

ASK WHY? DOCS

Impact Report

2025/2026

THE WHY

ASK WHY? DOCS IN NUMBERS:

Municipalities: Schools:

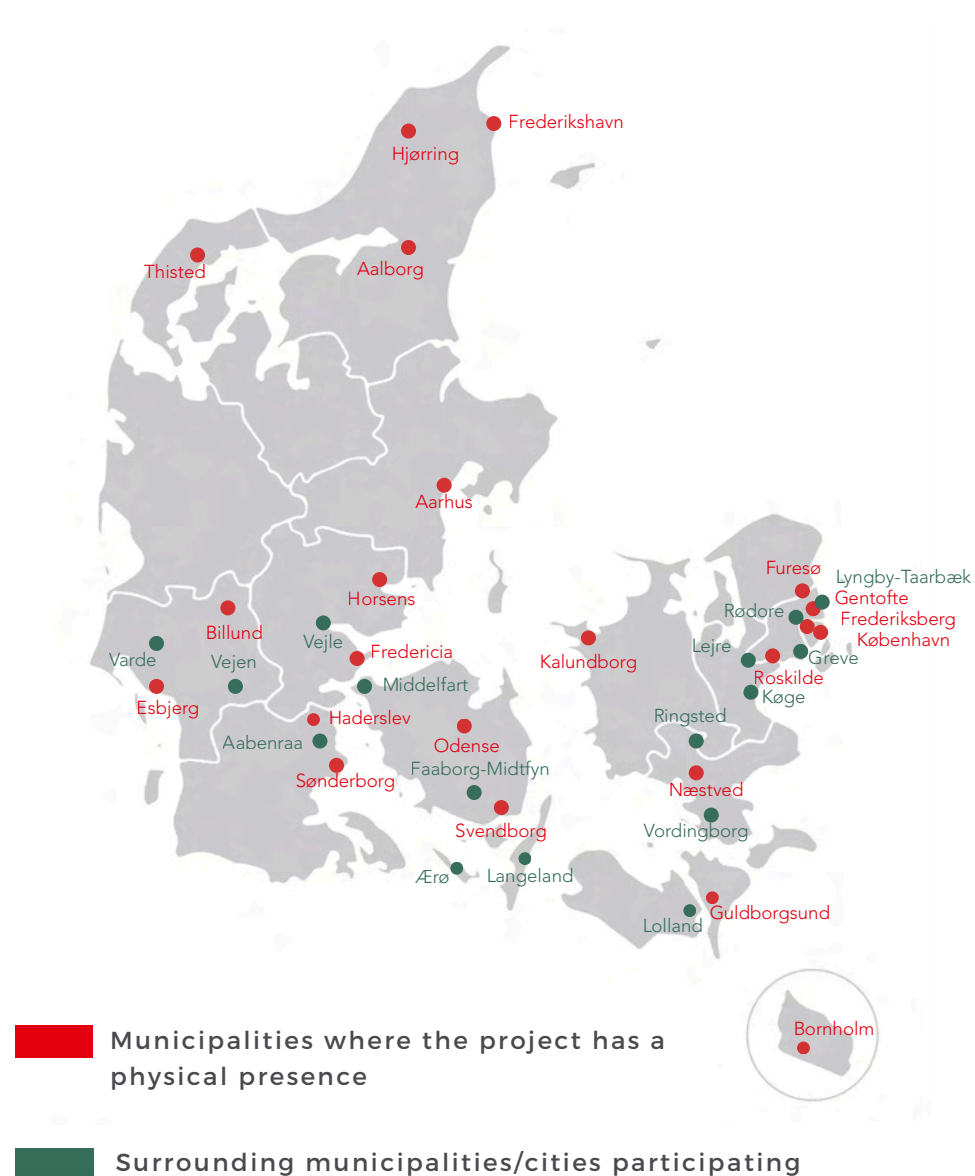
2020/21	8	2020/21	29
2021/22	15	2021/22	65
2022/23	20	2022/23	87
2023/24	34	2023/24	112
2024/25	36	2024/25	142
2025/26	38	2025/26	150

Registered participants:

2020/21	1,500
2021/22	3,000
2022/23	6,000
2023/24	7,000
2024/25	8,000
2025/26	9,000

Cinema seats:

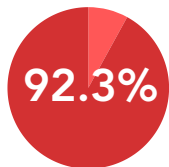
2020/21	4,500
2021/22	9,000
2022/23	18,000
2023/24	21,000
2024/25	24,000
2025/26	27,000



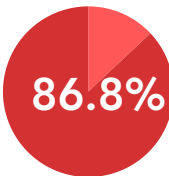
STATISTICS

"We signed up for ASK WHY? Docs, because it is our role to inform and educate young people, so they become inquisitive, knowledgeable and critical thinkers. In this way, they form views and opinions that they can argue for. Knowledge creates active citizens." Brian Lise, teacher at Sydfalster School, Nykøbing-Falster.

