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Education and Culture

Leonardo da Vinci

# Guiding From School to Job

Professionalism in the Work with Young  
People at Risk of Social Exclusion

## Compilation of Useful Material

Policy papers and studies on guidance in Europe

Bildungsmarkt Vulkan gGmbH

Berlin, September 07

*guiding* 

# Guiding From School to Job

## Professionalism in the Work With Young People at Risk of Social Exclusion

"Leonardo Guiding" is a pilot project of 10 organisations from 8 different European countries. The project focuses on filling the need for education and training of pedagogical staff in vocational education programmes for young people at risk of social exclusion. The project responds to the specific need of vocational training staff for professional guidance and counselling skills.

programme

Throughout Europe, guidance and counselling systems have evolved and, with them, the quality standards which counsellors must fulfil. Guidance and counselling staff need professional skills to meet rising demands. The traditional roles of vocational education staff are changing, regardless of their individual function within their particular national support system – teacher, trainer, social worker, tutor.

Pedagogy in the vocational training sector requires a range of guidance skills – counselling, identifying strengths and weaknesses, information management, etc. This is especially true in the work with young people who are between school and job and at risk of social exclusion. Their primary contact person remains the teacher or trainer. The basic and continuing education of vocational education staff does not sufficiently consider the teachers', trainers' and other support staff's need for guidance skills to meet the individual needs of the young people they serve.

The project began in October 2005 and will run until September 2007.

### The project "Guiding" shall result in:

1. A comparative survey of counselling, guidance and orientation systems in the partner countries represented in the project
2. A compilation of good practice examples in guidance and training in guidance from the different partner countries
3. The definition of competencies needed for good practice in guidance training and guidance for young people on their way from school to work
4. A model of variables to aid the effective transfer of practices from one country to another

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Programme

## Partner Organisations:

- Bildungsmarkt vulkan gGmbH – Berlin / D  
*Non-profit training company*
- Fachhochschule Potsdam (FHP), Fachbereich Sozialwesen – Potsdam / D  
*University of Applied Sciences, Department of Social Work*
- Gesellschaft für berufsbildende Maßnahmen (GFBM) e.V. – Berlin / D  
*Non-profit training company*
- Jyväskylän ammattikorkeakoulu Sosiaali- ja terveystieteiden tiedekunta, Sosiaalialan koulutusohjelma  
*Jyväskylä University of Applied Sciences, School of Health and Social Studies*
- École Supérieure de Travail Social (ETSUP) – Paris / F  
*Superior School of Social Work*
- Ass For Seo srl. – Roma / I  
*Non-profit training company*
- Hogeschool van Amsterdam (HvA), Instituut Hoger Juridisch Onderwijs / NL  
*University of Amsterdam, School of Law*
- Europejskie Centrum Edukacyjne w Opolu sp. z.o o. (ECEO) – Opole / PL  
*European Centre for Education; Non-profit training company*
- Farkom Ltd. – Istanbul / TR  
*Training company*
- University of London, Institute of Education (IoE) – London / GB

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# A collection of interesting resource texts and studies

## 1. DISCUSSIONS AND POLICIES (ON A EUROPEAN LEVEL)

### 1.1. Overview of E.U Policy Developments

[http://www.trainingvillage.gr/etv/Projects\\_Networks/Guidance/eu\\_policy\\_context.asp](http://www.trainingvillage.gr/etv/Projects_Networks/Guidance/eu_policy_context.asp)

Education, training and employability were recognised by the European Lisbon Council in March 2000 as an integral part of economic and social policies in order to attain the strategic goal of Europe becoming the world's most dynamic knowledge based society by 2010. High quality career guidance supporting lifelong learning, social inclusion, social equity, mobility, and employability, is a key component of this strategy.

*The Report on the Concrete Future Objectives of Education and Training Systems* endorsed by the Stockholm European Council in 2001 identified new areas for joint actions at European level in order to achieve the Lisbon Council goals. The Objectives Working Group G (open learning environment, active citizenship, social inclusion) identified access to guidance services, quality assurance of services and products, the role of guidance in human resource development, and guidance for mobility for learning and employment in Europe as priority areas for development (*Group G Progress Report*, November 2003) in the implementation of the Education and Training 2010 work programme.

The Commission's Communication on lifelong learning (November 2001), *Making a European Area of Lifelong Learning a Reality*, highlighted building blocks for developing and implementing lifelong learning strategies at national level. Career guidance is a transversal theme across the building blocks and is a priority area for action at European and national levels particularly with respect to a common understanding of concepts and principles, the quality of services and products, consumer/citizen interest and involvement, the training of guidance practitioners, the effectiveness of tools and practices particularly to meet the needs of groups at risk of exclusion, and the European dimension of guidance.

*The Council (Education/Youth) Resolution on Lifelong Learning* of June 27 2002 recommended that priority be given by Member States and the Commission to the provision of and access to high quality information, guidance and counselling on learning and work opportunities in Europe, targeted at different groups.

The 2003 *Progress Report on Implementing lifelong learning strategies in Europe & on the follow-up to the Council resolution of 2002* notes that information, guidance and counselling, (including outreach measures for those least likely to participate spontaneously in LLL) are identified by many countries as essential to ensure that rights and opportunities are availed of, especially in a system which places the individual at the centre of the learning process.

The draft Interim Report on the Implementation of the Lisbon Strategy, *Education and Training 2010: the Success of the Lisbon Strategy Hinges on Urgent Reforms* (2004), identifies career guidance as one of four key actions to create open, attractive and accessible learning environments. It calls for the strengthening of the role, quality and co-ordination of career guidance services to support learning at all ages and in a range of settings, empowering citizens to manage their learning and work. In order to achieve this, the report calls for the development as a matter of priority of common European references and principles to support national policies for career guidance.

*The Council (Education/Youth) Resolution on the Promotion of Enhanced European Co-operation in Vocational Education and Training* of December 19 2002 acknowledged that priority should be given to strengthening of policies, systems and practices that support information, guidance and counselling in Member States, at all levels of education, training and employment, particularly concerning access to learning and vocational education and training, and the transferability of

competences and qualifications, in order to support occupational and geographical mobility of European citizens.

The Communication *Investing Efficiently in Education and Training: an Imperative for Europe* (2003) observed that investment in guidance and counselling services should be seen as providing early prevention strategies capable of significantly reducing mismatches between education and training and the needs of the labour market, increasing completion rates in secondary and higher education and facilitating the transition to work as well as return to studies.

*The European Employment Guidelines* (2003) recommend as a priority the provision of early advice and guidance to prevent inflows into long-term unemployment.

*The Joint Mission Statement (2002) of the Public Employment Services (PES) in Europe* (EU/EEA) on their role in the labour market called for increased co-operation among PES in Europe including exchange of best practice of processes in support lifelong learning.

*The Joint Declaration (2002) of the Heads of PES in the EU/EEA* commits to the continuing development of the professional competence of staff in international mobility issues, to the integration of the European dimension in all customer oriented services, and to setting up evaluation processes to ensure the quality of the services provided.

The Communication *Action Plan for Skills and Mobility* adopted by the European Parliament on October 10 2002 noted that occupational mobility and workforce up-skilling can be enhanced by better access for workers and employers to information, guidance and counselling; that such services to date have tended to be disparate within and across education, training and employment sectors in most countries, and largely absent from the workplace itself.

The White Paper *A New Impetus for European Youth* (2001) references young people's needs for a flexible guidance and counselling system using a personalised approach as well as appropriate information systems, to support on-going access to lifelong and life-wide learning.

*The Amending Directive (2002/73/EC) on Equal Treatment for Men and Women* as regards access to employment, vocational training, promotion, and working conditions, includes access to all types and to all levels of vocational guidance.

In addition to the above initiatives the E.U has provided support for policy development, reflection and exchange of experience in the field of guidance and counselling through:

- the creation of the Commission's *Lifelong Guidance Expert Group* [http://www.trainingvillage.gr/etv/Projects\\_Networks/Guidance/expertgroup/](http://www.trainingvillage.gr/etv/Projects_Networks/Guidance/expertgroup/);
- the extension of the OECD career guidance policy review to all Member States, acceding and candidate countries [http://www.trainingvillage.gr/etv/Projects\\_Networks/Guidance/Career\\_Guidance\\_survey/](http://www.trainingvillage.gr/etv/Projects_Networks/Guidance/Career_Guidance_survey/);
- the provision of funding for projects through a range of **Education, Employment and Social Inclusion Programmes** [http://www.trainingvillage.gr/etv/Projects\\_Networks/Guidance/eu\\_programmes.asp](http://www.trainingvillage.gr/etv/Projects_Networks/Guidance/eu_programmes.asp) ;
- the establishment of the EUROGUIDANCE network. <http://www.euroguidance.org.uk/>

## 1.2. Council Resolution on Guidance in Europe

COUNCIL OF  
THE EUROPEAN UNION

Brussels, 18 May 2004

9286/04

EDUC 109  
SOC 234

### INTRODUCTORY NOTE

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from : the General Secretariat of the Council  
to : the Council  
No. prev. doc. : 8448/04 EDUC 89 SOC 179  
Subject : Draft Resolution of the Council and of the representatives of the Member States meeting within the Council on Strengthening Policies, Systems and Practices in the field of Guidance throughout life in Europe

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Delegations will find enclosed a text of the above Draft Resolution as it results from the discussion of the Permanent Representatives Committee on 14 May 2004. At the end of the meeting the President found that, apart from usual linguistic reservations, there was a unanimous agreement on the text.

Should this agreement be confirmed, the Council and the representatives of the Governments of the Member States meeting within the Council could adopt the enclosed Resolution.

**Draft Resolution**  
**of the Council and of the representatives of the Governments of the Member States**  
**meeting within the Council on Strengthening Policies, Systems and Practices**  
**in the field of Guidance throughout life in Europe**

**THE COUNCIL OF THE EUROPEAN UNION AND THE REPRESENTATIVES OF THE GOVERNMENTS OF THE MEMBER STATES MEETING WITHIN THE COUNCIL,**

**AWARE THAT**

1. In the context of lifelong learning, guidance refers to a range of activities<sup>1</sup> that enables citizens of any age and at any point in their lives to identify their capacities, competences and interests, to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which these capacities and competences are learned and/or used.
2. Guidance provision within the education and training system, and especially in schools or at

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<sup>1</sup> Examples of such activities include information and advice giving, counselling, competence assessment, mentoring, advocacy, teaching decision-making and career management skills. In order to avoid ambiguity, since a variety of terms are used in Member States to describe services engaged in these activities, including educational, vocational or career guidance, guidance and counselling, occupational guidance/counselling services, etc., the term 'guidance' is used throughout this text to identify any or all of these forms of provision and Member States should interpret the term as referring to the appropriate provision in their own countries.

school level, has an essential role to play in ensuring that individuals' educational and career decisions are firmly based, and in assisting them to develop effective self-management of their learning and career paths. It is also a key instrument for education and training institutions to improve the quality and provision of learning.

