National Operational Programme for the European Social Fund, 2014–2020
DENMARK

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Growth via Education, Training and Entrepreneurship
1. STRATEGY FOR THE ESF PROGRAMME’S CONTRIBUTION TO THE EUROPEAN 2020 STRATEGY FOR SMART, SUSTAINABLE AND INCLUSIVE GROWTH AND TO THE ACHIEVEMENT OF ECONOMIC, SOCIAL AND TERRITORIAL COHESION

1.1 Strategy for the ESF programme’s contribution to the European 2020 strategy for smart, sustainable and inclusive growth and to the achievement of economic, social and territorial cohesion

1.1.1 The role of the ESF in the combined action to achieve the Europe 2020 targets

The overarching aim of Denmark’s 2014–2020 ESF programme is to contribute to boosting economic growth in all Danish regions and contribute to achieving the Europe 2020 targets for smart, sustainable and inclusive growth. This must primarily be done by increasing both job creation (number of working hours) and productivity development (value creation per working hour).

Like the ERDF programme, the ESF programme supports Denmark’s action in the area of business and growth policy which is anchored in the regional growth forums. The ESF programme sets out the framework for the action, but the regional growth forums determine which specific projects are to be initiated. In this way, the ESF funds should contribute to implementing the regional growth and development strategies and maximise the potential for financial growth from the assets and resources contained within each individual region. ESF action will thus be ‘place-based’, i.e. tailored to the unique strengths, weaknesses and development needs of each region.

ESF action focuses on six specific objectives:

- Increase the number of self-employed and the survival rate
- Increase employment in ESF-supported enterprises
- Increase transnational labour mobility
- Increase the employment rate of individuals in the margin of the labour market
- Increase the number of individuals with vocational training
- Increase the number of individuals with vocational training (adults) or tertiary education

If achieved, all specific objectives will contribute to the overarching objective of boosting economic growth in Denmark (explained in more detail below and in Chapter 2).

These specific objectives were selected to ensure that ESF projects will contribute at the same time to achieving Denmark’s Europe 2020 targets, primarily targets relating to employment, education and social inclusion. ERDF action will contribute to achieving the two other Europe 2020 targets relating to R&D and climate and energy.

The ESF programme is built up around three thematic objectives and six investment priorities (see Figure 1). All ESF projects under priority axis 1 are intended to contribute to increasing the number of self-employed and their survival rate or to increase employment in enterprises. ESF projects under priority axis 2 must contribute to increasing transnational mobility and thus the rate of employment, while projects under priority axis 3 must contribute to increasing the employment rate of individuals in the margin of the labour market. ESF projects under priority axis 4 must contribute to ensuring that a larger number of individuals complete vocational training or tertiary education to benefit enterprise productivity and employment.
Figure 1. Correlation between Europe 2020 targets, thematic objectives, investment priorities, priority axes and specific objectives

### Results orientation

The specific activities eligible for aid under each investment priority are described in Chapter 2, which also contains quantifiable targets for the expected results of the action. Results orientation is a central element of the entire ESF action. A project should quantifiably assist in achieving the specific objective set for the investment priority to which the project belongs. All applicants must describe the project’s chain of results (intervention logic), i.e. the correlation between the project’s activities, outputs, results and impacts. The chain of results must be clear and logical and must contain a description of the critical assumptions for ensuring that the project will actually have the intended outcome. If possible, critical assumptions must be evidence-based.

All projects must set specific measurable objectives for outputs and results, and the projects must continuously determine whether the objectives are being achieved, cf. Chapter 2. The programme contains indicators according to which all the projects under the same investment priority will be measured. Target values have been specified for most of the indicators. Wherever possible, the target values are based on lessons learned from 2007–2013 structural fund projects, which are similar to the projects anticipated for 2014–2020. In any instance of insuf-
ficient structural fund projects from 2007–2013 on which to base the lessons learned, the target values are determined on the basis of lessons learned from the ex ante evaluation, evaluations from the 2007–2013 programme period or other technical analyses.

It will typically be necessary to supplement these programme indicators with project-specific indicators adapted to the individual project’s specific activities and output.¹

As part of the results orientation, the participating individuals’ civil registration numbers will be registered with and linked to Statistics Denmark’s registries to make it possible to monitor the actual trends in employment, level of education, etc., and, wherever possible and relevant, compare this data with a control group. Similarly, participating enterprises’ CVR and P numbers will be registered to make it possible to monitor trends in the enterprises’ employment, value creation, etc.

Denmark’s ESF funds are relatively modest, both in proportion to other EU Member States’ ESF funds and compared to the rest of the growth-policy action in Denmark. Therefore, it is important that the structural fund action is focused. Through action focused on the individual action areas/priority axes, ESF action is expected to make a measurable contribution to boosting growth in Denmark’s regions and achieving the Europe 2020 targets. The expectations of this must inevitably be coordinated in relation to the financial framework.

On the following pages, the challenges to growth at regional and national level are briefly outlined with a focus on the areas to which ESF action is intended to contribute. Detailed descriptions of these challenges are found in the national reform programmes, etc., and in annual growth and competitiveness reports, published by the government (national and international data) and the Danish Business Authority (regional data).

**Regional and national challenges to growth**

**Prosperity, productivity and employment**

Denmark is one of the OECD countries that has experienced the lowest per capita GDP growth since the mid-1990s. Denmark was relatively hard hit by the international financial crisis, but growth had already been weakening before the crisis set in in 2008. Weak growth in Denmark is not attributable to one or only a few regions; the GDP growth of all five regions has been significantly lower than the OECD average over the past decade, cf. Figure 2. This also applies to the Capital Region of Denmark, which has otherwise experienced substantially higher growth than the other regions. Region Zealand has had the lowest GDP growth by far (close to zero).

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¹ The project-specific indicators can to advantage be based on the individual regions’ growth and development strategies, e.g. so that all education/training projects in a region (or across regions) are measured with the same indicators. This coordination of the indicators will improve the possibilities of cross-comparing projects.
The primary explanation for this low growth is that productivity – value creation per working hour – has increased at a considerably slower rate in Denmark than in most other countries. This is particularly true of Region Zealand and the three regions of Western Denmark, cf. Figure 2. Denmark’s productivity level is markedly lower than in countries which create the most value per working hour. In order for Denmark to maintain its position as one of the most prosperous countries in the world, productivity needs to grow once again. One analysis of the Productivity Commission showed that Denmark’s weak productivity growth, compared to other countries, is particularly attributable to the low growth of private-sector service businesses, but that there is also potential for improvement in many other sectors, including the manufacturing industry.

Employment trends also play a major part in economic growth. Thus, prosperity depends not only on productivity but also on how much we work. The demographic trend of increasing numbers of elderly and fewer numbers of working age makes it challenging to obtain sufficient numbers of qualified workers in the long term. A number of reforms have already been initiated to increase the supply of labour: the tax reform, reforms of the state education grant and loan system, cash benefits, disability pension and flexitime employment, as well as the early retirement reform.

The international crisis has reduced employment and substantially increased the unemployment rate in every region since 2008. Many jobs have been lost, particularly in the manufacturing, construction and retail sectors. On the other hand, the number of workplaces in other sectors has grown. This is true of mining and quarrying, the pharmaceutical industry, R&D, sale and leasing of land and property, healthcare services, education, culture and leisure. Several of the sectors where growth has occurred are sectors which typically seek/employ a higher percentage of individuals with tertiary education than the sectors which have lost jobs.

Denmark’s Europe 2020 employment target is to boost the structural rate of employment to at least 80% among individuals aged 20–64. The financial crisis has reduced the rate of employment from 79.7% in 2008 to 75.4% in 2012, cf. Figure 3. This decline took place in every region but was less severe in Region Zealand than the other regions. At regional level, the rate of employment ranges from 74% in the Region of Southern Denmark to almost 77% in the

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2 The Danish Government: Redegørelse om vækst og konkurrenceevne 2013 [Report on Growth and Competitiveness, 2013].
Capital Region of Denmark. Accordingly, the challenge of increasing the rate of employment applies to all regions.

Figure 3. Rate of employment (individuals aged 20–64), 2001–2012

![Graph showing rate of employment for different regions from 2001 to 2012.]

Note: Regional data are available from only 2007 onwards. Source: Eurostat.

The rate of employment for non-EU citizens (54.5% in 2012) is somewhat lower than the total rate of employment (75.4%) and is also lower than the EU average.\(^3\) Several analyses show that there is substantial financial potential in improving the integration of immigrants from non-EU countries into the labour market.\(^4\) In addition, persons with disabilities have a significantly lower employment rate than persons without disabilities.\(^5\)

Individuals with the lowest level of education have seen the sharpest decline in rate of employment since the beginning of the financial crisis. The percentage of employed individuals with only a lower secondary education declined from 61.2% to 56.7% from 2009 to 2012. The higher the level of education, the smaller the decline. Thus, individuals with long-cycle tertiary education have seen their rate of employment decline from 91.0% to only 89.9%.

In continuation of the financial crisis, unemployment has increased at a substantially higher rate among low-skilled individuals than among individuals with tertiary education. There are also indications that youth unemployment is higher than in the population in general and that the crisis has also led to a significant rise in long-term unemployment. Long-term unemployment increased up to and including 2010, after which it levelled off.\(^7\) Long-term unemployment has been declining in Central and Southern Denmark since 2011. The number of long-term unemployed at national level account for 1.8% of the workforce. Regionally, long-term unemployment is lowest in Central Denmark, where long-term unemployed account for 1.4% of the workforce. The Capital Region and Region Zealand have the highest rate of long-term unemployment: 1.9% of the workforce.

**Entrepreneurship**

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\(^3\) Eurostat.

\(^4\) See *Danmarks integration i bund i EU – økonomisk potentiale er stort* [Denmark’s integration lowest in the EU – great financial potential], Economic Council of the Labour Movement, March 2011.


\(^7\) *Tiden og inspiration om langtidsledighed*, [Long-term unemployment: knowledge and inspiration], Employment Region Copenhagen and Zealand, 2012.
Both rising unemployment and Denmark’s relatively low productivity growth should be seen in the context of entrepreneurial activities. It is well-known that entrepreneurship has a significant impact on job creation, and the declining start-up rate in Denmark in recent years has significantly reduced the level of job creation, cf. below. In addition, productivity grows when resources are transferred from low-productivity enterprises to high-productivity enterprises. A declining start-up rate could affect productivity, as the start-up of new enterprises is a significant source of enterprise dynamism. Frequently, entrepreneurs are the first to convert a good idea into practice.

**New start-ups**

We have some way to go before the conditions for entrepreneurs and high-growth enterprises in Denmark are on a par with the best-performing OECD countries. Therefore, an ambitious effort is required to boost the conditions for growth in Denmark so that a larger number of new start-ups and established enterprises can enter dynamic growth processes.

There are between 17,000 and 24,000 start-ups in Denmark each year. In 2010, the number of new start-ups in Denmark was among the top six in the OECD, and higher than in countries such as Finland, Norway and Sweden.

**Figure 4. Start-up rate, 2001–2011**

![Graph showing start-up rates from 2001 to 2011 for Denmark, Capital Region, Region Zealand, Region of Southern Denmark, Central Denmark Region, and North Denmark Region.]

Note: New start-ups as a percentage of all enterprises.
Source: Statistics Denmark

The financial crisis has had a relatively big impact on entrepreneurial activity in Denmark compared to many other OECD countries. This is all true of all regions. All regions have seen an increase from 2009 to 2011, however. The Capital Region of Denmark has the highest start-up rate, while the other regions are at the same level as or slightly below the national average.

Regional start-up rates are based on data which do not include the trend in recent years or the full impact of the financial and economic crisis in Denmark or the other countries. In Denmark, the start-up rate trend largely follows the number of CVR registrations, which can be calculated all the way up to 2012. The number of CVR registrations declined by roughly 20% from 2008 to 2009. The number of start-up registrations stabilised in 2010, 2011 and 2012,

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8 Danish Business Authority: 2012 Entrepreneurship Index, Danish Business Authority.
but at a substantially lower level than previously. Just under half of the enterprises started up in 2006 survived for more than five years.

**Entrepreneurship and job creation**
Declining entrepreneurship activity has substantially reduced job creation in Denmark. In absolute figures, Denmark had 24,400 new start-ups in 2007, but only 16,000 in 2009. In consequence of the sharp drop in the number of new start-ups, there is a large ‘shortage’ of workplaces compared to periods when entrepreneurial activity was at its highest. In November 2008, shortly before the financial crisis worsened dramatically, the 24,400 enterprises which started up in 2007 had created more than 36,500 jobs. By comparison, the 16,000 start-ups from 2009 had created only slightly more than 19,700 jobs in November 2010. A direct comparison of these two years – 2007 and 2009 – in terms of entrepreneurship thus shows that the financial crisis led to the new start-ups from 2009 creating 16,800 fewer jobs than the new start-ups from 2007. The decline is related both to the substantially smaller number of new start-ups but also to the fact that the new start-ups created fewer jobs per enterprise in 2009 than in 2007.

**Entrepreneurial Skills**
At European level, focus has been brought to bear on entrepreneurial skills by the European Commission’s introduction of an entrepreneurship action plan in January 2013, which emphasises the need for a sweeping cultural change in Europe based on effective entrepreneurship education.

Roughly 25% of Danes have received some kind of entrepreneurship education. This is slightly above the EU average of 23%, but somewhat below top-performing countries such as Finland (39%), the Netherlands (36%) and Sweden (33%). More than half of the Danish respondents (also including those who did not receive entrepreneurship education) agree that their schooling helped them to develop their entrepreneurial spirit. In Finland the figure is 64%. Denmark is ranked below the EU average when it comes to the percentage who agree that their schooling has helped them to better understand the societal role of entrepreneurs.

An analysis of the impact of entrepreneurship education on further study programmes shows that three times as many entrepreneurship students as control-group students had started their own enterprise. By contrast, the same analysis showed that an ‘ordinary’ university education has a negative impact on whether students start up their own enterprise.

**Education and training**
Education is crucial for a population’s labour market affiliation. Experience shows that individuals with a formal qualifying education are more likely to be employed throughout their whole life than unskilled individuals. Looking at the average for all age categories, 84% of individuals with a formal qualifying education were employed in 2011. For unskilled individuals, the figure was only 56%. Thus, the rate of employment for people with a formal qualifying education is 30 percentage points higher than the rate for unskilled individuals. At the same time, individuals with a formal qualifying education have a substantially higher aggregate lifetime income than individuals without such an education.

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10 Estatistik.dk.
12 *Effektmåling af entreprenørskabsundervisning i Danmark* [Impact measurement of entrepreneurial education in Denmark], Young Enterprise, 2012.
13 *Samspil.info*, newsletter about employment issued by the National Labour Market Authority, no. 53, 5 December 2012.
Youth education

Denmark contributes to achieving the Europe 2020 targets through the national targets which are set up and calculated differently than the Europe 2020 targets. Denmark’s national target is that 95% of a class year must have completed at least a youth education. This target is evaluated using a profile model which estimates the percentage of a class year that is expected to take at least a youth education within the next 25 years. For the 2011 class year, 92% are expected to complete at least a youth education, and this trend has been on the rise in recent years. Young women in particular are expected to complete a youth study programme: 95% of young women with traditional Danish ethnicity are expected to complete a youth study programme while the figure for young women of different ethnicity living in Denmark is expected to be 91%. Young men are further behind this target, as 90% of young men are expected to complete a youth study programme. Young men with a different ethnicity than traditional Danish are particularly challenged as only 80% are expected to complete at least a youth study programme.\(^{14}\)

The percentage rose sharply in all regions from 2008 to 2011 after a declining trend in the years before that. Region Zealand has seen the biggest increase – more than 7 percentage points. The percentage of young people who are expected to complete a youth study programme is highest in the North Denmark Region and Central Denmark Region (about 93%) and lowest in the Capital Region of Denmark (about 91%).

Even though the 95% target is closer to being met than previously, it is not positive across the board. The percentage who are expected to complete vocational training declined every year from 2004 to 2011.\(^ {15}\) Out of the class which left grade 9 in 2004, 41% were expected to complete a vocational youth study programme, whereas the same figure for the 2011 class year is 32%. This is due to a sharp decline in the percentage attending vocational programmes, whereas there is an increasing influx of students in upper secondary study programmes. Out of the young people leaving 9th or 10th grade (i.e. lower secondary school) in 2013, 74% chose an upper secondary programme, while 18.8% chose a vocational programme. This is a 1.6 percentage point decline compared to last year.

In the long term, a considerable shortage of skilled workers and workers with tertiary education is expected, which could have major consequences for productivity. Therefore, it is important to increase the influx of young people into vocational programmes and at the same time ensure that the upper secondary programmes result in a larger number of students with tertiary education. Today, a significant percentage of students who complete upper secondary education do not subsequently complete their education with a formal qualification.\(^ {16}\) About 7% of a year group of young people complete an upper secondary study programme without subsequently adding a formal qualifying education.\(^ {17}\) It is more difficult to develop a career in the labour market with only upper secondary education measured in terms of level of income and rate of employment.

\(^{14}\) Profilmødel 2011 – fremskrivning af en ungdomsårgangs uddannelsesniveau [2011 Profile Model: projection of the level of education of a youth class year], UNI-C Statistik & Analyse, 3 December 2012.
\(^{15}\) UNI-C Statistik & Analyse.
\(^{16}\) Hvordan får 60 pct. en videregående uddannelse? [How do 60% get tertiary education?] – analysis of the route of upper secondary class year of 2000 through the educational system, DEA think tank, 2012.
\(^{17}\) Uddannelse og Arbejdsliv. Sværere at klare sig på arbejdsmarkedet med en studenterhue alene [Education and Work: increasingly difficult to get by in the labour market with only an upper-secondary education], Economic Council of the Labour Movement, May 2013.
The challenges to vocational programmes are exacerbated by the fact that the ESL (early school leaving) rate for these programmes is far greater than for the upper-secondary study programmes. The completion rate for upper secondary study programmes in all regions is relatively high (85–87%). The completion rate for vocational programmes is significantly lower and varies from 55% in the Central Denmark Region, North Denmark Region and Region of Southern Denmark Region, to 49–50% in the Capital Region of Denmark and Region Zealand, cf. Figure 5.

Much of the ESL on vocational programmes is caused by a shortage of traineeships/apprenticeships. Denmark’s alternating training/classroom system is sensitive to cyclical business trends, so it is difficult to secure traineeships/apprenticeships for everyone in periods of economic slowdown, but the shortage of traineeships/apprenticeships is also a structural problem.

In 2012, almost 35,000 new training agreements were entered into. The number of traineeship/apprenticeship agreements declined between 2007 and 2009. The decline was partly offset by an upward trend from 2009 to 2010. From 2010 to 2011 the trend levelled off. The number of individuals actively looking for a traineeship/apprenticeship has been rising since 2007, reaching almost 10,000 by the end of 2012. The 2012 figure is on a par with the figures in 2004–2005.

Several enterprises also point out that employees who have received their education at technical schools do not have the requisite quality of work or skill-sets for boosting enterprise innovative capacity and contributing to the development of new products and services. At the same time, it seems that a number of qualified students choose not to attend vocational/technical school because the level of education/training is inadequate.

**Tertiary education**

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18 UNI-C Statistik & Analyse.
19 If the social and healthcare worker programme and the teacher’s assistant study programme are included, there are more than 48,000 agreements. UNI-C Statistik & Analyse.
20 UNI-C Statistik & Analyse.
21 Fremtidens Industri, [Industry of the Future], REG LAB, 2012.
22 Cf., inter alia, Proposal for a reform of vocational training programmes, an agreement between the Danish Employers’ Association and the Confederation of Danish Trade Unions.
Out of a class year of young people, 59% are expected to complete tertiary education which is close to the government’s target of 60% who should complete at least a tertiary education programme. The target that at least 25% should complete a long-cycle tertiary education is met. But even though this percentage is close to and above the target respectively, getting more highly educated persons into the private sector is still challenging: see below.

Figure 6. Percentage of individuals with tertiary education employed in the private sector, 2012

In each region, the percentage of private-sector employees with tertiary education has risen sharply in recent years, cf. Figure 6, which has boosted enterprises’ innovation capacity. The percentage of private-sector employees with tertiary education in Denmark is still slightly below the OECD average and well below the highest ranking countries, which could help to explain the relatively low growth of productivity in Denmark. Studies show that all forms of tertiary education, regardless of length or subject, contribute to increasing enterprise productivity. There are also signs that employees with tertiary education also help to increase the productivity of their co-workers. Studies indicate that every time the tertiary education percentage increases by one percentage point, GDP rises by 1%.

A study conducted by the DEA think tank indicates that, in particular, formal qualifications upgrades can be an effective method for increasing SME productivity, e.g. by boosting the qualifications of skilled and unskilled workers in the manufacturing industry. According to the same analysis, only a small percentage of employees in the manufacturing industry increase their formal level of education each year. Therefore, a two-tiered educational boost is needed: from unskilled to skilled and from skilled to tertiary education. This could benefit the enterprises in the form of higher productivity and would also reduce the risk of unemployment for the individual. Highly productive manufacturing enterprises have fewer unskilled workers, more skilled workers and more employees with tertiary education than the enterprises with low productivity.

25 Industriens kompetenceevne [Qualification Levels in the Manufacturing Industry], DEA think tank, March 2012.
**Skills development**

Denmark has a high level of participation in its adult and continuing education programmes (VEU) compared to other countries.\(^{26}\) From 2010 to 2011, the level of participation in educational activities among individuals aged 30–64 declined slightly, after several years with a rising level of participation. Denmark continues to have the largest percentage in Europe of individuals aged 30–64 who take part in educational activities. The percentage is slightly higher in the Capital Region of Denmark than in the other regions.

Denmark also has a higher number of unskilled individuals who take part in adult education activities than any other EU Member State.\(^{27}\) This level of participation declined somewhat, however, from 2010 to 2011, when more than 21% of unskilled individuals aged 30–64 in Denmark took part in educational activities. At the same time, unskilled workers account for more than 30% of the labour force. On average, unskilled individuals are less inclined to take part in adult education and continuing education than individuals with an education above lower secondary level, and SMEs are much less inclined to provide continuing education to their employees than large enterprises.

In addition, the use of adult and continuing education programmes is too limited to raise the qualifications of unskilled workers to skilled workers. An analysis by the Danish Evaluation Institute indicates that basic adult education (GVU/EUV) has only been favoured by adults to a limited extent for upgrading their qualifications from unskilled to skilled level.\(^{28}\)

Both enterprises and employees can have different barriers to participation in continuing education. For instance, some enterprises do not have an educational tradition and therefore it does not seem natural for their employees to engage in continuing education. Finally, education is an investment for an enterprise, which has to pay the costs in the short term and does not reap any benefits until the long term. For this reason, enterprises experiencing a specific need for educational skills may still be reluctant to invest in education and training. The smaller the enterprise, the less inclined the enterprise is to commit to providing continuing education to current employees or to recruiting highly educated candidates. SMEs are less likely to have an HR department for managing the planning of education and training activities, and these enterprises are more likely to lack information on the options available for employee training.

**Mobility: challenges in European and Danish labour markets\(^{29}\)**

One of the central targets of the Europe 2020 strategy to be met no later than 2020 is that 75% of individuals aged 20–64 should be employed (80% in Denmark). To achieve this target, EU employment must grow by 17.6 million new jobs compared to the current level. During the financial crisis, the EU’s rate of employment declined to 68.9% (Q3 2011), however. In spite of this situation, a number of Member States are experiencing a shortage of labour in certain sectors and encountering a number of challenges to effectively matching jobs to qualifications.\(^{30}\) There are examples of widespread unemployment in declining sectors existing side by

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\(^{28}\) GVU og EUV for personer på 25 år og derover [Basic Adult Education and Adult Vocational Training for persons aged 25 and over], Danish Evaluation Institute, 2013


\(^{30}\) This is one reason for the establishment of the EURES instrument.
side with growth and new demand for labour in highly productive industries and within knowledge services. In addition, certain Member States have noted high unemployment among individuals with tertiary education, e.g. engineers, doctors and IT specialists, but a shortage of these same qualifications in other Member States, which weakens their growth potential. In addition, the future perspective for the EU on the whole is a shrinking workforce due to demographic trends, combined with a striking shift to a demand for highly qualified labour.

