

Lifelong Career Guidance...

...a challenge for Europe

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Key points

- Background and context
- Key themes in Career Guidance
- A 'paradigm shift' in guidance?
- 5 challenges in implementing LLG:
 - Implementation of LLG systems
 - Broadening of Access across the Lifespan
 - Strengthening of QA mechanisms
 - Developing Learning and Career management
 - Strengthening structures for development of policies

Background and context

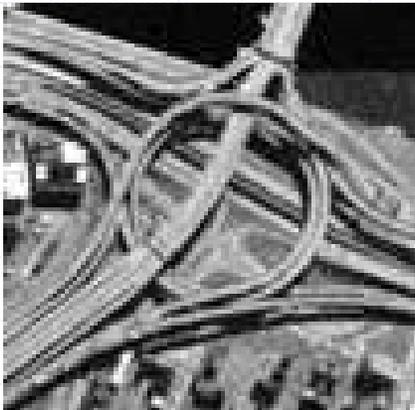
- **3 overlapping reviews**
OECD – CEDEFOP and ETF – World Bank
(37 countries, 29 of which in Europe)
 - **Guidance in PES review (DG Empl.)**
28 EU + EEA countries
 - **Guidance in 7 West Balkan countries (ETF)**
Albania, BiH, Croatia, FYRM, Kosovo, Montenegro, Serbia,
 - **Guidance in 10 MEDA countries (ETF)**
8 Arab states + Israel + Turkey
- **Tutelage of the LLG expert group**
 - **Resources:** Reports, Handbook/s, Learning Visits, Conferences, Reference Tools, Resolution & Network

OECD



Defining guidance

- Services, offered in a variety of settings
- intended to assist individuals and groups of any age at any point throughout their lives
- to make educational, training & occupational choices and to manage their careers



Offered: on an individual or group basis...
face-to-face or at a distance...

Includes: career information,
assessment tools, interviews,
career management,
work search programmes,
transition services, job placement, APL...

Key structuring themes



Guidance in KLE

- non-linear transitions
- complex pathways
- challenge of LLL
- risk society: "flexicurity"?
- social contract

...a paradigm shift?

- a private *and* public good
- promotes LLL goals
- addresses LM issues
- fosters social inclusion



What implications of LLG for:

- systems
- providers
- relationship between providers
- training of providers
- users



The 2004 Council “Guidance Resolution” ...

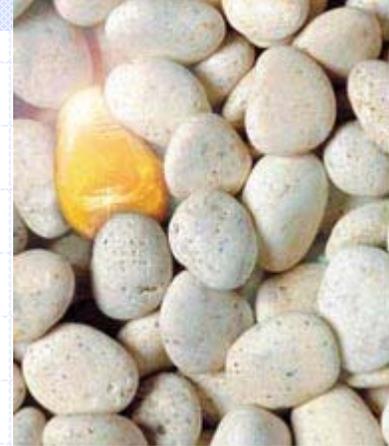


5 key
challenges

- Are LLG *systems* being put in place?
- Is *access* to lifelong guidance increasing?
- Are we improving *QA mechanisms*?
- Are we refocusing CG in ways that promote LL/LW-learning & career *management skills*?
- Are we *strengthening structures* for policy & systems development at national/regional levels?

Initiatives in CG

- Evaluation studies [DK, EE, IE, IT, LT, NL, SE, RO...]
- Legislative developments [DK, FI]
- Strategy / policy papers [LT, MT, North Ireland]
- Increased/improved staff training [FI, IE, IT, RO]
- Enhanced school guidance [CZ, IE, LV]
- Targeting at risk [DK, FI, IE, SE]
- Improved access for adults [IE]
- Improved information systems [CZ, IE, MT, SE, RO]
- Research centres [DK, FI]
- QA systems & tools [DK, IE, UK], standards [DK, LT]
- Co-ordination mechanisms [EE, IE, IT, LT, LV, NO]



