



Youth Guidance Centres
Regional Guidance Centres

Guidance in Education

- the educational
guidance system
in Denmark



eGuidance
and lifelong guidance

Facts & Figures



Population: 5,634,437 million; approx. 1.1% of the total EU population (2014)

Young people (12 – 24 years): 928,988 (2014)

Percentage of a year group moving on from compulsory education to youth education: 98% (2012)

Percentage of a year group completing a youth education programme: 92,9% (2012)

Percentage of a year group completing a higher education programme: 62% (2012)

Labour force: 2,792,514; 52.3% men, 47.7% women (2013)

Unemployment rate: 5.8 % (2013)

Unemployment rate (16-24 years): 4.5% (2013)

Unemployment rate (25-29 years): 9.7% (2013)

Sources:

Statistics Denmark

Ministry of Education

Ministry of Employment

Introduction

Provision of educational and vocational guidance for young people is given high priority in Denmark.

The Danish act on guidance aims to develop a transparent guidance system with easy access to high quality guidance services. Guidance is regarded as a continuous process that should help young people become more conscious of their abilities, interests

and possibilities, thus enabling them to make decisions regarding education and employment on a qualified basis.

Today, the Ministry of Education and the Ministry of Higher Education and Science are responsible for guidance and have a controlling and coordinating role in relation to the guidance system.

This publication gives an overview of the key elements of the Danish guidance system in the educational sector, which is primarily concerned with guidance services for young people.

An online version of the present publication is available at:
www.ufm.dk/en/euroguidance

Guidance in Denmark

In Denmark, an act on guidance covers guidance in the education system. The act on guidance supports the Danish Government's declared goals that by 2015 95% of all young people should complete a youth education programme and that

by 2020 60% should complete a higher educational programme. The Government wishes to make it easier for citizens to make realistic decisions about learning opportunities and careers – for the individual's own sake and for the good of society as a whole.

The Danish guidance system – and changes made since the reform 2004 – should be seen in this perspective. The Danish guidance system consists of different elements, which can be seen on the following page.



Key elements of the Danish guidance system are:

- Youth guidance centres that provide guidance services for young people up to the age of 25 years, focusing on the transition from compulsory to youth education, or, alternatively, to the labour market.
- Regional guidance centres that provide guidance for students in youth education programmes and young people and adults outside the education system who wish to enter a higher education programme.
- eGuidance which can be reached by e-mail, chat, phone or text message seven days a week from morning to evening. eGuidance is for all citizens – young persons and adults. eGuidance was launched in January 2011.
- The national guidance portal: www.ug.dk is an ICT-based careers information and guidance portal. The portal helps people to find information that enables them to make qualified decisions about education, training and careers.
- Adult educational centres which provide guidance for adults in the field of further adult education.

General legislation for guidance in Denmark covers guidance in the educational sector, and especially guidance in connection with transition in the educational system.



The act defines seven main aims of guidance. According to these aims, guidance related to choice of education, training and career must:

- help to ensure that choice of education and career will be of greatest possible benefit to the individual and to society and that all young people complete an education, leading to vocational/professional qualifications;
- be targeted particularly at young people who, without specific guidance, will have difficulties in relation to choice and completion of education, training and career;
- take into account the individual's interests and personal qualifications and skills, including informal competencies and previous education and work experience, as well as the expected need for skilled labour and self-employed individuals;
- contribute to limiting, as much as possible, the number of dropouts and students chang-

ing from one education and training programme to another and ensure that the pupil or student completes the chosen education with the greatest possible academic/vocational and personal benefits;

- contribute to improving the individual's ability to seek and use information, including ICT-based information and guidance about choice of education, educational institution and career;
- help to ensure coherence and progression in the individual's guidance support;
- be independent of sectoral and institutional interests. Therefore, guidance shall be provided by practitioners with an approved guidance education or recognised competencies at the same level.