One solution is to improve mobility within the European labour market. Currently, only 2.9% of the European workforce lives in a different country, defined as living in a country other than where one is a citizen. Higher mobility within the EU is expected to contribute to reducing bottleneck problems and generally supporting better utilisation of the combined European workforce.

Denmark is one of the Member States whose enterprises have difficulty finding qualified labour in the sectors of great importance for growth potential. This is particularly true within the engineering, biotech, pharmaceutical and IT sectors. Highly specialised, experienced labour is predominantly in demand within these sectors.

Social inclusion
Denmark’s national Europe 2020 target is to reduce the number of individuals in low-employment households by 22,000 leading up to 2020. The number of individuals living in low-employment households rose from 347,000 in 2008 to 480,000 in 2011, primarily due to the financial crisis.

The greatest risk of social exclusion is particularly found among the unemployed, households with single providers, non-economically active individuals, and immigrants from outside the EU. Improving the level of education and ensuring access to lifelong learning would contribute to limiting poverty in the medium to long term. Figures from the European Commission show that the risk of social exclusion for individuals who have completed a short-cycle vocational/technical programme is 10 percentage points higher than for individuals with a medium-cycle education and more than 20 percentage points higher than for those who have completed a long-cycle vocational/technical programme. It is also significant for future generations if the parents are in the target group for social inclusion. A EUROSTAT study shows that children are less inclined to pursue an education and are at greater risk of becoming unemployed if they grow up in a household with a low rate of employment. Since 2004, the percentage of children aged 25 whose parents have at most a lower secondary education and who have completed a youth study programme declined by seven percentage points to 52% in 2012.

Education is an important element of preventing social exclusion. Based on rate of employment, the total years of employment for various educational categories from 18–80 years have been calculated. On average, unskilled workers have 22.2 years of full-time lifetime employment, whereas individuals with a qualifying vocational education have 35–37 years of full-time employment, i.e. 13 to 15 more years. At the same time, individuals with a formal qualifying education have on average a higher aggregate lifetime income.

31 Denmark’s National Reform Programme for 2012, Danish Government.
33 Nyt fra Danmarks Statistik [Statistics Denmark Newsletter], no. 284, 28 May 2013.
34 Uddannelse giver et markant længere arbejdsliv [Education Markedly Prolongs Working Life], Economic Council of the Labour Movement, 3 April 2013.
One way of integrating more marginalised people into the labour market is through social enterprises. Social enterprises base their activities on a double bottom line principle, i.e. they focus on both financial and social value creation. Social enterprises have unique potential to upgrade the qualifications of disadvantaged individuals and include them in employment and, in so doing, contribute to ensuring that more groups of disadvantaged individuals gain a foothold on the ordinary labour market and lead a more dignified life.\(^{35}\) The UK, for instance, has been using the concept of social enterprises for years and has successfully developed a social sector. The latest figures show that almost 800,000 people are employed in Britain’s social enterprises and that the combined sector contributes GBP 24 billion to the British economy.\(^{36}\) There are a total of 68,000 social enterprises, constituting just under 5% of the total number of enterprises. There are examples of good results in Denmark as well.\(^{37}\)

**Thematic objectives and investment priorities: summary**

Based on the challenges identified above (including the challenges described in Denmark’s Partnership Agreement), dialogue with the Partnership, the European Commission’s Position Paper for Denmark, the country-specific recommendations and a thorough identification of the existing political action, primarily within business and growth policy, labour-market and social policy, as well as environmental and climate policy, a number of thematic objectives and investment priorities have been selected from among the options provided by the regulatory basis. Table 1 at the end of this section outlines the most important reasons for the choices. The aim is to concentrate ESF action in areas where the funds are deemed to have the biggest impact in terms of strengthening economic growth in Denmark and achieving the Europe 2020 targets.

Thus, the ESF should be used where areas with the most urgent challenges converge with areas where it makes the most sense to complement an already existing or planned Danish action – especially in areas where the action can benefit from being carried out with a regional point of departure. ESF action is not supposed to contribute to all Europe 2020 targets and associated flagship initiatives.

As the analysis shows, the point of departure for selecting the ESF’s areas of action is the need to increase productivity and employment. One means of achieving this can be to educate more people and improve the quality of educational action, which indicates a need for action in both the educational system and the workforce. In the case of the educational system, one of the country-specific recommendations is notably to improve the quality of the vocational training in order to reduce the ESL rate and increase the number of trainees/apprenticeships. This action is to be initiated under priority axis 4. In the case of the workforce, both a higher level of formal education, and growth-oriented skills development and continuing education are expected to be capable of increasing enterprise productivity. Therefore, under priority axis 1, it will be possible to contribute to enterprise growth and job creation through growth-oriented skills development aimed at the growth needs of the enterprises.

To further contribute to employment and value creation, it will be possible to implement an action under priority axis 1 which supports entrepreneurs’ possibilities of starting up an enterprise based on sustainable business concepts and plans. This action will be widely aimed at prospective and new entrepreneurs. Finally, it will be possible to contribute to job creation

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\(^{35}\) *Anbefalingsrapport* [Recommendation Report], Committee on Socio-economic Enterprises, 2013.

\(^{36}\) Social Enterprise UK.

\(^{37}\) Cf. analysis of the Specialist People Foundation.
and employment in the enterprises through growth-oriented skills development aimed at the needs of the enterprises, and the programme will be able to contribute to increasing productivity by attracting highly qualified labour from abroad (priority axis 2).

The primary aim of action under priority axis 3 is to contribute to the Europe 2020 Strategy’s poverty-reduction and social-inclusion target, but at the same time, the action will contribute to promoting employment among individuals in the margin of the labour market.

Box 1 outlines the programme’s priorities, thematic objectives and action areas.

**Box 1. Overview of thematic objectives and investment priorities**

<table>
<thead>
<tr>
<th>Priority axis 1</th>
<th>Thematic Objective 8</th>
<th>Investment Priorities</th>
</tr>
</thead>
</table>
|                 | Entrepreneurship and job creation | a) Guidance and support to entrepreneurs  
|                 |                      | b) Entrepreneurship education/training  
|                 |                      | c) Growth-oriented qualifications upgrade in enterprises |

<table>
<thead>
<tr>
<th>Priority axis 2</th>
<th>Thematic Objective 8</th>
<th>Investment Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Transnational mobility</td>
<td>a) Increased transnational mobility (EURES)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority axis 3</th>
<th>Thematic Objective 9</th>
<th>Investment Priorities</th>
</tr>
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|                 | Inclusion through education and employment | a) Youth education for disadvantaged youths  
|                 |                      | b) Induction process and socio-economic enterprises |

<table>
<thead>
<tr>
<th>Priority axis 4</th>
<th>Thematic Objective 10</th>
<th>Investment Priorities</th>
</tr>
</thead>
</table>
|                 | Vocational training and tertiary education | a) Vocational training  
|                 |                      | b) Vocational training (adults) and tertiary study programmes |

The programme will be able to contribute to the Europe 2020 flagship initiatives ‘An agenda for new skills and jobs’, ‘Youth on the move’ and ‘European platform against poverty and social exclusion’. For example, by virtue of their focus on improving youths’ completion of study programmes and lifelong learning, the actions for upgrading skills and level of education under priority axes 1 and 4 respectively contribute to the first two flagship initiatives. Thus, action involving the vocational training of the employed, but also the unemployed, could contribute to better conformity between qualifications and the needs of the labour market. An action to increase the hiring of individuals with tertiary education in SMEs will help to bridge the gap between education and work.

The mobility action under priority axis 2 can also contribute to the ‘Youth on the move’ flagship initiative. The entrepreneurship action can particularly contribute to ‘An agenda for new skills and jobs’. Finally, the action for marginalised individuals, for social enterprises and against ESL can support ‘European platform against poverty and social inclusion’ which concerns better integration into the labour market of people who are too far-removed from the labour market.

A general assessment of the ex ante evaluation is that the choice of the programme’s investment priorities is well-founded, including in the Partnership Agreement, and that the correlation with the operational programme is satisfactory; another general assessment is that the objectives formulated in the programme both contribute to the Europe 2020 strategy and address...
national and regional challenges. Wherever possible, the evaluator’s detailed comments on the individual priority axes are incorporated into the text and into the wording of objectives and indicators under each priority axis. Under priority axis 1, the evaluation particularly contributed to tightening the action under investment priority 2, so that requirements are now stipulated for project stakeholders and enterprises’ strategy. This has not been of any noteworthy consequence for the content of priority axis 2, as the content of the intended activities is determined by the European Commission in the EURES charter. The target group in priority axis 3 for the action has been clarified and the need for the action is explained in depth, as recommended by the evaluator. For priority axis 4, the ex ante evaluation contributed to a stricter, more coherent description of the activities and a more precisely worded intervention logic.

Table 1: Overview of the justification of the selection of thematic objectives and investment priorities

<table>
<thead>
<tr>
<th>Selected thematic objective</th>
<th>Selected investment priorities</th>
<th>Justification of selection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thematic objective 8:</strong> Promoting sustainable and quality employment and supporting labour mobility</td>
<td>Self-employment, entrepreneurship and business creation including innovative micro, small and medium sized enterprises.</td>
<td>Entrepreneurs are crucial for job creation in Denmark. At the same time, new startups help to boost enterprise dynamism and thus productivity. Entrepreneurial activity is declining in Denmark, and Denmark is lagging behind, compared to the best-performing countries. At the same time, fewer people are receiving entrepreneurship education compared to the best countries.</td>
</tr>
<tr>
<td></td>
<td>Adaptation of workers, enterprises and entrepreneurs to change.</td>
<td>Denmark lags behind in terms of productivity growth which creates a need to increase enterprises’ job creation and productivity.</td>
</tr>
<tr>
<td></td>
<td>Modernisation of labour market institutions, such as public and private employment services, and improving the matching of labour market needs, including through actions that enhance transnational labour mobility as well as through mobility schemes and better cooperation between institutions and relevant stakeholders.</td>
<td>Highly qualified foreign labour is a driving force for productivity in knowledge-intensive sectors. International mobility is a source for disseminating knowledge between countries, and workforce diversity can boost productivity.</td>
</tr>
<tr>
<td><strong>Thematic objective 9:</strong> Promoting social inclusion, combating poverty and any discrimination</td>
<td>Active inclusion, including with a view to promoting equal opportunities and active participation, and improving employability.</td>
<td>The number of individuals in low-employment households must be reduced by 22,000 leading up to 2020, but the number has increased since 2008.</td>
</tr>
<tr>
<td><strong>Thematic objective 10:</strong> Investing in education, training and vocational training for skills and lifelong learning</td>
<td>Improving the labour market relevance of education and training systems, facilitating the transition from education to work, and strengthening vocational education and training systems and their quality, including through mechanisms for skills anticipation, adaptation of curricula and the establishment and development of</td>
<td>In the future Denmark will eventually lack qualified labour in particular. The number of applicants to vocational programmes is declining and there is a relatively high ESL rate.</td>
</tr>
</tbody>
</table>

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39 The italicised text is taken directly from the regulation text. Therefore, it not possible to conclude that the Danish ESF programme allows for an action covering the entire investment priority. The specific activities eligible for aid under the individual priorities are described in more detail in Chapter 2.
1.2. Justification of the financial allocation to thematic objectives

The allocation of resources gives highest priority to the area/areas in which the greatest challenges have been ascertained and where the ESF can complement the national action in the most meaningful manner. Even if Denmark allocates substantial resources to educating both youths and adults, the nature of the challenge in the area of vocational/technical schools is deemed to be best met and supplemented by a place-based action at regional level. The same is true of adult education programmes where the Danish Government, by virtue of the Growth Plan for Denmark, encourages the strengthening of adult-education and continuing-education efforts which should inter alia contribute to upgrading qualifications so that a larger number of unskilled workers become skilled workers. By means of an action which is coordinated with the implementation of these new initiatives, the ESF is assessed as being able to help to increase the number of adults who can increase their level of formal education. At the same time, however, it should be taken into account that the share of the costs which will actually require part-funding from the ESF will be in the nature of supplementary initiatives for educational/training activities that are already funded pursuant to national legislation.

Therefore, 40% of total project appropriations are earmarked for an action under priority axis 4, which is intended to contribute to raising the formal educational qualifications of the workforce by encouraging more individuals to complete a qualifying training/study programme at technical/tertiary school level. In this area, the European Commission has, *inter alia*, advised Denmark to intensify efforts to maximise the quality of vocational training and of traineeships/apprenticeships.

Another skills upgrade action is to be carried out under priority axis 1, aimed at growth-oriented skills development and continuing education and where the skill-sets acquired are not required to lead to a higher formal level of education. Instead, the action seeks to increase employment by having the participating individuals/enterprises complete guidance/consultancy processes or take part in various types of skills development processes and continuing education for the purpose of improving enterprise growth. The European Commission’s recommendations deal with, *inter alia*, the two actions targeting entrepreneurship and entrepreneurial culture (consultancy and education/training), which are described under priority axis 1, investment priority 1. The recommendations also deal with an action for adapting the workforce, enterprises and start-ups to change. This action will be carried out with the

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41 The country-specific recommendations on implementing the reform of primary and lower secondary education planned for 2013–2014 are not planned to be supported by the ESF, as these involve a sweeping political reform being implemented in all primary and lower secondary schools and are being funded with national resources.

growth-targeted skills development in the enterprises under investment priority 2. All told, 40% of the funds will be earmarked for the two investment priorities under priority axis 1.

The action in the social inclusion area is limited to a minimum of 20%, as stipulated in the regulatory requirement. This is because Denmark’s international challenge in this area appears to be limited in scope due to Denmark’s finely meshed social safety net. In addition, Denmark’s efforts in this area are assessed as being substantial, cf. the review of the implemented and planned initiatives in Denmark’s National Reform Programme for 2013. The Commission has, *inter alia*, recommended that Denmark should focus its social inclusion action on increasing the availability of work among different disadvantaged groups. The priority axis for social inclusion is also the only one aimed at predefined target groups. However, the problems among individuals in the margin of the labour market, including individuals of immigrant background, the long-term unemployed and wage-earners with low qualifications – as identified in the country-specific recommendations – will be addressed not only under the social inclusion action, but also under the other priority axes. Descriptions of specific actions that can be initiated for these groups are found under the individual priority axes.

Finally, the European Commission recommends that Denmark should support labour mobility, which will be done through the EURES action under priority axis 2. The amount to be allocated for this action is determined on the basis of the previous operating grant to the EURES action.

The ex ante evaluation of the programme assesses the distribution of resources to be the best possible at present. However, the evaluator also assesses that priority axis 3 will perhaps be the priority under which the resources will be in greatest demand, as, in the years ahead, focus will intensify on increasing the supply of labour, including retaining individuals in the margin of the labour market. For this reason, the evaluator points out the need to open the way for redistributing resources among the priority axes during the programme period, if this is deemed necessary. This option is also found in the regulatory basis, and the managing authority and the monitoring committee will continuously monitor developments under each priority axis and, if necessary, request the approval of the European Commission for a modified distribution of resources among the priority axes.

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<table>
<thead>
<tr>
<th>Priority axis</th>
<th>Fund</th>
<th>Union support (EUR)</th>
<th>% of total Union support for the OP (per fund and priority axis)</th>
<th>Thematic objective</th>
<th>Investment priority(-ies)</th>
<th>Specific objective corresponding to the investment priorities</th>
<th>Shared and programme-specific result indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Entrepreneurship and job creation</td>
<td>ESF</td>
<td>74,867,228.00</td>
<td>36.23%</td>
<td>Thematic objective 8: Promoting sustainable and quality employment and supporting labour mobility.</td>
<td>Self-employment, entrepreneurship and business creation including innovative micro, small and medium sized enterprises.</td>
<td>Increase the number of self-employed and the survival rate.</td>
<td>Participants who complete a consultancy/mentoring process, Participants who start up a new enterprise upon leaving, Participants in consultancy projects who become self-employed six months upon leaving, The survival rate of the participating enterprises two years upon leaving, Participants gaining a qualification upon leaving, Adaptation of workers, enterprises and entrepreneurs to change.</td>
</tr>
<tr>
<td>2. Transnational mobility</td>
<td>ESF</td>
<td>2,892,622.00</td>
<td>1.40%</td>
<td>Thematic objective 8: Promoting sustainable and quality employment and supporting labour mobility.</td>
<td>Modernisation of labour market institutions, such as public and private employment services, and improving the matching of labour market needs, including through actions that enhance transnational labour mobility as well as through mobility schemes and better cooperation between institutions and relevant stakeholders.</td>
<td>Increase transnational labour mobility</td>
<td>No. of qualified candidates presented to enterprises, Percentage of job centres using EURES services for Danish candidates, Level of satisfaction of service users/recipient, No. of positions at <a href="http://www.eures.dk">www.eures.dk</a></td>
</tr>
<tr>
<td>3. Inclusion through education/training and employment</td>
<td>ESF</td>
<td>41,477,689.00</td>
<td>20.07%</td>
<td>Thematic objective 9: Promoting social inclusion, combating poverty and any discrimination</td>
<td>Active inclusion, including with a view to promoting equal opportunities and active participation, and improving employability.</td>
<td>Increase the employment rate of individuals in the margin of the labour market</td>
<td>Participants employed in social enterprises immediately after participation</td>
</tr>
<tr>
<td>4. Vocational training and tertiary education</td>
<td>ESF</td>
<td>77,770,666.00</td>
<td>37.64%</td>
<td>Thematic objective 10: Investing in education, training and vocational training for skills and lifelong learning.</td>
<td>Improving the labour market relevance of education and training systems, facilitating the transition from education to work, and strengthening vocational education and training systems and their quality, including through mechanisms for skills anticipation, adaptation of curricula and the establishment and development of work-based learning systems, including dual learning systems and apprenticeship schemes.</td>
<td>Increase the number of individuals with vocational training</td>
<td>Participants in education/training upon leaving</td>
</tr>
<tr>
<td>5. Technical assistance</td>
<td>ESF</td>
<td>9,607,636.00</td>
<td>4.65%</td>
<td></td>
<td>Enhancing equal access to lifelong learning for all age groups in formal, non-formal and informal settings, upgrading the knowledge, skills and competences of the workforce, and promoting flexible learning pathways including through career guidance and validation of acquired competences.</td>
<td>Increase the number of individuals with vocational training (adults) or tertiary education</td>
<td>Participants in education/training upon leaving</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The programme must be implemented without delay by means of efficient case processing and high-quality project implementation.</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
2. PRIORITY AXES

2.A. Description of priority axes, except for technical assistance

2.A.1. PRIORITY AXIS 1: Entrepreneurship and job creation

Under this priority axis, ESF action under the objective for promoting employment and supporting labour mobility is based on the investment priorities (Article 3(1)(a)(iii) and 3(1)(a)(v) of the ESF Regulation):

- Self-employment, entrepreneurship and business creation including innovative micro, small and medium sized enterprises.
- Adaptation of workers, enterprises and entrepreneurs to change.

2.A.2. Explanation for the establishment of a priority axis covering more than one category of region, more than one thematic objective or more than one Fund

The ESF’s contribution to the strategy is thematically focused via four priority axes. One investment priority is associated with each priority axis (priority axes 1 and 4 contain two investment priorities). A specific objective is associated with each investment priority. The four priority axes are:

1) Entrepreneurship and job creation
2) Transnational mobility
3) Inclusion through education/training and employment
4) Vocational training and tertiary education

All four priority axes cover all of Denmark (all five regions). The European Commission has categorised four out of the five Danish regions as being ‘more developed’ regions, whereas Region Zealand is characterised as a ‘transition region’ because the region’s per capita GDP is below 90% of the EU27 average.

Like the ERDF programme, the ESF programme covers all five regions – and thus two categories of region – because the general challenges to growth are the same in all five regions. Per capita GDP in Region Zealand is relatively low largely because many individuals residing in Region Zealand have their workplace in the Capital Region of Denmark. These individuals have a positive impact on the per capita GDP in the Capital Region of Denmark but a negative impact on the per capita GDP in Region Zealand. This is because GDP is calculated by place of employment, whereas the population is calculated by residence. If measured not by GDP but in terms of per capita earned income or per capita disposable income (both of which are specified at the place of residence), Region Zealand is on a par with the Region of Southern Denmark, the Central Denmark Region and the North Denmark Region (all of which are lower than the Capital Region of Denmark).

For several years now, the Capital Region of Denmark and Region Zealand have collaborated closely on large-scale business policy ventures, including the joint funding of common projects, including with ERDF and ESF funds. Recently, these two regions and their municipalities (the municipal contact council for the Capital Region and the municipal contact council for Region Zealand) have joined forces to develop a focused agenda for growth and employment aimed at boosting all of the de facto Capital Region.

44 The opposite is true for the significantly lower number of people commuting in the opposite direction.
Region Zealand’s challenges to growth and the specific initiatives required to overcome them are not significantly different from the other regions. In addition, there are the limitations which a subdivided programme structure would unavoidably place on the interaction between Region Zealand and the Capital Region, as well as the other regions. For instance, the selection of technically relevant partners available to projects would be geographically limited, making it more difficult to carry out collaborative transregional projects.

This is why it was decided to let the operational programme include all five regions and thus build on the positive lessons learned from 2007–2013 with a nationwide programme.

2.A.4. INVESTMENT PRIORITY 1 under priority axis 1: Self-employment, entrepreneurship and business creation including innovative micro, small and medium sized enterprises

The above is a word-for-word quotation from the regulation text. The programme does not provide the option of obtaining support for the implementation of all the activities cited, but only for part of them, cf. the description below.

2.A.5. Specific objectives relating to investment priorities and expected results (Article 87(2)(b)(i)–(ii) CPR)

Results to be achieved with the support
The action under the investment priority will be implemented on the basis of the following challenges identified, cf. Chapter 1:
- A declining start-up rate has reduced job creation
- The average new start-up has become less job-creating

The specific objective for the objective under priority axis 1, investment priority 2, is to increase the number of self-employed and help start-ups to become more viable. The direct result of the activities will be that the participants have completed entrepreneurial consultancy processes or received entrepreneurship training at an educational institution. The long term objective of the action is for the new enterprises to help to increase growth and job creation in Denmark.

