



SECTOR PROGRAMME

for Education and Research

Danish Presidency of the
Nordic Council of Ministers 2015

Sector programme for Education and Research

Danish Presidency of the Nordic Council of Ministers 2015

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Nordic co-operation

Nordic co-operation is one of the world's most extensive forms of regional collaboration, involving Denmark, Finland, Iceland, Norway, Sweden, and the Faroe Islands, Greenland, and Åland.

Nordic co-operation has firm traditions in politics, the economy, and culture. It plays an important role in European and international collaboration, and aims at creating a strong Nordic community in a strong Europe.

Nordic co-operation seeks to safeguard Nordic and regional interests and principles in the global community. Common Nordic values help the region solidify its position as one of the world's most innovative and competitive.

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2015

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1 Foreword

The Danish programme for the Presidency of the Nordic Council of Ministers in 2015 focuses on the themes of growth, welfare, values and the Blue Arctic.

Education, research and innovation play key roles in – and across – all four themes.

The Nordic countries have close links with each other, sharing common history, culture and values. The Nordic welfare model is built on our understanding of democracy, the recognition that everyone has equal value and is entitled to equal rights, and respect for the community, to which everybody contributes and the benefits of which are enjoyed by all. Common strengths and strong Nordic values can be found across all of the Nordic education systems.

The Nordic countries also face a number of common challenges. We need to improve our performance in breaking the circle of negative social inheritance, ensuring social mobility and inclusion for all children, young people and adults in our education systems, and ensuring equality for boys in primary and lower secondary education and for women in education and research.

Improving knowledge and skills is important in the Nordic Region: in other words, everybody should have the opportunity to be the best they can possibly be. The vast majority do well enough but we want to include everybody.

To this end, we will focus on close Nordic co-operation on knowledge. During its presidency one of Denmark's projects within the education and research sector will be to establish a Nordic forum. The project will run for three years. The forum will enhance and embed structured co-operation on knowledge in the fields of good pedagogic practice and good teaching, enabling practitioners to generate better academic results, reduce the impact of negative social inheritance and allow children and young people to feel a greater sense of well-being.

Similarly, researchers have an obligation to make their knowledge available to society in general. New research should be used to challenge current standards and methods, but research should also reach out to an even broader cross-section of society. This can take the form of general information campaigns to raise awareness or tangible partnerships with business and industry to create growth and enhance welfare.

The Nordic countries also share a culture of openness and an absolute requirement for excellence in our approach to research. We work together at the highest academic levels, contributing to global knowledge generation and producing researchers and academic articles of a high international standard.

As a result, a solid foundation already exists on which to develop co-operation in education and research. This co-operation enhances the quality of study programmes and ensures that a clear and distinct Nordic profile is presented to the rest of the world.

We must continue to develop, expand and enhance Nordic co-operation in education and research in order to continue to generate Nordic added value.

The key programmes in education and research – Nordplus, the Nordic Master Program and NordForsk – help to create favourable parameters for mobility, the exchange of experiences, the building of capacity and the sharing of knowledge, as well as contributing to a stronger position and international profile for the Nordic Region.

Good education is a core value in our Nordic societies but it cannot be taken for granted, and it does not emerge in isolation.

We must use Nordic co-operation to make even greater progress in this area.



A handwritten signature in blue ink that reads "Christine Antorini".

Christine Antorini
Minister for Education



A handwritten signature in blue ink that reads "Sofie C. Nielsen".

Sofie Carsten Nielsen
Minister for Higher Education
and Science

2 Introduction

Improving the quality of education and research helps create jobs, growth and better welfare.

But how do we develop day-care, schools, youth education programme and higher education in a way that creates greater equality? Why are our education systems better suited to children and young people who come from families that read a lot of books? Why has an educational hierarchy emerged in which upper-secondary school is considered more prestigious than vocational training? And why are more women not involved in research?



It is still the case that too many children, young people and adults in the Nordic Region do not have the academic and social skills to do well in youth education programmes. Examples that have been identified include the fact that there has been a decline in children's and young people's love of reading in all five countries; Nordic girls are better at reading than Nordic boys; and, in all countries except Finland, a higher proportion of pupils are weak in terms of reading, mathematics and science than are academically gifted. All the Nordic countries have registered a decline in student performance under PISA in mathematics from 2003 to 2012.