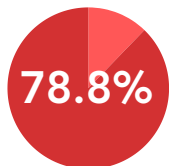
Students



92.3% of students say they were very happy with the overall ASK WHY? Docs experience.

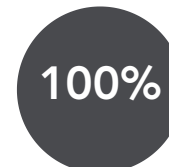


86.8% of students say they learned something new about human rights and global challenges.

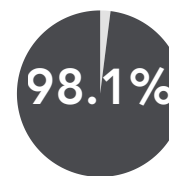


78.8% of students say they became interested in learning more about what is happening in the world.

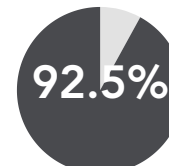
Teachers



100% of teachers had a positive overall experience participating in ASK WHY? Docs.



98.1% of teachers believe the project has a positive impact on students' behaviour.



92.5% of teachers say the project helps their students gain a better understanding of the world around them.

The impact report is based on a combination of qualitative and quantitative interviews. The quantitative part is based on 1,546 student responses and 66 teacher responses.

STORIES THAT STRENGTHEN CONSIDERATION AND CARE IN THE CLASSROOM

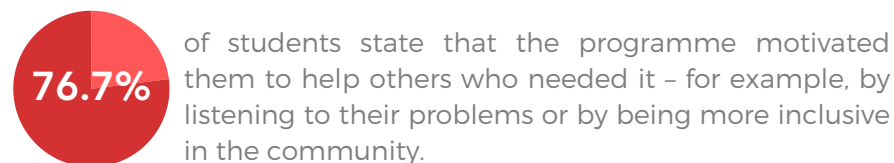
Students work with documentary films on themes such as LGBT+ rights, propaganda, homelessness and abuse, as well as social media, loneliness and the importance of relationships beyond the digital space.

The films are based on the stories of real people and are supplemented by meetings with guests, who are connected to the themes.

Insights from the evaluation show that films and dialogue provide a strong foundation for students' reflection on:

- **how words and actions affect others**
- **making room for difference**
- **responsibility for relationships — both online and offline.**

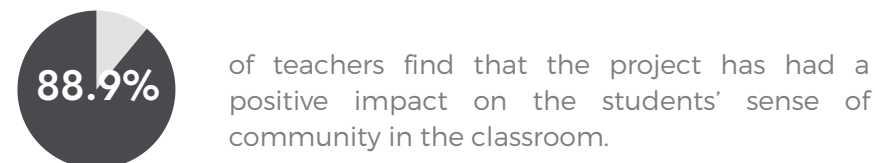
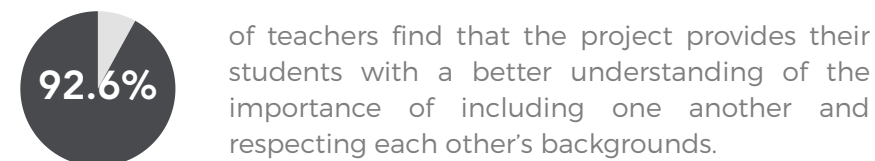
In this context, the evaluation indicates that greater space is created for difference and authenticity among students, as well as greater awareness of supporting one another when the need arises.



Kristine, a student at Tingløkkeskolen in Odense, says: *“After the film, we talked a lot about how important it is not to judge each other too quickly. Instead, we need to be more open and ready to support those who are struggling. It is about asking how people are really doing – and whether there is something they want to talk about.”*

This reflects an increased awareness of each other's well-being and a greater sense of personal responsibility in everyday life.

Teachers' experiences support this development.



Several teachers point to a positive development in students' social skills and the way they communicate.

Lone Gøtche, a teacher at Tingløkkeskolen in Odense, describes how she experiences *“that my students have a better tone in relation to some of the topics we have covered, for example the LGBT+ community. In other words, they speak to each other more respectfully.”*

This is supported by Inga Sofie Schultz Giversen, a teacher at Frederiksgård School in Copenhagen, who highlights that her students have developed *“a greater appetite for listening, communicating, helping, walking away from trouble, being decent towards one another and standing up to dominant people in a proper way (...) The students have gained a broader understanding that conflicts can be resolved by making agreements through words and intentions.”*

The collected data indicates a positive impact on the social dynamics among students, including increased helpfulness, a more respectful tone of interaction and a greater sense of responsibility towards one another.