**SPECIFIC OBJECTIVE 1a:**
- Increase the number of self-employed and the survival rate

Figure 7 below shows the correlation between the specific objective, input, activities, output, results and long-term impact.\(^45\)

**Specific objective:** Increase the number of self-employed and business survival rate

<table>
<thead>
<tr>
<th>Input</th>
<th>Activity</th>
<th>Output</th>
<th>Short term Results</th>
<th>Long term Results</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESF, etc.</td>
<td>A. Entrepreneurship consultancy</td>
<td>Participants in consultancy process</td>
<td>Participants in self-employment guidance/suppo rt sessions</td>
<td>Participants in self-employment after 6 months</td>
<td>Increased employment</td>
</tr>
<tr>
<td></td>
<td>B. Entrepreneurship education</td>
<td>Participants in entrepreneurship education</td>
<td>Participants who have started a new business</td>
<td>Increased value added/ productivity</td>
<td></td>
</tr>
</tbody>
</table>

\(^{45}\) For the sake of clarity, only a few central indicators are included in the figure.
Table 4: Common performance indicators for which a target value has been specified, and programme-specific performance indicators corresponding to the specific objective (per investment priority, distributed by category of region)

<table>
<thead>
<tr>
<th>ID</th>
<th>Indicators</th>
<th>Category of region</th>
<th>Indicator measurement unit</th>
<th>Common output indicator used as basis</th>
<th>Baseline value</th>
<th>Measurement unit for baseline and target value</th>
<th>Baseline year</th>
<th>Target value (2023)</th>
<th>Data source</th>
<th>Reporting frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Participants gaining a qualification upon leaving (entrepreneurship education)</td>
<td>More developed regions</td>
<td>Number</td>
<td>85 %</td>
<td>2013</td>
<td>Monitoring</td>
<td>1/year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transition region</td>
<td></td>
<td></td>
<td></td>
<td>85 %</td>
<td>Monitoring</td>
<td>1/year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Participants who complete a consultancy/mentoring process (consultancy projects)</td>
<td>More developed regions</td>
<td>Number</td>
<td>85 %</td>
<td>2013</td>
<td>Monitoring</td>
<td>1/year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transition region</td>
<td></td>
<td></td>
<td></td>
<td>85 %</td>
<td>Monitoring</td>
<td>1/year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Participants who start up a new enterprise upon leaving</td>
<td>More developed regions</td>
<td>Number</td>
<td>77 %</td>
<td>2013</td>
<td>Monitoring</td>
<td>1/year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transition region</td>
<td></td>
<td></td>
<td></td>
<td>77 %</td>
<td>Monitoring</td>
<td>1/year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Participants in consultancy projects who become self-employed six months after leaving</td>
<td>More developed regions</td>
<td>Number</td>
<td>38 %</td>
<td>2013</td>
<td>Monitoring (Statistics Denmark)</td>
<td>1/year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transition region</td>
<td></td>
<td></td>
<td></td>
<td>38 %</td>
<td>Monitoring (Statistics Denmark)</td>
<td>1/year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>The survival rate of the participating enterprises two years after participation</td>
<td>More developed regions</td>
<td>Number</td>
<td>64 %</td>
<td>2011</td>
<td>Monitoring (Statistics Denmark)</td>
<td>1/year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transition region</td>
<td></td>
<td></td>
<td></td>
<td>64 %</td>
<td>Monitoring (Statistics Denmark)</td>
<td>1/year</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: ‘Monitoring’ means that the data history is collected from the individual projects. As part of the results orientation, the participating enterprises’ CVR numbers and P numbers and the participating individuals’ civil identification numbers will be registered with and linked to Statistics Denmark’s registers, to make it possible to monitor the actual trends in the enterprises’ employment, value creation, etc., and, insofar as the individual participants are concerned, their employment and level of education and thus – wherever possible and relevant – to compare these data with a control group. Target values are specified by calculating unit costs based on projects during the 2007–2013 structural fund period.

2.A.6. Actions supported under the investment priority ‘Self-employment, entrepreneurship and business creation including innovative micro, small and medium sized enterprises’

2.A.6.1. Description of the type and examples of actions to be financed and their expected contribution to corresponding specific objectives, including main target group, specific territories, types of beneficiaries

The Entrepreneurship Index describes a number of overarching framework conditions of significance to entrepreneurs: regulation; access to financing; the creation and diffusion of knowledge; market conditions; and entrepreneurial culture. In its Entrepreneurship Action

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46 Danish Business Authority: 2012 Entrepreneurship Index, Danish Business Authority.
Plan, the European Commission also emphasises the need for far-reaching cultural change in Europe based on effective entrepreneurial education and training.  

The ESF action’s most important contribution to influencing framework conditions will be entrepreneurial skills development where the relevant controllable framework conditions are entrepreneurial culture and the creation and diffusion of knowledge. Accordingly, the purpose of action in this area is to give entrepreneurs a better platform on which to develop their enterprises and thus boost their ability to survive and create new jobs.

This could be done through consultancy, mentoring or other support for entrepreneurs and prospective entrepreneurs. Eventually, the activities could also lead to the creation of more jobs in the new start-ups as, by receiving, for instance, assistance to develop a business idea or better access to testing and prototype facilities, entrepreneurs would have a better basis from which to achieve growth in the future enterprise. The impact of these measures could be measured relatively quickly, because the action would be aimed at individuals who have recently started up or are contemplating the start-up of their own enterprise, and who are usually employed. The impact of entrepreneurial education and training measures would be more long term, as the action would involve influencing the entrepreneurial skills and culture of students, which would not show results until later on in the form of more individuals starting their own enterprise (and being better qualified to do so, which would increase their likelihood of survival and growth).

The investment priority’s activities are gathered under two action areas: a) Guidance and support to entrepreneurs where the action will be aimed at individuals who wish to become self-employed or who have established a self-owned enterprise within the past three years; and b) Entrepreneurship education and training where the action targets the educational system, as boosting entrepreneurship through education is expected to affect both the level of knowledge and the entrepreneurial culture of students.

To be eligible for ESF aid, the project must fall within the possibilities outlined in one of the two areas of action described below.

**a) Guidance and support to entrepreneurs**

There is considerable evidence that entrepreneurs are poorly informed about the advantages of starting their own enterprise and about the benefits of receiving advice about this. For this reason, the current action could benefit from being supplemented with intensified guidance and other support for these entrepreneurs with a view to increasing the likelihood that they will continue to be self-employed after a certain period of time and thus contribute to job creation.

Denmark’s business services system is divided up into a local component and a specialised component. Local business services are managed at local level by municipalities as a volun-

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49 Entrepreneurs and prospective entrepreneurs are defined as individuals wishing to set up their own enterprise (in the process of being registered as an enterprise) and new entrepreneurs, i.e. individuals whose enterprise has been CVR-registered within three years before the project begins.
tary task, whereas specialised business services are managed by the inter-municipal regional business development centres (vaeksthus). The local business service provides general services to entrepreneurs and enterprises in all sectors. It takes on assignments where proximity to enterprises is an important factor. The content varies from one municipality to another and typically involves the provision of individual guidance to entrepreneurs and locally-anchored enterprises regarding matters like business plans, networking possibilities, referrals to lawyers, auditors and financing options, training courses, networks and technically-relevant events. In addition, the local business office frequently serves as a point of entry to the municipality.

The specialised business service component is aimed at a narrower target group and comprises, for instance, advising enterprises with growth potential on topics like management, access to financing, boards, change of ownership, growth strategies and international sales. Individual advice and targeted courses or networks and experience-sharing groups are available. Based on advice given, the regional business development centres will refer to relevant private-sector and public-sector players.

An action to support a broad group of entrepreneurs requiring somewhat specialised advisory services can contribute to ensuring that entrepreneurs who actually choose to start up a new enterprise are better prepared for the task. Consultancy for entrepreneurs was a widely used instrument in the period 2007–2013, and a number of analyses show that external consultancy has an effect on entrepreneurship. Entrepreneurs who received external consultancy before and/or immediately after start-up achieve higher growth in terms of both job creation and sales and a greater chance of survival, at least in the short term. The specific content of the types of project used under the ESF and ERDF in 2007–2013, e.g. consultancy for prospective entrepreneurs through entrepreneurship incubators for students or consultancy programmes/processes for entrepreneurs, has largely coincided with the consultancy processes which showed evidence of effectiveness.51

Most municipalities already provide service to entrepreneurs in the form of general guidance. It will be a requirement that the action to be implemented under the ESF must complement the service already being provided to entrepreneurs through the business service system. Historically, however, there have been big differences in how the municipalities have decided to establish local business service. Regional business development centres serving several municipalities can provide a framework for a coordinated action for entrepreneurs by including national, regional and municipal offers.52 ESF action aims to boost this coordinated action and supplement the action in those regions and municipalities in need of expansion or development, regardless of whether this takes place in the joint municipal regional business development centres or in a different context.

Under the ESF, applicants must therefore describe how the project is related to and builds on actions already taking place in the municipalities and regions concerned. This means that the action can be based on the efforts of, for instance, local and regional business offices, but must further develop existing action, as well as take account of the one-tiered business service system and any LAG action under the EAFRD.

51 Mål, midler og effekter af strukturfondsindsatsen [Objectives, instruments and impact of the structural fund actions] thematic evaluation, DAMVAD, June 2013.

52 Evaluering af kommunalreformen [Evaluation of the Local Government Reform, Ministry for Economic Affairs and the Interior, March 2013.]
Under this investment priority, support will not be granted to any project if the project involves support to only a single enterprise. Therefore, each individual project must be embedded with an operator who must contribute to increasing job creation in start-ups. The operator must be in charge of project administration and implementation. The operator can be a business office, a business organisation or a regional business development centre, for instance.

The action targets individuals wishing to set up their own enterprise (in the process of being registered as an enterprise) and new entrepreneurs, i.e. individuals whose enterprise has been CVR-registered within the three years before the project begins. This could also include entrepreneurs relating to spin-offs from enterprises and spin-outs from universities.

Thus, the action is not primarily aimed at unemployed individuals but has the potential to support the inclusion objective under thematic objective 9, if there turns out to be a need for this. The action also has the potential to boost the rate of employment for individuals of immigrant background where an analysis has shown positive results for consultancy action.

Activities which can contribute to the specific objective of increasing the number of self-employed and the survival rate will be, notably:

- Targeted consultancy for entrepreneurs who need assistance, for instance, to further develop a business concept, including prolonged individual processes, training camps, growth groups or sparring with serial entrepreneurs or others with similar experience, where the entrepreneur can receive consultancy concurrent with conceptual development. As part of this consultancy, subsidy for the entrepreneur’s extra purchase of specific consultancy may be included.
- Mentoring schemes for entrepreneurs in the process of starting up their own enterprise or who have started up their own enterprise within the past three years.
- Consultancy or mentoring schemes targeting special groups, based on gender, ethnicity, disability or other factors for which a special need has been identified.
- In projects relating to consultancy and mentoring schemes, the entrepreneur’s activities can be supported by facilitating access to physical facilities, e.g. testing and prototype facilities in industrial parks or fabrication laboratories (fab labs). In these settings, the entrepreneur may also gain physical proximity to other enterprises or public institutions. In this event, ESF funding will not be granted to investment in new physical facilities but will be able to improve the entrepreneur’s access to existing facilities by providing support to the entrepreneur’s payment of licence fees for access. The facilitation must consider accessibility for persons with disabilities, but not in the form of new equipment or physical facilities.

b) Entrepreneurship education/training

Denmark is low-ranked in terms of both the percentage of the population receiving entrepreneurship instruction and the percentage who believe that their schooling has helped them to develop their entrepreneurial spirit.

The action in this area will complement and build on the action initiated under the auspices of the Danish Foundation for Enterprise – Young Enterprise (FFE-YE). The purpose of FFE-YE is to generate coherent focus on entrepreneurship throughout the educational system, to up-

53 If special statutory provisions apply to the operator’s mode of operation, the activities must be within the current statutory basis.
55 Iværksætterindeks for nydanske 2013 [2013 Entrepreneurship Index for New Danes], Entrepreneurship in Denmark, October 2013.
grade the entrepreneurial skills of instructors and guidance counsellors and to establish close collaboration between the business community and the educational institutions. This currently takes place as follows: a) through activities dispersed throughout Denmark which aim to establish contact between educational institutions (both teachers and students), enterprises and business organisations in local areas; b) project support to educational institutions that wish to work on innovation, creativity and entrepreneurship; c) a knowledge centre involved with collecting and disseminating knowledge about entrepreneurship education and training at all levels of the educational system and with impact measurement of entrepreneurship education and training; and d) a network for entrepreneurship teachers.

Moreover, the ESF action should take account of and complement the action launched under the 2014–2020 COSME programme, which also enables the promotion of entrepreneurial culture, particularly among new, young and women entrepreneurs. To supplement the action, the managing authority will ensure that an action will be implemented to promote gender equality in this area.

Entrepreneurship study programmes are relatively new, which explains why it has not been possible up to now to find convincing evidence of the effects. It is assumed that more evidence will become available in the years ahead. There is a certain amount of evidence for the effects of an entrepreneurial training process as part of formal education completed as an upper-secondary programme or qualifying for a university degree.56

Within the framework of the ESF indicator system, it is difficult to measure tangible effects of education and training in the form of enterprise start-up. Experience shows that it takes at least 18 months for students who complete entrepreneurship education or training to set up their own enterprise. Based on a wish to be able to measure an impact within the near future, the ESF action will therefore be restricted to projects targeting young people engaged in upper-secondary education or in a qualifying formal study programme (vocational/technical study programme or tertiary education).

Thus, the scope of the action will not be as broad as the action provided by FFE-YE. The aim of ESF action is to contribute to a generally higher level of activity in the entrepreneurship area through the activities described below. Based on the description of activities under Young Enterprise (items a–d above), ESF action can generally be said to supplement action for establishing contact between educational institutions, enterprises and business organisations in local areas (action a), as well as supporting educational institutions seeking to increase their efforts aimed at innovation, creativity and entrepreneurship (action b). On the other hand, ESF action is not intended to support the operation of a knowledge centre (action c) or a network for entrepreneurship educators (action d). For the activities described under points a) and b), there seems to be no need for a sharp demarcation to ensure that the ESF only supports activities which the FFE-YE does not support. This is because, considering the scope of the action which it is possible for the FFE-YE to carry out, the national action seems to lack volume in relation to the need to change entrepreneurial culture, as ascertained in the analysis.

The projects must motivate students to become self-employed businesspeople. Students who choose this type of process should acquire skills which better prepare them to start up their own enterprise. Therefore, projects must result in situations where students, through their educational process, acquire entrepreneurial skills and increase their desire to set up their own

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56 Effektmåling af entreprenørskabsundervisning i Danmark [Impact measurement of entrepreneurial education in Denmark], Young Enterprise, 2012.
enterprise (‘entrepreneurial intentions’).\textsuperscript{57} This education/training must comprise new and improved education/training and may not be part of an ordinary education/training programme.\textsuperscript{58}

Activities which can contribute to the specific objective of increasing the number of self-employed and the survival rate will be, notably:

- Development and implementation of educational processes targeting courses offered at vocational/technical schools and tertiary education programmes for the start-up of one’s own enterprise and the development of entrepreneurial skills.
- Development and implementation of educational and training processes, e.g. under the auspices of student incubators and innovation camps offering innovative qualification upgrade processes in collaboration with enterprises.
- Upgrading the skills of teachers in vocational/technical and tertiary programmes and follow-up in the form of completed processes taught by teachers whose skills have been upgraded.

\textbf{State aid}

State aid for commercial activities in the projects is to be granted in accordance with the rules for support in the EU’s General Block Exemption Regulation. Alternatively as de minimis aid.

\textbf{2.4.6.2. Guiding principles for selecting projects}

The programme’s overarching principles, which are supplemented by the national eligibility rules and selection criteria adapted by the monitoring committee, are as follows:

\textbf{Additionality}

Projects that would have been implemented without ESF aid are not eligible for support.

\textbf{Co-financing rate}

Union support for a project may not exceed 50% of the eligible expenses that are actually incurred and paid. In special instances, the Danish Business Authority may decide that the Union co-financing in a project may exceed 50%, however.

\textbf{Types of expenditure}

Support will not be granted for the purchase of infrastructure, land or real property. Operating expenses will not be granted. However, a sum is earmarked under priority axis 2 for quasi-operating activities under the auspices of EURES.

Special restricted rules apply to student/trainee allowance and funding per student of the educational/training activity. Reference is made to Denmark’s national eligibility rules.

\textbf{Target groups and participating enterprises}

Except for priority axis 3, the ESF programme is not aimed at predefined target groups.

Nor is the programme aimed at specific sectors. For enterprises within fishery and aquaculture, as well as primary production of agricultural products, certain limitations will apply, however. Private-sector stakeholders with a professional base in a primary sector can take part in ESF projects on the basis of independent CVR numbers that are not associated with a pri-

\textsuperscript{57} FFE-YE describes a method of measuring entrepreneurial intentions in the publication ‘An Entrepreneurial Self-Efficacy Scale with a Neutral Wording’, SMG, WP 6/2012, October 2012. A similar method is used by Flash Eurobarometer.

\textsuperscript{58} Pursuant to the guiding principles of the programme, subsidy is not granted for activities in primary and lower-secondary school.
mary sector when their participation is relevant to the project. On the other hand, they will not be able to participate solely on the basis of a CVR number associated with the primary sector.

For projects under priority axis 3 (b1), primary producers can be financial partners, however, if disadvantaged or wage-earners with disabilities take part in an induction process for the labour market.\(^{59}\)

Enterprises are not eligible for support under the ESF programme if they owe the repayment of support which, pursuant to a Commission decision, has been declared at variance with the rules for the Single Market.

Activities in the Denmark’s primary, lower-secondary and continuation-education schools are not eligible for aid under the ESF. Activities in upper-secondary schools are only eligible for aid under priority axis 1 (investment priority 1b) and priority axis 3 (action area a).

Results orientation

All projects must have clear intervention logic (chain of results). This means that a project should quantifiably assist in achieving the specific objective set for the investment priority to which the project belongs. All applicants must describe the project’s chain of results, i.e. the correlation between the project’s activities, output, results and outcomes. The chain of results must be clear and logical and must contain a description of the critical assumptions for ensuring that the project will actually have the intended outcome. If possible, critical assumptions must be evidence-based.

All projects must set specific measurable objectives for outputs and results, and the projects must continuously determine whether the objectives are being achieved. The programme contains indicators according to which the projects will be measured. These can be supplemented with project-specific indicators, which are adapted to the individual project’s activities and output.

State aid and public procurement

The public aid must be given in compliance with the rules on transparency and free competition, including notably the EU’s rules for state aid and public procurement.

At the time of application, project activities are required to be so clearly described that it is possible to determine whether the project involves state aid and possibly requires public tendering for the tasks.

Regional collaboration

Wherever possible and relevant, ESF projects should be envisioned across administrative demarcations and across the ESI Funds,\(^{60}\) both to avoid regional sub-optimisation and out of consideration for optimising the effect and utilisation of the financial resources. It is possible for transregional projects to apply to one growth forum as one project which includes several financial partners, e.g. for the benefit of small islands.

Detailed rules for specifying eligible expenditure, including the use of simplified cost concepts, are laid down in the aid eligibility rules for projects financed by structural funds.

\(^{59}\)Cf. the EU’s General Block Exemption Regulation.

\(^{60}\) In Denmark the ESI Funds are the European Regional Development Fund (ERDF), the European Social Fund (ESF), the European Agricultural Fund for Rural Development (EAFRD) and the European Maritime and Fisheries Fund (EMFF).
2.A.6.3. Planned use of financial instruments

It is possible to set up financial instruments under priority axis 1, investment priority 1.

The financial instrument must be set up for the purpose of supporting the objective of increasing job creation in start-ups and this is in continuation of a project aimed at consultancy for entrepreneurs. However, if it is desirable to use this action, the aim of the instrument must be further specified, as the purpose of the action is not to launch a general lending instrument for entrepreneurs.

Experience from the 2007–2013 EU budget period shows, however, that financial instruments are extremely complex and require high volume to be profitable. In order to be able to establish a financial instrument under the programme in the period 2014–2020, it must be proven in advance that there is a general gap in the financial market, which means that the type of capital to be procured by the preferred financial instrument is not available. The gap analysis will have to be provided by the authority designated to submit recommendations, i.e. a regional growth forum.

It is assessed that it will be difficult to find the requisite volume within equity instruments, which is why these will not be permitted. The financial instruments eligible for aid under the programme will thus be foreign capital within selected areas where the financial instrument will serve as support for the thematic objectives defined, and will never be a general lending instrument.

Moreover, it is envisaged that it must be private operators who make the credit assessment (possibly with the involvement of an investment committee under the auspices of the private operator) and that they determine whether the enterprise may take out a loan.

In order to be able to establish a financial instrument under priority axis 1, investment priority 1, the following minimum requirement must be met:

- the financial instrument applies solely at regional level, cf. Article 38(1)(b).
- A gap analysis – procured by the authority designated as the potentially recommending authority (a growth forum) – must be available no later than at the time of the monitoring committee meeting for the ERDF and ESF operational programmes in the summer of 2015 (probably in June 2015), as part of the preparation of a possible application.
- A declaration from prospective applicants stating that they are preparing an application must be available no later than at the time of the monitoring committee meeting for the ERDF and ESF operational programmes in the summer of 2015 (probably in June 2015). A tentative budget must be enclosed.
- The application will be processed by the relevant growth forum in early 2016 and will be received by the Danish Business Agency for a legality check no later than June 2016.
- Parallel to the growth-forum processes, the Danish Business Authority will apply to the European Commission for a programme amendment.
- The applicant must make arrangements to provide the part-funding required, i.e. a minimum of 50% of the total budget, including from national, regional, local public and private sources.
• The aim is to bring about a financial instrument with critical mass, including the requirement for a reasonable ratio between the instrument’s volume and the expenditure budgeted for its administration.

2.A.6.4. Planned use of major projects
Denmark does not expect to use the major projects option.

2.A.6.5. Output indicators by investment priority and by category of region

Table 5: Common indicators and programme-specific output indicators

<table>
<thead>
<tr>
<th>ID</th>
<th>Indicator (name of the indicator)</th>
<th>Measurement unit</th>
<th>Fund</th>
<th>Category of region</th>
<th>Target value (2023)</th>
<th>Data source</th>
<th>Reporting frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Participants in entrepreneurship education projects</td>
<td>Number</td>
<td>ESF</td>
<td>More developed regions</td>
<td>8,000</td>
<td>Monitoring</td>
<td>1/year</td>
</tr>
<tr>
<td>5</td>
<td>Participants in entrepreneurship education projects</td>
<td>Number</td>
<td>ESF</td>
<td>Transition region</td>
<td>2,000</td>
<td>Monitoring</td>
<td>1/year</td>
</tr>
<tr>
<td>6</td>
<td>Participants in consultancy projects</td>
<td>Number</td>
<td>ESF</td>
<td>More developed regions</td>
<td>8,000</td>
<td>Monitoring</td>
<td>1/year</td>
</tr>
<tr>
<td>6</td>
<td>Participants in consultancy projects</td>
<td>Number</td>
<td>ESF</td>
<td>Transition region</td>
<td>2,000</td>
<td>Monitoring</td>
<td>1/year</td>
</tr>
</tbody>
</table>

Note: ‘Monitoring’ means that the data history is collected from the individual projects. As part of the results orientation, the participating enterprises’ CVR numbers and P numbers and the participating individuals’ civil identification numbers will be registered with and linked to Statistics Denmark’s registers, to make it possible to monitor the actual trends in the enterprises’ employment, value creation, etc., and, insofar as the individual participants are concerned, their employment and level of education and thus – wherever possible and relevant – to compare these data with a control group. Target values are specified by calculating unit costs based on projects during the 2007–2013 structural fund period.

2.A.4. INVESTMENT PRIORITY 2 under priority axis 1: Adaptation of workers, enterprises and entrepreneurs to change

The above is quoted verbatim from the regulation text. The programme does not provide the option of obtaining support for the implementation of all the activities cited, but only for part of them, cf. the description below.

2.A.5. Specific objectives relating to investment priorities and expected results

Results to be achieved with the support:
The action under the investment priority will be implemented on the basis of the following challenges identified, cf. Chapter 1:

- SMEs give lower priority to upgrading the skills of their employees than others
- Too few Danish enterprises enter dynamic growth processes.

The specific objective for action under priority axis 1, investment priority 2, is to increase employment in the supported enterprises. The direct results of the activities will be a growth-oriented skills upgrade of employees and thus improved enterprise competitiveness.