Increasingly, Nordic educational institutions operate in a global context. This brings both new challenges and new opportunities. How do we maintain – and increase – mobility within the Nordic Region while new opportunities are opening up in the rest of the world? How can Nordic educational institutions best cope with the outside world's growing interest in and demand for their knowledge?

Research is also an integral part of a greater interaction between public and private sector stakeholders, and this is the case both in the domestic arena and under international auspices. This co-operation is important for innovation and growth. How do we ensure that bridges are built between research on the one hand and business and industry on the other? How can we develop the Nordic Region as an international hub for research and innovation and, in so doing, strengthen exports and attract investment and talent from abroad?

The Danish Presidency will focus on some of these issues in a Nordic context by fostering closer co-operation on knowledge and networks. This will include, for example: IT, statistics and data; good pedagogic practice and good training for practitioners; the mapping of knowledge; specific collaborative projects on selected themes of Nordic interest; increased mobility in education and research; and the exchange of experiences across the Nordic countries.

Further information

In 2015, the Danish Presidency of the Nordic Council of Ministers will organise a range of activities, conferences, seminars, etc., linked to the priorities outlined in this sector programme. Information about the individual initiatives will be updated on the Presidency website at www.norden2015.dk and on www.uvm.dk and www.ufm.dk.

3 Growth

We live in an increasingly globalised world in which aspects of life such as trade, jobs and communications transcend borders. Many Nordic workplaces are dependent on exports. It is important that our Nordic education systems equip children, young people and adults with the right skills, if we are to have a population capable of acting as responsible and productive global citizens and a workforce capable of navigating safely in a global world.

As we create a high quality system of education for the future, it will be important to adopt an international perspective, including creating an international environment within schools and study programmes. Studies have shown that students who have been on exchange visits, for example, are less likely to be unemployed, find their first job more quickly and embark on careers faster than students who have not taken part in such programmes.



Nordic higher education has succeeded in creating international study environments on several university programmes, thanks in part to the Nordic Master Program, which has funded the establishment of joint Nordic master's degrees. The Danish Presidency wants to bring these experiences to the professional bachelor programmes sector. We will therefore initiate work to enhance and extend co-operation on professional bachelor programmes in the welfare sector in order to promote Nordic mobility and assure the quality of our study programmes. This work will be an extension of the Sustainable Nordic Welfare programme, which has focused on the creation of welfare sector study programmes that are future-proofed.

Nordic co-operation on education will not only help to create new international study environments but also create high quality, sustainable educational environments. This includes in the small specialist subject areas where it can be difficult to maintain a high quality academic environment at national level. The Danish Presidency will focus on continuing to develop Nordic co-operation on the development and provision of small language subjects.

Overall, there is a high degree of educational mobility in the Nordic Region, but there are still some challenges. For example, there are major differences in mobility flows between the Nordic countries. From day-care to higher education, the Nordplus programme facilitates mobility within the Nordic Region and is a very important mechanism for supporting it. However, it must be viewed in the context of the EU's Erasmus+. The Danish Presidency will therefore focus on how best to ensure Nordic mobility in education into the future.

Another highly significant factor in generating greater growth in the Nordic countries is the programmes' links to practice and workplace needs. This is important in terms of both quality and making study programmes attractive. To date, Nordic co-operation has focused particularly on workplace learning in vocational youth education programmes, an area in which all the countries are working on quality enhancement. The Danish Presidency will encourage the exchange of experiences, as well as dialogue about quality enhancement and the design of the vocational training programmes of the future.

The acquisition of basic skills for everyone is key to participation in lifelong learning and, therefore, to coping in a modern knowledge society and production economy. The Nordic countries are at the top of international rankings for adult education, but also face challenges given that there are still people who do not have the basic skills to participate fully and actively in society. The Danish Presidency, in collaboration with the Nordic Network

for Adult Learning (NVL), will help to strengthen Nordic co-operation on meeting the different needs of adults and enabling them to develop sound basic skills.

With regard to the OECD *Programme for the International Assessment of Adult Competencies* (PIAAC), the Nordic Council of Ministers, under the auspices of a Nordic network for PIAAC, has established a Nordic PIAAC database and conducted a number of new analyses of adult competencies. The Danish Presidency will work with the Nordic PIAAC network to help make use of new knowledge. This will include holding a conference in spring 2015 designed to encourage closer Nordic focus on adult education as well as new adult education programmes and research.