STUDENTS LEARN TO NAVIGATE A WORLD OF INFORMATION

At a time when many young people get their news through social media, the ability to reflect critically is essential.

According to the *Report on Young People's Media Use* (Ministry of Culture, 2024), many 15–24-year-olds use social media as their main source of news – far more than traditional media such as television and newspapers. At the same time, the *Study on Digital Literacy* (Digitalt Institut, 2023) shows that many children and young people find it difficult to recognise misinformation and AI-generated content.

The purpose of ASK WHY? Docs is not to tell students what to think. Instead, they encounter real-life stories which, through dialogue and reflection, allow them to form their own opinions and nuanced perspectives on complex issues.



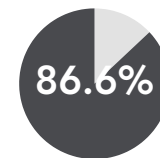
Photos from the teaching session at Lundergårdskolen, where students work with rights.

The project strengthens students' critical thinking by training them to question information and reflect on sources and perspectives.

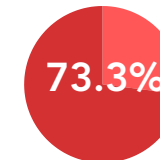
A ninth-grade teacher from Tingløkkeskolen in Odense describes the impact:

"In a time when many young people get their news from social media without always considering the credibility of the source, ASK WHY? Docs is important. It helps students develop healthy criticism and understand the difference between reliable information and misinformation – it creates conscious citizens."

The evaluation supports this:



of teachers assess that the project strengthens students' critical approach to sources and encourages them to think more carefully about where their information comes from.



of students say that the project makes them more critical of the news they see on social media.

For students, it is not only about media, but also about daring to question the reality around them. Lukas from ninth grade at Dybbølskolen in Copenhagen says:

"The film gave me a clearer picture of reality. It shows how important it is to be with the right people – and to dare to ask critical questions, even when it is difficult."

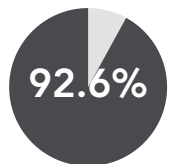
WHEN STUDENTS BECOME AWARE OF THEIR DEMOCRATIC RIGHTS

The project helps strengthen students' understanding of the democratic rights and opportunities they have in Denmark – rights that many young people may take for granted in their everyday lives. This is reflected, among others, by Sahir, a student from Damhusengens School in Copenhagen, who says: *“Before, I was not aware of my rights. It is only now, after watching these ASK WHY? documentaries, that I have become more aware of them.”*

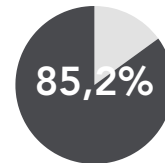
Through encounters with real-life stories, students gain insight into living conditions where fundamental rights cannot be taken for granted. This creates reflection on the value of rights such as access to education, freedom of expression and the opportunity to choose one's own future. A student from Østre Skole in Thisted described their experience after a screening about propaganda and the brainwashing of students: *“It felt completely unreal. That teachers could go along with it. That would never happen here.”*

This contrast is central to the project. When students encounter stories from other societies and living conditions, they are given the opportunity to reflect on what democracy means in practice – and how rights can both be protected and challenged.

The evaluation clearly demonstrates this effect:



of teachers say that the project helps students gain a better understanding of their own rights.



of teachers say that the project gives students a better understanding of the importance of being active in local associations, youth clubs and helping one another.

As Bastian from second-year class at Egedal High School puts it: *“Freedom to me means that I can go to school, that I have freedom of speech and can say and do what I want. Something as simple as having a roof over my head. Freedom also means that I can choose for myself what education and what job I want to have.”*

From reflection to citizenship

Overall, the evaluation shows that the project does not only create conversations inside and outside the classroom. It also strengthens students' ability to reflect on information, social issues and their own values. In this way, students gain tools both to navigate a complex information landscape and to understand their role as active citizens in a democratic society.



Glimpses from the classroom, where students use the teaching material after an ASK WHY? Docs screening to explore rights and democracy in greater depth.

OSCAR-, BAFTA- AND PEABODY AWARD-WINNING DOCUMENTARY: MR. NOBODY AGAINST PUTIN

This season's new documentary, *Mr. Nobody Against Putin*, has already made a strong mark by **winning an Oscar, a BAFTA and a Peabody Award**. The film follows life at a Russian school and offers a rare insight into how propaganda and state influence shape teaching and students' worldview. It focuses sharply on:

- **Propaganda and misinformation**
- **Freedom of expression and censorship**
- **The individual versus the system**
- **Growing up and the conditions facing young people**

A central theme is what happens when people suddenly begin to see their own reality with new eyes.

Co-director and protagonist of the film, Pavel 'Pasha' Talankin, underlines the film's purpose and calls it a tool in the fight for freedom:

"I see the film as a tool to fight for freedom, because it can save those who are drowning in this 'swamp' of propaganda."



He further explains that people are often so deeply immersed in propaganda that they do not even notice it – but that the film can help them recognise it and identify it the next time they encounter it at school, at work or through the media.

