

Leading career development services into an uncertain future: Ensuring access, integration and innovation

Country paper: Denmark [Insert country name]

In advance of the symposium all attending countries are asked to produce a country paper setting out the key issues for their countries in relation to the key themes of the conference.

Please use this template to enter your information. You should aim to be concise. Use bullet points and links rather than providing a lot of local detail. **The paper should be no more than 10 pages in length.**

How to submit:

- Download the Country Paper Template, save this on your computer.
- Prepare the country paper based on consultation within the country team and preferably with relevant national authorities and information sources.
- Submit the Country Paper by sending it to jmc@iccdpp.org (John Mc Carthy, director ICCDPP)
- Deadline: **31st of January**

If you have questions concerning the country paper, please contact John Mc Carthy (jmc@iccdpp.org)

Background information

1. List all of the members of your country team with their organisation.

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2. What are the key aims your country has for participating in this symposium?

Getting knowledge and inspiration on career guidance from other countries and international organisations aiming at influencing Danish legislation and practice.

Discussing different ways of structuring career guidance provision in different countries.

Creating possible networks among the participants.

Finding new arguments for repositioning career guidance among Danish politicians and decision makers.

Inspiration for a common Danish concept and definition of career guidance.



Theme #1 - Context and challenges for career development policy.

In your country...

3. Is the level of policy interest in career development:

- Growing?
- Shrinking?
- Staying about the same?

Comment

In 2018, Danish career guidance provision of youth guidance about transition from youth education to further education was transferred from separate and independent institutions to the municipalities and to a certain extent to primary and secondary schools.

These years the Ministry of Education shows no appreciation of independent guidance and as an effect is downsizing the provision and changing the way it is organized. The major 2003-reform of the Danish career guidance system has gradually been turned back and diminished over the last years.

Until app. 2013 there was great political focus on career guidance. It resulted in more tasks and more resources to the guidance sector.

After app. 2013 there has been a growing political scepticism towards career guidance provision due to lack of evidence and documentation of the effect of guidance and to declining recruitment to vocational educations.

Now, career guidance is supposed to guide TO and not ABOUT educational programmes - directional guidance, preferably to vocational education.

Legislative and economic backlash for career guidance in 2014 as part of a reform of vocational educations.

No specific law on career guidance anymore, and no coherent guidance system anymore.

4. What are the key political, social, economic and technological issues that are likely to have an impact on people's lives and careers in your country?

Give up to five of the most important issues as you see them.

1	The rapid changing labour market.
2	Lack of vocationally trained workers.
3	Rising stress levels among young people.
4	Rising number of precariate jobs.
5	Predominance of a gender divided labour market and gender stereotypes in educational choices.

5. What roles do career development programmes and services play in addressing these political, social, economic and technological challenges?

Apart from trade unions, other workers' associations and jobcentres, E-Guidance plays a role in career guidance of unemployed and low skilled workers.

Guidance is increasingly focused on vocational education - in collective information and in cooperation between vocational schools and primary and lower secondary schools (folkeskoler).

Guidance professionals are not treating stress, but referring young people to psychological help if necessary.

Very different approaches in relation to precariat jobs - mainly addressed by trade unions.

A commission under the Ministry of Education launched a report on gender issues in child care, education and career guidance in 2017, but there has been no follow up or steps taken in accordance with the report.



Theme #2 - Aims for, and access to, career development

In your country...

6. What are the key policy aims for career development programmes and services?

That young people make the 'right' choice of education the first time.

To prevent dropouts.

To raise the percentage of young people choosing a vocational education.

To include career learning in the curriculum from basic school to higher education.

7. What groups of people can access career development programmes and services and what groups are excluded?

Career guidance services/career development programmes in Denmark are organized as follows:

Municipality based youth support and guidance (up to 2018 separate and independent Youth Guidance Centres): Guidance on transition to youth education

Regional Guidance Centres: Guidance on transition to further education

E-guidance: Career guidance for all groups (via chat, telephone, mail etc.)

Many different providers (trade unions, job centres, adult training centres, E-guidance, prisons etc.):
Career guidance for adults

In principle, no groups are excluded but provision is getting narrower concerning face-to-face and individual career guidance, and adult career guidance structures are patchy, scattered across different policy areas (adult education, employment, social policy) and consequently across different institutions. Only vulnerable young people are entitled to get individual guidance.

There is a lack of coherence in the Danish guidance systems.

Access to career guidance has been limited for young people assessed 'ready for education', and it is difficult for adults to find their way among the many different providers.

Guidance professionals' tasks include assessment of the pupils' readiness for education and working as facilitators for teachers concerning career issues.

There has been a move from preventive to reactive guidance.

There is a lack of a general concept and description of the career guidance profession.

8. How are the opinions of citizens and service users heard and incorporated into policy and practice?

There is no collection of opinions of citizens and service users in general.

E-Guidance creates statistics of their clients (guidance issues, way of contact, satisfaction level etc.).

The now closed National Dialogue Forum was an arena for feedback from guidance educators, guidance providers, educational institutions, labour market partners and other stakeholders.

9. Is there a framework for ethical practice in career development? How does this framework balance the interests of the individual with the demands of policy and signals from the labour market?