3. Guidance throughout life contributes to the achievement of the European Union goals of economic development, labour market efficiency and occupational and geographical mobility by enhancing the efficiency of investment in education and vocational training, lifelong learning and human capital and workforce development.
4. Effective guidance provision has a key role to play in promoting social inclusion, social equity, gender equality and active citizenship by encouraging and supporting individuals' participation in education and training and their choice of realistic and meaningful careers.
5. Guidance in the Member States of the European Union is provided through a wide diversity of structures, delivery systems and practices across education, training, employment, unemployment and private and community sectors. Such diversity provides a rich basis for co-operation and mutual learning.
6. Guidance can provide significant support to individuals during their transition between levels and sectors of education and training systems and from school to adult and working life; to young people re-entering education or training after leaving school early; to persons re-entering the labour market after periods of voluntary or involuntary unemployment, or homemaking; to workers where sectoral restructuring requires them to change the nature of their employment; and to older workers and migrants.
7. High quality guidance provision throughout life is a key component of education, training and employability strategies to attain the strategic goal of Europe becoming the world's most dynamic knowledge based society by 2010.

#### **RECALL THAT**

1. *The Report on the Concrete Future Objectives of Education and Training Systems* endorsed by the Stockholm European Council in 2001 has identified access to guidance services, quality assurance of services, the role of guidance in human resource development, and guidance to facilitate mobility for learning and employment in Europe as priority areas for development in the implementation of the Education and Training 2010 work programme.
2. The Commission's Communication on lifelong learning (November 2001), *Making a European Area of Lifelong Learning a Reality*, highlighted guidance as a transversal theme for developing and implementing lifelong learning strategies at national level and as a priority area for action at European and national levels.
3. The White Paper *A New Impetus for European Youth* (2001) refers to young people's needs for a flexible guidance and counselling system to support on-going access to lifelong and life-wide learning.
4. *The Council Resolution on Lifelong Learning* of June 27 2002 recommended that priority be given by Member States and the Commission to the provision of and access to high quality information, guidance and counselling on education and training opportunities in Europe, targeted at different groups.
5. The Commission Communication *Action Plan for Skills and Mobility* (2002) noted that occupational and geographical mobility in Europe and workforce up-skilling can be enhanced by providing better access for workers and employers to information, guidance and counselling.
6. *The Directive (2002/73/EC) amending Directive (76/207/EEC) on Equal Treatment for Men and Women* concerning access to employment, vocational training, promotion, and working conditions, includes the requirement of access to all types and to all levels of vocational guidance.
7. *The Council Resolution on the Promotion of Enhanced European Co-operation in Vocational Education and Training* of December 19 2002 acknowledged that priority should be given to the strengthening of policies, systems and practices relating to information, guidance and counselling in Member States, in order to support occupational and geographical mobility of European citizens.

8. The Commission Communication *Investing Efficiently in Education and Training: an Imperative for Europe* (2003) observed that investment in guidance and counselling services should be seen as providing early prevention strategies capable of significantly reducing mismatches between education and training and the needs of the labour market, increasing completion rates in secondary and higher education and facilitating the transition to work, as well as return to studies.
9. *The European Employment Guidelines* (2003) recommend, as a priority, the provision of early advice and guidance to prevent inflows into unemployment and particularly long-term unemployment.
10. *The Council Conclusions of 25 November 2003 on the development of human capital for social cohesion and competitiveness* stressed the importance of consistency and complementarity between policies in the field of education and training and social and economic strategies.
11. *The Council Resolution of 25 November 2003 on making school an open learning environment to prevent and combat early school leaving and disaffection among young people* recognised the need to strengthen the link and synergy between school and working life and the need to promote social inclusion with the involvement of families as well as youth and voluntary bodies.
12. Finally, the Joint Interim Report (2004) of the Council and the Commission on the Implementation of the Lisbon Strategy, *Education and Training 2010: the Success of the Lisbon Strategy Hinges on Urgent Reforms*, identified guidance as one of four key actions to create open, attractive and accessible learning environments in order to "... support learning at all ages and in a range of settings, empower citizens to manage their learning and work, particularly making it easier for them to access and progress through diverse learning opportunities and career pathways."

**NOTE:**

- That the transition to a knowledge-based economy and society creates new challenges for policy makers in the areas of human resource development and of guidance policies, systems and practices.
- That the emergence of a knowledge-based society and the need for lifelong learning requires an intensive focus on guidance policy at national, sectoral, regional and local levels. Services need to be available at times and in forms which will encourage all citizens to continue to develop their skills and competences throughout their lives, linked to changing needs in the labour market. Such services need to be viewed as an active tool, and individuals should be positively encouraged to use them.
- That increased co-operation in guidance at all levels should be pursued within a lifelong learning perspective in order to make full use of the diversity of systems currently to be found in the Member States of the European Union and to overcome fragmentation between different forms of provision.
- The relevant activities already underway in Europe, especially the work of the Lisbon Objectives follow-up groups on the development of common concepts and principles for guidance throughout life; activities supported by EU education, training and employment programmes and the European Social Fund (ESF), and the need for co-ordination and complementarity between all of these activities.
- The results of reviews of policies for guidance in European countries jointly undertaken by the European Commission (through the European Centre for the Development of Vocational Training (CEDEFOP) and the European Training Foundation (ETF)) and the OECD, in association with the World Bank, which show that, in many countries, policies, systems and practices for guidance in Europe do not match the demands of knowledge-based economies and societies and call for a reform of policies and a rethinking of practices in this area.
- The *Framework of Actions for the Lifelong Development of Competences and Qualifications* agreed by the European social partners in the context of the European Social Dialogue underlines the necessity for employees and enterprises to have access to information, guidance and counselling services in order to pursue a strategy for developing the competences of individual workers.

## **STRESS:**

- That, as appropriate and given local circumstances, all European citizens should have access to guidance services at all life stages, with particular attention being paid to individuals and groups at risk.
- The preventive role of guidance services in encouraging school completion and their contribution to the empowerment of individuals to manage their own learning and careers and to the re-integration of early school leavers in appropriate education and training programmes.
- The importance of guidance in promoting the social and economic integration of citizens through supporting access by all to education, training and work opportunities, enhancing completion rates at all levels of education and training, including further and higher education and adult education and training and facilitating the occupational and geographical mobility of learners and workers in Europe .
- The need for flexibility and diversity of guidance provision including the use of innovative methodologies and technologies, outreach and related services to increase access to such services, especially in respect of provision for hard-to-reach young persons and adults and to overcome economic and geographical disadvantage.
- The centrality of the beneficiaries of guidance in both the design and evaluation of guidance provision for both young people and adults.
- The involvement of all relevant actors, including the social partners, in line with national practice, in the guidance process, both in ensuring workers' access to guidance services, and in supporting education and training providers and guidance services through, e.g. providing work experience and work shadowing placements, promoting entrepreneurship and a spirit of enterprise and facilitating employees' access to guidance services.

## **REAFFIRM AS PRIORITIES:**

- Their commitment to the development of high quality guidance provision for all European citizens, accessible at all stages of their lives to enable them to manage their learning and work pathways and the transitions therein.
- The need for further co-operation in the area of guidance through actions and policies developed primarily in the context of the follow-up to the Lisbon Strategy in the field of education and training, *Education and Training 2010* and also taking into account the European Employment Strategy, the Framework Strategy and Gender Equality and European policies for Social Inclusion, Mobility, and Services of General Interest.
- The importance of refocusing guidance provision, where appropriate, in order to develop citizens' lifelong and lifewide learning and management skills as an integral part of education and training programmes.
- The development at national, regional and local levels, where appropriate, of better quality assurance mechanisms for guidance services, information and products (including on-line services), particularly from a citizen/consumer perspective.
- The need to strengthen structures for policy and systems development at national and regional levels by involving the appropriate key players (such as ministries, social partners, employment services, service providers, guidance practitioners, education and training institutions, consumers, parents and youth).
- The need to follow-up guidance policy issues within the Education and Training 2010 work programme.

## **INVITE THE COMMISSION:**

- To enhance co-operation at international level with relevant organisations, for example the OECD, ILO, UNESCO, in the development of policies and concrete actions for guidance throughout life;

## **INVITE THE MEMBER STATES**

- To examine, where appropriate, existing national guidance provision in the education and training and the employment sectors, in the context of the findings of the Commission, OECD and World Bank reviews of policies for guidance;
- To seek to ensure effective co-operation and co-ordination between providers of guidance at national, regional and local levels in the provision of guidance services, in order to widen access and to ensure the coherence of provision, especially to groups at risk;
- To encourage schools, institutes of further and higher education, training providers to promote reflective learning techniques and autonomous learning, in order to enable young people and adults to self-manage their learning and career paths effectively;

### **INVITE THE MEMBER STATES AND THE COMMISSION WITHIN THEIR RESPECTIVE COMPETENCIES**

- To build on and adapt existing European structures and activities (networks, work groups, programmes) related to the implementation of the above priorities.
- To identify, together with all relevant actors, including the social partners, areas where co-operation and support at European level can enhance national developments in the area of guidance;
- To ensure maximum return in terms of impact on policies, systems and practices at Community and national levels from collaborative activities with the Member States in the field of guidance throughout life, funded by existing and future education and training instruments and the European Social Fund;
- To ensure the integration of a gender perspective in all policies and practice relating to guidance provision;
- To encourage and support providers of initial and continuing education of guidance practitioners to reflect current best practice across the Union in their training programmes;
- To cooperate in the improvement of the quality of information relating to international and national best practice available to policy makers;
- To include a consideration of guidance policies, as appropriate, in future reports on the follow-up of the Education and Training 2010 programme.