A student from ninth-grade at Tingløkkeskolen in Odense says: *"I find it frightening to see how young people our own age in Russia are influenced in that way. They are not really given the opportunity to form their own opinions."*

The film has been incredibly well received by both teachers and students, who feel that it opens up important conversations and reflections. As Iben, a student at Lundergårdskolen in Hjørring, says:

"At first, I just thought that everyone's everyday life was like ours. But after today, we can see that this is far from true. In Russia, they do not have the same opportunities that we have here at all. And we can use that to better understand where other people come from."



Katya Kize, who worked as assistant director on *Mr. Nobody Against Putin* and is herself from Russia, participated as a guest for ASK WHY? Docs and had an important message for students: *"The most important thing you can learn is to think for yourselves. Do not just take things for granted. Democracy is not a given – it must be protected and kept alive by you. You are Denmark's future."*

WHEN YOUNG STORIES CHANGE YOUNG LIVES

ASK WHY? focuses on homelessness, poverty and well-being

In the brand-new Danish-Bolivian documentary *Diary from La Paz*, we follow a group of young people from Bolivia's capital, La Paz, as they experience homelessness, substance abuse and poverty. The documentary focuses on a number of Sustainable Development Goals and human rights issues, giving students a rare insight into a completely different everyday reality.

Director Jonatan Jerichow also has high hopes for the documentary:

"I believe the film sparks reflection, so that young people will not only reflect on their own lives here at home, but also, when they travel out into the world, they may encounter it in a different way."



Through the encounter with the documentary and the guest speaker, students gain insight into real-life stories that leave an impression and help shape their understanding of life and the choices they make. One of the guests at the screening was Per Willert, who afterwards spoke with students about his own story, drawing on 11 years of homelessness and a past marked by alcohol and drug abuse.

Markus, a student from Kløvermarksskolen, says after a screening: *"The film has definitely influenced me so that if someone comes up to me in town and asks whether I want something like drugs, I will definitely say no, because I can hear how far out it can go."*

Markus is supported by his classmate Silas, who continues:

"It made a strong impression to hear Per's story about homelessness, because I know that many people our age take drugs – both many new drugs and hard drugs. Having met Per and heard his story definitely makes me want to help my friends, as several of them are involved in 'something'."



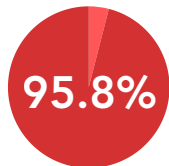
"I believe the film will spark certain thoughts, so that young people will partly reflect on their lives here at home, but it may also mean that when they travel out into the world, they will encounter it in a different way."

Sebastian, teacher at Klarup Skole, Aalborg

A NATIONWIDE NETWORK OF CINEMAS AS SPACES FOR CULTURE AND LEARNING

A central part of the project's method is to move teaching out of the classroom and into local cinemas and cultural institutions. When students experience documentary films on the big screen and then take part in screenings and conversations, a more sensory and focused learning situation emerges, where the film experience is combined with reflection and dialogue.

The physical shift from the classroom to the cinema is significant in itself: students enter a space they already associate with something special, sit down in the comfortable cinema seats and put their mobile phones away. At the same time, they meet other school classes from the municipality, creating a shared experience and a sense of being part of something larger than their own class.



95.8% of students state that it is important for their experience that the programme takes place in the local cinema, which they associate with excitement, calm and time away from mobile phones.

As a student from Fourfeldtskolen Bohr in Copenhagen puts it: *"I feel that I concentrate better in the cinema than if we had just watched the documentary in the classroom, where there is often much more noise."*

Similarly, Laura from Tingløkkeskolen in Odense describes it this way: *"For me, ASK WHY? Docs is a way to leave the classroom behind and settle into the comfortable seats of the cinema – and get closer to reality. It makes teaching more exciting, and it makes me listen more carefully. It is completely different from just having something explained or reading a text – here, it feels more real and closer to reality."*

Cultural institutions that ASK WHY? Docs collaborated with in 2025/26



22 local cultural institutions

The above statistics are based on 1,526 student responses.

