

Appendix 1

Country Name: **Denmark**

Country team:

- Steffen Jensen, Head of Division for Guidance, Danish Ministry of Education, sj@udst.dk, (+45) 3392 5135, +45 2033 0840
- Annette Lauridsen, chairman of the National Dialogue Forum for Guidance and Managing Director at Aarhus Tech, ael@aarhustech.dk, (+45) 89373500, +45 2223 4595
- Helene Valgren, chairman of the Danski Guidance Association and Developmental consultant, Højskolernes hus. Hv@ffd.dk , (+45) 40444108

+ one more, yet unknown.

Section 1	A brief outline of your country – demographics, population and career service provision – target groups and providers (maximum 300 words)
	<p>In 2011, Denmark has a population of roughly 5.6 million inhabitants</p> <p>In June 2011, the unemployment rate was 5,9 pct., which equals a total of 162.300 persons.</p> <p>In June 2011, the unemployment rate for young people was 5,8 pct.</p> <p>Three different guidance institutions manage the guidance in relation to education.</p> <p>The 51 Youth Guidance Centres provide guidance related to the transition from compulsory to youth education as well as educational and vocational guidance for young people up to the age of 25. The centres are responsible for keeping contact with young people under the age of 25 who are not registered as being active in an education programme.</p> <p>The 7 Regional Guidance Centres provide guidance services related to the transition from youth education to higher education. They provide quality information about all higher education programmes in Denmark and possible subsequent professions</p> <p>The eGuidance Centre provide guidance to all citizens in Denmark, and is primarily aimed at resourceful youths and their parents. The eGuidance is established providing opportunity for personal guidance trough a wide variety of virtual communication – and guidance tools, such as phone, online chat, sms and e-mail. eGuidance is manned by professional guidance counsellors and cooperates with the youth guidance centres, the regional guidance centres and the national guidance portal www.ug.dk</p> <p>The portal www.ug.dk contains information about education and training, information about professions, labour market issues and internet-based guidance tools. The portal</p>

provide links to guidance centres, eGuidance, educational institutions and the electronic admissions systems

The Jobcentres (PES) operate on a local level in the municipalities and manage the guidance of all groups of unemployed. This includes the citizens who are ready for employment on a short term basis and those, who have a reduced ability for work and are in need of support in their employment.

The primary task of the Jobcentres is to facilitate that unemployed get a job and that young people start an education. Furthermore, the Jobcentres help enterprises with finding labour and establishing contact with those, who are unemployed at the given time.

Section 2	Taking each of the four general symposium themes (see below), describe the two greatest strengths and two greatest weaknesses relating to each theme in your country (maximum 100 words for each strength and weakness; therefore maximum 400 words per theme and maximum 1,600 words in this section).	
Theme 1: Political, economic and social changes and the changing role of career guidance and career guidance policies		
Strength 1	Weakness 1	
<p>Guidance is seen as an important instrument to reach political aims/goals/visions. In Denmark the government wants 95 % of young people to complete a youth education and 50 % to complete a further education. Guidance is one of several tools being used in the effort to support young people to complete youth education and to continue with further education (50 %). Since 2004 guidance has been an integrated part of government's effort to make young people stay in education till they have completed either youth education or further education. There is a clear focus on young people with difficulties in regard of staying in and completing education.</p> <p>This close link to the political system</p>	<p>When guidance is an integrated instrument in the government's strategy to reach political goals as mentioned under "strength 1", there is a need to know effects of the guidance given to young people. This means, that there is a constant need for evaluation, also very early after having implemented new legislation. It can be difficult to have the needed evidence of effect of guidance within the short horizons.</p>	

<p>means, that guidance has a clear role to play, which means, that guidance now is a very transparent activity and tool, which is an advantage for the guidance system and for young people and their parents.</p>	
<p>Strength 2</p>	<p>Weakness 2</p>
<p>Guidance is strengthened in transition between compulsory school and youth education, because this transition is crucial, if you want to have more young people to complete education. That is why counsellors at the youth guidance centres have a very important role to contact young people who are not in education or job in order to help them back into education or job.</p>	<p>When individual guidance more and more concentrates on young people with specific need of guidance, the main group of young people does not have the same access to guidance. This is due to the economic priorities made within the field of guidance.</p> <p>There is therefore a risk, that the main group of young people is not challenged on their considerations or decisions of which direction of education to choose.</p> <p>They can use the internet and the information and guidance tools on the web and the eGuidance centre, but for some young people it would be good to have a one-to-one guidance session also. It is still a possibility but as guidance centres have to prioritize resources, they will tend to refer better off young people to the internet.</p>

<p>Theme 2: Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities</p>	
<p>Strength 1</p>	<p>Weakness 1</p>
<p>The presence of a central unit of guidance within the Ministry of Education is a strength, because it means, that guidance is a significant and transparent part of the political agenda within the field of education, especially for young people.</p>	<p>There are no central initiatives and no national goals for guidance of adults. This makes it difficult to assess whether the guidance of adults has the right quality and scope. Additionally it is not possible to know to which extent the guidance effort reaches the adults in need of guidance.</p>

