

Current state of affairs in LLG policy across EU

Raimo Vuorinen, Ph.D.
Project Manager
Finnish Institute for Educational Research, University of Jyväskylä,
Finland

Cedefop Workshop
Labour Market Information (LMI) in Lifelong Guidance (LLG)
Thessaloniki, 16 May 2016

Themes for discussions...



- ELGPN outcomes 2007-2015
- Rationale for future systematic European co-operation in LLG policy development
-

European Lifelong Guidance Policy Network, ELGPN

- A member state driven network 2007-15
- 2015: 30 members + one observer
- ***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 was supported under the LLP and Erasmus+ Programmes (EU Commission 75%)

Co-operation with other structures

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

ELGPN Toolbox:

- LLG Policy Development, European Resource Kit for Policy Makers
- Glossary
- Evidence Guide
- Career Management Skills
- Quality and Evidence
- Guidelines for Policies and Systems Development for LLG

ELGPN Progress reports 2008-15

Concept Notes

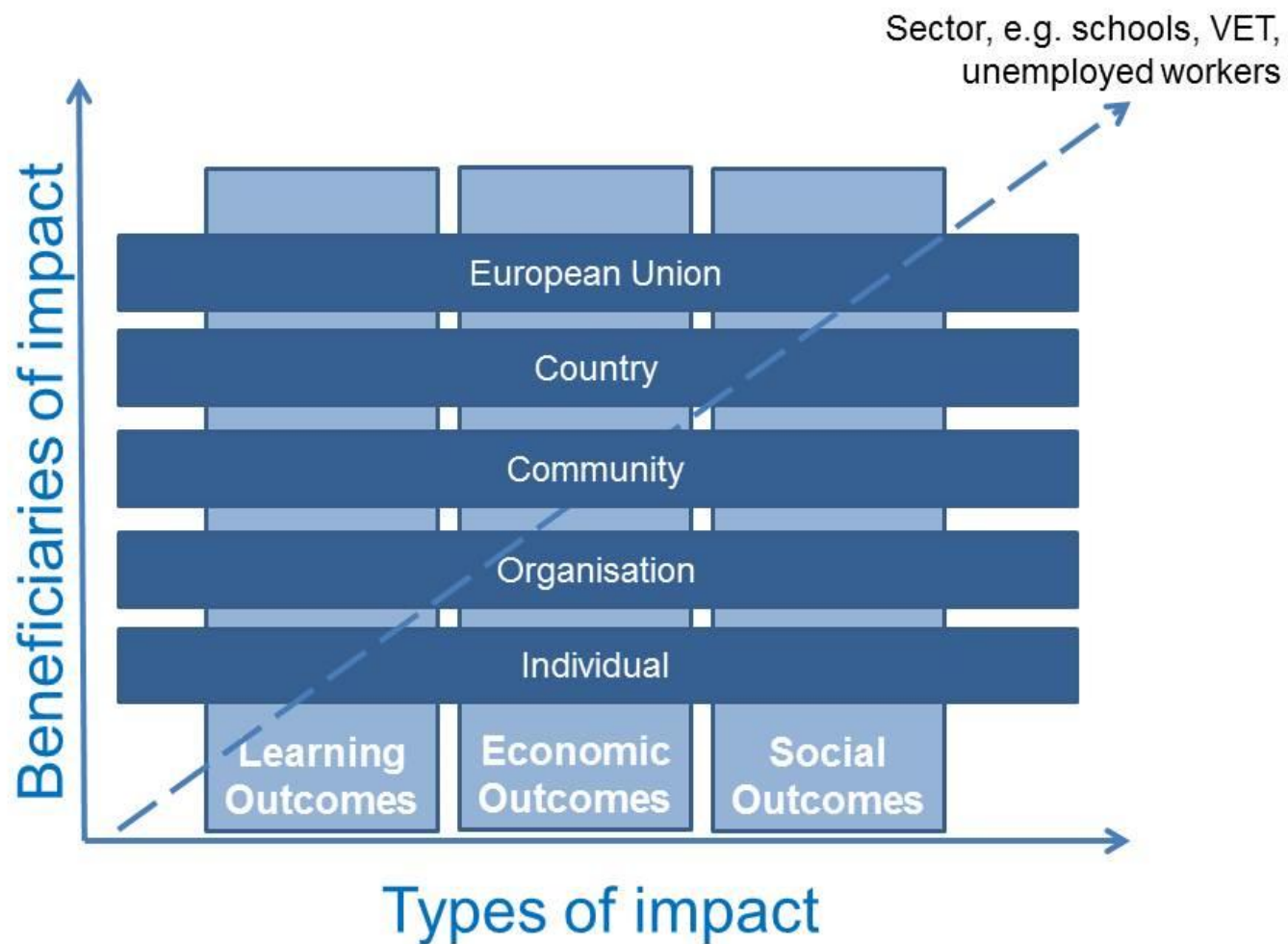
Research Paper

Policy Briefings



Types of impact and beneficiaries of impact

(Hooley 2014, Borbely-Pecze 2011, Nykänen ym. 2007)



The Evidence Base on Lifelong Guidance

LIFELONG GUIDANCE

WHAT

Lifelong guidance refers to a range of activities that help citizens to manage their individual life paths in education, training and work.

