

Strategies for adult guidance and lifelong guidance in Europe

Raimo Vuorinen, Ph.D.

ELGPN Co-ordinator

University of Jyväskylä, Finland

National conference on lifelong guidance entitled:

”Vejledning af kortuddannede på kanten af arbejdsmarkedet”

16 January 2013, Aarhus, Denmark

Themes for discussions

- Key elements of the Europe 2020 strategies
- References to lifelong guidance
- Actions taken
- Conclusions
- ...
- More information about EU level adult education policies at:
 - http://ec.europa.eu/education/adult/agenda_en.htm

LLG & Europe 2020 headline indicators



- **Employment:** 75% of 20-64-year-olds to be employed.
- **R&D:** 3% of the EU's GDP to be invested in R&D.
- **Climate change:** energy greenhouse gas emissions 20% (or even 30%, if possible); lower than 1990 20% of energy from renewables; 20% increase in energy efficiency.
- **Education:** reducing school drop-out rates below 10%; at least 40% of 30-34-year-olds completing third-level education.
- **Poverty / social exclusion:** at least 20 million fewer people in or at risk of poverty and **social exclusion**.

Europe 2020 and 7 flagship initiatives targets

| Smart Growth | Sustainable Growth | Inclusive Growth |
|--|---|---|
| <p>Innovation</p> <p><i>« Innovation Union »</i></p> | <p>Climate, energy and mobility</p> <p><i>« Resource efficient Europe »</i></p> | <p>Employment and skills</p> <p><i>« Agenda for new skills and jobs »</i></p> |
| <p>Education and employment</p> <p><i>« Youth on the move »</i></p> | <p>Competitiveness</p> <p><i>« An industrial policy for the globalisation era »</i></p> | <p>Fighting poverty</p> <p><i>« European platform against poverty »</i></p> |
| <p>Digital society</p> <p><i>« A digital agenda for Europe »</i></p> | | |

Lifelong Guidance & Youth On the Move



- Promotion of CMS
- Promotion of mobility
- Recognition of non-formal and informal learning
- Promotion of entry to labour market

Lifelong Guidance & New Skill for New Jobs



- Conditions for modernising labour market with a view of raising employment levels and ensuring sustainability of social model
- 4 key areas for focus
 - better functioning EU Labour markets & flexicurity, right skills for right jobs, quality of work & working conditions, creating jobs,
- Implies the development of CMS & wider access to range of lifelong guidance services and co-ordination of LLG policy development

Lifelong Guidance & Flexicurity



- Communication from the Commission 2007:
 - *Towards Common principles of Flexicurity: more and better jobs through flexibility and security*
- More flexible and secure contractual arrangements
- Lifelong learning strategies to promote "ongoing capacity to adapt and increase one's employability"
- Facilitation of active transitions

Lifelong Guidance & Education and Training 2020



- Making lifelong learning and mobility a reality
- Improving quality and efficiency of education and training
- Promotion of equity social cohesion and active citizenship
- Enhancing creativity and innovation, including entrepreneurship at all levels of education and training
- LLG included in key documents:
 - VET, Higher Education, Adult learning and Validation of non-formal and informal learning

- Prevention policies
- Intervention policies:
 - Strengthening guidance and counselling supports students' career choices, transitions within education or from education to employment. It reduces poor decision-making based on false expectations or insufficient information. It helps young people to make choices which meet their ambitions, personal interests and talents.
- Compensation policies

The Bruges Communiqué on enhanced European co-operation in VET 7.12.2010



- **Flexible systems of VET, based on a learning outcomes approach**, which support flexible learning pathways, which allow permeability between the different education and training subsystems (school education, VET, higher education, adult education) and **which cater for the validation of non-formal and informal learning**, including competences acquired in the work place;
- **Easily accessible and high-quality lifelong information, guidance and counselling services**, which form a coherent network and which enable European citizens to take sound decisions and to manage their learning and professional careers beyond traditional gender profiles.