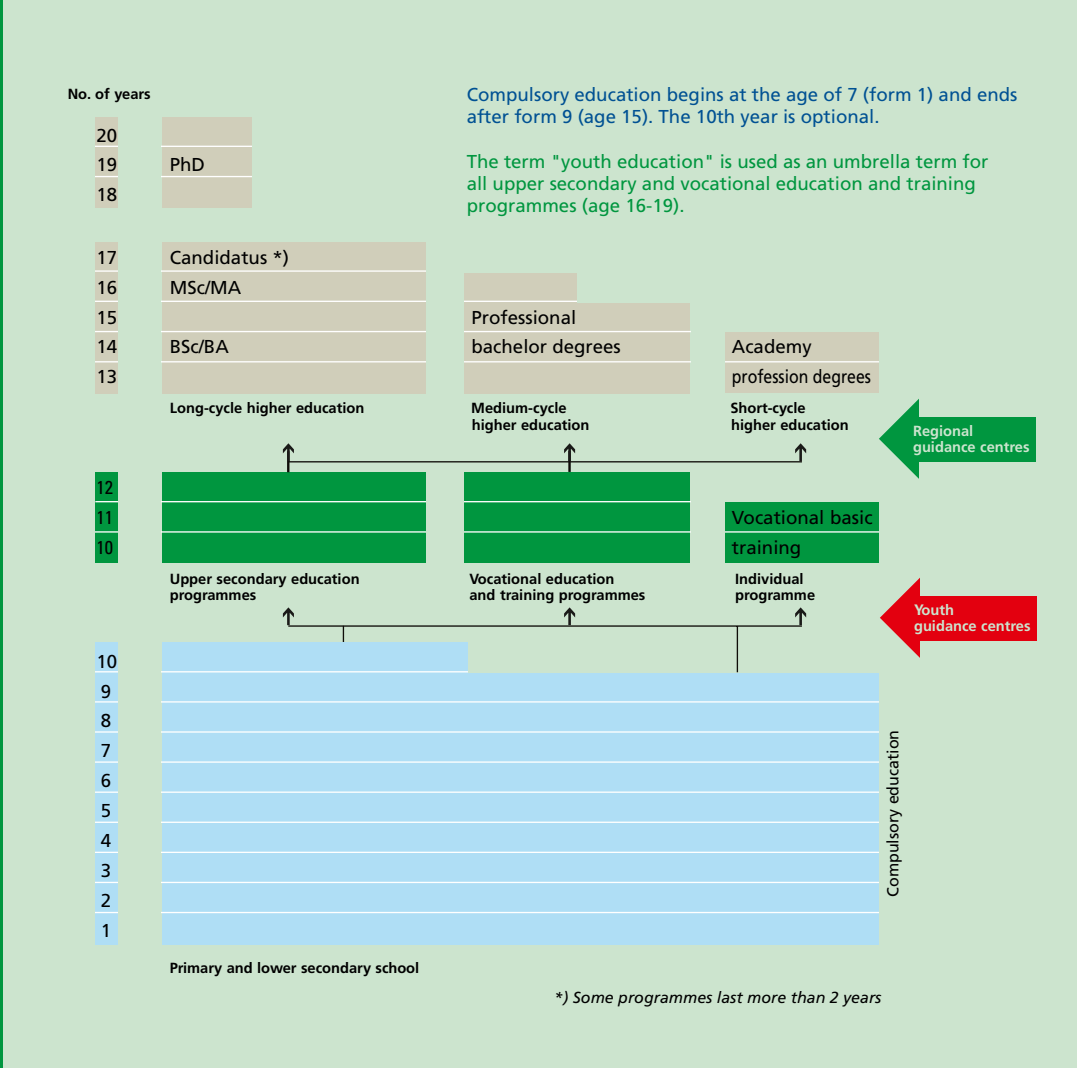
The last objective is to raise the quality level in Danish guidance, including an improvement of guidance counsellors' qualifications and competencies.

Independent Guidance Centres

There are three types of centres which are independent from sectoral and institutional interests:

- 52 municipal youth guidance centres ("Ungdommens Uddannelsesvejledning", UU) provide guidance in relation to the transition from compulsory education to youth education.

- 7 regional guidance centres ("Studievalg") provide guidance in relation to the transition from youth education to higher education.
- eGuidance provides guidance to all citizens via various virtual communication channels: chat, telephone, text message, e-mail and Facebook.



Youth Guidance Centres

The 52 youth guidance centres are distributed among the 98 municipalities in Denmark. Each centre covers a “sustainable” area in terms of geographical distance and quality; quality referring to number and variety of youth education institutions in the area as well as the management structure of the centres.

According to the Act on Guidance, all 15-17 year-olds have an obligation to be enrolled in an education, employment or other activities designed to ensure that they will get an education. The youth guidance centres also assess the extent to which young people have the academic/vocational, personal and social competencies to begin and complete an upper secondary education.

