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Supporting careers and learning
Towards common standards for monitoring
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21 and 22 March 2022
Virtual event

#lifelongguidance

Exploring the potential of a systemic approach for monitoring and evaluating career guidance systems and services

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Please cite this presentation as: Vuorinen, R. and Kettunen, J. (2022, March, 22). Exploring the potential of a systemic approach for monitoring and evaluating career guidance systems and services [Power point].
<https://www.cedefop.europa.eu/en/events/supporting-careers-and-learning-towards-common-standards-monitoring-and-evaluation-europe>.





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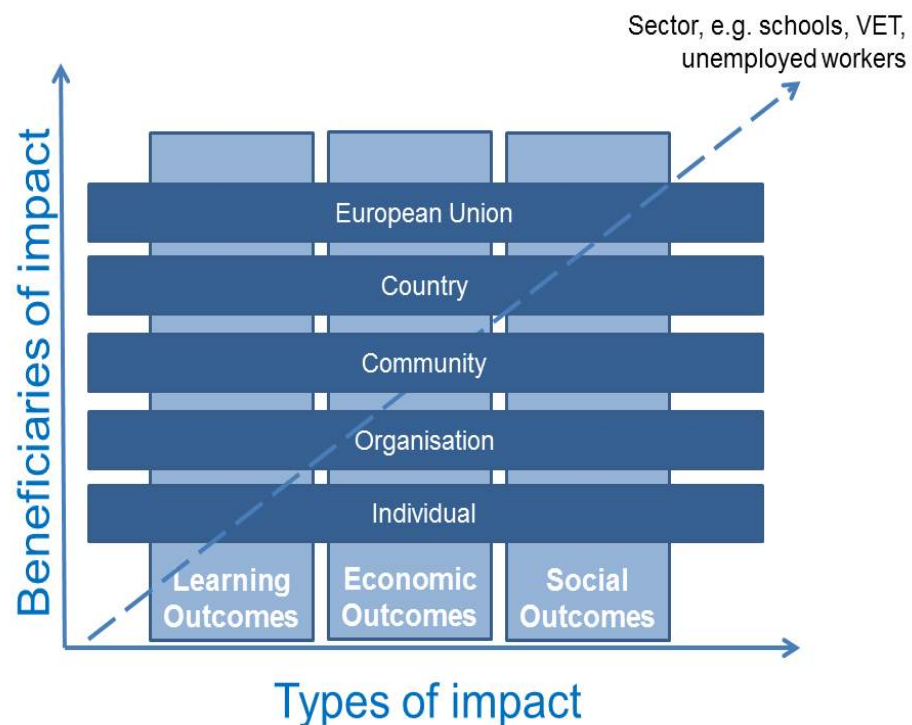
Discussion themes

- Systemic nature of lifelong guidance
- Emergence of systemic evaluation and monitoring processes
- Applying a systemic model in a European context





Systemic nature of lifelong guidance



Types of impact and beneficiaries of impact
(Hooley, 2014; Borbely-Pecze, 2011; Nykänen et al., 2007)

National guidance policies

- Cross-sectoral policies, preconditions for the services
- Continuous improvement of the services based on the evidence from all three levels

Guidance services in organisations

- Individual service provides or networks
- Coordination & collaboration of services, cross-sectoral networks

Guidance services visible to clients

- Interactive processes and multichannelled contacts with groups & clients
- Division of labour, content & methods



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Table 1. **Two options for evaluation of cross-sectoral guidance services**
Amkil; Spangar and Vuorinen, 2008.

| | Services for clients | Regional jointly available resources | National guidance policies |
|---|--|---|---|
| Better coordination of the services | Clarification and coordination of gross-resources in client services, division of labour between different service providers | More structured regional cross-sectoral networks and more coordinated cooperation | Better coordination of national cross-sectoral guidance policy development. |
| Flexible development of the total resources available | Search for synergy in multi-professional networks in the service delivery | Cross-sectoral development of regional entities in the service delivery | Joint development of guidance policies and decision-making |





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National lifelong guidance policies

| Level of activity | Targets for M & E | Examples of expected outcomes |
|---|---|---|
| National guidance policies | Connections between guidance policy and national-level educational, welfare, employment and economic policies | Sustainable economic growth Deficit reduction Reduced benefit costs Improved health |
| Regional cross-sectoral guidance policies | Connections between guidance policy and regional educational, welfare, employment and economic strategies | More flexible labour market Better skills match Increased labour market participation Reduced unemployment |
| Guidance policy at institutional level | Education, welfare, employment and economic policy principles of organisations | |





