



MINISTRY FOR
CHILDREN, EDUCATION
AND GENDER EQUALITY

Syllabus for the topic of education and work

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Introduction

The topic of education and work is a compulsory one in Danish primary and lower secondary school from pre-school class to grade 9. Teaching of the topic is divided into three levels: pre-school class-grade 3, grades 4-6, and grades 7-9. An individual timetable is not imposed on the three compulsory themes, but is integrated into the teaching of compulsory subjects. It is up to the school principal to decide which subjects will incorporate the compulsory themes.

Pupils should achieve a high level of awareness of their own interests, conditions and potential, including informal competences, within the topic of education and work. They should also gain an understanding of how education and lifelong learning are a means of achieving future vocational and occupational goals. As such, the vocational aspects and insight into more practical job functions should have a central role in pupils' education.

The topic should be broadly interpreted and from a holistic perspective. One could previously assume that pupils had a basic work life narrative from their families, but changes in the family pattern, education and work life, new media practices, etc. mean that this is no longer a given. It is therefore important that educators and educational and vocational guidance incorporate all aspects of the pupil's life when focusing on education, work and career. Within the topic of

education and work, career education is seen as a common thread in the outlined thematic areas.

The topic is characterised by activities outside of school, including study and company visits, introductory courses for upper secondary school programmes, business internships, contact with upper secondary schools, organisations, industry, etc.

Teaching of career education must be prepared in cooperation with Youth Guidance Centres according to legislation for Danish primary and lower secondary schools, education and vocational guidance, as well as the duty to education, employment, etc.

Pupils, particularly those in lower secondary school, should be challenged on their choice of education within the topic of education and work. Focus on this is assisted by increased cooperation between Youth Guidance Centres and lower secondary school teachers so that the everyday teaching and longer days at school are better integrated with different guidance activities, such as collective guidance, introductory courses for upper secondary school, transition programmes, company visits, etc. As such, the pupils' readiness to make choices can be better supported through their daily education.

"Education and work" can be organised thematically and in an interdisciplinary manner. As part of improving how prepared pupils are for education and their knowledge of the labour market, the longer and more varied school days can result in a more systematic approach to learning targets.

Teaching pupils about education and work forms part of the foundation for their educational plans and contributes to a qualified progress of the pupil plan from pre-school class to grade 9 and the education plan in grade 10.

Schools, together with Youth Guidance Centres, establish a close cooperation with companies, upper secondary school programmes, labour market representatives, and others. Furthermore, pupils should be able to apply for and utilise available and relevant guidance information, including IT-based tools.

The fundamental competence should be taught and developed as a whole through the entire course of schooling and be part of interdisciplinary themes and issues.

The thematic areas are used as a starting point for organising the teaching plan. The syllabus describes the progression in the topic's different levels and forms the foundation for holistic learning.

It is essential that the individual teaching plans include multiple skills and knowledge targets across the thematic areas. The teaching should also be organised so that there is interplay between the individual

immersion in the discipline and the interdisciplinary work.

The teaching must be structured so that it accommodates a longer and more varied school day *cf.* Act no.

1640, including a varied and application-oriented education, movement, open school and supportive teaching.

1. Curriculum for pre-school class to grade 3

The course takes the pupils' local surroundings, everyday life with their family, leisure time and school as its starting point. Everyday work concepts are used and build on pupils' own experiences with work, workplaces, adult roles and the immediate local surroundings.

Pupils should work to connect their own desires, opportunities

and personal choices. The course helps expand a pupil's understanding of the world around them e.g. their knowledge of adult life and their existing environments and surroundings. Pupils should be introduced to the meaning of making simple decisions.

Under the theme of "from education to work", pupils should work on gathering, processing and

evaluating information about education and work. Pupils will look at the relationship between education and work and there should be focus on developing the pupils' knowledge and insight into gathering information.

Lastly, the pupils should learn about different careers and the associated conditions.



The personal choice

The theme of *personal choice* includes three skills and knowledge areas:

My goals focuses on exploring their close environment and expressing their dreams and ideas about the future.

My opportunities focuses on everyday activities in the pupils' families.

My choices focuses on making simple decisions and the resulting consequences in relation to school and learning.

My goals

Pupils will look at their knowledge of adult life, work and careers in their close environment.

By studying and exploring their close environment, pupils can express their dreams and ideas about the future. Teaching will also cover the personal story and recognising their own strengths.

My opportunities

Rooted in their immediate network and ways of life, the pupils' knowledge of different family and work life opportunities are developed. Pupils can relate stories about everyday activities in their own families.