The municipal youth guidance centres (UU) provide guidance services for young people up to the age of 25 years, focusing on the transition from compulsory to youth education, or, alternatively, to the labour market. Their main target groups are:

- Pupils in lower secondary school (forms 7 to 9) and pupils attending the optional form 10.
- Young people under the age of 25 who are not attending or have not completed a youth education programme.
- Other young people under the age of 25 who seek out guidance in relation to youth education programmes or employment.
- Young people with a special need for guidance concerning choice of education, vocation

and career. This is a diverse target group of young people with various problems related to the continuation or completion of an education programme.

In cooperation with the school principals, the youth guidance centres organise guidance activities at schools – close to the pupils. Teachers are responsible for the provision of general careers education from form 1 to form 9, but the youth guidance centres serve as a source of coordination, inspiration and further development in this area.

Guidance specifically related to the transition from compulsory to youth education is the responsibility of the youth guidance centres – but it is provided at the pupils’ schools. The aim of the guidance process is to develop the pupils’ self-knowledge and ability to make decisions regarding their education and career. It is concluded with the drawing-up of an individual transition plan in form 9, describing plans and objectives after compulsory school.

Introduction courses to youth education must take place in form 8. Bridge building and mentor schemes are important tools in form 9 and bridge building also in form 10.



In form 9, bridge building is an obligatory activity targeted at pupils who in form 8 are assessed not to be ready for a youth education. In form 10, bridge building is an obligatory activity for all pupils.

The centres are obliged to establish contact with young people under the age of 25 who have not completed a youth education programme and are outside the education system or the labour market. Together with the individual young person, the guidance counsellors discuss different opportunities and schemes that may help them get back into education, training or employment.

The youth guidance centres are funded by the municipalities. The municipal councils in a particular area define the overall framework for their centre's activities within the scope of the act on guidance. The daily management and responsibility for the provision of guidance activities is ensured by the managers of the centres, whose sole focus is provision and continuous development of youth guidance services in their area.

Quality assurance is emphasised in the guidance reform. Transparency in relation to the youth guidance centres' activi-



ties and results are important in order to assure a high level of quality. Objectives, methods, planned activities as well as the performance of each centre are thus to be published on the Internet. Furthermore, the Ministry of Education has developed a set of guidelines that the centres have to use when they set up their own quality assurance system.

As a minimum, this system has to include figures concerning the scope, results and effect of the guidance provided, as well as procedures for annual self-evalu-

ation of the centres by means of user and employee surveys.

Cooperation across sectors is a key issue in the act on guidance. The aim is to ensure a coherent guidance system and a regular exchange of experiences, knowledge and best practice. The youth guidance centres are thus obliged to cooperate closely with primary and lower secondary schools and youth education institutions in the area, as well as with local businesses and public employment services.

UU Sjælland Syd

– a Youth Guidance Centre

CASE STORY

By Manager
Per Højland

Our main aim is to give every young person the guidance and support that he or she needs in relation to education-, training- or job-related decisions. Plenary classroom guidance sessions for all pupils in lower secondary schools are provided at public and private schools. We arrange introduction courses at different youth education institutions for all pupils in form 8, as well as work placement periods for pupils in forms 8, 9 and 10. A one-week bridge building course takes place at different youth education institutions for all pupils in form 10.

We are in close contact with enterprises and the social partners in our area and we act as a mediator when schools want to visit e.g. a specific type of enterprise, or if they wish to invite representatives from enterprises,

trade unions or employers' organisations.

As for young people outside the education system, we have three local offices in the three municipalities, located in places that are easy to find for young people. Any young person is welcome to visit us at our offices or to contact us via phone, e-mail or text message to make an appointment for a guidance session. Our website provides all relevant contact details. We are informed automatically when a young person drops out of school or college and we then contact him or her to discuss available options. Furthermore, our own administrative system regularly reminds our guidance counselors to contact the young people whom we consider to be "at risk" for various reasons.

UU ensures that all young people between the age of 15 and 17 have a plan for their education, that they are enrolled in an education, or that they are doing other activities that strengthen the young person in relation to completing an education.

"We are informed automatically when a young person drops out of school or college and we then contact him or her to discuss available options".

We work in close cooperation with the Job Centres on educational guidance of young people under 30 who apply for public aid and receive an educational order from the Job Centre. In two of the municipalities, we



take part in a centre for young people along with the staff from the Job Centres and other municipal departments. The goal is for the centre to work as an entry point for help and guidance.