The collaboration with cinemas is also a crucial prerequisite for the project's implementation and quality. For the cinemas, the collaboration has both practical and strategic value. At Biffen Nordkraft in Aalborg, for example, they highlight: *"The collaboration on the film screenings with ASK WHY? Docs is of great importance. We welcome many school classes who leave the cinema with a positive and different cultural experience, helping to retain them as future cinema guests. At the same time, the collaboration runs very smoothly, with good communication, so it does not require many resources to carry out."*

Several cinemas also emphasise the quality of the collaboration and its local anchoring. Kris Sjøgaard Pedersen, cinema director at Palads Teatret in Frederikshavn, describes the collaboration as *"both pleasant and professional"* and highlights that ASK WHY? Docs succeeds in bringing together *"young people from across the municipality in our large auditorium, which always warms a cinema director's heart."*

The combination of film, presentation and dialogue is highlighted as a particular strength. Benny Bruun, Director of MovieHouse in Hjørring, points out that it is *"a fantastic combination of the film screening, the presence of ASK WHY? Docs, and a guest speaker connected to the film, all of which contribute to an important learning experience for everyone."*

At Panorama in Fredericia, daily manager Lars Broen describes how the events *"create joy, thoughtfulness and valuable discussions both inside and outside the cinema"* and help broaden young peoples' experience of film.

At the same time, several cinemas point out that the collaboration helps develop the cinema as a cultural institution and reach new target groups.

At Kosmorama in Haderslev, they highlight that the project has *"a high professional standard and timely themes that engage young people,"* and that the collaboration makes it possible to attract many young people to the cinema and give them a complete experience combining both film and reflection.

Mathias Ruthner from Øst for Paradis in Aarhus also emphasises that, through the project, young people are introduced to *"exciting documentaries that they do not necessarily encounter through streaming, and experience them on the big screen, where such experiences belong."*

Overall, the feedback from both cinemas and students shows that the collaboration creates a strong and safe framework for learning. By bringing teaching into the cinema, the project combines academic content with a shared, sensory experience, while also strengthening the relationship between young people and their local cinemas as vibrant cultural institutions.



Photo from an ASK WHY? Docs screening in Aalborg, 2025/26.

ASK WHY? DOCS EXPANDS TO MORE PARTNER MUNICIPALITIES

Both **Esbjerg and Frederikshavn Municipality** have entered into **three-year partnerships with ASK WHY? Docs** based on the project's documented impact among students and schools, where the programmes are actively used as an integrated part of teaching.

The partnerships have been established because ASK WHY? Docs supports municipal focus areas such as citizenship education, well-being and critical thinking – as well as work on democracy, global outlook and the Sustainable Development Goals.

Frederikshavn Municipality (year 2 of 3)

In Frederikshavn Municipality, now in the second year of the partnership, the evaluation shows that the initiative has a broad reach across schools.

Jesper Koldtoft, consultant at the Centre for School and Leisure in Frederikshavn Municipality and the municipal contact person for ASK WHY? Docs, summarises the impact of the project as follows: *“ASK WHY? Docs gives young people the opportunity to pause and reflect on their own world. The films and dialogues open up conversations that matter for students' understanding and well-being. At the same time, the concept is practical and easy for teachers and educators to integrate into their work.”*



Photo from an ASK WHY? Docs screening in Frederikshavn, 2025/26.

Students experience the projects as both engaging and eye-opening: *“We are both from Ukraine, and today has been really interesting because it gives an insight into the war that is not often told. It provides a better understanding of how it is experienced by people and can help others understand different perspectives.”* – eighth-grade student from Frydenstrandskolen, Frederikshavn.



Photo from an ASK WHY? Docs screening of the Oscar-winning documentary *Mr. Nobody Against Putin* in Frederikshavn, 2025/26.

Local press has also followed the initiative. Kanal Frederikshavn ([click here](#)) wrote about the screening of the film *Follow You Home* under the headline: *Can you lose your brother twice?*, where students had the opportunity to meet the protagonist and discuss his experiences. The article highlighted how the project creates empathy, gives students a voice in complex issues and opens up conversations that otherwise rarely take place in teaching.

Jesper Koldtoft elaborates and emphasises the value of the collaboration: *“We would definitely recommend ASK WHY? Docs to other municipalities and school leaders. You get a well-developed concept that works in practice, and which gives teachers and educators an easily accessible tool for creating important conversations in the classroom. It engages students in a way that we can see works.”*

Esbjerg Municipality (new three-year partnership)

The establishment of a new three-year partnership with Esbjerg Municipality marks an important step in anchoring the work of ASK WHY? Docs. Although the project has been present in the municipality since 2019, it has so far operated without municipal support. The partnership now creates a stable framework that enables continuity and a more long-term effort, which is crucial for working systematically with students' well-being, citizenship education and understanding of society.

The partnership addresses a central need among students: the desire to understand the world in depth – not only through headlines, but through human stories. Adam, a student from Frøstrup Efterskole in Esbjerg, puts it this way: *“The documentaries offer a different perspective than the news and contribute to a better understanding of how society is connected. They make you reflect more on the topics we work with.”*

He emphasises: *“ASK WHY? Docs is an important tool for understanding society. It gives a unique insight into what is happening out in the world – from the inside.”*

Marly, an eighth-grade student at Præstegårdskolen, points to an increased awareness of democracy and rights: *“I have learned that democracy differs from country to country, and that it cannot be taken for granted. It gives a greater understanding of our own rights.”*



Photo from an ASK WHY? Docs screening in Esbjerg, 2025/26.