My choices

Teaching focuses on the meaning of making simple decisions and consequences, including those in relation to school and learning. Activities should include games and problem-solving tasks where pupils explore the meaning of making different choices.

From education to work

The theme *from education to work* includes three skills and knowledge areas:

From education to work focuses on studying job functions and associated education paths in the local environment, such as within the school and smaller local companies.

Information focuses on opportunities for gathering information on education and work.

Education and work knowledge focuses on job functions at the school and in local companies.

From education to work

The pupils' knowledge of education is identified and their knowledge of possible relationships between education and work is developed. Activities involve schooling and its importance. Pupils study job functions and associated education in their local environment, such as the school and smaller local companies.

Information

Teaching focuses on the opportunities for gathering information on education and work. Different sources of information from the local environment are used such as family, the school and local companies. Information on education and work is gathered and IT tools are introduced.

Education and work knowledge

Pupils should describe local examples of education and work e.g. job functions at the school and in local companies. Pupils are introduced to entrepreneurship as well as education and jobs in the local environment, which could be displayed for parents at parent-teacher meetings.

Work life

The theme of *work life* includes three skills and knowledge areas:

Working conditions focuses on different types of work, both paid and unpaid in the family and in the local environment.

The labour market focuses on the relationship between gender, roles and work tasks.

Work life focuses on the relationship between family, leisure time and work life.

Working conditions

Pupils are introduced to different types of work, both paid and unpaid in the family and the local environment. The teaching environment in the classroom and work tasks associated with the family are included, and they are introduced to a simple understanding of the concept of work.

The labour market

Pupils look at their own experience of roles and functions in the family and local environment. Focus is on the relationship between gender, roles and work tasks.

Work life

Pupils look at different types of lifestyles and work and at descriptions of relationships between family, leisure time and work life. Using the local environment as their starting point, pupils look at examples of the relationships between family, leisure time and work life. Pupils should study work life using their own family as a guide.

2. Curriculum for grades 4-6

When learning about education and work, the focus of the curriculum for grades 4-6 changes from the immediate surroundings to a little broader societal level.

The theme of “personal choice” looks at the pupils’ knowledge of adult life, work and careers in the pupils’ own network and the simple ideas they have about the future and adult life in general. Focus is on developing pupils’ knowledge of different career

paths. Teachers work with pupils’ goals, ambitions and choices with an aim to developing the perspective of choice.

The theme of “from education to work” uses the pupils’ knowledge of education and local businesses as a starting point. Focus is on expanding pupils’ knowledge of the content and requirements of different types of education and businesses as well as possible relationships between schooling, education and future employment.

The theme of “work life” is based on pupils’ knowledge of family, leisure time and work life and how these relate to people in their local environment. Focus is on developing pupils’ knowledge of different career paths and associated conditions

Personal choice

The theme of *personal choice* includes three skills and knowledge areas:

My goals focuses on the relationship between pupils' own strengths and interests.

My opportunities focuses on different people's career paths and the associated opportunities and conditions.

My choices focuses on developing pupils' perspective of choice through expanding their knowledge and understanding of factors that can affect their choices.

My goals

The relationship between the pupils' own strengths and interests and their own goals and ideas they have about future education, work and careers is examined during the entire curriculum.

to developing pupils' knowledge of the many different opportunities for education, work and careers. This can be accomplished through visits from parents and other role models.

be accomplished through dialogue with pupils on e.g. where do friends and parents factor into the choices they make and how media, traditions and culture affect them.

My opportunities

Focuses on the career paths of different people and the associated opportunities and conditions. Consideration is given

My choices

Focuses on developing pupils' perspective of choice through expanding their knowledge and understanding of factors that can affect their choices. This can

From education to work

The theme of *from education to work* includes three skills and knowledge areas:

From education to work focuses on developing pupils' knowledge of different types of education and work.

Information focuses on developing pupils' knowledge of different ways of gathering information on education and work.

Education and work knowledge focuses on developing the pupils' knowledge of different types of work and education.

From education to work

Develops the pupils' knowledge of different types of education and work. Pupils learn to understand the relationship between different types of education and the opportunities they provide for different jobs and careers.

Information

Focuses on developing pupils' knowledge of different ways of gathering information on education and work. Pupils should be trained in searching for and sorting through information via different sources and in describing examples of education and work.

Education and work knowledge

Focuses on developing pupils' knowledge of different types of work and the associated education programmes. This could be achieved through visiting companies, as well as work with virtual guidance tools.