For young people facing special challenges, the educational counsellors provide guidance towards e.g. the new vocationally oriented Combined Youth Education, Basic Vocational Training or Youth education programmes for young people with special needs.



Readiness for upper secondary education

In form 8, counsellors estimate whether pupils will be able to commence and complete a youth education after form 9 and 10. The pupils' personal, social and academic competences come into account and the assessment is based on the individual pupil's wishes for the future. Pupils achieving an average mark of 04 (and above) across all subjects are regarded as possessing the necessary academic competences.

A focused education and guidance programme is made for pupils who are not assessed ready for upper secondary education, in a cooperation between the school and the guidance centre. The goal is

that the pupil becomes ready to receive an education by the end of form 9 or 10.

Pupils who are not immediately assessed ready will in form 9 participate in a one-week mandatory bridge building course between compulsory school and upper secondary education and receive individual as well as group guidance. UU helps this group of young people to work

out an education plan and to apply for a youth education.

Pupils who are assessed ready for education in form 8 are responsible, along with their parents, for making an education plan and applying for a youth education. This group can search for personal guidance via the digital education guide www.ug.dk or by contacting eGuidance.

- 3 municipalities in the Southern part of Zealand with a total population of 160,000 people
- 25,000 young people (12-25 years old)
- 60 primary and lower secondary schools
- 33 full-time guidance counsellors are employed at UU Sjælland Syd

Regional Guidance Centres

The youth guidance centres focus mainly on guidance concerning the transition from compulsory to youth education, whereas the seven regional guidance centres are responsible for provision of:

- guidance in relation to the transition from youth education programmes to higher education; and
- information on all higher education programmes in Denmark and the possible occupations or professions that these higher education programmes may lead to.

The regional guidance centres' main target groups are:

- Students in youth education programmes.
- Young people and adults outside the education system who wish to enter a higher education programme.
- Students in youth education programmes with an extended need for guidance concerning choice of education, vocation and career.

The regional guidance centres focus on the transition from youth education to higher education. They organise a wide

variety of educational and vocational guidance activities for pupils in upper secondary education including workshops, seminars, careers fairs and individual and group guidance sessions. These activities take place at the pupils' schools.

The regional guidance centres cooperate with youth educational institutions in general and especially regarding young people with an extended need for guidance.

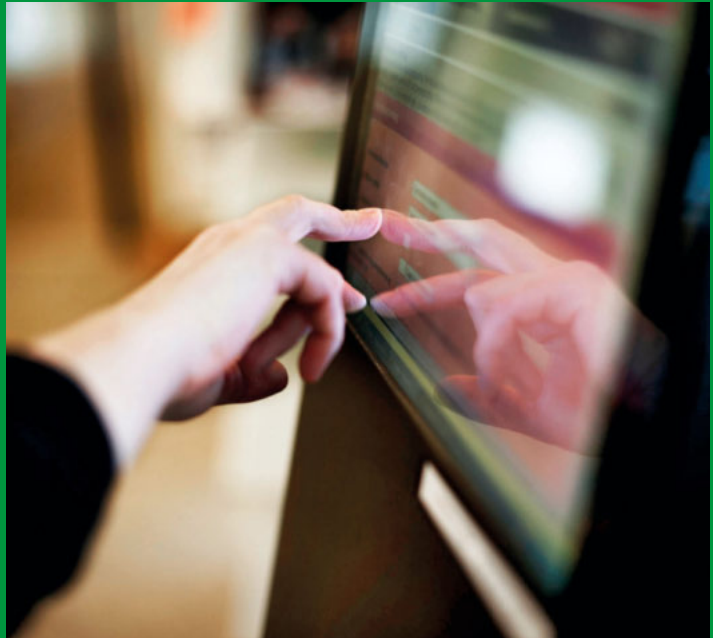
Young people and adults are welcome to call or visit the cen-



tres to get information about higher education opportunities or to make an appointment for a guidance session. On a regular basis, it is also possible to meet guidance counsellors from the centres at different neutral localities across the seven regions – e.g. at a public library – to ensure that geographical distance does not prevent people from getting access to relevant guidance services.

The seven regional guidance centres are funded by the Ministry of Higher Education and Science and the Ministry has the overall responsibility for the centres. The centres have been selected after a call for tenders. The centres operate on the basis of a contract with the Ministry, in which the financial conditions are also specified.