We have had ethical principles for career guidance for decades which point out and describe: Respect, equality, independency, openness and confidence in the relation between a guidance professional and a client.

The demands of policy and signals from the labour market stresses employability and economic interests/national competition interests above individuals' wishes and needs.



In your country...

10. Which ministries or jurisdictions are responsible for career development programmes and services? Clarify what programmes and services each ministry or jurisdiction has responsibility for.

The Ministry of Education describes and decides the framework for guidance and career development within primary and secondary schools and municipality-based guidance and support for young people.

The Ministry of Higher Education and Research is responsible for guidance provision in Regional Guidance centres (Studievalg Danmark) - 7 centres spread over the country.

The Ministry of Employment decides and describes the tasks of the municipality based job centres.

The municipalities implement career guidance and career development within primary and secondary schools and municipality based guidance and support for young people.

Job centres and the municipality-based youth guidance and support are merging in 2019.

11. What leadership, co-ordination and collaboration approaches exist within the career development system to ensure collaboration across different sectors and different types of clients. For example, how are career development systems within the education system connected to those within employment, health and youth work?

In 2018, the National Dialogue Forum for career guidance, based in the Ministry of Education, was closed down after a change in the law. In that forum, both guidance providers, educators of professionals, stakeholders and labour market representatives were represented and met 3-4 times a year. It was created in connection with the guidance reform in 2003, and it has not been replaced by another similar forum. The Ministry of Education's functions as a knowledge centre for guidance was closed too.

12. What are the main challenges to leadership in the field and the main obstacles to effective collaboration?

See no. 11 above.

13. What kind of cooperation (if any) is there between the career development services and stakeholders like employers, trade unions, the media, NGOs, professional organisations etc?

After the closure of the National Dialogue Forum for Guidance there is no formal cooperation.

There is a close cooperation between the two Danish associations for guidance professionals aiming at uniting the two from 2020.

In 2018-2019 there is an ad hoc-cooperation between guidance providers, career guidance researchers, professional organisations, labour market partners and other stakeholders aiming at influencing politicians to set up a national commission on career development. The cooperation was initiated by UU Denmark (Youth Guidance Centre Denmark).

14. How is the professionalism of career development workers developed and maintained whilst working with other professionals?

In Denmark we have three national practitioner training programmes: 1) a diploma degree programme, 2) a master degree programme and 3) a bachelor programme.

To work as a guidance practitioner at the municipality-based youth guidance and support, the regional guidance centres and the national E-Guidance (national digital guidance provision) you must graduate from one of the three programmes. This is obligatory.

There is an ongoing evaluation and adjustment of these three recognized education programmes for career guidance in order to keep them up-to-date.

To some extent there is a cooperation between professionals from different guidance providers, but it is not systematized.

15. Do other types of professionals (e.g. teachers and social workers) deliver career development? How is a professional service ensured?

Both teachers in primary and secondary schools are providing career development programmes as part of the curriculum, but they have no formal education or training in career guidance.

In youth education and further education institutions they have study guidance staff, and some of them have parts of a diploma or master degree in career guidance.



Theme #4 - Leading innovative change for the future.

In your country...

16. What are the key innovations or ways that career development programmes and services have changed over the last 10 years? This could include changes relating to technology, practice, management and governance and the use of new theories and evidence.

Establishment of E-Guidance in 2010.

Change from separate and independent Youth Guidance Centres to Municipality based youth guidance and support and more school based career programmes, in 2018.

Closure of VEU-Centres (Adult retraining centres) and transfer of the provision to E-Guidanc in 2018:
Career guidance for adults with no or short training.

17. How do national policies and initiatives, where they exist, ensure and support the development of innovation in career development services provision?

The current national policy does not ensure and support the development of innovation in career development services.

The regional guidance centres were referred to Ministry of Higher Education and Research in 2011, and in 2018 the institutions were given their own law, separate from other career guidance systems, and joined together in an agency under the ministry.

In 2018 the first Danish professor in career guidance was appointed at Aarhus University, Mrs. Rie Thomsen.

18. What new, innovative and promising interventions in career development programmes and services is your country planning for the future? How are such innovations making the most of open data initiatives, online technologies, artificial intelligence and other forms of innovation?

A new preparation programme for young people not assessed ready for youth education is under establishment in 2019 with several schools spread over the country.

All vulnerable students are entitled to have one contact person during their education and all young people below the age of 25 will have a study plan with digital support.

19. How is the training and continuing professional development (CPD) of careers professionals encouraging innovation and taking account of new evidence as well as changes in technology and the labour market?

As described above we have two specific education programmes for guidance professionals in Denmark: A diploma degree of 60 ects points and a master degree of 60 ects points. In both programmes new career theories, research and evidence as well as changes in technology and the labour market is part of the curriculum. ICT in guidance is an optional choice too, and all students work with development of their own practice and/or institution as part of their final thesis/paper. At present the master programme is planned to close, and it might be replaced by a graduate study programme.

We also have a professional bachelor programme in public administration where students can specialize in career guidance.

Final reflections

20. Is there anything else that you could like to address through participating in this symposium?

Development of a common concept and description of professional career guidance.