COUNTRY: DENMARK

1 COUNTRY OVERVIEW

Population: 5,655,750 (4th quarter 2014)
Women: 50,4 % - men: 49,6 %
Average number of children per household: 1,67 children.
Divorce rate (the latest is from 2012): 46,5 %
Annual growth in population: 0.44%
Population density: 131.1 per. km2
Gross unemployment, age 16-24: 10,750 (October 2014)

Ethnic profile

January 1, 2014, immigrants and descendants constituted 11.1 per cent of the total population (626,070). 8.5 per cent. of them are immigrants, and 2.7 per cent are descendants. 54 per cent of all immigrants and descendants originated from a European country.

In total, they represent about 200 different countries. The largest group is from Turkey, namely 61,241 persons or 9.8 per cent of all immigrants and descendants. Number two and three on the list are Poland and Germany, who have referred 36,500 and 31,900 immigrants and descendants in Denmark.

2 ADOLESCENT POPULATION

Number of young people aged 11-14:
Boys: 136540
Girls: 130202
Total: 266742

For children, their social conditions influence how hospitals are utilised. For example, children who live in families where the parents are on social security, use hospitals 35 per cent more than the average child. On the opposite, boys who live in families where the socio-economic status equals an employee at the highest level, use hospitals 10 per cent below average, and the number for girls is 14 per cent.

Source: www.dst.dk

3 EDUCATIONAL SYSTEM AND RELATED COURSES

From preschool to 10th grade - the structure of primary school

The Danish school include a 10-year basic education, which consists of a preschool class (0th grade) and 1st-9th class. In addition, the school has a 1-year 10th class which is offered to students after primary school, which is a voluntary school year.
Pre-school class became mandatory from 2009, and the children are 5-6 years when they start. The Danish basic school isn’t divided into primary and secondary school but consist of an overall system which is mandatory until the 9th grade. The student is approximately 15-16 years old when they leave primary school.

1. Number of students in the school system per 01.10.13:
   a. Primary school (6-16 years): 710.363
   b. Boarding school (14-16 years): 27.276 (8.-10.)
   c. Upper secondary school/high school(16-19 years): 109.090
   d. Business secondary school: 39.957
   e. Vocational education/school: 130.462

In 2013 there were 710,363 pupils in primary school. This number included 66,100 children who started pre-school class, while 175,200 attended 8th to 10th grade. Among these, 27,300 attended independent boarding school for lower secondary students.

Eight out of ten young people are in education immediately after primary school

Due to the fact that the Danish basic school is compulsory until the student is 16 years old, it isn’t possible to provide figures on who goes to secondary school but we have instead inserted a graph indicating the number of students who continue in some sort of secondary education or high school.

Status of classes three months after leaving elementary school

Three months after students graduated in 2011-12 from primary school, 79 per cent started on a new education. 59 per cent chose a general upper secondary or vocational upper secondary education (HHX, HTX), while 20 per cent opted for vocational training, e.g. carpenters, bricklayers or hairdressers.

If you are interested in reading about the Danish school system, here you can find some material: [http://uvm.dk/Service/Publikationer/Publikationer/Folkeskolen/2010/Velkommen-til-den-danske-folkeskole/Dansk](http://uvm.dk/Service/Publikationer/Publikationer/Folkeskolen/2010/Velkommen-til-den-danske-folkeskole/Dansk)

A child who started pre-school in Denmark in 2011 will on average be in the education system for 18.1 years (full-time) throughout his life. The average number of years for OECD countries is 17.0 years.

Social skills and IT skills

In pre-school class there are six focus areas where two of them are “Social skills” and “Social relationships and cooperation”.

“IT and media” is a cross-disciplinary subject in public schools. Lessons that include ICT and media, have pupils use a range of digital skills. Students can adopt different positions during a lesson plan. Within cross-disciplinary subjects, IT and media operates with four positions:

1The student critically examines
2The student as an analytical receiver
3The student as a focused and creative producer
4The student as a responsible participant
The course “Media” is a one-year elective course that can be selected in the 7th, 8th or 9th class. In the course the students get to know mainstream media and learn these forms of expression and communication. It includes two areas of competence: Media production and media analysis.

“Innovation and entrepreneurship” is a cross-disciplinary subject in all school subjects and topics. The theme of innovation and entrepreneurship help students develop innovative and entrepreneurial skills, as well as learning to use their personal, professional and social resources in the world, whether they wish to have an influence on their own lives, participate in social activities or launch activities or enterprises.

The goal is to motivate students to participate in society as active citizens, entrepreneurs and innovative employees. At the same time, students should be able to deal with the challenges and opportunities associated with being an individual in a changing and complex world.