An important part of the contract concerns the formation of a quality assurance system and the centres are required to carry out an annual report on the results of each centre's quality assurance system. The users are involved in the evaluation of the regional guidance centres and a typical user survey



is part of the quality assurance system, in order to create the basis for a user-driven development parallel to experiences gained. Additionally, the quality assurance system has to include figures concerning the scope, results and effects of the guidance provided.

The performance of the centres is described in their annual activity reports, which are approved by the Ministry. The centres are obliged to develop a quality

assurance system in their contract.

Like the youth guidance centres, the regional guidance centres are obliged to cooperate with relevant partners in their region to ensure a coherent guidance system and a regular exchange of experiences, knowledge and best practice. Relevant partners include youth education and higher education institutions, the social partners and industry and commerce.

Studievalg København

– a Regional Guidance Centre

CASE STORY

By Deputy Manager and
Guidance Counsellor
Jan Svendsen

Our guidance services are related to choice of higher education. Guidance activities differ according to target group, but generally speaking, our main objective is to put our clients in a position where they themselves are capable of making qualified decisions regarding choice of higher education.

For students in general upper secondary education, which gives access to the entire range of higher education programmes, we offer at each school in our area:

- four obligatory workshops or seminars, focusing on the three steps of choosing higher education: motivation, overview and details. Tools developed by Studievalg København as well as IT-related working tools are used in the workshops in order to put the students in a position of being capable of choosing a higher education programme by themselves.

Other themes include the educational system and different higher education programmes, careers and entrepreneurship as well as admission procedures;

- group counselling sessions for students having difficulties choosing higher education;
- meetings to which the parents are also invited;
- individual guidance for students at their school.

Through these events, we ensure that the students are confronted with different perspectives on higher education several times during their two to three years in upper secondary education. Each guidance counsellor at Studievalg København is responsible for a number of schools. This ensures that the students become familiar with the guidance counsellor. At the same time, we remain "neutral



ground” in the sense that we do not know the students from classes. Many students consider this an advantage because they will not be met with preconceived opinions when they want to discuss their future possibilities.

For trainees in vocational education and training, which gives access to a limited number of mainly short-cycle higher education programmes, guidance counsellors at Studievalg København visit every vocational college in our region in order to inform about possibilities in the higher education system. The guidance counsellor delivers education presentations for each vocational education programme - ranging from mechanics to social health care assistants.

Both young people and adults are welcome to call, e-mail or visit us in our centre in central Copenhagen. Here we offer both individual and group guidance sessions.



We give high priority to quality assurance and have developed client feedback and evaluation systems, which are used after our events. Continuous development of our services and staff training, i.e. regular supervision, are two other important areas. Apart from attending various further training courses, we also arrange regular staff meetings where we discuss themes such

as our services in general, specific events, or guidance methodologies.

“Our main objective is to put our clients in a position where they themselves are capable of making qualified decisions regarding choice of higher education”

- A region with a total population of 1.6 million people
- 118 youth education institutions
- 42,500 students in general upper secondary education
- 40,000 students in vocational education and training (VET)
- 17 guidance counsellors and 2 support staff members are employed at Studievalg København

eGuidance

By Senior Adviser Elsebeth Nygaard

eGuidance was launched in January 2011 and provides individual and personal guidance to all citizens via various virtual communication channels: chat, telephone, text message, e-mail, webinars and Facebook.

eGuidance is for everyone who wants information about education and employment and may also refer users to other guidance tools (www.ug.dk) and institutions for further guidance. eGuidance is especially targeted at resourceful young persons and their parents to give them easy access to independent information and guidance and hereby motivate them to continue the search and clarification