Strength 2	Weakness 2
<p>Guidance of adults is performed in various forums where adults are present. E.g. at jobcentres, at educational institutions, at the web portal www.ug.dk, in unions, in unemployment agencies and in connection with education at liberal adult education organisations.</p> <p>January 2011 “eGuidance” was introduced as a service for all citizens in Denmark. It is possible to contact guidance practitioners at the eGuidance 7 days a week using phone, sms, e-mail or chat.</p> <p>In the area of liberal adult education there is focus on lifelong learning and a holistic approach to guidance,</p>	<p>The guidance of adults is currently very much a product of the forums where it takes place. The current decentralization implies that there are no national agreements on the content of the guidance of adults.</p> <p>Unemployed adults are referred to job centres, whereas employed adults have to decide, where to get guidance: Unions, educational institutions, eGuidance etc.</p>

Theme 3: The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners

Strength 1	Weakness 1
<p>In Denmark a common fundamental education in guidance is obligatory for all guidance practitioners giving them a common set of skills matching the challenges they face in their work. The education of guidance practitioners is continuously being improved in collaboration with the organizations that employs the guidance practitioners.</p>	<p>As guidance is increasingly used as a political instrument to reach political aims/goals/visions the required skill set of the guidance practitioners will change beyond what can be delivered by the existing education. The required skill set will include administration, IT, communication and psychology.</p>
Strength 2	Weakness 2
<p>At educational institutions the guidance practitioners work together with teachers, mentors, social workers psychologists and others to keep young people on the</p>	<p>When guidance and the work to reduce retention is performed by many different actors, there is a risk of confusion: Who is doing what, and “where can I go, if I</p>

track. This means a quite diversified effort in the struggle of reducing retention in the schools.	have this or that problem”. Pupils sometimes tend to have too many options and actors to go to. .
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Theme 4: Evidence-based practice; evidence-based policies	
Strength 1	Weakness 1
<p>A quality assurance system has been introduced, which aims at contributing to the achievement of higher quality standards in guidance by making it possible to register all guidance activities and the outcome and effects of these activities. The collected data will serve as a scientific basis for evaluating the guidance centres and for improving their services.</p> <p>The intention is to establish a quality assurance system that partly ensures accumulation of experience that contributes to developing the guidance provided by the actors and partly to give decision makers on all levels the possibility to get an overview over the extent of results and effects of guidance. Finally, it is an independent purpose to involve the users thus to create foundation for user-driven development.</p>	<p>It is seen as a challenge to provide more evidence on effects of guidance. At the time being there is not enough scientific evidence within the field of guidance regarding the effect of different kinds of interventions.</p>
Strength 2	Weakness 2
<p>On a local level quality assurance and documentation have taken place for some years. It is seen important, that guidance institutions at local and regional level take responsibility and ownership to evaluation and quality development.</p>	<p>As with other quality assurance systems, there is a risk that you are not necessarily measuring, what you are expecting to measure. Many factors other than guidance influence young people’s choice of and completion of education. An unambiguous connection can hardly be established between guidance services and the effect measured, such as, for instance, quick completion of an education. Moreover, the purpose of guidance is to make the young people</p>

	self-reliant, which make the direct effect of guidance difficult to measure
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Section 3	Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium. (1 = most important – 4 = least important)
Political, economic and social changes and the changing role of career guidance and career guidance policies	<p style="text-align: center;">Priority</p> <p style="text-align: center;">1 2 3 4</p>
Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities	<p style="text-align: center;">Priority</p> <p style="text-align: center;">1 2 3 4</p>
The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners	<p style="text-align: center;">Priority</p> <p style="text-align: center;">1 2 3 4</p>
Evidence-based practice; evidence-based policies	<p style="text-align: center;">Priority</p> <p style="text-align: center;">1 2 3 4</p>

Section 4	Thinking about the themes, describe up to three high-level key public policy and/or practice initiatives currently being advanced or considered in your country (write no more than 100 words on each). If it is possible, please say to which of the themes each initiative is most closely linked.
<p>High-level key public policy/practice initiative 1</p> <ul style="list-style-type: none"> • Focus on young people at age 15-17 years. Youth guidance have a special responsibility to assess - in cooperation with schools - the “educational readiness” of young people before entering youth educational programmes. • Every young person in 8th, 9th and 10th grade have e personal educational plan, which is a crucial tool in guidance. • Young people under age 25, who have not completed a youth education or training programme or are not in employment, are being contacted of the youth guidance centres. 	

<ul style="list-style-type: none"> • Young people with a special need for guidance – a transverse target group – are being contacted of the youth guidance centre.
Linked most closely to Theme 1
<p>High-level key public policy/practice initiative 2</p> <ul style="list-style-type: none"> • Establishment of e-guidance in relation to www.ug.dk. Primarily aimed at resourceful youths and their parents • Establish database to track target group at 15-30 years
Linked most closely to Theme 1 and 2
<p>High-level key public policy/practice initiative 3</p> <p>In 2010 Denmark did a research on guidance and counselling to uncover what guidance methods/tools has demonstrated best effect.</p>
Linked most closely to Theme 4

Section 5	Future Focus – what are the key elements of your team’s overall vision for career policy, practice and research in your country? (write no more than 30 words).
<p>The future work will probably focus on three key elements:</p> <ul style="list-style-type: none"> • Education for all • Further development on the use of ICT in guidance • Evidence based development of guidance 	