

#CCI_Orientation

How to train guidance professionals?

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The Danish case

- 2003/2004: major reform of the Danish guidance system
 - A comprehensive law on guidance
 - Centralisation of guidance systems (from 25 to two)
 - Centralisation of guidance education
 - from 21 courses to two formal programmes
 - A national online portal on education and vocation
www.ug.dk
 - 2010: A national eGuidance service

➤ Training of career guidance professionals

- Two national programs: Diploma (60 ECTS) and Master (60 ECTS)
- Diploma: at universities of applied sciences
 - 6 modules/courses (3 mandatory, 2 electives, 1 final thesis)
 - **Mandatory courses:**
 - *Guidance and guidance counsellor*: theories and methods in career guidance
 - *Guidance and individual*: sociological, psychological, learning-oriented, philosophical theories on the individual (special-needs focus)
 - *Guidance and society*: sociological and political perspectives on the context of guidance and guidance organisations

➤ Training of career guidance professionals

- Master: at Aarhus University
 - 4 modules (3 courses and 1 final thesis)
 - *Theory of career guidance*
 - *Guidance and society*
 - *Guidance in practice*
- Diploma or Master required for guidance professionals in Youth guidance centres, Regional guidance centres and eGuidance

➤ Training of career guidance professionals

- Part of the parallel education system
 - Continuing education, previous (relevant) work experience required
 - All students enter on the basis of another profession
- Process of professionalisation
 - Dilemma: how to change from one profession to another?
 - Dilemma: balance between theoretical knowledge and practical skills?
 - Dilemma: how to engage the work place?

➤ Training of career guidance professionals

- Biggest actual challenge:
 - Balance between political/societal demands and the traditional academic freedom of education
- Background:
 - Only 18 % of a youth cohorte opt for vocational education and training
 - Lack of skilled workers: 70.000-100.000 by 2025
 - "Overeducation" and unemployment among higher educated
 - Poor mental well-being among young people
- How do we train career guidance practitioners for that?

➤ Training of career guidance professionals

- “Insights and outlooks. Career learning in the final years of compulsory school”
 - Research and development project
 - Collaboratory training between career guidance professionals and teachers
 - Centered around practice-projects
 - how can career guidance and school widen the educational and vocational opportunities for students (age 13-15) ?
 - Based on career-learning theory (Bill Law, John Krumboltz)
 - common point of reference
 - Systematised reflection on own and other’s practice and on research

Training of career guidance professionals

- *A fertile space for professional development?*

“As a matter of fact, right from the first circle meeting to the present moment, we feel optimistic when we go home, because it is so exciting to see the very different projects we are involved in and to get some input that helps us see the matter in a different light so that we do not give up.

This experience, she notes, is very different from the ordinary week-long training courses which she and her colleagues are usually offered. She describes how you are also optimistic when you complete such courses, but, one week later, you have forgotten everything you have learned and it is difficult to integrate the new knowledge in everyday practice.

She therefore highlights the potential for professional development through a research circle: ‘Here, we keep returning to the project and have some things to work with in it, and I honestly think that has been really great’.”

(From Poulsen, Skovhus & Thomsen. 2018. Widening opportunities for career guidance. Research circles and social justice. In Hooley, T., Sultana R.G. & Thomsen. R. *Career Guidance for social justice. Contesting neoliberalism*. London: Routledge.

CONFÉRENCE DE COMPARAISONS INTERNATIONALES

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ÉDUCATION À L'ORIENTATION

Thank you

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