WHO

Guidance can be useful to all citizens of all ages and at any points in their lives (in learning, in work, or out of work).

FOCUS

Guidance is focused on empowering individuals to make choices about their life, learning and work.

WHERE

Guidance can be delivered by education and training organisations, public employment services, stand-alone careers services, employers or community organisations. It can be funded publicly or privately (or through a mix of both).

There is an **extensive research base on lifelong guidance**, which supports its use as a key tool of education, employment, youth and social policies

Beneficiaries of guidance include individuals, their families and communities, and the organisations where they study and work, as well as society as a whole

Lifelong guidance is an **important tool to address Europe 2020 targets** on education, employment, and poverty and social exclusion

Understanding what is known about the efficacy of lifelong guidance

Lifelong guidance impacts on educational, economic, employment and social outcomes

In the education system it:

- Engages individuals with learning.
- Clarifies pathways through learning and work.
- Supports the acquisition of career management skills (for managing learning, work and life) and employability skills.

In the employment system it:

- Supports individuals to make the transition to employment.
- Increases the flexibility of the labour market.
- Helps to ensure that skills are used effectively.
- Supports individuals to be resilient in the face of change.

Developing new policies and services

Ten evidence-based principles for the development of lifelong guidance policies and services

Lifelong guidance is most effective where it:

- 1) Is lifelong and progressive.
- 2) Connects meaningfully to the wider experience and lives of the individuals who participate in it.
- 3) Recognises the diversity of individuals and provides services relevant to their needs.
- 4) Combines a range of interventions (e.g. one-to-one and online support).
- 5) Encourages the acquisition of career management skills.
- 6) Is holistic and well-integrated into other support services.
- 7) Involves employers and working people, and provide active experiences of workplaces.
- 8) Is delivered by skilled, well-trained and motivated practitioners.
- 9) Draws on good-quality career information.
- 10) Is quality-assured and evaluated.



Monitoring implementation and checking quality and efficacy

Quality assurance and evaluation should be built into the implementation of all lifelong guidance services. Key elements of this are:

- Making use of the ELGPN Quality-Assurance and Evidence-Base Framework.
- Developing an evaluation strategy.
- Publishing the findings of research and evaluation to enhance the evidence base.

Implementing new policies and services

Evidence should underpin the delivery of services as well as their design. It is important that the funders, managers and practitioners involved in the delivery of lifelong guidance are aware of the evidence and able to put it into practice.

Designing and Implementing Policies Related to Career Management Skills (CMS)

These are the questions which CMS-related policies need to address, as identified in the ELGPN Resource Kit (2012) • The conclusions and recommendations given here draw from member countries' experiences

What do CMS mean in your country?

- Bring together stakeholders and experts to discuss lifelong guidance and CMS
- Resolve the definitional language issues on the concepts
- Propose an agenda and an initial plan to facilitate a common understanding of CMS

What coordination and co-operation is required for specialised input in developing and offering a CMS programme?

Compose a national lifelong guidance forum representing all key stakeholders with a clear remit to develop a CMS framework and to advise on CMS-related policies

What is the role of social partners in developing CMS among citizens?

CMS development is a strategic policy issue that government shares with social partners. In SMEs access to, quality of the provision and opportunity to master CMS will more likely be delivered through PES, through national or specialist career services, as a trade-union activity or through private providers

How will citizens develop CMS throughout their lifetime?

- CMS development should be considered as a 'work in progress'
- Acquisition of CMS by citizens should not be assumed
- Use the same concepts and methods for CMS development across the various sectors

Who will teach and train citizens in CMS development? How are guidance (semi-) professionals trained in delivering CMS teaching and training?

- CMS development can be delivered by professionals and semi-professionals e.g. tutors, employment counsellors
- All initial teacher training should include a compulsory guidance and CMS development module
- Semi-professionals should have opportunity to qualify in guidance and have support in developing and maintaining the lifelong guidance perspective in their work

How can employed and unemployed citizens learn and acquire CMS?