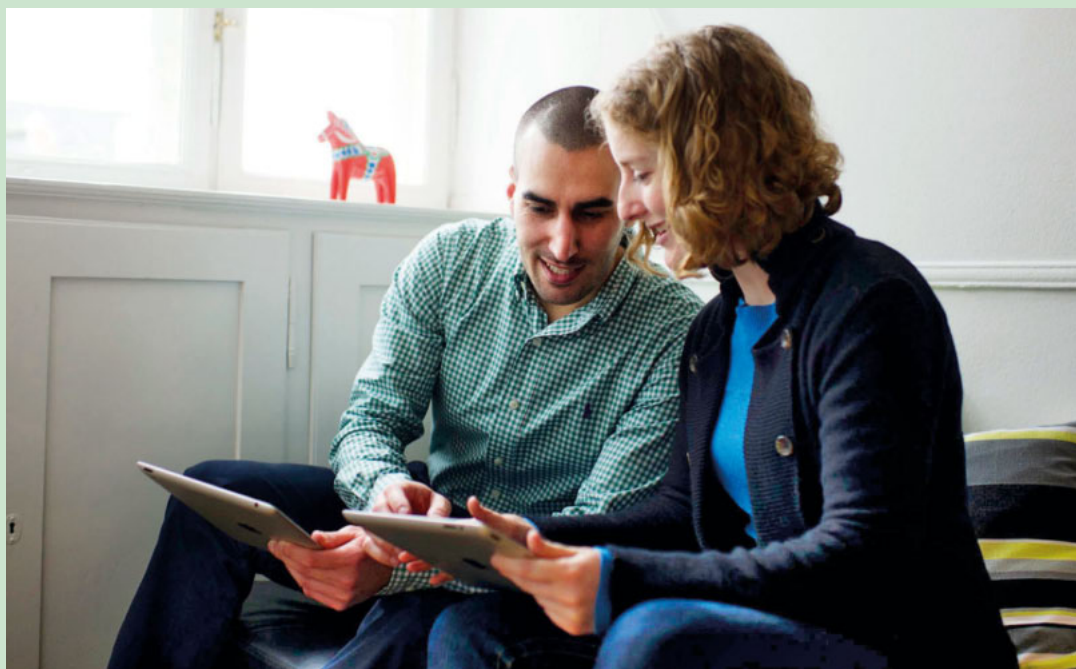
process on their own. eGuidance plays a central role as a guide to the national guidance portal, a communicator of guidance information, etc.

The users can contact eGuidance during days and evenings as well as on the weekends. Many people appreciate that they can get in touch with a guidance counsellor for example on a Tuesday evening or Saturday afternoon. Clients typically contact eGuidance with questions relating to youth education, higher education or adult education.

Facebook was first taken in use in January 2012 and gives eGuidance the chance to provide guid-

ance in a common forum and to work with guidance on social media. (www.facebook.com/eVejledning). We use Facebook, because Denmark has a high percentage of Facebook users. The activity on Facebook generally happens on the wall, where it is public for everybody to see. The interaction can be between the counsellor and the counselees, or between several people taking part in the debate. We have seen several times that people try to help each other, which is precisely one of our main purposes of being on Facebook.

Webinars are held as a supplement and as another way to guide. Subjects can be how to



apply for further education, how to choose an education and for parents about supporting their children in choosing the right education.

The majority of eGuidance users contact us through chat. 52% of users choose to press the "Start a chat" button when making contact with eVejledning. The chat is especially popular among the young users; many of them feel that they express themselves better in writing and anonymously, and many wish to be able to save the answers. Parents and adults prefer to contact us by phone. The average chat conversation lasts 11 minutes, but some last only a few minutes, while others last up to an hour.

Sessions with eGuidance take place anonymously. Consequently, eGuidance cannot play a role in specific cases that, for instance, the youth guidance centres are responsible for. Clients appreciate the anonymity, which in many cases makes it easier for them to ask their questions.

eGuidance employs a number of full-time counsellors and a number of counsellors who work part-time for eGuidance and part-time at a youth guidance centre or regional guidance centre.



Extract from a chat guidance session with eGuidance

Date: 30-01-2014,

10:14:53 **Linda** starts a chat

10:15:37 **Counsellor Vibeke**: *Hi Linda*

10:15:38 **Linda**: *I am desperate right now and really need someone to tell me that I can get another chance...*

10:16:26 **Counsellor Vibeke**: *that doesn't sound pleasant, what do you mean by another chance?*

10:16:33 **Linda**: *I finished 3.g* in 2010 and have been kicking myself ever since because I've been so stupid. I chose a direction which was too hard for me and I continued even though I couldn't keep up to the level*

10:17:10 **Counsellor Vibeke**: *why do you think you've been stupid?*

10:17:46 **Linda**: *because I continued instead of changing to another direction... my marks are terrible, so my average is incredibly low*

10:18:56 **Counsellor Vibeke**: *ok, I understand, but you can still get into many educations by having passed upper secondary school exams*

10:19:50 **Linda**: *all the places where I have the least interest in applying, the admission average is at least 6*

10:20:38 **Counsellor Vibeke**: *ok, where in the country are you applying?*

...

They investigate the options together.

* last year of general upper secondary school

National Guidance Portal



The national guidance portal: www.ug.dk launched by the Ministry of Education is an ICT-based careers information and guidance portal. The portal provides citizens – young people and adults – with substantial careers information in order for them to make qualified decisions about education, training and careers.