61 For the ESF, this list comprises the common output indicators for which a target value has been specified.
SPECIFIC OBJECTIVE 1b:
- Increase employment in ESF-supported enterprises

Figure 8 below shows the correlation between the specific objective, input, activities, output, results and long-term impact.\(^\text{62}\)

Figure 8. Intervention logic for priority axis 1, investment priority 2

Table 4: Common output indicators for which a target value has been specified and programme-specific output indicators corresponding to the specific objective (per investment priority, distributed by category of region)

<table>
<thead>
<tr>
<th>ID</th>
<th>Indicators</th>
<th>Category of region</th>
<th>Indicator measurement unit</th>
<th>Common output indicator used as basis</th>
<th>Baseline value</th>
<th>Measurement unit for baseline and target value</th>
<th>Base-line Year</th>
<th>Target value (2023)</th>
<th>Data source</th>
<th>Reporting frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Participants with a higher level of skills immediately after participation</td>
<td>More developed regions</td>
<td>Number</td>
<td>85 %</td>
<td>2013</td>
<td>90</td>
<td>Monitoring</td>
<td>Monitoring 1/year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Employment growth at supported enterprises two years after participation (growth in the number of FTEs)</td>
<td>More developed regions</td>
<td>Number</td>
<td>2.5 %</td>
<td>Av. 2010–2012 and 2011–2013</td>
<td>3</td>
<td>Monitoring (Statistics Denmark) 1/year</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: ‘Monitoring’ means that the data history is collected from the individual projects. As part of the results orientation, the participating enterprises’ CVR numbers and P numbers and the participating individuals’ civil identification numbers will be registered with and linked to Statistics Denmark’s registers, to make it possible to monitor the actual trends in the enterprises’ employment, value creation, etc., and, insofar as the individual participants are concerned, their employment and level of education and thus – wherever possible and relevant – to compare these data with a control group. Target values are specified by calculating unit costs based on projects during the 2007–2013 structural fund period.

\(^\text{62}\) For the sake of clarity, only a few central indicators are included in the figure.
2.A.6. Actions to be supported under the investment priority ‘Adaptation of workers, enterprises and entrepreneurs to change’

2.A.6.1. Description of the type and examples of actions to be financed and their expected contribution to corresponding specific objectives, including main target group, specific territories, types of beneficiaries

The purpose of the action is to increase employment in participating enterprises. This can be done by realising the enterprises’ growth potential by enhancing the skills of management and employees. The skills-development process must be based on the enterprise’s own documented needs for growth, as specified in the enterprise’s growth strategy. This is particularly true of SMEs. By contrast with priority axis 4, the objective is not to increase the educational level but to adapt the skill-sets of the workforce to change. Continuing education and training processes have turned out to have a positive impact, if these are business oriented or comprise tertiary adult education and supplementary training. Also, enterprises’ use of certified AMU (labour-market) vocational processes and tertiary VEU (adult education) processes in particular has proven to increase productivity at enterprise level and increased the participants’ employment rate.

c) Growth-oriented qualifications upgrade in enterprises

The action comprises skills-development processes and supplementary training which can contribute to realising the growth potential of groups of enterprises, e.g. through stronger management, internationalisation, digitisation and automation of production processes or better innovation skills.

As the need to encourage skills development is particularly notable among SMEs, projects aimed at SMEs will take precedence over projects involving large enterprises, all other factors being equal.

This action differs from the action under priority axis 4 in that the individuals who complete growth-oriented skills-development processes and continuing education achieve new skills, e.g. by means of certified AMU (labour-market training) processes, etc. This process builds on the individual’s skill-sets, but it does not in itself lead to a higher level of formal education. In return, a certain volume in the combined action is required for each project and the action must be strategically anchored at enterprise level.

Thus, the action will be required to have a specific productivity or growth perspective for the enterprises participating in the projects and to cover a substantial portion of the participating enterprises’ staff and/or management, for instance, so that the applicant can convincingly argue that the project will have an impact on job creation and/or value creation per employee. Based on the participating enterprises’ growth strategies, projects will also be required to identify a skills-development need, the achievement of which is a significant prerequisite for realising the enterprises’ growth potential.

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63 See the thematic evaluation of Denmark’s 2007–2013 Structural Fund Action, prepared by LB Analyse and, e.g., the project Flere Virksomheder I Vækst [Increase the number of growing enterprises], where an impact assessment showed that the project had a significant impact on job creation.

64 Mål, midler og effekter af strukturfondsindsatsen [Objectives, instruments and impact of the structural fund actions] thematic evaluation, DAMVAD, June 2013.

65 Voksen- og efteruddannelse i offentligt regi [Adult and Continuing Education in the Public Sector], Confederation of Danish Employers, September 2012.
Under this investment priority, support will not be granted to any project if the project involves support to only a single enterprise. Therefore, each individual project must be embedded with an operator who must contribute to increasing job creation in the enterprises. The operator must be in charge of project administration and implementation. The operator can be a business office, a business organisation, regional business development centre or an enterprise, for instance.\(^6\)

The action can possibly complement ERDF action in that the ESF could support growth-oriented skills development within the fields of automation, digitisation, innovation, energy efficiency or resource recycling.

Activities which can contribute to the specific objective of increasing employment in ESF-supported enterprises will be, notably:

**Management:**
- Strengthen managerial skills at growth-seeking SMEs, e.g. by means of networks, mentoring schemes, continuation training and manager-for-hire schemes.

**Skills development:**
- Targeted consultancy processes aimed at innovation and productivity for SMEs for the purpose of realising the enterprises’ growth potential.
- Skills development of employees, possibly within clusters or across sectors and geographical areas, which contributes to unleashing the enterprises’ growth potential by boosting employees’ innovation skills and adaptability, e.g. by charting employee skills or by means of new organisational forms.
- Skills development of employees in collaboration with other enterprises within selected areas which contribute to realising the enterprise’s growth potential, such as internationalisation, low-carbon economy, recycling of resources, adaptation to climate change, automation/digitisation, health and welfare solutions or ICT.
- Identifying employees’ skills-development needs in relation to the enterprise’s growth strategy. In order to be eligible for aid, identification must be followed by a skills-development process addressing the needs identified.
- Systematic skills upgrades and/or reschooling of employees, particularly unskilled employees, for new job duties and technologies, e.g. as part of large-scale strategic conversion processes or new areas of focus based on the enterprise’s growth strategy, by identifying skills-development needs, skills-development consultancy processes, or skills assessments of educational/training processes, e.g. under the auspices of educational institutions, VEU (adult education centres), sector organisations, etc.

**Networking:**
- Networks for enterprise management and staff under themes which contribute to generating and supporting growth in the participating enterprises through shared compilation of lessons learned, with continuous mentoring provided by external stakeholders. The networking processes should be based on overarching topics that are appropriate for a number of enterprises to work on.

**Infusion of skills:**
- Affiliation of individuals with medium-cycle and long-cycle tertiary education for specific development tasks in private enterprises, including facilitation related to

\(^6\) If special statutory provisions apply to the operator’s mode of operation, the activities must be within the current statutory basis.
matching enterprises with highly educated employees. The action can possibly supplement the existing knowledge pilot-scheme and other specialist mediation schemes that help SMEs to recruit highly-educated specialists early on and can possibly be aimed at persons with disabilities or individuals of ethnicity other than traditional Danish.

**State aid**
State aid for commercial activities in the projects is to be granted in accordance with the rules for support in the EU’s General Block Exemption Regulation. Alternatively as de minimis aid.

2.A.6.2. **Description of guiding principles for selecting projects**
An aggregate description of the guiding principles for priority axes 1–4 is found under priority axis 1.

2.A.6.3. **Planned use of financial instruments**
There are no plans to use financial instruments under this investment priority.

2.A.6.4. **Planned use of major projects**
Denmark does not expect to use the major projects option.
2.A.6.5. Output indicators by investment priority and by category of region

Table 5: Common indicators and programme-specific output indicators

<table>
<thead>
<tr>
<th>ID</th>
<th>Indicator (name of the indicator)</th>
<th>Measurement unit</th>
<th>Fund</th>
<th>Category of region</th>
<th>Target value (2023)</th>
<th>Data source</th>
<th>Reporting frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Participants</td>
<td>Number</td>
<td>ESF</td>
<td>More developed regions</td>
<td>16,000</td>
<td>Monitoring</td>
<td>1/year</td>
</tr>
<tr>
<td>10</td>
<td>Participants</td>
<td>Number</td>
<td>ESF</td>
<td>Transition region</td>
<td>4,000</td>
<td>Monitoring</td>
<td>1/year</td>
</tr>
<tr>
<td>11</td>
<td>No. of micro-enterprises and SMEs (including cooperative and social enterprises) receiving support</td>
<td>Number</td>
<td>ESF</td>
<td>More developed regions</td>
<td>400</td>
<td>Monitoring</td>
<td>1/year</td>
</tr>
<tr>
<td>11</td>
<td>No. of micro-enterprises and SMEs (including cooperative and social enterprises) receiving support</td>
<td>Number</td>
<td>ESF</td>
<td>Transition region</td>
<td>100</td>
<td>Monitoring</td>
<td>1/year</td>
</tr>
</tbody>
</table>

Note: ‘Monitoring’ means that the data history is collected from the individual projects. As part of the results orientation, the participating enterprises’ CVR numbers and P numbers and the participating individuals’ civil identification numbers will be registered with and linked to Statistics Denmark’s registers, to make it possible to monitor the actual trends in the enterprises’ employment, value creation, etc., and, insofar as the individual participants are concerned, their employment and level of education and thus – wherever possible and relevant – to compare these data with a control group. Target values are specified by calculating unit costs based on projects during the 2007–2013 structural fund period.

2.A.7. Social innovation, transnational cooperation and ESF contribution to thematic objectives 1–7

The priority axis is not expected to have content relating to social innovation or transnational cooperation as defined by the regulation. Support for transnational cooperation has not been included, partly because, for proportionality considerations, it is not deemed appropriate to earmark separate resources for this type of action and partly because Denmark’s national eligibility rules do not permit players from other countries to receive support as project partners, cf. Section 3.1.4 of the Partnership Agreement. According to the ESF regulation (Article 10(1) of Regulation (EU) No 1304/2013), partners from at least two Member States must take part in transnational cooperation. However, foreign players can serve as suppliers to projects under the programme, which will be able to include transnational cooperation, notwithstanding the exclusion of foreign partners. See the options described in section 4.5 for an in-depth explanation of this.

The activities relating to entrepreneurship consultancy are expected to contribute to thematic objective 3 for SMEs with growth potential under Denmark’s ERDF programme, where SME competitiveness will be supported for the purpose of increasing the number of high-growth enterprises. Enterprises’ skills upgrades are expected to contribute to thematic objectives 1, 3 and 4 under the ERDF programme by means of skills upgrades in selected areas, e.g. within green conversion.

In addition, there is a huge potential for creating growth and new jobs concurrent with conversion to green energy both in Denmark and abroad. Although most of the action relating

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67 For the ESF, this list comprises the common output indicators for which a target value has been specified.
68 As laid down in Article 9(1)–(7) of the CPR on common provisions for the ESI Funds.
to green conversion takes place under the auspices of the ERDF, the ESF can contribute through education, training and job creation within the green economy and conversion.

2.A.8. Performance framework

Table 6: Performance framework for the priority axis

<table>
<thead>
<tr>
<th>Type of indicator (implementation stage, financial, output or, where appropriate, performance indicator)</th>
<th>ID</th>
<th>Definition of indicator or implementation stage</th>
<th>Measure-ment unit, where appropriate</th>
<th>Fund</th>
<th>Category of region</th>
<th>2018 milestone</th>
<th>2023 targets</th>
<th>Data source</th>
<th>Explanation of indicator relevance, where appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial</td>
<td>12</td>
<td>Expenditure</td>
<td>EUR</td>
<td>ESF</td>
<td>More developed regions</td>
<td>27,800,000</td>
<td>118,800,000</td>
<td>Danish Business Agency</td>
<td></td>
</tr>
<tr>
<td>Financial</td>
<td>12</td>
<td>Expenditure</td>
<td>EUR</td>
<td>ESF</td>
<td>Transition region</td>
<td>5,900,000</td>
<td>25,300,000</td>
<td>Danish Business Agency</td>
<td></td>
</tr>
<tr>
<td>Output</td>
<td>10</td>
<td>Participants</td>
<td>Number</td>
<td>ESF</td>
<td>More developed regions</td>
<td>11,200</td>
<td>32,000</td>
<td>Danish Business Agency</td>
<td></td>
</tr>
<tr>
<td>Output</td>
<td>10</td>
<td>Participants</td>
<td>Number</td>
<td>ESF</td>
<td>Transition region</td>
<td>2,800</td>
<td>8,000</td>
<td>Danish Business Agency</td>
<td></td>
</tr>
</tbody>
</table>

Note: Target values are specified by calculating unit costs based on projects during the 2007–2013 structural fund period.

2.A.9. Categories of intervention

Tables 7–11: Categories of intervention

<table>
<thead>
<tr>
<th>Table 7: Dimension 1 Intervention area</th>
<th>Table 8: Dimension 2 Type of funding</th>
<th>Table 9: Dimension 3 Territory</th>
<th>Table 10: Dimension 6 Territorial supply mechanisms</th>
<th>Table 11: Dimension 7 ESF, secondary theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>€ amount</td>
<td>Code</td>
<td>€ amount</td>
<td>Code</td>
</tr>
<tr>
<td>104</td>
<td>29,820,700</td>
<td>01</td>
<td>59,641,399</td>
<td>04</td>
</tr>
<tr>
<td>106</td>
<td>29,820,700</td>
<td>07</td>
<td>55,168,294</td>
<td></td>
</tr>
</tbody>
</table>

Note: Target values are specified by calculating unit costs based on projects during the 2007–2013 structural fund period.

<table>
<thead>
<tr>
<th>Code</th>
<th>€ amount</th>
<th>Code</th>
<th>€ amount</th>
<th>Code</th>
<th>€ amount</th>
<th>anisms</th>
</tr>
</thead>
<tbody>
<tr>
<td>104</td>
<td>7,612,914</td>
<td>01</td>
<td>15,225,829</td>
<td>04</td>
<td>1,141,937</td>
<td>Not relevant</td>
</tr>
<tr>
<td>106</td>
<td>7,612,914</td>
<td></td>
<td></td>
<td>07</td>
<td>14,083,892</td>
<td></td>
</tr>
</tbody>
</table>
2.A.1. PRIORITY AXIS 2: Transnational mobility

Under this priority axis, the ESF action under the objective for promoting employment and supporting labour mobility is based on the investment priority (Article 3(1)(a)(vii) of the ESF Regulation):

- Modernisation of labour market institutions, such as public and private employment services, and improving the matching of labour market needs, including through actions that enhance transnational labour mobility as well as through mobility schemes and better cooperation between institutions and relevant stakeholders.

2.A.2. Explanation for the establishment of a priority axis covering more than one category of region, more than one thematic objective or more than one Fund

Refer to priority axis 1.

2.A.4. INVESTMENT PRIORITY 1 under priority axis 2: Modernisation of labour market institutions, such as public and private employment services, and improving the matching of labour market needs, including through actions that enhance transnational labour mobility as well as through mobility schemes and better cooperation between institutions and relevant stakeholders.

The above is a word-for-word quotation from the regulation text. The programme does not provide the option of obtaining support for the implementation of all the activities cited, but only for part of them, cf. the description below.

2.A.5. Specific objectives relating to investment priorities and expected results

Results to be achieved with the support:

The action under priority axis 2, investment priority 1, will be implemented on the basis of the following challenges identified, cf. Chapter 1:

- In spite of rising unemployment and declining rates of participation, a number of Member States are experiencing a shortage of labour in certain sectors and challenges to effectively matching jobs with qualifications between the Member States.
- There are examples of widespread unemployment in declining sectors side by side with growth and new demand for labour in other sectors.
- Denmark is one of a group of Member States where enterprises are having difficulty finding highly qualified labour in sectors of great importance to growth potential.
- At the same time, Denmark’s higher level of unemployment creates a need to support Danish jobseekers’ possibilities of finding employment in other Member States.

The specific objective for the action under priority axis 2 is to increase employment by increasing transnational workforce mobility. A direct result of the activities will be to meet Danish enterprises’ need for highly-qualified labour which it is not possible to find in Denmark and to improve Danish job-seekers’ possibility of employment abroad. By contributing to transnational recruitment, matching and placement of labour within the EU, the objective is to increase the rate of employment of more people.

SPECIFIC OBJECTIVE 2:

- Increase transnational labour mobility
Figure 9 below shows the correlation between the specific objective, input, activities, output, results and long-term impact.\(^{70}\)

**Figure 9. Intervention logic for priority axis 2**

![Diagram of intervention logic](image)

<table>
<thead>
<tr>
<th>Table 4: Common performance indicators for which a target value has been specified, and programme-specific performance indicators corresponding to the specific objective (per investment priority, distributed by category of region)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ID</strong></td>
</tr>
<tr>
<td>13</td>
</tr>
<tr>
<td>14</td>
</tr>
<tr>
<td>15</td>
</tr>
<tr>
<td>16</td>
</tr>
<tr>
<td>16</td>
</tr>
</tbody>
</table>

Note: ‘Monitoring’ means that the data history is collected from the individual projects.

---

\(^{70}\) For the sake of clarity, only a few central indicators are included in the figure.
2.A.6. Actions supported under the investment priority ‘Modernise the institutions of management and labour, such as public and private job centres, improve the match-up with labour-market needs, including actions to promote transnational workforce mobility through mobility schemes and better collaboration between institutions and relevant stakeholders’.

2.A.6.1. Description of the type and examples of actions to be financed and their expected contribution to corresponding specific objectives, including main target group, specific territories, types of beneficiaries

a) Increased transnational mobility (EURES)

According to the European Commission, insufficient mobility is a challenge at both national and European level.\(^71\)

The EURES network is central to supporting transnational labour mobility. EURES (European Employment Service) is a European recruitment network comprising public employment services in 31 member countries (EU + EEA + Switzerland). EURES activities are made up of cross-EU activities, including an online EU job and CV portal, and of a number of specific recruitment and information activities anchored at national level. In conjunction with a comprehensive reform and reorganisation of EURES action in support of the Europe 2020 Strategy, the European Commission has emphasised that national EURES activities in EU Member States can be funded by the ESF from 2014.\(^72\)

Within the EURES framework, the activities aim to meet Danish enterprises’ need for highly-qualified labour which it is not possible to find in Denmark and to support Danish job-seekers’ possibility of employment abroad.

The European Commission lays down the guidelines for methods, processes and organisation in a special EURES charter, currently being prepared. The charter determines the framework for monitoring and measuring of the national action and also includes a service catalogue to define the output that must be delivered by EURES partners.

The funds are issued as two framework grants – each covering roughly half of the programme period in terms of time – to the authority designated to manage the national component of the EURES action. The first grant concludes with a mid-term evaluation. In conjunction with the preparation of the applications for resources from the ESF programme, the applying authority must consult with the regional growth forums concerning how the action can best support the development of their regional business policy.

This will only involve actions which are outside ordinary employment efforts.

Activities which can contribute to the specific objective of increasing transnational labour mobility:

- Information and recruitment service vis-à-vis Danish enterprises which have difficulty finding highly qualified labour in Denmark. The services will include targeted recruitment processes where the most suitable candidates are selected in collaboration with the EURES network in relevant countries.


\(^72\) Similar activities have previously been funded under a different EU programme.
• Information and recruitment services targeting Danish job-seekers looking for work abroad. The action will be developed in close collaboration with Danish job centres and the EURES partners in selected recipient Member States.
• The building up and development of the EURES network for the purpose of implementing methods and processes, etc., which support the EURES reform’s focus on promoting specific mobility.
• Information action to support transparency and fair mobility in the European labour market out of consideration for employees’ possibilities of exploiting job opportunities and to heighten the awareness of rights and obligations.

To implement the aforesaid activities, the authority designated to manage the national implementation of the EURES action must carry out the following specific activities which are eligible for support to the extent they are eligible under Denmark’s ESF rules:
- participation in relevant job fairs in the EU, including travelling activities
- preparation of pamphlets and other informative material for enterprises and job seekers
- advertising of the activities in relevant media
- running of course activities for job seekers
- carrying out seminars and conferences for a wide circle of players
- developing, operating and maintaining online solutions
- travelling activities relating to Europe’s EURES network
- travelling activities relating to courses organised by the European Commission, including the EURES supervisor training programme
- development of monitoring systems, etc.

2.A.6.2. Description of guiding principles for selecting projects
An aggregate description of the guiding principles for priority axes 1–4 is found under priority axis 1.

2.A.6.3. Planned use of financial instruments
There are no plans to use financial instruments under this priority axis.

2.A.6.4. Planned use of major projects
Denmark does not expect to use the major projects option.

2.A.6.5. Output indicators by investment priority and by category of region

Table 5: Common and programme-specific indicators for the ESF (per investment priority, distributed by category of region)

<table>
<thead>
<tr>
<th>ID</th>
<th>Indicator (name of the indicator)</th>
<th>Measurement unit</th>
<th>Fund</th>
<th>Category of region</th>
<th>Target value (2023)73</th>
<th>Data source</th>
<th>Reporting frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>No. of individuals in EURES CV Online</td>
<td>Numbe r</td>
<td>ESF</td>
<td>More developed regions</td>
<td>24,000</td>
<td>CV Online</td>
<td>1/year</td>
</tr>
<tr>
<td>17</td>
<td>No. of individuals in EURES CV Online</td>
<td>Numbe r</td>
<td>ESF</td>
<td>Transition region</td>
<td>6,000</td>
<td>CV Online</td>
<td>1/year</td>
</tr>
<tr>
<td>28</td>
<td>No. of individuals in spouse processes</td>
<td>Num-ber</td>
<td>ESF</td>
<td>More developed regions</td>
<td>1,800</td>
<td>Monitoring (CRM system)</td>
<td>1/year</td>
</tr>
<tr>
<td>28</td>
<td>No. of individuals in spouse processes</td>
<td>Num-ber</td>
<td>ESF</td>
<td>Transition region</td>
<td>450</td>
<td>Monitoring (CRM system)</td>
<td>1/year</td>
</tr>
</tbody>
</table>

73 For the ESF, this list comprises the common output indicators for which a target value has been specified.
Note: ‘Monitoring’ means that the data history is collected from the individual projects. As part of the results orientation, the participating enterprises’ CVR numbers and P numbers and the participating individuals’ civil identification numbers will be registered with and linked to Statistics Denmark’s registries, to make it possible to monitor the actual trends in the enterprises’ employment, value creation, etc., and, insofar as the individual participants are concerned, their rate of employment and level of education and thus – wherever possible and relevant – to compare these data with a control group.

2.A.7. Social innovation, transnational cooperation and ESF contribution to thematic objectives 1–7

The priority axis is not expected to have content relating to social innovation or transnational cooperation as defined by the regulation. Support for transnational cooperation has not been included, partly because, for proportionality considerations, it is not deemed appropriate to earmark separate resources for this type of action and partly because Denmark’s national eligibility rules do not permit players from other countries to receive support as project partners, cf. Section 3.1.4 of the Partnership Agreement. According to the ESF regulation (Article 10(1) of Regulation (EU) No 1304/2013), partners from at least two Member States must take part in transnational cooperation. However, foreign players can serve as suppliers to projects under the programme, which will be able to include transnational cooperation, notwithstanding the exclusion of foreign partners. See the options described in section 4.5 for an in-depth explanation of this.

