

CMS in a Nordic context

Why? How? What?

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Why?

- Testing of toolkit - a need to adapt
- Linguistic issues (career)
- Cultural issues (locally based implementation)
- Educational issues - the tradition in curricula-thinking

How?

- Group discussions within the ELGPN
- Sharing national efforts to adapt and test
- A Nordic meeting in Copenhagen
- Collaboration with NLV
- A contract and an expert (Rie Thomsen)
- Design of country-cases
- Delivery of country-cases and other papers
- first draft of "concept - note"

Methods

- Cases were provided by the Nordic group within ELGPN. Questions were compiled by Anne Froberg and were as follows: Here is my suggestion for the case description:
- Give 1 (ONE) example from your country where CMS has been discussed, described or implemented over the last 2 years
- Describe the setting (institutional) i.e. school, VET, PE or other
- Who took the initiative?
- Who participated?
- How is your case related to the Work in **ELGPN?**
- What is the outcome?
- Are there further plans for CMS in this setting?

What?

- The objective for this concept note is to contribute to a shared Nordic frame of understanding for career competences which can be used in the ongoing development of guidance in the Nordic countries

Some points of interest:

- We stayed with the term "career" and skipped the word "management"
- We use the term "career competences"
- We focus on the "learning- perspective" in guidance and Careers-Education.
- *The goal is therefore also to help to develop a terminology which captures the importance/understanding of career learning and career competences. These career competences are at the center of several blueprints from the USA, Canada, Australia and England.*

Career competences

- Inspired from ELGPN- work
- Putting the work into a regional context
- Re-frasing according to language and culture
- Working together on implementation
- Sharing materials and methods
- Making Commons recommandations

A critical view of career competences

- Greater focus on career competences requires awareness of a couple of related issues. Firstly, it is important to ensure that focusing on career competences does not result in an individualisation of societal problems. Developing career competences does not affect the number of available jobs.

- Secondly, guidance activities which seek to develop career competences are a social practice founded on a particular set of values; for example, that work is a central factor in personal identity, that it is possible to take an investigative approach to oneself and one's decision-making processes, that one can become conscious of one's values, and that adapting to the cultures and norms of the labour market increases one's chances of successfully navigating the world of work. These values are culturally tied and can take different forms for different social groups, for example in terms of ethnicity or class.

Recommendations

- Policy-level:
 - Clarification of the current situation including the current state of the field of practice in the country in question in terms of career learning and career competences.
 - Description of a positive scenario for career guidance in the country in question in terms of career competences.
 - Recommendations to relevant national career guidance fora regarding the possibility of compiling a cross-sector policy for career competences.

Practice and the education and training of guidance professionals

- focus on career competences can give ballast to a culture of evaluation which focuses on assessing participants' (learning) outcomes from concrete guidance activities, rather than only measuring quantifiable targets for guidance provision in the form of statistics concerning participant movements in relation to education, work and unemployment.

Research

- *it is recommended that the research generated occurs in a close cooperation between researchers, practitioners and policymakers. The results should be presented and discussed in international guidance research circles, for example at the IAEEVG conference where a symposium could be arranged focusing on the CMS perspective in the Nordic countries in order to receive feedback and inspiration from other parts of the world. The results could also be presented within the NERA network number 25 Guidance and counselling and within ELGPN.*

The future?

- Finish th concept note
- Dissiminate the recommandations
- Implement in Nordic countries