young people with fewer opportunities in education](#)
- [Memorandum on the efforts towards children placed out of home](#)
- [Memorandum on the report on administration of ECTS points in higher education institutions](#)

Ad hoc evaluations

Instead of evaluations made by national agencies, the sector ministries can 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 can 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 2019](#)) and the report on higher education and science ([Uddannelses- og forskningspolitisk redegørelse 2019](#)). 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 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

This section describes the main mechanisms for ensuring a cross-sectoral approach to youth policy.

Danish youth policy is cross-sectoral, which emphasises coordination between ministries and agencies. There is no legal framework or formalised inter-ministerial working group underpinning the cross-sectoral practice. However, the committees described in section 1.4 coordinate the government's major and significant policy initiatives, which could also be youth policies.

1.6 Evidence-based youth policy

Political Commitment to Evidence-Based Youth Policy

This section provides an overview of how youth policy is informed by research on youth issues. In Denmark, the field of youth policy resembles other fields of public policy and is informed by evidence, data and research. The commitment to evidence-based policy is explicit:

Denmark has two [government research institutes](#), NFA and SSI. 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

NFA also conducts research on young people and newly employed people, for instance:

- [Youth health and safety groups: Process evaluation from an intervention in Danish supermarkets, 2020](#)
- [Precarious work among young Danish employees – A permanent or transitory condition?, 2019](#)
- [New forms of work among young people: Implications for the working environment, 2019](#)

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

One example is the research programme Better Health in Generations (Bedre sundhed i generationer), which also includes research on young people's health, diet and exercise habits.

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.

Currently, only one agreement on research-based consultancy is related to youth research, which is the agreement between the Ministry of Health and the University of Southern Denmark/the 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. 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

There is no national definition of evidence-based youth policy. However, several ministries and agencies refer to knowledge-based solutions, data and evidence in their internal management strategies, which is evident from the following examples:

The Danish Agency for Labour Market and Recruitment (STAR): In its vision, STAR describes how its work is embedded in evidence-based knowledge on what works. Furthermore, STAR develops and communicates new knowledge about the labour market, employment measures and social assistance by conducting reviews, projects, analyses, etc. The knowledge strengthens the minister's and the parliament's basis for decisions and ensures that policies, rules and measures have the intended effects.

The National Board of Social Services: In the mission of the National Board of Social Services, the board states that it actively contributes to an evidence-based social policy and efficient social measures that make a difference for citizens and society.

In the visions of the board, the board states: 'We qualify social policy and social measures in Denmark'. The board further elaborates that the National Board of Social Services:

- makes it possible to base social policy on solid knowledge on what works, how it works and its costs.
- identifies, develops and documents best practice in cooperation with stakeholders and works to ensure that a larger part of social policy is evidence-based.

- supports a knowledge- and data-based social practice by ensuring easy access to knowledge on best practice, efficient methods and relevant data.

The Danish Agency for IT and Learning (STIL): [The management in the Agency for IT and Learning works to use knowledge and to develop new solutions based on data](#). The agency management seeks new knowledge among its stakeholders, both nationally and internationally.

Ministry of Higher Education and Science: In the ministry strategy 2016-2020, the ministry has developed a range of targets, and one of them is entitled 'Analysis, knowledge and action'. In the elaboration of the target, the ministry states that it works analytically and evidence-based. Furthermore, in the ministry values, the ministry states that it develops solutions based on facts and the newest knowledge, as well as developing and communicating new knowledge.

Furthermore, several ministries have established analytical units close to the top management in the ministries or in the agencies. This tendency is evidence of the ministries' strategic prioritisation of the use of research-based knowledge in policy-making and indicates an attempt to facilitate a closer connection b

Cooperation between policy-making and research

A [research project carried out in the Danish Council for Research and Innovation policy from 2014-2016](#) shows that evidence-based policymaking is a strategic focus area in all of the ministries, continually gaining momentum and practical significance in policy-making processes. The project concludes that there is room for improvement, since for instance no ministries have developed a coherent, explicit strategy on how to use research-based evidence in policy development.

Furthermore, the study shows that the ministries primarily use research-based knowledge in long-term policy-making. In the short term and on a day-to-day basis, time and resource constraints limit the ministries' possibility to review and apply research-based evidence in the development of new policies.

With regard to the ministries' usage of research-based knowledge, the study shows that knowledge transfer from research environments to the political processes in the ministries is often guided by one of two mechanisms, i.e. reactive knowledge transfer or proactive knowledge transfer. Reactive knowledge transfer often entails the ad hoc use of research-based knowledge in policy-making processes as a result of new topics emerging more or less suddenly on the political agenda, whereas proactive knowledge transfer is often initiated by the ministries themselves to meet the long-term need for evidence, e.g. in connection with preparations for reform processes or flagship projects.

The projects indicate that many different forms of interaction guide the knowledge transfer between the ministries and relevant research environments, including for instance:

- Collaborative research and research partnerships
- Academic consulting in councils or standing committees in the ministries
- Purchase of research via public procurement
- Conferences and networks

Research-based public sector consultancy by the universities and the two government research institutes mentioned above are examples of institutionalised cooperation.

Furthermore, two research institutions are regulated by law and are relevant for youth research:

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.

Policy themes covered by research

Several sector ministries manage Danish youth policy, and therefore a wide range of themes are included in Danish youth policy: education, labour market entry, socially marginalised children and young people, health and well-being, etc. Because of the sectoral nature of Danish youth policy, it is hard to give a brief overview of commissioned scientific research in youth policy.

Below are examples of commissioned research and evaluations by relevant ministries in 2020:

The Ministry of Children and Education

Primary and lower secondary education:

- Room for Difference – Evaluation of the Efforts in the Project: The Mastering of School and Everyday Life ([Plads til forskellighed - Evaluering af indsatsen i satspuljeprojektet Mestring af skoledag og hverdagsliv](#))
- Evaluation of economic incentives to raise the educational levels of slow learners ([Evaluering af skolepuljen - 2. midtvejsrapport](#))
- Flexible planning of the school day ([Fleksibel tilrettelæggelse af skoledagen - Evaluering af rammeforsøg i folkeskolen](#))
- Recommendations regarding simplifying the individual student plan ([Anbefalinger om forenkling af elevplanen i folkeskolen - Rådgivningsgruppen for forenkling af elevplanen i folkeskolen](#))
- Individual student plans in the Danish public school system ([Elevplaner i folkeskolen - Bidrag til videns- og analysegrundlag for Rådgivningsgruppen for en forenklet elevplan](#))
- Progress memo: Evaluation ([Statusnotat: Evaluering og følgeforskning](#))

- A trial regarding technology comprehension in mandatory courses in primary school ([Midtvejsevaluering - Forsøg med teknologiforståelse i folkeskolen obligatoriske undervisning](#))
- Characteristics in high and low performing schools ([Analyse af karakteristika ved højt- og lavtpræsterende skoler](#))

VET-education programmes

- Midway evaluation of the applicability of IT in vocational education programmes ([Midtvejsevaluering af center for anvendelse af IT](#))
- Final evaluation – trial regarding exemptions from curricula requirements at VET institutions ([Rammeforsøg på EUD - Slutevaluering](#))
- Report on the basic course (VET) three years after the reform ([Rapport om grundforløb på erhvervsuddannelser tre år efter reformen](#))
- Good practice for securing that pupils attending a vocational education programme proceed to the main course (VET). ([Inspirationskatalog: God praksis for at få merkantile EUX-elever videre i hovedforløbet](#))
- The simplification of legislation regarding vocational education programmes ([Forenkling af erhvervsuddannelsernes beskrivelsessystem](#))

General upper secondary education programmes

- Report on the effects of the general upper secondary school reform ([Gymnasireformens følgeforskningsprogram 4. Delrapport](#))
- Inspection of the development of institutions within the educational sector ([Eftersyn af institutionsudviklingen på undervisningsområdet](#))
- Report on the effects of a gradeless first year of secondary upper school ([Forsøg med karakterfri 1.g](#))
- New findings on the correlation between management and educators ([Ny viden om Faglig Pædagogisk Ledelse som grundlag for at ledelse og lærere udvikler en fælles viden om undervisningen](#))

Preparatory education/special needs

- Evaluation of the strengthening of the education readiness and Danish proficiency regarding less resourceful people of Greenlandic descent ([Evaluering af puljen Parat til læring og undervisning](#))
- Report: Pupils returning from special education programmes to ordinary education programmes and their transition to upper secondary education programmes ([Rapport: Tilbageførte elever og overgang til ungdomsuddannelse](#))
- Readiness and efforts regarding pupils not deemed ready for upper secondary education ([Uddannelsesparathed og indsatser for ikke-parate elever i grundskolen](#))
- Turbo programme to improve the readiness for upper secondary education ([turboforløb til ikke-uddannelsesparate elever i-8-klasse](#))

Social inclusion in education

- Evaluation of anti-bullying legislation and the national board of appeal against bullying ([Evaluering af antimobbebestemmelser og Den Nationale Klageinstans mod Mobning](#))
- PISA 2018 focusing on pupils with an immigrant background ([PISA Etnisk 2018 - PISA 2018 med fokus på elever med indvandrerbaggrund](#))
- Study of pedagogical, psychological counseling PPR in Danish municipalities ([Undersøgelse af kommunernes pædagogiskpsykologiske rådgivning \(PPR\)](#))

Miscellaneous

- Main report on the costs of the youth education sector ([Hovedrapport: Omkostningsanalyse af ungdomsuddannelsesområdet 2019](#))

Ministry of Employment

- Report on the effect of spare time job ambassadors on youths from socio-economically disadvantaged housing areas ([Puljen Fritidsjobambassadører til unge fra udsatte boligområder](#))
- Evaluation of the 2018 reading comprehension support project ([Evaluering af læsestøtteprojektet 2018](#))
- Evaluation of the usage of bridging courses ([Evaluering af puljen udbredelse af brobygning](#))
- Evaluation of the effects of bridging courses ([Effektevaluering af brobygning til uddannelse](#))
- Analysis of the employment efforts regarding youths dependent on welfare benefits ([Analyse af beskæftigelsesindsatsen for unge i kontanthjælpssystemet](#))

Ministry of Health /Danish Health Authority

- Tobacco, behavior and legislation ([§RØG – En undersøgelse af tobak, adfærd og regler](#))
- The usage of smokeless tobacco among youths ([Tal om unges brug af røgfri tobak](#))
- The European School Survey on Alcohol and Other Drugs ([Den Europæiske Rusmiddelundersøgelse \(ESPAD\) 2019](#))
- Evaluation of the But Why campaign in 2019 ([Evaluering af But why kampagnen 2019](#))
- The effects of digital media on social relations, communities and stress among children and youths ([Digital mediebrugs betydning for sociale relationer, fællesskaber og stress blandt børn og unge](#))
- The correlation between screen time, physical activity and being stationary among children ([Sammenhængen mellem skærmtid og fysisk aktivitet og stillesiddende tid hos børn](#))

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.

As a consequence of young people's mental health issues, the Ministry of Higher Education and Science has included mental health questions in the national survey EducationZoom. See [section 6.10](#).

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

The Ministry of Health and the Danish Health Authority administer a range of health profiles that publish data on young people's health conditions. See [section 7.1.](#)

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 Children and Education

The Ministry of Children and 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 Social Affairs and Senior Citizens

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 2019](#) (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 [Finance Act of 2022](#) can be found here.

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

- Act on Profits 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 170 af 24/01/2022](#))
- 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](#)), upper secondary education, 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 170 af 24/01/2022](#)) 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 170 af 24/01/2022](#)), 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+ in Denmark

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

The [total budget for the 2021-2027 period amounts to EURO 26.2 billion](#). In comparison, the budget for the 2014-2020 period was EURO 14.7 billion. Out of the total budget for the 2021-2027 period, in 2022 around EURO 45 million is allocated to projects administered by Denmark.

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

The European Solidarity Corps in Denmark

Denmark participates in the [European Solidarity Corps](#) to support volunteering and solidarity.

The total budget for the 2021-2027 period is around EURO 1.009 billion. In the 2018-2020 period the budget was EURO 375.6 million. Out of the total budget for the 2021-2027 period, in 2022 around EURO 1.8 million is allocated to projects administered by Denmark.

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

Horizon Europe in Denmark

[Horizon Europe is EU's program for research and innovation in the 2021-2027 period.](#) Numbers for Denmark's participation in the present programme period are not yet available, but in the 2014-2020 programme period, research institutes, researchers and organisations have been funded with €1 330 million, which is [2.57% of the total Horizon2020 budget](#).

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

The European Social Fund in Denmark

The Danish Board of Business Development allocates funding from the European Social Fund to business development all over Denmark. In the 2021-2027 period, the budget amounts to around EURO 120 million. The programme focuses on skill development, education and competency development.

The European Regional Fund in Denmark

The Danish Board of Business Development also allocates funding from the European Regional Fund. In the 2021-2027 period, the budget amounts to around EURO 0,24 billion. The programme focuses on the development of small and medium enterprises and on the implementation of digital solutions strengthening sustainable local development.

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.

[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

In January 2021, the Danish government presented [a new initiative called 'The Children First'](#) (Børnene først). The initiative aims to ensure that children and young people from socially disadvantaged families have a better and safer upbringing by providing them with better possibilities to participate in decision-making regarding their own lives. The initiative targets particularly children and young people in need of foster care, as well as children and young people from families of non-Western origin.

A main instrument in the initiative is a bill called 'The Child's Law' (Barnets lov). In the bill, the government suggests giving children from the age of 10 years legal status in specific cases, thus ensuring that children's perspectives are the central focal point. Among other things, the bill suggests allowing 10-year-old children to file a complaint over a ruling in their own case, to decline contact with their biological parents if they are in foster care and to ask to remain in foster care for the rest of their childhood.

2. VOLUNTARY ACTIVITIES

This chapter describes structures and activities related to youth volunteering in Denmark.

In Denmark, there is a long 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. In 2017, [39% of young people in the 16-29-year age group](#) participated in voluntary activities. In a European context, Danish youth are among the most active. In 2019, [43 % of the 16-29-year age group participated in voluntary activities](#).

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 of Social Affairs and Senior Citizens (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 14 hours a month on volunteering in 2019](#). This is a drop from 2004, where volunteers spent 17 hours a month. 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 1287 af 28/08/2020](#))

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 in Denmark

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

- The Ministry of Culture
- The Ministry of Social Affairs and Senior Citizens
- 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 in Denmark

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 1287 af 28/08/2020](#)) 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 in Denmark

As the responsible authority for social services, the Ministry of Social Affairs and Senior Citizens 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 170 af 24/01/2022](#)).

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 in Denmark

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

Municipalities' role in administering youth volunteering in Denmark

Municipalities support the voluntary sector according to the prescriptions laid down in the Act on Social Services (Lov om social service, [LBK nr 170 af 24/01/2022](#)), 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 (now the Ministry of Social Affairs and Senior Citizens) 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 ([bevillingslove](#)). 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 in the field of governance and administration of youth volunteering

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 was implemented in the 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 was 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 was 'inclusive volunteering'.

With regard to young people, the strategy funded 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 Senior Citizens was the top-level responsible authority for the Strategy for a Stronger Civil Society. According to the agreement on project 3:

- The National Board of Social Services was responsible for an exchange of experience among the participants.
- FriSe was responsible for developing a model of quality measurement.
- CFSA was 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, national authorities 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](#))

The 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 (ESC)

The numbers below show incoming, outgoing and in-country volunteers under the ESC programme in 2019 and 2020. The decrease in the number of incoming volunteers from 2019 to 2020 can probably be seen as a consequence of the corona-virus restrictions in 2020.

	2019	2020
Incoming volunteers	115	52
Outgoing volunteers	54	61
In-country volunteers	9	8

In Denmark, the National Agency for Higher Education and Science administers the European Solidarity Corps (ESC). The agency is also National Agency for the Erasmus+ 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
- 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 1910 af 26/09/2021](#)).

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

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 Higher Education and Science. 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

Information about Erasmus+ and the European Solidarity Corps in Denmark

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

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

Information about other volunteering opportunities in Denmark

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

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

Voluntary Friday

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 (PLA/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](#)).
- In general adult learning (AVU): Act on adult learning and recognition of prior learning in AVU and HF ([LBK nr 603 af 23/05/2019](#)) and the Ministerial order on prior learning assessment in AVU ([BEK nr 453 af 10/06/2008](#))
- Vocational training programme (AMU): Ministerial order on AMU ([BEK nr 1795 af 27/12/2018](#))
- Vocational education and training for adults (EUV): Act on vocational education and training programmes ([LBK nr. 1868 af 28/09/2021](#))
- Academy programmes and Diploma programmes within higher vocational education and training: Act on continuous education for adults ([LBK nr 1038 af 30/08/2017](#)) and the Ministerial order on prior learning assessment in higher education for adults ([BEK nr 1328 af 20/06/2021](#))

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 programmes and Professional bachelor education programmes (Adgangsbekendtgørelsen, [BEK nr 36 af 13/01/2022](#)).

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 35 af 13/01/2022](#)).

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 36 af 13/01/2022](#)).

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 35 af 13/01/2022](#)).

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 general adult education (AVU) and higher preparatory single subject course (HF)

In [prior learning assessment in general adult education \(AVU\) and higher preparatory single subject course \(HF\)](#), 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 the vocational training programme (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 prior learning assessment 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 arbejdsmarkedssuddannelse, [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.

Prior learning assessment 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 prior learning assessment 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 prior learning assessment 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.

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

Applicants of prior learning assessments 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.

Prior learning assessment may lead to:

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

Quality assurance of prior learning assessments in Denmark

The education providers are obliged to:

- Publish on their website methods and procedures used in the prior learning assessments
- Assure that the person in charge of the prior learning assessments has the necessary competences
- Inform and guide the applicant before and after the prior learning assessment
- Carry out quality assurance and develop methods for the prior learning assessments

- Evaluate the results of the prior learning assessments and perform the necessary follow up
- Decisions of the prior learning assessments 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 higher education programmes in Denmark

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 based on recommendations 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.

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 memorandum of understanding, [A fair direction for Denmark](#), the 2019-government and its three supporting parties outlined the political objectives and priorities for the government.

One of the objectives of the 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.

Ongoing debates

As a consequence of the corona pandemic and the lockdowns of society, young people have not been able to participate in associational life to the same extent as previously. This has spurred a debate on young people's inability to thrive and loneliness because of their isolation and exclusion from communities in which they normally participate. Several representatives from education institutions, politicians, youth organisations, researchers and young people have expressed concern over young people's well-being during the coronavirus lockdown of society. When schools and leisure activities are locked down, and

restrictions reduce the number of social contacts, young people are isolated in their families. [The isolation gives rise to loneliness, insecurity and a failure to thrive.](#)

The government allocated funding for projects that support children and young people during the corona outbreak in Denmark. See [section 8.8](#), [8.9](#) [8.10](#) for more information on the support.

3. EMPLOYMENT & ENTREPRENEURSHIP

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

The overall goal for Danish labour market policy is to ensure that the vast majority of Danes are able to provide for themselves. Danish women and men are educated as never before, but there are still big differences in which education or field of study they choose. This has an impact on the strong gender segregation that characterises the Danish labour market.

In relation to young unskilled people, the government has a strong focus on improving their formal skills through vocational education, because unskilled young people are at the greatest risk of unemployment and unstable employment. Hence, the government has established a legal framework to reach the targets:

1. Young people in the 15-17-year age group must be in education, employment, or training (see [section 3.4](#))
2. and young people without education receive a special benefit ("education benefit") and an instruction to start an education (see [section 3.6](#))

At present, Denmark has a relatively low NEET rate. According to Eurostat, [the 2020 Danish NEET \(Not in education, employment or training\) rate was 10.2% in the 15-29-year age group](#). In September 2021, [the Danish unemployment rate](#) was 4.6% in the 15-64-year age group. For the 15-24-year age group, the unemployment rate in September 2021 was 9.6% (the percentages are adjusted for seasonal variations).

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, benefits, and optional unemployment insurance funds that provide employees with a comprehensive income safety net between jobs.

3.1 General context

Labour market situation in the country

Main characteristics

The Danish labour market is known for high job mobility, flexibility, competitiveness and high-quality working conditions.

The Ministry of Employment is responsible for measures in relation to all groups of employed and unemployed persons, i.e. development, implementing and follow-up on employment policy in Denmark, recruitment of necessary foreign labour, ensuring occupational safety and healthy working environments and research on working environments. For further information, see [section 3.2](#).

However, pay and working conditions are typically laid down by collective agreements concluded between trade unions and employers' organisations. This system of labour market regulation is referred to as the Danish Model.

Areas that may be covered by collective agreement:

- Pay and pay increases
- Pensions
- Working hours, overtime work, and pay supplements
- Education and training

The '[Danish model](#)' is based on a long tradition of involving social partners in labour market policy. Hence, 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.

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 Danish 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.

Danish 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, [LBK nr 240 af 17/03/2010](#))
- The Holiday Act (Ferie-loven, [LOV nr 60 af 30/01/2018](#)), which regulates annual holidays
- The Consolidation Act on the Entitlement to Leave and Benefits in the Event of Childbirth (Barselsloven, [LBK nr 106 af 02/02/2020](#))
- 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.

[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 (Not in training, employment or education) 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 in Denmark today

In general, the Danish labour market has experienced a positive development since the financial crisis in 2008 and until spring 2020. The record high level of employment resulted in a decline in the number of citizens in the active labour force who received social benefits, and general unemployment was low.

The Danish labour market was severely affected by the first lockdown that was implemented due to the COVID-19 pandemic in spring 2020 and again by the second lockdown in the beginning of 2021. The payroll employment declined by 2,3 % from the first quarter of the year to the second quarter in 2020, and the unemployment rate rose from 3,6 % in February 2020 to 5,5 % in May 2020. The employment rate rose again concurrently with the gradual reopening of society, and in spring 2021 the employment rate had grown significantly. The employment rate was higher in August 2021 than in February 2020 right before the lockdown, and according to Statistics Denmark the unemployment rate in September 2021 was at its lowest since January 2009.

The reopening of society after the pandemic is also reflected in the number of failed recruitment initiatives in businesses. In September 2021, the level of failed recruitment initiatives was at the highest level since spring 2008.

Some sectors are currently experiencing labour shortages, for instance in sectors such as construction, cleaning and service industries (e.g. hotels and restaurants).

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

- NEETs (Not in education, employment or training)
- Long-term unemployed
- Migrants
- People with reduced work capacity and disabilities

In Denmark, local initiatives were established early on in the crisis. The aim of the initiatives was to meet the needs of the impacted areas, both geographical and sectoral, for instance wage compensation to subsidise the companies and the risk of financial crises and bankruptcies due to the lockdowns.

Some sectors were at special risk of financial difficulties during the pandemic. Because of the high risk, it was necessary to implement local solutions for certain sectors, such as the travel industry, where airports provide a high number of workplaces, apprenticeships, etc.

Normally, people who have been dismissed are obliged to contact their local municipality. Instead, relevant partners, including the municipality and the airport, set up an office in the airport so that dismissed staff who went to work in their notice period could get help and guidance during their workday. airports provide a high number of workplaces, apprenticeships, etc. Normally, people who have been dismissed are obliged to contact their local municipality. Instead, relevant partners, including the municipality and the airport, set up an office in the airport so that dismissed staff who went to work in their notice period could get help and guidance during their work day.

Furthermore, the Danish parliament was aware that COVID-19 could lead to a situation where students and apprentices were not able to get an apprenticeship or complete their education. Hence, in May 2020 the government and the relevant social partners agreed to a number of ambitious measures to make it financially possible, even for companies that are in a difficult situation due to COVID-19, to create new and maintain existing apprenticeships and ensure access to internships, especially for persons who have lost their apprenticeship due to the financial situation.

Furthermore, the Ministry of Children and Education has taken measures to ensure continued education, guidance about education and access to education. For instance, the ministry has changed procedures for accessing courses focusing on upgrading basic skills and prolonged the deadline for handing in applications due to COVID-19.

In June 2020, as a consequence of the COVID-19 pandemic, [the parliament agreed to establish a further 5 000 student places in higher education institutions](#) in 2020/2021 to mitigate problems with youth unemployment in Denmark and young people who would have used a sabbatical year to travel or work abroad.

Youth employment and youth unemployment in Denmark

In September 2021, The [AKU](#) unemployment rate among the 15-24-year olds was 9.6% (adjusted for seasonal variations), which is the same level as in Spring 2008 and far below the approximately 17% in 2012. In the first three months of 2021, which were affected by COVID-19, the AKU unemployment percentage among the 15-24-year-olds was between 12.5% and 13% (adjusted for seasonal variations).

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 (Not in education, employment or training) has increased slightly, but in 2017 the rate declined.

2016	2017	2018
71 663	70 356	69 133

Data from Statistics Denmark

Main challenges of getting more Danish youth into the labour market

At present, the overall main challenge is to ensure that more young people start an education or enter the workforce.

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. Furthermore, after COVID-19 there can be a situation where students and apprentices are not able to complete their education or get an apprenticeship.

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 education programmes (fordelsuddannelser) with high possibility of apprenticeship and employment. With the new tripartite agreement of May 2020 (see

below), it was agreed to [discontinue 'advantageous education programmes' as of 1 January 2022](#).

The agreement of 2016 was followed up by a new [tripartite agreement in May 2020](#). The agreement comprises a number of ambitious measures to make it financially manageable, even for companies that are in a difficult situation due to COVID-19, to create new and maintain existing apprenticeships and ensure access to internships, especially for people who have lost their apprenticeship due to the financial situation.

Another main challenge is the high rate of early school leavers from vocational educations. Hence, in 2020 the Ministry of Employment and the Ministry of Children and Education have established initiatives with an overall aim to ensure that young people are not overlooked and thereby to reduce the high rate of early school leavers. The initiatives are implemented at local and national levels.

Following COVID-19, Denmark has faced a labour shortage crisis in 2021, and with a [new tripartite agreement in October 2021](#) a new trial is set to enter into force in 2022. With the trial, job centres can exempt young cash benefit recipients from an education-first approach and instead focus on a job-first approach.

Another challenge is the NEET rate. 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%.

Danish national surveys on young people's participation in the labour market

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 Senior Citizens, 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

The Danish flexicurity model

The employment system in Denmark is centered 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.

Unemployment in Denmark

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.

The Danish Working Environment Authority

The [Danish Working Environment Authority](#) is a government 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.

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 in Denmark

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.

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 municipal population. As previously mentioned, the municipalities are responsible for designing an individualised and personal measurement within the scope of the laws.

Municipal youth guidance units in Denmark ([kommunal ungeindsats](#)):

The Consolidation Act on Municipal Provision for Young People Under 25 (Lov om kommunal indsats for unge under 25 år, LBK nr 1301 af 04/09/2020) obliges municipalities to establish municipal youth guidance units responsible for establishing a coherent and cross-sectoral youth measure that coordinates educational, employment and guidance initiatives. The municipal youth guidance units 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 responsibility for all young people below the age of 25 years; however, the measures imply a special focus on young people not in education or employment.

Municipal job centres in Denmark

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.

For young people under the age of 30 without an education, the aim of the measures is to ensure that the young person completes an education.

Regions

In 2007, Denmark was 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 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 (Vocational education and training) 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 been in charge of selecting the short vocational training programmes that unemployed people can take part in through the regional education pool. The regional education pool is approximately DKK 100 million each year, which is made available to PES/job centres so that they can purchase short vocational training programmes for all unemployed people. To ensure that these short

vocational training programmes are tailored to the demand of the labour market, it is up to the regional labour market councils (RAR) to decide what kind of short vocational training programmes PES/job centres are permitted to finance from the regional education pool. 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 in Denmark

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.

Trade unions and federation of unions in Denmark

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 in Denmark

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.

Distribution of responsibilities for employment policies in Denmark

The Ministry of Employment is the top-level authority for employment policies in Denmark. The ministry establishes the overall framework, but the regional and municipal actors mentioned above are free 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, act on municipal youth guidance units (KUI) 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

Four times a year, [STAR](#) publishes an analysis on recruiting difficulties in Denmark (Rekrutteringssurveys). The analyses give an overview of the recruitment situation in the Danish labour market and are used as indicators of the recruitment difficulties of Danish companies. Companies are asked: • Was an attempt of recruitment unsuccessful? • How many people applied for a specific position? • Did an unsuccessful recruitment attempt mean loss of orders?

The reports are based on surveys among approximately 14 000 companies. 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 2021 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 from companies on the need for labour and difficulties with recruitment.

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 was updated in January 2021.

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 in Denmark

The skills forecasting is the basis for the selection of short vocational training programmes that unemployed people have access to through the regional education pool or the right to six weeks of job-oriented vocational training. This is to ensure that these short vocational training programmes are tailored to the demand of the labour market.

Indirect use of the skills forecasting in Denmark

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.

Skills development in higher education in Denmark

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 programmes 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

Skills development in vocational education and training (VET) programmes in Denmark

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 children and education and the Council of Vocational Educations ([REU](#)) determine the adjustment each year.

Furthermore, some education programmes 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.

With the tripartite agreement of May 2020, the government and the social partners agreed to discontinue the advantage list as of 1 January 2022.

