

DENMARK

Population: 5,614,000 | Income Level: High-Income | Policy Decisions: National |
Level of Career Development Initiatives on Scale of 1-5: 4

Mr. Steffen Jensen,

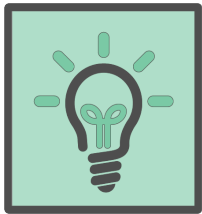
MSc, Head of the Division for Guidance in the Danish Ministry of Education

Ms Anne Froberg,

Teacher and MA. Member of the National Dialogue Forum on Guidance

Ms. Carla Tønder Jessing,

MA, Board Member of The Danish Association for Career Guidance and Counseling



EMERGING TECHNOLOGIES

Please describe how technologies are CURRENTLY used to support workforce preparation, placement, and development policies for young people in your country.

In the Danish career guidance system there is a government driven e-guidance service targeted all citizens. This is an online service open 7 days a week, evenings too. This service has shown to be a success, and has proved to be a good supplementary service to the youth guidance centers and the regional guidance centers. As part of the career guidance service The Ministry of Education has responsibility for the national guidance portal (www.ug.dk), which contains all relevant information about education, labor market/jobs, guidance tools of different kind (to help users search for information, help users to make choices of education etc.). At a local level, the interaction between guidance and users is very much supported by IT. All written communication with parents must be sent by mail to a digital "ebox" and the parents and also the students use IT to communicate about guidance, to fill out forms and to enroll in education.

How does the use of technology connect with existing structures or provisions of career guidance?

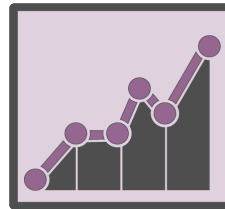
Since the technology used in career guidance is integrated in career guidance, there seems to be a lot of synergy between the provision of guidance and the tools being used in the field of guidance. Technologies are used in both e-guidance, youth guidance centers and regional guidance centers, and the portal/the educational guide is a very important tool for all kinds of guidance provision, since it provides a solid ground for information and knowledge for all practitioners when having guidance sessions.

Top 3 Barriers for Youth Employment:

1. A disconnect between the jobs available and the education received.
2. Lack of basic education skills.
3. A lack of actual jobs available.

What are the challenges your country faces related to Emerging Technologies?

The challenges in using emerging technologies seem to be how to improve and integrate technologies even better and not only as technology but in close development of methods of guidance targeted different groups of users. So what could be useful is to have parallel development of methods in the field of individual, group-oriented and collective guidance and the development of appropriate/suitable technologies.



WHY ROI MATTERS

Please describe how the value and impact of policies for workforce preparation, workforce placement, and development of young people is assessed (if at all) in your country.

Since guidance is primarily targeted young people in compulsory school and in youth education programs, there is not a specific focus on workforce preparation. As part of career education in primary and lower secondary school we have the subject "Education and Job", which covers different perspectives and areas of competences: 1) The personal choice, 2) From education to job and 3) Working life/life of work. Here pupils work on different themes regarding how to choose, what to choose, possibilities in the world of education and in the world of career and job. Education and job is an integrated part of the curriculum in compulsory school and there is a career perspective all the way through school. As part of this and of guidance, all pupils participate in work-place-training for about a week in grade 8 and some also in grade 9. Guidance counselors do assess young people's readiness for education as part of guidance practice. This is done in cooperation with schools before pupils enter youth education programs. This work of assessment is closely linked to guidance at school, since pupils who are not assessed ready for the next step will have specific provision of guidance and qualifying learning activities to help them become able for the next step, which is to enter a youth education program.



WHY ROI MATTERS

Continued...

How is the value of career guidance provision in supporting such policies measured?

See answer above (q.12)

What are the challenges your country faces related to measuring Return on Investment (ROI)?

The problem is a rather general one, which is the difficulty in referring changes/improvements of e.g. transition rate (from lower secondary to higher secondary school or VET programs especially) and higher completion rate (at e.g. youth education programs) to the guidance activities. When changes in transition or completion are registered, it will often be due to different factors. Guidance can be one of these factors, but there are other factors influencing those changes. It could be useful to improve ways of measuring effects of guidance provision in order to have better evidence for different kinds of guidance provision.