“The student’s versatile and many-sided development” is a cross-disciplinary subject where the student experience to be in control of their own situation in the school, to be engaged in education, to challenge and use his strengths and way of learning, to contribute to the school and much more.

Versatile development increases the likelihood that students will want to learn more, the student utilizes their learning potential, and the student will want to contribute to the larger social context

“Health, sex and family life education” (Sundheds- og seksualundervisning og familiekundskab) in the 7th - 9th grade. The teaching of health and sex education and family life education is divided into a three-steps process (preschool-3rd, 4th-6th and 7th-9th grade) which the student must follow. In this course the child shall develop skills to promote health and well-being. The child will gain an understanding of how important lifestyle and living conditions are to health and well-being, as well as the interaction between health, sexuality and family life.

4 BULLYING PREVALENCE

For each study, the results are presented as follows:

1. Type of bullying assessed: bullying or victimization or dual role, or specific type of bullying physical, verbal, social, sexual, racial, and the prevalence figure of each type
2. Operational definition used in the questionnaire (verbatim) and the local term used
3. Population (i.e., N, age or grade), the year and means of data collection
4. Local references (translated) and URL of online source

DK1D – 1: THE HSBC STUDY OF SCHOOL CHILDREN 2014 (SKOLEBØRNSUNDERSØGELSEN):

1. The study is used for basic research and as a basis for health promotion among children and adolescents. The study focuses on the health effects that bullying can have on a child. The survey asked the children how often they have been bullied in
the past months, and it is not a particular type of bullying that has been specified. The study shows a tendency that the older the children get, fewer are being bullied. The study also focuses on children who bully others. The type of bullying assessed in the study is mainly the victimization but also with focus on those bullying.

Young people who have been teased / bullied at least twice during the last few months: 7% of all surveyed students (all three ages).
Breakdown per age:
11-year-olds: boys: 11% - girls: 9% - average both genders: 10%
13-year-olds: boys: 4% - girls: 7% - average both genders: 5,5%
15-year-olds: boys: 4% - girls: 4% - average both genders: 4%

Young people who have teased / bullied others at least twice during the last few months: 4,7% of all surveyed students (all three ages).
Breakdown per age:
11-year-olds: boys: 6% - girls: 3% - average both genders: 4,5%
13-year-olds: boys: 6% - girls: 3% - average both genders: 4,5%
15-year-olds: boys: 5% - girls: 2% - average both genders: 3,5%

2. Definition:

Olweus (18) originally developed these questions on bullying. Young people were asked how often they had been bullied at school in the past couple of months. The question was preceded by the following definition of bullying (18):

We say a student is being bullied when another student, or a group of students, say or do nasty and unpleasant things to him or her. It is also bullying when a student is teased repeatedly in a way that he or she does not like or when he or she is deliberately left out of things. But it is not bullying when two students of about the same strength or power argue or fight. It is also not bullying when a student is teased in a friendly and playful way.

Bullying others

Young people were asked how often they had taken part in bullying other student(s) at school in the past couple of months. The question was preceded by the Olweus definition (18). Response options ranged from “I have not bullied another student at school in the past couple of months” to “several times a week”. The findings presented here indicate the proportions of youngsters who reported bullying others at least two or three times in the past couple of months

3. The study included 4,534 students in fifth, seventh and ninth grade (11-, 13- and 15-year-olds) on a random sample of schools.

4. It is the Danish contribution to the international research project, the Health Behaviour in School-aged Children (HBSC) - a WHO international study, which now includes 40 countries. The survey provides data on 11-15-year-olds' health behavior and self-reported health. The data is used for basic research and as a basis for promoting health among children and adolescents.

**DK1D – 2: DCUM - DANISH CENTER FOR EDUCATIONAL ENVIRONMENT – “ELEVERS SYN PÅ UNDERSVINGSJMILJØET I GRUNDSKOLEN 2014”**

1. DCUM has done several reports on how primary school students experience the learning environment in schools. This study from school year 2013-2014 focuses on serious bullying and how it affects the child when they get bullied and whether it makes them sad. In addition, it also focuses on the teachers and asks whether the adult helps the child when they feel bullied or if they feel that the adults also teases them. They generally believe that bullying affects students’ well-being greatly because bullying creates insecurity and fear in both the person being bullied and the classroom in general. In a class-room, bullying amplifies a negative relational culture where respect, inclusiveness and responsibility toward one another is sidelined. The type of bullying assessed in the study mostly on victimization – with a focus on how serious bullying affects the victims. The studies from DCUM was based on information from questionnaires where children answer bully-related questions. There are 2-3 possible answers for every question which ranges from ‘yes’, ‘no’ and then an additionally ‘some times’.