3.4 Career guidance and counselling

Career guidance and counselling services

Guidance and counselling services for young people in Denmark

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.

Selected national career guidance and counselling objectives linked to the education system

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.

Furthermore, the Consolidation act on Municipal Provision for Young People under 25 (Lov om kommunal indsats for unge under 25 år, [LBK nr 1301 af 04/09/2020](#)) 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 1396 af 28/09/2020](#)), 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 guidance units.

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 guidance units ([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.

Selected national career guidance and counselling objectives outside the education system

The Municipal Youth Guidance Units (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 Labour Market (Lov om en aktiv beskæftigelsesindsats, [LOV nr 548 af 07/05/2019](#)), the municipal job centres 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 required to participate in 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.

Denmark's implementation of the youth guarantee

In 2019, the European Commission commended Denmark for its advanced and well-established system for implementing the Youth Guarantee. [The Youth Guarantee](#) is a commitment by all EU Member States to ensure that all **young people under the age of 30** receive a good quality offer of employment, continued education, apprenticeship or traineeship within a period of four months of becoming unemployed or leaving education.

The Danish system is decentralised, allowing for the offers to be more in line with local needs. The scheme is built on a strong partnership approach, which allows for a tailor-made approach to offers, meaning that each young person is offered an appropriate mix of measures in the fields of education, social assistance, healthcare and employment. There is effective registration, which is linked to benefit entitlements, and also comprehensive and effective monitoring.

As Denmark has a well-established range of policy measures focused on early intervention and targeted support for unemployed youth, it is assessed that the commission's statement also applies to the reinforced Youth Guarantee, which was adopted by the European Parliament in October 2020.

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.

As a part of the development in the Danish youth policy, the municipalities will carry out a trial where young people can be exempt from the education first-based effort and offered a job first-based effort. The trial is set to begin in April 2022. It is the young person's choice whether or not they wish to be a part of the trial.

During the last decade, the Danish government has carried out extensive reforms to enhance initiatives of early intervention, measures to ease the transition into the labour market as well as ensuring that available benefits provide strong incentives for young unemployed people to achieve an education and actively search for employment.

Main providers of career guidance and counselling for young people in Denmark

Young people are entitled to guidance regardless of whether they are enrolled in an education, employed or neither. There are different types of guidance providers available.

Guidance and counselling providers in the education system

- 98 municipal youth guidance 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](#). This service is for all unemployed persons and employers, and it 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 guidance units 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 guidance units 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.

Specific target groups in the career guidance and counselling services

The Consolidation act on Municipal Provision for Young People under 25 (Lov om kommunal indsats for unge under 25 år, [LBK nr 1301 af 04/09/2020](#)) 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.

Unemployed young people under 30 years of age are covered by the Act on Active Labour Market (Lov om en aktiv beskæftigelsesindsats, [LOV nr 548 af 07/05/2019](#)). Employed people are covered in different ways by the act, though they are not the primary focus.

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 is important. According to the Consolidation act on Municipal Provision for Young People under 25 (Lov om kommunal indsats for unge under 25 år, [LBK nr 1301 af 04/09/2020](#)), 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.

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 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 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 for students in Danish VET programmes

Apprenticeship is mandatory and a requirement in most vocational education and training (VET) education programmes. Only the VET programme web Integrator does not include an apprenticeship.

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. It may take the form of either an apprenticeship at one or more companies (uddannelsespraktik) or a school-based practical training (skolepraktik).

An apprenticeship at a company is the preferred form of practical training in VET programmes, but for quite some years, it has been a problem to find enough companies to meet the demand for apprenticeship agreements. In the [tripartite agreement II of 2016](#), a quota agreement was settled. In order to be enrolled in certain vocational education programmes, it is now a requirement that students have an apprenticeship agreement with a company 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.

Apprenticeships

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

The company(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 company differ in the five types of agreement. For all agreements, the following rules apply:

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

There are [specific guidelines](#) regarding the company's responsibility and role. The company 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 a company 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 company 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

The social partners play a significant role in the vocational education and training (VET) programmes

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

Traineeships for students at Danish university colleges (professional bachelor programmes)

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 1343 af 10/12/2019](#))

The Ministerial Order on Business Academies and University Colleges (Bekendtgørelse om erhvervsakademiuddannelser og professionsuddannelser, [BEK nr 2672 af 28/12/2021](#))

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.

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 for students at the Danish 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 1343 af 10/12/2019](#))

The Ministerial Order on Business Academies and University Colleges (Bekendtgørelse om erhvervsakademiuddannelser og professionsuddannelser, [BEK nr 2672 af 28/12/2021](#))

Traineeships for students at the maritime education institutions in Denmark

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 for students at the higher education institutions within the fine arts in Denmark

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 for students at Danish universities

The education programmes at Danish universities are regulated in [The Act on Universities](#) and [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 company 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 during apprenticeships in Denmark

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/company is responsible for the insurance during the apprenticeship.

In Denmark, students are entitled to receive either the state education grant ([SU](#)) or trainee/ apprentice salary. All students in vocational education and training (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](#)).

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

Private market traineeships are only used to a limited extent in Denmark. There is no regulatory framework relating specifically to private market traineeships, but the [Danish Work Environment Act](#) applies equally to people in trainee positions when the work is performed for an employer.

Traineeships for unemployed 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 i.a. 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 COVID-19 crisis has affected the unemployment rate, and as a consequence a majority in parliament has agreed to [prolong the trainee measure for recent graduates](#). The measure was scheduled to end in 2020, but new funding has extended the measure until 1 July 2022.

With the measure, unemployed graduates receive individual, tailored support, combining a traineeship, guidance and skills-upgrading.

Traineeships in 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 Summer 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 companies to establish training contracts with students. (See more in [section 3.6](#))

At [Praktikpladsen.dk](#), apprenticeships for vocational education and training (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 (svendeprøve).

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

Danish vocational education and training (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 companies.

According to the [tripartite agreement II of 2016](#), companies within the VET sector must contribute to the Employers' Reimbursement Fund (AUB). The fund compensates companies that have apprentices, whereas companies 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 vocational education and training (VET) programmes, the company 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 (svendepøve).

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 for young people in Denmark

Members of unemployment insurance funds are eligible for unemployment benefit if they meet the requirements. 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.

All members of unemployment insurance funds are [entitled to unemployment](#) benefit if they:

- are at least 18 years old or have completed a vocational training with a duration of at least 18 months or a vocational training at the highest possible level,
- have been a member of an unemployment fund for at least the last 12 months, AND
- have fulfilled the work requirement; that is, they have reported an income of at least 243 996 DKK (2021 figures) over the last three years while being a member. However, a maximum of 20 333 DKK per month can be included (2021 figures). If the monthly income is less, it will take longer to earn the right to receive unemployment benefits.

However, if graduates join within 14 days of finishing vocational training lasting at least 18 months or if graduates have been a member of an unemployment fund as students, they will be exempt from the above requirement.

If the members meet the requirements, they will be entitled to unemployment benefits for two years within a three-year period (the benefit period). The members will be entitled to another two years of benefits every time they have been employed in the benefit period for at least 52 weeks (1,924 hours) within the last three years. Only work in membership periods is taken into account.

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 2021: full-time insured = 19,322 DKK per month; part-time insured = 12,881 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 (or graduate benefit if they are entitled to unemployment benefit based on a student

membership). After 26 weeks of unemployment, they will receive the graduate rate of 82% or 71.5% of the maximum benefit rate depending on their breadwinner responsibility.

Employment measures for young people in Denmark

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. The duration also depends 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

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 under 30 years of age. 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 a social assistance benefit ([uddannelseshjælp](#)/Education benefit) 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 benefits for young people in Denmark

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 to ensure jobs 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 guidance units (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'.

The final evaluation of the project shows that there is potential for working more systematically to get young people into internships and that for some young people it makes more sense to start a job than an education in the short term. A final evaluation of the project is available in Danish on star.dk.

Traineeships for new graduates in Denmark

In June 2020, a majority in parliament extended the trainee measure until 1 July 2022 as a consequence of rising unemployment due to the COVID-19 crisis. In 2020, DKK 8 million was allocated, and an additional DKK 12 million has been allocated in 2021.

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 on labour shortage, October 2021

The tripartite agreement focuses on the acute labour shortage in Denmark following the COVID-19 crisis.

As part of the agreement, DKK 15 million is set aside annually in 2022 and 2023 in a foundation to strengthen job placement and business services in areas where there is a shortage of labour and where it is difficult to match the unemployed and companies. Municipalities and insurance funds (a-kasser) can apply for the funds. The parties also agreed to reserve DKK 1 million of the funds in 2022 for an analysis to investigate the shortage situation in more detail.

The agreement also focuses on job-oriented activities for graduates, and DKK 4 million is set aside annually in 2022 and 2023, which unemployment insurance funds and job centres can apply for to hold activities for future graduates. The purpose is for graduates to have a greater focus on employment during the last part of their education, and thus help them to get a job either immediately after graduation or faster after graduation.

With the agreement, a new trial focusing on young recipients of cash benefits is set to begin in 2022. With the trial, job centres can exempt young cash benefit recipients from an education first-based approach and instead focus on a job first-based approach. The trial is to be evaluated in 2023.

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 social assistance (Uddannelseshjælp/education benefit) will receive an offer of activation within one month. The offer of activation has to be individually tailored and aimed at education.

Insured young people on unemployment benefit are entitled to receive an offer of activation after six months of unemployment at the latest. Uninsured young people on cash benefits are entitled to receive an offer of activation within one month of unemployment and subsequently every four months.

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

The implementation of the Youth Guarantee in Denmark is a partnership approach, with inputs from job centres, municipalities, education institutions, municipal youth guidance 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 235 af 12/02/2021](#)) 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 milieu 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 insurance system is a voluntary scheme administered by private unemployment insurance funds but largely publicly funded. In order to be entitled to unemployment benefit, an unemployed person must be a member of an unemployment insurance fund ([a-kasse](#)) and pay a membership fee.

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 of active labour market policies in Denmark

In Denmark, politicians are increasingly interested in the effects of active labour market policies. The Danish Agency for Labour Market and Recruitment (STAR) is therefore working to support the policy process by systematically accumulating evidence about the effects of active labour market policies. This approach is formally described in the Danish Evidence Strategy, which has been implemented across the entire Ministry of Employment.

The evidence strategy follows three tracks:

1. The gathering and systematisation of existing knowledge
2. The production of new knowledge
3. The dissemination of knowledge

In its work to build up knowledge, STAR works together with various partners, such as researchers, consultancy firms, interest organisations, municipalities, unemployment benefit funds, etc.

The continuous development and implementation of policy and legislation can be seen as a constant cycle comprised of four steps. In step 1, policy proposals that have been negotiated by political parties are articulated. In step 2, the political parties decide the legislation. In step 3, the legislation is implemented. In step 4, the effects of new initiatives and policies are evaluated. In these processes, evidence-based knowledge plays a crucial role, since it serves as an important source of input when designing new policies as well as the actual implementation of the employment policy.

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 three 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:

- Work Placements Abroad (Praktik i Udlandet or [PIU](#)): An international traineeship programme for pupils in vocational education and training (VET).

[DK-USA](#): A mobility programme for students, teachers, and leaders of Danish vocational education institutions.

For more information about these two programmes and for a full list of mobility programmes see [section 6.5](#)

Support and guidance available

Support and guidance on cross-border mobility in employment, entrepreneurship and vocational training for young people is available through Eures and Grib Verden as described below.

Eures Denmark

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

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

Gribverden.dk

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

Gribverden also provides information on [Facebook](#) and [Instagram](#).

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

Public funding of cross-border mobility in employment, entrepreneurship and vocational training

Work Placements Abroad (PIU) is funded by the [Employers' Reimbursement Fund \(AUB\)](#), which is an education contribution that all employers within the vocational education and training (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.

Furthermore, it is possible for higher education students to apply for [special educational assistance \(support scheme\) when going abroad](#), for instance full degree or credit mobility or during a traineeship. The support granted during the stay abroad equals the support that the young person would be entitled to in Denmark.

Moreover, students who wish to study abroad can apply for a scholarship for up to 2 years. The scholarship is intended to partly or wholly cover the tuition fees for certain study programmes in other countries. A range of conditions must be met in order for the student to be eligible for the scholarship, for instance that the student must be entitled to the Danish student grant (SU). [A full list of conditions](#) can be found at the website of the Danish Agency for Higher Education and Science.

Legal framework

In this section, the legal framework applying to incoming and outgoing young workers, trainees/apprentices and young professionals/entrepreneurs is described.

Incoming young people

Social security for incoming young people in employment or traineeships

Social security measures for young people coming to Denmark depend on the country of origin and the length of the stay.

Young people from another EU/EEA country and Switzerland have the right to receive benefits when they move to another part of the 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.

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).

Unemployment insurance and occupational injury insurance for incoming young people in employment or traineeships

In Denmark, employers are obligated to take out occupational injury insurance. You are covered by your employer's insurance in connection with your job. Employer insurance does not cover your leisure time.

Unemployment insurance is, unlike in many other countries, voluntary in Denmark. You can choose to register with an unemployment insurance fund (A-kasse).

Healthcare for incoming young people in employment or traineeships

Entitlement to healthcare under the Danish public health insurance scheme depends on which of the following groups the young person belongs to:

1. Residents in Denmark,
2. Citizens of the EU/EEA/Switzerland are covered by public health insurance in Denmark according to the EU coordination regulations,
3. Persons who are temporarily staying in Denmark.

The yellow health insurance card proves that the young person is entitled to the services offered under the national health insurance scheme.

1. As a resident in Denmark (i.e., registered in the civil registration system), a young person is entitled to all public healthcare benefits.
2. As a citizen of the EU/EEA/Switzerland covered by public health insurance in Denmark according to the EU coordination rules, the young person is entitled to all public healthcare benefits.
3. As a person temporarily staying in Denmark.

The special health insurance card proves that the young person is entitled to the services offered under the national health insurance scheme.

If the young person is covered by public health insurance in another EU/EEA country or Switzerland according to the EU coordination rules, the young person is entitled to medically necessary, state-provided healthcare during the stay under the same conditions and at the same cost (free for the most) as a resident in Denmark. The European Health Insurance Card (EHIC) or a certificate that temporarily replaces this card proves the right to healthcare.

Work and residence permit for incoming young people in employment or traineeships

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

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.

Citizens of Finland, Iceland, Norway or Sweden do not need to apply for a registration certificate because as a citizen of a Nordic country they have the right to reside in Denmark without permission. Nordic citizens are free to reside, study and work in Denmark.

EU/EEA citizens may freely enter Denmark and remain in Denmark for up to three months without an EU residence document (registration certificate). As a jobseeker, he/she may reside in Denmark for up to 6 months without a registration certificate. The periods of 3 and 6 months are calculated from the date of entry.

If the stay in Denmark will last more than 3 months, he/she has to apply for an EU residence document (registration certificate) before the 3 months expires. Jobseekers are required to submit their application within 6 months after entry.

Citizens from a country outside Scandinavia, the EU/EEA or Switzerland must apply for a residence and work permit in their home country through a Danish mission (i.e., a Danish embassy or a Danish consulate general).

Read more about work and residence permits on [New to Denmark](#), which is the official portal for foreign nationals who wish to visit, live or work in Denmark.

Taxation for incoming young people in employment or traineeships

Everyone earning a salary in Denmark is liable for Danish taxation, which obliges taxpayers to declare all income and tax deductions – both from Denmark and abroad – to the Danish tax authorities.

In Denmark, a so-called global income principle applies, according to which income is taxed even if it comes from abroad.

The principle can result in the same income being taxed both in Denmark and abroad.

To prevent taxpayers paying tax twice on the same income, Denmark has entered into double taxation agreements with a number of countries.

To determine how a given income is to be taxed, it is necessary to read the specific double taxation agreement between Denmark and the country in question.

[Read more about the individual double taxation agreements on the website of the Danish Ministry of Taxation \(in Danish, opens in new window\).](#)

For more information on taxation in Denmark, see [Your guide to working in Denmark](#) from the Danish Tax Agency and [The Danish tax system](#) on Life in Denmark.

Outgoing young people

Social security for outgoing young people in employment or traineeships

The Danish social security system consists of services and benefits that provide economic security such as health insurance, family benefits, pension, unemployment benefits, daily sick pay, ATP (Danish labour market supplementary pension) and industrial injury insurance.

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

As a rule, young Danes working in an EU/EEA country, Switzerland or the Faroe Islands must take out unemployment insurance in the country they work in. Exceptions are posted workers and cross-border workers.

If you are an employee or a self-employed professional working for a Danish company, you can work temporarily in another EU/EEA country and/or Switzerland but remain covered by the social security system in Denmark.

To remain covered by the social security system in Denmark while working in another EU/EEA country and/or Switzerland, you or your employer need to apply for the A1 certificate. The certificate proves that you pay social contributions in Denmark.

Young Danes working in non-EU/EEA countries can keep their Danish unemployment insurance.

Denmark has made bilateral agreements with a range of non-EU/EEA countries regarding social security. Read more about [social security when working abroad](#) at borger.dk.

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.

Danish young people may be entitled to Danish unemployment benefit for 3 months when they are seeking a job in another EU/EEA country, the Faroe Islands or Switzerland. The young people must meet certain requirements and apply for the PD U2 document, which the unemployment insurance funds issue.

Health insurance for outgoing young people in employment or traineeships

When young Danes study or work in countries outside the EU/EEA or Switzerland, they are not covered by Danish public health insurance. They may be entitled to health insurance in the host country or they must take out a private health insurance.

Young Danes working or studying in an EU/EEA country or Switzerland are covered by the European health insurance that gives young Danes access to healthcare during a temporary stay under the same conditions and at the same cost as people insured in that country. When young Danes move their habitual residence to another country, they should register with the S1 form instead of using the EHIC to receive medical care in the new country of habitual residence.

Work and residence permit for outgoing young people in employment or traineeships

Due to the Nordic cooperation, young Danes can travel, live, study and work in any of the Nordic countries without a visa, work or residence permit.

EU citizens can freely stay in another EU/EEA country for 3 months without a residence permit; hereafter, EU citizens must apply for an EU residence document (registration certificate).

When working or residing in countries outside the EU/EEA, different rules apply depending on the country of destination and the length of the stay. Young Danes should always orientate themselves at the Danish Ministry of Foreign Affairs.

Taxation for outgoing young people in employment or traineeships

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

The following strategies are relevant for the development of young people's entrepreneurship competences in Denmark.

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

Foundation activities today:

- Knowledge centre for entrepreneurship education
- Funds projects on the development of new courses and educational practice
- Ensures competence building of teachers
- Creates and distributes teaching materials
- Offers networks among teachers at all levels
- Participates in international networks
- Participates in research and development projects
- Supports an entrepreneurial culture through entrepreneurship competitions, programmes and other activities
- Measures the development and effects of the initiative
- Supports strategy development at all levels in the educational sector

- In 2020, the foundation launched a new strategy – [Entrepreneurship for everyone](#) – addressing the need to reach a much larger domain of education and courses, including subjects and faculties with no tradition of innovation and entrepreneurship. The strategy emphasises the need for innovation and entrepreneurship that address and contribute to the UN Sustainable Development Goals (SDG) and the green transition, and hence to combine and develop teaching programmes and skills that bridge the SDGs and entrepreneurship.
- Furthermore, analyses have shown that local and institutional management and strategy are crucial for a sustainable implementation of entrepreneurship and innovation in teaching and learning. Hence, there is an increased focus on embedding the entrepreneurship focus at the management and leadership levels at schools and higher education institutions in the coming years.

Main [target groups](#)

- All pupils and students in Denmark, from primary education to higher education institutions
- Teachers and trainers of all pupils and students in Denmark
- Managers and leaders at all education levels
- Policy and decision makers in education, teaching and training

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 of entrepreneurship strategies

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. Innovation Fund Denmark provides the setting for innovation and entrepreneurship in research and in enterprises and creates support frameworks for entrepreneurs, researchers and businesses so that they can develop innovative and viable solutions to society's challenges.

In October 2020, [Innovation Fund Denmark launched a new strategy for 2025](#) that aims to create a stronger and more integrated ecosystem for innovation, where the fund will play a more significant role. The fund supports strategic research and innovation projects in [seven different funding programmes](#).

Several of the programmes support young people's entrepreneurial experiences, for instance:

- Innobooster – a programme for start-ups or SMEs (small or medium-sized enterprises)
- Innovation Pilot in Rural Districts – enterprises in rural areas may hire newly graduated masters
- Innofounder Graduate – a programme for recent 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 includes](#) more than 120 projects involving 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 projects, enterprises and institutions 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 in Denmark

The Danish Foundation for Entrepreneurship has developed a [taxonomy](#) for 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, to support them in getting a deeper and more academic foundation for using the notion of entrepreneurship in their teaching, curricula and projects. The taxonomy has come about as a result of the foundation's mandate to develop a common ground in the application of entrepreneurship in education and to develop a useable and academically sound definition of entrepreneurship. The taxonomy defines four dimensions:

- Action: An individual's ability and desire to launch productive initiatives and the ability to realise the initiatives through cooperation, network, and partnerships

- Creativity: An individual's 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 2010 strategy. In the school year 2019/20, 289 500 students at all levels received entrepreneurship education, which equals 24%. This is an increase from the previous year of 2018/2019, where 23% of the students received some form of entrepreneurship education.

Entrepreneurship in primary and lower secondary education ([Folkeskole](#))

There are three cross-cutting themes in the subjects of primary and lower secondary school: 'language development', 'IT and media' and 'innovation and entrepreneurship'. The themes are part of the [common objectives](#) (fælles mål) for the Danish primary and lower secondary education (folkeskole), and they must be incorporated into all of the mandatory subjects in school. Working with the theme 'innovation and entrepreneurship', there is a focus on idea development, process and product. The teaching can inspire experimentation and challenge students to find new solutions. It should also support students' curiosity and ability to develop creative solutions. This can, for example, happen in relation to topics about the green transition.

The Ministry of Children and Education has developed teaching materials that are available on the online portal emu.dk. Emu.dk is described in detail in [section 5.7](#).

There are four dimensions in the entrepreneurship education in the primary and lower secondary education corresponding to the taxonomy mentioned in the chapter above:

- 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, and from 2020 as an elective subject in the 7th-9th 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.

Entrepreneurship in 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 in general upper secondary education in Denmark

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.

Entrepreneurship in vocational upper secondary education in Denmark

Innovation is an integral part of the objectives of vocational education and training (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.

Entrepreneurship in higher education in Denmark

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. Higher education institutions have developed subjects and programmes with an emphasis on entrepreneurship.

In recent years, there has been an increased focus amongst higher education institutions on the topic of sustainable and impact-driven entrepreneurship, with new and additional courses offered, new strategies launched that combine the topics and an increase in the number of extracurricula activities such as hackathons, boot camps, etc. In October 2020, [the Foundation for Entrepreneurship published a mapping of initiatives](#), courses and strategies within sustainable entrepreneurship across the HEIs in Denmark. This amounted to more than 200 different initiatives.

Entrepreneurship in 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 in entrepreneurship educations

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, including start-up programmes for

almost all higher education institutions (except universities). The competitions in particular have a practical focus.

Recurring entrepreneurship 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'.
- NextLevel: A national programme for students in lower secondary education focusing on integrating innovation and subject-relevant knowledge and skills.
- 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.
- SDGs MicroGrant: Students and and PhD students pitching for a microgrant with a clear focus on the United Nations' Sustainable Development Goals.
- Design talent: A competition for students or graduates from design educations.
- Startup Programme: Startup Programme offers teachers and higher educational institutions a practice-oriented approach to teaching entrepreneurship. The programme is built on entrepreneurial teaching material, the continuous skill development of teachers and actual activities and events where students can test their ideas in front of experienced entrepreneurs and business people. There are national and local competitions twice a year.
- Danish championship in entrepreneurship.
- Social Enterprise 360: A competition for pupils in upper secondary educations.
- Danish Entrepreneurship Festival: Every year, approximately 5000 people from primary school to PhD level gather at the Danish Entrepreneurship Award. At the award show, elected judging panels select the winners of different competitions. In 2020, the foundation changed the format and the award became the first Danish Entrepreneurship Festival. It was 100% digital and lasted one week in November. In 2021, the festival will again be one of the largest entrepreneurship events of the year.

Recurrent entrepreneurship 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. In addition, the programme serves as a community programme for teachers and lecturers at higher education institutions, offering them masterclasses, knowledge and inspiration to enhance their teaching skills within entrepreneurship education

Entrepreneurship 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 Foundation for Entrepreneurship is financed ministerially and through 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. The project was completed in January 2021, succeeding in all the project goals of encouraging students to take an internship in their own or another student's start-up (a total of 580 students participated, which is more than twice the goal). The task now is to further embed the possibility for internships in student start-ups as part of university offerings to students.

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. However, the events and competitions organised by the foundation are extracurricular activities, the credits for which are not required when completing a degree. The activities offer pupils and students the possibility to acquire entrepreneurship skills and competences in a non-formal context. The activities are often in parallel to formal education courses in schools.

Furthermore, 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 grants and funding twice a year through open calls for the development of new entrepreneurship courses and programmes, teacher training and upskilling, and specific initiatives to boost diversity, sustainability and strategic efforts within entrepreneurship.
- 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 in Denmark have access to information from a 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
- The Danish business centres across the five regions offer information, courses and mentoring for young entrepreneurs.

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

Danish enterprises and entrepreneurs have access to a large number of public funding at national, regional, and European level.

National funding programmes for entrepreneurs in Denmark

- [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 programmes for entrepreneurs in Denmark

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

Long-term consequences of COVID-19

The COVID-19 pandemic is expected to impact the labour market. However, the specific and long-term consequences remain to be seen.

Level of public benefits

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 has allocated a benefits commission to propose recommendations on how to reform the Danish benefit system. 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

Due to COVID-19 pandemic, the recommendations of the benefits commission were postponed until May 2021.

The commission recommends that a new cash benefit system be built and that there should only be two different rates: a basic rate and an increased rate. Providers will also receive a fixed child allowance regardless of the number of children. The proposed model means that there is no longer a need for a cap on the total amount of cash benefits a citizen can receive. At the same time, the commission is proposing to abolish the 225-hour rule and to simplify the cash assistance system to create a system that is more transparent for both citizens and caseworkers. Instead, the commission recommends a model based on clear economic incentives.

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.

Evaluation of the model for adjustment of student intake in Denmark

As part of the tripartite agreement in May 2020, it was agreed that the existing model of adjustment of VET-student intake will be evaluated in 2021. The evaluation will form the basis of a new model of adjustment.

Sub-agreement on rethinking of the employment efforts

As of June 2021, the government passed a new agreement that eases process requirements in the efforts for young cash benefit recipients, which allows a more flexible and individually adapted effort to be provided. At the same time, the agreement ensures that young people receive better rights and support in connection with their transition to education if they are at risk of dropping out. In addition to the agreement is a new opportunity to hold digital interviews by telephone or via video after six months of unemployment.

4. SOCIAL INCLUSION

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.

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
- People with problematic drug/alcohol use
- People with disabilities
- People living in homelessness
- People in criminality
- [Socially disadvantaged children and young people](#)

4.1 General context

Main challenges to social inclusion

Despite the Danish welfare state's broad range of services and benefits, certain groups in society are socially excluded or at risk of exclusion.

Marginalised people are often:

- NEETs (Not in education, employment or training)
- People living in poverty
- People with disabilities
- People with problematic drug/alcohol use
- People living in homelessness
- People involved in prostitution
- People in criminality
- 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	Low benefits Sanctions Lack of sufficient and focused measures Fragmentation Lack of coordination Lack of early intervention

	Organisation and coordination Prevention	
Network and family	Family circumstances Civil status/relationship Social circle	No/few family relations Single/divorce, loss of partner Complicated family relations 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 at greater risk of marginalisation, but about half of the age group of 18-24 years 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 young people not in education, employment or training \(NEETs\)](#) has increased since the financial crisis and has now stabilised at a higher level than before the crisis.

The number of homeless people has increased. In 2017, the [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.

For more information about young people's mental health in DENmark, see [section 7.5](#), 'Mental Health'.

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 of Social Affairs and Senior Citizens

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

- Disadvantaged children and young people
- Socially excluded adults
- Disability policy
- Civil society
- Family law
- Senior citizens
- 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 Senior Citizens](#).

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.

The board also 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.

Finally, the National Board of Social Services is responsible for the National Audit Unit. The board monitors and evaluates the practices of the five municipal social supervisory authorities. The board is also responsible for supplying professional support to the five municipal social supervisory authorities, which are responsible for approving and conducting the supervision of the operational social facilities across Denmark.

The National Board of Social Services publishes an annual report on the activities of the municipal social supervision authorities.

Furthermore, the board manages the coordination of specialised social services, which ensures a sufficient range of social facilities and dissemination of information for citizens who have very rare functional impairment, particularly complex social problems or other complex needs.

This is done by:

- Monitoring developments in target groups, social facilities and interventions in the area of specialised social services through regular and close dialogue and collaboration with the municipalities as well as user and interest groups.
- Ensuring the sufficient range of social facilities by identifying and announcing where there is a need for increased coordination or planning across municipalities and regions.
- Collecting knowledge and developing instructive professional procedure descriptions for different target groups with the most special needs.