Commission communication for the modernisation of Europe's HE systems (20 September 2011)



- Increasing attainment levels to provide the graduates and researchers Europe needs
 - Clear progression routes
 - More transparent information on educational opportunities and outcomes
 - Tailored guidance to inform study choices and reduce drop-outs
- Improving the quality and relevance of higher education
 - Encourage the use of skills and growth projections and graduate employment data
 - Encourage a greater variety of study modes
 - Develop active labour market policies to promote graduate employment and enhance career guidance
- Mobility

Council Resolution on a renewed European agenda for adult learning (Nov 2011)



- Access to high-quality learning opportunities, promotion of personal development, employability and active participation in the society
- Learning is a lifelong endeavour in career transitions
- Development of effective lifelong guidance systems as well as integrated systems for the validation of non-formal and informal learning
 - Effective liaison with relevant ministries, the social partners business, relevant non-governmental organisations and civil society organisations, with a view to improving coherence between policies on adult learning and broader socio-economic policies

Rethinking education: investing in skills for better socio-economic outcomes



- to ensure that education delivers the right skills for the labour market, to support young people to secure their economic future and enable businesses to grow and create new jobs;
- not to reduce budgets, but look to improve efficiency and achieve more at less cost;
- to increase the chances of young people and adults of getting the right assets for their success in the labour market.

Delivering the right skills for employment:

- Make sure that everyone has a foundation in basic skills
- Stronger focus on developing transversal skills, especially entrepreneurial skills
- Increase the level of work-based learning in vocational education and training

New ways of teaching and learning



- Easier recognition of skills and qualifications throughout Europe to enhance mobility and employment prospects
- Embed the use of new technologies in the classroom to increase participation and access
- Make sure that teachers have up-to-date training and are well-supported

New approaches to Funding and Partnerships



- Bring together partners who have a stake in the quality of the workforce
- Target investment to education areas with the highest impact, e.g. early education
- Open up national and EU level debates on how education should be funded in the future

EU Skills Panorama

- National, European and international research findings on skills and jobs
- Information and intelligence in relation to skills governance e.g. methodologies used to generate labour market and skills information
- A central access point on skills trends in occupations and sectors at the national and EU level
- European perspective on trends in labour supply, demand and mismatches
- <http://euskilspanorama.ec.europa.eu/>

Integrative role of Lifelong Guidance

Educational policies e.g.

- Lifelong learning
- Promoting participation in learning
- Prevention of ESL
- Completion of studies
- Progression to another learning
- Mobility
- Innovations, creativity
- Empowerment
- Entrepreneurship
- **Individual learning paths**
- ...



**LLG as a
cross-cutting element**

Labour market policies, e.g.

- Modernisation of Labour market
- Matching skills
- Identification of emerging competence areas
- Competitiveness
- Transitions to Labour market
-

Social policies & Youth policies e.g.

- Welfare
- Inclusion
- Active citizenship
- ...

Definition of Lifelong Guidance?

- **What?** Activities: e.g. information giving, advice, counselling, assessment, teaching, advocacy
- **For whom/With who?** 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 Ministries Resolution on lifelong guidance 2004

Lifelong Career Management Skills (CMS)



- “Career management skills refer to a whole range of competences which provide structured ways for individuals and groups to gather, analyse, synthesise and organise self, educational and occupational information, as well as the skills to make and implement decisions and transitions.”

(ELGPN 2010)

Elements of CMS

(Sultana 2011)

Personal choices and skills

- Knowing self, self-assessment, decision-making, transitions, acting in a diverse cultural environment

Links between education and work

- Courses and job opportunities, requirements, career exploration, learning skills

The labour market

- Rights and duties at work, equal opportunities, values of different lifestyles

Filtered through:

- national cultures, structures and curricular traditions

Policy implications

Design of the training provision – Development of CMS

- "Curriculum is a tool rather than a rule"

Training of teachers

- Competences to support individual learning paths

Training of career practitioners

- Competences both for service delivery and service design

Training of educational leaders and managers

- Leadership for networks

More differentiated delivery channels

- Integrative role of Information and Communication Technology (ICT)

Actions taken the in European Union

- Integration of LLG in key policy documents
 - EU Council Resolutions 2004; 2008
- LLG in EU programmes
 - Lifelong Learning Programme 2007-13
 - Structural Funds 2007-13
- **European Lifelong Guidance Policy Network, ELGPN**
 - A member state driven network established 2007
 - 29 members 2 observers
 - Enhancement of national solutions to meet national challenges

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.

- Use the opportunities provided under the Lifelong Learning Programme and the European Structural Funds, in accordance with Member States' priorities.