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Guidance services in organisations

| Level of activity | Targets for M & E | Examples of expected outcomes |
|---|--|--|
| Multi-administrative inter-organisational regional networks and cooperation | Cooperation among regional guidance services | <ul style="list-style-type: none"> Wider access to career services Users are better informed of the content of the service provisions Meeting better the needs of different user groups More flexible transitions of users |
| Guidance in organisations | Guidance in education- and employment- and economy-related organisations, in other organisations and enterprises | <ul style="list-style-type: none"> More permeable service processes Cost-effectiveness of the service delivery |





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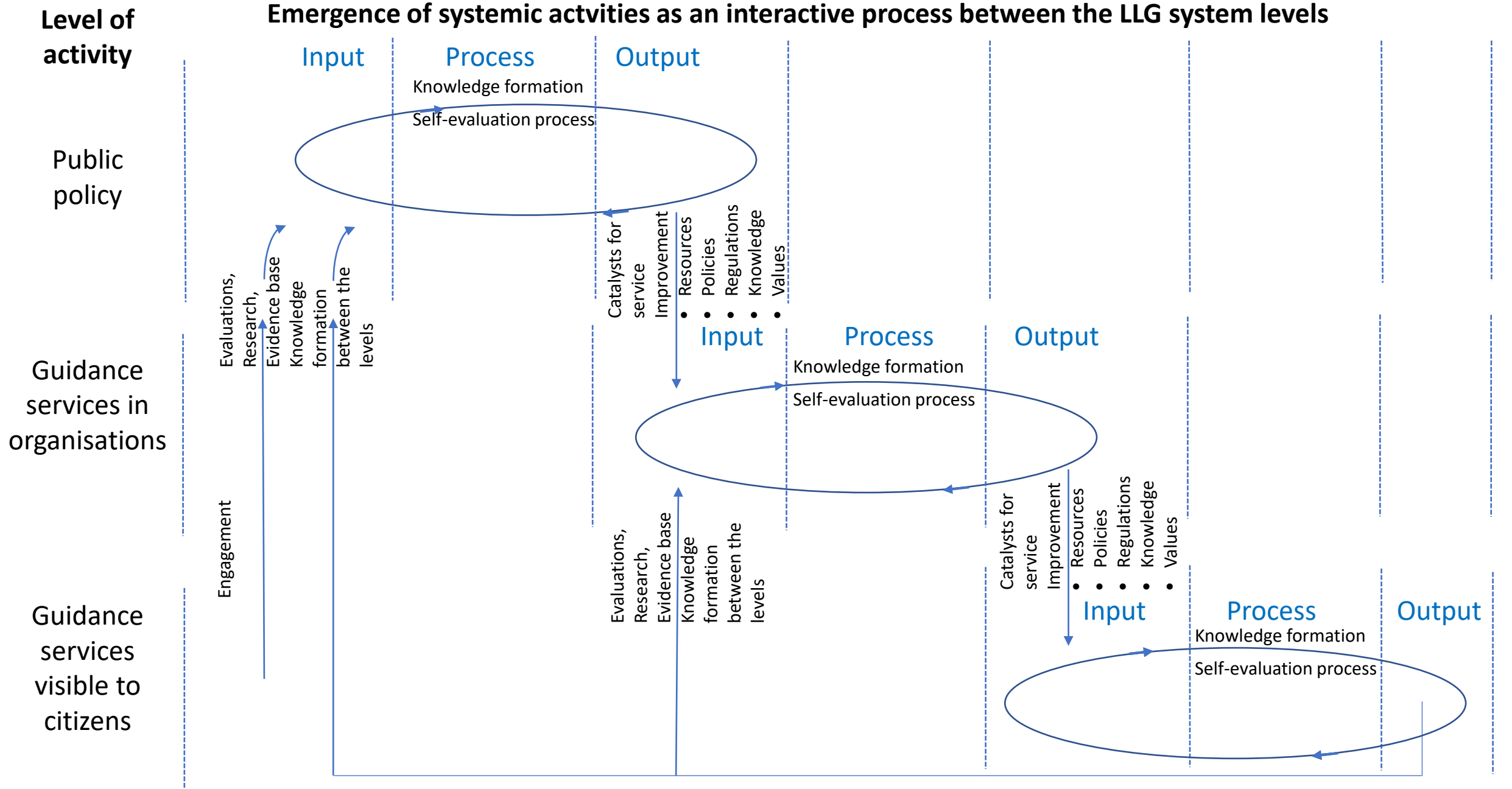
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Guidance services visible to clients/users