The Agency of Family Law ([Familierektshuset](#)) is responsible for cases concerning adoption and child maintenance.

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.

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

The Social Investment Fund ([Den Sociale Investeringsfond](#)) develops and disseminates initiatives in a number of major welfare areas in order to create a better life, reduce public expenditure and form the basis for new public and private investments in welfare. One of the politically prioritised investment areas for the Social Investment Fund is vulnerable children and young people's well-being.

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 Undervisning 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 develops the quality of 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 opportunities

The minister for equal opportunities 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 opportunities 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 ([Sundhedsministeriet](#)) 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 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 National Integration Council ([Det Nationale Integrationsråd](#)) 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.

The Social Services Gateway

The Social Services Gateway ([Tilbudsportalen](#)) contains information about foster families and municipal, regional, and private suppliers. It includes information about the suppliers' target group, methods, and finances, as well as rates, results, and the supervision with the suppliers. The Social Services Gateway is a national system, and registration is statutory. The supervising authority approves all the information on the Social Services Gateway. The Social Services Gateway is a tool for the national caseworker (the municipalities), so it is easier to find relevant suppliers and foster families that appeal to the specific need of the citizen.

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

Danish Library and Expertise Center for people with print disabilities ([NOTA](#))

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

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

Main non-public actors in the area of social inclusion of young people in Denmark

- 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' conditions ([Foreningen De Anbragtes Vilkår](#))
- Hope Young ([Hope Ung](#))
- Novavi – Young Reverse ([Novavi – Ung Revers](#))
- Nest Youth ([Reden Ungdom](#))
- Danish Association for Mental Health Youth ([Sind Ungdom](#))
- Student Counselling Service ([Studenterrådgivningen](#))
- 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](#))
- The Central Disability Council ([Det Centrale Handicapråd – DCH](#))
- The Danish Association for Mental Health ([Landsforeningen for psykisk sundhed – SIND](#))
- The Danish Institute for Human Rights ([Institut for menneskerettigheder](#))

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 are free 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.

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

In Denmark, several strategies and initiatives address the question of social inclusion. The following are particularly relevant when it comes to the question of social inclusion of young people.

Strengthened rights and possibilities for LGBTI persons

In August 2020, the Danish government presented a proposal called 'Freedom to diversity – Strengthened rights and possibilities for LGBTI persons' with 10 legislative initiatives aimed at strengthening the rights and possibilities for LGBTI persons.

The main part of the proposals will be presented in parliament for adoption in the 2021/2022 parliamentary session (October 2021 – May 2022). Two initiatives are expected to be presented in the 2022/2023 parliamentary session (October 2022 – May 2023).

Danish title: [Frihed til forskellighed – Styrkede rettigheder og muligheder for LGBTI-personer](#).

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 in the Danish healthcare system.

In September 2018, the 2016-2019 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 ghettoer 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 vulnerable residential areas must be in day care, May 2018
- People on social security should not move to transformation neighbourhoods (former 'hard ghetto' areas), May 2018
- Agreement in the primary and lower secondary schools, May 2018
- A break with parallel societies – Housing initiatives preventing parallel society, May 2018
- Agreement on the financing initiatives preventing parallel societies, May 2018

The agreements are all translated into legislation.

Strategy for the 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 to promote safety, well-being and equal opportunities for LGBTI persons 2018-2021

The official document is an action plan.

The action plan was introduced in June 2018 and is being implemented in 2018-2021.

The plan consists of 42 initiatives across a wide range of areas and ministries. The action plan is funded with DKK 25 million from the rate adjustment pool agreement 2018-2021 with broad support from the Danish parliament.

Danish title: [Handlingsplan til fremme af tryghed, trivsel og lige muligheder for LGBTI-personer](#)

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

Strengthened rights and possibilities for LGBTI persons

Denmark is a frontrunner in the adoption of equal rights for LGBTI persons. For instance, same-sex marriages became legal in 1989. However, LGBTI persons in Denmark still experience harassment and discrimination and, in several areas, have a poorer well-being than the rest of the population.

The government's objective is a society where all are equal and are met with respect. All citizens must have equal opportunities, protection from discrimination and the right to respect regarding their private and family life.

The government have proposed 10 initiatives within three focus areas:

Focus area 1: Discrimination, hate crimes and hate speech

1. Strengthened protection against discrimination on the grounds of sexual orientation outside the labour market.
2. Explicit ban on discrimination of transgender and intersex persons outside the labour market.
3. Explicit ban on discrimination of transgender and intersex persons within the labour market.
4. Explicit protection of transgender and intersex people against hate crimes and hate speech.

Focus area 2: Family law

5. It should be easier to change one's first name to match the gender identity.
6. Transgender persons to become parents according to their legal gender.
7. Increased flexibility when registering co-motherhood.

Focus area 3: Legal gender recognition

8. The option of legal gender change for minors under the age of 18.
9. Abolishing reflection period related to legal gender change for adults.
10. Options for X as a gender marker in the passport for intersex persons and persons who identify as neither male nor female.

The main part of the initiatives may be relevant for young people. No. 8 directly targets children and young people under the age of 18 years.

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 1548 af 01/07/2021](#)) must be in education or employment.

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

Strategy on parallel societies

In 2018, the 2016-2019 government presented a goal of breaking down 'parallel societies' in the sense of neighbourhoods where residents only have little contact with the surrounding Danish society and the broader Danish culture. This is, among other reasons, because residents in parallel societies more often than the average population receive social security benefits.

The governmental strategy presented 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'*

The initiatives formed the basis for political negotiations and agreements, which are translated into legislation within the four areas. In relation to young people, the following provisions are relevant:

- People on cash benefit ([kontanthjælp](#)), education benefit ([uddannelseshjælp](#)) or integration benefit (integrationsydelse) are not allowed to move to transformation neighbourhoods (former 'hard ghetto' areas)
- 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 from classes for 15% or more of the time in a quarter
- Focus on primary and lower secondary educations ([Folkeskole](#)) and upper secondary education institutions with poor results in tests. As a last resort, schools may be closed down
- Furthermore, the minister may obligate schools to stop accepting pupils with low academic skills.
- Increased penalty for breach of public authorities' duty to report the abuse and neglect of children and young persons.

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 to promote safety, well-being and equal opportunities for LGBTI persons 2018-2021

The 2016-2019 government published the action plan, but the current government has continued its implementation.

The action plan consists of 42 initiatives within the following focus areas:

- Counselling, network and support
- Inclusion and openness on the labour market
- Combatting prejudice among young people and promoting openness in the education system
- Combatting homophobia and transphobia in public and sports associations
- Knowledge and counselling services in health and elderly care
- International responsibility and cooperation

The action plan also includes a number of cross-cutting initiatives, for example a review of relevant LGBTI legislation, dialogue with civil society and a national well-being and living condition survey.

Key political objectives: The goals of the action plan are, among other things, to reduce the number of LGBTI persons who experience failure to thrive, verbal harassment or physical violence, suicide attempts, lack of openness in the labour market and prejudice among young people in school, education or sports.

Key target group: The target group is all LGBTI persons in Denmark. The action plan also contains initiatives targeted at particularly vulnerable LGBTI persons, such as LGBTI persons with a minority background and transgender people.

All initiatives – except an evaluation of a number of projects in civil society – have either been completed or are in the process of being implemented.

Action plan against homelessness

The number of homeless people in Denmark increased until 2019, especially among young people.

The 2016-2019 government launched four focus areas:

- National distribution of effective measures and national guidelines to counter homelessness.
- Prevention of homelessness via housing measures and counselling, prevention of evictions and housing targeted at young people.

- Easier ways out of homelessness via rehabilitation, special support to people in prolonged homelessness, counselling and psychiatric help.
- Other initiatives such as the investigation of homeless women and the establishment of acute accommodation.

Key political objectives:

- Effective measures must be spread to more municipalities in order to ensure that more people receive the correct help.
- The prevention of homelessness must be strengthened and the number of young homeless people reduced. Elderly homeless people in prolonged homelessness 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

Strengthened rights and possibilities for the social inclusion of LGBTI persons

The Minister for Equal Opportunities has the coordinating responsibility for the LGBTI area. The Minister for Equal Opportunities, the Minister for Social Affairs and Senior Citizens and the Minister for the Interior and Housing will submit the specific bills.

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 several ministries – and the agreements cover a large majority in the Danish parliament.

- 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 benefits.
- The Ministry of the Interior and Housing is responsible for the transformation of vulnerable residential areas.

Furthermore, the municipalities are responsible for implementing the initiatives once the initiatives are passed in parliament.

As a part of the political agreement on parallel society, three governmental representatives have been appointed:

- 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 the inclusion of disabled persons on the labour market

- The Ministry of Employment

The Ministry of Social Affairs and Senior Citizens

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 to promote safety, well-being and equal opportunities for LGBTI persons

The Minister for Equal Opportunities has the coordinating responsibility for the LGBTI area. The different ministries are responsible for initiatives within their own area.

The following ministries are part of the inter-ministerial working group in the LGBTI area that is behind the action plan:

- The Department of Equal Opportunities in the Ministry of Employment (Chair)
- The Ministry of Employment
- The Ministry of Foreign Affairs of Denmark
- The Ministry of Justice
- The Ministry of Immigration and Integration
- The Ministry of Health
- The Ministry of Social Affairs and Senior Citizens
- The Ministry of Children and Education
- The Ministry of Culture
- The Ministry of Higher Education and Science
- The Ministry of the Interior and Housing
- The Ministry of Industry, Business and Financial Affairs

The action plan is not integrated in other strategies.

The Department of Equal Opportunities is responsible for following the implementation of the action plan and for evaluating a number of projects initiated in civil society.

Action plan against homelessness

The former Ministry of Children and Social Affairs (now the Ministry of Social Affairs and Senior Citizens) 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 the social inclusion of LGBTI persons

None

Strategy on social inclusion in healthcare

There are no revisions of the action plan.

The government is currently working on a 10-year plan for psychiatry

Strategy on parallel societies

In June 2021, the parliamentary majority behind the strategy on parallel societies agreed to extend the efforts to combat parallel societies to also focus on neighbourhoods at risk of being classified as parallel societies. Measures include initiatives to attract more people in employment and education to such residential areas; in this way, changing the composition of the population in neighbourhoods at risk of being classified as parallel societies.

The agreement is called: [Mixed residential areas - the next step in the fight against parallel societies](#).

Regarding the term 'ghetto', the political agreement also contains an agreement on changing the terminology from 'ghetto' to 'parallel society' and from 'hard ghetto' to 'transformation area'. The Danish government has put forward a bill, which is expected to be passed and enter into force before 1 December 2021.

Strategy for the 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 (Serviceloven, [LBK nr 1548 af 01/07/2021](#)) and the Act on Active Social Policy (Lov om aktiv socialpolitik, [LBK nr 241 af 12/02/2021](#)) 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](#).

In April 2020, the government and all parties in the Danish parliament settled [an agreement on initiatives to support socially marginalised people and people with fewer opportunities/special needs](#). See [section 8.8](#) and [8.9](#) for more information.

Moreover, each year the political parties negotiate a financial framework of a four-year period (The political agreement on the implementation of the reserve for measures within the social, health, and employment sector, or 'SSA-reserven' in Danish) that allocates money for social inclusion projects benefitting vulnerable groups, including vulnerable young people.

Funding of social inclusion projects in Denmark in the 2021-2024 agreement:

- Consultancy of relatives in the area of disabilities: Relatives to people with disabilities can experience that everyday life is difficult to handle and that it is difficult to

understand and navigate in the public system. A pool of funding has been established in the 2021-2024 period with the objective of supporting and counselling relatives of people with disabilities, for instance in relation to the transition from young person to grown-up. Organisations can apply for funding. Furthermore, funding has been allocated to accumulate experiences from the funded projects. A total of DKK 20.6 million has been allocated.

- Coping measure targeting siblings of children with disabilities: Siblings of children with disabilities are at risk of mental problems. However, there is a lack of offers targeting the challenges this target group copes with. Funding has been allocated for developing and testing sibling measures, and municipalities can apply for funding. A total of DKK 18 million has been allocated to the project.
- Better transition to adulthood for young people with disabilities: Support provided to people with disabilities changes substantially when young people become adults. Therefore, a new bill was presented in October 2020 with the objective of obliging municipalities to initiate better support for the target group. DKK 10.9 million has been allocated to support 2-4 municipalities in developing models to support the transition. A total of DKK 16.7 million has been allocated to the project.
- Knowledge centre in children's involvement and socially marginalised children's lives: There is a lack of knowledge on how children are involved in decisions regarding their own lives, and there is a need for an overview of the knowledge on placed children, marginalised young people and their families. The centre has been established as a cooperation between VIVE – The Danish Center for Social Science Research – and the National Board of Social Services. The organisation Children's Welfare (Børns Vilkår) will be involved in the cooperation. A total of DKK 39.7 million has been allocated to the project in the period 2021-2024.
- Prevention of relations that resemble prostitution among young people: Digital media facilitates the exchange of sexual favours, which makes grey-zone prostitution such as sugar dating easily accessible for young people. Therefore, DKK 14.5 million has been allocated to organisations that prevent relations that resemble prostitution among young people.
- Operational support to the organisation The Placed Children's Conditions (De Anbragtes Vilkår). Furthermore, the organisation has been granted project support with the objective of strengthening the organisation's peer-to-peer-support. A total of DKK 8.8 million has been allocated to the organisation.
- Support for networking activities for foster parents and placed children. Organisations and institutions can apply for funding for networking activities where foster parents and placed children can share their experiences and receive professional support. A total of DKK 7.5 million has been allocated to the project.
- Operational support to the organisation Mentor Child (Mentorbarn). The organisation establishes voluntary family-mentor relations between children living at orphanages and families with resources. Thereby, the children experience the everyday life of an ordinary family. A total of DKK 5.8 million has been allocated to the organisation.
- Measure targeting digital violations: Two organisations, Save the Child (Red Barnet) and the Danish Women's Society (Dansk Kvindesamfund), have been granted funding for their support of victims of digital violation. A total of DKK 3.6 million has been allocated.
- Support to children and young people in complaint cases The organisation Children's Welfare (Børns Vilkår) has been granted funding for their support of children and young people who have experienced municipal malpractice. The organisation receives a total of DKK 2.4 million in the period 2021-2024, and after 2024 DKK 0.6 million on an annual basis.

- Operational support to the organisation Headspace: Headspace is a free counselling offer for young people in the 12-25-year age group. The counselling ranges from broken hearts through performance pressure to destructive thoughts and anxiety. Furthermore, Headspace guides young people to the correct help via the municipality, GP or the psychiatric system. Headspace is funded with a total of DKK 51.5 million.
- Strengthened measure for people with eating disorders and self-harm: A total of DKK 40.2 million has been allocated to a pool of funding in the 2022-2024 period.
- De-stigmatisation of people with mental illness. Funding has been allocated to a national measure that is based in the Danish Health Authority and the existing campaign One of Us. DKK 7.8 million has been allocated to the project.

Funding of social inclusion projects in Denmark in the 2020-2023 agreement (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
- Exit programme for people involved in prostitution
- A broad examination of possibilities and barriers related to Housing First aiming at pursuing knowledge to strengthen the effort of Housing First with a specific focus of young people living in homelessness.
- During the spring of 2020, a number of political agreements were made giving funds to organizations supporting vulnerable children and youth and preventing social isolation during the corona pandemic. Among other things, the organizations were granted funds to provide helplines, supportive programs, summer camps and activities for vulnerable children and youth.

Before 2020, social inclusion programmes were funded through the rate adjustment pool (satspuljen). Agreements under this pool can be found on the relevant ministries' websites but are not included in the Youth Wiki anymore.

Apart from the political agreement on the implementation of the reserve, the Ministry of Immigration and Integration is responsible for the implementation of the following initiatives, which, among others, are meant to support the social inclusion of young refugees and newly arrived foreigners.

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.

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 may be extended up to a period of 5 years. The aim of the programme is to support the foreigner in gaining regular employment and learning the Danish language. The foreigner is obliged to participate in the programme offered. If the foreigner receives any social benefit, the benefit will be reduced in the event of non-participation without a legitimate reason.

The scope and content of the programme for the individual foreigner are set out in a contract signed by the municipality and the foreigner concerned. The contract must be agreed within 1 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 5 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 self-support and return benefit, transition 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 job with wage subsidies. The self-support and return programme or 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). Participation in the introduction course is not mandatory. The course 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.

The Act on Danish Language Training for Adult Immigrants

The Act on Danish Language Training for Adult Immigrants regulates access to Danish language training for newly arrived adult immigrants over the age of 18 years. The act aims to provide flexible and efficient Danish language courses that can be combined with employment, with the purpose of ensuring progression in order for immigrants to enter the labour market as quickly as possible.

Newly arrived refugees and their family members receive up to 5 years of Danish language training. This group is categorised as 'integration participants' (I-participants). The local municipality is obliged to offer I-participants Danish language training within a month from the time the municipality takes over the responsibility for the integration of the immigrant. The language training is free of charge, and it is mandatory for I-participants to participate in the language-training programme as part of the self-support and return programme.

All other newly arrived immigrants are offered up to 42 months of Danish language training within a 5-year period. This group consists of all other immigrants than refugees and immigrants who have had a family reunification with a refugee. This group is categorised as 'self-supported participants' (S-participants), and it is voluntary for this group of immigrants to participate in the Danish language training courses offered to them. The language training courses are free. However, S-participants must pay a deposit of DKK 2000 before entering the language training course. If the S-participant completes the modules within the fixed period, the S-participant will receive the deposit back.

Funding

Each year, the political parties negotiate a financial framework of a four-year period (The political agreement on the implementation of the reserve for measures within the social, health, and employment sector, or in Danish, (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 Senior Citizens, The Ministry of the Interior and Housing, 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 (Serviceloven, [LBK nr 1548 af 01/07/2021](#)) and the Act on Active Social Policy (Lov om aktiv socialpolitik, [LBK nr 241 af 12/02/2021](#)) 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 ([satspuljen](#)) 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 documented measures, including training and guidance.

The social supervisory authorities are responsible for the approval and supervision of the operational social facilities across the country (municipal, regional and private). (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

In the 2021 Finance Bill, the following organisations received public funding of projects promoting social inclusion and intercultural awareness. Young people within the target groups of these initiatives will benefit from the funding:

- Funding of LBGT+ Denmark with DKK 2.5 million in 2021.
- Measure to counter negative social control: DKK 10 million has been allocated annually from 2021 to 2024 for, among other things, training professionals and providing victims of honour-related violence support after staying at a safe house.
- DKK 3 million has been allocated annually in 2021 and 2022 to the association Baba, where minority fathers work with marginalised immigrant or refugee families using a peer-to-peer approach.
- Improved support to LGBTI persons with a minority background (double minorities). DKK 5 million has been allocated annually in the 2021-2024 period to increase security, well-being and equality. The funding supports a new crisis centre for LGBTI persons with a minority background who are victims of honour-based conflict or negative social cohesion with specialised counselling.

Danish Youth Council

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 who engage in conversation and citizenship. In this spirit, Hal Koch established the Danish Youth Council. In this spirit, Hal Koch established the Danish Youth Council ([DUF](#)). For more information about the Danish Youth Council, see [section 5.3](#), 'Youth presentation bodies'.

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 people's rights

In May 2021, the government and a political majority presented the reform 'Children First'. The reform allocates DKK 2 billion in the years 2022-2025 and DKK 734 million per year when fully phased in. The reform includes a plan to construct a brand new Danish Child's Act concerning the help given to disadvantaged children, where the focus will be on ensuring that children's voices are heard and that their wishes and needs are given top priority.

The reform also includes measures that are meant to ensure more stability and continuity for children placed in care and to give children and young people who are placed outside the home a better transition to adult life when the measures are implemented. The aim, among others, is to create a strong basis for completing further education and achieving an independent adult life.

The reform also includes projects to improve the protection of children from social control and extremism, including a proposal to establish 'rights schools' in some vulnerable housing areas with the purpose of ensuring that children know their rights, regardless of ethnic background.

Apart from this reform, the following actors and organisations (among others) focus on young people's rights:

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 also offers other 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, Udo, 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.

Children's Welfare and the Children's Phone

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 in Denmark operates the Children's Phone (Børnetelefonen), which is a free counselling service offered via SMS, chat, in writing and by telephone. 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.

Furthermore, Children's Welfare support children and young people who experience bullying, neglect or conflicts during and after divorce. Children's Welfare offer free and third-party assistance to children.

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 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 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.

The Ombudsman's Children's Section

The Ombudsman's Children's Section ([Ombudsmandens børnekontor](#)) is obliged to ensure that children's rights are respected and that the administration complies with the UN Convention on the Rights of the Child and other international obligations.

At the Ombudsman's Children's Section, children or adults can file a complaint if public authorities do not obey the rules or if children's rights have been violated.

The Ombudsman's Children's Section can choose to raise a case if it is indicated in a complaint case or from media coverage that authorities or private institutions have not complied with legislation or good administrative practice towards children.

The Ombudsman's Children's Section can also make supervision visits to public or private

RED Centre Against Honour-Related Conflicts

The RED Centre Against Honour-Related Conflicts ([RED center mod æresrelaterede konflikter](#)) provides counselling and other services to ethnic minority youths, their families, and professionals and promotes knowledge about honour-related conflicts nationwide. [RED offers, among other things, a hotline, counselling and information about honour-related conflicts](#) and negative social control.

Key initiatives to safeguard democracy and prevent radicalisation leading to violent extremism

The Danish approach to the prevention of extremism is based on the notion that extremism has a range of negative consequences that challenges social inclusion of marginalised individuals. Extremism not only causes terrorism, violence, threats, vandalism and other hate-driven crime, it also harms the social well-being and the personal development of individuals.

Consequently, prevention is based on several legislations and rationales, notably:

- **The penal code** – preventing violence and other crime (the security rationale)
- **Social legislation** – ensuring individuals' social well-being (the social rationale)
- **Educational legislation** – preparing pupils for a society with freedom and democracy (the formative rationale) and safeguarding learning environments

These different legislations and rationales provide the basis for a broad, cross-sectoral cooperation involving local, regional and national authorities.

Concerns about people possibly being involved in extremism are handled locally in a multi-agency crime prevention collaboration called the Info-house.

The Danish Info-houses build on the crime prevention collaborations called SSP (schools, social services and police), PSP (psychiatry, social services and police) and KSP (prison and probation service, social services and police). These local preventive collaborations, in turn, build on the prevention responsibilities of the different actors as set out in legislation.

In 2017, the Danish Centre for Prevention of Extremism was established with the purpose of strengthening the prevention of extremism nationally, locally and online.

The centre supports the practical preventive work done by local interagency collaborations, municipalities, regions, education institutions, housing organisations, associations and other relevant actors.

The core tasks of the centre are:

- **Counselling** municipalities and other local actors on:
 1. Developing strategic action plans for prevention and the interdisciplinary organisation to support it.
 2. How to tackle concrete challenges with an extremist background, for instance suppressive social control and other social harm, agitation and recruitment attempts in schools and residential areas, violence, threats, vandalism and other forms of hate crime.
- **Training and upskilling** professionals, e.g. on Internet challenges, assessing concerns and handling cases.
- **Developing tools and methods**, e.g. for mentors and parent coaches to support at-risk persons and families and for area-based prevention in local communities.

- **Producing and communicating research-based knowledge**, initiating and compiling research, counselling, training, podcasts, publications and maintaining a website.

The centre is also the secretariat for the **National Coordination Group on Prevention of Extremism**, which includes relevant national actors, such as the Danish National Police, the Agency for Education and Quality, Local Government Denmark and Danish Regions.

Furthermore, a **network of some 40 researchers** is affiliated with the centre, assisting it in its mission to promote research- and knowledge-based prevention efforts.

The centre is part of the Danish Agency for International Recruitment and Integration, which answers to the Ministry of Immigration and Integration.

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 1287 af 28/08/2020](#)) obliges municipalities to offer a large variety of services, support, and benefits to people with special needs.

Housing

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.
 - The municipalities have the opportunity to offer the above-mentioned long-term housing to people under the age of 35 in order to support their ability to live a youth life.
- Municipalities may offer temporary housing to persons with substantial and permanent impairment of physical or mental function

Housing for young people at risk of social exclusion in Denmark

Housing first/Housing first for youth

Housing First is an approach that municipalities may offer people in homelessness and people at risk of homelessness.

Housing First for Youth (HF4Y) is a rights-based intervention that municipalities can offer young people. The goal is to help prevent homelessness or help youth to quickly exit homelessness. HF4Y is designed to address the needs of developing adolescents and young adults by providing them with immediate access to housing that is safe, affordable and appropriate, as well as the necessary and age-appropriate support that focuses on health, well-being, life skills, engagement in education and employment, and social inclusion.

The target group is young people who experience homelessness or who are at risk.

Transition residence (overgangsbolig) for young people in Denmark

Municipalities can 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 1287 af 28/08/2020](#)). The residence is offered as a transition to

ordinary housing and the young person has committed to participate in counselling and support measures.

Crisis centres for women in Denmark

According to the Act on Social Services, municipalities must provide housing for female victims of domestic violence.

Sheltered residence

According to the Act on Social Services, 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.](#) Housing is also offered to male victims of domestic violence.

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 in Denmark

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, elderly people, disabled people, single parents, refugees, and residents in need of rehousing because of urban renewal.

The primary purpose of the National Building Fund – a private foundation established by law – 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 housing or the renovation of existing homes.

During 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 [youth housing consists of approximately 76,000 dwellings](#), where 37,000 are social housing for young people and students.

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 1877 af 27/09/2021](#)) 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. Aside from 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 when allocating dwellings.

Start housing for socially marginalised young people (Startbolig til udsatte unge)

[Start housing](#) is social housing aimed at socially marginalised young people in the 18–24-year age group. A social caretaker is affiliated to the start housing homes. 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 for young people in Denmark

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).

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 1548 af 01/07/2021](#)) obliges municipalities to provide the following (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

The following initiatives are also of relevance:

[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.

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.

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.

Placement of children and youth outside of the home in Denmark

According to the Act on Social Services (Lov om social service, [LBK nr 170 af 24/01/2022](#)), the municipal council must decide on measures deemed to be essential to a child's or young person's special need for support.

In special circumstances, it may be relevant for the municipality to consider removing the child from the home to ensure the health and development of the child. Placement of a child in care can only be considered by the responsible municipality if a number of conditions are met. Placement of a child outside the home is the most far-reaching type of support, but it can be considered if the municipality assesses that this is necessary to meet the needs of the child. The municipality will try to make the arrangement with the support and consent of the parents who have custody of the child.

If the parents in custody of the child or the child of 12 years or older do not support a decision to place the child in care, the Children and Young Persons Committee (Børn og unge-udvalget) in the municipality can decide to place the child in care without the consent of the parents in accordance with section 58 of the Act on Social Services.

The Children and Young Persons Committee in the municipality can only make this decision if there is an obvious risk that the health or development of the child or young person under the age of 18 years will suffer major harm, for instance due to inadequate care or treatment of the child or young person or due to other behavioural or adaptation problems the child or young person has.

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 can be prolonged until the young person turns 23.

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 Executive Order on Interpreting Assistance in Accordance with the Danish Health Act (bekendtgørelse om tolkebistand efter sundhedsloven, [BEK nr 855 23/06/2018](#)), citizens coming to Denmark have the right to interpretation in the Danish healthcare system free of charge for the first 3 years after their arrival.

A fee for interpreting assistance is charged from everyone who has lived in Denmark for 3 years or more, unless they are covered by a set of specified exemptions.

Exempted from the scheme are patients who have temporarily or permanently lost the ability to acquire and maintain the required Danish skills because of reduced physical or mental function. In addition, children under the age of 18, parents who accompany their children for treatment and interpretation in the Greenlandic or Faroese languages are not subject to the scheme.

The Act on Social Services (Lov om social service, [LBK nr 1548 af 01/07/2021](#)) entitles children below the age of 18 to psychological treatment when their mothers have been victims of domestic violence and take shelter at a women's crisis centre. Furthermore, the women taking shelter at a women's crisis centre are offered 10 hours of free psychological treatment, regardless of the length of the stay. The obligation to provide psychological treatment must be effectuated during the stay or in continuation of it. In addition, public subsidies for psychological treatment are provided for a wide range of incidents, for instance depression, sexual abuse, incest, abortion, death in the 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 obliges municipalities to offer treatment to people with problematic alcohol or drug use. This treatment must be effectuated within 14 days after contacting the municipality. Furthermore, the municipalities must offer anonymous treatment to people with a problematic alcohol or drug use who have no other social problems related to The Act on Social Services.

Since 2016, young trans persons can be offered transgender hormone therapy if they are in Tanner stage 2 or more. According to the Ministerial Instruction on Health Professional Support in Relation to Gender Identity Issues (vejledning om sundhedsfaglige 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 (suppressive hormone therapy). The young person can begin the second stage of treatment, which introduces cross-sex hormones when the effect of suppressive hormone therapy has been assessed and a thorough professional and individual assessment has been performed. 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 their voice and speech.