### **1.3. Analysis of the implementation of the 2004 Council Resolution**

#### **LIFELONG CAREER GUIDANCE: A CHALLENGE FOR EUROPE**

#### **PROGRESS IN IMPLEMENTING THE 2004 COUNCIL RESOLUTION**

[http://communities.trainingvillage.gr/lifelong\\_guidance](http://communities.trainingvillage.gr/lifelong_guidance)

*RONALD G. SULTANA*

In 2006, CEDEFOP commissioned a report to document the progress achieved by EU Member States in implementing the priorities identified by the May 2004 Education Council Resolution on career guidance throughout life. Council Resolutions, together with Conclusions and Communiqués, represent an important level of EU co-operation in the fields of education and training, establishing as they do an agreed-to political direction, which is then operationalised through a programme of activities (such as Education and Training 2010), as well as through practitioner, researcher and manager level initiatives such as pilot projects, exchanges and placements, study visits and studies and surveys. The report *Europe and the Shift towards Lifelong Guidance* is an example of the latter, and the present document is a summary of the research survey which will be published by CEDEFOP in 2007.

#### **THE GUIDANCE RESOLUTION**

The 2004 Guidance Resolution,<sup>2</sup> as it will be referred to in the remainder of this document, opens with a definition of guidance. It goes on to describe the functions that guidance provision fulfils for individuals and institutions, the four public policy goals that it contributes to—namely lifelong learning, social inclusion, labour market efficiency and economic development—and previous, related resolutions and directives in education, training and employment. The second section gives the rationale for the resolution noting, among other things, the findings of the policy reviews for career guidance<sup>3</sup> undertaken in Europe and beyond by the OECD,<sup>4</sup> the European Training Foundation<sup>5</sup> and CEDEFOP<sup>6</sup> on behalf of the European Commission (EC), and by the World Bank.<sup>7</sup> It particularly notes the ways in which existing guidance services are conceptualised and provided, that they do not meet the demands of the knowledge-based economy and society and, as a result, need reform. The third section of the resolution stresses the changes required to address such reform needs. The fourth section prioritises actions by member states and the EC within their respective competencies with an invitation to undertake/implement such actions.

## FIVE PRIORITY AREAS

We will here focus on the five areas that according to the Member States and the Commission, after due reflection on the outcomes of the guidance reviews,<sup>8</sup> required focused attention and action in an

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<sup>2</sup> The Resolution was placed on the agenda of the Council of Ministers by the Irish Presidency of the EU. The full text of the Resolution can be downloaded from:

[http://europa.eu.int/comm/education/policies/2010/doc/resolution2004\\_en.pdf](http://europa.eu.int/comm/education/policies/2010/doc/resolution2004_en.pdf).

<sup>3</sup> A synthesis summarising the main findings of all these reviews can be found in A.G. Watts & R.G. Sultana (2004) 'Career guidance policies in 37 countries: contrasts and common themes'. *International Journal for Educational and Vocational Guidance*, Vol. 4(2-3), pp.105-122. A version of this paper can be downloaded as Annex 1 from:

[http://www2.trainingvillage.gr/etv/publication/download/panorama/5152\\_en.pdf](http://www2.trainingvillage.gr/etv/publication/download/panorama/5152_en.pdf)

<sup>4</sup> OECD (2004) *Career Guidance and Public Policy: Bridging the Gap*. Paris: Author. This report can be downloaded from: <http://www.oecd.org/dataoecd/33/45/34050171.pdf>

<sup>5</sup> R.G. Sultana (2003) *Review of Career Guidance Policies in 11 Acceding and Candidate Countries: A Synthesis Report*. Turin: European Training Foundation. This report can be downloaded from:

[http://www.etf.europa.eu/pubmgmt.nsf/\(getAttachment\)/43062485065B0E82C1257020002FEB25/\\$File/ENL-Career%20guidance-0703\\_EN.pdf](http://www.etf.europa.eu/pubmgmt.nsf/(getAttachment)/43062485065B0E82C1257020002FEB25/$File/ENL-Career%20guidance-0703_EN.pdf)

<sup>6</sup> R.G. Sultana (2004) *Guidance Policies in the Knowledge Society: Trends, Challenges and Responses across Europe*. Thessaloniki: CEDEFOP. The report is available in English, French or German from:

[http://www.trainingvillage.gr/etv/Information\\_resources/Bookshop/result\\_public.asp?from=1&cedefop\\_nr=5152](http://www.trainingvillage.gr/etv/Information_resources/Bookshop/result_public.asp?from=1&cedefop_nr=5152)

<sup>7</sup> A.G. Watts & D. Fretwell (2004) *Public Policies for Career Development: Policy Strategies for Designing Career Information and Guidance Systems in Middle-Income and Transition Economies*. Washington, DC: World Bank. This can be downloaded from:

[http://www1.worldbank.org/education/lifelong\\_learning/publications/PublicPolicy\\_CareerDev.pdf](http://www1.worldbank.org/education/lifelong_learning/publications/PublicPolicy_CareerDev.pdf)

<sup>8</sup> This sustained reflection on career guidance has been steered by the European Commission's Expert Group on Lifelong Guidance, which was established in 2002 by DG Education and Culture. The Expert Group was instrumental in injecting new insights in the debate on career guidance and to disseminate these insights widely, drawing on Europe-wide expertise to articulate a vision for the field, to commission studies in areas that the surveys had shown were weak or underdeveloped, and to work ceaselessly to connect research with policy and practice. A good example of this is the *Handbook for Policy Makers* co-published by the OECD & European Commission (2004), and the Commission's *Common Reference Tools for Improving Lifelong Guidance Policies and Systems* (2005). For more information on the Expert Group, its tasks, mandate and progress reports, go to:

[http://www.trainingvillage.gr/etv/Projects\\_Networks/Guidance/expertgroup/](http://www.trainingvillage.gr/etv/Projects_Networks/Guidance/expertgroup/). The *Handbook* has been translated into several languages, including Bulgarian, French, German, Latvian, Polish, Portuguese, Slovak, and Spanish. The English version of the *Handbook* can be downloaded from: <http://www.oecd.org/dataoecd/53/53/34060761.pdf> The *Common Reference Tools* are available in

effort to ensure that the potential of career guidance in addressing policy goals would be more fully realised by adopting a lifelong perspective. These five priority areas include:

- (1) the need to implement lifelong guidance systems, i.e. a system of linked service provision that caters for citizens' needs for educational and occupational guidance throughout life;
- (2) the need to broaden access to guidance in ways that facilitate service delivery and service use by citizens whenever and wherever needed;
- (3) the need to strengthen quality assurance mechanisms in relation to all aspects of guidance service provision, including information and products, in order to ensure that citizens had access to the best service possible;
- (4) the need to refocus guidance provision so as to strengthen the citizens' competences to manage learning and career developments;
- (5) the need to strengthen structures for policy and systems development at national and regional levels.

We will outline the progress achieved by the Member States in attaining these goals after first defining career guidance, then clarifying the role of guidance in supporting citizens as they manage learning and careers throughout their lives, and finally outlining the features and building blocks of a lifelong guidance system.

## **DEFINING CAREER GUIDANCE**

The term 'career guidance' as used in the Resolution echoes the definition employed in the reviews of the guidance field by the OECD and the EC. Guidance therefore refers to services and activities intended to assist individuals of any age and at any point throughout their lives to make educational, training and occupational choices and to manage their careers. Such services may be found in schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sector and in the private sector.

The activities may take place on an individual or group basis and may be face-to-face or at a distance (including help lines and web-based services). They include career information provision (in print, ICT-based and other forms), assessment and self-assessment tools, counselling interviews, career education programmes (to help individuals develop their self-awareness, opportunity awareness, and career management skills), taster programmes (to sample options before choosing them), work search programmes, and transition services.

## **THE CITIZEN AS THE REFERENCE POINT OF THE RESOLUTION**

At the heart of the Resolution is a commitment to the citizen as the pivotal reference point for all guidance services. The Resolution therefore strives to encourage the development of service provision—in both the education and employment sectors—in such a way that the citizen is empowered, through both personal competence building and through the support that the community provides, in constructing and implementing a life plan.

Both the personal and the community support element are important. The emphasis on the need to develop skills for self-directed steering of one's learning and career development throughout life may very well be timely given the presumed demands of the knowledge economy. However, the image of a smart, entrepreneurial individual capable of flexibly navigating the stormy waters of fast-changing and insecure labour markets, and purposefully making choices from among the opportunities available, has to be tempered by the realisation that such opportunities are often determined by the

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several languages on CEDEFOP's Virtual Community, which can be accessed at: [http://communities.trainingvillage.gr/lifelong\\_guidance](http://communities.trainingvillage.gr/lifelong_guidance)

vitality or otherwise of the economy and by the social milieu of which the individual is a part. It is therefore necessary to ensure that individuals are not expected to assume greater individual responsibility without offering appropriate support, particularly of a collective nature. In other words, the stress on autonomy needs to be balanced by an equally strong emphasis on solidarity, and career guidance services embedded in the lifelong paradigm are one form of such collective support.

The Resolution signposts some of the ways by means of which Member States can improve guidance services so that they offer more effective support to their citizens. Among the more important of these are the involvement of stakeholders (e.g. ministries, social partners, NGOs, practitioners, civil society and service users themselves) in policy and systems development; the establishment of structures that ensure co-operation and co-ordination between services at national, regional and local levels; and the shaping of services to meet high quality criteria through, for instance, improved initial and continuing training of guidance practitioners, as well as through Europe-wide and international co-operation in the field. Such co-operation helps ensure maximum return in terms of impact on policies, systems and practices at EU and national levels.