The value of the initiative is also highlighted by teachers and partners. Susanne Kjerrumgaard, a teacher at Hjerting School, describes how students experience the films as both educational and engaging, and how the cinema screenings in particular, followed by dialogue, create strong motivation. She also emphasises that the material is relevant and flexible, and can be used both before and after the programmes, strengthening the educational coherence.

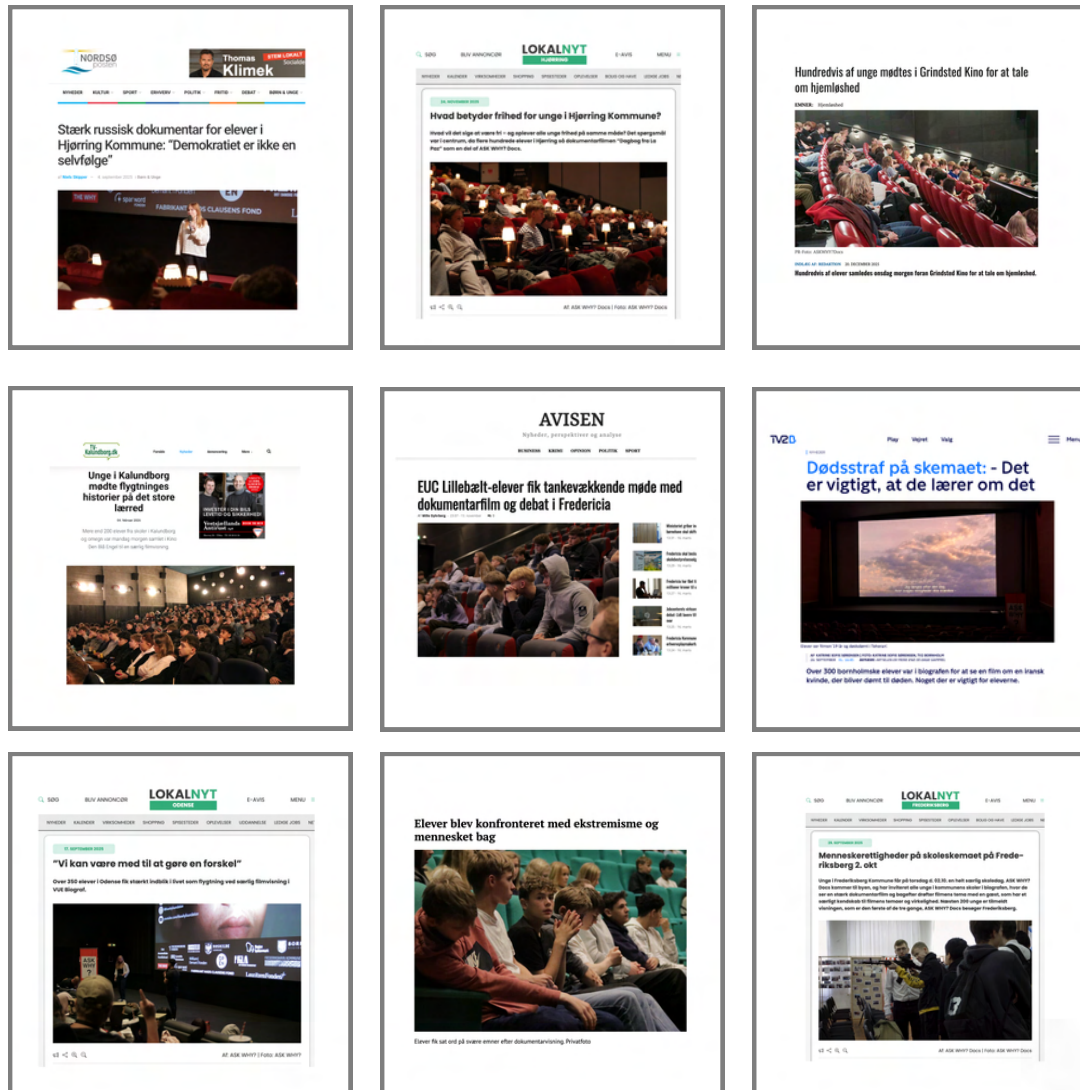


Photo from an ASK WHY? Docs screening of the Oscar-winning documentary *Putin's School in* Esbjerg, 2025/26.