A working group will also be established in 2015, in co-operation with the Nordic Network for Adult Learning (NVL), to determine frameworks, focus areas and initiatives for a new Nordic network for adults' basic skills. The aim is for the working group to facilitate Nordic exchanges of experience and dialogue on the development of adult education provision.

Digitisation is enormously important for economic growth, and gives rise to a need for cyber and information security. Cyber and information security threats often transcend borders, so it is appropriate to work together with like-minded countries to strengthen education and research in this field.

In the next few years, one of the world's largest and most advanced research facilities is to be built in the Nordic Region. *European Spallation Source* (ESS), as it is known, will be a neutron-scattering facility that acts as a huge, highly sophisticated microscope, providing unique opportunities to examine materials from the smallest atomic structure to full size machine parts in operation. The establishment of ESS in the Nordic Region represents a unique step forward for Nordic research collaboration, which we will build on during the Danish presidency.

Realising ESS's full potential in the Nordic countries in terms of growth and productivity will require very specific competence building and bridge building between ESS, research, and Nordic business and industry. This will be a priority for the Danish Presidency.

A significant part of the value generation in the Nordic countries takes place in what are known as clusters, in which companies, research institutions, educational institutions and public-sector organisations work closely together to develop knowledge that companies can then use to create new products and services. In the Nordic Region we have, among others strong clusters in areas such as renewable energy, environmental technology, offshore industries, health and welfare technology, smart IT, food, transport, and so on.

From a global perspective, these individual clusters are relatively small but if we join forces within these core strengths, the Nordic countries could become a hub for attracting foreign investments and talents and at the same time increase exports to other parts of the world.

It is therefore a priority for the Danish Presidency to strengthen the cluster co-operation between the Nordic countries, focusing on enhanced innovation and internationalisation of small and medium-sized enterprises (SMEs).



The Danish Presidency will:

- Propose the establishment of a working group, with experts drawn from institutions and ministries, which will present proposals for concrete co-operation on the Nordic professional bachelors programmes, including teacher training. This could for example be in the form of joint Nordic modules and co-operation on teaching placements. The group must report during the Danish Presidency.
- Prioritise and support the work that has already been started with a view to promoting binding Nordic co-operation on the provision of small specialist subjects, especially language subjects, and ensuring progress in this area.
- Follow up on the ongoing evaluations of Nordplus, the Agreement on Access to Higher Education and the Reykjavik Declaration; and, under the auspices of the Nordic Committee of Senior Officials for Education and Research (EK-U), discuss how to maintain and enhance Nordic mobility.
- Hold a conference on workplace-based learning in the Nordic Region in spring 2015 entitled *Rethinking internships with respect for tradition*. The conference will focus on how to improve links between school-based and workplace learning in vocational training programmes for young people and adults.
- Together with the Nordic PIAAC network, co-host a conference about the Nordic PIAAC results for researchers and practitioners, at which new Nordic research about adults' basic skills will be presented, discussed and put into perspective.
- Co-operate with the Nordic Network for Adult Learning (NVL) to launch a working group to determine parameters, focus areas and initiatives for a new network on adults' basic skills.
- Under the auspices of the Committee of Senior Officials for Education and Research (EK-U), initiate a dialogue on ways of strengthening co-operation between educational and research institutions in the field of cyber and information security.
- Arrange a kick-off conference for the new Nordic neutron research programme, focusing on how ESS can contribute to solve some of the major societal challenges.

- Create a Nordic ESS network for industry. This project will support the concrete development of knowledge, competences and technology in Nordic industry, primarily in small and medium-sized knowledge-intensive companies in relation to ESS.
- In co-operation with the Nordic Council of Ministers, organise a major Nordic/Baltic matchmaking event at which 150–200 clusters will meet in order to establish new cross-border collaborations that will benefit small and medium-sized companies (SMEs) in the Nordic countries.
- Take the initiative to ensure that Nordic and Baltic countries jointly support the establishment of a number of cross-border cluster-to-cluster co-operation projects in areas in which Nordic SMEs have potential for growth and innovation. The aim is to implement a joint call for project proposals, titled *Innovation Express*, within the framework of the Baltic Sea Region Stars co-operation.

4 Welfare

Talent is found everywhere and should be allowed to develop regardless of social background. The Nordic societies are relatively small and cannot afford children and young people not having the opportunity to fulfil their potential. The Danish Presidency will therefore focus on exchanging knowledge and experience regarding social mobility.

