

Challenges and new concepts for Lifelong Guidance - Practice and Policy Development.

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Themes for discussions

- What are relevant developments and new perspectives for guidance?
- The Lifelong Learning perspective?
- The shift towards learning outcomes and qualification policies?
- Raising the qualification level and reducing the number of unqualified school leavers?
- What does this mean for guidance policies, instruments and key players?

Definition of lifelong guidance?

- Career guidance?
 - Career development?
 - Career management?
 - Career craft?
 - Mentoring?
 - Coaching?
 - Supervising?
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- Many different definitions.....Need for a common definition....

What guidance?

Some activities of guidance

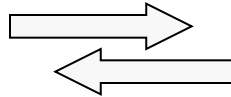
- **Information** on available learning and occupational opportunities
- **Assessment** of an individual's educational needs
- **Advice** on a range of suitable learning opportunities
- **Counselling** to deal with barriers such as low self-confidence or self-esteem
- **Placement** (e.g. in experience in firms or but taster courses)
- **Referral** to learning providers or other types of agency, for example, the ones dealing with related issues such as social benefits
- **Advocacy**, by representing the individual
- **Feedback** to learning providers, for example, on the kinds of learning opportunity needed but not currently available
- **Follow-up**, to discover the effects of guidance

Notions underpinning guidance

Sultana (2008)

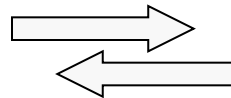
Individualism

- Empowerment
- Personal growth
- Lifelong learning



Labour force development
Matching skills
Supply vs. demand
Competitiveness

Humanistic discourse
- Private good



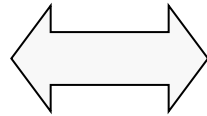
Human capital discourse
- Common good

Balance ?

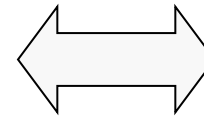
Private good

- Choises
- Support
- Dreams
- Private goals

Emphasised in
Educational contexts



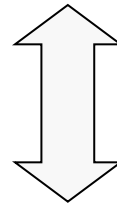
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Common good

- Placement
- Orientation
- Vision
- Compromises

Emphasised
in Labor Market
contexts



- Welfare
- Inclusion
- Active citizenship

Emphasised in
Social policies

Concerns of the citizens?

- Access?
- Career management skills?
- Is their voice been heard?
- Content and quality of the services?
- Co-operation between service providers?

Concerns of policy makers?

- What is the investment in guidance?
- What are the outcomes of guidance?
- What are the impacts of different service delivery modes?
- What is the data we are collecting to identify the evidence for certain outcomes?
- Use of existing funding available in a cost effective manner?

Why does guidance matter for public policy?

- Lifelong guidance is a significant contributor to the development of human capital, as an important engine for economic growth and social cohesion - flexicurity.
- The role of lifelong guidance in this respect needs to be more widely recognized.

Which EU policy goals does career guidance serve?

(Handbook on Guidance Policy Development, 2004)

- Efficient investment in education and training
- Labour market efficiency
- Lifelong learning
- Social inclusion
- Social equity
- Economic development

Key policy drivers in EU

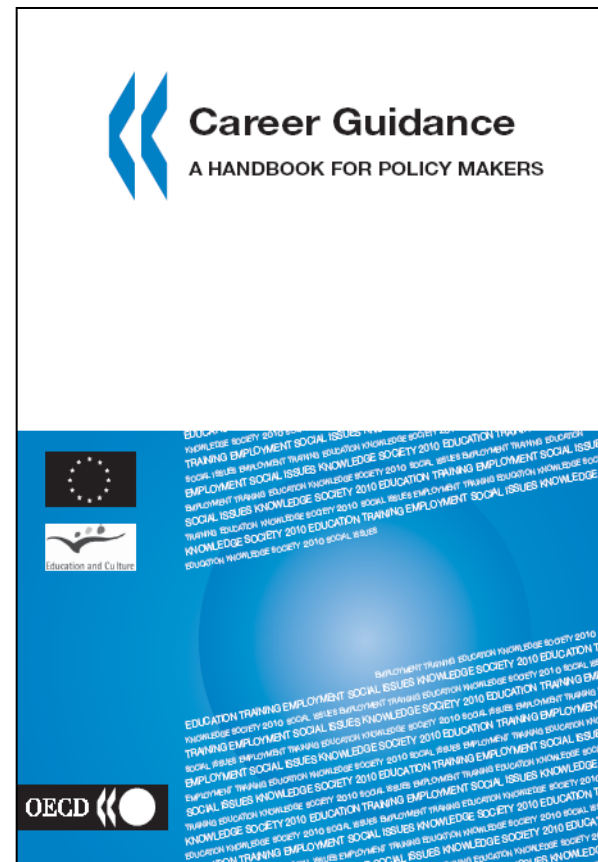
- Lisbon strategy – emphasis on growth and jobs
 - European employment strategy has the leading role in implementation of the employment and labour market objectives of the Lisbon strategy
 - Full employment
 - Improving quality and productivity at work
 - Strengthening social and territorial cohesion
 - Education and training 2010 & lifelong learning
 - Integrated guidelines for growth and jobs (2008-2010)
 - Need for cross-sectoral partnerships and greater efficiency in allocating administrative and financial resources - flexicurity