In order to find out the extent to which European countries have succeeded in addressing these central issues, a brief survey questionnaire was sent out to EU and EEA countries, to which all the 27 EU Member States plus Norway responded. Further information and insights were culled from a variety of source material, including research reports<sup>9</sup> as well as outcomes of mutual learning events<sup>10</sup> and other forums—actual or virtual—organised by CEDEFOP. A recent study of career guidance in European Public Employment Services carried out by Sultana & Watts (2005) also proved useful to complement information about the education sector.<sup>11</sup>

#### **FEATURES OF A LIFELONG CAREER GUIDANCE SYSTEM**

Much of this material, together with the Commission's *Common Reference Tools for Improving Lifelong Guidance Policies and Systems* (2005), attempts to explore the notion of 'lifelong career guidance' and the paradigmatic shift that this notion represents. Some have argued that the claim that the guidance field needs to be restructured to respond better to the demands of a knowledge-based economy rests on empirically questionable grounds, given that the labour market is extremely variegated, with many still finding employment in low-skilled jobs. In analysing both the claims and critiques, the position adopted here is that the notion of a 'paradigm shift', while contested, is nevertheless helpful in signalling the very real if somewhat unpredictable socio-economic dynamics that are shaping the nature and scope of career guidance in the contemporary world. Many of these

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<sup>9</sup> CEDEFOP commissioned three studies to help address key areas linked to the goals in the Resolution, and about which it was felt more information and critical reflection should be generated. These included a study on *Quality Guidelines and Criteria in Guidance* (Henderson, Hignett, Hawthorn & Plant, 2004), a study on *Indicators and Benchmarks for Lifelong Guidance* (den Boer, Mittendorff, Scheerens & Sjenitzer, 2005), and a study on *Career Development at Work* (Jackson, Hawthorn, Houghton, Henderson & Sadler, 2007). The first two studies can be downloaded from: [http://www.trainingvillage.gr/etv/Projects\\_Networks/Guidance/expertgroup/thematic\\_projects.asp](http://www.trainingvillage.gr/etv/Projects_Networks/Guidance/expertgroup/thematic_projects.asp) and from

[http://www.trainingvillage.gr/etv/upload/Projects\\_Networks/Guidance/expertgroup/Thematic%20Projects/Final\\_report.pdf](http://www.trainingvillage.gr/etv/upload/Projects_Networks/Guidance/expertgroup/Thematic%20Projects/Final_report.pdf)

<sup>10</sup> Three mutual learning meetings took place. The first meeting, co-organised by CEDEFOP and Bundesagentur für Arbeit, was held in Nuremberg on 27-28 October 2005 and focused on Indicators and Benchmarks for Guidance. A second meeting was co-organised by Cedefop and the Danish Ministry of Education in Copenhagen on 26-27 January 2006 and focused on Quality Assurance in Guidance Provision. The third meeting took place in Helsinki between the 30<sup>th</sup> and 31<sup>st</sup> May 2006 and was organized by CEDEFOP in collaboration with the Finnish National Board of Education and focused on the Facilitation and Broadening of Lifelong Access to Career Guidance.

<sup>11</sup> See R.G. Sultana & A.G. Watts (2005) *Career Guidance in Europe's Public Employment Services: Trends and Challenges*. Brussels: DG Employment and Social Services, European Commission. The report can be downloaded from:

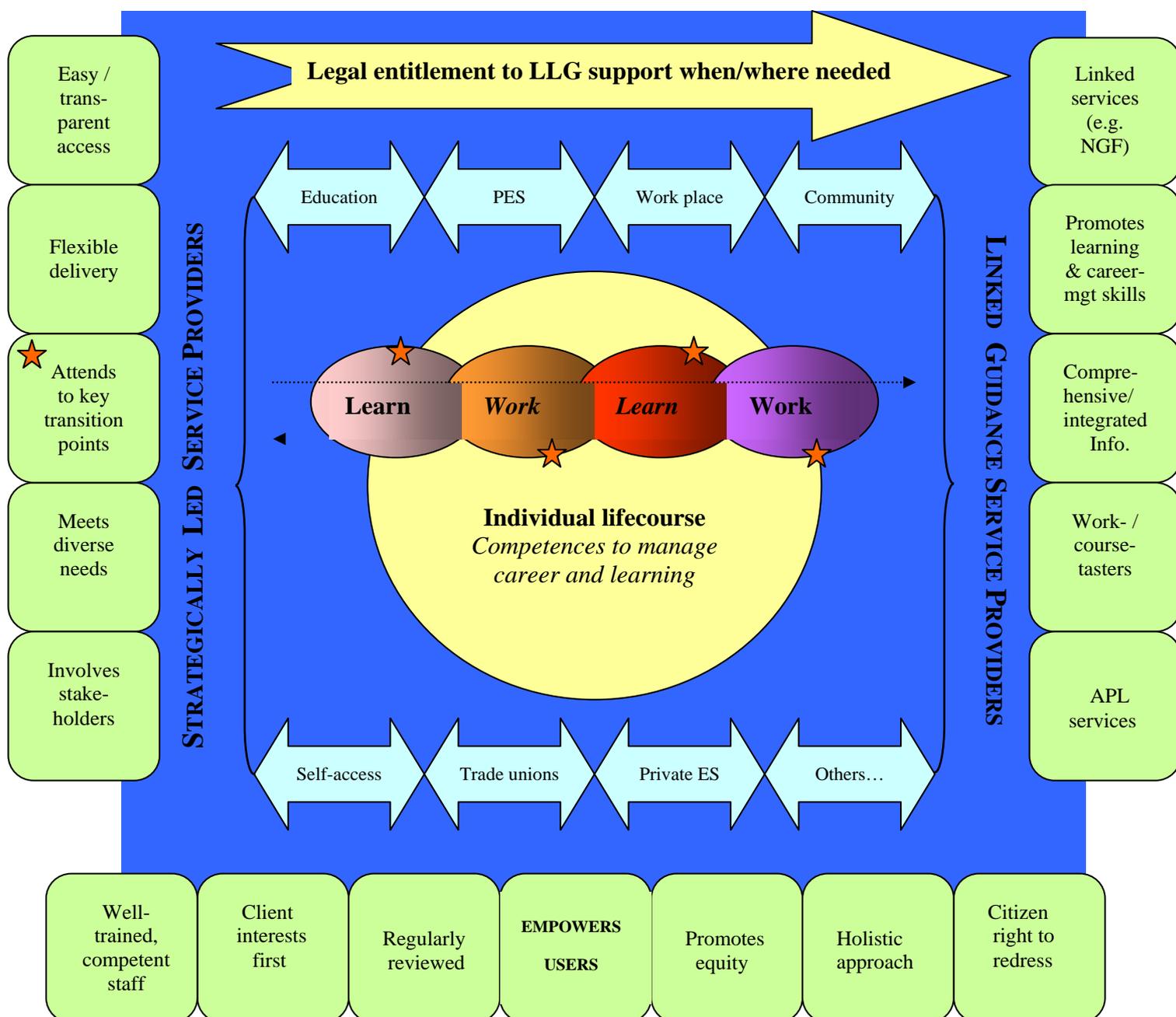
[http://ec.europa.eu/employment\\_social/employment\\_strategy/pesguidancereport\\_en.pdf](http://ec.europa.eu/employment_social/employment_strategy/pesguidancereport_en.pdf)

changes determine the key features and building blocks that contribute to the construction of a lifelong guidance system.

A number of these elements are presented in Diagram 1 below. A key feature is the insistence that citizens are legally entitled to supportive guidance where and when needed. Other key features include the fact that such services should empower citizens by providing them with the skills and competences needed to decode the world around them, and to make informed choices as they go about managing their learning and career pathways. Such services should put citizen interests first, and should set out to be as effective as possible by involving stakeholders in service design and provision, by ensuring that they are regularly reviewed, and that they are delivered by well-trained, competent staff.

A guidance service informed by a lifelong perspective is sensitive to the diverse needs and life situations of clients, and responds to these needs by facilitating access through flexible delivery modes rather than through a one-size-fits-all approach. Such a service is also perceived by the users to be 'lifelong', in the sense that they experience it holistically, as seamless, linked provision rather than as a set of sequential and fragmented efforts, where information about education, training and employment fail to connect with the individual's organic search for fulfilment throughout life.

**Diagram 1: Aspects of a national Lifelong Guidance System**



Needless to say, the representation of these and other building blocks that contribute to the construction of a lifelong guidance ‘system’ should not be considered as a disembodied blue-print that is equally relevant and applicable, irrespective of specificities of context. Rather, they are another entry point into an important conversation on how guidance can best serve citizens in the current historical conjuncture.

### **THE SHIFT TOWARDS LIFELONG GUIDANCE**

One way of considering the progress of countries in responding to the invitation of the Council Resolution to develop lifelong guidance systems is to consider the responses received in the country updates from the perspective of a continuum that represents the shift from traditional forms of guidance provision, to a model that is more appropriate and relevant in emergent knowledge-based economies—and hence reflecting elements of the features and principles indicated in Diagram 1 above.

It then becomes clear that while the Council Resolution is correct in pointing out that existing policies, systems and practices for guidance do not quite match or foreshadow the demands of knowledge-based economies and societies, some important shifts are indeed visible in several European countries. Indeed, the earlier CEDEFOP career guidance review (Sultana, 2004) had already pointed out some of these important shifts on the part of some countries (see Box 1). We had then suggested that different Member States—and regions within these states—can be placed along a *continuum*, where the starting point represents a traditional approach to guidance, and where the opposite end represents the new approach inspired by new realities, both economic and social.

The representation of the situation in terms of a continuum is useful because it helps us understand the dynamic nature of the *range* of responses to the challenges represented by the shift away from a model that emphasises one-off decision-making at key and stable transition points, in order to become a service that supports and accompanies decision-making throughout life. Needless to say, the notion of a continuum also reminds us that shifts are not necessarily linear or moving in the same direction: some initiatives can move towards one pole of the continuum, while others (in a different or even in the same sector) may very well be regressive.

#### ***Box 1: Shifts in the direction of a Lifelong Career Guidance model***

##### **The nature of guidance:**

- From a service that is considered to be peripheral ...  
*...to one that is central, a key responsibility for government in partnership with others*
- From a service that draws its rationale and tools from psychology...  
*...to a service that is more multi-disciplinary*
- From a service that considers opportunities in the context of a nation state or region...  
*...to a service that facilitates student and worker mobility across Europe*

##### **Who guidance is to be provided to:**

- From a service aimed largely at secondary level students...  
*... to a service that caters for the needs of all learners*
- From a service that is available to unemployed youth and adults...  
*...to a service that caters for within/between career moves*
- From a marginal service targeting at risk groups ...  
*... to a mainstream service available more broadly*

##### **When guidance is to be provided:**

- From a service that is provided mainly at key decision points...  
*...to a service that is provided lifelong*
- From a service that is 'curative' and provided at crisis points...  
*... to a service that is educative, empowering citizens with learning and career management skills, preparing for wise decision-making throughout life*

**Where guidance is to be provided:**

- From a service that is offered only in institutional sites...  
*...to a service that is also available in leisure sites, in the community, and in the home*
- From a service that is formally bounded in time and space...  
*...To a service that is ubiquitous*

**Who provides guidance:**

- From a service that is exclusively provided by the state...  
*...to a service that is also provided by community organisations, trade unions, employers and other private entities*
- From a service that is delivered only by guidance staff...  
*...to a service that includes inputs by stakeholders and others*
- From a service that is staffed by non-specialised personnel...  
*...to a service that requires pre- and in-service training*
- From a service that tends to focus on personal and educational guidance issues...  
*... to a service that gives due importance to career guidance*
- From a service that is poorly professionalized...  
*...to a service that has clear entry and career progression routes*
- From a service that is staffed by same-level personnel...  
*...to a service that includes different staff categories, including paraprofessional workers*

**How guidance is to be provided:**

- From a service that focuses on provision...  
*...to a service that focuses on self-access and self-service with appropriate levels of assistance when needed*
- From a service that is centrally managed...  
*...to a service that is decentralised but monitored centrally*
- From a service that is largely homogenous, irrespective of client diversity...  
*...to a service that is differentiated, responding to specific needs*
- From a service that is segmented according to sector...  
*... to a service that values cross-sector collaboration*

- From a service that works with individuals...  
*...to a service that maximises its impact by also working with groups*
- From a service that is available to students outside the curriculum...  
*...to a service that permeates guidance issues through the curriculum in a planned, co-ordinated manner*
- From a service that demands guidance staff to fulfil multiple roles...  
*...to a service that encourages specialisation in service delivery*
- From a service that is unregulated...  
*...to a service that has codes of conduct and standards of practice*
- From a service that fails to connect education and labour market data...  
*...to a service that uses ICT to consolidate different data*
- From a service that is under-researched...  
*...to a service that is regularly evaluated and is systematically reflexive*

The country updates as well as supplementary material used in the research on the implementation of the Council Resolution indicates that these shifts are in fact becoming more and more visible in many of the EU member states. In the section that follows, we will document these shifts by organising the data in relation to the five priority areas identified in the Resolution. It is clear that progress has indeed been attained by the different European countries, and that a number of outstanding challenges remain. Awareness of the initiatives implemented in different national and regional contexts, as well as of the limitations, gaps and weakness that prevail, facilitates the development of a Europe-wide community of reflective practice in this important field.