Develop a CMS framework as a basis for the assessment of attained CMS among employed and unemployed people and as guiding principles for their further learning

SYSTEMIC QUESTIONS

TEACHING AND LEARNING OF CMS

ACCESS AND ENGAGEMENT

QUALITY AND EVIDENCE

Which strategic decisions need to be taken to ensure wide access to CMS and the monitoring of its quality?

Policy decisions on CMS development should be made at a high level concerning national/regional curricula, adequate funding, coordinated national strategies, similar milestones and common further implementation steps

How to ensure that citizens are empowered to develop CMS and understand external influences such as the influence of society on their career paths?

Assessment of the mastery of CMS development should be linked to and set against societal challenges: managing difficult life and labour market circumstances and reacting positively to changes

How should CMS be assessed with citizens over the life-span?

- Actions to develop formative and summative evaluation of CMS should be undertaken.
- Awards and other mechanisms to recognise and accredit experiences related to the development of CMS are features of effective guidance provision

How to measure the impact of CMS programmes?

- Take notice of the existing research and take it into account in deciding on the nature of the impact to be measured
- Both quantitative and qualitative approaches should be used in measuring the impact of guidance of which CMS development should be the key aim and learning outcome. 'The Evidence-Base on Lifelong Guidance: A guide to key findings for effective policy and practice' (2014) provides several examples for this

Which criteria should be used to evaluate the quality of CMS provision?

- An input-process-outcome-evaluation framework could be used
- The use of the indicators, criteria and possible data as indicated in the ELGPN QAE framework is recommended. The ELGPN QAE Templates contain examples on what and how to evaluate the quality in CMS provision



ELGPN Tool No. 5

Strengthening the Quality Assurance and Evidence-Base of Lifelong Guidance

Using these five quality elements, a common language can be identified for continuous improvement of lifelong guidance systems and policies.

Citizen/User Involvement

- Improved user experience
- Development of effective and efficient services
- Strengthening accountability
- Contribution to social justice

KEY QUESTIONS:
What strategies and approaches can be used to engage more citizens in lifelong guidance and in the shaping of guidance services?
What role should government and other key actors perform in relation to citizen/user involvement in lifelong guidance?
What more needs to be done to focus on citizen/user involvement in lifelong guidance?

Practitioner Competence

- Assuring practitioner professionalism
- Ensuring access to services relevant to citizens' needs
- Supporting practitioners' continuous professional development

KEY QUESTIONS:
What evidence is available on practitioner competences?
What information is available on the qualifications and training of careers counsellors, guidance workers and/or work coaches?
What more needs to be done to improve quality assurance and the evidence-base in the area of practitioner competence?

Service Provision and Improvement

- Access to quality assured guidance as a public and private good
- Key policy imperatives: promotion and provision of career management skills, optimising channel mix (face-to-face, contact centres, distance services via internet, telephone & email), skills profiling and effective matching

KEY QUESTIONS:
What is needed to quality assure service provision and improvement?
How can lifelong guidance services be improved and how can its impact be assessed?
What more needs to be done to improve lifelong guidance services for young people and adults?

Cost Benefit to Governments

- Justification for expenditure of lifelong guidance services
- Need for analysis of immediate, medium and long-term calculated savings in terms of economic and social returns

KEY QUESTIONS:
What is the value-added proposition for Governments to invest in lifelong guidance?
How can impact assessment and cost benefits result in robust and useful quality-assurance and evidence-based policies and practices?
What are the policy challenges and likely future demands requiring new forms of cost-benefit analysis?

Cost Benefit to Individuals

- Smoother transitions
- Engagement and motivation to learn stemming from alignment of aspirations and personal development plans

KEY QUESTIONS:
What is the value-added proposition for individuals to invest in lifelong guidance?
How can policy makers and organisations that employ career counsellors, work coaches and guidance workers best communicate the added-value benefits of lifelong guidance for individuals?
What more needs to be done to develop and promote cost benefits and other added-value returns to individuals?



ELGPN Tool No. 6

Guidelines for Policies and Systems Development for Lifelong Guidance: A Reference Framework for the EU and for the Commission

FORMAT

Each Guideline has four parts:

- Definition of the content
- Rationale
- Elements of good policies and systems
- Resources for policy-makers

THE GUIDELINES

Transversal Policy Guidelines

1. Career Management Skills
2. Access to Lifelong Guidance Services
3. Assuring the Quality of Lifelong Guidance Provision
4. Assessing the Effectiveness of Lifelong Guidance Provision
5. Strategic Leadership: Cooperation and Coordination
6. Improving Careers Information
7. The Training and Qualifications of Guidance Practitioners
8. Funding Lifelong Guidance Services
9. Information and Communications Technology in Lifelong Guidance

Education and Training Policy Guidelines

10. Lifelong Guidance for School Pupils
11. Lifelong Guidance for VET Students and Participants
12. Lifelong Guidance for Higher Education Students
13. Lifelong Guidance for Adult Learners

Employment and Third Age Policy Guidelines

14. Lifelong Guidance for the Employed
15. Lifelong Guidance for Unemployed Adults
16. Lifelong Guidance for Older Adults

Social Inclusion Policy Guidelines

17. Lifelong Guidance for Young People at Risk
18. Lifelong Guidance for Disadvantaged Groups

SCOPE

As EU citizens engage in learning and work across the lifespan, the Guidelines provide policy advice and information that cover the provision of lifelong guidance services in the education and training sectors, the labour market sector, and social inclusion.