As with the partnership in Frederikshavn, the project has also attracted press attention from Esbjerg and the surrounding area, where it is highlighted as an initiative that brings complex global issues closer to students. In an article from Esbjerg Liv ([click here](#)), teaching with documentary films is described, among other things, as giving young people in Esbjerg insight into topics such as the death penalty and creates reflection and debate in the classroom.

This experience is shared by Finn Hansen, cinema manager at Nordisk Film Cinemas Esbjerg, who sees the collaboration as a special opportunity to bring the world closer to students. He emphasises his enthusiasm for the initiative: *“ASK WHY? Docs gives students in Esbjerg a real eye-opening experience. It is one thing to hear about the world through the news, but something quite different to gain insight into what lies behind it – through powerful films and encounters with relevant, present guest speakers. The students arrive with expectations, and it is in the conversations afterwards that their curiosity is truly unfolded and answered.”*

EXTENSIVE NATIONWIDE MEDIA COVERAGE



Read more press coverage here:

- NordSøPosten: *Democracy cannot be taken for granted* – [Click here](#).
- LokalNyt Roskilde: *500 students in Roskilde encountered the reality behind the flight to Denmark* – [Click here](#).
- LokalNyt Odense: *"We can help make a difference"* – [Click here](#).
- TV2 Bornholm: *The Death Penalty on the Curriculum* – [Click here](#).
- MinBy Hjørring: *Powerful documentary gives students in Hjørring a wake-up call* – [Click here](#).
- FrederiksbergLIV: *Frederiksberg students confronted with Putin's Russia: We take freedom of expression for granted* – [Click here](#).
- EsbjergLiv: *Young people in Esbjerg get the death penalty on the school timetable* – [Click here](#).
- SønderborgNYT: *Students were confronted with extremism and the person behind it* – [Click here](#).
- LokalNyt København: *When young people dare to challenge traditions and dare to be themselves – a conversation across cultures* – [Click here](#).
- Netavisen Grindsted: *Hundreds of young people gathered at Grindsted Kino to talk about homelessness* – [Click here](#).
- Sjællandske Nyheder: *The town's young people swapped school for the cinema – it puts life into perspective* – [Click here](#).
- Kanal Frederikshavn: *ASK WHY? DOCS: Can you lose your brother twice?* – [Click here](#).

ASK WHY? DOCS FILM CATALOGUE

Guest speaker

Tetiana Chyzh



23-year-old refugee from Eastern Ukraine, who is now a project coordinator at Ukraine House in Denmark.

The Distant Barking of Dogs

Director: Simon Lereng Wilmont



10-year-old Oleg lives in eastern Ukraine – a war zone often echoing with anti-aircraft fire and missile bombardments. While many have left the dangerous area, Oleg has stayed behind with his grandmother, who has cared for him since his mother died.

Discussion topics: children in war, orphanhood.

Guest speaker

Saba Lykke Oehlenschläger



A public figure and Eurovision winner, known for her work as an actor, singer and model.

Girl Gang

Director: Susanne Regina Meures



Likes and followers are hard currency in the new media reality, where, with the right mix of luck and talent, you can become an influencer star from your teenage bedroom. This has happened for 14-year-old Leonie, whom we follow as her meteoric career takes off.

Discussion topics: misinformation, social media, loneliness.

Guest speaker

Kaspar A. Schröder



Director of the film, and several other documentaries that offer rare insights into otherwise inaccessible worlds.

Waiting for the Sun

Director: Kaspar Astrup Schröder



Three Chinese siblings are left to fend for themselves when their father faces life in prison. Many families do not want to take care of children with a shameful background, so they are instead taken in by Sun Village, an orphanage for children whose parents have been imprisoned for serious crimes.

Discussion topics: orphanhood, shame, honour, the death penalty.

Guest speaker

Ilknur Kekec Coban



Active in the world of football, where she works for equality and for more girls, especially those with minority ethnic backgrounds, to take part in the sport. She received Venstre's Freedom Award in 2017 for her inclusive work.

Guest speaker

Katya Kize



She was assistant director on *Mr. Nobody Against Putin* and has volunteered at human rights organisations, including supporting detainees and people facing political persecution.

Guest speaker

Per Willert



Drawing on 11 years of homelessness and a past marked by alcohol and drug abuse, Per places the film's themes in a national context.

Bangla Surf Girls

Director: Elizabeth D. Costa



In *Bangla Surf Girls*, we follow three courageous girls from Bangladesh who fight for freedom and their dreams in a world where women are expected to submit to tradition. They defy the norms – and throw themselves into the waves to surf their way towards a new future.

Discussion topics: equality, women's rights, discrimination.