## **ACHIEVEMENTS AND REMAINING CHALLENGES**

### ***Implementing lifelong guidance systems***

A first goal articulated by the Council Resolution concerns the need for countries to develop lifelong guidance *systems*, that is, linked provision that strategically formulates steps to ensure effective co-operation and co-ordination between service providers at national, regional and local levels. The guidance reviews had indicated, however, that generally speaking, the linkages between different providers—whether public, private, employment- or community-based—are underdeveloped: career guidance provision therefore ends up being a collection of *disparate sub-systems*, each with its own history, rationale and driving forces, rather than a coherent and integrated set of arrangements, which can enable the different interests of some stakeholders to be balanced against one another, in the interests of the individual user.

There are in fact few if any examples of integrated guidance systems in Europe. This has a number of negative consequences for the provision of a service that is experienced by clients as *coherent, continuous* and *seamless*. Lack of co-ordination results in several communication failures—such as, for instance, a failure to integrate information on the content of jobs, information on education and training options and pathways, and information on labour market supply and demand.

These failures end up frustrating users in their attempt to make decisions by taking as many variables as possible into consideration. Lack of co-ordination also leads to costly duplication at a time when resources cannot keep up with the demand for services, and to inefficient use of the respective strengths of guidance staff in the different sectors, who often do not adequately co-operate in servicing client needs across the lifespan. Most importantly, fragmentation does not provide the appropriate environment that is needed to exercise leadership in articulating a vision and in developing a strategy for delivering lifelong access to career guidance services.

It is therefore clear that the key task here is to ensure that, from the citizen's point of view, services are coherent and holistically organised rather than fragmented. Country updates suggest that more and more Member States are becoming aware of the need to design holistic, linked services, with providers co-operating together to attend to citizen needs across the lifespan. A number of countries are introducing all-age systems to ensure more seamless services for citizens. Others are trying to establish structures that ensure systemically linked provision. A key example of this are national guidance forums that bring together a whole range of providers and stakeholders. While such structures are relatively new, enough experience has been accumulated to be able to consider factors that can contribute to their success, as well as the set of challenges that must be addressed if the benefits from partnership can be reaped.

*However,*

- Providers in the education and labour market sectors still tend to operate with a different rationale and sometimes contrasting interpretations of career guidance, rendering co-operation a challenging enterprise.
- National guidance forums and other structures that bring about different providers and stakeholders together are still at an early stage, and need to gain credibility and support in order to be in a position to shape systems development.
- The focus in many contexts is still on system input, rather than on outputs and outcomes for clients and users. This tends to reinforce a concern with the welfare of existing organizational arrangements, rather than with systemic restructuring that works in the interests of the client in a more holistic manner.

### ***Broadening access to guidance***

All the European and international country case studies and reviews that we have in hand strongly indicate that the demand for career guidance far exceeds supply of services. This is not surprising. In the education sector, pathways are becoming more diversified and complex, with students having increasing opportunities to try out courses, to switch between study units and even between institutions, and to follow a tailor-made and individualized education plan. Needless to say, guidance is called upon to make a contribution in this context, as it is in the intensified efforts to prevent early school leaving.

In the employment sector, not only does restructuring of the labour market require a re-engagement with education and training at different points in one's life, but the very design of occupations increasingly necessitates the pro-active planning and management of one's own career development over time. Several categories of people who are vulnerable, at risk of social exclusion, or who have special needs due to the fact that they live in remote communities, or due their tenuous links to citizenship rights, also can benefit from guidance—and yet, access to these services is either difficult, or provided in inadequate ways given the pressure on staff and material resources.

In the light of this, the issue of access has two aspects to it. First, the needs of a wide range of citizens—including employed adults, VET and tertiary students, mothers with young children, women returning to work, older adults, people with disabilities, remote communities, and disadvantaged groups—are not adequately catered for. Secondly, as the guidance reviews have shown, guidance services are still being delivered in too limited a range of locations, ways, times of the day or week, or points in the life cycle—thus limiting access from a lifelong and lifewide perspective.

Responses to the survey indicate that many have expanded services in an effort to reach out to all potential users, and especially to those citizens who are most in need. Most are exploiting the new information and communication technologies in order to ensure greater access, while awareness that not all citizens are digitally literate has led to some countries making special efforts to redesign their services in such a way that they become woven more effectively in the warp and woof of everyday lives.

*However,*

- Several categories of citizens are still having difficulty in ensuring their entitlement to such information, advice and support that are needed to manage learning and occupational pathways.
- Much of the responsibility in trying to match supply of services with demand for them is, in many countries, still falling on the state. This leads to important gaps in service provision, particularly for adults who are in employment.
- Possibly due to the fact that demand for services outstrips capacity to supply, few countries seem to be giving adequate attention to the marketing of career guidance, so that large groups of citizens may very well be unaware of the kind of support that is available to them, where to go to access it, and the benefits that can accrue if they do manage to access it.

### ***Strengthening quality assurance mechanisms***

The issue of quality assurance in the provision of guidance services is increasingly on the agenda of EU member states, even if this area is notoriously difficult to address given that the nature and complexity of career guidance does not make effectiveness or outcomes easily susceptible to measurement. Interest and investment in QA systems seems to be driven by a range of factors, including the general trend towards more accountability and efficiency across all public services, the need to safeguard equity in service provision after the adoption of a policy of decentralisation, and/or after permitting the development of private employment services, the need to legitimise public spending on guidance, a shift in the philosophy underpinning guidance provision, with user empowerment and user satisfaction becoming key elements in the design of services, and a tendency for the guidance field to become more professionalized, leading practitioners to establish occupational identity through the structuring of entry into the profession (e.g. establishing qualification routes and licensure), and the articulation of formal standards, competences, registers, and codes of practice.

Various models have evolved across Europe in the attempt to find the most suitable QA system for guidance services, ranging from administrative-centred models, to ones that are more practitioner- or user-oriented. *Administrative-centred* QA models entail the adoption of a top-down, centralised approach, and are particularly appealing in countries where decentralisation has led to variable standards of service delivery across regions. In such contexts, national policy frameworks—including national standards, targets or guidelines—are seen as a way to ensure more equitable provision.

In contrast, *practitioner-centred* QA approaches entail bottom-up protocols that are promoted by professional bodies and associations. Here, the notion of ‘profession’ highlights the responsibility and commitment of practitioners to systematically strive to improve levels of service, and to guarantee standards so that their particular activity caters for client needs in the most ‘professional’ way possible. In this way, a profession becomes defined as an activity that is constituted by a discrete set of practices supported by a knowledge base and a range of competences that have been systematically developed over time through professional experience, and reflective research on that experience.

*User-centred* approaches set out to give users more direct power over the control of the guidance services that they receive. While in the previous two models, systems managers or providers establish what marks quality in service delivery, and therefore make judgements on behalf of the clients they serve, in this approach it is the client himself or herself—as an individual or as an organisation (e.g. school, PES, firm, Union, employers’ association)—and as a service recipient, who either (a) determines whether service standards have been attained, and / or (b) is directly involved in the design, management and evaluation of guidance services and products.

Several countries are pioneering initiatives in the QA field.

*However,*

- The search for appropriate principles, models, strategies and tools to implement QA systems in career guidance is still in its early stages.
- Those countries that have adopted quality assurance mechanisms, have opted for administrative- and practitioner-centred ones, with few if any instances of the

implementation of consumer-led models, where the key player in the quality assurance exercise is the client. Often, the role of the user is restricted to expressing satisfaction or otherwise with the service received. In most cases, the citizen does not enjoy the right to redress.

- In most of the cases reported, the application of QA mechanisms is restricted to a specific sector, to a narrow range of client groups, and to a few aspects of the whole repertoire of activities that guidance can involve. In many cases too, the focus is placed on quantitative indicators that fail to capture issues related to the process of service provision.

### ***Promoting learning and career management skills***

The development of learning and career management competences is an important element in the shift towards the lifelong guidance paradigm. Older guidance approaches tend to be associated with a medical model, and therefore prone to position the client as a passive recipient of services delivered by expert providers using batteries of tests and assessment tools. In contrast, the lifelong approach to guidance strongly encourages the ‘empowerment’ of citizens. It invites the client to develop competences to manage career and learning development, and to engage in self-assessment and reflective, self-directive and autonomous processes, with the dialogic support of career guidance mentors. The new paradigm therefore envisages that clients are persons with resources, not just with problems. It represents an approach to career and career decision-making that adopts a holistic and social interactionist stance: career planning and actions represent an integral part of people’s life experiences, and career experiences become meaningful when they are perceived and constructed in people’s life.

Several countries have introduced a range of initiatives to ensure that young people in particular learn the competences that are needed to decode the complexities of modern living, and, through improved understanding and skills development, attain a greater influence in shaping their own lives in more self-fulfilling ways. Among the more promising of these initiatives are curriculum frameworks that clearly set out learning objectives, as well as approaches that privilege experiential learning, thus ensuring a more effective integration of the skills in one’s repertoire of behaviours throughout life.