The Guidelines also cover policy issues that are common to all sectors (transversal guidelines).

HOW TO USE THE GUIDELINES?

At national, regional and local levels the Guidelines can be used as **reference points** for policies for education, training, employment and social inclusion and for **benchmarking, reviewing and improving** existing policies and systems for lifelong guidance.

At EU level, the Guidelines may act as **reference points** for EU education, training, employment, and social inclusion policies. They may be used also by CEDEFOP for its **national reviews and comparative studies**, and provide **inspiration** to the ETF in its support work in neighbouring EU countries.

The transversal and sector guidelines may be used to review policies and systems in particular sectors and/or for strengthening cross-sector linkages.

Each Guideline can be used independently of the other Guidelines, but there are strong and obvious links between them.

RESOURCES

To deepen reflections on the content of the Guidelines, please refer to the resources mentioned in connection with each Guideline.

ELGPN has produced a range of tools that support the implementation of the Guidelines:

- No.1 Lifelong Guidance Policy Development: A European Resource Kit*
- No.2 Lifelong Guidance Policy Development – Glossary*
- No.3 The Evidence Base on Lifelong Guidance: A Guide to Key Findings for Effective Policy and Practice*
- No.4 Designing and Implementing Policies Related to Career Management Skills (CMS)*
- No.5 Strengthening the Quality Assurance and Evidence-base of Lifelong Guidance*

All ELGPN Tools are available at <http://www.elgpn.eu/publications>

Each Guideline.....

has four parts:

- (i) Definition of the content;
- (ii) Why it is important- rationale;
- (iii) What is good practice – elements of good policies and systems and,
- iv) A list of reference material for policy-makers

Guideline 6: Improving Careers Information

- Careers information refers to any kind of information in any medium that assists citizens to make meaningful choices about learning and work opportunities.
- Occupations, labour market, education, pathways, EQF, transfer mechanisms & employment trends
- Information obtained through experiential learning
- LMI, transformed into careers information is critical for CMS development

Features of good policies in LMI development

- Quality standards for LMI
 - e.g. pedagogical in design, accurate, up-to-date, takes into account users' needs, comprehensible
- Objective and reliable
- Co-ordination in collection and distribution
- Access to experiential and non-experiential LMI
- Promotion of CMS in the use of LMI
- Promotion of staff competences in the use of LMI
- Multi-channelling
- Awareness of EU tools
-

ELGPN impact

Member countries of ELGPN have reported significant impact of EU systematic co-operation on:

- national policies for lifelong guidance;
- communication and co-operation between national stakeholders, especially between the ministries responsible for education, training, employment, youth and social inclusion policies; (national forums)
- co-operation between national career guidance service providers; and
- the establishment of new forms of guidance provision

Future systematic European co-operation in LLG policy development



- Distinguish policy development and operational co-operation
- The future representative structure should have the capacity and competence to identify best policy practices of the role of guidance in meeting these policy challenges and promote mutual policy learning across the Member States and the Commission by providing
 - the necessary knowledge,
 - guidelines and framework,
 - European level rationale and pressure,
 - and some funding,

...to aid national policy and systems reform.

Tasks for future co-operation...

- Make policy recommendations common for all countries;
- Provide support for peer learning and exchanges for policy sharing and learning, through thematic conferences and thematic clusters;
- Promote the use of the *Guidelines for Policies and Systems Development for Lifelong Guidance*, through their political adoption by Council Resolution;
- Provide high political visibility to lifelong guidance in EU policies for education, training, employment and social inclusion, in particular drawing the attention of the EU Ministers to its importance;
- Develop a common set of benchmarks and indicators for measuring the achievement of lifelong guidance policies and systems;
- Use such benchmarks and indicators in external reviews of policies and systems for career guidance in Member States; and
- Develop an EU Inventory and a data base/country fiches of good policies and systems for lifelong guidance.

Thank you!

For further information, please contact:

Raimo Vuorinen, Senior researcher, Ph.D.
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
Linkedin: <https://fi.linkedin.com/in/raimovuorinen>
Skype: vuorai