Actions taken at European level

- Resolution on Lifelong Guidance by the Council of Ministers of Education (2004)
- Development of common European approaches and reference tools for lifelong guidance provision
 - Common concepts and principles of lifelong guidance service
 - Career guidance and the validation of non-formal and informal learning
- A Handbook on Guidance Policy Development
- Strengthening policies, systems, and practices for guidance through European collaboration
 - EU education and training programmes
- A new Resolution on better integration of lifelong guidance into lifelong learning strategies during the French 2008 EU Presidency

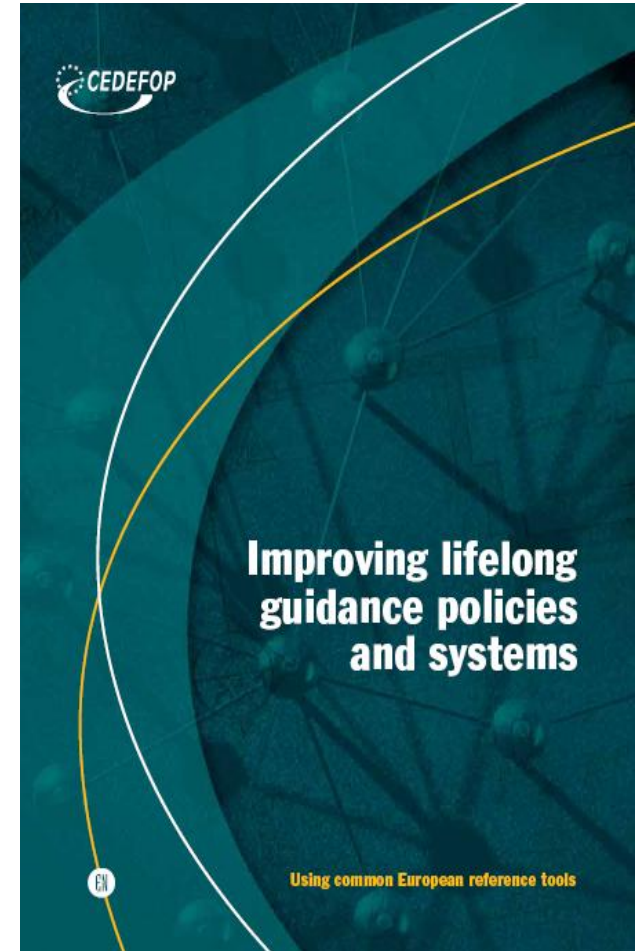
The OECD/EU Handbook for Policy Makers (2004)

- Four Sections:
 - Meeting the needs of young people
 - Meeting the needs of adults
 - Widening access
 - Support for the system development
- Available at:
 - <http://www.oecd.org/dataoecd/53/53/34060761.pdf>



EU Common reference tools in LLG

- In 2005 CEDEFOP has published materials to support the implementation and further development of the common reference tools
(Improving lifelong guidance policies and systems)
- Available at:
 - http://cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/400/4045_en.pdf



Definition of Lifelong Guidance?

- **What?** Activities: e.g. information giving, advice, counselling, assessment, teaching, advocacy
- **For whom?** All citizens
- **When?** Any age and point in their lives
- **Focus?** Making meaningful life choices on learning and work. Empowerment to manage learning and career
- **Career?** Individual lifepaths in learning, work and in others settings in which these capacities and competences are learned and/or used
- **Where?** Education, training, employment, community, private