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](#).

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 care for children and young people under 18 years of age. From 2022 to 2025, the age limit will increase to include all young people below the age of 22, according to a new political agreement. Rehabilitation following hospitalisation.
- Treatment of alcohol abuse
- Treatment of substance abuse
- 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 3.6](#) for more information on financial support during unemployment.

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

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 1287 af 28/08/2020](#)) 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 in Denmark

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 children under the age of 18 may be entitled to a child benefit (børnetilskud). Several forms of child benefit exist, 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 in Denmark

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 1287 af 28/08/2020](#)) 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 is responsible for the National Audit Unit. The board monitor and evaluate the practices of the five municipal social supervisory authorities. The board is also responsible for supplying professional support to the five

municipal social supervisory authorities, which are responsible for approving and conducting the supervision of the operational social facilities across Denmark.

The National Board of Social Services publishes an annual report on the activities of the municipal social supervision authorities.

Furthermore, the board manages the coordination of specialised social services, which ensures a sufficient range of social facilities and dissemination of information for citizens who have very rare functional impairments, particularly complex social problems or other complex needs.

This is done by:

- Monitoring developments in target populations, social facilities and interventions at the highly specialised area and the highly specialised educational area through regular and close dialogue and collaboration with the municipalities as well as user and interest groups
- Ensuring the sufficient range of social facilities by identifying and announcing where there is a need for increased coordination or planning across municipalities and regions
- Collecting knowledge and developing instructive professional procedure descriptions for different target groups with the most special needs

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 specialties.
- 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, 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 can 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. 1287 af 28/08/2020](#))

See [section 2.1](#) for a detailed description of the funding rules and general criteria that apply to all associations.

At the same time, some public or publicly funded initiatives exist.

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

Sports initiatives for young people with ethnic minority background

Studies show that active participation in sports associations can contribute to better integration in Danish society. However, children and young people with ethnic minority backgrounds, especially girls, are less active in sports associations compared with children of Danish origin, and there are significantly fewer sports association offers in vulnerable housing areas.

A DBU survey (Danish Football Association) from 2019 shows that 7% of club members in Denmark were immigrants and descendants of immigrants, while this group makes up 14% of the total population.

The Danish Ministry of Immigration and Integration and the Danish sports organisations DBU (Danish Football Association), DIF (The Sports Confederation of Denmark) and DGI (Danish Gymnastics and Sports Associations) have therefore agreed on a new joint collaboration where the parties commit to work to get more children and young people with ethnic minority backgrounds, especially girls and women, to become a part of Denmark's sports associations, as well as to get their parents engaged as volunteers. The aim of these efforts is to reduce tendencies towards social segregation and to strengthen integration.

The first step for the parties is to map out the number of active children and youth with ethnic minority backgrounds in the Danish sports associations through the National Annual Survey on Responsible Citizenship (Medborgerskabsundersøgelsen). On that basis, national objectives will be set with the aim of getting more children and young people with ethnic minority backgrounds to become part of the Danish sports associations. The following two initiatives are funded by the Ministry of Immigration and Integration.

Get2sport

The aim of [Get2sport](#) is to support local sports clubs (primarily football) in vulnerable neighbourhoods in order to include more marginalised children. The majority of the children have refugee or migrant backgrounds. The children benefit from the membership of a sports club in various ways: they make friends, experience being genuine members of a community and learn how to respect rules and take steps to become active citizens in Denmark. Since the parents rarely have the resources to support the coaches and the teams, Get2sport provides support via e.g. transport to matches and courses for the coaches. The local municipality is involved and supports the coaches when professional action is needed for the children. The current work has a specific focus on recruiting more girls to the Get2sport clubs. The project receives public financial support.

Sisters Against Violence and Control

The association [Sisters Against Violence and Control](#) is based in Odense, the third largest city in Denmark. The association reaches out to and educates women from vulnerable housing areas in topics such as democracy, sexuality, equality, democratic rights, different forms of violence and negative social control. The association offers vulnerable women new, progressive communities that can assist them in their social inclusion into the wider Danish society. The association receives public financial support.

Youth work providers in the field of social inclusion for young people

The Danish Youth Council ([DUF](#)) allocates public funds for youth associations and organisations. Youth associations and organisations can apply for funding for operating and project funding. Some of the projects can involve social inclusion.

When receiving funding from [DUF](#), associations must formulate a project report when the project has ended.

Training and support for youth workers engaged in social inclusion programmes

There are no top-level youth work programmes fostering social inclusion. Therefore, there is no training or support made available by top-level authorities to youth workers active in social inclusion programmes.

Competences and skills required in youth work are recognised according to the same rules as voluntary activities. See [section 2.7](#)

There is no youth work foundation or institute of youth work or top-level contribution to the professional development of youth workers.

Financial support

For financial support of associations and organisations, see above and see [section 2.1](#)

Quality assurance

The organisations that receive funding from the Ministry of Immigration and Integration have a contract with the ministry specifying the use of the funds and the results they should obtain.

4.8 Current debates and reforms

Forthcoming policy developments

In the political understanding between the Social-Democratic minority government and its three supporting parties, the parties agreed on the following focus areas within social inclusion for the period of 2019-2023. These focus areas function as guidelines but do not necessarily result in actual policies:

- 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 to 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 better opportunities for young people with special needs or functional impairments to take an education.
- Add clarity to the formulation on the ban on 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 or 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 role 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 DKK 250-300 million 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.

10-year plan for the psychiatry in Denmark

The government is currently working on a 10-year plan for psychiatry. At the moment, the work is in the exploratory phase, aiming to make an overview that covers the challenges attached to psychiatric care in the healthcare system as well as in social services. A presentation of the plan is expected by the end of 2021.

Coherent measures for citizens with complex problems

The social system in Denmark targets a group of the population with very complex problems. For example, socially marginalised people may be affected by mental illness, problematic substance use and unemployment at the same time. But the system is rarely

able to treat several problems at the same time, and measures often target mental illness, unemployment or drug abuse individually.

The government is currently working on a policy initiative in order to present [a bill that allows municipalities to introduce coherent measures for citizens with complex problems](#). The work has been delayed due to the COVID-19 pandemic.

Ongoing debates

The COVID-19 pandemic and young people in Denmark

As a consequence of the COVID-19 pandemic and the lockdowns of society in 2020 and 2021, young people have not been able to participate in associational life to the same extent as previously. This has spurred a debate on young people's inability to thrive and loneliness because of their isolation and exclusion from communities in which they normally participate. Several representatives from education institutions, politicians, youth organisations, researchers and young people have expressed concern over young people's well-being during the coronavirus lockdown of society. When schools and leisure activities are locked down, and restrictions reduce the number of social contacts, young people are isolated in their families. [The isolation gives rise to loneliness, insecurity and a failure to thrive](#).

For socially marginalised young people, who are one of the most vulnerable groups among young people, it is particularly disturbing to be isolated with parents whose ability to care is reduced. This could be in families with abuse, alcohol problems, violence, etc. The isolation may aggravate the young people's situation, since the support from pedagogues, teachers and other important adults is missing.

The government has allocated funding for projects that support children and young people during the corona outbreak in Denmark. See [section 8.8](#), [8.9](#) [8.10](#) for more information on the support.

5. PARTICIPATION

This chapter describes policies targeting young people's political participation and civic engagement in Denmark.

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 increased 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. In the 2019 general election, [the voter turnout was 84.1% 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 power of the monarch is limited by the Danish constitution ([grundloven](#)). The Danish constitution 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 in Denmark

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 bills that have been passed in parliament and formally appointing the prime minister.

The Parliament in Denmark

[The Danish parliament](#) is called [Folketinget](#). It is the legislative assembly in Denmark. The four major [tasks and responsibilities](#) of the Danish parliament are to pass bills, to exercise control over the government, to adopt the state budget, and to take part in international cooperation.

The parliament has 179 members, of which two are elected on the Faroe Islands and two in Greenland.

The Presidium of the Danish Parliament

[The Presidium of the Danish Parliament](#) is the supreme authority of the Danish parliament. It comprises 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 in the chamber and when it comes to the administrative work of the parliament.

Parliamentary committees in Denmark

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. Each committee has its own political sphere of work, called a remit. A committee exercises parliamentary scrutiny and handles bills and motions or proposals within its remit.

As of 2021, the Danish parliament has 35 committees:

- [The Business Committee](#)
- [The Children's and Education Committee](#)
- [The Climate, Energy and Utilities Committee](#)
- [The Committee on the Danish Council of Ethics](#)
- [The Cultural Affairs Committee](#)
- [The Defence Committee](#)
- [The Domestic Affairs and Housing Committee](#)

- [The Ecclesiastical Affairs Committee](#)
- [The Employment Committee](#)
- [The Environment and Food Committee](#)
- [The Epidemics 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 Committee](#)
- [The Higher Education and Research Committee](#)
- [The Immigration and Integration Committee](#)
- [The Intelligence Services Committee](#)
- [The Legal Affairs Committee](#)
- [The Naturalization Committee](#)
- [The Presidium of the Danish Parliament](#)
- [The Rural Districts and Islands Committee](#)
- [The Scrutineers' Committee](#)
- [The Scrutiny Committee](#)
- [The Small Islands Committee](#)
- [The Social Affairs and Senior Citizens' 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.

The government in Denmark

[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.

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, the minister may, of course, speak in the chamber during debates, but is not entitled to vote.

The Danish system of government is known as negative parliamentarianism, 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 parliamentarianism means that Denmark can be run by a minority government. In fact, most Danish governments have been minority governments, where the government parties have held less than 90 of the 179 seats in parliament.

Aside from the control carried out by the Danish parliament, Danish ministries and ministers are subject to supervision by the [Courts of Denmark](#), the [National Audit Office of Denmark](#), and the [Danish Parliamentary Ombudsman](#).

Courts of Denmark

[The Danish courts](#) are composed of the Supreme Court, the two high courts, the Maritime and Commercial Court, the Land Registration Court, 24 district courts, the Appeals Permission Board, the Special Court of Indictment and Revision, the Danish Judicial Appointments Council, and the Danish Court Administration.

Among other powers, the courts are authorised to rule on whether the decisions of the executive branch (the government) are in accordance with the law, and whether the laws enacted by the parliament are in accordance with the Constitutional Act.

[The Supreme Court](#) is the highest judicial body for Denmark. As the country's highest court, it must contribute to clarification in cases where the state of the law is unclear. The Supreme Court is also within the statutory framework responsible for the development of the law.

The Court of Impeachment (Rigsretten) is authorised to rule on whether a minister has violated the rules that apply to the minister's office, the Constitutional Act, or legislation in general. Only the parliament or the government can demand a trial in the Court of Impeachment, which has only happened six times since 1849 – most recently in 2021.

The National Audit Office

[The National Audit Office](#) (Rigsrevisionen) is an independent institution placed under the parliament. The National Audit Office determines whether the public accounts are correct (financial audit). The National Audit Office also examines whether government-funded agencies and enterprises comply with current laws and regulations (compliance audit) and whether the administration has a focus on economy, efficiency, and effectiveness (performance audit).

The Danish Parliamentary Ombudsman

[The Danish Parliamentary Ombudsman](#) is elected by the parliament. The ombudsman investigates complaints about public administration. The jurisdiction of the ombudsman extends to all parts of public administration, except for the courts. If any deficiencies in existing laws or administrative regulations come to the attention of the ombudsman in particular cases, he or she must notify the parliament and the responsible minister.

The regional level in Denmark

Denmark is divided into [five regions](#) (regioner).

The [main task of the regions](#) is administering and setting the frames for the health services in Denmark (somatic hospital service, health insurance, mental health treatment, practice sector).

Furthermore, the regions perform tasks concerning regional development (including business promotion, education, culture, the environment, public transport) and social services and special education (especially the operation of institutions for exposed groups).

The council is the top-level regional authority. Each regional council has 41 members elected by the citizens in the region. A chairman and two vice chairmen are elected by and among the 41 council members. The chairman is elected with a simple majority vote among the present members.

The regional council must set up a business committee or finance committee and can choose to set up permanent committees like the municipalities do (see below). The business committee manages tasks relating to finances, budget, and accounts.

The [regional council](#) members are [elected for 4 years](#).

The municipal level in Denmark

Denmark is 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 at least one permanent committee. Normally, there are four to six permanent committees (e.g. the technical and environmental committee, children and youth committee, culture and leisure committee, and employment committee).

The [local council](#) members are [elected for 4 years](#).

Main legal principles concerning elections in Denmark

According to the Danish constitution, general elections must be held at least once every 4 years. The prime minister is responsible for calling a general election before the electoral period expires (i.e. within 4 years), but an election may also be called earlier at the prime minister's discretion.

In Denmark, it is voluntary to vote, and the voting is cast either by secret ballot on election day or by advance voting 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.

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 mark the ballot paper with an X beside the name of a person or a party.

An alternative to voting in person is advance voting. An advance vote must be cast prior to election day, either at the municipal citizen service centre or at other appointed public institutions. It is also possible to vote from hospital if a voter is hospitalised, from prisons, nursing homes, or from one's home if a voter is sick or physically unable to leave the home. Prior to voting from home, the voter must have applied to the municipality. Advance votes from abroad can be cast at Danish embassies and must be cast well in advance for them to reach the municipalities in Denmark before election day.

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.

As of 2022, the following [political parties](#) are represented in the Danish parliament.

- [The Social Democratic Party](#)
- [The Liberal Party](#)
- [The Danish People's Party](#)
- [The Social Liberal Party](#)
- [The Socialist People's Party](#)
- [The Red-Green Alliance](#)
- [The Conservative Party](#)
- [The New Right](#)
- [The Liberal Alliance](#)
- [The Alternative](#)
- [The Christian Democrats](#)
- [Inuit Ataqatigiit](#)
- [Siumut](#)
- [Sambandsflokkurin](#)
- [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 materials procured by the Danish Ministry of the Interior and Housing.

The turnout of young people at elections in Denmark

The national turnout in the [2017 municipal and regional election](#) was 70.8%.

18 years	75.1%
19-21 years	60.1%
22-29 years	54.9%

The national turnout in the [2015 general election](#) was 85.9%.

18 years	83.7%
19-21 years	77.1%
22-29 years	79.1%

The national turnout in the [2019 general election](#) was 84.5 %

18 years	84.1 %
19-21 years	77.8 %
22-29 years	77.9 %

The national turnout in the [2014 election for the European Parliament](#) was 56.3%.

18 years	49.4%
19-21 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

Young people as members of political parties in Denmark

Political parties in Denmark are regulated by law in regard to state funding, the establishment of new political parties seeking election, and how to stand for general and local elections. Young people are welcome to join the parties.

There is no top-level legislation on youth wings of political parties; however, most political parties have youth wings with their own statutes that lay down the specific rules on membership, for instance:

The Social Democratic Party youth wing, [DSU: Everyone under the age of 30 can apply for membership.](#)

The Social Liberal party youth wing, [RU: The minimum age for membership is 12 years.](#)

The Socialist People's Party youth wing, [SFU: The maximum age for membership is 29 years.](#)

The Liberal Alliance youth wing, [LAU: The maximum age for membership is 29 years.](#)

The Alternative youth wing, [ÅU: No regulation on age.](#)

The New Right youth wing, [NBU: Minimum age for membership is 12 years and maximum age for membership is 29 years.](#)

The Danish people's Party youth wing, [DFU: Minimum age for membership is 12 years and maximum age for membership is 29 years](#).

Socialist Youth front, [SUF: The maximum age for membership is 29 years](#).

Red Green Youth, [RGU: The maximum age for membership is 29 years](#).

The Conservative Party youth wing, [KU: No age regulation](#). Young people under the age of 18 years will need a parental/legal guardian consent in order to apply for membership.

Young people as candidates in elections in Denmark

The legislation on young people as political representatives in national, regional, municipal, and European elections 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.

Article 56 of the Danish constitution states that every member of the Danish parliament is bound only by his/her own beliefs.

Young people as elected representatives in the latest national, regional, municipal and European assemblies. Numbers from the 2022 municipal elections divided on age are not (yet) released:

National parliament (2019)

Average age (years)	46.6
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Proportion of young people below 30 (%)	6.2
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Regional councils (2017)

Average age (years) (Statistics Denmark, March 2018)	53.4 years
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Proportion of young people below 30 (%) (Statistics Denmark, March 2018)	5.85 (12 out of 205)
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Municipal councils (2017)

Average age (years) (Statistics Denmark, March 2018)	51.4
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Proportion of young people below 30 (%) (Statistics Denmark, March 2018)	5.46 (133 of 2432)
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European Parliament (2019)

Average age (years)	49.5
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Proportion of young people below 30 (%)	-
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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 in Denmark

The Danish Youth Council ([Dansk Ungdoms Fællesråd, DUF](#)) is an umbrella organisation representing 80 youth organisations in Denmark. 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, [LBK nr 145 af 24/02/2020](#))

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 in 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.
- Support 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 committees and policy fora:

- Special EU Committee Regarding Education and Youth (EU-specialudvalget for Uddannelse og Ungdom) under the auspices of the Ministry of Children and Education
- EU Structured Dialogue (EU's strukturerede dialog)
- Council for Children's Learning (Rådet for Børns Læring)
- 2030 network: The parliament's cross-political network for the UN's sustainable development goals (SDG)
- Development Aid Committee (udviklingspolitisk råd)
- UN Youth delegates

DUF also formulates hearing statements and are represented in state advisory ad hoc committees.

Funding

DUF is primarily [publicly funded](#).

Youth panels in Denmark

[Youth Climate Council](#) under the Ministry of Climate, Energy and Utilities. See [section 9.3](#)

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.

In 2016, the Media Council established a youth panel consisting of 10 average young people in the 12-18 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 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 Social Affairs and Senior Citizens. 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 Danish hospitals. Each local youth panel is entitled to four seats in the national network.

The age group for the local youth panels is 14-25 years.

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.

Recommended regularity of consultation: 6-8 times a year

The youth panels are funded by the Danish regions.

YoungDenmark (UngDanmark)

The Youth School Association (Ungdomsskoleforeningen) focuses on young people's possibilities to develop their competences and skills, equip them for life in a democratic society and develop their life quality. The Youth School Association offers young people from the local youth schools the opportunity to participate in YoungDenmark. YoungDenmark is a network of young people from the local youth schools. The focus of YoungDenmark is active democratic participation, youth involvement, and community.

YoungDenmark meets three times a year. The meetings are held and organised by local youth schools.

Among the board members of YoungDenmark, one member is appointed to the National Council for Children's Learning under the Ministry of Children and Education.

The Youth Ring's youth council (Ungdomsringens Ungeråd)

The Youth Ring is an association for local youth schools and youth clubs. The association's objectives are to provide opportunities for children and young people to enter into communities where children and young people develop meaningful relations, tolerance, active citizenship communities, etc.

The Youth Ring has a youth council. The youth council targets young people with interest in young people's leisure time. The youth council consists of 11 members – two members from each region and a chair elected at the Youth Ring congress. The Youth Ring congress is the top-level authority of the Youth Ring.

The youth council has six members in the national board (Landsrådet) of the Youth Ring – one from each region and the chair of the youth council.

Youth councils/advisory board at the municipal level in Denmark

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.

According to [NAU](#), which is a network of youth councils, 63 of 98 municipalities have a youth council.

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.

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 - Architecture, Design, Conservation](#)
- [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 \(KU\)](#)
- [Student Council at IT University of Copenhagen \(ITU\)](#)
- [Studentersamfundet at Aalborg University \(AAU\)](#)
- [Syddanske Studerende at University of Southern Denmark \(SDU\)](#)
- [The Student Council at Rytmsk Musikkonservatorium](#)

Structure

The [legal framework of DFS](#) is its statutes.

The main organs running DSF at the top level are the general assembly, the political conference, the national forum and the executive committee:

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

Moreover, there are three political committees in DSF, namely the welfare and social affairs committee, the academic affairs committee, and the international committee. 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.

The National Student Union Student Forum

The national student union Student Forum UC (SFUC; Studenterforum UC) unites university college students in Denmark. Members are local student councils from:

- University College Absalon
- Copenhagen University College
- University College South
- UCN
- UCL
- VIA University College

Structure:

The legal framework is the [SFUC statutes](#). The union is independent.

The main organs running SFUC are:

Annual meeting:

- The annual meeting is the highest authority of the union
- Held once a year.
- Elects the presidency.
- Establishes the policy of the union.

The board:

- The board is the highest authority in between the annual meetings.
- Manages SFUC according to policies decided at the annual meeting.

The presidency:

- Responsible for the day-to-day management of the union.
- Represents the public image of the union.

Composition:

The annual meeting:

- The annual meeting is open to all university college students, and all students are entitled to speak at the meeting.
- Every member organisation is entitled to seven delegates, who are entitled to speak and vote at the meeting. Among the delegates are the chair and vice chair of the member organisation.
- The annual meeting elects the presidency of the union and the mandate period is 1 year.
- All member organisations can send items for the agenda and all students can raise an issue under any other business.
- Three quarters of the member organisations must be present in order for the annual meeting to make decisions.
- Decisions are made by simple majority vote, amendments demand a two-thirds majority.

The board:

- Consists of a chair and a vice chair from all member organisations.
- The chair and vice chair of the board are elected at the first board meeting after the annual meeting.
- The mandate period of the chair and vice chair is 1 year.
- The board meets at least once every quarter.
- Board decisions require a simple majority vote.

The presidency:

- Consists of a president and a vice president.
- Elected at the annual meeting.
- Takes office 1 August after the annual meeting.
- Every student from the member organisations are eligible.
- The presidency is elected by a simple majority vote.

Role and responsibility:

- SFUC represents university college students' interests.
- SFUC work for the best professional, social, and physical surroundings at the education institutions.
- The main domains of SFUC's activities are: education and youth-specific topics such as the state education grant, student housing, education development, climate and the environment, and transportation.
- SFUC is part of the Education Alliance together with a wide range of student unions, interest organisations and trade unions. The Education Alliance cooperates on reducing budget cutbacks on education.
- All organisations and private persons can present a policy proposal if three additional persons sign the proposal. If the proposal is signed by 50 000 persons, the parliament is obliged to discuss and vote on the proposal. However, it is much more common that politicians consult relevant organisations in relation to a motion or that a ministry consult a range of organisations when formulating a policy proposal.
- The decisions made in SFUC are not binding on policymakers.

Funding:

SFUC is funded through member fees and operating grants from DUF. SFUC is an independent union, 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 almen gymnasial 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)

Policymaking:

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.

National unions for pupils at upper secondary educations

There are three national unions receiving public funding for pupils at upper secondary educations.

- The Union of Danish Upper Secondary School Students ([Danske Gymnasieelevers sammenslutning, DGS](#))
- The National Federation of Business Students in Denmark ([Landssammenslutningen af Handelsskoleelever, LH](#))

- The Danish Vocational and Technical School Student Union ([Erhvervsskolernes Elevorganisation, EEO](#))

The national school unions organise the local pupils' councils. The legal framework is the Ministerial order for all pupil councils in general and vocational upper secondary education: (Bekendtgørelse om elevråd ved institutioner for almen gymnasial uddannelse, almen voksenuddannelse eller erhvervsrettet uddannelse samt private gymnasieskoler, studenterkurser og kurser til højere forberedelseseksamen, [BEK nr 84 af 30/01/2013](#))

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 three national unions are described below:

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

International Baccalaureate (IB) network:

- Consists of a limitless number of IB (International Baccalaureate) 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 formulates hearing statements.

The decisions of DGS are not binding on policymakers

Funding

Approximately three quarters of DGS' budget are covered by public funding. DGS' grants primarily come from DUF (see above), from the Ministry of Children and Education, and from membership fees. DGS is financially accountable to DUF and to the Ministry of Children and 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 budget cutbacks on education.

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 top-level, publicly financed youth forums.

5.4 Young people's participation in policy-making

Formal Mechanisms of Consultation

Consultation of young people in Denmark at state level

The National Council for Children is an independent national institution for children with the task of assessing and identifying conditions in the development of society in general that may have an impact on children's rights and opportunities for development in light of the provisions and intentions of the UN Convention on the Rights of the Child.

The council is obliged to make the voice of children heard in the general public, which is achieved by the children and youth panels mentioned in section 7.3. In this way, children and young people are consulted indirectly.

The council must submit legislative consultation responses in relation to initiatives and legislation of importance for the conditions of children's upbringing. Furthermore, the council can present proposals for alterations in the areas within the functioning of the council as well as advise the parliament, the government and authorities on all matters of a general nature that are important to the conditions of children in society to safeguard the rights, needs and interests of children.

The involvement of young people or youth organisations in the policymaking process in Denmark is consultative and [not legally binding](#).

Methods of consultation of young people at state level in Denmark

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 of young people at state level in Denmark

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 of young people at state level in Denmark

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 of young people at municipal level in Denmark

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 involved in the consultation process in Denmark

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.

Obligation of public authorities to consult relevant stakeholders

All ministries are obliged to consult all relevant public authorities and organisations.

Municipalities.

The Danish Parliament hosts the Youth Parliament (see section 5.3), and arranges other initiatives for dialogue (see below).

Examples of youth stakeholders involved in consultation processes in Denmark

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.

NAU (Network for Youth Councils): Nau is a cross-party umbrella organisation for municipal youth councils. NAU offers counselling, training courses, and exchange of best practice. The objective of NAU is to strengthen young people's democratic participation at local level.

Tuborg Foundation ([Tuborgfondet](#)): A private foundation that distributes 40-60 million DKK every year. The target group is young people in the 16-30-year age group. The foundation has four focus areas, with democracy being one of them. The foundation supports projects that focus on the inclusion of underrepresented groups of young people in youth communities and projects that focus on engaging young people in society and democracy.

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

No public authority collects data on the general consultation process.

In the children and youth panel established by the National Council for Children, about 3 000 pupils from primary and lower secondary education (Folkeskolen) are consulted, typically from the 7th to the 9th grade. The panel members are recruited for a 3-year period.

Outcomes

Main outcomes of the consultation of young people in policy-making in Denmark

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 offentlighed i 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. Other initiatives include the following events and campaigns:

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.

Around [30.000 young people participate in the festival each year](#). 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 (Now Ministry of Children and Education). Democracy Under Development is an educational campaign targeting pupils in primary and lower secondary, general and vocational upper secondary and adult education programmes. The teaching material is free. On the portal EMU targeted teachers from primary to upper secondary and adult education, teachers can find inspiration for teaching sessions. Week 12 is democracy week, a national theme week that focuses on community, democracy and active citizenship.

Young Voices – New Paths to Democratic Participation

Young Voices – New Paths to Democratic Participation ([Unge stemmer – nye veje til demokratisk deltagelse](#)) is a partnership between NAU, the Tuborg Foundation, and Mandag Morgen. The project investigates how young people participate in democracy in 2018. Forty civil society associations, municipalities, and other groups tour Denmark and visit municipalities and organisations that are successful in engaging the youth. The insights from the tour are included in an inspiration catalogue.

The Democracy Commission

The Democracy Commission ([Demokratikommisionen](#)). In 2018, [DUF](#) initiated the Democracy Commission with representatives from all political parties, media, civil society and researchers. The commission investigates ways to strengthen the Danish democracy.

5.5 National strategy to increase youth participation

Existence of a national strategy to increase young people's political and civil society participation

There is no national strategy on young people's political participation.

In October 2017, the government launched the [Strategy for a Stronger Civil Society](#) with the objective of increasing the number of socially marginalised adults and young people in voluntary activities in order to strengthen social cohesion. The strategy is described in [section 2.3](#).

Scope and contents

There is no national strategy on young people's political participation.

Responsible authority for the implementation of the strategy

There is no national strategy on young people's political participation.

Revisions/Updates

There is no national strategy on young people's political participation.

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](#)

The Danish Youth Council (DUF) 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 2020, DUF and the Tuborg Foundation have formed a 3-year strategic partnership, 'All young people included in the community', with a focus on new methods to include young people in DUF's member organisations.

In August 2020, DUF and the Tuborg Foundation launched a campaign to include more underrepresented groups of young people in youth associations. Ethnic minorities and socially marginalised young people are underrepresented in associations. In the campaign, young people from different associations express what they value about being part of a youth organisation and reflect on which groups are part of the community and which groups are missing.

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 (Early leaving from education and training)

The Danish Gymnastics and Sports Associations ([DGI](#)) published an [inclusion strategy](#) in 2020.

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](#)” that supports projects, where children and young people in socioeconomically disadvantaged housing areas have 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 supports marginalised children and young people in leading an active life among other young people. The association pays for participant fees and sports equipment; thus enabling marginalised children and young people to 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.