Implementing LLG systems



- **Planning national co-ordination**
- **Formally embedding imperative to co-ordinate:**
E.g. legislation, service procedures, joint Ministerial strategy paper and protocols
- **Re/design of structures promoting partnerships:**
 - All age service
 - National / Regional Guidance Forums
 - Guidance Research / Leadership Centres
- **Practical steps to facilitate seamlessness:**
 - Good practice guide to work in partnerships [EE]
 - Consolidation of LMI on 1 website [DK. LT. SE]
 - Joint training of education and PES staff [MT, NO]
 - Closer linkages between schools and PES [SE, RO, Eng]

Remaining systemic challenges

- Different rationale and contrasting interpretations of CG between sectors
- National guidance forums and other collaborative structures still fragile
- Focus is still on welfare of existing organizational arrangements, rather than with systemic restructuring



Broadening access across lifespan

- **Expansion of services:**

E.g. for students; expanding self-help; differentiated services; expanding services (e.g. APL); improvement of data bases

- **Targeting of services:**

E.g. For disadvantaged youth; early school leavers, immigrants, disabled...

- **Effective/attractive marketing of services**

- **Enhanced use of ICT:**

E.g. websites; e-mail service; call centres, digital information

- **Reaching out to communities:**

E.g. local outlets and CG points, remote areas, 'neutral localities'

Remaining access challenges

- Many citizens still do not have access to their entitlement for information, advice and support
- Much of the responsibility is still falling on the state, leading to important gaps in service provision
- Little attention to the marketing of career guidance: many citizens still unaware of the support that is available



Strengthening QA mechanisms

- Client-satisfaction surveys
- Evaluative surveys [AT, DE, EE, FI, IE, NL, SE]
- Special focus on training [AT, CY, DK, EE, ES, FI, IE, IT, MT, RO]
- More developed QA monitoring:
 - QA manuals and guidelines [DK, FI]
 - Transparent data; indicators of effectiveness; e-survey tools [DK, FI, IE]
 - the Matrix journey; EFQM, Charter Mark; inspection; mystery shopping [UK]



Remaining QA challenges



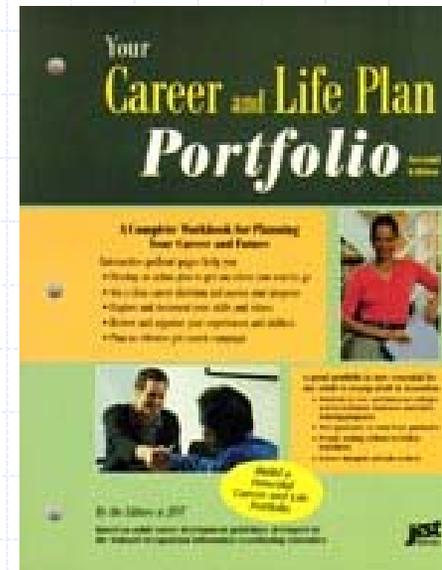
- Few have introduced comprehensive QA
- Most QA practices are *limited*:
 - Confined to a single or small range of sectors
 - Few mechanisms ensuring *effective co-ordination*
 - Do not comprehensively target the whole *range of clients*
 - Do not focus on CGI, but *as part of a range of services*
 - More QA elements in PES – but focuses *quantitative* targets
 - *Voluntary* – little monitoring
 - Increasing use of *client-satisfaction surveys*
 - No *on-going evaluation procedures*
 - Many equate QA with the *training and qualifications of staff*

Learning and career management

- **Reforms emphasise self-awareness, self-management:**
 - Curricular strategies
 - Personal Career Plan; Individual transition plan
 - Protagonists of life project; Portfolio; Logbook
- **National Frameworks:** [UK-Eng]; new curricular guidelines [FI, IE, DE]

but

- Teachers untrained to work together
- Little provision for VET students
- PES often focused on out-of-work



Strengthening structures for policy and systems development

- National Guidance Forums and Councils
- Professional associations and research centres
- Trans-national structures: support policy learning
- European Network on Lifelong Guidance

but

- Missing: strong, strategic, purposeful leadership
- Weak evidence base
- National and trans-national structures are fragile

In conclusion

- Much has been done
- Lead initiatives, star projects
- Important to also focus on gaps
- From rhetoric to reality in the shift to a lifelong career guidance paradigm