European Lifelong Guidance Policy Network, ELGPN

- A member state driven network established 2007
- 31 members
- ***A structured tool for European co-operation***
- Enhancement of national solutions to meet national challenges.
- ELGPN is a conclusion to meet the challenges the policy makers and European citizens meet in implementing the EU 2020 strategies and the tools supporting the strategy (e.g. EQF,EUROPASS, ECVET, ECTS...)
- ELGPN is supported under the LLP (EU Commission 75%)

Co-operation with other structures

- The Network and the national fora has been linked, through appropriate membership or co-operation arrangements, to other relevant networks and initiatives at European level. These include:
 - CEDEFOP, ETF, ICCDPP
 - The Euroguidance network.
 - HOPES network.
 - Professional networks, e.g. IAEVG, FEDORA, NCDA
 - Other international organisations, bodies (e.g. the OECD)
 - Other relevant stakeholder networks (e.g. social partners, parents).

ELGPN added value



- Sharing of ideas on common problems.
- Opportunity to test ideas and showcase good practice.
- When introducing new programmes and services, mutual learning from relevant practice elsewhere, with the cost-benefits this may involve.

ELGPN New Products 24 October 2012:

- LLG Policy Development, European Resource Kit for Policy Makers
- ELGPN Progress report 2011-12
- Concept Notes
 - Flexicurity,
 - Youth Unemployment
 - Career Management Skills
- Glossary



Elements of a lifelong guidance system:

Policy Development

Organisations in charge of
LLG related services

Interaction with citizens

LLG policy
development and
service provision are
filtered through
culture, economic and
political situations in
each country....

Expected
outcomes of
lifelong
guidance in
different
levels?

Economic & Social
development

Effectiveness of the
educational system
and the labour
market

Learning outcomes
Individual Career
Management Skills

Integrative role of
Information and
Communication
Technology

Need for a
common,
jointly
agreed
conceptual
framework

Multi-ministerial
national lifelong
guidance strategy

Regional strategies
& implementation

Institutional
strategies &
implementation

Communication, co-
operation, co-ordination,
collaboration

Policy
development
and
implementation
by means of
multi-sectoral
forums or
representative
structures

National level
forums or
representative
structures

Regional forums

Multi-professional
teams

Table 6.1: Quality elements of a national lifelong guidance system

| Quality element 1: Practitioner competence | | |
|---|-----------|---|
| Ad hoc arrangements not framed by policy | ▶ ▶ ▶ ▶ ▶ | Highly regulated 'register' or 'licence to practise' arrangements |
| Quality element 2: Citizen/user involvement | | |
| Fragmented and/or 'one-off' user satisfaction surveys | ▶ ▶ ▶ ▶ ▶ | Highly organised quality assurance and evidence-based systems that involve users actively in the design and development of services |
| Quality element 3: Service provision and improvement | | |
| Absence of a career management skills framework, linked to access to services by key priority groups | ▶ ▶ ▶ ▶ ▶ | Total quality management system in place that also captures data on career management skills, levels of investments and added-value returns |
| Quality element 4: Cost-benefits to governments | | |
| No information held on cost-benefits to governments | ▶ ▶ ▶ ▶ ▶ | Immediate, medium and long-term calculated savings to the public purse in the form of economic and/or social returns on investment (SROI) |
| Quality element 5: Cost-benefits to individuals | | |
| Limited information on added-value returns as a result of individuals participating in careers services | ▶ ▶ ▶ ▶ ▶ | Evidence of ongoing longitudinal tracking and studies that measure the impact of differing careers interventions in differing settings |

Conclusions

- Well-functioning guidance systems improve education, training & labour market efficiency & effectiveness (lower drop-out, higher productivity, addressing skills shortages and emerging competence areas)
- The priorities in the EU 2020 key strategies and the Flagship initiatives imply the active role of citizens through acquisition of CMS
- The **role and locus of lifelong guidance** in this respect needs to be more widely recognized!

Thank you!

For further information, please contact:

Raimo Vuorinen, Senior researcher, Ph.D.
Co-ordinator of the ELGPN
Finnish Institute for Educational Research
P.O. Box 35
FI-40014 University of Jyväskylä
tel. +358-50-3611909
Fax +358-14-617418
email: raimo.vuorinen@jyu.fi
www: <http://elgpn.eu/>
Skype: vuorai