Country Report

10th International Symposium on Career Development and Public Policy, Auckland, New Zealand, November 2026

Country name

Denmark

This country report has been prepared for discussion and information purposes in connection with the 10th International Symposium on Career Development and Public Policy. It draws on an online questionnaire on the Symposium themes, which national teams were invited to complete in advance.

ICCDPP: Navigating new horizons - Country perspectives survey

Introduction

Q1. Do you agree to participate in this survey?

Yes

Q2. I confirm that I am providing a response on behalf of my country.

Yes

Q3. I confirm that I am happy for the responses to this survey to be shared publicly.

Yes

Q4. Is your country going to participate in the 2026 ICCDPP symposium in New Zealand?

No

Q5. Who have you consulted with before completing this survey?

This is the contribution from the National Agency of Education and Quality under the Ministry og Education in Denmark. We have not had the ressources to invite relevant stakeholders to a meeting, but we would like to contribute with our perspectives and knowledge in the area.

About you

Q6. What is your name?

Q7. What organisation do you work for?

Q8. What is your job title?

Q9. What is your email address?

Q10. Are you happy for your contact details to be published on the ICCDPP website/ relevant documents as part of the publication of this data?

No

About your country

Q11. What is the name of your country?

Denmark

Q12. Which groups can access career development services in your country?

	Accessible and free to everyone	Accessible and free to some groups	Accessible to those who can pay	Not accessible
Indigenous people	X			
Young people in schools	X			
Young people in Technical and Vocational Education and Training (TVET)	X			
Young people in university or higher education	X			
Young people not in education or work (e.g. NEETs)	X			
Adults in education	X			
Adults in work	X			
Adults not in education or work (e.g. unemployed workers and the economic inactive)	X			
Migrants	X			
People in the criminal justice system	X			
Employers/businesses	X			

Q13. Are there any other groups in your country, not listed in Question 12 above, that can access career development services?

There are no limits nor restritions in regards to who can acces career development services through eGuidance, a national platform for guidance, that also provides individual and personal guidance via chat, telephone, text message or e-mail with professional councellors. The portal also provides free tools and webinars for everyone who is interested, but it is mainly in Danish.

About your country

Q14. How far do you agree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The career development policies, programmes and services in my country are meeting the career needs of the population.			X		
School leavers in my country are well prepared for successful transitions to work or further learning.		X			
There is a strong evidence base to support the provision of career development services in my country.		X			
AI is having a major impact on the education system in my country.		X			
AI is having a major impact on labour market in my country.		X			
AI is having a major impact on the provision of career development services in my country.		X			

Q15. Are indigenous groups involved in the design of career development services in your country?

Not relevant

About your country

Q16. Please provide a short summary of your country's career development system. [Up to 300 words]

Denmark's career development system is shaped by a strong integration of education policy and labor market structures, with a national emphasis on flexibility, equality, and lifelong learning.

From an educational perspective, career development begins within the public school system (Folkeskole), where pupils receive guidance on educational choices and career learning, integrated in the schools as well as the subjects themselves. After lower secondary education, students can choose between academic pathways (upper secondary education leading to higher education) and vocational education and training (VET) or a combination of the two. Guidance services are embedded throughout the educational system to support informed choices.

For those who do not chose a path after lower secondary education, the municipalities of Denmark are required to carry out outreach and follow-up efforts to those people, with the aim of getting them into education or employment. This requirement applies for the municipalities until young people reach the age of 25.

From a broader perspective, Denmark also ensures public funds for upskilling opportunities for unemployed as well as employed people. There are publicly funded adult education and training programs enabling individuals to continuously update their skills. Additionally, career development is supported through tripartite cooperation between the state, employers, and trade unions. Collective agreements often include provisions for competence development and access to training funds, reinforcing continuous professional growth at the workplace level as well as for the needs of the labor market.

Q17. Please provide links to any key reports, articles or websites that provide insights into your country's career development policies and systems. [Up to 300 words]

1) cedefop (2022): Inventory of lifelong guidance systems and practices - Denmark. CarersNt national records:
https://www.cedefop.europa.eu/en/country-reports/inventory-lifelong-guidance-systems-and-practices-denmark-1?utm_source=chatgpt.com#introduction
The site gives an overview of guidance in Dennmark (in english).

1) The Ministry of Education: A website with information on various guidance activities and policies in lower secondary education:
https://uvm.dk/grundskole/folkeskolen/fag-og-indhold/udskoling/vejledning-og-overgange-til-ungdomsuddannelse/ungdomsuddannelse/
The link provides an overview of different obligatory guidance and career learning activities in lower secondary education.