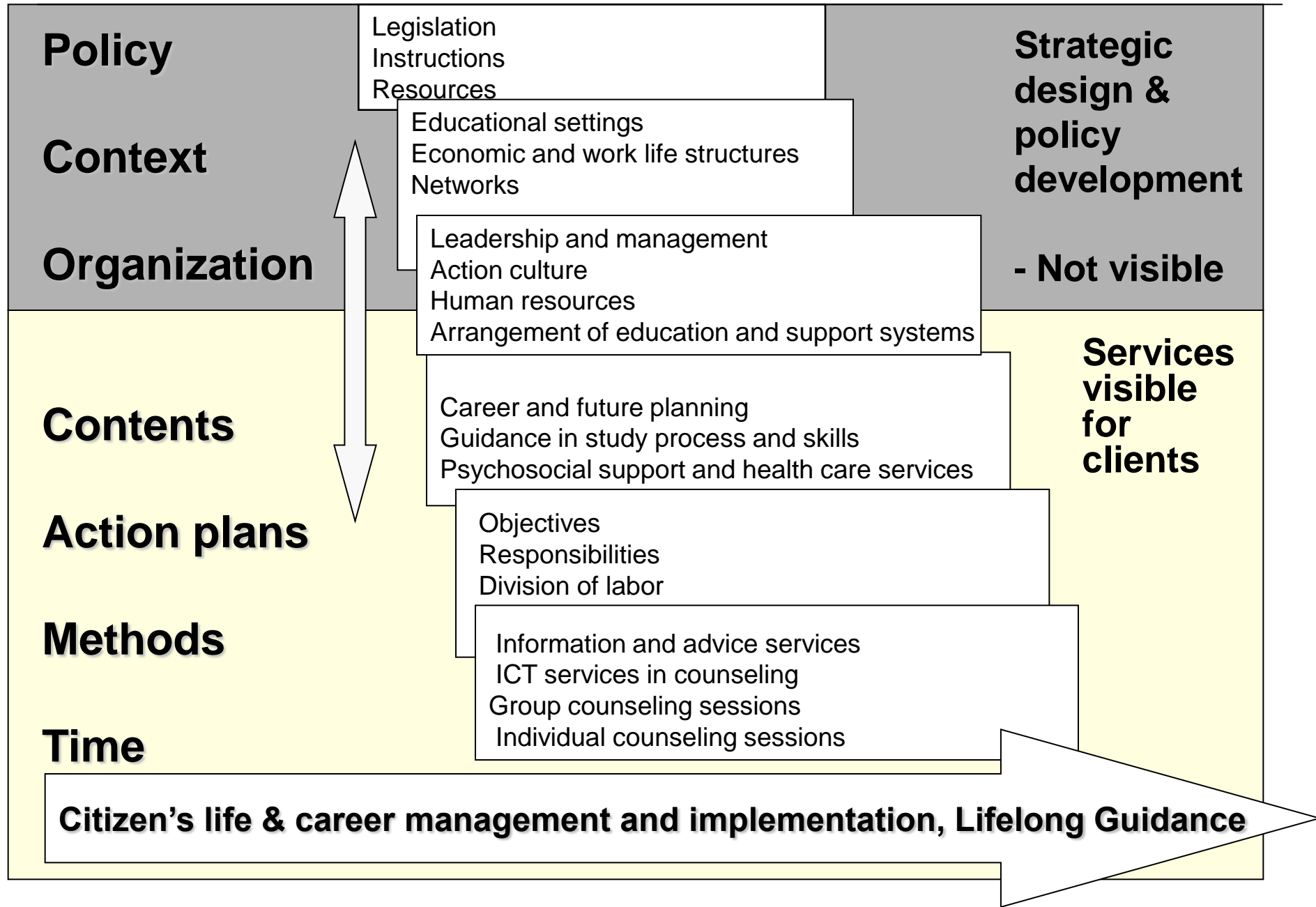
– EU Council of Ministers Resolution on lifelong guidance 2004

EU Council: Invitations to Member States 21.11.2008

- Encourage the lifelong acquisition of career management skills;
 - Facilitate access by all citizens to guidance services;
 - Develop the quality assurance of guidance provision;
 - Encourage coordination and cooperation among the various national, regional and local stakeholders.
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- Use the opportunities provided under the Lifelong Learning Programme and the European Structural Funds, in accordance with Member States' priorities.

Strategic design of guidance practise & policy

(Kasurinen 2006, Vuorinen, Kasurinen & Sampson 2006)



Promoting career management skills

- ELGPN WP1 field visit 5-7-2009 Vilnius
- Synthesis report by Ronald Sultana:

Personal Management

- positive self-image
- interaction with others
- change and grow

Exploring learning / work

- participate in LLL
- locate/use information
- understand work

Life/work building

- secure, create, keep work
- make good decisions
- life – work balance
- understand life/work roles
- manage life/work building process

Filtered through:

- national cultures / structures
- national curricular traditions:
 - encyclopaedic tradition (content oriented)
 - Humboldt tradition (humanist, process oriented)
 - Anglo-saxon tradition (outcome oriented)

These cultures determine:

- view of citizen
- role of the state
- style of learning / assessment
- pedagogic approach
- type of curriculum (de/centralised)
- view of learner (tabula rasa?)

‘BLUEPRINT’?