The framework of reference for social and civic competences in formal education:

- Act on Primary and Lower Secondary Education (Bekendtgørelse af lov om folkeskolen, [LBK nr 1887 af 01/10/2021](#)) (ISCED 1-2)
- Act on General Upper Secondary Education (Bekendtgørelse af lov om de gymnasiale uddannelser, [LBK nr 1375 af 24/06/2021](#)) (ISCED 3)
- Act on Vocational Upper Secondary Education (Bekendtgørelse af lov om erhvervsuddannelser, [LBK nr 1868 af 28/09/2021](#))
- Ministerial order on VET (Bekendtgørelse om erhvervsuddannelser, [BEK nr 2499 af 13/12/2021](#))

- Ministerial order on core subjects in VET, appendix 17 and 23 (Bekendtgørelse om grundfag, erhvervsfag og erhvervsrettet andetsprogsdansk i erhvervsuddannelserne, [BEK nr 692 af 26/02/2020](#))

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 (Bekendtgørelse af lov om social service, [LBK nr 170 af 24/01/2022](#))
- 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.

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 1146 af 22/06/2020](#)).

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) 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.

In the Act on General Upper Secondary Education Programmes, the preamble highlights the importance of social and civic competences. Section 1, subsection 4 states that: 'education programmes and the general education culture at the education institutions must prepare the students for participatory democracy, co-responsibility, and rights and obligations in a society based on freedom and democracy. The teaching and life at the education institutions must be built on intellectual freedom, equal status and democracy and strengthen the students' knowledge of and respect for basic constitutional and human rights, including gender equality. Thereby, the students must achieve competences for active participation in a democratic society and an understanding of the opportunities for contributing to development and change, individually and in unison.'

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 [HE](#), 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) establishes the objectives of the vocational education programmes at upper secondary level.

In section 1, subsection 3 states that 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), 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 vocational education and training (VET), appendix 17 and 23 (Bekendtgørelse om grundfag, erhvervsfag og erhvervsrettet andetsprogsdansk i erhvervsuddannelserne) 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 Children and Education. (See [section 5.3](#))

In higher education programmes, students can 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 to participate in decision-making

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:

- 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 also 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 in Denmark

There is no part of the national curriculum that obliges pupils in upper secondary education to take part in activities serving the local community.

Open school

However, 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), and the initiative is called [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.

Partnerships between formal education institutions, music schools and youth schools in Denmark

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](#):

Democracy under Development

Finally, 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.](#)

Non-formal learning initiatives focusing on social and civic competences for young people in Denmark

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. 1287 af 28/08/2020](#)) 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), 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](#)). 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 the Danish Youth Council (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 interested in incorporating the subject of youth participation in their classes can find inspiration to do so on both public and private platforms, 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 focusing on youth participation in Denmark

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, citizens 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 targeting young people in Denmark

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 and Education.

The Children's Portal ([Børneportalen](#)). The Children's Portal is a website run by the Children's Council. 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.

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.

Information to young first-time voters in Denmark

In connection with municipal/regional, European, and general elections, several public authorities run outreach initiatives targeting first-time voters.

Since 2005, the Danish parliament has sent the Danish constitution with explanations to first-time voters and new Danish citizens. The objective of the initiative is to inform them about democratic rights and obligations. Since 2013, the constitution was accompanied by a humorous cartoon. The message in the cartoon is: use your right to vote.

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 the Interior and Housing
- The Ministry of Culture
- [Municipalities](#)
- [Danish regions](#)
- [DUF](#)
- TV2 and DR
- REM (the Council for Ethnic Minorities)

Young people's voter turnout has increased 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, a Social Democratic minority government was formed. The government and its three supporting parties have presented a memorandum of understanding entitled “A fair direction for Denmark”. In the paper, the government commits 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.”

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 increased. The political engagement takes place in extra-parliamentary activities in the form of strikes, demonstrations and features in newspapers.

In 2020, the Danish Youth Council (DUF) has conducted an [analysis of young people’s participation and citizenship](#): The analysis concludes that the political participation among Danish youth is high and diverse. Climate change is still a top-priority among Danish youth.

6. EDUCATION AND TRAINING

This chapter describes Danish youth policies in the field of education and training.

The responsibility of the formal education system is shared 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.

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

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](#)) was 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

In Denmark, most young people are in either education, training or employment. According to numbers from 2020, [only 7.6% of 15-29-year-olds are not in education, training or employment](#). The section below describes the main trends in young people's participation in education and training in Denmark.

The profile model

The Ministry for Children and Education has developed a [profile model](#), which projects how the ministry expects a youth cohort to 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, the numbers are subject to uncertainty.

Application for general and vocational upper secondary education programmes in Denmark

In 2021, 72% of the applicants to an upper secondary education applied for the general upper secondary education programme, 20% applied for a vocational training and education (VET) programme and 8% applied for other education programmes. The 2021 numbers correspond to the [2020 numbers](#).

Since at least 2014, shifting governments have been concerned with the skewed distribution of students in the different programmes. They want more young people to apply for – and complete – the vocational training and education programmes. Out of the 20% who did apply for a vocational training and education programme, [45% drop out](#). This is the largest drop-out rate among students enrolled in upper secondary education programmes. Political attention is thus in particular directed towards vocational education and training.

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.

In November 2019, the signatory parties to the agreement on improved general upper secondary education programmes made a new agreement on the admission of applicants to general upper secondary education programmes. In 2019, new admission rules were effective, but the first admission process in spring/summer 2019 showed some shortcomings; for instance, regarding the complexity of the admission rules.

According to the [new admission rules](#), students in exam-free 10th grade can use their 9th grade leaver examination in the admission process.

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 passed the final examination of the primary and lower secondary education ([folkeskole](#)) after the 9th grade,
- Have passed the final 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 final 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 grade, the young person must have had teaching in Danish, English, and mathematics and have taken written and oral examinations in all three subjects,
- Have passed the final examination of the primary and lower secondary education ([folkeskole](#)) in physics/chemistry, biology, and geography after the 9th grade or the final 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 or a 3-year high school 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 final examination of the primary and lower secondary education ([folkeskole](#)) after the 9th grade,
- Have passed the final 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.

Since the 2020/2021 academic year, a [mandatory test](#) in a practical/musical elective in the 8th grade has been added to the leaver examination.

ELET (Early leaving from education and training) in Denmark

According to [Eurostat, Labour Force Survey](#), the proportion of ELET of the whole population aged 18-24 years in 2020 was 9.3% on the whole population aged 18-24.

See [section 6.3 'Preventing early leaving from education and training \(ELET\)'](#) for more information on how Denmark works to prevent early leaving from education and training.

Social inclusion through education and training in Denmark

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.

See [section 6.6 'Social inclusion through education and training'](#) for more information on the subject.

Validation of non-formal and informal competences in Denmark

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.

See [section 6.5 'Cross border learning mobility'](#) for more information about the subject.

Credit mobility

Outgoing students (at least one week) (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	2019
4279	5917	6661	8045	9350	10533	11166	13964	14504	14178	13406

Incoming students

2000/2001	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
3725	8068	10044	8842	9524	9005	7683	8188	8399	8583	8302

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)

2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
4042	4333	4617	4620	4683	4809	5024	5283	5359	5311

Incoming students (excl. PhD students)

2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
18076	19620	21415	22958	24355	25508	24666	24190	23307	22434

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 receiving state education grant (SU), the former Danish government (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. In 2020, it is still [a political priority to reduce the number of international students receiving state education grant](#) (SU).

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 (Lov om folkeskole, [LBK nr. 1396 af 28/09/2020](#)), 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 in Denmark

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

Vocational education and training/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.

[STU](#): A 3-year youth education programme for young people with mental and physical impairments or special needs who are not able to complete any other education or training..

Higher education in Denmark

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 2018, the Danish parliament decided that [universities should offer 1-year academic postgraduate programmes \(60 ECTS\)](#). 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.

The new education programmes were available for students in spring 2021.

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 an advanced Postgraduate Diploma in Music of 2 to 4 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 in Denmark

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.

Folk high schools

Folk high schools are boarding schools for young adults and offer different programmes as non-formal education. Statistics Denmark documents [participation in folk high schools](#) as well as the adult education statistics (AES). According to Statistics Denmark, the number of long-term courses at Danish Folk High Schools has increased by 13% between 2012/13 and 2019/20. In 2019/20, [4 974 full-time equivalent students \(årselev\) younger than 30 years were enrolled on a long course](#). The total number of full-time equivalent students (årselev) enrolled on long courses was 5,323 persons.

ain 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 a 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 as well as 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.

Governance

Main actors

The Danish education system is 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 the overall parliamentary and legal responsibility for the above-mentioned education programmes. Regarding 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 whether 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 revoking of 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, 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 vocational education and training (VET) 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 on higher education institutions within the fine arts ([LBK nr 732 af 14/06/2016](#)), 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 financially supports:

- 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 the 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. The agency is also responsible for the ministry's citizen- and institution-oriented tasks with regard to supporting the institutions, publishing analyses and guidelines, as well as interpreting and understanding laws and regulations. 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 Higher Education and Science (UFS). [The Danish Agency for Higher Education and Science](#) is an agency in the Ministry of Higher Education and Science and handles tasks within preparation and administration of grants for research, higher education and research-based innovation, as well as the State Educational Grant and Loan Scheme.

The Danish Accreditation Institution ([Danmarks Akkrediteringsinstitution](#)). The Danish Accreditation Institution plays a crucial role in ensuring the quality and relevance of higher education programmes across the country. Through accreditations and dissemination of knowledge about cross-cutting topics linked to higher education, the institution aims to support the enhancement of educational quality in the higher education sector and to help create a more coherent and transparent education market.

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.

Other public/publicly funded actors with relevance for the Danish education of young people

Self-governing education institutions: General and vocational education institutions as well as adult education centres are self-governing education institutions, which means 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 a grant is based on the number of pupils. 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, and special needs education ([STU](#)). As of August 2019, municipalities are responsible for the municipal youth guidance units ([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 on closure on counties ([LBK nr 537 af 24/06/2005](#)) [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
- Pupil and student organisations, see [section 5.3](#)

- 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.

Social partners and their role

The social partners play a significant role in the development and management of the vocational education and training (VET) 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.

Two examples of the social partners' role in VET programmes are the role of the national vocational committees and the local training committees, as described below:

National vocational committees

National vocational committees ([faglige udvalg](#)) constitute the backbone of the vocational education and training (VET) system. Approximately 50 vocational 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 vocational committees:

- (a) perform a central role in the creation and renewal of VET 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 (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 (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 in Denmark

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.

As of January 2020, a new unit under KL is established. The new unit called [the Unit for Education and Vocational Guidance](#) supports the municipalities in preparing young people for education or work.

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 for the administration and governance of the education sector in Denmark

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 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.

Better Paths to Education and Employment

The first document is the 2017 political agreement [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, cross-sectoral municipal youth guidance units were established. The units are responsible for education, social, and employment measures for young people below 25 years of age. The units 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 youth who is 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 the preparatory basic education and training (FGU) in [section 6.1](#). about the general context for the education and training system in Denmark.

From Primary and Lower Secondary Education to Skilled Worker

The second document is the 2018 agreement '[From primary and lower secondary education to skilled worker – VET educations for the future](#)'.

The agreement focuses on increasing the admission of students to vocational education and training (VET) programmes and reducing the drop-out rate in the programmes.

The 2018 reform can be seen as a continuation of the 2014 efforts to improve the Danish VET programmes. In 2014, [a reform of the VET programmes was implemented](#). The targets of the 2014 reform were that at least 25% of young people in 2020 should enroll 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):

- Students in lower secondary education 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.

Other initiatives to reduce the drop-out rate in VET programmes in Denmark

Moreover, in November 2020, the Danish government, the Confederation of Danish Employers (DA), the Danish Trade Union Confederation (FH), Local Government Denmark (KL) and the Danish Regions (Danske Regioner) entered into a [tripartite agreement to reduce the drop-out rate in VET education programmes](#).

The aim of the agreement is to make it easier for VET students to find apprenticeships, because a third of VET drop-outs occur in the transition to the VET main course, where the education switches between apprenticeship and school-based training.

It is the VET student's own responsibility to find an enterprise and enter into an apprenticeship agreement. The tripartite agreement introduces a new division of responsibility so that VET education institutions are responsible for finding apprenticeships for students who are unable to find apprenticeships themselves.

The agreement establishes an 80% target, which implies that 80% of VET students must have an apprenticeship agreement by the end of the VET basic course.

The local vocational committees at the local VET education institutions are involved in finding apprenticeships.

In 2021, DKK 141 million has been allocated to the apprenticeship-supporting measure, and from 2022 and onwards DKK 139 million are allocated.

Formal education: main policy measures on ELET (early leaving from education and training)

According to the Consolidation act on Municipal Provision for young people under 25 years (lov om kommunal indsats for unge under 25 år, [LBK nr 1659 af 11/08/20221](#)), 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 guidance unit has the responsibility for the coordination of measures aimed at young people in the municipality. The municipal council is responsible for establishing a coherent municipal youth measure aimed at supporting young people below the age of 25 in completing an upper secondary education or finding a job. The municipal youth guidance 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 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 headmaster initiate a targeted guidance and education plan for the young person to become ready for further education.

The education institutions under the auspices of the Ministry of Children and Education cooperates with the municipal council, and if necessary the Study and Career Guidance Denmark ([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 education 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 education in Denmark

As an integrated part of the three-month basic programme, students in general upper secondary education 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.

Vocational training and education (VET) programmes in Denmark

The ministerial order on VET programmes (Bekendtgørelse om erhvervsuddannelser, [LBK nr 1619 af 27/12/2019](#)) 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 must 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 must:

- 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 believes 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 education), 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 in Denmark ([efterskole](#)):

Continuation schools are independent residential schools targeting students between 14 and 18 years. [In 2021/2022, 31 745 students were enrolled at continuation schools.](#) Continuation schools are private schools and therefore charge a parental payment. The students can spend a year or two of their lower secondary school education before continuing to upper secondary education. The schools typically offer the same compulsory subjects and final examinations as the public schools, but in addition to that, many continuation schools focus on special subject areas such as sports, music or theatre.

Some continuation schools target specific groups, such as young people with dyslexia or young people with special needs.

Folk High Schools in Denmark ([højskoler](#))

Folk high schools, among others, offer preparatory courses for young people without an upper secondary 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 an upper secondary education in the 17–25-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 guidance units 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 guidance units ([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 guidance units 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](#)), which obliges young people below the age of 30 on social assistance without an education leading to a vocational/professional qualification to participate in an offer, for instance a traineeship, after one month of unemployment.

This is the Danish implementation of [EU's 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 in Denmark](#)

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 314 af 30/03/2020](#)), 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 of non-formal and informal learning in Danish vocational education and training \(VET\) 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.

Validation of non-formal and informal learning in [higher education](#) in Denmark

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 to offer students 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](#).

Validation of non-formal and informal learning in adult education and training in Denmark

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.

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](#) on skills recognition.

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 insurance 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.

My Skills and Qualification File ([Min kompetencemappe](#)) is the Ministry of Children and Education's official prior learning tool. The tool covers three areas:

- education, work, and leisure time
- reading, figures, and IT
- other things I can do

Information and guidance

The [Education Guide](#) provides information on education programmes in Denmark. The portal also informs about prior learning assessments (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 directly 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 general adult education programmes ([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 adult vocational training ([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 5 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 vocational education and training for adults (EUV) and vocational education and training (VET): According to act [LBK nr 1395 af 28/09/2020](#), 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 adult education and continuing training ([VEU](#)) in the period 2010–2018. It shows that PLA has been implemented at a larger percentage of institutions than in 2010, and that 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 on cross-border mobility in Denmark

In Denmark, gribverden.dk provides information and guidance to higher education students on outward learning mobility.

Furthermore, higher education institutions provide personalised services to students on outward mobility.

Foreign language preparation for young people in Denmark

ISCED 0–3: Act on Primary and Lower Secondary Education (Folkeskoleloven, [LBK nr 1396 af 28/09/2020](#))

- 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.

Mandatory English lessons in upper secondary education: Act on General Upper Secondary Educations (Lov om de gymnasiale uddannelser, [LBK nr 1428 af 28/09/2020](#)). Students attending upper secondary education must take English as a compulsory foreign language until the age of 18. This is true for the following upper secondary programmes: [STX](#) (general) and [HTX](#) (technical). In one programme, [HHX](#) (business), English is compulsory until the age of 19.

Second foreign language lessons in upper secondary education: In [STX](#) (general) and [HHX](#) (business), a second foreign language is mandatory for two years. 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).

Foreign language training in vocational education and training (VET): Act on Vocational Upper Secondary Educations (Lov om erhvervsuddannelser, [LBK nr 1395 af 28/09/2020](#)). Foreign languages are not compulsory for all VET students. 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 the state education grant

Act on the State Education Grant (Lov om statens uddannelsesstøtte, [LBK nr 1037 af 30/08/2017](#))

The Danish state educational grant (SU) is a study grant 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. Support for study programmes outside the Nordic countries is granted for a maximum of 4 years.

If a student is entitled to SU, the student is also entitled to obtain a student loan.

In order to be eligible for support to a general upper secondary education programme in a Nordic country, the education programme must give access to higher education programmes in Denmark. Furthermore, the Danish Agency for Higher Education and Science has minimum requirements for certain subjects.

It is also possible to apply for a state educational grant for general upper secondary education programmes outside the Nordic countries. The following education programmes are approved for support:

- International Baccalaureate Diploma
- Option international du Baccalaureat
- European higher general examination programme at the European Schools
- Higher general examination programme at the Duborg School in Flensburg or the A.P. Møller School in Schleswig

Students can also apply for a tuition fee grant.

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 2 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](#).

Special support during studies (SPS; see [section 6.6](#)) can be awarded for credit and degree mobility.

Disadvantaged learners in mobility programmes

There is no national target for the participation of students with a low socio-economic background in mobility programmes. In Denmark, the state education grant (SU) is available to all students at state approved education programmes and provided to more than 50% of students.

Recognition of learning outcomes through the use of ECTS

Since 2001, the European Credit Transfer System (ECTS) has been implemented in Denmark. This is evident from the ministerial order on exams in some higher education programmes ([BEK. nr. 1021 af 20/11/2000](#)). In 2021, the ECTS system is still in place, for example [at the universities](#).

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

Depending on age and type of education, young people can apply for participation in the following programmes for cross-border mobility in formal education.

The Nordic Agreement on Cooperation on Upper Secondary School Education

[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.

In order to be eligible for support to a general upper secondary education programme in a Nordic country, the leaving certificate must give access to higher education programmes in Denmark. Furthermore, the Danish Agency for Institutions and Educational Grants demand a certain level in specific subjects.

It is also possible to apply for a state educational grant for general upper secondary education programmes outside the Nordic countries. The following education programmes are approved for support:

- International Baccalaureate Diploma
- Option international du Baccalaureat
- European higher general examination programme at the European Schools
- Higher general examination programme at the Duborg school in Flensburg or the A.P. Moller school in Schleswig

Students may also apply for a tuition fee grant.

Work placements abroad (PIU - Praktik i udlandet)

The PIU programme aims to further internationalisation in the field of vocational education by giving vocational education and training (VET) students and apprentices the opportunity to complete either part or all of their practical training abroad as part of their Danish education. The PIU programme provides financial support to mobility for VET students and apprentices if the Danish education institution or the Danish company where the apprentice is employed has pre-approved the training arrangement with the company abroad.

The type and amount of funding depends on whether the student has an education/training agreement with a Danish company or not.

When the student has entered into a training agreement with a Danish company

- The training period abroad is defined as a placement.
- The Danish company 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 training period abroad.
- The training period must be at least one month.

When the student has no training agreement with a Danish company

- The student (possibly assisted by the VET school) must find a company abroad and enter into a training agreement.

- The Danish VET school must assess the training opportunities and pre-approve the training arrangements.
- The student and company abroad enter into a training agreement.
- The student is paid according to local agreements.
- The Employers' Reimbursement Fund (AUB) covers travel and moving expenses.
- The AUB covers 50% of the housing expenses, maximum DKK 2500 each month.
- AUB covers travel expenses when the student takes the school-based part of the VET programme in Denmark.
- AUB pays a stipend to cover living expenses the student takes the school-based part of the VET programme in Denmark.
- AUB covers expenses for visas, insurances and some other costs
- The maximum amount of funding is 32,000 DKK for a 12 month period

Each year, about 1,500 vocational education and training (VET) students are 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 and the three autonomous regions Greenland, the Faroe Islands and the Aaland Islands. 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, on bachelor and master levels, for the Nordic and Baltic countries.

Individuals cannot apply for grants directly from the Nordplus administration but they can participate in the activities via their home institutions.

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

The [Nordplus Horizontal programme](#) 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, the environment, art and culture. The programme does not support individual mobility unless such mobility is linked to project and network activities.

The [Nordplus Nordic Languages programme](#) supports institutions and organisations in the field of Nordic languages in the Nordic and Baltic countries. The programme targets 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 5 days, and up to two representatives from each involved organisation can participate.

The Nordplus programme also includes Nordplus Adult. Read more about this part of the programme in the section further below about mobility in the context of non-formal learning.

Erasmus+ 2021-2027 – formal learning

Erasmus+ is [the EU programme in the fields of education, training, youth and sport](#). It promotes and supports learning mobility for individuals and groups inside and outside the formal education system, and it promotes and supports cooperation between organisations and institutions. In the 2021-2027 programme period, three cross-cutting priorities are the centre of attention; namely inclusion and diversity, digitalisation, and green sustainability. The Danish Agency for Higher Education and Science administers the Danish part of the programme.

The mobility of learners and staff is the flagship activity of Erasmus+. Young people in formal education from primary schools, general and vocational secondary schools and higher education institutions can participate in mobility activities such as student exchanges and visits, training and study abroad programmes. Through the unique experience of living, studying, training or travelling abroad, participants are expected to gain self-confidence and soft skills, discover different cultures and build networks of interpersonal and professional relationships with people from other countries.

Erasmus+ also supports cooperation projects between educational institutions at all levels of the formal education system. In such projects, young people may have the opportunity to participate in activities focusing on, among others, better use of new technologies, innovative teaching, and training and learning methods.

Finally, Erasmus+ supports non-formal and informal learning for young people. Read more about this part of the programme in the section below about mobility in the context of non-formal learning and of youth work. For a complete overview of the Erasmus+ programme, see the [2021-2027 Erasmus+ programme guide](#).

Scholarship to study abroad ([Udlandsstipendieordningen](#))

Students can apply for a [scholarship to study abroad \(udlandsstipendium\)](#) lasting up to 2 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 2 years. However, the student can only

receive the scholarship for a maximum of 1 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 Higher Education and Science 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 in Denmark

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 Higher Education and Science.

Denmark–USA programme

The Denmark–USA programme aims to support transatlantic cooperation within vocational education and training. Among others, the programme provides grants to study abroad stays and internships for vocational education and training students.

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 provides funding for travel expenses, accommodation, insurance, and visa, but not daily allowances. The funding cannot exceed the actual documented expenses.

In 2017, 120 students received a mobility grant from the DK–USA programme.

Fulbright Denmark

[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 and North2North

The University of the Arctic (UArctic) is a network of universities, colleges, research institutes and other organisations concerned with education and research in and about the North. Through the program [North2North](#), the network provides funding for student exchanges and courses focusing on the North.

The Danish Agency for Higher Education and Science administers Denmark's participation in the network.

Promoting mobility in the context of non-formal learning, and of youth work

Several opportunities exist for young people to participate in international projects, exchanges and other voluntary cross-border activities. The following four programmes are the main channels for mobility in the context of non-formal learning and youth work.

Erasmus+ – non-formal learning for young people

In [the Erasmus+ programme](#), the mobility of learners and staff is the flagship activity, not only within formal education but also within non-formal education. In this context, young people have the opportunity to travel abroad as part of a project between two organisations or informal groups of young people. From 2022, young people with 'fewer opportunities' also have the opportunity to go on an interrail travel through Erasmus+.

Erasmus+ also supports cooperation projects between organisations focusing on non-formal learning activities for young people. Cooperation projects focus on capacity building, strengthening networks and furthering internationalisation. As part of such projects, young people have the opportunity to travel and participate in the planned activities.

Erasmus+ is funded by the European Commission, and in a Danish context it is administered by the Danish Agency for Higher Education and Science.

The European Solidarity Corps

Like Erasmus+, [the European Solidarity Corps](#) is funded by the European Commission and (in Denmark) administered by the Danish Agency for Higher Education and Science.

The European Solidarity Corps consists of two tracks. On the one hand, the corps provides young people the opportunity to volunteer in existing projects all across Europe. On the other hand, the corps provides young people the opportunity to set up and implement small projects either as part of an organisation or as part of an informal group.

Nordplus Adult

The Nordplus programme, previously mentioned in the section about cross-border mobility for students in formal education, also provides cross-border opportunities within the sphere of non-formal learning.

[Nordplus Adult](#) includes all parts of adult learning – formal, non-formal, and informal learning – 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.

Programmes under the Danish Youth Council

Finally, The Danish Youth Council (DUF) administers two programmes funded by the Ministry of Foreign Affairs of Denmark.

The first programme is called Ambassadors for Dialogue. It is funded by the Danish–Arab Partnership Programme (DAPP) Youth Pool and supports the Ambassadors for Dialogue in Denmark, Jordan, Egypt and Tunisia as well as a partnership between the KFUM scout organisation in Denmark and the Tunisian scouts.

The other programme is called the Global Youth Programme. All DUF member organisations are eligible for a pool for international partnership projects. The partnerships

must strengthen democracy, youth influence and participation, and organisational life. Partner organisations in the countries on the [OECD's DAC list](#) can apply together with the Danish organisation. Currently, around 50 partnerships are funded.

For more information about cross-border activities administered by the Danish Youth Council, see [section 9.6](#), 'Intercontinental youth work and development cooperation'.

Quality assurance

Mechanisms for quality assurance of cross-border learning for young people in Denmark

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 section here mentions some main tendencies.

Quality assurance in Erasmus+

The quality of projects funded by Erasmus+ and the European Solidarity Corps is assured in the application process through pre-defined award criteria (e.g. the project design and how applicants will ensure the outcome and impact of the project). Furthermore, in some instances, an accreditation of the organisation is necessary prior to the application process.

Furthermore, the national agency (in Denmark, the Danish Agency for Higher Education and Science) 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. 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.

Quality assurance in Nordplus

During 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.

Quality assurance in other 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 Work Placements Abroad (PIU) programme, where the Danish education institution must approve the training agreement.

For quality assurance in the Ambassadors for Dialogue programme administered by the Danish Youth Council, see [section 9.4](#), 'Raising awareness about global issues'.

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.

The Act on Primary and Lower Secondary Education from 2020 establishes that children in need of extra help can receive special needs education. However, only children in need of more than nine hours of extra help (per week) to participate in ordinary classes are entitled to special needs education. Special needs education can take place in ordinary schools as well as in special needs schools. However, the government aims to include as [many pupils as possible in ordinary classes](#).

In 2020, the parliament adopted [the current law](#) on support for students with impairments in higher education. The legislation obliges the educational system to ensure access for persons with disabilities on an equal basis with others.

The legislation obliges the educational institutions 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, LBK nr 606 af 24/05/2019](#)), 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 Children and Education.

Social inclusion in the preparatory basic education and training ([FGU](#)) - below the age of 25 years

In May 2019, a new education was 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 [the preparatory basic education](#) (Forberedende grunduddannelse or FGU) and follows a holistic approach to learning and to the students. The aim of the programme is to support the students either to proceed to education or to achieve qualifications ensuring employment. The background for all students 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.

Social inclusion in general and vocational upper secondary education – 15–20 years olds

According to [Act no. 69 of January 28, 2020](#), all pupils and students with disabilities and special needs are entitled to support. The aim of such support is to provide all young people with the opportunity to get an education, regardless of their impairment. [Individuals who can apply for support](#) under this act include young people who have dyslexia, ADHD, a hearing or visual impairment, a physical disability or a chronic disease.

Specialised youth education – below the age of 25 years

A specialised youth education (særligt tilrettelagt ungdomsuddannelse, [STU](#)) for people who are not able to participate in ordinary youth education was established in [Act no. 610 from May 2019](#). 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 3 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.

Social inclusion in higher education – above the age of 18 years

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 Children and 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.

It is possible to apply for [support during international mobility](#) (special educational assistance (support scheme)) for instance during studies or traineeships abroad. The

support during studies or traineeships abroad cannot exceed the support the young person would be eligible for in Denmark.

Discounts on transportation for students

Students enrolled in upper secondary and higher education are entitled to a [discount on public transportation](#) from their home to the education institution.

With a Youth Card, young people enrolled in recognised formal education are entitled to unlimited travel between the home and the education institution. [Prices vary](#) depending on age and level of education.

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 need to travel by ferry, they are 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) are entitled to a transportation discount when they participate in short term and changing courses. The education institutions decide whether the student is entitled to the flexible scheme discount.

[Cash discount](#)

In special circumstances, 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 decide 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 8991 DKK (2021 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 vocational education and training (VET) programmes. Students with permanent functional or mental disability enrolled in VET programmes may be entitled to a supplement of 5639 DKK (2021 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.

Measure targeting pupils/students with dyslexia

In 2019, the government launched a [measure targeting dyslexia](#). One of the targets is to adjust dyslexia tests for pupils and students with Danish as their second language so that they receive the correct support in primary and lower secondary education, upper secondary education and basic preparatory education (FGU).

New diploma for persons who have legally changed gender

As of 2020, the Ministerial Order on Examination at the Danish Universities ([BEK nr 22 af 09/01/2020](#)) 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.