2) The Ministry of Education: Denmark's learning portal to targeted towards profesisionals:
https://emu.dk/grundskole/overgange/undervis-i-uddannelse-og-job-i-fagene?b=t5-t28
The link provides various ways to work with educational choice and career learning in lower secondary education.

4) The Danish Evaluation Institute (2021): Youth's selection process and start of youth education: Youth's paths towards youth education: https://eva.dk/Media/638348656186224878/Unges%20valgproces%20og%20start%20paa%20ungdomsuddannelse.pdf
The report presents a study of the educational choices from lower to upper secondary education and what impacts their choices

5) The Danish Evaluation Institute (2022): Municipalities' cooperation with primary schools on school and guidance initiatives:
https://eva.dk/Media/638348655747047548/Kommuners%20samarbejde%20med%20grundskoler%20om%20udskolings-og%20vejledningsindsatser.pdf
The mini-analysis highlights the importance of cooporation between the municipal councellors and the schools in order to succeed with the pupils' career learning.

Q18. Do you have any other comments that you would like to make about the way in which your country organises its career development services? [Up to 300 words]

Guidance for pupils, students and young people are mainly provided by the municipal youth guidance units. To the degree that they are relevant, career counsellors in the youth guidance units should refer young people to the national guidance portal and eGuidance, but everyone can seek guidance. also individueally, thrugh the national guidance portal.

Productivity and the inclusive economy

Q19. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services contribute to economic growth.		X			
Career development services contribute to workforce productivity.		X			
Career development services deliver a positive return on investment on public spending.		X			
Career development services support entrepreneurialism.		X			

Q19. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services contribute to economic growth.		X			
Career development services help to address employers' skills and labour needs.		X			
Career development services can be accessed by small and medium sized businesses (SMEs).	X				
Career development services improve levels of job satisfaction.		X			
Career development services contribute to decent work (jobs with access to training, a living wage and other benefits).			X		
Career development services support equality of access to learning and work opportunities.		X			
Career development services contribute to the green transition.		X			

Productivity and the inclusive economy

Q20. Provide further information about the way in which policies and practices for career development services in your country support productivity. [Up to 300 words]

A national element for career development services is the portal, www.ug.dk, where jobs, employment possibilities and educational paths are described for hundreds of jobs, and more on the way. The municipal youth guidance units provides guidance to people under the age of 25 and has as a goal to make the choice of education and profession of the greatest possible benefit to the individual and to society. In Denmark, the aim is to help individuals make informed decisions that lead to higher completion rates and smoother transitions into employment.

Furthermore, policies emphasize lifelong learning and continuous skills development. Through adult education and training schemes (AMU), vocational education and training (VET), and opportunities for reskilling and upskilling, individuals can adapt to changing labour market demands. the VET-system for adults are more individual, and the duration and content of the education is defined by an assessment of competencies to have the education adapted to their previous experiences.

Career development services are also closely linked to active labour market policies. The municipal job centres as well as the unions provide targeted guidance, skills assessments, and activation measures aimed at quickly reintegrating unemployed individuals into the workforce. These services reduce the duration of unemployment and help maintain individuals' attachment to the labour market, thereby supporting overall productivity.

Q21. Provide further information about the way in which policies and practices for career development services in your country support an inclusive economy. [Up to 300 words]

There is a strong focus on ensuring that everyone – regardless of social or economic background – has access to education. There are also upper secondary educations targeted towards young people with autism spectrum disorder (ASD) and, In special cases, institutions may establish independent classes that

Q21. Provide further information about the way in which policies and practices for career development services in your country support an inclusive economy. [Up to 300 words]

organize 2-year and 3-year educational courses over a 3-year and 4-year period, respectively, for students with disabilities or similar difficulties.

All students with disabilities or similar difficulties are entitled to a number of different forms of support, also special educational support. This applies regardless of whether they are in a special class with an extended course or not. Students with disabilities can, if they are eligible for state education support, get a disability supplement.

On the labour market, there are different types of support posibilities. I.E, a flexjob. A flexjob is a posibilityfor people with a permanent and significantly reduced ability to work who cannot get or keep a job on normal terms. Denmark gives a flexwage subsidy from the municipality, which is calculated based on the salary paid and compensates for the reduced time.