Mr. Nobody Against Putin

Director: David Borenstein Co-director: Pavel Talankin



Oscar-, BAFTA- and Peabody Award-winning documentary film. Pasha is a teacher and responsible for the school's films and events. When the war in Ukraine breaks out, everyday life at the school changes drastically. The film shows how military upbringing becomes part of teaching, and how Pasha loses his freedom in a system governed by propaganda.

Discussion topics: propaganda, militarisation of children.

Diary from La Paz

Directors: Jonathan Jerichow and Juan Pablo Urioste



In the documentary, we follow young people from Bolivia trying to leave life on the streets behind, and find a new path in life. With cameras in their hands, they have documented a year marked by both difficult circumstances and hopes for the future.

Discussion topics: poverty, social inequality, youth, children's rights.

Guest speaker

Daniel Høybye



Having lived on the streets since the age of 14, he is currently "functionally homeless" and board member of the SAND organisation.

Bruce Lee and the Outlaws

Director: Joost Vandeburg



In the tunnels beneath Romania's capital, Bucharest, lives a young homeless boy named Nicu. He lives there with other children in the same situation, who have also allowed themselves to be "adopted" by Bruce Lee, the notorious and self-proclaimed "king of the underworld."

Discussion topics: homelessness, substance abuse, poverty.

Guest speaker

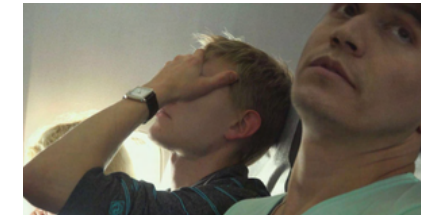
Nikolai Gorbachov



Unable to return home to Belarus due to the risk of political persecution as a homosexual. Since 2022, he has volunteered with LGBT+ Asylum following Russia's full-scale invasion of Ukraine.

Welcome to Chechnya

Director: David France



Ramzan Kadyrov, the leader of Chechnya, has declared that there must be no homosexual people in the country. As a result, many live in fear and want to escape. A group of activists has chosen to dedicate their lives to helping and rescuing LGBTQ+ people. The documentary is a brutal eye-opener, showing life as an LGBTQ+ person threatened by the state and by family, detained, tortured and executed.

Discussion topics: LGBT rights, hate speech, sexuality.

Guest speaker

Yaqoub Ali



Former leading figure in Denmark's extremist Islamist environment. Today, he works with anti-radicalisation and the prevention of extremism.

An Army of Sons

Director: Talal Derki



The film portrays the intimate family life of a group of Islamists in northern Syria. We get close to how a disturbing ideology is passed on to the next generation of sons, where brutality suffocates their innocent childhood and shapes them into future soldiers.

Discussion topics: extremism, radicalisation, war.

Guest speaker

Jwan Osman



Electrical engineer who fled from Aleppo, Syria, to Denmark at the age of 15, and who today shares his experience of displacement with young people.

My Escape

Director: Rasmus Nyholm Schmidt



In the documentary, we follow two 15-year-old boys who flee the war in Syria alone and make their way up through Europe. Their journey takes a year and a half, and we witness both their highs and lows. Several parts of the documentary consist of video footage from the boys' own mobile phones, giving us an intimate insight into their journey, told and experienced from their own perspective.

Discussion topics: displacement, rights, family separation.

Guest speaker

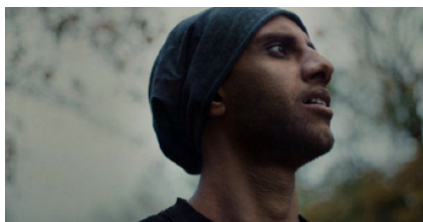
Popal Naseri



Popal is one of the main characters in the film. At the age of 12, he fled Afghanistan, where he had been trapped in a Taliban training camp.

Follow You Home

Director: Kathrine Ravn Kruse



The Afghan refugee brothers Popal and Darmal were separated from each other for nine years, not knowing whether either were still alive. Now, they have miraculously been reunited in Denmark. Popal is a fighter. Darmal, on the other hand, has only just arrived in the country and is uncertain about his future. When Darmal's first asylum application is rejected, Popal faces the prospect of losing his brother once again.

Discussion topics: rights, discrimination, displacement, asylum.

Guest speaker

Kimia Bahari



An Iranian artist raised in Denmark, who today focuses on the fight for women's rights through her paintings.

Seven Winters in Tehran

Director: Steffi Niederzoll



In 2007, 19-year-old Reyhaneh Jabbari was imprisoned and sentenced to death after stabbing a man in self-defence. The documentary offers insight into the different ways women experience oppression in Iran, and the enormous risks involved in defending oneself and helping others.

Discussion topics: inequality, women's rights, discrimination.

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