2.A.8. Performance framework

Table 6: Performance framework for the priority axis

<table>
<thead>
<tr>
<th>Type of indicator (implementation stage, financial, output, where appropriate, performance indicator)</th>
<th>ID</th>
<th>Definition of indicator or implementation stage</th>
<th>Measurement unit, where appropriate</th>
<th>Fun d</th>
<th>Category of region</th>
<th>2018 milestone</th>
<th>2023 targets</th>
<th>Data source</th>
<th>Explanation of indicator relevance, where appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial</td>
<td>12</td>
<td>Expenditure</td>
<td>EUR</td>
<td>ESF</td>
<td>More developed regions</td>
<td>1,100,000</td>
<td>4,600,000</td>
<td>Danish Business Agency</td>
<td></td>
</tr>
<tr>
<td>Financial</td>
<td>12</td>
<td>Expenditure</td>
<td>EUR</td>
<td>ESF</td>
<td>Transition region</td>
<td>200,000</td>
<td>1,000,000</td>
<td>Danish Business Agency</td>
<td></td>
</tr>
<tr>
<td>Output</td>
<td>17</td>
<td>No. of individuals in EURES CV Online</td>
<td>Number</td>
<td>ESF</td>
<td>More developed regions</td>
<td>8,400</td>
<td>24,000</td>
<td>EURES CV Online</td>
<td></td>
</tr>
<tr>
<td>Output</td>
<td>17</td>
<td>No. of individuals in EURES CV Online</td>
<td>Number</td>
<td>ESF</td>
<td>Transition region</td>
<td>2,100</td>
<td>6,000</td>
<td>EURES CV Online</td>
<td></td>
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</tbody>
</table>

2.A.9. Categories of intervention

Tables 7–11: Categories of intervention

As laid down in Article 9(1)–(7) of CPR on common provisions for the ESI Funds.
<table>
<thead>
<tr>
<th>Code</th>
<th>€ amount</th>
<th>Code</th>
<th>€ amount</th>
<th>Code</th>
<th>€ amount</th>
<th>mechanisms</th>
</tr>
</thead>
<tbody>
<tr>
<td>108</td>
<td>2,304,346</td>
<td>01</td>
<td>2,304,346</td>
<td>07</td>
<td>2,131,520</td>
<td>Not relevant</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>04</td>
<td>172,826</td>
<td></td>
</tr>
</tbody>
</table>

**Tables 7–11: Categories of intervention**

<table>
<thead>
<tr>
<th>Table 7:</th>
<th>Table 8:</th>
<th>Table 9:</th>
<th>Table 10:</th>
<th>Table 11:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimension 1</td>
<td>Dimension 2</td>
<td>Dimension 3</td>
<td>Dimension 6</td>
<td>Dimension 7</td>
</tr>
<tr>
<td>Intervention area</td>
<td>Type of funding</td>
<td>Territory</td>
<td>Territorial supply mechanisms</td>
<td>ESF, secondary theme</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>€ amount</th>
<th>Code</th>
<th>€ amount</th>
<th>Code</th>
<th>€ amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>108</td>
<td>588,276</td>
<td>01</td>
<td>588,276</td>
<td>07</td>
<td>544,155</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>04</td>
<td>44,121</td>
</tr>
</tbody>
</table>
2.A.1. PRIORITY AXIS 3: Inclusion through education/training and employment

ESF action under the objective of social inclusion and combating poverty is based on the investment priority (Article 3(1)(b)(i) of the ESF Regulation):

- Active inclusion, including with a view to promoting equal opportunities and active participation, and improving employability.

2.A.2. Explanation for the establishment of a priority axis covering more than one category of region, more than one thematic objective or more than one Fund

Refer to priority axis 1.

2.A.4. INVESTMENT PRIORITY 1 under priority axis 3: Active inclusion, including with a view to promoting equal opportunities and active participation, and improving employability.

The above is quoted verbatim from the regulation text. The programme does not provide the option of obtaining support for the implementation of all the activities cited, but only for part of them, cf. the description below.

2.A.5. Specific objective relating to investment priorities and expected results

Results to be achieved with the support:

The action under priority axis 3, investment priority 1, will be implemented on the basis of the following challenges identified, cf. Chapter 1:

- The number of people in low-employment households has risen since 2008.
- Individuals with the lowest level of education have seen the sharpest decline in rate of employment since the beginning of the financial crisis, at the same time that more individuals must complete vocational training in particular.

The specific objective for the action under priority axis 3 is to increase the employment of individuals on the margin of the labour market. The direct results of the activities will be that more disadvantaged young people complete a youth education, and that disadvantaged individuals complete induction processes in, for example, social enterprises, for the purpose of improving their chances of obtaining ordinary unsupported employment (and by supporting social enterprises with employment-promoting objectives).

**SPECIFIC OBJECTIVE 3:**

- Increase the employment rate of individuals in the margin of the labour market

Figure 10 below shows the correlation between the specific objective, input, activities, output, results and long-term impact.\(^75\)

\(^{75}\) For the sake of clarity, only a few central indicators are included in the figure.
Table 4: Common performance indicators for which a target value has been specified and programme-specific performance indicators corresponding to the specific objective (per investment priority, distributed by category of region)

<table>
<thead>
<tr>
<th>ID</th>
<th>Indicators</th>
<th>Category of region</th>
<th>Indicator</th>
<th>Common output indicator used as basis</th>
<th>Baseline value</th>
<th>Measurement unit for baseline and target value</th>
<th>Baseline year</th>
<th>Target value (2023)</th>
<th>Data source</th>
<th>Reporting frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Participants gaining a qualification upon leaving</td>
<td>More developed regions</td>
<td>Number</td>
<td>35 %</td>
<td>2013</td>
<td>40</td>
<td>Monitoring</td>
<td>1/year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transition region</td>
<td></td>
<td></td>
<td>35 %</td>
<td>2013</td>
<td>40</td>
<td>Monitoring</td>
<td>1/year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Participants in education/training upon leaving</td>
<td>More developed regions</td>
<td>Number</td>
<td>35 %</td>
<td>2013</td>
<td>40</td>
<td>Monitoring</td>
<td>1/year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transition region</td>
<td></td>
<td></td>
<td>35 %</td>
<td>2013</td>
<td>40</td>
<td>Monitoring</td>
<td>1/year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Participants employed in social enterprises upon leaving</td>
<td>More developed regions</td>
<td>Number</td>
<td>5 %</td>
<td>2013</td>
<td>10</td>
<td>Monitoring</td>
<td>1/year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transition region</td>
<td></td>
<td></td>
<td>5 %</td>
<td>2013</td>
<td>10</td>
<td>Monitoring</td>
<td>1/year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Inactive participants engaged in job searching upon leaving</td>
<td>More developed regions</td>
<td>Number</td>
<td>8 %</td>
<td>2013</td>
<td>10</td>
<td>Monitoring</td>
<td>1/year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transition region</td>
<td></td>
<td></td>
<td>8 %</td>
<td>2013</td>
<td>10</td>
<td>Monitoring</td>
<td>1/year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Participants in employment, including self-employment, upon leaving participation</td>
<td>More developed regions</td>
<td>Number</td>
<td>17 %</td>
<td>2013</td>
<td>20</td>
<td>Monitoring</td>
<td>1/year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transition region</td>
<td></td>
<td></td>
<td>17 %</td>
<td>2013</td>
<td>20</td>
<td>Monitoring</td>
<td>1/year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Participants in employment, including self-employment, 6 months after leaving</td>
<td>More developed regions</td>
<td>Number</td>
<td>22 %</td>
<td>2013</td>
<td>25</td>
<td>Monitoring (Statistics Denmark)</td>
<td>1/year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transition region</td>
<td></td>
<td></td>
<td>22 %</td>
<td>2013</td>
<td>25</td>
<td>Monitoring (Statistics Denmark)</td>
<td>1/year</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: "Monitoring" means that the data history is collected from the individual projects. As part of the results orientation, the participating enterprises’ CVR numbers and P numbers and the participating individuals’ civil identification numbers will be registered with and linked to Statistics Denmark’s registries, to make it possible to monitor the actual trends in the enterprises’ employment, value creation, etc., and, insofar as the individual par-
participants are concerned, their rate of employment and level of education and thus – wherever possible and relevant – to compare these data with a control group. Target values are specified by calculating unit costs based on projects during the 2007–2013 structural fund period.

2.A.6. Actions supported under the investment priority ‘Active inclusion, including for the purpose of promoting equal opportunity and active participation and the improvement of employability’

2.A.6.1. Description of the type and examples of actions to be financed and their expected contribution to corresponding specific objectives, including main target group, specific territories, types of beneficiaries

ESF action can be specifically implemented with initiatives which contribute to gradually bringing individuals with limited labour-market affiliation into the labour market. ESF action is assessed as being able to beneficially complement initiatives to be launched on the basis of national reforms dealing with social security, early retirement/disability pension, integration and flexible job schemes.

The reform of disability pension means that individuals below the age of 40 will not be awarded disability pension from now on. Instead, they will be offered a holistic effort in one or more resource processes which is intended to develop their work capacity and to help them move on in life. If the individual is obviously unable to return to active working life, he/she may continue to be granted disability pension, however. The resource processes will often comprise both employment offers, social offers and health-related offers which are to be combined and coordinated across sectors.

The social security reform means that cash benefits will be abolished and replaced by education/training assistance for all youths under the age of 30 who do not have an education. Young people below the age of 30 will receive an education/training injunction which means that any young person who can start an education/training programme right away must do so as quickly as possible. Young people who cannot start an education/training programme right away must be ready and willing to accept a public effort targeting education/training.

ESF resources must be used for an additional action to complement initiatives stipulated in the new reforms as well as in existing national, regional and local initiatives. At the same time, the resources must support an action for individuals in the margin of the labour market, including individuals of immigrant background, the long-term unemployed and wage-earners with a low level of qualifications, cf. the European Commission’s country-specific recommendations for Denmark. The ultimate goal of the activities is increase the likelihood that the individuals participating in the project activities will become employed. The managing authority, together with the monitoring committee, will continuously observe the implementation of the activities in the priority axis and aim for the action to follow the annual country-specific recommendations of the European Commission wherever possible.

ESF action is narrowed to focus on individuals with little or no affiliation with the labour market and to disadvantaged students. These are individuals who cannot become affiliated with the labour market without a supporting effort or where the ordinary action is insufficient. Basically, this means:

- persons screened for reduced hours jobs, with small working capacity, i.e. only capable of working a few hours;
- individuals receiving disability pension;
- individuals engaged in a resource process;
• marginalised social security recipients, including youths and immigrants at risk of ending up with a disability pension or a very weak affiliation with the labour market, as well as newly-arrived disadvantaged (e.g., traumatised) refugees;
• other vulnerable individuals far removed from the labour market.

Moreover, disadvantaged students (e.g. students with disabilities, mental problems, illness, language difficulties or personal problems) whose challenges limit their possibilities of completing a youth study programme and who are engaged in a programme can be included under action area a) Youth education for disadvantaged youths.

To be eligible for ESF aid, the project must fall within the possibilities outlined in one of the two areas of action described below.

a) Youth education for disadvantaged youths
This area includes the part of the youth-related action aimed at young disadvantaged students in relation to starting and completing a youth study programme. The broadly aimed youth action can be supported under priority axis 4.

Activities aimed at retaining students in the youth education system are eligible for aid under this action area. They comprise a group of young people for whom it is difficult, even in periods of low unemployment, to get a job or to start and complete an education. In periods of rising unemployment, this group will be particularly vulnerable when it comes to finding employment. Therefore there is long-term employment potential in boosting the action aimed at reducing ESL from youth study programmes and carrying out initiatives for the purpose of increasing the motivation of young people to complete a youth study programme.\(^76\) This potential is particularly prevalent not least among young people (especially men) of immigrant background, one-third of whom have not been educated beyond lower-secondary-school level.\(^77\)

There may be several barriers which make it difficult for a young person to complete a youth study programme, usually due to external factors, personal problems and a lack of technical skills.\(^78\) The ESF action can be instrumental in ensuring that disadvantaged youths are given better possibilities of completing a youth study programme. This can involve boosting the counselling services provided to this target group, mentoring schemes or specially organised processes. For instance, an experiment involving specially organised upper-secondary processes for young people with Asperger’s syndrome had good results.\(^79\) These results could be applied to other participants in the target group through ESF action.

The ESF action is aimed at young people who are disadvantaged in relation to completing a youth education. The target group is mainly young people aged 15–30, but it is possible for some individuals over 30 to participate if they are otherwise within the target group of the priority axis. The projects must be run as a collaboration involving several parties. These could be educational institutions, public authorities, private institutions, enterprises, NGOs

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\(^76\) Unges uddannelse og tilknytning til arbejdsmarkedet [Youth education and affiliation with the labour market], analysis report, Ministry of Employment, 2009.
\(^77\) Hver 3. indvandrerdreng har ingen uddannelse udover folkeskolen [One third of all immigrant boys have no education above lower secondary], Economic Council of the Labour Movement, December 2012.
\(^78\) Hold Fast - Slutrapport over 19 fastholdelsesprojekter på gymnasiale uddannelser [Stick it out: final report about 19 retention projects at upper secondary study programmes], Videnscenter om fastholdelse og frafald, 2011.
\(^79\) Gymnasieforløb for elever med Aspergers syndrom [Upper secondary process for student’s with Asperger’s syndrome], Danish Evaluation Institute, 2012.
and voluntary organisations, etc. Each of these types of parties can be an applicant. To increase the likelihood of the action having an impact, educational institutions will be required to take part in the processes.

Activities which can contribute to the specific objective of increasing the employment of individuals in the margin of the labour market will be, notably:

- Improved guidance and training of disadvantaged young people, including from peripheral areas or in marginalised urban areas, who drop out or do not begin a youth study programme; these services should be provided through heightened interaction between youth educational institutions and other players for bridge-building, mentoring schemes, holistic efforts, etc. The activities can with advantage include, for example, individuals of ethnicity other than traditional Danish (including boys in particular) or persons with disabilities in the target group.
- Specially organised youth-education processes for participants within the target group of the priority axis and/or activities aimed at boosting the retention of participants from the target group in the ordinary youth-education system and the accessibility for this target group, e.g. for support to e-learning processes, but not for support to transport or physical facilities.
- Support the ordinary educational system’s retention of young people who are psychologically vulnerable and/or suffer from attention-deficit disorders.

b) Induction process and social enterprises

The action under ‘Induction processes and socio-economic enterprises’ is subdivided into two activities, b1) induction processes for the labour market and b2) socio-economic enterprises.

Whereas action b1 focuses on the participant with personalised induction processes for the marginalised unemployed person, the focal point of action b2 is to support socio-economic enterprises for the purpose of creating more employment opportunities for the target group.

b1) Induction processes for the labour market

The ESF action under b1 will be able to provide support to employment-promoting induction processes for persons far removed from the labour market and within the target group of the priority axis, where the aim of the action is for the participant to move closer to ordinary unsupported employment.

The projects must be run as a collaboration involving several parties. These could be educational institutions, public authorities, private institutions, enterprises, NGOs and voluntary organisations, etc. Each of these types of parties can be an applicant. To increase the likelihood of the action having an impact, enterprises will be required to take part in the processes. The induction processes must take place through action targeting enterprises where participants are tested in ‘real-life’ environments – which could well be a social enterprise, cf. action b2, but processes in other types of enterprise are not excluded from the action.80 The processes can focus on making it possible for participants to acquire the qualifications and social skills required to be able to hold a job and to promote induction into the labour market. At the same time, the action can support enterprises’ readiness to receive individuals with various disadvantages related to getting an ordinary job. Priority is given to induction processes being initiated on the basis of an interdisciplinary and holistic approach.

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For instance, the action can build on initiatives within ‘supported employment’. This involves replacing the provision of work at a sheltered workshop (sheltered job) with the provision of work in an ordinary, e.g. social, enterprise with the support of a job coach. Supported employment involves schemes which aim to help persons with disabilities and other marginalised groups to get and hold onto a paying job in the ordinary labour market. The supporting actions can help an unemployed person before, during and after employment and provide similar support to the employer. The ‘job coach’ function is crucial to this process.

The action under b₁ can benefit from being envisaged along with the resource processes to be launched in connection with the national reforms. The activities launched under ESF action can exclusively serve as an additional action aimed at the target group.

Activities which can contribute to the specific objective of increasing the employment of individuals in the margin of the labour market will be, notably:

- Processes for enterprises and marginalised unemployed persons which prepare the enterprise to receive marginalised individuals far removed from the labour market and prepare the marginalised individuals to work in an enterprise, e.g. under the auspices of the employment services’ rehabilitation teams.
- Systemic induction processes with special focus on marginalised unemployed persons, e.g. with psychological barriers to entering the ordinary labour market. The induction processes must be initiated by means of an enterprise-targeted action, e.g. in social enterprises.
- Resource clarification processes and testing of new social-inclusion models (including supported employment, for instance) through induction processes with a view to promoting employment for the action area’s target group.

b) Social enterprises

The action targets aid to viable social enterprise initiatives with employment-promoting objectives. Social enterprises that meet the requirement of having an employment-promoting purpose can serve other purposes at the same time. ESF support will only be granted to enterprises which are registered as social enterprises or enterprises which are working towards such registration via the project activities. Moreover, direct support is not provided to the formation or establishment of social enterprises, but solely for aspects such as consultancy, network and development activities for social enterprises or future social enterprises.

The action is coordinated with an expected EAFRD action within the formation and promotion of small enterprises.

Social enterprises differ from other types of enterprise by having an overarching non-profit objective and by primarily using their profit with this objective in mind. Thus, the enterprises base their actions on a double bottom line principle focusing on both financial and social value creation.

The primary objective of employment-promoting social enterprises which are covered by the ESF action is to bring marginalised unemployed persons closer to the labour market. This can take place, for instance, by providing flexible, alternative job offers, either as lasting jobs or as skills-enhancement processes such as on-the-job training. A charting of social enterprises

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81 Beskyttet beskæftigelse – En kortlægning [Charting protected employment], National Centre for Social Research, 2009.
83 A special registration model for socio-economic enterprises is expected to be implemented in 2014. The bill concerning this special registration model is on the legislative agenda for the 2013–2014 parliamentary year.
in Denmark has shown that four out of ten enterprises base their work on an employment-related purpose. At the same time, this supports the line of thinking of replacing sheltered employment activities with an offer of work for the target group in social enterprises with ordinary production in mind and ordinary working conditions.

There are good examples of social enterprises which have been particularly successful at motivating and upgrading the skills of, for instance, marginalised youths and psychologically vulnerable target groups to ensure a higher level of participation in the labour market. This can be due the fact that these enterprises can offer the target group special care and support and that they often have a keen eye for utilising and developing the target group’s unique skill-sets. In a Danish context, social enterprises are a relatively new phenomenon whose future proliferation depends on things like good framework conditions, e.g. in the form of more clearly defined limits for the corporate form. For the Finance Act Agreement for 2013, an agreement was entered into for a two-year action to the support the development of social enterprises in Denmark. A committee for social enterprises was set up as part of this action. In September 2013, the Committee on Social Enterprises issued a recommendation report outlining five specific recommendations for how Denmark could increase the number and improve the quality of social enterprises. ESF action supports the report’s recommendations, including in particular the recommendations concerning improved entrepreneurial possibilities, as well as strengthened skills development and financing possibilities for social enterprises.

A typical socio-economic enterprise will focus on specific target groups, such as marginalised youths, psychologically vulnerable individuals or persons with a substance abuse problem or disabilities.

The objective of this action is therefore two-tiered: in addition to creating additional employment opportunities for the target group, the action focuses on the specific challenges and barriers for the individual participant in relation to being able to handle ordinary employment.

Activities which can contribute to the specific objective of increasing the employment of individuals in the margin of the labour market will be, notably:

- Strengthen socio-economic entrepreneurship through consultancy, education, networking, development activities, etc., such as in peripheral areas with many socially disadvantaged individuals or in disadvantaged urban residential areas.
- Improve the possibilities of testing and implementing offshoots into socio-economic enterprises from other public/private-sector activities for the purpose of becoming a registered socio-economic enterprise.
- Support for consultancy and skills development for socio-economic enterprises, e.g. through consultancy concerning business models, business development, business operations and consultancy concerning access to capital and scaling support.
- Support for development activities between socio-economic enterprises and public authorities focusing on inclusion and employment of disadvantaged unemployed persons.

State aid
State aid for commercial activities in the projects is to be granted in accordance with the rules for support in the EU’s General Block Exemption Regulation. Alternatively as de minimis aid.

2.A.6.2. Description of guiding principles for selecting projects

84 Anbefalingsrapport [Recommendation Report], Committee on Socio-economic Enterprises, 2013.
An aggregate description of the guiding principles for priority axes 1–4 is found under priority axis 1.

2.A.6.3. Planned use of financial instruments
There are no plans to use financial instruments under this priority axis.

2.A.6.4. Planned use of major projects
Denmark does not expect to use the major projects option.

2.A.6.5. Output indicators by investment priority and by category of region

Table 5: Common and programme-specific indicators (per investment priority, distributed by category of region)

<table>
<thead>
<tr>
<th>ID</th>
<th>Indicator (name of the indicator)</th>
<th>Measurement unit</th>
<th>Fund</th>
<th>Category of region</th>
<th>Target value (2023)</th>
<th>Data source</th>
<th>Reporting frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Participants</td>
<td>Number</td>
<td>ESF</td>
<td>More developed regions</td>
<td>8,000</td>
<td>Monitoring</td>
<td>1/year</td>
</tr>
<tr>
<td>10</td>
<td>Participants</td>
<td>Number</td>
<td>ESF</td>
<td>Transition region</td>
<td>2,000</td>
<td>Monitoring</td>
<td>1/year</td>
</tr>
</tbody>
</table>

Note: ‘Monitoring’ means that the data history is collected from the individual projects. As part of the results orientation, the participating enterprises’ CVR numbers and P numbers and the participating individuals’ civil identification numbers will be registered with and linked to Statistics Denmark’s registries, to make it possible to monitor the actual trends in the enterprises’ employment, value creation, etc., and, insofar as the individual participants are concerned, their rate of employment and level of education and thus — wherever possible and relevant — to compare these data with a control group. Target values are specified by calculating unit costs based on projects during the 2007–2013 structural fund period.

2.A.7. Social innovation, transnational cooperation and ESF contribution to thematic objectives 1–7

By virtue of the action for socio-economic enterprises, the priority axis is expected to contain social innovation. Social innovation can be defined in many ways. A specific example from Denmark where a socio-economic enterprise implements social innovation is the enterprise Specialisterne [The Specialists]. Specialisterne were among the first in the world to be able to see and exploit the opportunities inherent in individuals with autism, for instance. Specialisterne turn challenges into advantages where character traits normally deemed to exclude individuals with autism from the labour market are the same character traits which make them valuable employees for Specialisterne — traits such as a passion for detail, zero tolerance for error, and perseverance to see even the most complicated tasks through to completion. Individuals with autism, for example, work at Specialisterne as consultants on tasks such as software testing, programming, and data entry for both public-sector and private-sector enterprises.

Specialisterne also offers a specially planned youth education for autistic young people aged 16–25. The aim of the education is to create a coherent educational process which focuses on developing the students’ personal, social and academic skills. As part of the education, students have the opportunity to try to take on real assignments and traineeships on site at the partners of Specialisterne.  

85 For the ESF, this list comprises the common output indicators for which a target value has been specified.
86 As laid down in Article 9(1)–(7) of CPR on common provisions for the ESI Funds.
Transnational collaboration as defined in the regulation is not expected. Support for transnational cooperation has not been included, partly because, for proportionality considerations, it is not deemed appropriate to earmark separate resources for this type of action and partly because Denmark’s National Aid Rules do not permit players from other countries to receive support as project partners, cf. Section 3.1.4 of the Partnership Agreement. According to the ESF regulation (Article 10(1) of Regulation (EU) No 1304/2013), partners from at least two Member States must take part in transnational cooperation. However, foreign players can serve as suppliers to projects under the programme, which will be able to include transnational cooperation, notwithstanding the exclusion of foreign partners. See the options described in section 4.5 for an in-depth explanation of this.