Q22. Please provide links to any key reports, articles or websites that provide further insights into the relationship in your country between policies for career development, and policies for productivity and the inclusive economy. [Up to 300 words]

1) The Ministry of Education: A website with information on various jobs, educational paths, job possibilities etc.:
https://www.ug.dk/search#?cludoquery=*&cludoCategory=Job&cludosort=Title%3Dasc&cludopage=3&cludoinputtype=standard
2) The Danish Evaluation Institute (2022): Evaluation of ASD classes and other independent classes
https://eva.dk/udgivelser/2022/sep/evaluering-af-asf-klasser-og-andre-saerligt-tilrettelagte-klasser
3) The Danish Evaluation Institute (2021): Evaluation of special educational support in upper secondary education - Main report
https://eva.dk/udgivelser/2021/apr/evaluering-af-specialpaedagogisk-stoette-paa-ungdomsuddannelserne-hovedrapport
4) The Danish Evaluation Institute (2022): Vocational training for adults as retraining
https://eva.dk/udgivelser/2022/dec/erhvervsuddannelse-for-voksne-euv-som-omskoling
5) The Danish Evaluation Institute (2025): Unskilled workers' motivation for vocational training
https://eva.dk/udgivelser/2025/feb/ufaglaertes-motivation-for-erhvervsrettet-uddannelse

Enhancing skills and developing technical and vocational education and training (TVET)

Q23. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services support people to develop skills		X			
Career development services support people to access training		X			
Career development services support the uptake of TVET pathways	X				
Career development services support lifelong learning		X			

Q24. What are the biggest challenges for participation in the technical and vocational education and training (TVET) system in your country? [Please tick all that apply.]

Parents do not see TVET pathways as attractive for their children
High rates of drop-out from TVET
The influence of gender stereotyping on TVET choices
Shortage of employers offering training placements

Enhancing skills and developing technical and vocational education and training (TVET)

Q25. At what age do young people generally move onto a TVET pathway if that is the path they take?

Data from 2022 shows that:

19% of students in vocational education are 18 years or younger when they start. In comparison, 93% of students in upper secondary education are 18 years or younger when they start.
Across all vocational education, the average age is 25 years when starting. In comparison, the average age of students when they start higher education is 24 years.
The three vocational education programmes where the largest proportion of students are 18 years or younger when they start are the construction and agricultural machinery education program (68%), the agricultural education program (54%) and the truck mechanic (52%)
The youngest and oldest students are least likely to drop out of VET-programmes

Source: the Danish Evaluation Institute: https://eva.dk/ungdomsuddannelse/eud-og-eux/frafald-og-gennemfoerelse/elever-paa-erhvervsuddannelserne-har-en-langt-hoejere-gennemsnitsalder-end-gymnasieelever

Q26. Does the age of pathway selection cause challenges for your TVET system?

Yes

Q27. Is there anything else that you would like to say about the age of pathway selection? [Up to 300 words]

The way the age of pathway selection challenges the TVET-system in Denmark is trifold:

1) There is a shortage of skilled workers
2) There is a high drop-out rate from the TVET-programmes (approx. 40-45 % of the people who start, drops out)
3) It is a challenge to find an apprenticeship which is required to complete the education (approx. 6.000 pupils were in 2024 looking for an apprenticeship)

There is a political agreement on a new vocational and professional upper secondary education from 2030, but there are still ongoing negotiations, that also will affect the TVET-programmes. How is yet to say though.

Q28. Provide further information on the ways in which policies for career development services in your country enhance policies for skills development, TVET, and lifelong learning. [Up to 300 words]

It was decided in 2020 that Studievalg Danmark, who offers guidance to pupils of upper secondary education and above, also should provide guidance towards th TVET-programmes.

In 2024, a political agreement reformed the public school system and made it possible to attend junior apprenticeship in grade 8 and 9. The purpose is to give the pupils a more practically oriented school, that combines school with apprenticeships to strengthen the well-being, motivation and commitment of the pupils, and to build bridge between lower and upper secondary education in a VET-programme. The first pupils to finish the lower secondary education with a school leaving exam with junior apprenticeship will

Q28. Provide further information on the ways in which policies for career development services in your country enhance policies for skills development, TVET, and lifelong learning. [Up to 300 words]

take place in the summer of 2026.

In 2025, the government made an agreement to give the TVET-prgrammes a significant lift in quality and make them more attractive to young people as well as adults. The agreement has 31 initiatives targetting to reduce dropout rates, strengthen teachers' competencies, improve the social and academic environments at schools, and make access to TVET more flexible.