*However,*

- Several categories of young people and particularly adults are missing out on opportunities to develop the skills needed to manage learning and career development.
- Teachers have often not been trained to work closely with their colleagues, which is increasingly necessary given that guidance, transition and lifelong learning issues are best addressed in a structured, cross-curricular manner.
- The almost exclusive focus on the part of public employment services on the out-of-work leads it to adopt quick-fix approaches that respond to political pressures to place as many people into employment as possible, in the shortest time possible, rather than to support youths and adults to develop the competences required in the search for occupational fulfilment in a more long-term perspective.

### ***Strengthening structures for systems and policy development***

Much of the progress that policy-makers, practitioners and researchers would like to see in the area of career guidance, and which has been sign-posted by the Guidance Resolution, can really only be achieved if the structures supporting policy and systems development are strengthened. The guidance reviews carried out between 2000 and 2004 indicated very clearly that a key failing in the field is strong, strategic and purposeful leadership in the area. Without such leadership, and without systems that sustain development through research and innovation, there is the danger that many of the excellent initiatives that the country updates and supplementary data showcased remain *ad hoc* and dependent on the good will of individuals. Many of the innovative strategies that are being implemented across Europe are also often linked to a project, which means that, unless they are institutionalised, they will tend to disappear when the source for funding dries up at the end of the

project implementation cycle. Such initiatives have little hope of developing to scale, and of making the systemic impact that helps shift the paradigm through which career guidance is offered.

Progress reports from the EU member states indicate that the development of guidance-relation policies as well of career guidance systems is being reinforced through a number of strategies. This includes the setting up of partnerships between providers and stakeholders, such as ministries, social partners, employment services, service providers, guidance practitioners, education and training institutions, consumers, parents and youth. Another strategy is the establishment of research centres that generate the data needed to shape the field and give it a sense of direction. A third strategy recognises that the shift towards a lifelong guidance paradigm cannot come about unless it is backed up by improved opportunities for both skills and policy learning through initial and continued training of practitioners, and through participation in transnational activities.

*However,*

- The national and trans-national partnerships that have been developed thus far are still tentative and fragile, and can very easily dissolve unless they receive adequate support.
- Government commitment to a lifelong career guidance model requires increased funding and resources at a time when state budgets are tight and restricted. More clear evidence is needed to strengthen the claim that guidance generates economic benefits, besides personal ones.
- The professionalisation of staff in the field of career guidance is still at an early stage, and competence profiles often partially matching the requirements of a lifelong guidance model.

## **THE WAYS FORWARD**

The ways forward builds on the strengths that the career guidance field has succeeded in building up, in order to address the weaknesses identified. There are at least two levels at which this task can be undertaken.

First, it is imperative for each Member State to consolidate its policy vision by forging strong partnerships at national, regional and local levels, and to take stock of where it's at in relation to the shift to the lifelong guidance paradigm, and in particular in relation to the five key areas signposted by the Guidance Resolution. In doing so, Member States now have at their disposal a vast array of comparative data against which they can benchmark themselves and their services. They also have several case studies of successful responses to the challenges that most countries are facing in their attempt to develop a guidance system that serves well both the public and private good. Furthermore, they have a set of common reference tools that have a practical usefulness in the design and improvement of lifelong guidance systems and policies.

Second, this vitally important work at Member State level needs to link into and benefit from the cross-European network that is being put into place, and whose role it is to consolidate, support and add value to national level efforts. Epistemic and policy networks have an established history of successfully supporting capacity-building, the transfer of knowledge and know-how, as well as policy learning. The European Policy Network on Lifelong Guidance, recently established by the Commission to build upon the work of the Expert Group of Lifelong Guidance, can play a pivotal role in sharing policy options and in shaping policy development, in information gathering and dissemination, in commissioning policy analysis and research, and in generally sustaining and strengthening national structures.

In analytically portraying developments in the implementation of the Lifelong Guidance model in the different Member States, and in placing such efforts within a broader European context, it is hoped that the research on which this publication is based serves both national and EU-wide efforts to be of greater service to citizens, in their quest for meaningful, fulfilling and dignified lives.

## 1.4. Aims and principles of lifelong guidance

### Common aims and principles of lifelong guidance provision

[http://communities.trainingvillage.gr/lifelong\\_guidance?login=1&uid=D1D92038C6F114BB166EDC5F4C405840&cid=161442&go=895444](http://communities.trainingvillage.gr/lifelong_guidance?login=1&uid=D1D92038C6F114BB166EDC5F4C405840&cid=161442&go=895444)

#### *Introduction*

*This text presents a set of common aims and principles for lifelong guidance provision developed under the auspices of the European Union's Education and Training 2010 work programme. They have been developed by Group G in cooperation with the European Commission's Expert Group on Lifelong Guidance. The development of common aims and principles for lifelong guidance provision at European level to support national policy and systems development was recommended in the Interim Report "Education and Training 2010" of the European Council (Education/Youth) and the European Commission (2004) and noted in the Council Resolution (Education/Youth) of May 2004 on strengthening policies, systems and practices for lifelong guidance in Europe. The Resolution prioritised the centrality of the individual/learner in the provision of such services, and the needs to (i) refocus provision to develop individual's career competency, (ii) widen access to services and (iii) improve the quality of the services. The principles for guidance provision that follow are grouped according to those priorities.*

#### **1. What does lifelong guidance mean?**

Guidance refers to a range of activities<sup>12</sup> that enables citizens of any age and at any point in their lives (lifelong) to identify their capacities, competences and interests, to make meaningful educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which these capacities and competences are learned and/or used (life-wide). Guidance is provided in a range of settings: education, training, employment, community, and private.

#### **2. Aims**

Guidance aims to:

- Enable **citizens** to manage and plan their learning and work pathways in accordance with their life goals, relating their competences and interests to education, training and labour market opportunities and to self-employment, thus contributing to their personal fulfilment;
- Assist **educational and training institutions** to have well motivated pupils, students and trainees who take responsibility for their own learning and set their own goals for achievement;
- Assist **enterprises and organisations** to have well motivated, employable and adaptable staff, capable of accessing and benefiting from learning opportunities both within and outside the workplace;
- Provide **policymakers** with an important means to achieve a wide range of public policy goals<sup>13</sup>;
- Support local, regional, national and European **economies** through workforce development and adaptation to changing economic demands and social circumstances;

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<sup>12</sup> Examples of such activities include information and advice giving, counselling, competence assessment, mentoring, advocacy, teaching decision-making and career management skills. In order to avoid ambiguity, since a variety of terms are used in Member States to describe services engaged in these activities, including educational, vocational or career guidance, guidance and counselling, occupational guidance/counselling services, etc., the term 'guidance' is used throughout this text to identify any or all of these forms of provision and Member States should interpret the term as referring to the appropriate provision in their own countries.

<sup>13</sup> See section 4 below

- Assist in the development of **societies** in which citizens actively contribute to their social, democratic and sustainable development.

### 3. Principles of Guidance Provision

The following principles underlie the provision of guidance:

#### Centrality of the beneficiary

- **Independence** – the guidance provided respects the freedom of the career choice and personal development of the citizen /user
- **Impartiality** – the guidance provided is in accordance with the citizen's interests only, is not influenced by provider, institutional and funding interests, and does not discriminate on the basis of gender, age, ethnicity, social class, qualifications, ability etc.
- **Confidentiality** –citizens have a right to the privacy of personal information they provide in the guidance process
- **Equal opportunities** – the guidance provided promotes equal opportunities in learning and work for all citizens
- **Holistic approach** – the personal, social, cultural and economic context of a citizen's decision-making is valued in the guidance process

#### Enabling citizens

- **Empowerment** – the guidance provided assists citizens to become competent at planning and managing their learning and career paths and the transitions therein
- **Active involvement** – guidance is a collaborative activity between the citizen and the provider and other significant actors e.g. learning providers, enterprises, family members, community interests, and builds on the active involvement of the citizen

#### Improving access

- **Transparency** – the nature of the guidance service(s) provided is immediately apparent to the citizen
- **Friendliness and empathy**– guidance staff provide a welcoming atmosphere for the citizens
- **Continuity** –the guidance provided supports citizens through the range of learning, work, societal and personal transitions they undertake and/or encounter
- **Availability** – all citizens have a right to access guidance services<sup>14</sup> at any point in their lives
- **Accessibility** – the guidance provided is accessible in a flexible and user friendly way such as face to face, telephone, e-mail, outreach, and is available at times and in places that suit citizens' needs

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<sup>14</sup> EUROPEAN SOCIAL CHARTER (1996 Revision) **Article 9 – The right to vocational guidance**

« With a view to ensuring the effective exercise of the right to vocational guidance, the Parties undertake to provide or promote, as necessary, a service which will assist all persons, including the handicapped, to solve problems related to occupational choice and progress, with due regard to the individual's characteristics and their relation to occupational opportunity: this assistance should be available free of charge, both to young persons, including schoolchildren, and to adults. »

- **Responsiveness** – guidance is provided through a wide range of methods to meet the diverse needs of citizens

#### Assuring quality

- **Appropriateness of guidance methods** – the guidance methods used have an appropriate theoretical and/or scientific/empirical basis, relevant to the purpose for which they are used
- **Continuous improvement** – guidance services have a culture of continuous improvement involving regular citizen feedback and provide opportunities for staff for continuous training
- **Right of redress** – citizens have an entitlement to complain through a formal procedure if they deem the guidance they have received to be unsatisfactory.
- **Competent staff** – staff providing guidance have nationally accredited competences to identify and address the citizen’s needs, and where appropriate, to refer the citizen to more suitable provision/service

#### **4. EU Policy Goals that Lifelong Guidance Contributes to**

Lifelong guidance assists policymakers in Europe to achieve a number of common policy goals:

- **Efficient investment in education and training:** Increasing the rates of participation and of completion in education and training through improved matching of individuals’ interests and abilities with learning opportunities;
- **Labour market efficiency:** Improving work performance and motivation, rates of job retention, reducing time spent in job search and time spent unemployed through improved matching of individual’s competences and interests with work and career development opportunities, through raising awareness of current and future employment and learning opportunities, and through geographical and occupational mobility;
- **Lifelong learning:** Facilitating personal development and employability of all citizens through continuous engagement with education and training, assisting them to find their way through increasingly diversified but linked learning pathways, to identify their transferable skills, and to validate their non-formal and informal learning;
- **Social inclusion:** Assisting the educational, social and economic integration and reintegration of all citizens and groups including third country nationals, especially those who have difficulties in accessing and understanding information about learning and work, leading to social inclusion, active citizenship and to a reduction in long-term unemployment and poverty cycles;
- **Social equity** : to assist citizens to overcome gender, ethnic, age, disability, social class and institutional barriers to learning and work
- **Economic development:** supporting higher work participation rates and enhancing the development of the workforce for the knowledge-based economy and society.