It will be possible to achieve synergy with the efforts of local action groups under the EAFRD, e.g. by supporting socio-economic enterprises in peripheral regions.
### 2.A.8. Performance framework

#### Table 6: Performance framework for the priority axis

<table>
<thead>
<tr>
<th>Type of indicator (implementation stage, financial, output or, where appropriate, performance indicator)</th>
<th>ID</th>
<th>Definition of indicator or implementation stage</th>
<th>Measurement unit, where appropriate</th>
<th>Fund</th>
<th>Category of region</th>
<th>2018 milestone</th>
<th>2023 targets</th>
<th>Data source</th>
<th>Explanation of indicator relevance, where appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial</td>
<td>12</td>
<td>Expenditure</td>
<td>EUR</td>
<td>ESF</td>
<td>More developed regions</td>
<td>15,400,000</td>
<td>65,800,000</td>
<td>Danish Business Agency</td>
<td></td>
</tr>
<tr>
<td>Financial</td>
<td>12</td>
<td>Expenditure</td>
<td>EUR</td>
<td>ESF</td>
<td>Transition region</td>
<td>3,300,000</td>
<td>14,000,000</td>
<td>Danish Business Agency</td>
<td></td>
</tr>
<tr>
<td>Output</td>
<td>10</td>
<td>No. of participants, total</td>
<td>Number</td>
<td>ESF</td>
<td>More developed regions</td>
<td>2,800</td>
<td>8,000</td>
<td>Danish Business Agency</td>
<td></td>
</tr>
<tr>
<td>Output</td>
<td>10</td>
<td>No. of participants, total</td>
<td>Number</td>
<td>ESF</td>
<td>Transition region</td>
<td>700</td>
<td>2,000</td>
<td>Danish Business Agency</td>
<td></td>
</tr>
</tbody>
</table>

Note: Target values are specified by calculating unit costs based on projects during the 2007–2013 structural fund period.

### 2.A.9. Categories of intervention

#### Tables 7–11: Categories of intervention

##### ESF – more developed regions

<table>
<thead>
<tr>
<th>Table 7: Dimension 1 Intervention area</th>
<th>Table 8: Dimension 2 Type of funding</th>
<th>Table 9: Dimension 3 Territory</th>
<th>Table 10: Dimension 6 Territorial supply mechanisms</th>
<th>Table 11: Dimension 7 ESF, secondary theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>€ amount</td>
<td>Code</td>
<td>€ amount</td>
<td>Code</td>
</tr>
<tr>
<td>109</td>
<td>33,042,327</td>
<td>01</td>
<td>33,042,327</td>
<td>07</td>
</tr>
</tbody>
</table>

##### ESF – transition regions

<table>
<thead>
<tr>
<th>Table 7: Dimension 1 Intervention area</th>
<th>Table 8: Dimension 2 Type of funding</th>
<th>Table 9: Dimension 3 Territory</th>
<th>Table 10: Dimension 6 Territorial supply mechanisms</th>
<th>Table 11: Dimension 7 ESF, secondary theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>€ amount</td>
<td>Code</td>
<td>€ amount</td>
<td>Code</td>
</tr>
<tr>
<td>109</td>
<td>8,435,362</td>
<td>01</td>
<td>8,435,362</td>
<td>07</td>
</tr>
</tbody>
</table>
2.A.1. PRIORITY AXIS 4: Vocational training and tertiary education

ESF action under the objective concerning investing in education, skills and lifelong learning is based on the investment priority included in Article 3(1)(c)(iii) and 3(1)(c)(iv) of the ESF regulation:

- Improving the labour market relevance of education and training systems, facilitating the transition from education to work, and strengthening vocational education and training systems and their quality, including through mechanisms for skills anticipation, adaptation of curricula and the establishment and development of work-based learning systems, including dual learning systems and apprenticeship schemes.

- Enhancing equal access to lifelong learning for all age groups in formal, non-formal and informal settings, upgrading the knowledge, skills and competences of the workforce, and promoting flexible learning pathways including through career guidance and validation of acquired competences.

2.A.2. Explanation for the establishment of a priority axis covering more than one category of region, more than one thematic objective or more than one Fund

Refer to priority axis 1.

2.A.4. INVESTMENT PRIORITY 1 under priority axis 4: Improving the labour market relevance of education and training systems, facilitating the transition from education to work, and strengthening vocational education and training systems and their quality, including through mechanisms for skills anticipation, adaptation of curricula and the establishment and development of work-based learning systems, including dual learning systems and apprenticeship schemes.

The above is quoted verbatim from the regulation text. The programme does not provide the option of obtaining support for the implementation of all the activities cited, but only for part of them, cf. the description below.

2.A.5. Specific objectives relating to investment priorities and expected results

Results to be achieved with the support:

The action will be implemented on the basis of the following challenges identified, cf. Chapter 1:

- An insufficient number of young people attend vocational programmes and the rate of completion is too low.
- The percentage of unskilled workers remains relatively high and the demand for skilled workers is expected to substantially increase in the long term (also as a result of demographic trends).

The specific objective for action under priority axis 4, investment priority 1, is to get more young people to complete a vocational training programme, by increasing both the admission and completion percentage. The direct result of the activities will be that more participants get started on and complete a vocational training programme. Eventually, this will increase both employment and productivity in Denmark. Specifically, the action will focus on facilitating the transition from lower secondary school to a vocational training programme and on boosting the quality of vocational training programmes.
SPECIFIC OBJECTIVE 4a:
- Increase the number of individuals with vocational training

Figure 11 below shows the correlation between the specific objective, input, activities, output, results and long-term impact.²⁸

Figure 11. Intervention logic for priority axis 4, investment priority 1

| Specific objective: Increase number of persons who complete vocational education and training |
|---|---|---|---|---|---|
| Input | Activity | Output | Short term | Results | Long term |
| ESF, etc. | Vocational education and training | No. of participants | Participants in education/training upon leaving | No. of participants who gained ICSED 3b or 3c |

Table 4: Common performance indicators for which a target value has been specified and programme-specific performance indicators corresponding to the specific objective (per investment priority, distributed by category of region)

<table>
<thead>
<tr>
<th>ID</th>
<th>Indicators</th>
<th>Category of region</th>
<th>Indicator measurement unit</th>
<th>Common output indicator used as basis</th>
<th>Baseline Value</th>
<th>Measurement unit for baseline and target value</th>
<th>Baseline year</th>
<th>Target value (2023)</th>
<th>Data source</th>
<th>Reporting frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Participants in education/training upon leaving</td>
<td>More developed regions</td>
<td>Num ber</td>
<td>40</td>
<td>%</td>
<td>2013</td>
<td>50</td>
<td>Monitoring</td>
<td>1/year</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transition region</td>
<td>Num ber</td>
<td>40</td>
<td>%</td>
<td>2013</td>
<td>50</td>
<td>Monitoring</td>
<td>1/year</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Participants gaining a qualification upon leaving</td>
<td>More developed regions</td>
<td>Num ber</td>
<td>35</td>
<td>%</td>
<td>2013</td>
<td>40</td>
<td>Monitoring</td>
<td>1/year</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transition region</td>
<td>Num ber</td>
<td>35</td>
<td>%</td>
<td>2013</td>
<td>40</td>
<td>Monitoring</td>
<td>1/year</td>
<td></td>
</tr>
</tbody>
</table>

Note: ‘Monitoring’ means that the data history is collected from the individual projects. As part of the results orientation, the participating enterprises’ CVR numbers and P numbers and the participating individuals’ civil identification numbers will be registered with and linked to Statistics Denmark’s registers, to make it possible to monitor the actual trends in the enterprises’ employment, value creation, etc., and, insofar as the individual participants are concerned, their employment and level of education and thus – wherever possible and relevant – to compare these data with a control group. Target values are specified by calculating unit costs based on projects during the 2007–2013 structural fund period.

2.A.6. Actions supported under the investment priority ‘- Improving the labour market relevance of education and training systems, facilitating the transition from education to work, and strengthening vocational education and training systems and their quality, including through mechanisms for skills anticipation, adaptation of curricula and the establishment and development of work-based learning systems, including dual learning systems and apprenticeship schemes.’

²⁸ For the sake of clarity, only a few central indicators are included in the figure.
2.A.6.1. Description of the type and examples of actions to be financed and their expected contribution to corresponding specific objectives, including main target group, specific territories, types of beneficiaries

Workforce skills are crucial to the competitiveness of Danish enterprises. In recent years and in the years ahead, the demand for unskilled labour is expected to decline, while the demand for skilled and highly-educated labour is expected to rise. At the same time, projections show that the number of skilled workers is expected to sharply decline which means that enterprises could experience a shortage of qualified labour. Education is important both to productivity and to the individual person’s probability of employment and a higher lifetime income. In order to ensure higher growth and productivity and more jobs in Denmark, it is therefore crucial to raise the level of education.

To be eligible for ESF aid under priority axis 4, the project must fall within the possibilities outlined in one of the two areas of action described below.

a) Vocational training

The objective under this action area is to increase the number of young people who complete a vocational education programme and to limit ESL. However, simply increasing the number who complete a vocational programme is not sufficient; there is also a need to improve the technical quality of the programme itself. Improving the technical quality level will also help to ensure that larger numbers of students attend vocational programmes and complete them. In order for larger numbers to complete a vocational programme, there is a need to increase the number of available traineeships and apprenticeships, as this number has declined during the financial crisis, and because it is a structural problem at the same time, cf. Chapter 1.

By contrast with action under b), the action is aimed at young people entering youth education or who are already in the vocational training system. This does not mean, however, that adults wishing to engage in vocational training would be excluded from taking part in specific projects.

The action to get disadvantaged young people – including individuals of immigrant background, the long-term unemployed and wage-earners with low qualifications, cf. the country-specific recommendations – to complete a youth education is found under priority axis 3. Thus, the action under priority axis 4 is primarily aimed at young students but can also include unemployed adults. As a special gender-equality challenge at youth study and vocational training programmes has been ascertained, cf. Chapter 1, the managing authority will ensure that an action will be implemented in this area to promote gender equality. It must be possible for all projects under action a) to demonstrate specific results in the form of individuals completing vocational training programmes and/or the creation of more traineeships/apprenticeships.

Activities which can contribute to the specific objective of increasing the number of individuals with vocational training will be, notably:

- Implementation of talent-development processes at vocational education and training programmes, e.g. centres of excellence, participation in competitions, elite processes with special challenges, or the profession/trade seen in an international perspective.

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89 Similarly, the vocational school reform agreement differentiates between action aimed at young people under 25 and individuals over 25 who are offered vocational training for adults (EUV). Aftale om Bedre og mere attraktive erhvervsuddannelser [Agreement for better and more attractive vocational training], Ministry of Education, 24 February 2014.
• Targeted counselling of young people about to begin or in the process of pursuing vocational training, possibly in the form of mentoring schemes, to identify talented individuals and give them the help they need to make the right career choices and to avoid attrition.

• Development of traineeship schemes that motivate enterprises/the local business community to enter into training agreements and improve the traineeship/apprenticeship possibilities.

• Development and implementation of special processes that facilitate the transition from lower-secondary school to vocational training, e.g. in the form of vocational classes for students from lower-secondary grades 9 and 10, if the activity is carried out by a stakeholder other than the lower-secondary school.

• Supplement the action at the traineeship/apprenticeship centres by, e.g., helping to get more SMEs to join forces in a traineeship process which jointly meets the educational requirements, using auxiliary functions to reduce administrative burdens for enterprises which create traineeships/apprenticeships and to combine school-based and enterprise traineeships.

• Disseminate – together with testing in practice – the constructive lessons learned from educational methods, forms and theory and improve possibilities of technical specialisation.

• Development combined with testing of initiatives to ensure wider geographical education coverage.

• Collaboration between vocational programmes and enterprises with a view to better business development and innovation at SMEs.

• Attractive vocational schools by developing a learning environment and marketing (may only be supported in correlation with one or more of the other activities under a)).

**State aid**

State aid for commercial activities in the projects is to be granted in accordance with the rules for support in the EU’s General Block Exemption Regulation. Alternatively as de minimis aid.

**2.A.6.2. Description of guiding principles for selecting projects**

An aggregate description of the guiding principles for priority axes 1–4 is found under priority axis 1.

**2.A.6.3. Planned use of financial instruments**

There are no plans to use financial instruments under this priority axis.

**2.A.6.4. Planned use of major projects**

Denmark does not expect to use the major projects option.

**2.A.6.5. Output indicators by investment priority and by category of region**

Table 5: Common and programme-specific indicators (per investment priority, distributed by category of region)

<table>
<thead>
<tr>
<th>ID</th>
<th>Indicator (name of the indicator)</th>
<th>Measurement unit</th>
<th>Fund</th>
<th>Category of region</th>
<th>Target value (2023)⁹⁰</th>
<th>Data source</th>
<th>Reporting frequency</th>
</tr>
</thead>
</table>

⁹⁰ For the ESF, this list comprises the common output indicators for which a target value has been specified.
<table>
<thead>
<tr>
<th>10 Participants</th>
<th>Number</th>
<th>ESF</th>
<th>More developed regions</th>
<th>16,000</th>
<th>Monitoring</th>
<th>1/year</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Participants</td>
<td>Number</td>
<td>ESF</td>
<td>Transition region</td>
<td>4,000</td>
<td>Monitoring</td>
<td>1/year</td>
</tr>
</tbody>
</table>

Note: ‘Monitoring’ means that the data history is collected from the individual projects. As part of the results orientation, the participating enterprises’ CVR numbers and P numbers and the participating individuals’ civil identification numbers will be registered with and linked to Statistics Denmark’s registries, to make it possible to monitor the actual trends in the enterprises’ employment, value creation, etc., and, insofar as the individual participants are concerned, their rate of employment and level of education and thus – wherever possible and relevant – to compare these data with a control group. Target values are specified by calculating unit costs based on projects during the 2007–2013 structural fund period.
2.A.4. INVESTMENT PRIORITY 2 under priority axis 4: Enhancing equal access to lifelong learning for all age groups in formal, non-formal and informal settings, upgrading the knowledge, skills and competences of the workforce, and promoting flexible learning pathways including through career guidance and validation of acquired competences.

The above is quoted verbatim from the regulation text. The programme does not provide the option of obtaining support for the implementation of all the activities cited, but only for part of them, cf. the description below.

2.A.5. Specific objectives relating to investment priorities and expected results

Results to be achieved with the support:
The action will be implemented on the basis of the following challenges identified, cf. Chapter 1:
- The percentage of unskilled workers remains relatively high and the demand for skilled workers is expected to substantially increase in the long term.
- Denmark is ranked in only the median range internationally in terms of the percentage of individuals aged 25–34 with tertiary education.
- The percentage of persons with tertiary education employed in the private sector in Denmark is relatively low.

The specific objective for action under priority axis 4, investment priority 2, is to get more individuals to complete a vocational training programme (adults) or tertiary education. Therefore, the results will be an increased number of people who complete a vocationally qualifying training programme. Eventually, this will increase both employment and productivity in Denmark.

SPECIFIC OBJECTIVE 4b:
- Increase the number of individuals with vocational training (adults) or tertiary education

Figure 12 below shows the correlation between the specific objective, input, activities, output, results and long-term impact.  \(^{91}\)

Figure 12. Intervention logic for priority axis 4, investment priority 2

<table>
<thead>
<tr>
<th>Specific objective: Increase number of persons who complete vocational or tertiary education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Input</strong></td>
</tr>
<tr>
<td>ESF, etc.</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

\(^{91}\) For the sake of clarity, only a few central indicators are included in the figure.
Table 4: Common performance indicators for which a target value has been specified and programme-specific performance indicators corresponding to the specific objective (per investment priority, distributed by category of region)

<table>
<thead>
<tr>
<th>ID</th>
<th>Indicators</th>
<th>Category of region</th>
<th>Indicator measurement unit</th>
<th>Common output indicator used as basis</th>
<th>Baseline value</th>
<th>Measurement unit for baseline and target value</th>
<th>Baseline year</th>
<th>Target value (2023)</th>
<th>Data source</th>
<th>Reporting frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Participants who have completed vocational training (ISCED 3B and 3C) upon leaving</td>
<td>More developed regions</td>
<td>Number</td>
<td>35</td>
<td>%</td>
<td>2013</td>
<td>40</td>
<td>Monitoring</td>
<td>1/year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transition region</td>
<td></td>
<td></td>
<td>35</td>
<td>%</td>
<td>2013</td>
<td>40</td>
<td>Monitoring</td>
<td>1/year</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Participants who have completed tertiary education (ISCED 5–8) upon leaving</td>
<td>More developed regions</td>
<td>Number</td>
<td>40</td>
<td>%</td>
<td>2013</td>
<td>50</td>
<td>Monitoring</td>
<td>1/year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transition region</td>
<td></td>
<td></td>
<td>40</td>
<td>%</td>
<td>2013</td>
<td>50</td>
<td>Monitoring</td>
<td>1/year</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Participants in education/training upon leaving</td>
<td>More developed regions</td>
<td>Number</td>
<td>40</td>
<td>%</td>
<td>2013</td>
<td>43</td>
<td>Monitoring</td>
<td>1/year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transition region</td>
<td></td>
<td></td>
<td>40</td>
<td>%</td>
<td>2013</td>
<td>43</td>
<td>Monitoring</td>
<td>1/year</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Participants gaining a qualification upon leaving</td>
<td>More developed regions</td>
<td>Number</td>
<td>45</td>
<td>%</td>
<td>2013</td>
<td>47</td>
<td>Monitoring</td>
<td>1/year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transition region</td>
<td></td>
<td></td>
<td>45</td>
<td>%</td>
<td>2013</td>
<td>47</td>
<td>Monitoring</td>
<td>1/year</td>
<td></td>
</tr>
</tbody>
</table>

Note: ‘Monitoring’ means that the data history is collected from the individual projects. As part of the results orientation, the participating enterprises’ CVR numbers and P numbers and the participating individuals’ civil identification numbers will be registered with and linked to Statistics Denmark’s registries, to make it possible to monitor the actual trends in the enterprises’ employment, value creation, etc., and, insofar as the individual participants are concerned, their rate of employment and level of education and thus — wherever possible and relevant — to compare these data with a control group. Target values are specified by calculating unit costs based on projects during the 2007–2013 structural fund period.

2.A.6. Actions supported under the investment priority ‘Enhancing equal access to lifelong learning for all age groups in formal, non-formal and informal settings, upgrading the knowledge, skills and competences of the workforce, and promoting flexible learning pathways including through career guidance and validation of acquired competences.’

2.A.6.1. Description of the type and examples of actions to be financed and their expected contribution to corresponding specific objectives, including main target group, specific territories, types of beneficiaries

b) Vocational training for adults and tertiary study programmes

In order to meet future needs for highly educated labour, there is a particular need to get a greater number of unskilled workers to increase their level of training to skilled and to get greater number of skilled workers to raise their level of education to tertiary.

As the need to encourage a higher level of formal qualifications is particularly notable among SMEs, projects aimed at SMEs will take precedence over projects involving large enterprises, all other factors being equal.

ESF action under this action area will focus on supporting skills enhancement of employed (and unemployed) adults, which will result in adults completing a formal qualifying education at a level of vocational education or higher. Thus, the action is not aimed at ordinary voca-
tional training programmes or educational institutions but at situations in which adults who are already on the labour market wish to get an education or continue their education/training. This will contribute to increasing the individual’s employment possibilities, and it is expected to relatively quickly boost enterprise productivity as the action will primarily be aimed at boosting the educational level of individuals employed by the enterprises. There are many unskilled workers with years of practical experience gained from working at an enterprise who could relatively quickly have their qualifications upgraded in their area or be retrained for a new vocational area by using vocational training, adult vocational education, e.g. EUV, AMU or other types of process which result in a formal qualifying education at the level of a skilled worker.

Under this investment priority, support will not be granted to any project if the project involves support to only a single enterprise. Each individual project must be anchored with an operator tasked with responsibility for managing and implementing the project. The operator can be a business office, a business organisation, regional business development centre or an enterprise, for instance.  

For all projects under action b), the study programme is required to be a formal qualifying education (vocational training or tertiary education). Educational/training processes that do not lead to a higher level of education may be eligible for support under priority axis 1. All projects under action b) must be able to demonstrate specific results in the form of individuals participating in (and completing) educational/training processes. This does not apply to projects aimed at attracting qualified labour from abroad, which instead must demonstrate results in the form of highly-educated participants who have been hired at Danish workplaces. Attracting labour from abroad will also contribute to the goal of increasing the number of people with vocational training or tertiary education.

The target group comprises both employed and unemployed adults who need an educational boost from unskilled to skilled, from a programme which qualifies for further study to a programme which qualifies for a profession, or from skilled worker to tertiary education. By contrast, the action under a) primarily targets youths who seek or take part in vocational education and training programmes.

Activities which can contribute to the specific objective of increasing the number of individuals with vocational training (adults) or tertiary education will be, notably:

- Vocational or tertiary education of employees in SMEs, e.g. skilled and unskilled workers in the manufacturing industry or the service sector.
- Information, consultancy and proactive efforts aimed at SMEs concerning the possibilities for the clarification of skills (assessment of actual qualifications) and formal qualifying (vocational or tertiary) education of employees, e.g. through consultants at educational institutions, the centres of adult and continuing education and the business service system.
- The screening of SMEs with a view to identifying educational needs and subsequent charting of skills and planning and organising formal qualifying (vocational/technical or tertiary) educational processes.
- Vocational training by means of assessing and certifying actual qualifications and skills, the use of adult vocational training programmes, including EUV and AMU, and the use of job rotation schemes, etc., including the development of flexible processes.

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92 If special statutory provisions apply to the operator’s mode of operation, the activities must be within the current statutory basis.
which make it easier and more attractive to complete an education with a formal qualification combined with employment.

- Collaboration between enterprises and educational institutions (and possibly relevant authorities, such as job centres) concerning specific formal qualifying – and preferably flexible – educational offers (vocational or tertiary) aimed at enterprises, sectors or clusters.
- Tertiary study programmes within sectors or clusters based on identified qualification needs and/or strategies to take account of development trends in the sector/cluster.
- Attracting highly educated foreign labour, which can counteract an immediate shortage of the relevant workforce, grounded in enterprise needs (e.g. introduction processes for the Danish labour market, language courses, etc.).

**State aid**

State aid for commercial activities in the projects is to be granted in accordance with the rules for support in the EU’s General Block Exemption Regulation. Alternatively as de minimis aid.

2.A.6.2. Description of guiding principles for selecting projects

An aggregate description of the guiding principles for priority axes 1–4 is found under priority axis 1.

2.A.6.3. Planned use of financial instruments

There are no plans to use financial instruments under this priority axis.

2.A.6.4. Planned use of major projects

Denmark does not expect to use the major projects option.

2.A.6.5. Output indicators by investment priority and by category of region

**Table 5: Common and programme-specific indicators (per investment priority, distributed by category of region)**

<table>
<thead>
<tr>
<th>ID</th>
<th>Indicator (name of the indicator)</th>
<th>Measurement unit</th>
<th>Fund</th>
<th>Category of region</th>
<th>Target value (2023)</th>
<th>Data source</th>
<th>Reporting frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Participants Number</td>
<td>ESF</td>
<td>More developed regions</td>
<td>12,000</td>
<td>Monitoring</td>
<td>1/year</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Participants Number</td>
<td>ESF</td>
<td>Transition region</td>
<td>3,000</td>
<td>Monitoring</td>
<td>1/year</td>
<td></td>
</tr>
</tbody>
</table>

Note: ‘Monitoring’ means that the data history is collected from the individual projects. As part of the results orientation, the participating enterprises’ CVR numbers and P numbers and the participating individuals’ civil identification numbers will be registered with and linked to Statistics Denmark’s registries, to make it possible to monitor the actual trends in the enterprises’ employment, value creation, etc., and, insofar as the individual participants are concerned, their rate of employment and level of education and thus – wherever possible and relevant – to compare these data with a control group. Target values are specified by calculating unit costs based on projects during the 2007–2013 structural fund period.

2.A.7. Social innovation, transnational cooperation and ESF contribution to thematic objectives 1–7

The priority axis is not expected to have content relating to social innovation or transnational cooperation as defined by the regulation. Support for transnational cooperation has not been

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93 For the ESF, this list comprises the common output indicators for which a target value has been specified.

94 As laid down in Article 9(1)–(7) of CPR on common provisions for the ESI Funds.
included, partly because, for proportionality considerations, it is not deemed appropriate to earmark separate resources for this type of action and partly because Denmark’s national eligibility rules do not permit players from other countries to receive support as project partners, cf. Section 3.1.4 of the Partnership Agreement. According to the ESF regulation (Article 10(1) of Regulation (EU) No 1304/2013), partners from at least two Member States must take part in transnational cooperation. However, foreign players can serve as suppliers to projects under the programme, which will be able to include transnational cooperation, notwithstanding the exclusion of foreign partners. See the options described in section 4.5 for an in-depth explanation of this.