Prevalence: Percentage of total (39,758 questionnaires issued):
“Have you been bullied this school year?”
- no : 79,9%
- yes - a few times: 14,9%
- yes - every month: 2,3%
- yes - every week: 2,2%
- Yes - every day: 0,8 %

2. Definition not available in questionnaire

3. The survey was conducted in 4-6th class (10-13 years) and consists of 39,758 questionnaires distributed to 422 schools and 84 municipalities.

4. Danish Centre of Educational Environment, DCUM, falling under the Ministry of Education is an independent governmental center that works to ensure a good environment in all educational institutions and a good environment for children in day care. The reports are based on extracts from the Thermometer, DCUM’s electronic survey tool, which focuses on students in preschool-third class and 4th-10th class. The figures published in the reports say something about each school’s educational environment, but also gives a picture of the total student responses for each school year. They have conducted these studies annually from 2007-2014. Link: [http://dcum.dk/undervisningsmiljoe/elevernes-syn-paa-undervisningsmiljoeet-i-grundskolen](http://dcum.dk/undervisningsmiljoe/elevernes-syn-paa-undervisningsmiljoeet-i-grundskolen). Furthermore they have made the following report that tells you how to


1. It was a study of children's and young people's well-being. The study revealed that 25 **percent of children are bullied regularly, while 32 percent are bullying**. There is a strong link between bullying and being bullied. Every third girl and every other boy is involved in bullying. There is a large overweight among boys as bullies and girls as victims. The older pupils bully frequently. Bullying is most common in the lower socioeconomic groups, and there is also most victims of bullying among the most deprived. Victims of bullying have a significantly elevated risk of all of the health and well-being problems under investigation. For example, nervousness, headache, stomach pain, dizziness, insomnia, depression and negative self-image. Also the children who bully have problems. They are morning tired, thrive poorly in school and play truant more frequently than others, and they have a poorer health behavior, eg with regard to smoking and alcohol. For boys it is bad for their health to be a bully, while for girls it is stressful for their well-being. The gender difference may be due to the fact that among boys it is a more accepted social convention to bully, while for girls it is easier to be norm-breaking. Type of bullying assessed: bullying and victimizations, but with an emphasis on how it affects their health condition.

11-15 year-olds: **Bullied within an academic year: 25% - Perpetrators: 32%**

The study used information from questionnaires, and was brought in the Journal of doctors 15/99, and conducted by Pernille Due, Bjørn Holstein and Per Schultz Jørgensen.

2. Definition not available in questionnaire

3. It included 5,205 students aged 11-15 years from 55 randomly selected schools.

4. The Department of Public Health at University of Copenhagen has contributed to an international survey of children and young people's health and well-being. Researchers Pernille Due, Bjorn Holstein and Per Schultz Jorgensen have contributed to the Danish part of the study.

**DK1D – 4:NATIONAL CENTRE FOR SOCIAL RESEARCH – “BØRN OG UNGE I DANMARK – VELFÆRD OG TRIVSEL 2014”**

1. The study **“Children and young people in Denmark - welfare and well-being”** gives insight into how children thrive in different areas of life. At the same time it also helps create knowledge categories about children and young people who have special difficulties and therefore may need special social initiatives designed for the children. Type of bullying assessed in the study: bullying and victimization, and how it affects them socially.

Bullied:
Prevalence: All children average: 9,75%

7-year-old: 15%
11-year-old: 11%
15-year-old: 8%
19-year-old: 5%

2. Definition not available in questionnaire
3. The study was designed as an indicator study and uses both register-based data from Statistics Denmark and data from a comprehensive survey study in 2009 and ongoing. The survey (2014) was conducted among 7676 children and young people in the age groups 3, 7, 11, 15 and 19 year-olds.
4. “Children and young people in Denmark - welfare and well-being” came to life on the initiative of Bikubenfonden, which also funded the study. The fund wanted to provide a statistically based overview of the state of the child population. At the same time they wanted to contribute knowledge about categories of children and young people who have difficulties and therefore can be the subject of special social initiatives that can be made for the children.


5 CYBER BULLYING PREVALENCE

In Denmark there are numerous organizations that focus on bullying within the digital field.

DK1E – 1: eXbus

One of them is the previously mentioned eXbus where Jette Koefoed, among others, has made an analysis of digital bullying. Anonymous digital bullies, the ubiquity of digital bullying, and the endless publicity in which bullying takes place, give the victim a sense of not being able to get away from the bullying. She treats the topic in the anthology ”Bullying Re-imagined” where speaks from a conference were recorded and can be watched here: http://edu.au.dk/forskning/video/mobning-gentaenkt/.

