

Statements EUNEC

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Guidance, an emerging theme for EUNEC

- Guidance is part of the “acquis communautaire” (common understanding) of EUNEC
- Special focus of EUNEC on vulnerable learners and the effects of national and European policies on these target groups
- EQF, ECVET, learning outcomes, cannot function without guidance

Guidance : multiple perspectives

Equity and
education goals :
all pupils leave
schools qualified
= entitlement

Private good

Labour market
/ career / life

**Guidance : building
bridges and
interfaces**

Needs of society : Welfare, social cohesion, health

Global concepts behind Guidance

- Guidance is part of a global educational concept (participation of learner, parents, new learning concepts e.g. active learning, learning outcomes, ...)
- Guidance is part of the LLL paradigm
- Guidance is a necessity due to more flexible and diverse education systems (dealing with diversity and equity, inclusive education and special needs, ...)

Characteristics

- Inclusive approach at schools (links to curriculum, hidden curriculum, school organisation, learning pathways ...) :
 - guidance is not a separate subject but part of cross curricular approach
 - Link to reflection, self concept, soft goals, self esteem,
 - Transition moments are crucial but guidance should be integrated in a continuous and trajectory approach
- Taking the context of the learner into account (family, social environment, ...)
- Schools stand in the first line but networking with other professional actors is crucial
- Respect autonomy and making one's own choices, support self management

Networking : a key word

- Linking the school to the broader context (labour world, cultural background, sociography of the neighbourhood);
- Transversal policy lines at national level (actors, ministries) and at regional / local level;
- Closing gaps between education and training levels, sectors, ... ;
- Give collaboration a formal status, support structures, multiple actors in order to build bridges and interfaces;
- Transparency;
- Common understanding;

Vulnerable learners

- Who are they ?
 - School repeaters,
 - Unqualified schoolleavers, drop-out;
 - Critical transitions on labour market, Life crisis and re-orientation, unemployment
 - Lack of literacy and numeracy;
- Vulnerable learners, their families and their social, economic and cultural background

Unqualified schoolleavers

- Positive approach, building self confidence
 - Society needs you and you are willing to take responsibility in society
- Flexibility in learning pathways, second chances,
- Trajectory approach, “salmon principle”
- “open school” : linking with neighbourhood and environment
- “community schools” : a coordinated and diverse offer of learning pathways in a geographical area;
- See also main characteristics on a previous slide (continuum, inclusive, ...)

Adult learners

- Maintain and enhance eight key competences EU
- Broad perspective (individual development, integration and citizenship, work perspective, ...), see also previous slide nr. 3;
- Flexible and personal approach; tailored on the needs of the learner

Critical conditions (level of the system)

- Embedded in a **global policy project** and linking to different policy spheres;
- **Professionalisation** (networking, counselling, competences of “guidance workers”, teacher experience of labour market, ..)
- Quality assurance
- Common understanding and platforms
- Cross policy approach
- Careful **implementation**

Role of education councils

- EC are meeting platforms between stakeholders (education actors and social and economic partners, social and cultural groups)
 - Guidance is transversal subject
 - thus guidance is a subject for EC
 - = boundary work
- Some EC worked on the subject and played an agendasetting role