| Level of activity | Targets for M & E | Examples of expected outcomes |
|--|---|---|
| Services visible to the client in organisations both on-site and online services | Services visible to the client in all organisations providing guidance, such as schools, colleges, PES, cross-sectoral one-stop-centres, services provided by other organisations and enterprises | Improved wellbeing, self-esteem, motivation Changes in personal life, employment, employment equivalency, training, education Changes in intrapersonal variables, attitudes, self-esteem, motivation More sustainable employment |
| Inter-organisational guidance services visible to clients | | Changes in the knowledge of the potential added value of career services. |



Emergence of systemic activities as an interactive process between the LLG system levels



Level of activity

Public policy

Guidance services in organisations

Guidance services visible to citizens

Input

Process

Output

Knowledge formation

Self-evaluation process

Evaluations, Research, Evidence base Knowledge formation between the levels

Catalysts for service improvement
• Resources
• Policies
• Regulations
• Knowledge
• Values

Input

Process

Output

Knowledge formation

Self-evaluation process

Evaluations, Research, Evidence base Knowledge formation between the levels

Catalysts for service improvement
• Resources
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Input

Process

Output

Knowledge formation

Self-evaluation process

Engagement



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ELGPN 2015: operational principles for lifelong guidance provision

- citizen-centred, holistic and inclusive approach;
- ease and equity of access;
- stakeholder participation and openness;
- professionalisation of services and tools;
- integrated policy approach;
- efficiency and effectiveness;
- evidence-based practice and policy development.





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| Level of activity | Indicative proposal for metacriteria for evaluation of citizen-centered and holistic inclusive approach - an example how to apply the underlying principles in different levels |
|---|--|
| National lifelong guidance policies | <p>The national, regional and organisational lifelong guidance policies ensure</p> <ul style="list-style-type: none"> • equal access to guidance services for all citizen groups • strategic links of guidance to welfare policies • unobstructed access to services |
| Guidance services in organisations | <p>National, regional and local guidance services</p> <ul style="list-style-type: none"> • are available for all user groups • are produced unobstructed • are integrated in local education, employment, youth, social, health and rehabilitation services • are integrated in other e-services for citizens • include an up-to-date customer charter or entitlement statement |
| Guidance services visible to clients | <p>National, regional and local guidance services</p> <ul style="list-style-type: none"> • include description of the citizen entitlements for the guidance services • jointly agree with the users on the nature, phases, content and activities of the individual guidance process • include training for self-help and online tools and resources • are targeted, marketed and provided for all prospective user groups • include an up-to-date customer charter |





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Success factors in applying a systemic approach in M & E

- Widening the understanding of the transversal nature of career guidance services among practitioners, service providers, researchers, developers of career guidance services, key stakeholders and policy-makers.
- Using Information and Communication Technology (ICT) to support M & E, evidence collection, quality development and policy & systems coordination within and across sectors
- Shifting the focus from a supplier perspective to user needs as well, as to outcomes for different beneficiaries.
- Emphasising the importance of learning and expertise within organisations and in their interfaces.
- Establishing a representative structure with a sufficient mandate is needed to oversee the strategic development process beyond the sectors and to coordinate the establishment of a joint evidence base.
- Allocating sufficient funding to allow the integration of feedback mechanisms into wider national governance structures.



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Thank you!



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Thank you

Reference: Vuorinen, R. and Kettunen, J. (2022). Chapter 2: Exploring the potential of a systemic approach for monitoring and evaluating career guidance systems and services . In Cedefop et al. (2022). *Towards European standards for monitoring and evaluation of lifelong guidance systems and services (Vol. I)*. Luxembourg: Publications Office of the European Union. Cedefop working paper; No 9, pp. 11-29. <http://data.europa.eu/doi/10.2801/422672>

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