The part of the educational activities aimed at employed or unemployed persons is expected to contribute to thematic objectives 1, 3 and 4 under the ERDF in selected areas, e.g. within green conversion. Moreover, upgrading workforce skill-sets to a level of skilled and highly educated could advantageously be envisaged together with the enterprises’ preparing of growth plans under the ERDF programme’s priority axis 2 (improve SME competitiveness).

### 2.A.8. Performance framework

**Table 6: Performance framework for the priority axis**

<table>
<thead>
<tr>
<th>Type of indicator (implementation stage, financial, output or, where appropriate, performance indicator)</th>
<th>ID</th>
<th>Definition of indicator or implementation stage</th>
<th>Measure- ment unit, where appropriate</th>
<th>Fun d</th>
<th>Category of region</th>
<th>2018 milestone</th>
<th>2023 targets</th>
<th>Data source</th>
<th>Explanation of indicator relevance, where appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial</td>
<td>12</td>
<td>Expendi- pendency</td>
<td>EUR</td>
<td>ESF</td>
<td>More developed regions</td>
<td>28,900,000</td>
<td>123,400,000</td>
<td>Danish Business Agency</td>
<td></td>
</tr>
<tr>
<td>Financial</td>
<td>12</td>
<td>Expendi- pendency</td>
<td>EUR</td>
<td>ESF</td>
<td>Transition re- gion</td>
<td>6,200,000</td>
<td>26,300,000</td>
<td>Danish Business Agency</td>
<td></td>
</tr>
<tr>
<td>Output</td>
<td>10</td>
<td>Partici- pants</td>
<td>Number</td>
<td>ESF</td>
<td>More developed regions</td>
<td>9,800</td>
<td>28,000</td>
<td>Danish Business Agency</td>
<td></td>
</tr>
<tr>
<td>Output</td>
<td>10</td>
<td>Partici- pants</td>
<td>Number</td>
<td>ESF</td>
<td>Transition re- gion</td>
<td>2,450</td>
<td>7,000</td>
<td>Danish Business Agency</td>
<td></td>
</tr>
</tbody>
</table>

Note: Target values are specified by calculating unit costs based on projects during the 2007–2013 structural fund period.

### 2.A.9. Categories of intervention

**Tables 7–11: Categories of intervention**

**ESF – more developed regions**

| Table 7: Dimension 1 Intervention area | Table 8: Dimension 2 Type of funding | Table 9: Dimension 3 Territory | Table 10: Dimension 6 Territorial supply mechan- anisms | Table 11: Dimension 7 ESF, secondary theme |
| Code | € amount | Code | € amount | Code | € amount | | | |
| 117 | 30,977,181 | 01 | 61,954,362 | 04 | 4,646,577 | Not relevant |
| 118 | 30,977,181 | 07 | 57,307,785 |

**ESF – transition regions**

<table>
<thead>
<tr>
<th>Table 7:</th>
<th>Table 8:</th>
<th>Table 9:</th>
<th>Table 10:</th>
<th>Table 11:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>€ amount</td>
<td>Code</td>
<td>€ amount</td>
<td>Code</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>------</td>
<td>----------</td>
<td>------</td>
</tr>
<tr>
<td>117</td>
<td>7,908,152</td>
<td>01</td>
<td>15,816,304</td>
<td>04</td>
</tr>
<tr>
<td>118</td>
<td>7,908,152</td>
<td>07</td>
<td>14,630,081</td>
<td></td>
</tr>
</tbody>
</table>
2.B. Description of the priority axis for technical assistance

2.B.1. PRIORITY AXIS 5: Technical assistance

2.B.2. Explanation for the establishment of a priority axis covering more than one category of region

As indicated under section 2.A.0 concerning the selection of common priorities for several categories of region, the basis of the choice of a TA priority for both the transition region and more developed regions is that the content-related and administrative requirements are the same in both categories of region.

The managing, payment and audit authority for ERDF and ESF is the same for both categories of region.

A common case-management flow has already been built up for both categories of region for the processing of applications, the issuance of grants and the payment of subsidies from both the ERDF and the ESF. In this context, the same IT systems are used for collecting and sharing data for reporting, following up on results, etc. Similarly, all control units have access to these IT systems for the purpose of organising and implementing controls.

For common information and communication tasks, there is also a need for uniform communication in relation to programme content, possibilities and results, regardless of category of region.

2.B.4. Specific objective and expected results

SPECIFIC OBJECTIVE 5:
- The programme must be implemented without delay by means of efficient case processing and high-quality project implementation.

Expected results are not specified, as technical assistance to the ESF programme does not exceed EUR 15 million.

2.B.5. Performance indicators

Technical assistance for the ESF will not exceed EUR 15 million.

2.B.6. Supported actions and their expected contribution to the specific objectives

2.B.6.1. Supported actions and their expected contribution to the specific objectives

Generally speaking, this will involve the implementation of the requisite activities which the Member State is under an obligation to carry out pursuant to the regulations, cf. Articles 114–116 of the CPR on the tasks of the managing, payment and audit authority, as well as Articles 104–107 on evaluation, information and communication.

For instance, this involves:
- determining the selection criteria and eligibility rules
- making decisions in cases recommended for support or rejection
- the managing authority’s checking of submitted project accounts, including following up on activities and milestones and forwarding subsidy to the final beneficiaries
- advising applicants and beneficiaries about rules (including state-aid rules), documentation requirements and procedures
• maintaining and developing IT systems to be used for applications, case processing, financial management, impact measurement, information and controlling projects
• carrying out control of supported projects and administrative systems/authorities
• supporting growth-forums, secretariats and other authorities to which aspects of the management task are delegated, e.g. some of the work involving information, assessment and recommendation of applications, as well as follow-up on and assessment of results. Holding separate courses concerning state-aid rules for all growth-forum secretariats
• preparing the mandatory implementation reports and annual reports, including following up on the performance reserve and any unusual information about financial instruments, as well as holding a yearly meeting with the European Commission, as required
• setting up and providing administrative services to the monitoring committee
• following up on and, if necessary requesting changes to the Partnership Agreement and programmes
• drawing up a communication strategy and providing information to applicants and the public
• drawing up an evaluation plan and ensuring support for the implementation of evaluations
• ensuring the basis for payment requests. From 2015 onwards, a payment request must be sent to the European Commission at least once a year.

The expenses will include wages, external consultancy, expenses for meetings, seminars, conferences, etc., expenses for courses and training, travel and accommodation, procurement of materials and equipment (including IT equipment), as well as other operating expenditure.

2.B.6.2. 2.B.6.2 Output indicators that are expected to contribute to results (according to priority axis)

Table 13: Output indicators for ERDF and ESF (according to priority axis)

<table>
<thead>
<tr>
<th>ID</th>
<th>Indicator (name of indicator)</th>
<th>Measurement unit</th>
<th>Milestone (2023)\textsuperscript{95} (optional)</th>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Processing time</td>
<td>%</td>
<td>Specified in TAS (subsidy administration system)</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>N+3</td>
<td>EUR</td>
<td>Payment requests</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Annual error rate</td>
<td>%</td>
<td>Declarations from audit authority</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Large-scale information activities, cf. Article 115 and Annex XII of Regulation (EU) No 1303/2013</td>
<td>Number</td>
<td>Determined annually by the managing authority</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Programme evaluations carried out by external evaluators</td>
<td>Number</td>
<td>Determined annually by the managing authority</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Control visits at the projects by the managing authority and the audit authority</td>
<td>Number</td>
<td>Determined annually by the managing authority and the audit authority</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Participants in training activities</td>
<td>Number</td>
<td>Determined annually by the managing authority and central auditor</td>
<td></td>
</tr>
</tbody>
</table>

\textsuperscript{95} Target values for output indicators under technical assistance are discretionary.

Note: For case-processing times, it is intended that a decision is to be reached concerning 95% of all recommended projects within 30 working days after the Danish Business Authority receives complete information. For error rates, the aim is to hold the annual error rates at a maximum of 2%.
### 2.B.7. Categories of intervention

**Tables 14–16: Categories of intervention**

<table>
<thead>
<tr>
<th></th>
<th>ESF – more developed regions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Table 14: Dimension 1 Intervention category</td>
<td>Table 15: Dimension 2 Type of funding</td>
</tr>
<tr>
<td>Code</td>
<td>€ amount</td>
<td>Code</td>
</tr>
<tr>
<td>121</td>
<td>5,740,291</td>
<td>01</td>
</tr>
<tr>
<td>122</td>
<td>765,372</td>
<td></td>
</tr>
<tr>
<td>123</td>
<td>1,148,058</td>
<td></td>
</tr>
</tbody>
</table>

|                              | ESF – transition regions                                         |
|------------------------------|-----------------------------------------------------------------|---------------------------------|
|                              | Table 14: Dimension 1 Intervention category                    | Table 15: Dimension 2 Type of funding | Table 16: Dimension 3 Territory |
| Code                         | € amount                                                         | Code                            | € amount                     |
| 121                          | 1,465,436                                                       | 01                              | 1,953,915                    |
| 122                          | 195,392                                                         |                                  | 07                            | 1,953,915                    |
| 123                          | 293,087                                                         |                                  |                               |
3. **FINANCING PLAN**

3.1. Total financial allocation from each fund and sums for the performance reserve (EUR)

Table 17

| Fund | Category of region | 2014 Principal sum | Performance Reserve | 2015 Principal sum | Performance Reserve | 2016 Principal sum | Performance Reserve | 2017 Principal sum | Performance Reserve | 2018 Principal sum | Performance Reserve | 2019 Principal sum | Performance Reserve | 2020 Principal sum | Performance Reserve | Total Principal sum | Performance Reserve |
|------|--------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| ESF  | Less developed     | -                   | -                   | -                   | -                   | -                   | -                   | -                   | -                   | -                   | -                   | -                   | -                   | -                   | -                   | -                   |
| ESF  | Transition         | 4,513,888           | 288,121             | 4,644,738           | 296,473             | 5,078,072           | 324,132             | 6,129,042           | 391,216             | 6,251,674           | 399,043             | 6,376,756           | 407,027             | 6,504,334           | 415,170             | 39,498,504          | 2,521,182           |
| ESF  | More developed     | 16,126,965          | 1,029,381           | 16,687,163          | 1,065,138           | 19,016,701          | 1,213,832           | 24,963,228          | 1,593,397           | 25,462,649          | 1,625,275           | 25,972,054          | 1,657,790           | 26,491,627          | 1,690,955           | 154,720,387         | 9,875,768           |
| ESF  | ESF, total         | 20,640,853          | 1,317,502           | 21,331,901          | 1,361,611           | 24,094,773          | 1,537,964           | 31,092,270          | 1,984,613           | 31,714,323          | 2,024,318           | 32,348,810          | 2,064,817           | 32,995,961          | 2,106,125           | 194,218,891         | 12,396,950          |
| ESF  | Total              | 20,640,853          | 1,317,502           | 21,331,901          | 1,361,611           | 24,094,773          | 1,537,964           | 31,092,270          | 1,984,613           | 31,714,323          | 2,024,318           | 32,348,810          | 2,064,817           | 32,995,961          | 2,106,125           | 194,218,891         | 12,396,950          |
### 3.2. Total financial appropriation per fund and national part funding, EUR

<table>
<thead>
<tr>
<th>Priority axis 1</th>
<th>Fund</th>
<th>Category of region</th>
<th>Basis for calculation of Union support (total expenses eligible for aid or public expenditure eligible for aid)</th>
<th>Union support</th>
<th>National contribution</th>
<th>Recommended breakdown of the national contribution</th>
<th>Total financing</th>
<th>Part-funding rate</th>
<th>For Information</th>
<th>Total contribution, excluding performance reserve</th>
<th>Performance reserve</th>
<th>Performance reserve’s (Union support) share of total Union support for the priority axis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority axis 1</td>
<td>ESF</td>
<td>Less developed</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Priority axis 1</td>
<td>ESF</td>
<td>Transition</td>
<td>25,376,381                                          15,225,829                                      10,150,552</td>
<td>4,948,394</td>
<td>5,202,158</td>
<td>25,376,381                                      0.60</td>
<td>-</td>
<td>-</td>
<td>14,267,727</td>
<td>9,511,817</td>
<td>958,102                                           638,734</td>
<td></td>
</tr>
<tr>
<td>Priority axis 1</td>
<td>ESF</td>
<td>More developed</td>
<td>119,282,799                                         59,641,399                                      59,641,399</td>
<td>29,075,182</td>
<td>30,566,217</td>
<td>119,282,798                                      0.50</td>
<td>-</td>
<td>-</td>
<td>55,888,401</td>
<td>55,888,401</td>
<td>3,752,998                                          3,752,998</td>
<td></td>
</tr>
<tr>
<td>Priority axis 1</td>
<td>ESF</td>
<td>Total</td>
<td>144,659,180                                         74,867,228                                      69,791,951</td>
<td>34,023,576</td>
<td>35,768,375</td>
<td>144,659,179                                      0.52</td>
<td>-</td>
<td>-</td>
<td>70,156,128</td>
<td>65,400,219</td>
<td>4,391,732                                          4,391,732</td>
<td></td>
</tr>
<tr>
<td>Priority axis 2</td>
<td>ESF</td>
<td>Less developed</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Priority axis 2</td>
<td>ESF</td>
<td>Transition</td>
<td>980,459                                            588,276                                          392,184</td>
<td>392,184</td>
<td>-</td>
<td>980,460                                          0.60</td>
<td>-</td>
<td>-</td>
<td>551,258</td>
<td>367,505</td>
<td>37,018                                           24,679</td>
<td></td>
</tr>
<tr>
<td>Priority axis 2</td>
<td>ESF</td>
<td>More developed</td>
<td>4,608,692                                           2,304,346                                         2,304,346</td>
<td>2,304,346</td>
<td>-</td>
<td>4,608,692                                        0.50</td>
<td>-</td>
<td>-</td>
<td>2,159,343</td>
<td>145,003</td>
<td>145,003                                           145,003</td>
<td></td>
</tr>
<tr>
<td>Priority axis 2</td>
<td>ESF</td>
<td>Total</td>
<td>5,589,151                                           2,892,622                                         2,696,530</td>
<td>2,696,530</td>
<td>5,589,152</td>
<td>2,710,601                                        0.52</td>
<td>-</td>
<td>-</td>
<td>2,696,530</td>
<td>169,682</td>
<td>169,682                                           169,682</td>
<td></td>
</tr>
<tr>
<td>Priority axis 3</td>
<td>ESF</td>
<td>Less developed</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Priority axis 3</td>
<td>ESF</td>
<td>Transition</td>
<td>14,058,937                                         8,435,362                                         5,623,575</td>
<td>3,374,145</td>
<td>2,249,430</td>
<td>14,058,937                                       0.60</td>
<td>-</td>
<td>-</td>
<td>7,904,558</td>
<td>5,269,706</td>
<td>530,804                                           353,869</td>
<td></td>
</tr>
<tr>
<td>Priority axis 3</td>
<td>ESF</td>
<td>More developed</td>
<td>66,084,653                                          33,042,327                                         33,042,327</td>
<td>19,825,396</td>
<td>13,216,931</td>
<td>66,084,654                                       0.50</td>
<td>-</td>
<td>-</td>
<td>30,963,104</td>
<td>30,963,104</td>
<td>2,079,223                                         2,079,223</td>
<td></td>
</tr>
<tr>
<td>Priority axis 3</td>
<td>ESF</td>
<td>Total</td>
<td>80,143,590                                          41,477,689                                         38,665,902</td>
<td>23,199,541</td>
<td>15,466,361</td>
<td>80,143,591                                       0.52</td>
<td>-</td>
<td>-</td>
<td>38,867,661</td>
<td>36,232,808</td>
<td>2,433,092                                         2,433,092</td>
<td></td>
</tr>
<tr>
<td>Priority axis 4</td>
<td>ESF</td>
<td>Less developed</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Priority axis 4</td>
<td>ESF</td>
<td>Transition</td>
<td>26,360,507                                          15,816,304                                         10,544,203</td>
<td>7,908,152</td>
<td>2,636,051</td>
<td>26,360,507                                       0.60</td>
<td>-</td>
<td>-</td>
<td>14,821,046</td>
<td>9,880,698</td>
<td>995,258                                           663,505</td>
<td></td>
</tr>
<tr>
<td>Priority axis 4</td>
<td>ESF</td>
<td>More developed</td>
<td>123,908,724                                         61,954,362                                         61,954,363</td>
<td>46,465,772</td>
<td>15,488,591</td>
<td>123,908,725                                      0.50</td>
<td>-</td>
<td>-</td>
<td>58,055,818</td>
<td>58,055,818</td>
<td>3,898,544                                          3,898,544</td>
<td></td>
</tr>
<tr>
<td>Priority axis 4</td>
<td>ESF</td>
<td>Total</td>
<td>150,269,231</td>
<td>77,770,666</td>
<td>72,498,565</td>
<td>54,373,924</td>
<td>18,124,642</td>
<td>150,269,231</td>
<td>0.52</td>
<td>72,876,864</td>
<td>67,936,516</td>
<td>4,893,802</td>
</tr>
<tr>
<td>---------------</td>
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<td>-------------</td>
<td>------</td>
<td>------------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>Priority axis 5</td>
<td>ESF</td>
<td>Less developed</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Priority axis 5</td>
<td>ESF</td>
<td>Transition</td>
<td>3,256,526</td>
<td>1,953,915</td>
<td>1,302,610</td>
<td>1,302,610</td>
<td>-</td>
<td>3,256,525</td>
<td>0.60</td>
<td>1,953,915</td>
<td>1,302,610</td>
<td>-</td>
</tr>
<tr>
<td>Priority axis 5</td>
<td>ESF</td>
<td>More developed</td>
<td>15,307,442</td>
<td>7,653,721</td>
<td>7,653,721</td>
<td>7,653,721</td>
<td>-</td>
<td>15,307,442</td>
<td>0.50</td>
<td>7,653,721</td>
<td>7,653,721</td>
<td>-</td>
</tr>
<tr>
<td>Priority axis 5</td>
<td>ESF</td>
<td>Total</td>
<td>18,563,968</td>
<td>9,607,636</td>
<td>8,956,331</td>
<td>8,956,331</td>
<td>-</td>
<td>18,563,967</td>
<td>0.52</td>
<td>9,607,636</td>
<td>8,956,331</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>ESF</td>
<td>Less developed</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>ESF</td>
<td>Transition</td>
<td>70,032,810</td>
<td>42,019,686</td>
<td>28,013,124</td>
<td>17,925,485</td>
<td>10,087,639</td>
<td>70,032,810</td>
<td>0.60</td>
<td>39,498,504</td>
<td>26,332,336</td>
<td>2,521,182</td>
</tr>
<tr>
<td>Total</td>
<td>ESF</td>
<td>More developed</td>
<td>329,192,310</td>
<td>164,596,155</td>
<td>164,596,156</td>
<td>105,324,417</td>
<td>59,271,739</td>
<td>329,192,311</td>
<td>0.50</td>
<td>154,720,387</td>
<td>154,720,388</td>
<td>9,875,768</td>
</tr>
<tr>
<td>Total</td>
<td>ESF</td>
<td>Total</td>
<td>399,225,121</td>
<td>206,615,841</td>
<td>192,609,280</td>
<td>123,249,902</td>
<td>69,359,378</td>
<td>399,225,121</td>
<td>0.52</td>
<td>194,218,891</td>
<td>181,052,724</td>
<td>12,396,950</td>
</tr>
<tr>
<td>Grand total</td>
<td>ESF</td>
<td>-</td>
<td>399,225,121</td>
<td>206,615,841</td>
<td>192,609,280</td>
<td>123,249,902</td>
<td>69,359,378</td>
<td>399,225,121</td>
<td>0.52</td>
<td>194,218,891</td>
<td>181,052,724</td>
<td>12,396,950</td>
</tr>
</tbody>
</table>

(1) To be filled in only where priority axes are specified in total costs.
(2) This rate can be rounded off to the closest round number in the table. The exact refund rate is the ratio (f).
Table 18C: Financing plan specified according to priority axis, fund, category of region and thematic objective

<table>
<thead>
<tr>
<th>Priority axis</th>
<th>Fund</th>
<th>Category of region</th>
<th>Thematic objective</th>
<th>Union support</th>
<th>National contribution</th>
<th>Total financing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ESF</td>
<td>Transition</td>
<td>8</td>
<td>15,225,829</td>
<td>10,150,552</td>
<td>25,376,381</td>
</tr>
<tr>
<td></td>
<td></td>
<td>More developed</td>
<td>8</td>
<td>59,641,399</td>
<td>59,641,399</td>
<td>119,282,798</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Transition</td>
<td>8</td>
<td>588,276</td>
<td>392,184</td>
<td>980,460</td>
</tr>
<tr>
<td></td>
<td></td>
<td>More developed</td>
<td>8</td>
<td>2,304,346</td>
<td>2,304,346</td>
<td>4,608,692</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Transition</td>
<td>9</td>
<td>8,435,362</td>
<td>5,623,575</td>
<td>14,058,937</td>
</tr>
<tr>
<td></td>
<td></td>
<td>More developed</td>
<td>9</td>
<td>33,042,327</td>
<td>33,042,327</td>
<td>66,084,654</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Transition</td>
<td>10</td>
<td>15,816,304</td>
<td>10,544,203</td>
<td>26,360,507</td>
</tr>
<tr>
<td></td>
<td></td>
<td>More developed</td>
<td>10</td>
<td>61,954,362</td>
<td>61,954,362</td>
<td>123,908,724</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>197,008,205</td>
<td>183,652,949</td>
<td>380,661,154</td>
</tr>
</tbody>
</table>

Table 19: Recommended amount of aid to be used for objectives relating to climate change (automatically generated by SFC)

<table>
<thead>
<tr>
<th>Priority axis</th>
<th>Recommended amount of aid to be used for objectives relating to climate change (EUR)</th>
<th>Share of the total allocation for the operational programme (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. **INTEGRATED APPROACH TO TERRITORIAL DEVELOPMENT**

See the description in the Partnership Agreement.

4.1 **Local development strategies**
See the Partnership Agreement.

4.2. **Sustainable urban development**
See the Partnership Agreement and the ERDF programme.

4.3. 4.3 **Integrated territorial investment (ITI)**
Not applicable.

4.4. **Interregional and transnational actions with beneficiaries located in at least one other Member State**
Not applicable. See the description under 4.5.

4.5. **Programme contribution to macro-regional and sea-basin strategies**
The action plan for the EUSBSR\(^{96}\) contains a number of objectives and sub-objectives. Denmark will support the implementation of the strategy by, *inter alia*, the action to be implemented under the ESF. With its overarching focus on growth and competitiveness, the programme largely supports the two sub-objectives of the strategy dealing with the implementation of the Europe 2020 Strategy and the competitiveness of the Baltic Sea Region. The EMFF programme can also provide a substantial contribution as it supports the sub-objectives dealing with clear water in the sea, rich and healthy nature and better collaboration.

The nature of the ESF operational programme’s specific expected contributions to the action plan are illustrated below, where the overarching correlation between investment priorities, objectives and indicators in the programme and the EUSBSR’s action plan are shown.