The portal provides comprehensive and up-to-date information on:

- youth education and training programmes
- higher education programmes
- occupations/professions
- labour market issues
- study programmes taught in English at Danish colleges and universities

The portal provides different types of guidance tools facilitating the choice of education, occupation and careers.

The portal also provides specific entries for different target groups:

- young people seeking youth education programmes
- young people seeking higher education programmes
- persons seeking adult education programmes
- parents wanting to support their children in their choice of education

From the portal you can easily find and reach the regional guidance centres, the youth guidance centres, eGuidance and the educational institutions. It also gives access to important and updated information, guidance tools and relevant websites.

The portal is being updated on a day to day basis in order to have new and updated information available all the time. Users have the possibility of getting electronic newsletters whenever there are relevant news in the field of guidance, education and labour market

Guidance in Relation to Completion of Education within General and Vocational Upper Secondary Education

The upper secondary schools ('gymnasium' and VET colleges) are obliged to support students in a way that enables them to complete their education.

Students enrolled in an upper secondary school will therefore have support from the school staff such as teachers, guidance counsellors or other professional staff members supporting students in various ways. The institutions are free to choose their methods and choose the appropriate staff to support students in completing their education. The work being done at institutions by guidance counsellors, teachers or other professional staff members is an important part of the national effort to reduce drop-out from education and to support students in their effort to complete their education.

Educational institutions cooperate with the youth guidance centres and the regional guidance centres in order to have coherence in guidance. This cooperation has a general and also a more specific perspective regarding students at risk of dropping out of education



Guidance in Higher Education

Guidance in the Course of Academy Profession Programmes and Professional Bachelor Programmes

The academies of professional higher education and university colleges are obliged to support students in a way that enables them to complete their education. Students enrolled in an academy profession programme or professional bachelor programmes will therefore need support from the school staff

such as teachers, guidance counsellors or other professional staff supporting students in various ways.

The institutions are free to choose their methods and choose the appropriate staff to support students in completing their education.



Guidance at the Danish Universities: Completion and Career Guidance

The universities offer students at bachelor and master level guidance about their current programme, about access requirements for master and PhD programmes and about subsequent

employment opportunities. Each university is free to decide how and by whom this guidance is offered. In general, completion guidance and career guidance is divided between different bodies.

The universities publish and maintain instructions about bachelor and master programmes with examples of professions and jobs that these programmes may lead to. They also provide information about options and recommended configurations of the programme of interest to the student, including choice of master programme after completion of a bachelor's degree.

Furthermore, the universities have an obligation to give students who have been delayed in their studies special guidance in order for them to continue their education.



Guidance for Adults

Denmark has a long tradition of improving the competencies of the workforce beyond compulsory stages of education. In fact, the notion is that learning is a lifelong occupation. There are a number of opportunities for adults wishing to receive education and update their competencies.

13 Centres for Adult Education and Continuing Training (VEU-centre) offer guidance related to a wide range of education programmes to adults, either employed or unemployed. Some of them give a second chance to people who left compulsory school without the necessary exams. Others offer highly specialized continuing vocational training courses (AMU) or general upper secondary pro-



grammes (VUC). As part of this adult educational system, there is a provision of guidance.

At the centres guidance counselors provide free and non-binding career guidance to companies as well as to individuals. People

in employment or outside the labour market can get an overview over the various education and training programmes. They will receive an individual plan for their further education and training, which can lead them towards their career target.



National Dialogue Forum

Denmark has a long tradition of cross-sectoral cooperation on guidance issues at national, regional and local levels. At national level, this tradition is continued through a National Dialogue Forum. The purpose of the Dialogue Forum is:

- to develop and enhance the level of quality in Danish guidance services, and
- to secure a close dialogue between the Minister and relevant organisations, institutions, guidance counsellor associations and individuals holding a leading position in Danish guidance.

The National Dialogue Forum has three to four annual meetings where issues such as best practices, experiences, new ideas and innovative thinking within the field of guidance are discussed. In between meetings, the Dialogue Forum members have the opportunity to continue discussions – or initiate new ones – on an ICT-based discussion board.

The Dialogue Forum is headed by a board of three persons, one of whom is the chair of the forum, all appointed directly by the Minister of Education.

Currently, the Dialogue Forum consists of individual members as well as representatives from member organisations and ministries, appointed for a period of three years.