Focus on increasing the number of female students in vocational education and training

In vocational education, the vast majority of students are enrolled in a field of study where their own gender is dominant. Men continue to choose an education within technology, construction or transport, while women primarily choose care work, health and pedagogy. Men make up two-thirds of employees in the private sector and less than a third in the public sector. This indicates that companies and society as a whole are missing out on skilled labour, as well as new perspectives and ideas to solve the complex challenges that the world faces both now and in the years to come. Furthermore, this can have consequences for individuals' opportunity to utilise their talent, just as the gender segregation impacts the differences in salaries and pension savings that still persist between women and men.

Initiatives to achieve gender balance and equality in education:

The government is establishing an expert group with the purpose of looking at differences in the academic results of boys and girls in schools and advising on how to minimise the gender differences.

An expert group will also be established to provide advice on how to minimise the gender-segregated educations.

Moreover, the government is planning on gathering, among others, vocational educational institutions, labour market partners, student organisations and industry associations to discuss ways to ensure more gender balance on the vocational educations.

Measure to increase interest in STEM educations

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 citizenship to ensure that democratic values are passed on from generation to generation in primary school and upper secondary education. The campaign encourages primary schools, institutions of upper secondary education, and lifelong-learning institutions to focus on these subjects. The Ministry of Children and Education has developed a vast toolbox to support all education institutions in their efforts. The intention of the initiative is to prevent radicalisation and improve participation and active citizenship for all.

Prevention of 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

Innovation in general upper secondary education in Denmark

In August 2017, the Ministry of Children and Education launched a 2-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.

Innovation in vocational education and training (VET) programmes in Denmark

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.

In April 2020, a majority in the Danish parliament decided to [fund the nine knowledge centres until 2024](#). The minister of children and education allocates DKK 143.5 million in the 2020-2024 period.

Fostering innovation through non-formal and informal learning and youth work

In Denmark, innovation is very closely linked to entrepreneurship. In the Strategy for Education and Training in Entrepreneurship from 2010 ([see section 3.8](#)), entrepreneurship is defined as innovation for commercial purposes. Furthermore, the 2020-2025 strategy of the Danish Foundation for Entrepreneurship states that creativity, innovation and entrepreneurship are key concepts in the understanding of entrepreneurship.

The Danish Foundation for Entrepreneurship is a key actor in both formal and non-formal learning.

See [section 3.8](#) for a description of entrepreneurship in formal and non-formal learning.

See [section 8.5](#) for a description of the developing of cultural and creative competences.

See [section 8.6](#) for a description of developing entrepreneurial skills through culture.

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 strategy runs until 2025.

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 small and medium-sized enterprises (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 science, technology, engineering and mathematics (STEM), with STEM education, and with STEM employment.
- A 4-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 vocational education and training (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 for Industry, Business and Financial Affairs, a team of ministers is involved in the implementation of the strategy: the Minister for Higher Education and Science, the Minister for Children and Education, and the Minister for 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 (now Ministry of Transport)

- Ministry of Industry, Business and Financial Affairs
- Ministry of Taxation
- Ministry of Education (now Ministry of Children and Education)
- Ministry of Economy and the Interior (now Ministry of the Interior and housing)
- Ministry of Justice
- Ministry of Environment and Food (now Ministry of Environment)
- Ministry of Energy, Climate and Utilities (now Ministry of Climate, Energy 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 a stronger and more digitally secure 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 information and communications technology (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 on 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 focuses 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.

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.

81 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.

Digital Competences and Digital Learning – national action plan for higher education

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 covers the next 4 years and 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 digital growth in Denmark](#) (2018-2025), 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 2016-2019 government recommended that:

- Vocational education and training (VET): 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 allocated 18 million DKK to implement the initiatives in the 2018–2021 period.

Media literacy in vocational education and training (VET) programmes

In [the reform of VET programmes from 2020](#), the question of media literacy is addressed as a cross-cutting theme in all core subjects (grundfag). For example, in the core subject 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 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 supporting media literacy and safe use of new media

In September 2020, a new training course was launched targeting teachers, youth club employees, municipal employees working with young people, and SSP (school - social services - police) personnel. The training course is called '[Children and young people's online life on the edge](#)'.

The training course focuses on children and young people's digital life, because professionals have seen an increase in online extremist material, for instance on YouTube and in online games. The training course is developed by Save the Children Denmark, the Danish Centre for Prevention of Extremism and two university colleges. Thirty-three municipalities have already enrolled employees on the education programme.

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 of 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 for 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 of Children, Education and Gender Equality (today, the Ministry of 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). 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 of Children and Social Affairs (today, divided into the Ministry of Social Affairs and Senior Citizens and the Ministry of Children and Education).

Social star: Teaching material aimed at children and young people in the 13–17-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
- Privacy
- Critical thinking
- Creative learning and computational empowerment

The Media Council for Children and Young People ([Medierådet](#)) serves as the national awareness centre and runs the Danish Safer Internet Centre (SIC DK), partnering with the Centre for Digital Youth Care for the helpline [cyberhus.dk](#) and Save the Children Denmark for the hotline. The latest report from SIC DK is available [here](#).

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.

Raising awareness about the risks posed by new media

The Media Council for Children and Young People produces a large range of resources and information campaigns aimed at young people and parents. [The awareness material can be found online](#). Save the Children DK, Center for Digital Youth Care and other NGOs also have resources developed for the target groups.

Examples of new resources and campaigns from 2020:

'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 2021, the Media Council published a series of materials and organised a webinar focused on gaming. The materials were produced and published in collaboration with SIC partners. Among the materials was a parental guide on children and young people's use of video games. The guide is available [here](#).

The Media Council updated and relaunched a free online resource for parent-teacher meetings called 'Digital Brilliant' ([Digital Genial](#)). The resource is an online toolkit with activities that can be used by teachers and other professionals to facilitate a constructive and involving dialogue about children's digital well-being.

Stop. Think. Check it. (Stop. Tænk. Tjek det.): A campaign for young people on misinformation, disinformation and mal-information. Among other things, it consists of a series of short videos, a podcast and teaching material. The campaign has been created by the Media Council, the media platform TjekDet, Enigma Museum of Communications and the Danish association for social studies teachers (FALS).

Online Communities – for better or worse (Online fællesskaber – på godt og ondt): This campaign was planned and created in close collaboration with the Youth Panel of Save the Children DK and the Media Council. It encourages adults to engage in dialogue on online communities with young people. It consists of a short video and a teaching material. It ran on social media in early 2021 and is still available online.

The Cyber Mission (Cybermissionen): A national competition about digital safety for 10-16-year-olds. It was launched by the National Agency for IT and Learning (STIL).

Examples of awareness resources from 2020 and 2019:

In 2020, the Media Council produced and published an awareness material specifically on YouTube. 'Do you talk about YouTube with your child?' ([Taler du med dit barn om YouTube?](#)) is a guide developed for parents. During the development of the material, the Media Council performed a national survey about YouTube among parents, which was also published.

Also published in 2020 from the Media Council is the free online teaching material 'GDPR - WHAT?' ([Persondata-hva-for-noget?](#)) aimed at 3rd-9th grade. It supports teachers in engaging in dialogue with their students about the GDPR and digital self-defence. It is based on an online magazine with the same title.

An example of an awareness material is 'SHARED' ([DELT](#)) from 2019. It is a project from SIC DK about preventing and reducing online sexual harassment among young people by strengthening young people's social-digital skills in being able to interact with intimate images online. As part of the project, the book 'SHARED' was published. It gives an insight into how online sharing without consent can affect the individual – and an entire youth generation.

As a part of the National Cyber and Information Security Strategy 2018-2021 (NCIS), a new theme has been established on the national education platform [EMU](#). Here, educators can find articles, courses and tools that can support and inspire them in their work on cybersecurity and digital judgment.

The aim of the new theme is to help ensure that children, young people and adults can safely navigate online and exploit the digital opportunities in a safe, sound and ethically correct way. The theme was published in August 2019 and is tailored towards elementary schools, high schools, the vocational educations and the adult education sector.

As a part of NCIS, the Agency for IT and Learning made a competition called Protect:IT, where students competed in coming up with the best solution to a cybersecurity issue from their own everyday life.

In 2021, the National Agency for IT and Learning (STIL) launched the campaign '[The Cyber Mission](#)' (Cybermissionen), which was a national competition about digital safety for 10-16-year-olds.

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.

The following publicly funded organisations provide information on non-formal learning.

The Danish Council for Adult Education is an umbrella organisation for 35 non-formal general adult education organisations in Denmark. On the website of the council, the council disseminates information on the [value of non-formal learning for young people](#), for instance how young people benefit personally, socially and professionally from non-formal learning. Non-formal education institutions can help young people enrol on upper secondary education.

Furthermore, young people can find information on skills acquired through non-formal learning. The information focuses on how these skills and competences can be recognised in formal education and how young people develop [life skills](#).

The **Danish Youth Council** is an umbrella organisation for 78 children and youth organisations. On the website of the Youth Council, the council publishes articles on how young people's activities in organisations play a vital role in the formation of citizenship and improves young people's well-being and competences. Furthermore, the council disseminates analyses of quality youth projects from the member organisations.

Study and Career Guidance Denmark (Studievalg Denmark)

Study and Career Guidance Denmark primarily provides guidance in relation to formal education, but on the website young people can find information on sabbatical years after the completion of upper secondary education, for instance what the benefits are of a sabbatical year. Furthermore, young people can book a guidance session at one of the seven physical guidance centres.

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 (then) 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](#) about the general context for voluntary activities in Denmark.

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

In the autumn of 2021, the main stakeholders working in the field of primary school education agreed to establish a cooperation called 'Sammen om skolen' – loosely translated as 'Cooperation about the school'. The cooperation aims to bring together teachers, pedagogues, pupils, school leaders, parents, municipalities and politicians to discuss the challenges and possible solutions of the primary school together. The objective of 'Sammen om Skolen' is to solve the challenges and problems in the primary and lower secondary school quietly and thoroughly.

The cooperation has so far resulted in a new political agreement on the grading system called 'New evaluation and rating system in primary and lower secondary school' (Nyt evaluerings og bedømmelsessystem). The agreement, reached on 29 October 2021, will contribute to a stronger evaluation culture in the primary school and create transparency in the tests for students, parents and teachers. The initiatives in the agreement will gradually begin from the school year 2022/2023 to 2026/2027.

Ongoing debates

Young people's well-being is a major issue in Denmark, and it is discussed among stakeholders in the field of education and training.

During the coronavirus lockdown, several representatives from education institutions as well as politicians, youth organisations, researchers and young people have expressed concern over young people's well-being. When schools and leisure activities are closed and restrictions reduce the number of social contacts, young people feel isolated in their families. [The isolation gives rise to loneliness, insecurity and unhappiness.](#)

For socially marginalised young people, it is particularly disturbing to be isolated with parents whose ability to care is reduced. This may be the case in families suffering from abuse, alcohol problems, violence, etc. The isolation may aggravate young people's situation, since the support from pedagogues, teachers and other important adults is missing.

Therefore, a majority of parliamentary parties agreed on a number of initiatives to be implemented before the summer of 2021. The agreement opened up for shorter outdoor meetings in permanent well-being groups with up to four students and a teacher/pedagogue. In addition, a total of DKK 88 million is set aside to strengthen students' well-being. Of this, DKK 44 million is targeted at Pedagogical Psychological Counseling (PPR) for initiatives for students at risk of decreasing well-being.

At the same time, some education institutions, politicians and young people have expressed concern that the online teaching in spring 2020 and autumn/winter 2020/2021 has created a learning gap with the result that students may not be as well prepared for the exams as usual. Therefore, the Danish government has invested DKK 295 million (EUR 39.7 million) to deal with academic challenges resulting from COVID-19 lockdowns and restrictions in 2021. Schools, educational institutions and municipalities have been given

more freedom to organise and adapt teaching to local conditions. In addition, DKK 12 million (EUR 1.6 million) was invested in an online guest teacher programme engaging celebrities for children and the young to create an enjoyable learning experience.

7. HEALTH AND WELL-BEING

This chapter describes Danish youth policies in the field of health and well-being.

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, general practitioners, 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 the results from the most recent survey are expected to be published in 2021. The National health Profile provides an overview of health, morbidity and well-being in the adult population (16-75+).

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 the [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.

The survey Health Behaviour in School-Aged Children (HBSC) 2018 shows that the positive decline in the use of alcohol and tobacco in recent years has changed in 2018, since the use of tobacco among 15-year-olds has stagnated and their use of alcohol has increased.

There are large differences in the health behaviour among boys and girls:

More girls than boys experience health issues and failure 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 marihuana, drink alcohol, and spend more than four hours a day on computer games, but the boys are more physically active than girls.

The report 'UNG19' was published in 2019 and covers topics within the area of health, health behaviour and well-being among Danish students on upper secondary education programmes. The report is based on a survey of 29,122 students aged 15-30 years.

With regard to substance abuse, Denmark also participates in the European School Survey Project on Alcohol and Other Drugs (ESPAD). The survey was initiated in 1995 and has been conducted every four years since then. The target group of the survey is 9th grade students. In addition, the Danish Health Authority published a report in 2020 about the prevalence of illegal drug use in the Danish population and youth.

The smoking habits among Danes have been monitored in the report series 'Danskernes rygevaner' by the Danish Health Authority. The most recent report was published in 2020 and presents the data from 2019.

The following tables are from:

- [2010 National Health Profile](#)
- [2013 National Health Profile](#)
- [2017 National Health Profile](#)
- [2018 HBSC survey](#)
- [UNG19](#)
- [2019 ESPAD survey](#)
- [Udbredelse af illegale stoffer i befolkningen og blandt de unge 1 - Narkotikasituationen i Danmark 2020 - delrapport 1](#) – report published by the Danish Health Authorities about the use of illegal drugs in the Danish population and youth.
- [Danskernes rygevaner 2020](#) – report published by the Danish Health Authorities about smoking habits in the Danish population

Young people's mental health in Denmark

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.

The National Health Profile

The percentage of individuals experiencing poor mental health is greater among women than men in the Danish population in general. However, the percentage is particularly larger among 16-24-year-old women.

Data from the National Health Profile (2017) are presented in the following:

Self-estimated poor mental health

	16-24-year-olds	16-24-year-olds	25-34-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%
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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%

Feeling of anxiety, unease, and nervousness 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	3.0%	6.8%	4.3%	6.4%
2017	6.1%	12.8%	6.5%	9.3%

Spending time alone involuntarily

	16-24-year-olds	16-24-year-olds	25-34-year-olds	25-34-year-olds
	Men	Woman	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%

Source: 2017 National Health Profile

Health Behaviour in School-Aged Children (HBSC) survey 2018

Data from the 2018 HBSC survey regarding mental health are presented below:

Feeling lonely

From 1988 and up until 2018, the percentage of boys feeling lonely has remained stable. Among 13- and 15-year-old girls, the percentage increased up until 2014, from where the level has remained stable until 2018.

Percentage of boys and girls often or very often feeling lonely

	Boys	Girls
11-year-olds	2%	6%
13-year-olds	3%	10%
15-year-olds	5%	10%

High life satisfaction

While there has been a slightly fluctuating incidence of high life satisfaction of about 40-45% in the 11-year-old students and about 30% in the 13-year-old students, the proportion of 15-year-old students who report having a high life satisfaction has declined sharply from 2002 to 2014. The figures from 2018 show that the development has stagnated in both 15-year-old boys and girls.

Percentage of boys and girls with high life satisfaction

	Boys	Girls
11-year-olds	42 %	39 %
13-year-olds	32 %	26 %
15-year-olds	27 %	20 %

Self-esteem

Percentage of boys and girls with good self esteem

	Boys	Girls
11-year-olds	74%	65%
13-year-olds	72%	49%
15-year-olds	71%	49%

Self-efficacy

Percentage of boys and girls with high self-efficacy

	Boys	Girls
11-year-olds	70 %	70 %
13-year-olds	80 %	69 %
15-year-olds	81 %	72 %

Source: 2018 HBSC survey

Substance abuse among young people in Denmark

Tobacco use among young people in Denmark

According to the report, '[Danskernes rygevaner 2020](#)' (Danes' smoking habits 2020), a higher percentage of the 15-29-year-olds either smoke, use smokeless tobacco or e-cigarettes compared to the other age groups.

	15-29-year-olds
Smoke tobacco on a daily basis	10 %
Smoke occasionally	13 %
Former smokers	15 %
Have never tried tobacco	63 %

According to the 2018 Health Behaviour in School-Aged Children (HBSC) survey, the proportion of 11-15-year-olds who smoke every day, every week or less often has decreased overall since the survey was first initiated in 1984. However, the development has stagnated between 2014 to 2018.

Percentage of boys and girls who smoke on a daily basis

	Boys	Girls
11-year-olds	2 %	2 %
13-year-olds	2 %	2 %
15-year-olds	5 %	4 %

Percentage of boys and girls who have ever tried smoking

	Boys	Girls
11-year-olds	3 %	1 %
13-year-olds	9 %	6 %
15-year-olds	31 %	26 %

Source: 2018 HBSC survey

Percentage of boys and girls who have ever tried smoking e-cigarettes

	Boys	Girls
11-year-olds	2 %	1 %
13-year-olds	11 %	5 %
15-year-olds	30 %	17 %

Source: 2018 HBSC survey

Drug use among young people in Denmark

According to the results from UNG19, more boys than girls in upper secondary educations have experience of cannabis, marihuana, pot or skunk. In total, 37% of the students have experience of cannabis, marihuana, pot or skunk.

Percentage with experience of cannabis, marihuana, pot or skunk among students on upper secondary educations

Boys	47%
Girls	29%

In the Health Behaviour in School-Aged Children (HBSC) survey, only the 15-year-olds are asked about their experience with marihuana. In this age group, more boys than girls have also tried marihuana. From 2014 to 2018, the number of 15-year-old boys and girls who have tried marihuana has decreased.

Percentage of 15-year-olds who have ever tried marihuana

Boys 16%

Girls 5%

According to the 2019 ESPAD survey, the percentage of 9th grade students who have tried marihuana decreased between 1999 to 2015. In the period from 2015 to 2019, the percentage increased from 12.4% to 17.0%.

Percentage of 9th grade students who have tried marihuana (both genders)

1995 17.3%

1999 24.0%

2003 22.6%

2011 18.0%

2015 12.4%

2019 17.0%

In a report from 2020, the Danish Health Authority outlined the prevalence of use of other illegal drugs than marihuana among the Danish youth. The percentage of people under 25 years who report currently using illegal drugs has increased from 4% in 2013 to 6% in 2017.

The percentage of 16-24-year-olds who have used other illegal drugs than marihuana within the last month, last year or ever

	1994	2000	2005	2008	2010	2013	2017
Last 0% month		3.0%	2.0%	2.3%	1.7%	1.6%	2.8%
Last year	0.7%	8.0%	5.3%	8.0%	4.3%	3.9%	6.3%
Ever	3.0%	14.5%	14.2%	15.2%	10.6%	9.1%	10.6%

Source: [Udbredelse af illegale stoffer i befolkningen og blandt de unge - Narkotikasituationen i Danmark 2020 - delrapport 1](#)

Alcohol use among young people in Denmark

According to the 2017 National Health Profile, alcohol has a great influence on public health in Denmark. Measured by binge drinking, drunkenness and the percentage of alcohol consumed, the Danish youth have the highest consumption of alcohol compared to young people in other European countries according to the [Danish Health Authority](#).

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%

Source: 2017 National Health Profile

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

Source: 2017 National Health Profile

The 2017 National Health Profile highlights that 6.9% of the adult population exceeds the Danish Health Authority's high-risk limit in relation to alcohol intake during a typical week. The proportion is higher among men (8.6%) than among women (5.2%). The largest proportions are seen among men and women in the age group 16-24 years as well as among men in the age groups 55-64 years and 65-74 years. Thus, the youngest age group in the survey are among those who are most likely to exceed the recommendations from the Danish Health Authority.

According to the 2018 Health Behaviour in School-Aged Children (HBSC) survey results, the percentage of 11-15-year-olds who have tried drinking alcohol decreased from the late 1990s to 2014. However, from 2014 to 2018 the development has stagnated among 11-13-year-olds, while the percentage has increased among the 15-year-olds. Likewise, the percentage of 15-year-olds who drink at least once a week has increased between 2014 and 2018.

Percentage of boys and girls who have ever tried drinking alcohol

	Boys	Girls
11-year-olds	20%	7%
13-year-olds	39%	34%
15-year-olds	84%	82%

Source: 2017 National Health Profile

Physical activity among young people in Denmark

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%

According to the 2018 Health Behaviour in School-Aged Children (HBSC) survey, boys have in general been more physically active than girls in the period from 1988 to 2018. Recent numbers indicate an increase in physical activity among 15-year-old boys and girls, whereas the 11- and 13-year-olds are less physically active in both gender groups.

Percentage who engage in at least 7 hours of strenuous physical activity per week in their free time

	Boys	Girls
11-year-olds	12%	8%
13-year-olds	19%	15%
15-year-olds	32%	20%

Dietary habits among young people in Denmark

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 content of saturated fat. An unhealthy diet is most common in the 16–24-year age group, and more common among men than among women.

Dietary habits among men and women

	Men		Women	
	16-24-year-olds	25-34-year-olds	16-24-year-olds	25-34-year-olds
Unhealthy diet	22.5 %	17.8%	15.9%	11.4%
Diet with healthy and unhealthy habits	64.0%	68.2%	68.0%	70.6%
Healthy diet	13.6%	14.0%	16.1%	18.0%

According to the 2018 Health Behaviour in School-Aged Children (HBSC) survey, Danish 11-15-year-olds in general do not comply with the recommendations with regard to food intake of vegetables and fruit. Since 2010, the percentage of 11-15-year-olds eating fruit

on a daily basis has been decreasing, especially among girls. The survey results also indicate an increase in boys eating vegetables on a daily basis between 2002 and 2018.

Proportion of boys and girls eating vegetables/fruit on a daily basis (2018 HBSC survey)

	Boys	Girls
11-years-olds	57%	57%
13-years-olds	51%	54%
15-years-olds	47%	59%

Between 2006 and 2014, the percentage of 11-15-years-olds eating candy or chocolate on a daily basis decreased. From 2014 to 2018, the development stagnated.

Proportion of boys and girls eating candy or chocolate on a daily basis (2018 HBSC survey)

	Boys	Girls
11-years-olds	7%	5%
13-years-olds	7%	6%
15-years-olds	7%	6%

Overall, the percentage of 11-15-year-olds drinking soft drinks on a daily basis has decreased between 2002 and 2014, although the different age groups have had various developments. From 2014 to 2018, the development stagnated.

Proportion of boys and girls drinking soft drinks on a daily basis

	Boys	Girls
11-years-olds	7%	5%
13-years-olds	9%	4%
15-years-olds	10%	5%

Source: 2018 HBSC Survey

Obesity among young people in Denmark

According to the 2017 National Health Profile, the number of Danes with moderate overweight and obesity has been slightly increasing since 2010.

Moderate overweight and obesity (BMI > 25)

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%

According to the 2018 HBSC survey, the prevalence of overweight and obesity among children and youths has increased in Europe since the 1970s, but the level has stagnated since 2000. However, the proportion of children and youths being overweight or obese is still too high. In Denmark, the most recent data from 2018 indicates that the prevalence of overweight and obesity among especially 15-year-old boys has increased markedly from 11% in 2014 to 18% in 2018.

Overweight or obese

	Boys	Girls
11-year-olds	11 %	9 %
13-year-olds	8 %	11 %
15-year-olds	18 %	13 %

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 grassroot 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 grassroot 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)

The Danish Sport Policy Aims (2016) and the Political Agreement on Sports (2014)

Political Agreement on Sports (2014)

In 2014, the Danish parliament launched the Political Agreement on Sports ('[Den politiske stemmeaftale om idræt](#)'). In May 2021, the finance committee in the Danish parliament agreed to renew and thus [continue the agreement](#) for 2021-2026.

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.

However, all groups in society must be given the opportunity to participate in sports and/or exercise. The policy plan thus addresses the importance of a special effort in relation to children, adolescents and adults who are not already a part of organised sport, as well as disabled or vulnerable groups who may otherwise experience difficulty when it comes to being included in traditional association settings.

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.

The parties behind the agreement support the Sports Confederation of Denmark and the grassroots organisation DGI's goal of 75% of Danes taking part in sport and 50% doing sport in a sports club/organisation by 2025 (Move for Life/[Bevæg dig for Livet](#)).

The Danish Sports Policy Aims (2016)

In 2016, a follow-up political agreement was established between the parties behind the 2014 agreement. The agreement, '[The Danish Sports Policy Aims](#) (Idrætspolitiske sigtelinjer) (2016)', 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.

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

The main funding of local sports associations is conferred in the Act on Non-Formal General Adult Education (Folkeoplysningsloven, [LBK nr 1115 af 31/08/2018](#)), which ensures municipal support to voluntary activities in democratic associations in the form of the allocation of a grant for active members under the age of 25 years and providing available local authority halls and facilities, 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.

Move for Life ([Bevæg dig for livet](#))

The two largest sports organisations in Denmark, the Sports Confederation of Denmark and DGI, have launched a vision 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 by the two organisations over the 10-year period (2015–2025). The strategy does not focus solely on the youth population but rather the Danish population as a whole.

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 (pool)
- Exercise and community on prescription (pool)
- A national e-sport strategy
- School network

The state has allocated DKK 35 million to the two pools in 2019-2022.

Promoting and supporting sport and physical activity among young people in Denmark

According to the Act on Health (Sundhedsloven, [LBK nr 210 af 27/01/2022](#)), 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 health promotion package regarding physical activity provides recommendations on the municipalities' health promotion solutions and the infrastructure of these as well as recommendations about information, education and early tracing. In addition, the health promotion package guides the municipalities on how to monitor and evaluate physical activity among its citizens and how to engage in external partnerships regarding the promotion of physical activity.

[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 2022-2023 is DKK 0.4 million for new projects. Some organisations have received conditional approval of support for DKK 3 million in 2022.

Monitoring and evaluation of sports activities in Denmark

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

Dansk Skoleidræt (Danish School Sports) aims to improve public health by means of multiple nationwide school activities such as Skolernes Motionsdag (Official Exercise Day for Schools), Sæt Skolen i bevægelse (Put the School into Movement), Legepatruljen (Play Patrol), Gameboosters, Skolesport (School Sport), Styr på Sundheden (Health under Control), Gåbus (Walking bus), etc. Dansk Skoleidræt 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. Dansk Skoleidræt is financed by two Danish ministries, namely the Ministry of Children and Education and the Ministry of Culture. Dansk Skoleidræt is a member of the International School Sport Federation (ISF).

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.

Team Denmark - elite sport in general upper secondary education programmes

[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](#).

Physical education in vocational upper secondary programmes in Denmark

Students in vocational upper secondary ([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.

Physical education in preparatory basic education and training in Denmark

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 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 a majority of the actual strategies are promoted and initiated by the sports organisations and sports federations in civil society.

The Danish area of sports 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 sport – or grassroots sport – is 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, the profits from the national lottery and football pools (Danske Spil) are distributed to a number of non-profit causes, including sports and culture. The Act on Division of Revenues from the National Lotteries (Udlodningsloven) sets a fixed amount that is regulated with the price index, which ensures the financing of umbrella organisations for grassroots sports in Denmark.

In 2020, the subsidy to organised grassroots sports in Denmark has been allocated as follows: DIF DKK 306.7 million, DGI DKK 284.8 million, DFIF DKK 42.3 million, Parasport Denmark DKK 10.5 million, Dansk Skoleidræt (Danish School Sports) DKK 1.9 million, Lokale og Anlægsfonden (The Danish Foundation for Culture and Sports Facilities) DKK 86.3 million.

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)

National Action Plan on Children and Young People's Smoking in Denmark
([National handleplan mod børn og unges rygning](#))

In December 2019, the Danish government and a majority of the political parties in parliament agreed on a national action plan targeting tobacco use among children and young people.

[The bill](#) implementing the national action plan was adopted in December 2020. Some of the initiatives in the action plan are:

- Ban on displaying cigarettes, tobacco surrogates, etc. in shops
- Plain packaging of tobacco products, electronic cigarettes, etc.
- Further restrictions on advertising and sponsorship
- Further restrictions on the use of tobacco, etc. in institutions and schools for children and adolescents. Ban on any form of tobacco use and suchlike during school hours – the ban also applies to pupils leaving the property of the institution during schools hours, for instance during excursions, etc. Ban on sale of tobacco, etc. in these schools and institutions
- Ban on distinctive flavours except menthol and tobacco in electronic cigarettes
- Regulation of non-tobacco nicotine products (referred to as 'tobacco surrogates' in the bill)
- Strengthened control of sales of tobacco products to minors and increased fines

- Increased fines for violations of the Smoke-Free Environments Act

The objective is to reduce the number of smokers – especially that fewer adolescents start smoking or become addicted to other nicotine products. It is also the intention to ensure that smoking or the use of other nicotine products does not appeal to children and adolescents, and that children and adolescents are not confronted with these products (e.g. during their schooling).