All countries are committed to providing the best possible education for their people. Good education helps to create jobs, provide welfare and improve well-being. The Nordic countries are no exception. However, international studies show that the Nordic countries face challenges, including in terms of academic standards and well-being. As a result, students and teachers increasingly find reforms being initiated concerning the content and framework of study programmes.

Reforms to education and research require a major change in culture in day-care, schools and other educational institutions. This applies to the content of the pedagogy and the teaching, the educational structure, the role of management and the ways in which pedagogues, teachers and lecturers work together and act. We know reforms on paper are one thing and the impact in the classroom or lecture theatre is another.

Important guiding principles for reform include involving close dialogue between relevant stakeholders; basing initiatives on knowledge; providing guidance and good IT-support tools to enable employees and managers to do the job at local level and monitoring by local and central agencies of the progress made towards reform.

With any educational reform, it is pedagogues, teachers and lecturers who are the most important agents of change. The Danish Presidency will focus on how these professions can be supported and the processes of change that will be needed to put the various reform measures into effect. In this context, it is important to ensure the sharing of knowledge from both Nordic and international school systems that have experience of systematic evaluation, for example as a follow up to the OECD TALIS survey for teachers and school principals. TALIS is the *Teaching and Learning International Survey*. Among other things, the study provides valuable intelligence about the types of evaluation and feedback used in schools, teachers' needs for academic and professional development, and so on.

The reforms' focus on study programmes should also ensure focus on those children and young people who find themselves hard pressed by the many reforms. It is important to focus constantly on safeguarding and developing opportunities for vulnerable children and young people.

It is essential to exchange knowledge and experience, and to involve practitioners, if the reforms are to succeed.

A Nordic forum will be established as part of a three-year Presidency project, “Knowledge that prepares children and young people for life – Nordic knowledge co-operation on good teaching and good pedagogic practices for practitioners”. The forum will enhance and embed structured co-operation on knowledge in the fields of good pedagogic practice and good teaching, enabling practitioners to generate better academic results, reduce the impact of negative social inheritance and allow children and young people to feel a greater sense of well-being.

Nordic pedagogy and education have many strengths, including a strong emphasis on democracy, equality and engagement, and our societies are culturally, linguistically and organisationally very similar. This means that we have a good basis upon which to learn from each other’s experiences and national research. We must therefore strengthen co-operation in mapping, developing and disseminating knowledge to practitioners across the Nordic Region, so that early childhood and youth educators/ pedagogues and teachers have the best possible knowledge base, through interaction, educational activities and teaching, from which to make a difference to children and young people.



The Nordic forum will focus on coordination and co-operation of the use and development of knowledge in the fields of good pedagogic practice and good teaching, e.g. strengthening the countries' overall capacity to collate data and knowledge from the whole of the Nordic Region about good, effective methods of approaching identified challenges; ensuring that knowledge is accessible and usable by practitioners via existing portals; ensuring that knowledge is put to good use; ensuring that networks of practitioners are supported; promoting mapping practice and research that is of general Nordic interest and on evaluating the possibility of developing methods for quantifying valued Nordic competences such as innovation, creativity and entrepreneurship.

Another concrete proposal for Nordic knowledge-sharing is to establish a Nordic network group with the aim of strengthening co-operation in the field of statistics about the content and quality of quantitative indicators in the Nordic Region. Along with the Nordic countries and others, Denmark participates in the OECD co-operation on the development and implementation of international indicators for the publication *Education at a Glance*. A number of networking groups have been set up in the OECD, in which participants discuss how to improve existing and develop new comparable indicators that describe the education system and its impact on employment and other matters that do not necessarily reflect the national education structure. The objective of the network could therefore be to engender a joint Nordic understanding of what data is used and to generate better comparable Nordic data. The result could be a special Nordic mini-edition of selected indicators from *Education at a Glance*.

The Nordic Council of Ministers' programme, Sustainable Nordic Welfare, also works with Nordic platforms for dialogue and the exchange of knowledge in the fields of education, work and research. The Danish Presidency will therefore contribute to ensuring that there is a comprehensive follow-up on key activities carried out under the auspices of the Sustainable Nordic Welfare programme, which expires at the end of 2015.