Examples of member organisations are:

- National employers' organisations, unions and trade organisations
- Guidance counsellor associations
- Youth organisations
- Municipal authorities.



Training of Guidance Counsellors

One of the objectives of the Danish guidance system is to improve the qualifications and competencies of guidance practitioners in order to professionalise Danish guidance services. Consequently, one common training programme is offered to guidance counsellors from all sectors.

It is a requirement that educational guidance practitioners complete the diploma or master programme in educational and vocational guidance or the bachelor's degree programme in public administration. Alternatively, guidance practitioners with extensive experience in the field can apply for assessment and recognition of their competencies and prior learning.

Six university colleges across the country offer the diploma programme on a part-time basis. It is equivalent to 12 months of full-time studies and consists of three basic modules, two optional modules and a diploma project. It has a value of 60 ECTS points. The training programme is offered as an adult learning programme and corresponds to a diploma degree. Entry requirements are, as a minimum, a completed short-cycle (two-year) higher education programme and two years of relevant working experience.



Furthermore, it is possible to follow a master programme in guidance at Aarhus University. It is equivalent to 12 months of full-time studies and has a value of 60 ECTS points. Entry requirements are, as a minimum, a completed medium-cycle (three-year) higher education programme and two years of relevant working experience.

Both training programmes are offered within the framework of the Danish adult education and training system. They are aimed at and adapted to adults who already have another higher education degree and two years of relevant work experience.

The university colleges also offer a 3.5-year full-time bachelor's degree programme in public administration, corresponding to 210 ECTS. The degree makes it possible to specialise within several areas of the public administration field, including educational and vocational guidance. The degree contains compulsory and elective subjects, a six-month internship period and a bachelor project. Admission requirement: upper secondary education or relevant vocational education.

Centre of Expertise for Guidance

The Ministry of Education is responsible for the development and running of a national centre of expertise for guidance. This includes activities such as collecting examples of best practice and knowledge within the field of guidance, quality development, coordination among different types of guidance services, and initiating analyses, surveys

and cross-sectoral experimental and developmental activities.

To support and disseminate information about these activities, there is a virtual resource centre, which is specifically aimed at guidance counsellors (www.ug.dk/flereomraader/videnscenter). The virtual resource centre includes an

electronic news service, on-line articles on relevant themes, a virtual library, links to relevant legislation, information about best practices, recent research activities, surveys and analyses etc. within the field of guidance.

International Perspectives

Lifelong guidance is on the agenda in many international fora, and the main aims and components of the Danish guidance system are very much in line with the EU and OECD recommendations on guidance policies and practices.

The Danish Ministry of Education is also aware of the importance of promoting an international dimension in Danish guidance. International activities for guidance practitioners are initiated by the Danish Euroguidance centre, placed in the Danish Agency for Higher Education, an agency within the Danish Ministry of Higher Education and Science. The Euroguidance Network www.euroguidance.eu includes national centres in 34 European countries and is partly funded by the EU through the

Erasmus+ Programme. The network supports the development of the European dimension in educational and vocational guidance and promotes mobility, mutual awareness and cooperation between guidance services in Europe.

Furthermore, the Ministry of Education is part of the European Lifelong Guidance Policy Network www.elgpn.eu and plays an active role in developing guidance within the EU. This is done in cooperation with representatives from The National Dialogue Forum.



Further Information

The Danish education system:
www.eng.uvm.dk

Studying in Denmark:
www.studyindenmark.dk

Working in Denmark:
www.workindenmark.dk

The Euroguidance Centre in Denmark:
www.ufm.dk/euroguidance (in Danish) or
www.ufm.dk/en/euroguidance (in English)

Enquiries concerning guidance in Denmark may
be addressed to:
euroguidance@uds.dk

The Euroguidance network:
www.euroguidance.eu

The European Lifelong Guidance Policy Network:
www.elgpn.eu





Guidance in Education – the educational guidance system in Denmark

Published by
Euroguidance Denmark, The Danish Agency for
Higher Education

Graphical design and layout
Faust Dyrbye A/S and Rosendahls A/S

Photos
Jakob Dall
Colourbox, p. 17, 20, 23, 24

Tryk
Rosendahls A/S

4th edition, 1st impression
October 2014, 5,000 copies
Printed in Denmark

ISBN 978-87-90021-77-1

Published with support from the European
Commission. This publication reflects the views
only of the author, and the Commission cannot
be held responsible for any use which may be
made of the information contained therein.

Danish Agency for Higher Education 2014