DK1E – 2: EMU - part of the Ministry of Education, Agency for IT and Learning

EMU has made different programs for schools on how to address cyber-bullying. One of them is ’The Debate Corner’ (Debathjørnet) which is a tool whose purpose is to create a good, fun and challenging way to get started working with ethics on the web. It consists of debate and dilemma cards for students, teachers and parents. There is a set especially made for the 10-13-year-old: http://www.emu.dk/sites/default/files/debathjornet_4-6_klasse.pdf. Beside this, they have created “You and the Others” http://www.emu.dk/modul/dig-og-de-andre and ”Introduction to friendship and enmity on the web and social media”: http://www.emu.dk/modul/intro-til-venskab-og-fjendskab-p%C3%A5-nettet-%E2%80%93-sociale-tjenester.

DK1E – 1: SAVE THE CHILDREN

Another program is made by the organization Save the Children who are doing e-learning about bullying and online privacy. The program comprises interactive educational material that encourages students to think about the dilemmas that can arise when you are online. It
is intended for students between 11 and 13 years of age, and is available on www.sikkerchat.dk.

Save the Children conducted a study in 2008 regarding young people's digital well-being.

1. The study focuses on bullying online and on the general well-being of children online. They believe that online and offline life today consist of two sides of the same coin. Therefore, the adults must respond to the fact that in the digital world there also exists crooks, thugs and mischievous kids that can annoy or pester the otherwise positive experiences for some of the children. Comparing the Danish youth with other young Europeans, it turns out that Danish youth experience relatively much cyber-bullying. As figures show; twice as large. The study also finds a gender difference between boys and girls, as girls experience significantly more cyber-bullying than boys
   prevalence:
   been bullied via text-messages – Girls 13% - Boys 4%

2. Save the Children doesn't see cyber-bullying as being very different from more traditional types of bullying, and has developed specific programs to moderators in social meeting places for children. They have also created BuddyGuard-counseling that provide chat counseling for children and young people who have experienced something uncomfortable online.

3. The study was based on information from questionnaires that addressed 9-16 year old children. The questionnaires consisted of questions where youngsters had the ability to define the medium through which they were bullied or what type of bullying they were subjected to.

4. Save the Children and the National Institute of Public Health have made a study showing that many young people are experiencing insulting approaches online. Most young people take good care of themselves, but a small part find them-selves in a great deal of trouble. The study is available here: http://www.redbarnet.dk/Fagb%C3%B8ger-og-artikler.aspx?ID=187&ProductID=PROD113

DK1E – 1 - EU Kids Online Survey:

1. Denmark is defined as one of the ‘Higher use, higher risk’ countries. Denmark is characterised by an extensive internet usage and the introduction of new technology among children and young people. Along with a high consumption of the vast possibilities cyberspace has to offer also follows an increased risk of stumbling upon content, or having experiences, that may be disturbing.

Research also shows that digital bullying is one of the risks that affects Danish youngsters the most in their daily interactions online. Risks increase correspondingly to how much time children and young people are online; although, the EU Kids Online report emphasises that there is a rather big gap between risks to actual incidents in which youngsters are bothered or harmed in some way. Type of cyberbullying assessed: online and offline victimization.

Prevalence: Denmark ranks high:
A quarter of all Danish children have experienced being bullied recently, that is, 75% reply that they have not been bullied (online and offline) over the past 12 months
which is less than across Europe (81%). 15-16 year old Danish girls are more likely to be bullied online (20%, vs. 9% in Europe) than boys (9%, vs. 6% in Europe)

average: 12% bullied on the internet (vs 6% average in Europe)

25% Been bullied at all, online or offline (vs 19% in Europe)

2. Definition used for Q112: “Sometimes children or teenagers say or do hurtful or nasty things to someone and this can often be quite a few times on different days over a period of time

Q112: Has someone acted in this kind of hurtful or nasty way to you in the PAST 12 MONTHS? Q113: How often has someone acted in this kind of way towards you in the PAST12 MONTHS? Q 114: At any time during the last 12 months, has this happened ...? Q115: At any time during the last 12 months has this happen on the internet?

3. National interviews with 1,000 children 9-16 years

4. References: EU Kids Online: National perspectives Leslie Haddon, Sonia Livingstone and the EU Kids Online network:
  http://www.lse.ac.uk/media%40lse/research/EUKidsOnline/EU%20Kids%20II/Reports/PerspectivesReport.pdf

  http://www.lse.ac.uk/media%40lse/research/EUKidsOnline/EU%20Kids%20II%202009-11%29/EUKidsOnlineIIReports/Final%20report.pdf