The Danish Presidency will:

- Initiate a dialogue at ministerial level on how to boost social mobility in education in the Nordic Region and provide opportunities for all talents to develop, including an exchange of experiences and information between the countries.
- Prioritise and support the work on the competence development of teachers that was initiated under the Icelandic Presidency in 2014.
- Initiate a dialogue at ministerial level on how to develop the early childhood education and care and the school teaching professions so that pedagogues and teachers are able to cope with the challenges of the future, both during their initial training on vocational and further education courses and in other capacity building contexts.
- Host a two-day seminar on how to create a systematic, meaningful and strong evaluation culture in primary and lower secondary education.
- Establish a Nordic forum as part of the Presidency's project to improve Nordic co-operation on developing and using knowledge, with a view to ensuring that good teaching and educational practice result in children and young people developing to their full potential and experiencing even greater well-being than they do already.
- Host a kick-off seminar related to the Nordic knowledge co-operation project.
- Set up a Nordic network group in order to strengthen networking in the field of statistics.
- Host a meeting of Nordic education directors general from day-care to higher education.
- Ensure activities initiated under the auspices of the Sustainable Nordic Welfare programme are followed up, including efforts to promote entrepreneurship in primary and lower secondary education and on youth education programmes.
- Launch a series of initiatives for children and young people under the auspices of the Nordic Committee for Children and Young People (NORD-BUK) in order to identify challenges and opportunities for democratic participation by children and young people in the Nordic countries.

5 Values

The Nordic Region is known throughout the world for the high quality of its education and there is demand for Nordic education from outside the Region, including Danish pedagogy, dual vocational programmes, welfare sector study programmes and adult/continuing education – areas in which the Nordic Region has particular expertise. Increasingly, the export of education will become topical in the Nordic countries, as demand from the rest of the world grows.

Education has great potential as an export item. Stakeholders believe that this export will help to promote the internationalisation of our own Nordic education systems, improve the quality of our own education programmes, create growth for Nordic companies abroad and generate income for the Nordic economies.

But it is also a new area for many educational institutions. Nordic educational institutions have some things in common in relation to areas of expertise that make them attractive exporters of education. These include welfare sector study programmes, the Nordic pedagogic traditions and the vocational training programmes in Denmark. Due to the similarities in the Nordic education systems, the institutions also face some of the same challenges, which include language barriers and the lack of a commercial culture. With this in mind, the Danish Presidency will convene a Nordic conference to facilitate the exchange of experiences and ideas to increase opportunities for Nordic education institutions.

Gender balance in research is an important research policy issue, globally. Overall, the Nordic Region is known for its good progress in terms of equality between women and men. Despite this, 80% of professors in the Nordic Region are men, indicating that we do not exploit our overall pool of talent sufficiently well. The Nordic countries appear to have employed different strategies to promote gender balance, and there are also differences between them in terms of the gender balance of the pool of researchers. The extent to which the question is a political priority varies between the countries, as does the political will to control and monitor gender equality work. In this light, in 2012, the Norwegian Presidency of the Nordic Council of Ministers initiated the report *The Nordic Region – a step closer to gender balance in research?* This report and the issues it raised have been followed up, for example, at a NordForsk seminar in autumn 2014. The Danish Presidency will continue this Nordic dialogue at ministerial level so that the Nordic countries can continue to learn from each other's experiences.

In the Nordic education systems, there is still a gender divide in terms of educational choices. Talent should be given the opportunity to develop to its maximum potential, and girls and boys should make choices according

to their skills and qualifications, not gender. The tendency for choices to be based on gender should be brought to an end, helping to ensure that all talent is utilised. The Nordic Council of Ministers for Gender Equality (MR-JÄM) will therefore focus on the gender divide in educational choices. This will be followed up and combined with the work by the Council of Ministers for Education and Research (MR-U).

As a follow-up to the joint Nordic conference *The Nordic Region shows the way* (held in January 2014 as part of the joint Nordic schools project initiated by the Nordic Council of Ministers for Education and Research (MR-U), the Danish Presidency will focus on the possibilities of establishing friendship classes and exchanges in general, and on forming new Nordic networks of institutions and schools that want to be part of a network to address local challenges that transcend borders.



Inspiration will be derived from the likes of the New Nordic School, a Danish multi-sectoral project looking at change in the whole of the day-care and education system, which – based on Danish and Nordic values – challenges pedagogic and learning practices. The purpose of the New Nordic School is to challenge all children and young people so that they make the most of their academic potential, to reduce the importance of social background in relation to academic achievement and to bolster confidence in professional knowledge and practice in day-care and education.