Q29. Please provide links to any key reports, articles or websites that provide further insights about how career development services can enhance skills and support TVET. [Up to 300 words]

The Danish Evaluation Institute (2023): Knowledge about dropout and well-being in vocational education
https://eva.dk/Media/638451540051124763/Viden%20om%20frafald%20og%20trivsel%20p%C3%A5%20erhvervsuddannelserne.pdf

The Danish Evaluation Institute (2022): That's why many young people are opting out of EUD again this year
https://eva.dk/grundskole/overgange-til-ungdomsuddannelse/valg-af-ungdomsuddannelse/valg-af-erhvervsuddannelser/derfor-fravaelger-mange-unge-igen-i-aar-eud

The Danish Evaluation Institute (2025): It is too late to influence young people's educational choices in 8th grade. The foundation is laid much earlier:
https://eva.dk/debat/2025/apr/det-er-for-sent-at-paavirke-de-unges-uddannelsesvalg-i-8-klasse-fundamentet-laegges-meget-tidligere

The Ministry of Education (2025): Apprenticeship Area 2024 - Annual statistics:
https://uvm.dk/media/zi4jcrwq/251029-laerepladsomraadet-2024.pdf

The Ministry of Education (2025): Handshake on shared responsibility and direction for improving the quality of vocational education and training
https://uvm.dk/uddannelse-til-unge/erhvervsuddannelser/love-regler-og-aftaler/politiske-aftaler-og-oplaeg-paa-erhvervsuddannelsesomraade/haandslag-om-faelles-ansvar-og-retning-for-kvalitetsloeft-af-erhvervsuddannelserne/

The Ministry of Education (2025): Agreement between the government and The Denmark Democrats, Green Left, The Liberal Alliance, The Conservative People's Party, The Red-Green Alliance, Danish People's Party, Social Liberal Party and The Alternative on a significant strengthening of vocational education
https://uvm.dk/media/4lnerey3/aftale-om-en-markant-styrkelse-af-erhvervsuddannelserne.pdf

The Ministry of Education (2025): Agreement between the government Green Left, and Danish People's Party on a new vocational and professional upper secondary education
https://uvm.dk/media/0aubunim/250218-aftale-om-en-ny-erhvervs-og-professionsrettet-gymnasieuddannelse-epx-reform.pdf

Thw Ministry of Education (2020): Studievalg Denmark must now also provide guidance on vocational education
https://uvm.dk/aktuelt/nyheder/2020/marts/200304-studievalg-danmark-skal-nu-ogsaa-vejlede-om-erhvervsuddannelserne/

The Ministry of Education (2024): Agreement between the government and The Liberal Alliance, The Conservative People's Party, Social Liberal Party and Danish People's Party on The primary and lower secondary education quality programme – freedom and immersion:
https://uvm.dk/media/wtsfhcrl/240320-aftale-om-folkeskolens-kvalitetsprogram-frihed-og-fordybelse.pdf

Ensuring disadvantaged and vulnerable groups can thrive

Q30. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor	Disagree	Strongly disagree

Q30. To what extent do policies for education, training, and employment in your country reflect the following statements?

	disagree
Career development services help vulnerable and disadvantaged groups to thrive.	X
Vulnerable and disadvantaged groups can access career development services.	X
Career development services support vulnerable groups to access decent work.	X
Career development services support vulnerable groups to access the education and training system.	X
There is adequate funding for career development services targeting vulnerable and disadvantaged groups.	X
Policies for social inclusion intersect with policies for education, training, and employment.	X

Q31. Which disadvantaged and vulnerable groups does your government have policies to support and which are provided with bespoke or targeted career development services. [Tick all that apply]

	Government has policies to support	Provided with bespoke or targeted career development services
Indigenous people		
Women and girls		
Men and boys		
Ethnic minorities		
Religious minorities		
Lesbian, gay, bisexual and transgender people		
People from low-socio-economic backgrounds	X	
People with low skill levels	X	
Migrants	X	
People with disabilities	X	
People with health and mental health challenges	X	
Younger people	X	
Older people	X	
Other		

Ensuring disadvantaged and vulnerable groups can thrive

Q32. Can you provide any further information about the way in which policies for career development in your country support vulnerable and disadvantaged people? [Up to 300 words]

The government has various ways to support various groups of people, but many of the listed groups are not defned as disadvantaged and vulnerable groups, i.e. Women and girls, and therefore they are not ticked off in the previous scheme. The public Danish career development services are free for all groups and integrated in the education system as well as the labour market policies, but the content, support and opportunities may vary, depending on your personal situation, challenges and age. Different paths are for different people, but everyone can be supported. Therefore no voxes has been ticked off in regards to whom are provided with bespoke or targeted career development services.

Q33. Please provide links to any key reports, articles or websites that provide further insights into the way that your country's career development system supports vulnerable and disadvantaged people. [Up to 300 words]

No Response


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THE INTERNATIONAL CENTRE FOR
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CATE
Ngā Kaitohutohu Rapuara Aotearoa
Careers and Transition Education Association NZ


Tertiary Education
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