2015 International Symposium Goal:

“ We hope to extend our knowledge of career guidance practice, provision and policies in other participating countries, especially in the field of adult career guidance.”



ENGAGING EMPLOYERS

Please describe the formal and informal roles and mechanisms that employers play/participate in to support workforce preparation, workforce placement, and development of young people in your country.

In Denmark the VET programs to a very high degree includes social partners, which means that employers have a big educational responsibility for apprentices' education. About 2/3 of education (training) takes place at companies and 1/3 takes place at a VET school. There is therefore a close connection between what is being taught at practice-in company-level and at VET schools. Social partners have much influence also on developing contents in the VET education programs. So you can say, that once you have finished your VET

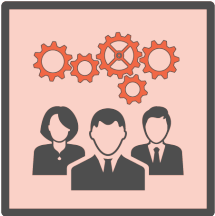
programs (3-4 years) you have work experience and workforce preparation through practice-learning.

What policies exist, if any, to support employer engagement? Please refer to occupational and labor market information, work experience, interventions in education and training institutions, and career guidance.

As written above, there is an employers' commitment built into the VET system.

What are the challenges your country faces related to Engaging Employers?

One challenge is to have employers provide more internships for young people. Another challenge is to improve cooperation between VET schools and employers to create even closer links.



INTEGRATED POLICIES: CREATING SYSTEMS THAT WORK

Please describe how policies for workforce preparation (including entrepreneurship) and workforce placement are integrated or coordinated, if at all, in your country. Who and/or what is driving the integration or coordination? How are local communities and public service users involved, if at all, in those policies?

See the answers given above.

To what extent do these sectors coordinate such policy or program initiatives? To what extent do they include career guidance/advice/information provision? How useful and efficient are these to support the policy initiatives?

There is a connection/cooperation between initiatives regarding e.g. VET education and development of VET education and guidance provision – this takes place at a central level, since the Ministry of Education has responsibility for both VET program development and development of career guidance provision. It is a high priority for the Danish government to get more young people to choose a VET career path. In order to make that happen, both guidance provision and information strategy is aiming at letting young people get more knowledge about VET education. Also as part of a new reform of the compulsory school system in DK there is focus on career education and of opening school towards society and the labor market.

Major Challenges:

1. To create a more coherent career guidance system
2. Develop a professional career guidance system with a more lifelong perspective

What are the challenges your country faces related to Integrated Policies: Creating Systems that work?

The challenges are how to integrate the different initiatives even better when looking at guidance provision targeted different target groups: Young people (youth guidance centers and regional guidance centers), adults (guidance at different levels: Adult education institutions, trade unions, private HR companies), people at work (internal HR efforts e.g.), people out of work (job centers). So building a coherent career guidance system on the long term and finding adequate ways to organize it, combining the world of education and the world of labor/jobs, could be a future challenge.



ADDITIONAL INSIGHTS

Are there any other unique challenges within your country to which you would like to draw attention?

No.

Are there any additional examples of successful programs or policies you would like to share? Please provide references or links to any key reports that have discussed career development in your country.

In Denmark we have additional ministry driven programs regarding especially vulnerable target groups – e.g. young people (especially boys) with other ethnic backgrounds than Danish/minority groups living in underprivileged areas, with the purpose of getting them back on track/into education. This effort is done

in cooperation with representatives of local groups and seems to have a positive impact on the specific target group.

What is the extent and nature of government funding to support these developments? From which sources and for what purposes (distinguishing system development, system maintenance, and service delivery)? Where possible, please quantify the government funding provided.

Career guidance is funded by government and municipalities – this is the case for Youth Guidance Centers, Regional Guidance Centers, the national Guidance Portal and e-guidance. The extent of expenses here is about 90-100 mil. € per year. And also there is government funding of guidance and retention work, which is integrated in educational programs. This funding is likewise integrated in the general funding of education programs, so there is no specific budget for this activity.

Become a catalyst for change.

Join policy-makers and international career development experts in creating world-wide opportunity equality for youth and adults.

The International Centre for Career Development and Public Policy (ICCDPP) works to promote policy sharing and knowledge transfer in the career development sectors of education and employment. By participating in ICCDPP, you'll gain the insights and knowledge needed to serve as a catalyst for career development policy changes needed around the world.

Get Connected and Share Your Knowledge:

To access or share policy reports, studies, or publications visit www.is2015.org..