Work life

The theme of *work life* includes three skills and knowledge areas:

Working conditions focuses on past and present working conditions in different types of jobs in the local environment.

The labour market focuses on current situations and events in the labour market as well as questions about equality.

Work life focuses on the differences that can be found between different types of work life and what determines these differences.

Working conditions

Pupils look at past and present working conditions in different types of jobs in the local environment. Focus is on the working environment and culture within different jobs and industries.

The labour market

Pupils look at the labour market, its function and composition. Current situations and events in the labour market are used as a starting point and questions about equality are discussed.

Work life

Pupils are trained in how to discuss different values associated with family, work life and leisure time and assess the meaning of these from a career perspective. Focus is on the differences that can be found between different types of work life and what determines these differences.



3. Curriculum for grades 7-9

The curriculum for grades 7-9 focuses on pupils' choices for upper secondary school education. By the end of grade 9, pupils should have a plan for further education and this curriculum is therefore aimed at challenging the pupils in making

this choice. This could be achieved by better integrating teaching of education and work with the collective guidance and associated activities of each.

The course also expands the pupils' knowledge of different forms of work life and employment and conditions found in the Danish and international labour markets.

Personal choice

The theme of *personal choice* includes three skills and knowledge areas:

My goals focuses on pupils' experience of learning and in education- and work-focused activities, which are used to help pupils' work with personal goals for education, work and careers.

My opportunities focuses on pupils' own desires and prerequisites in relation to different career paths, including the choice of education and ideas of future work/employment.

My choices focuses on pupils' understanding of the relationship between career choice and personal values, interests and skills.

My goals

Is rooted in pupils' experience of learning and in education- and work-focused activities, which are used to help their work with personal education, work and career goals.

Drawing on experience from introductory courses, transition programmes, company visits, etc., pupils are also challenged on their knowledge and opinions.

My opportunities

Works with pupils' own desires and prerequisites in relation to different career paths,

including the choice of education and ideas of future work/employment. Focus is on the relationship between the pupils' self-awareness/understanding of the world around them and their perspective of choice.

My choices

Focuses on pupils' understanding of the relationship between career choice and personal values, interests and skills. The pupils' possible choice of upper secondary school education is challenged by looking at the consequences of different choices. This will form the

basis for pupils being able to substantiate and argue the consequences and opportunities presented by their choice of education. Pupils develop a critical understanding of the factors that can affect their choice of further education. From grade 8, education preparedness evaluations are used when working with choice processes.

From education to work

The theme of *from education to work* includes three skills and knowledge areas:

From education to work focuses on looking at local, national and international job opportunities and the relationship between education and work.

Information focuses on finding information, including using different methods and sources, with the aim of being able to find and assess relevant information about education and work.

Education and work knowledge focuses on pupils' ability to be able to assess the differences and similarities between different career options.

From education to work

Looks at local, national and international job opportunities and the relationship between education and work. Through collaboration with upper secondary schools (introductory courses, transition programmes, etc.), pupils gain insight into options for completing part of their studies abroad.

Information

Pupils work with information gathering, including the use of

different methods and sources, with the aim of being able to find and assess relevant information about education and work.

Virtual and real information sources are used, such as meeting with other young people, upper secondary school websites and associated social media.

Education and work knowledge

Pupils look at the content and requirements of different education programmes, industries, types of jobs and forms of

entrepreneurship. Focus is on the pupils' ability to be able to assess the differences and similarities between different career options. This includes collaboration with companies/the business community and upper secondary school programmes, while pupils visit external collaborative partners who also participate in school educational activities.

Work life

The theme of *work life* includes three skills and knowledge areas:

Working conditions focuses on concrete working conditions associated with different types of jobs, including starting your own business.

Labour market focuses on the rights and duties of the labour market, including the Danish model and the Danish agreement system.

Work life focuses on different forms of work life and their effect on family and leisure time.

Labour market

Pupils look at the rights and duties of the labour market, including the Danish model and the Danish agreement system. There is collaboration with unions and Danish unemployment funds, and partnerships with local companies or organisations are set up, which can help provide examples and further examination of the topic.

Work life

Pupils look at different forms of work life and their effect on family and leisure time. This includes concrete descriptions and discussions of work life, such as how they relate to different people in different types of careers e.g. self-employed, salaried employee, project positions, entrepreneurs, etc.

Working conditions

Pupils take a deeper look at concrete working conditions associated with different types of jobs, including starting your own business. This includes looking at different types of employment and the associated frameworks and conditions. Pupils work with projects where they take on the roles of employee, employer and entrepreneur.

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