<table>
<thead>
<tr>
<th>ESF investment priority</th>
<th>Sub-objective in the action plan</th>
<th>Performance indicator, ESF programme</th>
<th>Indicator in the EUSBSR plan</th>
</tr>
</thead>
</table>
| Self-employment, entrepreneurship and business creation including innovative micro, small and medium sized enterprises | - Contribute to the implementation of Europe 2020 | Participants who complete a consultancy/mentoring process  
Participants who start up a new enterprise immediately after participating  
Participants in consultancy projects who become self-employed six months after participating  
The survival rate of the participating enterprises two years after participation  
Participants who achieve formal skills immediately after participation | - Employment rate  
- Productivity |
| Adaptation of workers, enterprises and entrepreneurs to change                         | - Contribute to the implementation of Europe 2020 | Participants with a higher level of skills immediately after participation  
Employment growth at supported enterprises two years after participation (growth in the number of FTEs) | - Employment rate  
- Productivity |
| Modernisation of labour market institutions, such as public and private employment services, and improving the | - Contribute to the implementation of Europe 2020 | No. of qualified candidates presented to enterprises  
Percentage of job centres using EURES services for Danish candidates  
Level of satisfaction of service users | - Employment rate  
- Productivity |

\(^{96}\) European Commission, February 2013.
matching of labour market needs, including through actions that enhance transnational labour mobility as well as through mobility schemes and better cooperation between institutions and relevant stakeholders.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Improved competitiveness</th>
<th>No. of positions on <a href="http://www.eures.dk">www.eures.dk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Active inclusion, including with a view to promoting equal opportunities and active participation, and improving employability.</td>
<td>Participants who achieve formal skills immediately after participation</td>
<td>Participants in the process of pursuing a study programme or vocational training programme immediately after participation</td>
</tr>
<tr>
<td>- Contribute to the implementation of Europe 2020</td>
<td>- Employment rate</td>
<td>- Productivity</td>
</tr>
<tr>
<td>- Improved competitiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improving the labour market relevance of education and training systems, facilitating the transition from education to work, and strengthening vocational education and training systems and their quality, including through mechanisms for skills anticipation, adaptation of curricula and the establishment and development of work-based learning systems, including dual learning systems and apprenticeship schemes.</td>
<td>Participants in the process of pursuing a study programme or vocational training programme immediately after participation</td>
<td>Participants who achieve formal skills immediately after participation</td>
</tr>
<tr>
<td>- Contribute to the implementation of Europe 2020</td>
<td>- Employment rate</td>
<td>- Productivity</td>
</tr>
<tr>
<td>- Improved competitiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhancing equal access to lifelong learning for all age groups in formal, non-formal and informal settings, upgrading the knowledge, skills and competences of the work-force, and promoting flexible learning pathways including through career guidance and validation of acquired competences.</td>
<td>Participants in the process of pursuing a study programme or vocational training programme immediately after participation</td>
<td>Participants who achieve formal skills immediately after participation</td>
</tr>
<tr>
<td>- Contribute to the implementation of Europe 2020</td>
<td>- Employment rate</td>
<td>- Productivity</td>
</tr>
<tr>
<td>- Improved competitiveness</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The programme’s performance indicators were not selected with the EUSBSR in mind, but as they are in keeping with the indicators of the EUSBSR action plan, it will be possible to use them to measure whether and to what extent the projects help to implement the EUSBSR.

In practice, as part of the processing of the individual project, the project will be assessed in terms of whether it supports the objectives and sub-objectives of the EUSBSR and thus must be designated as the special type of territory for macro-regional collaboration areas included in the categorisation system.

Thus, separate funds will not be earmarked under the programme for projects under the EUSBSR, but it will be possible to calculate the results of the regional strategic prioritisation of the Baltic Sea Region in the form of the impact of specific projects which support the EUSBSR. It will be possible to do this as part of the annual reporting to the European Commission and in other situations.

Two options for supporting transnational activities are required under this programme:
a) Projects explicitly focusing on the Baltic Sea Strategy at the time of application. At the time of application, these projects will be able to describe the circle of partners in both their own country and in the countries with which they are collaborating. Regional growth forums can choose to give such projects higher priority than other projects in their regional selection criteria.

b) Projects that have already obtained a grant from the structural funds will be able to apply for a supplementary grant for a transnational superstructure. This type of project enlargement to include a transnational element would be relevant if, during the project process, the project sees opportunities to work together with similar projects in other Baltic Sea countries. As this will typically involve high costs for collaboration activities, these costs would be eligible for support, and the term of the project could similarly be extended. For projects recommended by a regional growth forum, a supplementary grant would require a positive recommendation from the growth forum in question to the managing authority.

It applies to both a) and b) that it will not be possible for players from other countries to be able to receive support as financial partners, i.e. it will not be possible to disburse support from Denmark’s structural fund programmes on the basis of these partners’ non-invoiced expenses. On the other hand, foreign players can be suppliers to projects under the programmes.

To be eligible for aid, the projects must be within the framework of priority axes 1–4 and otherwise meet the programme requirements and guiding principles. As for other projects, the funding of such projects will comprise a contribution from the ESF and national part-funding of at least 50% of the project expenses.

5. The specific need in geographical areas most affected by poverty or target groups at highest risk of discrimination or social exclusion

5.1. Geographical areas most affected by poverty/target groups at highest risk of discrimination
Denmark’s peripheral areas and special geographical areas where it is possible to grant higher state aid are described in the Partnership Agreement. See the Section 3.1 of the Agreement. Peripheral areas are also described in Chapter 6 below.

5.2. The strategy of the operational programme to address the specific needs of geographical areas/target groups most affected by poverty
As a general rule, it has not been deemed necessary to launch a wide range of special actions for special geographical areas within the framework of the ESI Funds in Denmark. The reasons for this are given in Section 3.1 of the Partnership Agreement, to which reference is made.

6. Specific needs in geographical areas suffering from severe or permanent natural or demographic handicaps
The Act on Business Promotion and Regional Development states that the task of the regional growth forums is to monitor commercial development in the peripheral area of the region. Growth forums must prepare a contribution to the regional growth and development strategy dealing with business and growth-oriented segments. As part of the contribution to the growth and development strategy, the growth forums must describe the action for peripheral areas. The growth forums’ description of peripheral areas may include:
• strengths and challenges in peripheral areas;
• actions intended to establish a link between peripheral areas with the growth forum’s actions within the prioritised regional positions of strength;
• special action areas with local potential;
• a description of how local and regional resources can be involved in the implementation of the action.

The peripheral-area actions are expected to be evaluated by external evaluators, including as part of the Danish Growth Council’s follow-up of the peripheral-area actions. This will maintain focus on generating results and sharing experiences between appropriate players.

The peripheral areas for 2014–2020 are defined by combining an earned income criterion with a distance/driving-time criterion, so that peripheral areas are municipalities which meet the following two criteria:

- the municipality’s per capita earned income is less than 90% of the national average (average over the past 3 years)
- it is more than a half-hour drive to a major urban area, which is defined as having more than 45,000 inhabitants (Greater Copenhagen, Aarhus, Odense, Aalborg, Esbjerg, Randers, Kolding, Horsens, Vejle, Roskilde, Herning and Helsingør).

Twenty-three municipalities meet these two criteria, cf. Figure 13: Bornholm, Frederikshavn, Guldborgsund, Hjørring, Jammerbugt, Langeland, Lolland, Læsø, Morsø, Norddjurs, Odsherred, Samsø, Skive, Slagelse, Struer, Svendborg, Sønderborg, Thisted, Tønder, Vesthimmerland, Vordingborg, Ærø and Aabenraa. In addition, there are the 27 small Danish islands, which are not part of the municipalities mentioned. A total of 940,000 people reside in these areas.

Figure 13. Peripheral-area municipalities are defined as municipalities with per capita earned income below 90% of the national average and with at least half an hour’s drive to a major urban area (23 municipalities).

---

97 Agersø, Avernakø, Bjørnø, Bågø, Egholm, Endelave, Hjarnø, Lyø, Mando, Nekselø, Omo, Oro, Sejero, Tunø, Venø and Årø
Source: Statistics Denmark, MBBL and own calculations.
7. AUTHORITIES AND BODIES RESPONSIBLE FOR MANAGEMENT, CONTROL AND AUDIT AND THE ROLE OF RELEVANT PARTNERS

7.1. Relevant authorities and bodies

Table 23: Relevant authorities and bodies

<table>
<thead>
<tr>
<th>Authority/body</th>
<th>Name of authority/body</th>
<th>In charge of authority/body</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing authority</td>
<td>Danish Business Agency, Department of Business Development and International Relationships, Area for Regional Business Development Vejsøvej 29, DK-8600 Silkeborg</td>
<td>Preben Gregersen (Regional Manager)</td>
</tr>
<tr>
<td>Certification authority, if this is possible</td>
<td>Danish Business Agency, Administration Secretariat Langelinie Allé 17 DK-2100 Copenhagen Ø</td>
<td>Lars Øllgaard (Deputy Director)</td>
</tr>
<tr>
<td>Audit authority</td>
<td>Danish Business Agency, Department of Business Conditions and Regulation Langelinie Allé 17 DK-2100 Copenhagen Ø</td>
<td>Victor Kjær (Deputy Director)</td>
</tr>
<tr>
<td>Body to which payment is issued from the Commission</td>
<td>Danish Business Agency, Administration Secretariat Langelinie Allé 17 DK-2100 Copenhagen Ø</td>
<td>Lars Øllgaard (Deputy Director)</td>
</tr>
</tbody>
</table>

7.2. Involvement of the relevant partners

7.2.1. Initiatives for involving the relevant partners in the preparation, implementation, monitoring and evaluation of the programme

1) Short summary of the involvement of partners in the programming process
As the managing authorities for the ERDF/ESF and EAFRD respectively, the Danish Business Authority (Ministry of Business and Growth) and the Danish AgriFish Agency (Ministry of Food, Agriculture and Fisheries) have given priority to involving players which either have a significant technical interest in and knowledge of the challenges to be addressed by means of the ESI funds or will contribute to the implementation of the programmes. The combined process relating to the preparation of the Partnership Agreement and the ESI fund programmes is described in the Partnership Agreement. Only the process concerning the operational programmes is described below.

On 28 September 2012, a start-up workshop for the ESF and ERDF programmes was held. A common inter-fund ESI strategy was discussed by the Danish Growth Council on 8 November 2012 in the light of the presentation of the European Commission’s Position Paper.

The Danish Business Authority provided information about the status of efforts evolving the programmes at meetings with the monitoring committee for the ESF and ERDF programmes on 15 November 2012, 7 June 2013 and 15 November 2013.

As part of the programming process, an inter-ministerial expert monitoring group (public officials) was established, comprising the Ministry of Finance, the Ministry of Foreign Affairs, the Ministry of Employment, the Ministry of Children, Gender Equality, Integration and Social Affairs, the Ministry of Climate, Energy and Building, the Ministry of the Environment, the Ministry of Higher Education and Science, the Ministry of Education, the Ministry of
Housing, Urban and Rural Affairs and Nordic Collaboration, the Ministry of Economic Affairs and the Interior, the Ministry of Food, Agriculture and Fisheries, and the Ministry of Business and Growth. The inter-ministerial group of public officials have held four meetings and have sent the operational programmes for written consultation.

The Danish Business Authority has held bilateral meetings with relevant ministries, organisations and associations, and the Agency has held presentations concerning the ERDF and the ESF, in part for growth forum secretariats (attended by public servants from the Danish Regions, municipalities, trade organisations, knowledge and educational institutions and representatives of management and labour organisations) and in part for the regional growth forums (at political level). Meetings have been held on an ongoing basis concerning the programmes with the regional growth forum secretariats (28 January 2013, 8 March 2013, 29 April 2013, 21 June 2013 and 2 December 2013). Drafts of the programmes have been sent for public consultation in the period from 9 July to 3 September 2013.

The Partnership has been involved by means of the presentation of the regulatory framework and draft programmes which the Partnership has been given the opportunity to comment on and help to qualify, after which new drafts were prepared. In other words, the involvement of the Partnership has been an iterative process which has endeavoured to determine the content of the operational programmes under consideration of relevant interests in the light of Danish challenges, etc., and other national action. Concurrent with the preparation of the operational programmes, an external evaluator (COWI) has carried out ex ante evaluation of the programmes. The ex ante evaluations were carried out as an interactive, iterative process between the evaluator and the Danish Business Authority.

2) Involvement of partners, cf. Article 5, in the implementation, monitoring and evaluation of the programme

Together with the European Commission, the national partnership is involved in the implementation, monitoring and evaluation of the action.

At regional level, the regional growth forums will be the focal point for business development, and growth forums are formally affiliated with the administration by way of their role as authorising bodies, cf. Article 123(6) in the Regulation laying down common provisions for the ESI Funds. In this capacity, the growth forum secretariats receive technical assistance. Each growth forum includes municipal policy representatives who thus participate in deciding how the structural fund resources are to be allocated. Other members of the growth forums include the region, management and labour organisations, business organisations and knowledge and educational institutions. The regional employment councils and regional growth forums have mutual observer status on one another’s councils.

Resources in the order of 7.5% are earmarked under the ERDF programme and the ESF programme for a national fund that is implemented centrally. Relevant transregional projects based on, for example, growth plans, the Danish Government’s upcoming strategy for Denmark as a manufacturing country and the Baltic Sea Strategy will be eligible for support. Here, the Danish Government will have the option of launching projects of interest in more than one region, and the Danish Government will be able to enter into collaboration with

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99 Excluding TA, urban action and EURES. The Danish Business Authority is the managing authority for this national funding pool. According to the Act on the Administration of the ERDF and ESF, the Minister for Business and Growth determines the use of the national funding pool following consultation with the Danish Growth Council.
growth forums by providing financial assistance. A national funding pool must be implemented within the framework stipulated by the operational programmes.

The monitoring committee for the ERDF and ESF programmes follow the implementation of the programmes. This is done by means of bi-annual meetings and by the members having the possibility of recommending evaluation and analysis initiatives to ensure the successful implementation of the programmes; the committee can also require other types of adaptation or audit of the programmes. In connection with discussing selected topics, e.g. evaluations, selection criteria or communication, the committee members will be invited to take part in subgroups which monitor the work of the managing authority in more detail.

The members of the monitoring committee are relevant ministries, regional growth forums, and regional (Danish Regions) and municipal (Local Government Denmark) partners, relevant stakeholder organisations, management and labour organisations and the European Commission. The stakeholder organisations include, e.g., the Association of Small Danish Islands, the Danish Institute for Human Rights and associations for the disabled, while management and labour are represented by means of trade unions and business organisations. For the period 2014–2020, the authorities responsible for the national point of contact, the Danish priority areas and the EUSBSR will also be invited to participate.

7.2.2. Global grants
Global grants will not be used under the programme.

7.2.3. Earmarks for capacity build-up
An action for capacity build-up in Denmark’s Region Zealand (transition region) is deemed as not being necessary, as Region Zealand’s growth challenges and specific measures required for addressing them do not differ significantly from those of the other regions. The reasons for this are given in Section 1.1.11 of the Partnership Agreement.

See the Partnership Agreement.

9. EX ANTE CONDITIONALITIES
See the Partnership Agreement.

10. REDUCTION OF THE ADMINISTRATIVE BURDEN FOR BENEFICIARIES
See the Partnership Agreement.

11. HORIZONTAL PRINCIPLES

11.1. Sustainable development
It is basically intended under the ESF to make a positive contribution to sustainable development, cf. Article 8 of the CPR. Thus, the ESF cannot be used to implement already applicable requirements for reducing environmental impact, including e.g. the implementation of statutory requirements for individual enterprises’ environmental efforts or clean-up after previous pollution.

A screening of the need for an environmental assessment of the programme has shown that the actions proposed are not assessed as resulting in a physical environmental impact through construction activities or similar. It is not possible to grant aid to construction investment un-
The consideration of this horizontal principle is therefore not deemed relevant for the programme. If, contrary to expectation, it turns out that ESF-funded initiatives have a negative environmental impact, the responsibility for clean-up or similar will be the sole responsibility of the beneficiary.

11.2. Equal opportunity and non-discrimination

Non-discrimination and accessibility for persons with disabilities are general principles in Danish society, and Denmark’s current rules of law governing discrimination and accessibility must be observed by projects. In addition, public authorities must observe the UN Convention on the Rights of Persons with Disabilities, which describes universal design and accessibility not only to buildings but also to products and services in general.

However, should it appear to be relevant, it is possible under the ESF programme to introduce specially targeted actions in certain areas. It will be possible to implement the actions under all priority axes. The managing authority will ensure that specific projects are carried out under priority axes 1 and 4. In addition, the possibilities are particularly exemplified under, e.g. Guidance and support for entrepreneurs and Growth-orientated skills development in enterprises (priority axis 1) and under Youth education for disadvantaged young people (priority axis 3). Particularly under priority axis 3, Social Inclusion, the activity description lays the groundwork for special actions aimed at improving the employment or educational situation among, e.g., women, the disabled, or men of ethnicity other than traditional Danish, cf. also the delimitation of the target group under this priority axis.

The targeting of the action, which must particularly take account of the horizontal principles, will take place within the framework of the priority axis and will depend on a specific assessment of the needs performed by the regional growth forum in the area.

Steps will be taken for the implementation of the programme to ensure that the principles of non-discrimination and equal opportunity, including access, are complied with. If more than one of the applications are deemed to be of the same quality in other respects, priority must be given to applications that best take account of equal opportunity and non-discrimination. In addition, the requirements of European Commission’s evaluation guide and the ESF regulation concerning the registration of various participant characteristics will be met, and it is not assessed as being necessary to introduce additional monitoring or evaluation initiatives.

No applicant will be prevented from applying for or qualifying for support under the ESF on the basis of gender, race or ethnicity, religion or beliefs, disabilities, age or sexual orientation. These personal factors – except for age, if the application is submitted by an individual aged 17 or less – will not be included in the assessment of an application. The assessment will only include factors of significance to the implementation of the project or compliance with the application terms.

Accessibility

Danish legislation which implements the programmes under the ESI Funds will stipulate the conditions for receiving aid. Applications for ESI funds can be sent to the relevant authorities

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100 Danish Act on Ethnic Equal Treatment; Act on Prohibition Against Discrimination in the Labour Market; Act on Gender Equality; Act on Equal Pay for Men and Women, etc.
which are the point of entry for the funds, cf. Chapter 2 of the Partnership Agreement. The Danish Business Authority’s website complies with current Danish regulations about accessibility for persons with disabilities, cf. Article 9 of the UN Convention on the Rights of Persons with Disabilities.

11.3. Equality between men and women
Pursuant to Danish law, discriminatory gender-based treatment is prohibited for all employers, authorities and organisations within public administration and general enterprise.  

The provisions of Danish legislation are therefore assessed as being adequate for ensuring equal opportunity for men and women, and the action under the programme is basically organised without having purposes relating to gender politics. For these reasons, it is assessed as not relevant to set forth additional provisions on this in the programme or in special monitoring or evaluation initiatives that go further than the requirements in the European Commission’s evaluation guide and the ESF regulation’s annex on common indicators. The consideration of gender equality will also be observed in the selection of project, cf. section 11.2 above.

The overarching coordination and monitoring of the programmes is to be performed by the monitoring committee for the ERDF and ESF, cf. section 7.2.1. Procedures for setting up the committee will be introduced to ensure, *inter alia*, the equal representation of men and women.

The consideration of equal representation of men and women must similarly be observed for the establishment of regional growth forums.

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101 The Act on Equal Rights of Men and Women
12. SEPARATE ELEMENTS: PRESENTED AS APPENDICES IN THE PRINTED DOCUMENT

12.1. A list of major projects, the implementation of which is planned during the programming period
Major projects are not predicted to be implemented under the programme.

12.2. Performance framework of the operational programme

Table 28: Performance framework of the operational programme, specified by fund and category of region (generated in SFC)

12.3. Relevant partners involved in preparing the operational programme
The list includes partners which have been involved in the programming process by means of meetings, informal written consultation, invitation to and participation in workshops.

Active Denmark Tourism Organisation
Agency of Science, Technology and Innovation
Association New Dane
Association of Business Service Suppliers (Foreningen af Erhvervsservice Leverandører)
Association of Danish Accountants (FDR)
Association of Danish Law Firms
Association of Danish Mortgage Banks
Association of Small Danish Islands
BAT-Kartellet (Danish Workers Employed in Construction and Woodworking Sectors)
Capital Region of Denmark
Central Denmark Region
CO-industri (Central Organisation of Industrial Employees)
Confederation of Danish Employers (DA)
Confederation of Danish Industry
Confederation of Danish Trade Unions
Confederation of Salaried Employees and Civil Servants (FTF)
Courts of Denmark
DANIAmet Secretariat
Danish Academy of Technical Sciences (ATV)
Danish Accreditation and Metrology Fund (DANAK)
Danish Agriculture and Food Council
Danish AgriFish Agency
Danish Association of Architectural Firms
Danish Association of Consulting Engineers (FRI)
Danish Association of Entrepreneurs (Dansk Iærksætter Forening)
Danish Association of Inventors
Danish Association of Managers and Executives
Danish Association of Rural Villages (Landsforeningen af Landsbysamfund)
Danish Bankers Association
Danish Building Research Institute
Danish Chamber of Commerce
Danish Company Appeals Board (Erhvervsankenævnet)
Danish Competition and Consumer Authority
Danish Confederation of Professional Associations (AC)
Danish Construction Association
Danish Consumer Council
Danish Disability Council
Danish Employers’ Association for Industrial and Construction Enterprises
Danish Federation of Small and Medium-Sized Enterprises
Danish FSA
Danish Insurance Association
Danish IT Industry Association (ITB)
Danish Maritime Authority
Danish Metalworkers’ Union
Danish National Audit Office (Rigsrevisionen)
Danish Nature Agency
Danish Patent and Trademark Office
Danish Ports
Danish Red Cross
Danish Regions
Danish Safety Technology Authority
Danish Shipowners’ Association
Danish Social Housing Sector (BL)
Danish Society of Engineers (IDA)
Danish Trade Council
Danmarks Idrætsforbund (Danish Organisation of Sports)
Danske Restauranter og Caféer (Association of Danish Restaurants and Cafés)
Data Protection Agency
Denmark’s Growth Council
Disabled People’s Organisations Denmark
Economic Council of the Labour Movement
European Commission, Directorate-General for Employment
European Commission, Directorate-General for Regional Policy
Forum for International Cooperation (FIC)
Growth Forum, Capital Region of Denmark
Growth Forum, Central Denmark Region
Growth Forum, North Denmark Region
Growth Forum, Region Zealand
Growth Forum, Regional Municipality of Bornholm
Growth Forum, Region of Southern Denmark
GTS – Advanced Technology Group (Sammenslutningen af Danmarks Godkendte Serviceinstitutter (GTS))
HK
HORESTA
Landdistrikternes Fællesråd (Joint Council of Rural Areas)
LHM A/S
LO, the Danish Confederation of Trade Unions
Local Government Denmark
Ministry for Economic Affairs and the Interior
Ministry of Business and Growth
Ministry of Children, Gender Equality, Integration and Social Affairs
Ministry of Climate, Energy and Buildings
Ministry of Climate, Energy and Buildings
Ministry of Culture, Ministry of Ecclesiastical Affairs
Ministry of Defence
Ministry of Education
Ministry of Employment
Ministry of Finance
Ministry of Food, Agriculture and Fisheries
Ministry of Foreign Affairs
Ministry of Health
Ministry of Higher Education and Research
Ministry of Housing, Urban and Rural Affairs and Nordic Collaboration
Ministry of Justice
Ministry of Taxation
Ministry of the Environment
Ministry of Transport
National Labour Market Authority
North Denmark Region
Oresund Committee
Organisation for the Promotion of Danish Business and Industry (DEF)
Prime Minister’s Office
Rådet for Socialt Udsatte (Council for the Socially Disadvantaged)
Realkreditforeningen (Association of Danish Mortgage Institutions)
Region of Southern Denmark
Region Zealand
Regional Municipality of Bornholm
Secretariat for the North Sea Region Programme
Statistics Denmark
TEKNIQ (Technicians’ Organisation)
Unemployment fund for the self-employed (ASE)
Unemployment insurance fund for business professionals (CA)
United Federation of Danish Workers (3F)
Universities Denmark
Vaekstfonden: a state investment fund
VisitDenmark
Appendices (uploaded in SFC 2014 as separate file):

1. Draft for ex-ante evaluation, with summary
2. Figures in the programme
3. The ESF programme in Word, including figures
4. Application of state aid rules under the programme