### **1.5. The Future of Educational, Vocational and Career Guidance in Europe**

Karen Schober/ Bernhard Jenschke, German National Guidance Forum

“This article compares the situation of career guidance in Germany with the international and especially European development in this field. It demonstrates the new understanding of guidance and its important role in achieving political goals as lifelong learning and labour market efficiency in Europe.”

*(you will find the entire text in annex 1)*

## **1.6. Summary of main EU policy messages on guidance**

### **Importance of Guidance confirmed in Maastricht Communiqué**

“On 14 December 2004, at a conference in Maastricht, ministers from 32 European countries, together with the European Social Partners and the Commission, agreed on the Maastricht Communiqué. It sets out new priorities and strategies in vocational education and training until the end of 2006. This communiqué updates the Copenhagen Declaration on enhanced co-operation in VET which was adopted in 2002.”

*(you will find the entire text in annex 2)*

## **1.7. Introduction to European Reference Tools**

CEDEFOP (2005), explaining the importance of "aims and principles of lifelong guidance provision", "reference points for quality assurance systems for guidance provision in Europe" and "key features of lifelong guidance systems" as main European tools for the development of lifelong guidance policies and systems)

*(you will find the text in annex 3)*

## **1.8. Integrated Guidelines for Growth and Jobs (2005-2008)**

COMMISSION OF THE EUROPEAN COMMUNITIES (2005)

“This communication sets out the first integrated guidelines for growth and jobs for the period 2005-2008, in accordance with the request from the 2005 Spring European Council.

This explanatory memorandum covers both the Commission Recommendation on the Broad Economy Policy Guidelines (BEPGs) and the proposal for a Council Decision on the Employment Guidelines (EGs).”

*(you will find the entire text in annex 4)*

## **1.9. European pact for young people**

COUNCIL OF THE EUROPEAN UNION (2005)

CONCLUSIONS BY THE COUNCIL (EDUCATION/YOUTH/CULTURE) ON YOUTH IN THE FRAMEWORK OF THE MID-TERM REVIEW OF THE LISBON STRATEGY

*(you will find the entire text in annex 5)*

## **1.10. European Union website for social inclusion**

[http://ec.europa.eu/employment\\_social/social\\_inclusion/index\\_en.htm](http://ec.europa.eu/employment_social/social_inclusion/index_en.htm)

THE SOCIAL PROTECTION AND SOCIAL INCLUSION PROCESS

The Lisbon European Council of March 2000 asked Member States and the European Commission to make a decisive impact on the eradication of poverty by 2010. Building a more inclusive European Union is an essential element in achieving the Union's ten year strategic goal of sustained economic growth, more and better jobs and greater social cohesion.

Member States co-ordinate their policies for combating poverty and social exclusion on the basis of a process of policy exchanges and mutual learning known as the 'Open Method of Coordination' (OMC). From 2006, three policy areas provide the framework for this process:

1. Eradicating poverty and social exclusion
2. [Adequate and sustainable pensions](#)
3. [Accessible, high quality and sustainable health and long-term care](#)

**The Open Method of Coordination - Five Main Elements:**

1. Agreeing [common objectives](#) for the Union
2. Establishing [common indicators](#) as a means of comparing best practice and measuring progress
3. Translating the EU objectives into national/regional policies on the basis of [National Reports on Strategies for Social Protection and Social Inclusion](#)
4. Publishing [reports](#) analysing and assessing the National Reports
5. Establishing a [Community Action Programme](#) to promote policy cooperation and transnational exchange of learning and good practice.  
(A conference to focus on the lessons drawn from the Community Action Programme to combat Social Exclusion was held in Brussels 29-30 March 2006. The working documents are available on the [Events webpage](#))

**Policy documents:**

- [Joint Report on Social Protection and Social Inclusion 2007](#)
- [Social Inclusion in Europe 2006](#)
- [Joint Opinion of the Social Protection Committee and the Economic Policy Committee on the Commission Communication on “Working together, working better: proposals for a new framework for the open co-ordination of social protection and inclusion policies”](#)
- [Evaluation of the Open Method of Coordination for Social Protection and Social Inclusion](#)
- [Consultation on action at EU level to promote the active inclusion of the people furthest from the labour market](#)

### **1.11. Local Lifelong Guidance Strategies in the UK**

National Institute for Careers Education and Counselling (UK): Briefing paper on local lifelong guidance strategies.

*(you will find the entire text in annex 6)*

## **2. STUDIES**

### **2.1. OECD Study on Career Guidance and Public Policy (2004)**

Title: Career Guidance and Public Policy – Bridging the Gap

“Foreword

This publication reports the findings of a review that was begun in early 2001 of career guidance policies in 14 OECD countries. It has looked at how the organisation, management and delivery of career guidance can help to advance some key public policy objectives. In particular, the review has looked at how career guidance services can assist countries to advance lifelong learning goals, and at how career guidance can help in the implementation of active labour market policies. The review has coincided with a growing international interest in the relationship between career guidance and public

policy. This interest is reflected in the holding – in 1999 and 2001 – of two international symposia on career guidance and public policy (Canadian Career Development Foundation, 2000 and 2002) and in the conduct of parallel reviews by agencies of the European Commission and by the World Bank. The OECD review has been closely involved with both of these related initiatives.

The review has adopted a broad perspective. Consistent with its focus upon how career guidance can contribute to national lifelong learning policies, it has focused upon career guidance services throughout the lifespan: for young people; for adults; and for the “third age”. It has examined career guidance services in a wide range of settings: compulsory schooling; upper secondary education; tertiary education; community settings; public employment services; and the workplace. Its perspective on the stakeholders of career guidance services has also been a broad one, encompassing not only governments, but also employers, trade unions, community organisations, educational institutions, parents, students and career guidance practitioners.

- The findings of the review are organised around four main questions:
- Why does career guidance matter for public policy? (Chapters 1 and 2)
- How can career guidance be delivered more effectively? (Chapters 3 to 6)
- How should career guidance be resourced? (Chapters 7 and 8)
- How can strategic leadership be improved? (Chapters 9 and 10)

[...]

*(you will find the entire text in annex 7)*

## **2.2. CEDEFOP-Summary of 3 Studies in 36 Countries**

A.G. Watts/Ronald G. Sultana: Career Guidance Policies in 36 Countries: Contrasts and Common Themes, CEDEFOP 2004

“Executive summary

Three co-ordinated reviews of national career guidance policies have recently been carried out by OECD, the European Commission and the World Bank, covering 36 countries in total. Some important differences are evident, with services in middle-income countries being less well-developed than in high-income countries. But the dynamics of globalisation, together with ‘policy borrowing’, have led to a great deal of convergence.

In all countries, career guidance is viewed as a public good, linked to policy goals related to learning, the labour market and social equity. These goals are being reframed in the light of lifelong learning policies, linked to active labour market policies and the concept of sustained employability. Career guidance accordingly needs to be accessible not just to school-leavers and the unemployed, but to everyone throughout their lives.

To meet this challenge but avoid substantial increases in costs, efforts are needed to diversify the methods and sources of provision. These include innovative and more streamlined interventions, helping individuals to develop career-management skills and supporting self-help approaches. To enhance access, increasing use is being made of helplines and web-based services. In addition, stronger involvement is being sought from the private and voluntary sectors alongside the public sector.

With career guidance taking increasingly varied and disparate forms, there is a need within countries for stronger mechanisms to articulate a vision and develop a strategy for delivering lifelong access to career guidance. Such mechanisms are required both within government and involving other stakeholders. Their role could include the development of quality standards and other strategic instruments to co-ordinate the range of career guidance provision.“

*(you will find the entire text in annex 8)*

### **2.3. Study on Quality Guidelines and Criteria in Guidance**

CEDEFOP commissioned Preliminary Study on Quality Guidelines and Criteria in Guidance - FINAL REPORT, May 2004

Project Team: Leigh Henderson, Kate Hignett, Jackie Sadler (for the Guidance Council); Ruth Hawthorn and Peter Plant (for NICEC)

#### Introduction

“The contribution career guidance can make to the achievement of four public policy goals - lifelong learning, social inclusion, labour market efficiency and economic development - is increasingly widely acknowledged. Such public policy goals are fundamental to the attainment of the Lisbon Council (2000) aim of making Europe, by 2010, the most competitive economy and knowledge based society in the world, marked by social cohesion.

In December 2002 the Commission set up an Expert Group on Lifelong Guidance (LGEG) as part of the implementation of the Resolution of the Education Council on Enhanced European Co-operation in Vocational Education and Training and the follow-up to the Communication on Lifelong Learning and the Report on the Objectives of Education and Training Systems.

In line with the Education/Youth Council Resolution on Enhanced Cooperation in Vocational Education and Training, adopted on 12.11.2002 the overarching aim of the Expert Group is to work towards the : ‘strengthening of policies, systems and practices that support information, guidance and counselling in the Member States, at all levels of education, training and employment, particularly on issues concerning access to learning, vocational education and training, and the transferability and recognition of competences and qualifications, in order to support occupational and geographical mobility of citizens in Europe’.

The mandate of the LGEG identifies four priority areas for attention, one of which is:

‘To reflect on the quality of guidance provision with a view to developing common guidelines and quality criteria for accreditation of guidance services and products from a citizen/consumer perspective, taking into account different policy contexts.’

This final report is submitted by the Guidance Council and the National Institute for Careers Education and Counselling (NICEC) as part of a study commissioned by CEDEFOP, on behalf of the European Commission’s Expert Group on Lifelong Guidance, to:

- produce an overview of existing quality guidelines and criteria for guidance services and products; the principles and assumptions underlying the approaches, and the challenges of their implementation, within and across sectors;
- capture good examples of policy and practice, particularly of citizen/user involvement; This section highlights the rationale behind the launching of the study and outlines the main outcomes the study was intended to achieve.
- identify options for approaches that could be adopted at European level to assure quality guidance provision. In particular, to identify how such criteria could be designed to incorporate a citizen/user perspective at its core and to take account of the diversity in guidance settings and systems among the 25 Member States and 3 candidate countries.”