Strategy for promoting healthy and sustainable diets among young people in Denmark

As part of the Danish government's commitment to reducing the nation's climate footprint, the Ministry of Food, Agriculture and Fisheries is working with a strong focus on promoting healthy and sustainable diets and food systems.

The Danish Veterinary and Food Administration will, in line with the Ministry of Food, Agriculture and Fisheries, and as part of a 2021-2023 strategy, provide Danish consumers with information and tools for a more healthy and sustainable living from a dietary point of view. Consumer engagement is a vital aspect in ensuring a more sustainable future, and many Danish consumers wish to make a personal effort in this respect. This also applies to the younger generations.

The Official Dietary Guidelines – good for health and climate

The Danish Veterinary and Food Administration advises and issues recommendations to consumers and enterprises about nutrition, healthy eating and food production. In January 2021, the Danish Veterinary and Food Administration updated Denmark's food-based dietary guidelines. The new guidelines provide advice on how to eat in a healthy and at the same time climate-friendly way. For example, the new guidelines advise the Danish population to eat more vegetables and legumes and less meat (among other recommendations).

The Official Dietary Guidelines are applicable to the population aged 2-65. They also function as the basis for all nutrition activities issued by the Danish Veterinary and Food Administration, such as the Keyhole Label and guidelines for healthy meals in professional kitchens, including kitchens in nurseries, schools, educational institutions and workplaces.

The Official Dietary Guidelines are based on scientific reports from the Technical University of Denmark (DTU) and comply with the Nordic Nutrition Recommendations. The development was financed by the Danish government. The guidelines are conveyed through a series of communication materials and in cooperation with a wide range of stakeholders, including a Food Partnership for Health and Climate and the Danish Healthy Food Council.

Read more about the Official Dietary Guidelines at altomkost.dk.

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](https://www.fødevarerstyrelsen.dk)), under the authority of the Ministry of Food, Agriculture and Fisheries, and the Danish Health Authority ([Sundhedsstyrelsen](https://www.sundhedsstyrelsen.dk)), under the Ministry of Health, provide information and guidelines that encourage people to live a healthy life.

Initiatives under the Danish Veterinary and Food Administration:

The Danish Veterinary and Food Administration are responsible for the following three initiatives related to healthy lifestyles and healthy nutrition for young people.

Dietary guidelines in Denmark

The Danish Veterinary and Food Administration are responsible for the dietary guidelines for meals and food offerings served in nurseries, schools, education institutions and workplaces. The various guidelines can be found on the Danish Veterinary and Food Administration's website 'All about food' ([Alt om kost](#)). The guidelines aim to increase the availability of food and meals that are in line with the Official Dietary Guidelines. This includes meals and food offerings served at schools and education institutions where young people attend.

Based on the new '[Official Dietary Guidelines – good for health and climate](#)', published in January 2021, the dietary guidelines for foods and meals in nurseries, schools, education institutions and workplaces are currently (2021) being updated. The purpose of updating the guidelines is to integrate a focus on not only healthy but also climate-friendly food and meals (including, for example, foods and meals containing more legumes and less meat). The guidelines focus on different types of food and meal offerings such as lunch dishes, sandwiches, breakfast, snacks and drinks. The new updated guidelines will be published in January 2022.

To complement the dietary guidelines for meals in nurseries and schools, the Danish Veterinary and Food Administration provide guidelines for meal settings and environments related to the meal. The goal of this is to encourage the development of healthy food and meal habits among especially children and youngsters.

National study of the Danes' dietary habits and physical activity

To gain insight into the Danes' dietary habits, the National Food Institute at the Technical University of Denmark (DTU) has, since 1985, conducted national dietary surveys among Danish children and adults (4-75 years). The data is categorised by gender and age groups. Since 2000, the institute has also collected detailed data on the Danes' physical activity and weight. The most recent survey was published in 2015.

In 2021, DTU will initiate a survey with a focus on the degree to which the Danes are eating according to the Official Dietary Guidelines from January 2021. The key indicators of the study will, among other things, include the average intake of fruits, vegetables, legumes, wholegrains, nuts, seeds, vegetable oils, fish, meat and dairy products, as well as the intake of less healthy foods (i.e. foods that are energy dense, low-nutrient, high in sugar, unhealthy fats and salt). The results are used for counselling and for research in the field of nutrition, for example on the assessment of new ingredients, in relation to dietary advice and the targeting of nutritional information towards the population.

The 'Keyhole' label

The Keyhole is a Nordic nutrition label that was launched in Denmark in 2009. The label is a positive voluntary labelling scheme with 32 food categories. The conditions for use of the label are based on the Nordic Nutrition Recommendations and are set to increase the intake of fruit and vegetables, wholegrain and dietary fibre and decrease the intake of fat, especially saturated fat and added sugar and salt. Today, the Keyhole can be found on more than 4000 pre-packed foods, with most consumers recognising the label.

Initiatives under the Danish Health Authority

The Danish Health Authority is responsible for the following initiatives encouraging healthy lifestyles and healthy nutrition for young people:

Pool for health promotion and prevention of disease

The Danish Health Authority administers a [pool for health promotion and sickness prevention](#). Organisations and NGOs can apply for funding of projects within the following areas:

- Alcohol prevention
- Mental health
- Sexual health
- Asthma and allergy
- Physical activities
- Tobacco prevention
- Cross-municipal networks for health promotion and prevention
- Monitoring of the health-related activities
- Prevention of doping

Preventive guidelines for food and meals for municipalities

The purpose of the [preventive guidelines 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 Health Authority and the Danish Veterinary and Food Administration. The use of the guidelines is monitored regularly by an independent research institute.

Health education and healthy lifestyles education in schools

Health education in primary and lower secondary education in Denmark

In Denmark, health education is primarily a topic covered in primary and lower secondary education. In 2021, the Danish Veterinary and Food Administration joined forces with the non-profit organisation Madkulturen (The Food Culture) to develop a new course on the Official Dietary Guidelines for primary and lower secondary schools. The course is called 'From dietary guidelines to food culture' and will both provide theoretical knowledge about the Official Dietary Guidelines and develop students' self-confidence in the kitchen. The teachers are given a basis for conducting exciting and involving teaching about the relationship between food, health and climate. One of the ambitions is that students will be able to reflect critically on the connection between food production and climate. The aim is to enable students to make reflective choices about food, nutrition, health and climate, and thus translate the Official Dietary Guidelines into everyday practice. The teaching material is available from the beginning of 2022.

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 Denmark

In three general upper secondary education programmes, the subject Biology covers topics related to health education. Biology is mandatory in [HTX](#) and in the 2-year [HF](#) programme.

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

Since 2007, a ban on smoking covering, for instance, education institutions has been implemented. In 2021, the smoking ban (Lov om røgfrie miljøer, [LBK nr 1632 af 18/06/2021](#)) has been expanded, making it illegal to smoke and use tobacco products, tobacco surrogates or herbal smoking products on the premises of child-care institutions, schools, boarding schools, secondary residential schools, institutions with upper secondary education and other premises for children and adolescents under the age of 18. The objective of the act is to prevent the harmful effects of passive smoking and to ensure that children and adolescents are not confronted with smoking or the use of other tobacco products, tobacco surrogates or herbal products for 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 in Denmark

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 for young people in Denmark

Sex education is mandatory in primary and lower secondary education ([folkeskole](#)) but not at upper secondary education level. Some vocational education and training (VET) education programmes include the subject Society and Health (see above).

Sex education in primary and lower secondary education covers 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 and the Danish Veterinary and Food Administration collaborate with a range of public authorities and private partners to promote healthy lifestyles and healthy nutrition.

The Ministry of Health has overall responsibility for the promotion of healthy lifestyles and healthy nutrition 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 overall responsibility for the prevention of diseases for all citizens in Denmark.

In relation to this, the National Board of Health has prepared a prevention package for sexual health in which recommendations for initiatives and special target groups are described. The purpose of the prevention package on sexual health is to support the municipalities' work to increase sexual health and well-being among all citizens.

The Ministry of Health funds private organisations with expertise within different health areas.

The Ministry of Food, Agriculture and Fisheries has the responsibility for administrative and research tasks in the areas of farming, fisheries and food production. Supporting sustainable and innovative food production and consumer protection and information are some of the core concerns of the ministry.

In relation to this, the Danish Veterinary and Food Administration has, for example, in 2021 published the new Official Dietary Guidelines, which is aimed at the Danish population between 2-65 years. To implement the dietary guidelines, the Danish Veterinary and Food Administration work together with a wide range of stakeholders as well as in public-private partnerships. The aim of the collaboration and engagement in partnerships is to promote awareness and knowledge of the Official Dietary Guidelines and to make the healthy and climate-friendly choices the easy choices.

Examples of public-private partnerships promoting healthy lifestyles and healthy nutrition in Denmark

The following initiatives are examples of public-private partnerships promoting healthy lifestyles and healthy nutrition. They receive at least 50% public funding.

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.

[The Danish Healthy Food Council](#): The Danish Healthy Food Council is a partnership established in 2018 where partners collaborate with the purpose of getting everyone in Denmark to eat healthier. The council currently (2021) consists of 31 members, including public authorities, private companies, universities, research institutions, health NGOs, etc. The council seeks to gather all relevant stakeholders and initiatives for healthy food and healthier meals across sectors in a joint effort to realise the vision of everyone eating healthier food.

In 2019-2021, the council coordinated long-term initiatives through three programmes: 'Danish eating habits', 'Generation healthy' (with a focus on children and young people) and 'Meals as well-being'. The council has a particular focus on reaching vulnerable citizens.

[The Danish Food Partnership for Health and Climate](#): The Danish Food Partnership for Health and Climate was founded in May 2019. The objective of the partnership is to increase the supply, demand and distribution of healthier products and meals. The focus is to increase the intake of wholegrains, fish and vegetables and decrease the intake of salt, sugar and fat through, for example, reformulation, downsizing, etc. The initiative also includes marketing and communication about healthy eating and foods. The target group is the entire Danish population, including children and young people. The Danish Veterinary and Food Administration holds the chair, and 150 member organizations participate (e.g. retail, food service, food producers, health organisations and education and research institutions).

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 food and meals, 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](#) on sexual health:

- [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 also provides information on sexual

health. It 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:

- Young people in the age group 15-29 years
- Women who have sex with women
- 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. Furthermore, some municipalities in Denmark have established special 'youth clinics' (UngMod) that offer advice and guidance on sexual health and psychosocial well-being to young people aged 12-25 years. Danish youth-targeted information campaigns raising awareness on healthy lifestyles

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 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 also runs ad hoc and recurrent campaigns such as the following:

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. The campaign's website is still in effect in 2022.

[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. The campaign's website is still in effect in 2022.

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.

The Ministry of Health is currently working on a comprehensive 10-year plan to permanently improve psychiatric care.

The plan is based on a professional draft made by the Danish Health Authority, the National Board of Social Services and a large number of organisations and builds upon a foundation of permanent Finance Act funds (DKK 600 million annually) and concrete funding of certain parts of psychiatric care through specific appropriations (e.g. an extension of Lifeline's (Livslinien) opening hours and capacity).

Action plan for the psychiatric field 2018-2025

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 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](#)). It was, among other things, based on a rise in Danes with mental problems. 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 the action plan, the government established 43 initiatives divided in six focus areas:

- By 2025, the share of young people with poor mental health must be reduced by 25%
- By 2025, the use of force in psychiatric treatments must be reduced by 50% compared to the 2017 level.
- By 2025, the number of people with poor mental health trying to commit suicide must be reduced.
- By 2025, the number of acute readmissions of psychiatric patients must be reduced by 15%.
- By 2025, the number of psychiatric patients who were in employment 1 month before the hospitalisation and again 6 months after the hospitalisation must be increased by 10%.
- More people who are subject to a measure regarding social problems or psychiatric difficulties in the Act on Social Services (Lov om social service, [LBK nr 1287 af 28/08/2020](#)) must be in education or employment.

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

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 of Social Affairs and the Interior (now

the Ministry of Social Affairs and Senior Citizens), 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.

In the 2019–2022 **Rate Adjustment Pool Agreement** (Satspuljeaftalen) 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 DKK 57.5 million.

The Student Counselling Service in higher education receives DKK 10 million 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.

Moreover, as of the academic year 2019/2020, the Ministry of Children and Education has included student well-being in their quality supervision of general upper secondary education programmes. The objective of the quality supervision is to identify education institutions with persistent quality challenges and with a need for special measures and follow-up in relation to students' academic- and social well-being.

The following six indicators are included in the quality supervision:

- General well-being
- Academic well-being
- Social well-being
- Learning environment
- Pressure and worries
- Bullying

A survey among all upper secondary students examines the six indicators. Survey results detect underperforming upper secondary education institutions so that support and monitoring measures are applied in order to enhance student well-being.

The quality supervision is funded by the Ministry of Children and Education.

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 DKK 60.7 million.

In connection with the funding of a strengthened measure targeting the 13–25-year age group mentioned above, the Rate Adjustment Pool Agreement allocates DKK 120.4 million

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 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 allocated DKK 11 million.

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 DKK 18.4 million.

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 measures in the municipalities targeting mentally vulnerable young people. The projects are funded with a total of 238.6 million DKK. See [section 7.5](#) on mental health.

Stakeholders

See [section 7.5](#) 'Mental Health'

Guidance to stakeholders

See [section 7.5](#) 'Mental Health'

Target groups

See [section 7.5](#) 'Mental Health'

Funding

See [section 7.5](#) 'Mental Health'

7.7 Making health facilities more youth friendly

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.

See also [section 7.5](#) on mental health for more information about measures targeting youth specifically.

7.8 Current debates and reforms

Forthcoming policy developments

The government (from 2019) has formulated a memorandum of understanding in cooperation with its three supporting parties. The paper contains several elements focusing 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 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 – the action plan is described in section 7.4. Among other things, the government and a number of parties agreed in the Finance Bill 2020 to increase the price of cigarettes, cigars, cheroots, cigarillos and smokeless tobacco products. They also agreed to introduce a tax on nicotine-containing liquids for e-cigarettes. In addition to this, they agreed to allocate DKK 5 million every year from 2020-2023 to an enhanced control effort regarding the illegal sale of tobacco to minors. The government will strengthen psychiatric care with a 10-year plan. The action plan will set the long-term direction for mental health treatment in Denmark. It will especially focus on prevention and stronger coherence between general practice, psychiatric hospital services (including outpatient treatment) and social psychiatry. Furthermore, children and young people as well as people with both mental illness and drug and/or alcohol abuse will be given a special focus in the 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.

Ongoing 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 [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.

In the Finance Act 2020, DKK 600 million is allocated annually to permanently improve psychiatric care.

In the [Finance Act 2021](#), the following policies are relevant for young people's health and well-being:

- Free psychological treatment for young people in the 18-24-year age group with light to moderate depression or anxiety. The policy is an extension and continuation of a project financed with the former rate adjustment pool, see section 7.5. DKK 22.8 million is allocated in 2021, and from 2022 DKK 47.2 million is allocated annually.
- Funding of the organisation LGBT+ Denmark. DKK 2.5 million is allocated in 2021.
- Funding of the organisation Headspace in the 2021-2024 period. Total funding is DKK 21.4 million. Headspace supports young people with mental health problems, see section 7.5. The objective is to make Headspace a national service.

8. CREATIVITY AND CULTURE

This chapter characterizes Danish youth policies related to creativity and culture.

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 provide 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.

In order to ensure freedom of expression in art and culture, grants to artists are given with no political strings attached. That is, 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 national 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.

8.1 General context

Main trends in young people's creativity and cultural participation

A survey from 2020 of young people's (age 16–34) cultural habits in the last 3 months from Statistics Denmark showed the following:

Cultural activity in %	Male	Female	16-24 years	25-34 years
Have seen movies or series	94	95	99	97
Have been to the cinema	9	12	12	11
Have listened to music	96	95	99	97
Have been to a rhythmic or classical music concert	9	8	9	10
Have sought contemporary art	39	49	52	43
Have read or listened to fiction books	57	73	64	63
Have read or listened to non-fiction books	61	63	65	65
Have played digital games	54	53	83	64
Have (physically) been to a library	31	36	33	32
Have used digital services of a library	25	34	35	34
Have had physical exercise	82	85	93	88
Have attended or listened to a sports event	67	47	57	50
Have attended a sports event as a spectator	13	6	15	12
Have done voluntary work	31	26	28	22
Have participated in leisurely activities	24	21	22	23
Have visited a museum or similar	25	29	33	30
Have attended stage art at the theatre, opera, theatre festival, or in a public space	9	8	12	10

Source: Statistics Denmark, third quarter of 2020. [Use of cultural activities within the last 3 months](#). Please note that many cultural institutions were closed down during the first half of 2021 due to the COVID-19 pandemic. This influences the number of participants in the table above.

Main concepts

There are no main concepts related to young people's creativity and cultural participation.

8.2 Administration and governance

Governance

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 falls under the Ministry of Culture. The agency advises the minister for culture and contributes to the implementation of the government's objectives within the area of culture. The agency administers several pools of funding for cultural projects that realise the government's cultural policy. One of the many focus areas of the agency is children and young people. The agency administers children and youth funds and initiates events to support knowledge sharing and cooperation. Furthermore, the agency carries out a wide range of art and cultural projects for and with young people.

The Danish Arts Foundation ([Statens Kunstfond](#)): The Danish Arts Foundation falls under the Ministry of Culture. The foundation promotes the arts in Denmark and Danish art abroad by awarding about DKK 500 million to Danish artists and projects annually. The minister for culture appoints a committee of representatives, which selects members for the foundation's 16 specialist committees. Among other things, the foundation must ensure that art and culture are available in all of Denmark and that art and culture play a pivotal role in children and young people's lives. Therefore, the foundation makes art more accessible for children and young people, in spite of cultural and socioeconomic background, and supports artists and organisations that create and communicate art and culture to children and young people.

Media Council for Children and Young People (Medierådet for Børn og Unge): [The Media Council](#) falls under the Ministry of Culture. The Media Council provides guidance on children and young people's use of computer games, and serves as a national awareness centre concerning children and young people's life and activity in digital media (see section 6.8). The media Council works with educators, parents, authorities and organisations to inform and advise on children and young people's life and activity in digital media.

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 is responsible for children and youth education programmes until upper secondary education and is the top-level authority regarding the curriculum. Creativity and culture is included in the curriculum in primary, lower and upper secondary education, see [section 8.5](#).

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 working in the field of creativity and culture for young people

In Denmark, the 98 municipalities have a high degree of autonomy and implement cultural policy locally. The municipalities are responsible for:

- Non-formal General Adult Education (folkeoplysning) see [section 2.1](#). According to the act on Non-formal General Adult Education, municipalities are obliged to support youth associations.
- Municipal music and cultural schools for children and young people (musik- og kulturskoler).
- Sports and leisure facilities.
- Municipal libraries (folkebibliotek). According to the act on libraries, municipalities are obliged to run local libraries with the objective of supporting enlightenment, education, and cultural activities.
- Many municipalities support local museums approved by the Ministry of Culture. These municipalities are obliged to supervise the museums, and some municipalities enter into operating agreements or performance contracts with the museums.

A range of state institutions within the arts fall under 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 financially supports:

- The Jutland Art Academy
- The Funen Art Academy
- The Writer School (Forfatterskolen)
- For more information, see the [full list of institutions under the Ministry of Culture](#).

Furthermore, [97 museums](#) are approved/accredited by the Ministry of Culture. The approved museums must meet the criteria established in the Act on Museums (Museumsloven, [LBK nr 358 af 08/04/2014](#)) and receive public funding on that ground.

Non-public actors working in the field of creativity and culture for young people in Denmark

Local Government Denmark (KL): Local Government Denmark is the association and interest organisation of the 98 Danish municipalities. Local Government Denmark supports municipalities with consultancy services and information, supporting all municipalities in delivering local services, of which culture is a municipal responsibility. Furthermore, Local Government Denmark organises cooperation and networking across municipalities, where knowledge-sharing and best practice are in focus.

A very wide range of private culture institutions across Denmark receive public funding and thereby contribute to realising the Danish cultural priorities. For more information on the culture institutions, see section 8.4.

Very often, the institutions are organised in interest organisations such as Danish Museums, Danish Music- and Culture Schools and the Danish Library Association.

The interest organisations as well as NGOs, sports associations and youth organisations are consulted in the development of new policies or when making changes to existing policies. Furthermore, private actors often cooperate with agencies and the Ministry of Culture in the implementation of new initiatives, for instance a current campaign to counter homophobic attitudes in sports associations.

General distribution of responsibility for providing cultural and creative opportunities for young people in Denmark

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 and no permanent committees to support the cooperation between the Ministry of Culture and other ministries or agencies. 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](#)). The strategy is managed by the Danish municipalities to ensure geographical dissemination.

Scope and contents

The strategy for Young People's Encounter with Art and Culture

The 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

Young 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. The programme distributes DKK 6 million annually. Applicants must have completed an artistic education programme or have established themselves on the art scene.
- Career programme to ease the transition period from being a talent to being a professional artist. The duration of the programme is 2 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. DKK 6 million is allocated for the local talent pool, while DKK 2.5 million is allocated to other talent initiatives.

The Danish Arts Foundation administers the pool of funding for young talents. DKK 4 million 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 fees
- Removing geographical barriers

Reducing obstacles to people with disabilities' access to culture:

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.

Reduction of entrance fees for young people at cultural institutions in Denmark

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.

Removing geographical barriers for young people's participation in cultural activities

Cultural activities at the local, regional and state levels reduce geographical obstacles to young people's access to culture.

There are 97 state-subsidised museums all over Denmark. The state subsidised museums must meet criteria established in the Act on Museums (Museumsloven, [LBK nr 358 af 08/04/2014](#)). Together with the state-owned museums, they form a network that aims to secure Denmark's cultural and natural heritage and disseminate knowledge of this heritage.

Most of the museums (56) focus on cultural history, i.e. various periods and aspects of Denmark's history. There are 27 art museums, while 2 museums specialise in natural history (geology, zoology and botany). Finally, 13 museums cover several areas, e.g. cultural, art and natural history. Some of the museums have several branches or exhibition sites.

[Full list of the institutions under the Ministry of Culture.](#)

Furthermore, a long range of cultural institutions across Denmark receive state funding. See below in the section on regional offers.

Regional offers enhancing young people's access to cultural activities

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. The legal framework for this initiative is the Act on municipal and regional cultural agreements ([LBK nr 728 af 07/06/2007](#)).

Today, [there are 12 cultural regions](#).

Support for music venues attracting young people

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.

Support to regional symphony 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.

Support to theatres in Denmark

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.

Cultural activities relevant for young people on a municipal level

- 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.

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, state-subsidised 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.
- Handbook targeted communicators and organisers of theater for young audiences
- [A YouTube channel](#) with theatre productions, interviews, and documentaries related to professional theatre for children and young people.

Knowledge of cultural heritage amongst young people

The state owns 6 museums, and 97 museums are approved to receive state subsidies. The museums form a network that aims to secure Denmark's cultural and natural heritage and disseminate knowledge of this heritage. The dissemination also has children and young people as a target group. As an example of the dissemination obligation, museums are obliged to offer free entrance for people under the age of 18 years and to pupils from primary, lower and upper secondary education programmes. Furthermore, museums develop education programmes at the museums and educational materials to be used at the local education institutions.

The Danish Institute in Athens is a non-profit, self-governing institution under the Ministry of Higher Education and Science. The institute is financed by three universities, the National Museum of Denmark, the Ministry of Culture and the Ministry of Children and Education.

The purpose of the institute is to support research, teaching and cultural communication within Greek and Mediterranean archaeology, history, language, literature, art, architecture and cultural traditions.

The institute offers the following services that are relevant for the support of young people's discovery and appreciation of the cultural and artistic heritage of European countries:

- It accepts students from higher education programmes as trainees as part of their education programmes.
- Primary and lower secondary education institutions and upper secondary institutions can visit the institute.
- Researchers and students within the field of the institute's purpose can apply to stay at the institute for 1-3 months. Payment for accommodation at the institute is required.
- Teachers at upper secondary education institutions can apply for a stipend to improve their knowledge of Greek culture.

- Every semester, one master's thesis student is granted a scholarship for a 3-month stay at the institute. The scholarship includes free accommodation and a travel grant of DKK 6 000.

The Danish Institute in Rome is a self-governing institution under the Ministry of Culture. The objective of the institute is to maintain and develop cultural ties between Denmark and Italy.

Among other things, the institute offers stays and scholarships for researchers and artists.

UNESCO Denmark strives to promote core values such as education for all, democracy and protection of cultural heritage. The UNESCO secretariat in Denmark is hosted by the Ministry of Children and Education. The secretariat supports the Danish UNESCO National Commission and coordinates the efforts of the Danish ministries involved in UNESCO.

One of the strategic priorities of the Danish National Commission for UNESCO 2019-2022 is world heritage and local communities in development. The strategy contains the following targets with relevance for children and young people:

- To bring knowledge of the global world to Danish educational institutions through the UNESCO Collections at Moesgaard Museum and by distribution of UNESCO guides and teaching materials via relevant channels and Denmark's educational portal EMU.
- To engage in initiatives that make cultural heritage – both tangible and intangible – relevant to children and young people and place it in a contemporary context.

Culture canon: In 2005, the minister for culture set up seven committees with the objective of developing a canon of culture within nine art forms. Each committee was responsible for selecting 12 works of art in each of the nine categories. In 2006, the 108 works of art were presented as the Danish canon of culture. The canon works as an introduction to the Danish artistic heritage with the purpose of qualifying the basis for a debate on Danish art and culture. The canon is not an answer book (facitliste). One of the categories in the canon of culture is children's culture.

8.5 Developing cultural and creative competences

Acquiring cultural and creative competences through education and training

This section describes how young people can develop their talents and creative skills through education and training in Denmark.

Cultural subjects in primary and lower secondary education ([folkeskole](#)) in Denmark

Students must choose at least one elective (valgfag). Students must always be offered 120 hours of electives corresponding to the recommended number of hours for two electives. The number of electives to choose from is based on local decisions.

In the 7th-8th grade, students must choose one of four 2-year practical/musical electives, namely crafts and design, visual arts, music and food science.

The elective course ends with an examination in the 8th grade. The content of the four practical/musical electives can be seen here:

Crafts and design ([Håndværk og design – valgfag | emu danmarks læringsportal](#))

Visual art ([Billedkunst – valgfag | emu danmarks læringsportal](#))

Music ([Musik – valgfag | emu danmarks læringsportal](#))

Food knowledge ([Madkundskab – valgfag | emu danmarks læringsportal](#))

In addition, students must have an elective in the 9th grade, and students can choose to have two electives in the 7th, 8th and 9th grades.

The teaching in the second elective subject will, however, be in addition to the normal teaching time. Here, students can choose between centrally developed electives (the elective series) and electives that the municipality has developed itself. As a rule, electives are offered for 1 year at a time. However, this does not apply to German and French as the third foreign language offered as 3-year electives.

See examples of electives from the elective series in the primary and lower secondary school:

Common immigrant languages ([Almindelige indvandrersprog - valgfag | emu danmarks læringsportal](#))

Workplace knowledge ([Arbejdskendskab - valgfag | emu danmarks læringsportal](#))

Drama ([Drama - valgfag | emu danmarks læringsportal](#))

Film knowledge ([Filmkundskab - valgfag | emu danmarks læringsportal](#))

Spanish ([Spansk - valgfag | emu danmarks læringsportal](#))

Cultural subjects in upper secondary education programmes in Denmark

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 2-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](#).

Higher education programmes within the fine arts in Denmark

Under the regulation of the Ministry of Higher Education and Science, the following education institutions offer higher educations within the fine arts.

Education institutions under the Ministry of Culture:

- 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, the Ministry of Culture financially supports:

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

Extra-curricular activities for young people in Denmark within the field of creativity and culture

Young people in Denmark can not only develop their cultural and creative skills through formal learning but also through extra-curricular activities. Some extra-curricular activities are integrated into ordinary teaching as project courses while others are extra-curricular activities outside normal school hours.

Station Next ([Station Next](#)) is a film school for lower secondary education classes from all over Denmark. It aims at giving the students hands-on experience and responsibility for their own productions by using professional filmmakers as teachers/coaches and working in a realistic film environment – the students work in crews as they would on a professional production.

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.

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 course is a non-qualifying education and training programme.

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.

Moreover, state-approved museums and state museums are obliged to offer free entrance for education institutions, and many museums have developed teaching materials.

Municipal music schools 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. 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.

Specialised training for professionals in the education, culture and youth fields

There is no specialised training.

Providing quality access to creative environments

This section describes top-level initiatives for widening the access of young people to creative environments where young people feel comfortable in expressing their ideas and have at their disposal the means to develop them in creative activities.

According to the [Music Action Plan 2019–2022](#), the initiative 'Young Artistic Talents' has been established. The initiative is funded with DKK 8 million 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 2 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.

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.

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 focusing on cultural activities in formal learning in Denmark

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 1395 af 28/09/2020](#)), 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 the higher artistic education programmes, 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](#) from 2018, the Danish Foundation for Entrepreneurship concludes that about 40% of students enrolled on higher artistic education programmes have received entrepreneurship education in the academic year 2018/19.