The Nordic sense of solidarity is based on a historical, cultural and linguistic sense of community. The understanding of Nordic culture and the neighbouring languages – Danish, Swedish and Norwegian – contribute to a closer sense of community and promote mobility in the Region. On the teaching side, children and young people’s aural skills in the different languages is a priority, but it is equally important that language and culture are thought about together in order to enhance the sense of Nordic community. The Nordic Council of Ministers has therefore established an ad hoc multidisciplinary group to look at synergies between the cultural and educational sides of the issue. A seminar, comprising key stakeholders drawn from the fields of culture and teaching, will provide as much input from stakeholders in the language field as possible and help strengthen work in the area in the future.

The Danish Presidency will:

- Host a conference on the export of education, which will be attended by Nordic educational institutions, think tanks, companies and other partners. Ideas and experiences will be exchanged and the focus will be on how, together as the Nordic Region, we can bolster national efforts.
- Continue the Nordic dialogue on gender equality in education and research in the Council of Ministers for Education and Research (MR-U), and exchange experiences on *best practice*.
- Ensure that there are links to the project on gender equality and education in the Nordic Region being run by the Council of Ministers for Gender Equality (MR-JÄM) to the Council of Ministers for Education and Research (MR-U).
- Encourage interdisciplinary and inter-Nordic networking between day-care, schools and youth education programmes about concrete change projects and themes inspired by New Nordic School.
- Co-operate with the Nordic Council of Ministers' Secretariat to organise a cross-sectoral contact seminar for stakeholders in the education and culture sectors, in order to build networks and strengthen the common values inherent in Nordic language and cultural identity.

6 The Blue Arctic – the Nordic Region as a stakeholder in the Arctic

In line with Denmark's overall Presidency programme for 2015 and the Kingdom of Denmark Strategy for the Arctic 2011–2020, the Arctic has an increasingly important place in policy with regard to teaching, education and research.

As the climate changes, so does life for the indigenous people of the Arctic. With much of its land mass and marine areas located in the Arctic, the Nordic Region is faced with a number of common opportunities and challenges. The Nordic Region will play a proactive part in efforts to guarantee sustainable development in the region, based on the needs of the Nordic people. The growing global interest in new shipping routes and deposits of oil, gas and rare earth minerals must not be at the expense of the sustainability of local communities.

The Nordic Region's long-standing tradition of working together and sharing knowledge across a range of subject areas can also benefit Arctic co-operation on education and research, and, in a wider perspective, can support the region's peaceful and sustainable development.

For example, the Nordic Region's research tradition in climate, energy and environmental solutions will be highlighted, as will research into welfare, peace and conflict resolution. Arctic businesses can be strengthened through better infrastructure and safety at sea, and an understanding of the marine environment and biodiversity. NordForsk's research programme, *Responsible Development of the Arctic: Opportunities and Challenges – Pathways to Action*, is a vision of how interdisciplinary, Nordic centres of excellence can be used to tackle Arctic social challenges. Breaking the vicious circle of negative social inheritance and ensuring social mobility and inclusion, particularly in the smaller Arctic communities, are other areas that can be supported by closer Nordic co-operation on teaching and education. Nordic support for the Arctic universities (UArctic) has improved the indigenous populations' opportunities for education.

Another focus will be on promoting children and young people's understanding of the unity of the Danish Realm, developments in the North Atlantic, the Arctic peoples and the Arctic dimension of the Nordic countries' development. This will be done through the development of electronic teaching materials about the historical, social and cultural links between the Faroe Islands, Greenland, Norway, Iceland and Denmark, which form the basis for the Kingdom of Denmark today.

The Danish Presidency will:

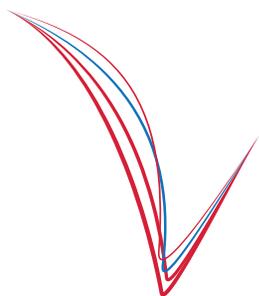
- Follow up on the Nordic Council of Ministers' Arctic Co-operation Programme 2015–2017 and prioritise Arctic issues in other fora, especially the Arctic Council and the EU.
- Host a research conference designed to evaluate the current and future needs for measures that increase research into security in the Arctic while strengthening the Arctic peoples' and communities' adaptability and resilience through co-operation between the Arctic states.
- Focus on the history of the Kingdom of Denmark and relations between the Arctic peoples in the North Atlantic, and host a two-day conference for academics to develop teaching materials for the primary and lower secondary educations' senior classes and youth education programmes.



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