Clarity (and realism) about the value of Career Management Skills

Enhancing 'employability':

1. **Understanding** (broader and deeper than knowledge)
2. **Skills** (or 'skilful practices', which includes deployment of skills)
3. **Efficacy beliefs** (including students' views of themselves and personal qualities)
4. **Metacognition** (self-awareness regarding learning, and capacity to reflect on it).

Taught (or caught?) in a myriad of ways
[Gap: issue of transferability]

Policy options for education sector:

- Infusion model
- Separate subject
- Extra-curricular
- Mixed model

Shared responsibility – overall coordination – curriculum mapping – joint curriculum development – captured by system logic

Responsibility delegated (no ownership) – often part of lifeskills (elbowed out) – generic or customised

Band-aid approach – often too little, too late – targeted, rather than LL

Best of both worlds? – ensures coverage – requires careful planning

- ☐ Defines role of career guidance staff
- ☐ Has major implications for profile sought
- ☐ Has major implications for training

Questions for consideration when implementing coherent guidance provision

- Distinction between three level of linkages
 - Communication
 - Exchanging informaton, exploring potentials for co-operation
 - Co-operation
 - Between partners, within existing structures, decision powers and mandates retained by each partner
 - Co-ordination
 - Requires a co-ordinating structure with operational mandates and funding (contract or legal mandate)

Questions for consideration when implementing coherent guidance provision(2)

- Potential advantages of top-down approaches
 - Funding base
 - Direct link with policy
- Potential advantages of bottom-up approaches
 - May be more sustainable
 - More independence in actions
 - May produce a greater sense of ownership and motivated participation

Questions for consideration when implementing coherent guidance provision (3)

- Integrative potentials of the ICT
 - Bringing together the stake holders
 - A tool and a powerful agent of change
 - Data collection and dissemination
 - System integration
- Strategic design of curricula with guidance perspective

Questions for consideration when implementing coherent guidance provision (4)

- When promoting outcome focused evidence based practise and policy development the focus should be on all levels of the previous model.
- In addition of navigating in networks the practitioners need competences to enhance interdisciplinary sustainable forums
- Need for consistency in the leadership and management of insterdisciplinary networks on all levels of the model.

Meeting national challenges with national solutions through European co-operation

- establishment of the ELGPN

Support for national guidance policy development – Establishment of the ELGPN



- Conclusions of the Finnish EU-presidency conference
- Preparatory meeting in Brussels, March 9, 2007
- Inaugural meeting in Helsinki, May 7-8, 2007
 - Underlying principles and draft work programme
- Contract between the ELGPN coordinator (FI) and the EU Commission, December 2007
- First ELGPN network meeting, December 2007
- ELGPN website <http://elgpn.eu>, January 2008

ELGPN membership

- 28 member countries, one observer
- The national partners
 - represent a lifelong learning perspective, covering education, training and employment for both young people and adults
 - are clearly linked to relevant policy-making processes within their country.
 - have the capacity both to contribute to the activities of the network and to involve the relevant national stakeholders in the education, training and employment sectors, including the social partners and guidance practitioners

Long Term Objectives of the ELGPN



- Support for policy development
- Policy sharing
- Information gathering
- Policy analysis and research
- Use of reference tools
- Exploiting project outcomes
- Strengthening representative structures

ELGPN working methods

- Network meetings
- Thematic clusters with peer learning activities
- Case studies with field visits
- Thematic studies
- Biennial European lifelong guidance policy conferences
 - 2. European conference on lifelong guidance during the French 2008 EU Presidency, 17-18.9.2008, Lyon, France
 - 3. European conference on lifelong guidance during the Spanish 2010 EU Presidency 6-7 May, Zaragoza, Spain

Thematic clusters 2009-2010

- Support for policy development and implementation at national level
- Co-operation and co-ordination mechanisms in guidance practice and policy development
- Quality assurance/Evidence-based practice and policy development
- Widening access
- Promoting career management skills
- Synergies between EU funded projects
- Education & Training and Employment policy analysis from Lifelong Guidance perspective

Added value of the ELGPN



- A tool for European co-operation
- Enhancement of national solutions to meet national challenges.
- ELGPN is a conclusion to meet the challenges the policy makers meet in implementing the Lisbon strategies and the tools supporting the strategy (e.g. EQF and ECVET)

Guidance in future EU strategies...

- Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ('ET 2020').
 - Guidance is included in the main strategic objective of the framework, especially in objective 1 (Making lifelong learning and mobility a reality).
- New Skills for New Jobs

Conclusions...

- There is a political consensus at international level that guidance and counselling are seen as key strategic components for implementing lifelong learning and employment strategies at regional and national levels.
- The progress can be enhanced if governments and local authorities invest in the systems that support consistent and coherent lifelong guidance policy development.
- This approach requires close co-operation between different ministries in charge of guidance related policies as well as a solid evidence base.

Kiitos, Thank you!

For further information, please contact:

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