One example is the master's programme [Strategic Design & Entrepreneurship](#). The programme is a cooperation between the Royal Danish Academy and Copenhagen Business School. The programme is specifically aimed at facilitating the exchange of knowledge between design, architecture and management into fruitful and constructive meetings through design thinking methods for innovation and entrepreneurship. The entire programme is structured around project-based modules where you get to work with actual companies and organisations and real-world challenges in collaboration with social science students from Copenhagen Business School (CBS).

Furthermore, as of 1 September 2020, a [new administrative business unit](#) has been established at the Royal Danish Academy with the objective of uniting the institution's external activities. The unit will include a cooperation between three artistic education institutions, entitled LINKED, which will focus on business cooperation and entrepreneurship for students.

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 focusing on cultural activities in non-formal, informal learning and youth work in Denmark

[The Danish Foundation for Entrepreneurship](#) arranges several competitions and championships as part of their education programmes, for instance the Danish Entrepreneurship Award, which wards the design talent of the year.

DesignTalent focuses on the growth potential in Danish design. Competent designers from the design industry assess 15 nominated designers on design and innovation, commercial value, presentation and exhibition. Furthermore, the contestants get the opportunity to show their design to approximately 7 000 participants at the Danish Entrepreneurship Award – a mixture of pupils, students, teachers and business people from all over Denmark.

The participants are design students or newly educated designers (the education must have been completed within the last 2 years), and they must have at least one physical prototype of their design to exhibit on DesignTalent.

The award was digitalised in 2020 and 2021 due to the COVID-19 pandemic, and DesignTalent was suspended.

The Act on Non-Formal General Adult 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, for instance skills in organising, planning and conducting projects

[The strategy for young people's encounter with art and culture from 2014](#) (see [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 to young entrepreneurs in the cultural and creative sectors

All the higher education institutions within the fine arts under the auspices of the Ministry of Culture (see Chapter 6) include entrepreneurial training in their curriculum.

The arts education institutions support [CAKI – Centre for Applied Artistic Innovation](#) which is a knowledge centre for entrepreneurship within the arts educations.

Moreover, the Ministry of Culture administers [two regional art foundations](#) with the purpose to support the development of local art productions and the establishment of sustainable art businesses and art environments. The foundations fund cultural entrepreneurship that is economic sustainable, innovative and of high quality with the potential to initiate business growth in the local art environment.

Activities and beneficiaries should be in the interface between art/culture and business/growth.

Private persons, associations, networks, entrepreneurship environments or art groups may apply for funding. The funding is not targeted solely at young artists, but young artists may apply for funding.

Primarily, the funding is seed-money to support start-up of projects.

See also section [3.9](#) and [3.10](#)

8.7 Fostering the creative use of new technologies

New technologies in support of creativity and innovation

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 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.

Several municipalities offer access to Fablabs or maker spaces, which are digital and technology fabrication laboratories where people can create and invent. Fablabs and maker spaces provide access to expensive equipment and technology such as 3D printers, CNC mills, vinyl cutters, vacuum forming machines, etc. The creative environments are often situated in libraries or culture houses. The entrance is free for all, but users pay for materials.

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, videos, online access to museums and communication via social media.

Especially during the corona lockdown, many museums have used new technologies to reach out to the audience, for instance:

- [Louisiana Channel](#), which shows videos of art featuring the artists.
- [Arken](#) has developed a virtual meeting room, #alonetogether (alenesammen), where children and young people can participate in online creative workshops. The workshops are led by an educator.
- The National Gallery of Denmark offers:
 - online access to an [exhibition on the Danish female artist Anna Ancher](#). The exhibition is displayed through YouTube videos, on Facebook and Instagram.
 - [podcasts](#)
 - [Digital guided tours](#)
 - [SMK.Open](#), which provides online access to 93 355 pieces of art.
 - Our time ([Vores tid](#)), the Danish National Museum's digital platform

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.

An example of such synergy is the project School Services ([Skoletjenesten](#)), which is financed by the Ministry of Culture and the Ministry of Children and Education.

The objective of School Services is to qualify and disseminate the use of external learning environments among Danish education institutions.

School Services cooperates with cultural institutions to develop academic teaching environments that help children and young people develop as active democratic citizens. School Services builds on partnerships with cultural institutions and local authorities to develop, offer and share knowledge of teaching in external learning environments with a focus on nature, culture and art.

School Services ensures that the teaching provided by cultural institutions is of a high quality and offers children and young people forms of learning not available in their schools.

School Services collates and generates knowledge in teaching and learning labs and deploys it in teaching and in partnerships with other stakeholders. School Services involves teachers and students in this process and works with schools, local authorities, educational institutions and other national stakeholders.

Partnerships between the culture and creative sectors, youth organisations and youth workers

In April 2020, the government and all parties in the Danish parliament settled [an agreement on initiatives to support socially marginalised people and people with fewer opportunities/special needs](#).

The agreement focuses on three groups in society. Socially marginalised and vulnerable children and young people constitute one of the three groups. The three groups are severely affected by the covid-19 restrictions, and their social and mental problems are enhanced due to the lockdown of society. Therefore, increased measures are needed.

The agreement has three main elements:

- To establish three cross-sectoral partnerships between civil society, public authorities, cultural institutions and interest organisations with a special knowledge of the target groups.
- Initiatives targeting the three groups.
- Continue activities in the social area that have been locked down in the spring 2020.

The partnership objective is to ensure that the three target groups feel secure/safe during the coronavirus outbreak in Denmark and the subsequent lockdown of society, and to alleviate loneliness, vulnerability and inability to thrive.

The three partnerships must:

- identify challenges and come up with solutions.
- be open to new cooperation and ensure the inclusion of relevant local partners.
- develop a strategy to fight loneliness in the target groups during the coronavirus outbreak.
- [Share best practice on a new portal run by the National Board of Social Services](#) under the Ministry of Social Affairs and Senior Citizens .

DKK 0.75 million has been allocated to the three partnerships. The partnerships exist until society has reopened.

Three actors within the area of culture and creativity are invited to participate in the partnership for socially marginalised children and young people:

The Danish Library Association (Danmarks biblioteksforening): An organisation that lobbies for libraries, in particular public libraries. Its mission is to campaign for free and equal access to information, knowledge and cultural experiences at the local level.

National network of School Services: A knowledge centre under the Ministry of Culture and Ministry of Children and Education working to disseminate knowledge on learning in culture institutions.

The Association of Danish Museums (Organisationen Danske Museer): The leading voice for the museum sector in Denmark, representing 172 museums, visitor centres and conservation centres.

The rest of the organisations in the partnership are organisations representing civil society, social work, youth, sport and interest organisations representing local and regional government.

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 Encounter with Art and Culture (see [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.

In April 2020, the government and all parties in the Danish parliament settled [an agreement on initiatives to support socially marginalised people and people with fewer opportunities/special needs](#). The signatory parties allocated a total of DKK 131 million to measures targeting children and young people in 2020. Among these:

- [DKK 10 million](#) was allocated to voluntary organisations, cultural institutions, sports associations, and scouts associations. The funding supports the organisations' outreach measures for vulnerable children and young people. The measures could be learning activities, leisure passes, summer camps and family friends.
- DKK 5 million was allocated to holiday camps (ferielejre), excursions, music and culture events for families, children and young people.

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 3 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 2020 allocation of funds](#), four projects received funding. One of the funded projects targets children and young people. The project 'Here where we live – children and young people's voices in a cultural urban development in Nykøbing's green corner' actively involves children and young people in cultural activities, urban development, a children and youth festival and cultural expressions in public space. The involvement takes place in projects with local cultural actors and professional artists in collaboration with education institutions, youth clubs, etc. The project develops knowledge on how art, culture and the involvement of children and young people can be incorporated in the municipal strategic work with marginalised living areas. The project is funded with DKK 632,500.

The [project 6705+ Danish Arts Foundation](#) is a cooperation between the Danish Arts foundation and Esbjerg municipality. The residential area around Stengårdsvej in the city Esbjerg is characterised by a high unemployment rate and social problems. The project uses art and culture to build bridges and communities between people, cultures and social groups. The projects consists of several art projects, for instance:

The professional artist, Tina Ratzer, has arranged a range of workshops for local children, young people and residents in the residential area. A focal point in the workshops is colour. The material and inspiration from the workshops are used in a work of art that will adorn the residential area.

Residents in the marginalised residential area have chosen three theatre projects that will be produced and performed in the local area:

Professional artists along with children and young people from the area will create lanterns and sculptures of light. Furthermore, they will record sounds. The project will culminate in a procession in the local area with light and sounds in the winter darkness.

A group of residents along with a group of artists, will create an interactive walking performance through the local area. The performance will use five locations in order to develop a new understanding of the local area.

Battle of Generations. In a battle show, a team of young people will battle against a team of elderly people from the local area. The two teams will battle on assignments such as "name your generation" or "say how you will save the world in 30 seconds". The theatre association, liminal.dk, will use the battle to point out the teams' self-understanding, and what unites and separates them across generations, ethnicity, gender and culture.

DKK 3.6 million has been allocated to the project from 2019-2021

The minister for culture has allocated a further DKK 250,000 to the project Power to Children, which is part of the Music Action plan 2019-2022. With the extra funding, the project provides a targeted measure for children and young people in the Project 6705+ Danish Arts Foundation.

With the extra grant, children and young people at a municipal school in a socially marginalised residential area learn to compose music with iPads and apps as their instruments.

Art in Vaerebro Park

The Danish Arts foundation supports the [project Art in Vaerebro Park](#). The marginalised residential area Vaerebro Park has been associated with gang crime. There are great economic and social differences between Vaerebro Park and the adjoining residential areas. The projects funds art projects in the local area, for instance an artist school.

The project has been funded with DKK 4 million.

Danish Arts Foundation supports the art project involving the [galaxy pathway](#) in the marginalised local area Vollsmose. The residents in the area have selected the art project, which is a pathway that connects the residential area with the local municipal school and the general upper secondary education institutions. Through workshops in the local library, youth clubs and municipal schools, children and young people create mosaics. The material and inspiration from the workshops are used in the galaxy pathway. The project has been funded with DKK 1 million by the Danish Arts Foundation.

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](#), so that local sports will be available to everybody. 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

In the Finance Bill for 2021 the government and four supporting parties among others agreed to allocate funds to the following activities with relevance to creativity, culture and young people (list not complete):

- Allocate DKK 185 million in 2021-2024 to a children and youth package for cultural activities. The package includes funding of the following projects:
 - In the House Artist (Huskunstnerordningen)
 - Live Music in Schools
 - Children and youth theatre
 - Regional orchestras
 - Renewal of the collection of books in day care institutions and after school care.
- Allocate DKK 20 million in 2021 and in 2022 to municipal music and culture schools.

Ongoing debates

- It is currently debated what can be done to counter the increasing individualised pressure from social media (among other things) that can be put on young people with regard to having 'the perfect life' (i.e. the perfect look, career, relationship). In the debate, cultural activities for young people are often highlighted as one of the possible means to counter the problem. For instance, via young people's participation in voluntary associations and artistic activities.
- The lockdown of parts of Danish society due to the COVID-19 pandemic has also affected young people – even though the Danish policy has been to prioritise young people's access to, for instance, voluntary associations during the pandemic. Many of the arenas where young people normally meet (e.g. schools, educations, music venues) have been closed or had restricted access for longer or shorter periods. This has put increased focus on issues such as isolation and loneliness among young people – and what can be done to counter it.
- In the last couple of years, the debate on how much social media influencers should be regulated has been very topical. This debate is part of the overall debate on media policy in Denmark.
- Climate change is relevant in all fields of policy. Many young people are engaged in the debate and are for instance carrying out regular demonstrations. This has become an important social movement in Denmark. The cultural sector is – like other societal sectors – influenced by the debate and cultural education institutions' focus on sustainability.
- The debate on diversity and equality is very relevant in the current political climate regarding cultural politics. This is in regard to equality in the workspace but also in regard to equal representation in the public sphere.
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9. YOUTH AND THE WORLD

This chapter focuses on young Danes participation in policymaking related to global issues and in 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 an annual survey on Danes' knowledge of and opinion on Danish development cooperation activities. According to [the 2021 survey](#):

- Young people support Denmark's participation in development cooperation activities on a level similar to other age groups. In the 18-30-year age group, 64% respond that they support Denmark's participation in development cooperation activities. The corresponding number for the entire population is 63%. Young people's support has increased by 13 percentage points since 2019.
- The percentage of young people who have participated in voluntary activities helping third world countries (e.g. collected donations for NGOs such as Red Cross Denmark and Save the Children Denmark) is higher than the percentage for the entire population. In the 18-30-year age group, 33% have participated in voluntary activities, whereas 17% of the population in its entirety (including young people) have done so.
- Finally, 89% of young people below the age of 35 know about the UN Sustainable Development Goals. Out of these 89 %, 26% answer that they know the development goals 'very well'. In comparison, 81% of the entire population know about the UN Sustainable Development Goals. This is an increase of 4 percentage points since 2019 and 2020. Moreover, out of these 81%, only 15% answer that they know the development goals 'very well'.

As in many other countries, young people's interest in sustainable living and green consumption/production has increased in recent years. This trend is evident in a number of surveys such as Concito's Climate Barometer. Since 2010, the Danish think tank Concito has published findings on the knowledge, actions, and opinions of the Danish population regarding climate challenges in the Climate Barometer. According to the [latest Climate Barometer from 2020](#):

- 90% of the 18-29-year age group respond that they to a large degree or to some degree consider global climate changes a problem. The corresponding number for the entire population is 86%.
- Moreover, 67% of the 18-29-year age group respond that they to a high degree or to some degree worry that climate changes will affect them personally in their lifetime. The corresponding number for the entire population is 35%.

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 and for Nordic Cooperation (Minister for udviklingssamarbejde og for nordisk samarbejde): The minister is responsible for Denmark's development cooperation policy and for the cooperation between Nordic countries under the Ministry of Foreign Affairs of Denmark.

The Ministry for Food, Agriculture and Fisheries (Ministerie for fødevarer, landbrug og fiskeri): The ministry is responsible for policy development in the fields of food, agriculture and fisheries. It focuses among others on the development of sustainable and efficient solutions in Danish food production, and on advising Danes on how to eat healthy and climate-friendly food.

The Ministry of Employment (Beskæftigelsesministeriet): Apart from the ministry's focus on employment policy, the ministry is responsible for coordinating the government's policies on equal opportunities for men, women and LGBTI-persons.

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.

Other relevant public or publicly funded actors in the field of youth work and the world

Danida: Danida is the name of Denmark's development cooperation. This is an area of activity under the Ministry of Foreign Affairs of Denmark.

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.

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 adaption.

Main non-public actors working in the field of youth and the world

The 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 80 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 civil society organisation (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 in partnerships with the Ministry of Foreign Affairs involved in global issues

The following organisations do not exclusively target young people, but young people often participate in some of their activities:

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 (United Nations Framework Convention on Climate Change), 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, LOV [nr. 555 of 18/06/2012](#)), the minister for development cooperation coordinates Denmark's participation in international negotiations and manages 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 ([Udvalget for grøn omstilling](#)) 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.

Denmark's current strategy for development cooperation 'The World We Share' emphasises the role of young people as active citizens and agents of positive change, and the Ministry of Foreign Affairs highlights youth as an important priority in its work. A key principle for Denmark is actively promoting and implementing development with, by, and for youth.

The strategy involves young people in two ways:

- The Ministry of Foreign Affairs supports several organisations that engage and include young people in developing countries.
- The Ministry of Foreign Affairs has a pool for development cooperation activities with the purpose of engaging Danish youth. The pool is administered by the Danish Youth Council (DUF).

Young people constitute an enormous development potential, and the meaningful inclusion and participation of youth is key to achieving the Sustainable Development Goals. That is why the Ministry of Foreign Affairs developed programme management tools and guidance notes for increased youth mainstreaming. The tools and guidance notes are to be used as inspiration when designing, implementing and evaluating development engagements. Read more [here](#). The ministry also has an appointed Global Youth Advisor, who supports the work of mainstreaming youth on policy and implementation level.

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 (The 24th UN Climate Change Conference), two Danish UN youth delegates presented the idea of a youth climate council to the Danish minister for energy, utilities and climate, and he pledged to establish a council in 2019. The objective of the youth climate council is to give young people a voice and engage them in policy development on global climate issues. The task of the council is to advise the minister and provide input for Danish and global climate policy. The council has 10 members, meets with the minister twice a year and brings up new input and ways to solve climate change problems. Read more [here](#).

In 2017, the minister for development cooperation launched a youth package. The youth package initiated 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 25 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 and is currently the co-chair.

As part of the drafting process of the new development strategy 'The World We Share', the minister for development cooperation hosted a range of open hearings to ensure input from stakeholders. One of these hearings was co-hosted by DUF and had a specific focus on young people. Furthermore, DUF and many other organisations provided [written input](#) to the strategy.

The minister for development cooperation has also launched a new international youth panel consisting of six Danish members and eight members representing the African priority countries defined in the Danish development cooperation. The panel will advise the minister on development policy, projects and programmes. The panel members are nominated by The Danish Youth Council (DUF) and the Danish embassies in Somalia, Kenya, Ethiopia, Tanzania, Uganda, Niger, Burkina Faso and Mali.

Global issues exchanges with policy-makers at the international level

Since 1972, Denmark has appointed one youth delegate to participate in 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 2020, and the total number of United Nations (UN) youth delegates organised by DUF is eight. The eight delegates participate in UN and other multinational forums such as COP (the UN

climate change conference), the ILO (International Labour Organization) and the WHO (World Health Organization).

The delegates work within four overarching themes:

- Climate and environment
- Equal rights/gender equality and sexual reproductive health and rights (SRHR)
- Democracy and partnerships
- Technical and vocational education and job creation

The delegates represent Danish children and youth organisations, and the application process is open to all young people. The delegates are nominated by organisations and appointed by DUF. At the national and local level, the delegates arrange dialogue meetings, workshops and panel debates on global issues for young people and youth organisations. Part of the delegates' mandate is to communicate global agendas to 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 discussions and negotiations. Read more about the Danish UN Youth delegates [here](#).

9.4 Raising awareness about global issues

Formal, non-formal and informal learning

Awareness raising about global issues in general upper secondary education programmes ([Stx](#), [Hhx](#), [Htx](#) and [Hf](#))

The purpose clause of The Act on General Upper Secondary Education states that students should acquire an understanding of global perspectives. All subjects must include aspects of cultural and global understanding.

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.

Awareness raising about global issues in non-formal learning

Denmark does not have any national/top-level non-formal programmes promoting young people's knowledge and understanding of global issues.

However, several non-governmental organisations provide non-formal learning on the subject or implement activities related to 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 March 2021:

- 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.

The Danish Youth Council ([DUF](#)) runs 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.

The green think tank Concito teaches 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.

Training of educators on the subject of global issues in Denmark

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 Lesson. The World's Best News runs a learning portal, the 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.

World Class. 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 of Denmark.

As another example of green volunteering opportunities, in June 2020, a majority in parliament settled an agreement on establishing two national parks in Denmark.

The objective of the two parks is to optimise the conditions for wild nature and biodiversity in Denmark. The Danish Nature Agency under the Ministry of Environment is responsible for the projects. The agency is responsible for developing project proposals for the two parks. In this process, several working groups are established that will be involved in developing the proposals. The minister for environment has appointed the movement The Young Biodiversity Ambassadors to the national stakeholders working group. A total of DKK 105 million is allocated to the two parks and four other projects.

Moreover, the Ministry of Environment participated in the 15th Conference of the Parties to the United Nations Convention on Biodiversity in autumn 2021. In the process of preparing the Danish approach, young people and youth organisations were involved. The minister for environment involved civil society in a range of meetings and conferences until the UN Convention in 2021.

Green production and consumption

The 2021 version of the official dietary guidelines, The Official Dietary Guidelines – good for health and climate, promotes the dietary guidelines as healthy *and* climate friendly. In this way, the government supports green consumption. The guidelines target the population in its entirety. See section 7.4, '[Healthy lifestyles and healthy nutrition](#)' for more information about the guidelines.

Moreover, two ministries have during the last few years launched two separate challenges at higher education institutions:

In 2018, the Ministry of Climate, Energy and Utilities, in cooperation with the public enterprise Energy Net ([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.

Development cooperation activities

The Ministry of Foreign Affairs funds a range of organisations through the Danish development cooperation. The organisations' activities focus on issues such as human rights, the sustainable development goals, and development cooperation.

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 18 organisations receive funding from the Danish Ministry of Foreign Affairs for the period 2022-2025:

- **DanChurchAid (Folkekirkens Nødhjælp):** Supports the poorest in the world in their struggle for a dignified life and helps people in need. They provide emergency relief in disaster-stricken areas and long-term assistance in the poor regions to create a more equitable and sustainable world.
- **Danish Refugee Council (Dansk Flygtningehjælp):** Founded in 1956, the Danish Refugee Council (DRC) is Denmark's largest and a leading international NGO. DRC provides protection and life-saving humanitarian assistance, and supports displaced persons in becoming self-reliant and included in host societies.
- **Danish Red Cross (Røde Kors Danmark):** Part of the international Red Cross collaboration, which assists people in need all over the world. The Danish Red Cross runs the asylum centres in Denmark along the same lines as the municipalities.
- **MS ActionAid:** Works to fight poverty and injustice in the world. Furthermore, the organisation works to strengthen a sustainable global development.
- **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.
- **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.
- **CARE Denmark:** Supports the world's poorest and those most vulnerable to climate change in living dignified lives. Focuses on climate adaptation, education, emergency aid and individual resilience.
- **Caritas Denmark:** The humanitarian relief organisation of the Catholic church. The organisation was founded in 1947 and is one of Denmark's oldest humanitarian organisations.
- **Plan Children's Foundation (PlanBørnefonden):** The organisation focuses on children's rights.
- **International Media Support**
- **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.
- **Danmission:** An independent Christian-based organisation connected with the Evangelical Lutheran Church in Denmark. Danmission's focus is on poverty reduction, religious dialogue, and church development.
- **SOS Children's Village (SOS Børnebyerne):** An independent, international NGO working for children's rights.
- **ADRA Denmark:** The Danish member of the global ADRA network. ADRA delivers relief and development assistance in more than 118 countries.
- **Mission East (Mission Øst):** Works to support vulnerable people and help local communities lift themselves out of poverty and marginalisation.
- **WWF:** As the world's leading conservation organisation, WWF works all over the world, collaborating with people to develop and deliver innovative solutions that protect communities, wildlife, and the places in which they live.
- **Forests of the world (Verdens Skove):** An international environmental and development organisation working for [forest conservation](#) and the [Global Sustainable Development Goals](#).

NGOs and youth organisations in Denmark are the main arenas where young people participate in issues, which 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. See [section 2.1](#) for more information about the context for voluntary work in Denmark.

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.

Furthermore, a 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

The corona pandemic has constituted a dominant ongoing debate on global affairs in since 2020. However, in the autumn of 2020, experts and concerned citizens urged Danes not to forget about the need for climate action in the midst of the corona crisis. While the global reduction in CO2 emissions in the beginning of 2020 (due to major lockdown measures) caused some initial optimism, experts point out that [the need for climate action is no less pressing](#). Young people also participate in this debate, for example by [pointing out the paradox](#) in blaming young people for not taking enough responsibility for the common good in relation to the COVID-19 restrictions while disregarding older generations' lack of consideration for the common good in relation to the climate crisis.

In 2022, the war in Ukraine constitutes yet another hotly debated topic, in particular in relation to Danish refugee policies. The refugee policies on ukrainian refugees in 2022 stand in stark contrast to the refugee policies on Syrian refugees in 2014/2015.

10. YOUTH WORK

This chapter describes structures and activities related 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 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 target young people. In Denmark, it is a common practice to support the framework conditions of the large variety of Danish associations, for instance by providing facilities and financial support to the operating of the association. 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 and art schools. For more information on municipal music schools, see [section 8.5](#)

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 above 14 years of age 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, for instance with special needs education, leisure activities, municipal councils, and participation in the crime preventive SSP-cooperation between schools, social authorities, and the police.

Today, participants in both private and public youth work pay 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 on one hand national sports federations, which organise local sports associations and on the other hand 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 Senior Citizens: The ministry is responsible for the Act on Social Services (Serviceloven), 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.

According to the Act on Non-Formal General Adult Education (Folkeoplysningsloven), the municipal council must establish a permanent committee on non-formal general adult education. Associations eligible for funding according to the act must be represented in the committee. According to the act, the municipal council can assign obligations to the committee. In this way, the council influences how the municipality allocates funding and is consulted regarding decisions affecting municipal associational life.

According to the Act on Youth Schools, municipal councils must establish youth school boards with representation from organisations with an interest in youth schools, those employed in the youth schools and pupils at the youth schools. Based on the municipal

councils' allocations, the boards produce budget and activity plans for the youth schools. Furthermore, the boards recommend the appointment of youth school employees for decisions by the municipal councils, as well as make statements and submit proposals regarding all youth school affairs.

Main private actors

The Danish Youth Council (DUF): [DUF](#) is an umbrella organisation with more than 80 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.

[Ungdomsringen](#) (translates as the Youth Ring): The Youth Ring represents 850 local youth clubs. The 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, The 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 responsibilities

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.

Cross-sectoral cooperation

There is no set mechanisms to ensure cross-sectoral cooperation between the main public actors, but stakeholders are consulted when the ministries implement new measures.

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 describes 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 formal 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 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. 1287 af 28/08/2020](#)): 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 established in the 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+ 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 a user charge for the youth club and leisure activities.

According to the **Act on Day Care**, municipalities fund the youth clubs, but there is also a user charge covered by the young person or parents of the young person of maximum 20% of the budgeted gross operating costs.

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, quality assurance of youth work is decentralised. The different strands of youth work have different quality assurance mechanisms.

Quality assurance in 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.

Quality assurance in non-public youth work

The quality assurance mechanism in non-public 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.

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.

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, 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 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

The Danish Youth Council (DUF) and The National Olympic Committee and Sports Confederation of Denmark (DIF) have contributed and have been consulted in the process developing 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.

The initiative **Headspace** offers online counselling in much the same way as the Danish Centre for Digital Pedagogy via online chat and video chat. Headspace also provides training for voluntary counsellors. With the Finance Act for 2021, Headspace receives state funding for the next four years. Thereby, Headspace is 70% financed by public sources.

Furthermore, the **Danish Youth Council** and **DGI**, two umbrella organisations for youth and sports organisations, respectively, promote new methods to convert physical activities into digital activities. At the websites of the two umbrella organisations, member organisations can find guidelines and inspiration for digital activities during the Covid-19 lockdown.

Media council for children and young persons:

Online guide: [When children and young people share intimate pictures on 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 on 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.

However, one 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. Therefore, before employing people in contact with children and young people under the age of 15, the candidate must show a children's certificate.

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.

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 Danish youth Council (DUF), the association for youth schools (The Youth Ring/Ungdomsringen), as well as the two national sports federations DGI and DIF 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](#) and [2.7](#).

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 ([udloddingsmidlerne](#)) for youth and sports associations. The funding may support projects that involve mobility of youth workers either nationally or internationally.

- The Danish Youth Council (DUF) distributes national funding for children and youth associations. DUF also administers an international pool that can fund mobility for youth workers and they arrange network meetings for youth workers.
- 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.

Furthermore, youth workers can apply for funding through Erasmus+.

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

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](#) on skills recognition in voluntary work and [section 6.4](#) on validation of non-formal and in-formal learning in education and training.

10.7 Raising awareness about youth work

Information providers

The Danish Agency for Higher Education and Science 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 also 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 obstacles for voluntary associations and increasing the use of "leisure time passes" to vulnerable youth and children to enable more young people to participate in associations.

Ongoing debates

As a consequence of the COVID-19 pandemic and the lockdowns of society in 2020 and 2021, young people cannot participate in associational life to the same extent as previously. This has spurred a debate about young people's inability to thrive and loneliness because of their isolation and exclusion from communities in which they normally participate.

GLOSSARY

A-kasse: Unemployment insurance funds: Unemployment insurance is a voluntary scheme administered by Denmark's unemployment insurance funds and not by the state. Denmark's unemployment insurance funds are private associations of employees or self-employed persons organised for the sole purpose of ensuring economic support in the event of unemployment. The purpose of the unemployment insurance funds in Denmark is to ensure economic support for the unemployed citizen.

AKU-ledighed: The Labour Force Survey (LFS/AKU) unemployment rate. The Labour Force Survey (LFS/AKU) is a questionnaire and used for international comparisons.

Almen bolig: 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 forberedelseksamen (HF): The Higher preparatory Examination. A 2-year upper secondary education programme with an emphasis on both theoretical and practical competences.

Højere handelseksamen (HHX). The Higher Commercial Examination Programme (hhx). HHX is a 3-year general upper secondary education programme with a commercial profile

Højere teknisk eksamen (HTX). The Higher Technical Examination Programme (htx). A 3-year general upper secondary education programme with a profile within the technics and natural sciences.

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 provision for young people under 25 years. Municipalities are obliged to 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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