CEDEFOP

eGuidance service

Denmark

Founding year:
2011

Geographic level:
National

Stakeholders involved:

eGuidance employs channels to engage with parents; cooperates with teachers; counsellors share knowledge with practitioners. Reliable LMI provided from public agencies in Denmark.

Target groups:
Guidance Counsellors
Higher education students
School Students/Parents
Teachers/ Professors

Is the initiative a Single Access Point? :
No

Providing organisation:
National Agency for IT and Learning

URL:
https://www.ug.dk/evejledning

Stakeholders roles:
Education Institutions
Guidance Practitioners
Parents and Teachers
Public Agencies

Challenges Addressed:
Exchange and knowledge transfer (among educational professionals, guidance counsellors, etc.)
Facilitation of transition from school education to career selection
Improve matching between skills and jobs
Improvement of guidance/ employment services
Promote self-assessment
Raise awareness on guidance

Challenges Addressed description:

The eGuidance service **s**erves as **a key online resource for LMI** providing up-to-date and comprehensive information on education in Denmark and guidance tools empowering citizens to find answers about education and jobs. The service **complements** and **improves** the **performance of the Danish guidance system** by providing reliable, up-to-date information and facilitating the educational and occupational decisions of citizens through a broad array of digital means across the country.

Policy objectives:
Access to Lifelong Guidance Services
Assessing the effectiveness of Lifelong Guidance Provision
Assuring the quality of Lifelong Guidance Provision
Career Management Skills
Funding Lifelong Guidance Services
ICT in Lifelong Guidance
Improving careers information
Improving employability and supporting older workers

Raising the skills and qualifications of adults
Raising the skills and qualifications of young people
Strategic Leadership
Supporting people at risk and disadvantaged groups
Training and Qualifications of Guidance Practitioners

INNOVATIVE ASPECTS OF LMI description:

LMI is a core element and is used in a variety of manners:

- Providing information on **education and training opportunitie**s across Denmark, as well as guidance on how to select an appropriate educational path;
- Providing information on **jobs, careers and available employment opportunities** across Denmark. One interesting tool is **JobCity**, which is a virtually animated city where users can wander around and find out how education and training may be applied in different jobs and workplaces;
- Providing guidance on how to apply for jobs;
- Another interesting tool is **"My Competence Portfolio"** that facilitates users to create a comprehensive overview of what they have learned and the competencies they have acquired through their jobs.

The provision of LMI and guidance is based on a tailored guidance model, namely the **C-model** which was designed to fit the digital context of the service.

INNOVATIVE ASPECTS OF LMI:
Blended counselling
Interoperability with job-search engines
Occupational information
Personalised educational advice
Real time LMI

INNOVATIVE USE OF ICT description:

- Utilises a **cloud-based** multi-channel contact centre provided by Intelecom in the form of a Software as a Service;
- **Call-centre** to facilitate their information and guidance services over the telephone;
- **Web conferencing tool** is employed;
- The service may be accessed online through the Education Guide, which was developed using HTML5 in Drupal, an **open source platform**;
- Education Guide was developed in accordance with the widely recognized **WCAG 2.0;**
- **Representative selection of its different web pages was and is thoroughly tested by professionals.**

INNOVATIVE USE OF ICT:
Connection with third parties (LMI, PES, etc.)
e-portfolio
Interactive online tools
Online counselling
Open source
Personalised information storage
Social media utilisation

Results and impacts obtained:

- In numbers, **users** have grown to more than **110 000** in 2015.
- From a qualitative perspective, the interviews conducted during the fieldwork in Denmark suggest that the development and **growing adoption** of the eGuidance service appears to be creating a significant **positive impact on the national lifelong guidance system** as well as its **stakeholders**.
- Evaluation process: **Follow-up survey**, addressing users after the end of their digital guidance session. Asynchronous **communication channel** for users and stakeholders through the dedicated service's contact point. **Interactions** with other guidance practitioners and counselees in **conferences**. **Feedback from users** during their sessions. **Satisfaction survey** launched on the portal on a **yearly basis**. **Focus groups and discussions** with representatives of stakeholders.

Vejledningsværktøjer

Adgangskortet
Mulighed for videregå-
ende uddannelse efter
gymnasial eksamen.

Jobkompasset
Inspiration til valg af
job og uddannelse.

Uddannelses-zoom
Sammenlign uddan-
nelser.

Mit UG
Hjælp til at vælge ud-
dannelse. For dig i 8.
eller 9. klasse.

Jobcity
Se hvad man arbejder
med i forskellige virk-
somheder.

Uddannelsessy-stemet
Veje til uddannelser
og job.

Uddannelses-vælgeren
Få hjælp til at finde
din ungdomsuddan-
nelse.

EUD videre som faglært
Læs videre efter en
erhvervsuddannelse.

EUD-nøglen
EUD-Nøglen er et
værktøj til hjælp for
dig, der søger en er-
hvervsuddannelse.

Studievælgeren
Står du overfor at
skulle vælge videre-
gående uddannelse?

Mød en...
Interview med folk un-
der uddannelse og i
job.

Min kompeten-cemappe
Få overblik over dine
kompetencer.

Success Factors:

- Long opening hours along the week;
- Broad array of **digital channels** to communicate and provide citizens with guidance;
- Use of a **science-fuelled guidance model** and **toolkit**;
- Well-qualified and highly skilled **personnel**;
- **Synergies** of practitioners with stakeholders;
- **Openness** to discuss with and collect feedback from users and stakeholders;
- Presence of the **national web portal** dedicated to educational and career information (Education Guide), which serves as a key source for LMI;
- Denmark's high **digital literacy**.

Points of Attention:

- **Scepticism** with respect to **digital guidance**

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- **Lack** of **physical contact** in digital guidance **sessions**.
- **Different digital delivery** methods.

Socio-economic-political context:

The implementation of the service takes place within the framework set out by the Danish Act on Guidance, supporting the strategic goals and policies of the national government.

Financial requirements:

The annual budget of the eGuidance service may be summed up to about EUR 4 384 404 per year plus an ad hoc amount of financial resources allocated at the development of its operation.

HR requirements:

- 60 people work under the Division of Digital Guidance and Support; they are led by the Head of Division who is supported by team coordinators who help to manage the different activity streams in the framework of the Division.
- 40 practitioners are tasked with the implementation of the practice, serving as counsellors and as editors of the Education Guide.
- The Division encompasses 25 full-time and 15 part-time practitioners, who must have significant competencies in guidance and digital literacy with a good overall knowledge of the national education system. They must also have completed an appropriate education/training programme at diploma level in the field of guidance or be able to evidence via assessment and recognition of prior learning their qualifications.
- On-the-job training is provided to new practitioners following the completion of their tailored training.

ICT elements:

- Quite simple technological infrastructure;
- Appropriate software supporting its different guidance delivery methods;
- Call-centre and laptop computers;
- User-friendly interface software to empower counsellors to easily manage the different digital communication channels from their laptop computers.

Non-ICT elements:

- Telephone is employed in the framework of individual guidance and is typically the preferred delivery method by people who are seeking an immediate response from a counsellor or a quick answer to a specific question.
- Stakeholder engagement is strategically integrated with a view to promoting the service's acceptance amongst users and stakeholders alike and collecting meaningful feedback for the service to improve and evolve in alignment with their needs.

Future developments & Trends:

- Fast pace in which ICT change the way people communicate and behave nowadays;
- Growing interest for public chats.

Type of initiative:

Public

Politico-administrative domain clusters:
Improving educational/ occupational guidance processes