*(you will find the entire text in annex 9)*

### **2.4. CEDEFOP Study on Indicators and benchmarks for Lifelong Guidance**

Study on ‘Indicators and benchmarks for Lifelong Guidance’ - Draft Final Report  
Peter den Boer, Kariene Mittendorff, Jaap Scheerens, Titia Sjenitze  
Wageningen/Twente, January 2005

## “1. Executive Summary

### 1.1. Context

This report contains the results of a preliminary study, commissioned by CEDEFOP and carried out by Stoas Research in association with the University of Twente, on the feasibility of developing indicators and benchmarks for guidance. The study was intended to support the work of the European Commission’s Expert Group on Lifelong Guidance and contribute to the follow-up of the Education and Training 2010 Work Programme and to the implementation of the Council Resolution on guidance throughout life which identifies high quality guidance provision and the strengthening of structures for policy and systems development at national and regional levels as priorities.

### 1.2. Aims

The specific aims of the study were to provide information about the extent to which indicators and benchmarks in guidance were in use at national level, review the availability of data at European level and propose a strategy for the future development of indicators and benchmarks.

### 1.3. Working methods

The first phase of the study consisted of a literature review, the definition of terms, the development of a typology for guidance providers and provision, a model framework of key issues in lifelong guidance as well as the identification of areas for possible indicators. In the second phase of the study a questionnaire was prepared and sent to members of the Expert Group on Lifelong Guidance and members of the Standing Group on Indicators and Benchmarks to get their views on the model and possible indicators and clarify the availability of data. During the first and second phases desk research of secondary sources (mainly the relevant parts of the career guidance policy reviews undertaken by the OECD, Cedefop and the ETF), was carried out and simultaneously good examples of practice in the use of indicators and benchmarks were sought. In the final phase of the study the responses to the questionnaire and the requests for examples of practice were analysed and the final report and recommendations prepared.

### 1.4. Summary of final report contents

Chapter 1 explains the rationale behind the launching of the study, its intended outcomes and the layout of the final report. Chapter 2 summarises the results of the literature review. Chapter 3 outlines the results of the responses to the questionnaire and chapter 4 gives an overview of data collected on guidance in the Member States and an example of an approach to the evaluation of guidance. Chapter 5 presents the main findings and conclusions from the study and sets out recommendations for the development of indicators and benchmarks for guidance in the medium and long term.

### 1.5. Main conclusions

The literature review, the analysis of the synthesis reports and 29 national responses to the career guidance policy reviews (containing data gathered between 2001 and 2003), and the replies to the indicators study questionnaire, showed that:

- although several countries do collect some data on various aspects of guidance services and their use, there was no evidence of the use of actual indicators or benchmarks either at the European or at the national level;
- the comparability of the data collected at national level is not clear.
- where data is available it tends to cover a limited number of issues only (e.g. coverage or participation in guidance and, to a lesser extent, the financing of guidance).
- although more data on guidance may be collected at European level in the future (for example through the inclusion of questions on the take up of guidance services in the Adult Education Survey), currently very little data is available at European level.

- much of what is called lifelong guidance is highly integrated in other work, e.g. teaching or HRD. This complicates the measurement of inputs and processes in and outputs and outcomes of lifelong guidance.

The study concludes that the limited nature of the data collected at national level and the lack of comparability between countries, combined with the lack of data at European level, preclude the possibility of introducing an indicator or benchmark on guidance in the short term. The study also concludes that the causal attribution of values on outcome indicators to values on input or process indicators is an ambition that can rarely be made true. Even in studies that are very close to a research study, like the PISA-study, attributing differences in student performance to system, school and classroom conditions has to be done with a lot of caution. Conclusions in this study are usually drawn in terms of associations, or influences, rather than causes or determinants.

## 1.6. Main recommendations

For the mid-term it is proposed that further work be done to:

- clarify which services can be characterised as guidance and which cannot;
- develop indicators for coverage(2) and financial means spent on guidance.

For the long term it is proposed that:

- the study on the typology of providers, services and target groups, and provisions be deepened to ensure comparison of like with like;
- output indicators, such as user satisfaction and learning and career management competences be developed. “

*(you will find the entire text in annex 10)*

## 2.5. Access to vocational guidance for people at risk of social exclusion

### ACCESS TO VOCATIONAL GUIDANCE FOR PEOPLE AT RISK OF SOCIAL EXCLUSION

Edited by Dr Pamela M Clayton

University of Glasgow, February 1999

#### “EXECUTIVE SUMMARY

Social exclusion is a problem of which the main victims are the socially excluded themselves. The main result of social exclusion is poverty, and a major cause of poverty is disadvantage on the labour market.

Many adults are at risk of social exclusion in the contemporary labour market, including those who are currently employed, and especially those in low-paid, unskilled or dangerous jobs. Older men have an extremely high risk of permanent unemployment if made redundant.

The groups we have chosen to focus on are people living in rural areas or in areas of deprivation; people with physical, psychological or learning disabilities; those whose employment status is insecure and/or who are in low-paid unskilled jobs, with a particular focus on women; homeless people; ex-offenders; ethnic minorities, migrants, refugees, asylum-seekers and Travellers; older workers; and the long-term unemployed.

All of these groups might benefit from adult vocational information, advice or guidance, whether the outcomes are education/training, employment or a restoration of confidence and self-esteem.

There is, however, a paucity of such guidance in the countries surveyed.

Even where good guidance services exist, there are often access problems: those who could most benefit from the service are the least likely to use it.

Nevertheless there are guidance agencies which exemplify good practice and creative ideas in enhancing access to their services. We present 44 case studies of such services.

We conclude that the following are the most important ways of enhancing access:

- marketing, both of specific services and of guidance
- active collaboration with other relevant agencies
- taking the service to where the people are
- preparing people to join the mainstream
- creating a user-friendly environment
- delivering a high-quality service

We recommend to guidance services that they incorporate into their normal practice proactive methods of enhancing access.

We recommend to policy-makers that they:

- ensure adequate provision of adult vocational guidance
- ensure that services are properly funded, so that they can enhance access,
- raise the skills and qualifications of their staff and collect systematic
- feedback from clients in order to evaluate the quality of the service
- provide the appropriate support services, most notably affordable, good quality childcare.”

*(you will find the entire text in annex 11)*

## **2.6. European research project on young people's transitions from school to job**

Youth Policy and Participation - Potentials of participation and informal learning in young people's transitions to the labour market.

A comparative analysis in ten European regions

Coordinated by IRIS e.V., Tübingen

Funded by the European Commission under the 5<sup>o</sup> Framework Programme RTD, Human Potential - Key Action "Improving the Socio-economic Knowledge Base" Duration July 2001 - July 2004

“Objectives

The project analyses limits and potential of young people's active participation in their transitions to work. Respective policies have not always considered young people's subjective motivation for citizenship and lifelong learning. By enhancing the role of local youth policies within this area the potential of informal learning in transitions to work is expected to be uncovered. Experiences of young people in ten European regions will be assessed, comparing disengaged young people with 'risk biographies' to those with 'choice biographies' combining formal and informal learning. Case studies of good practice will analyse in the potential for empowerment and active participation in local youth policy. European added value is provided by a typology of participatory policies and a European training module for youth workers.

The main objective of the project is to improve the knowledge of the prerequisites for citizenship, focusing upon young people's active participation in their transition to the labour market. It is assumed that citizenship, both at the national and European level, requires the ability to actively influence one's own biography and everyday life. In contrast to young people with high qualifications, those with low qualifications run the risk of a loss of motivation through their enrolment in training

schemes. These often neglect their individual aspirations and informal skills. The project aims to assess the potential to increase young people's ability to achieve active participation and the recognition of informal learning by strengthening the role of local youth policies within national transition systems. It is expected that the more local youth policies are geared towards young people's own life worlds participation is likely to increase.

The project consists of a series of case studies conducted in 10 European regions (Romania, Denmark, East and West Germany, Ireland, Italy, Netherlands, Portugal, Spain, United Kingdom).

Step 1: Exploratory interviews will be conducted with two groups of young people assessing their own criteria for participation and the prerequisites of motivation and informal learning:

- young people with risk biographies, i.e. low levels of qualification and problems of motivation who have begun one of the measures identified for the case studies (step2);
- young people with choice biographies, i.e. high qualifications combined with informal skills leading to individually shaped trajectories.

Step 2: In each region 3 cases of good practice will be examined through document analysis, expert interviews, video documentation (by young people) and follow-up interviews with young people after participation in the respective measures. Cases will be selected according to regional and economic indicators and target groups (e.g. gender and ethnicity).

Comparative analyse will be conducted on the national case study reports. This will result in the production of a typology of good practice, providing knowledge on the effects of different types of local youth policy addressing the transition to work and on the prerequisites for active participation. Criteria will be developed for application, transfer and contextualisation.

The dissemination process will be assisted by an external board of youth policy experts from European organisations and countries not involved in the study. In addition to scientific publications and information for practitioners, a module for a European youth worker training course will be developed in collaboration with the Youth Directorate of the Council of Europe.

The project highlights the prerequisites of young people's citizenship. It analyses the motivation to actively shape transitions to work and the acceptance of lifelong learning. It contributes to an integration of participatory youth and transition policies. Milestones: Comparison of discourses on participation, interviews with young people on transition experiences, case studies and typology of youth policies, publications for scientists and practitioners, module European youth worker training.”

*(you will find the work programme and different working papers on the project's website: <http://www.iris-egris.de/yoyo/index.phtml> )*

## **2.7. Survey among young people aged between 15-30 in the European Union**

Young Europeans - Survey among young people aged between 15-30 in the European Union (Summary)

Flash Eurobarometer 202 . The Gallup Organization, February 2007

“1. Introduction

The European Commission (Directorate . General for "Education and Culture", "Youth" Unit) conducted a series of surveys .The Young Europeans. on young adults aged 15 to 24 in 1982, 1987, 1990, 1997 and 2001 as part of the Eurobarometer Special Surveys. The current Flash Eurobarometer follows up on these earlier surveys, but is different from the previous surveys in various ways. The current survey .Youth survey among people aged between 15-30 years of age, in the 27 Member States. (Flash Eurobarometer 202) covers more countries than the previous surveys. The survey is also

conducted by telephone interviewing instead of face-to-face interviewing and the target group is extended to young Europeans aged 15 to 30 years.

The survey deals with the following aspects of young Europeans' life:

- The meaning and the future of the European Union
- Leisure activities and membership of organisations
- Citizenship of the European Union
- Political participation in society
- Employment and unemployment
- Autonomy and financial resources

The survey's fieldwork was carried out between the 30th of January 2007 and 4th of February 2007. Over 19 000 randomly selected citizens aged between 15 and 30 years were interviewed in the 27 Member States of the EU. The survey was carried out by telephone, with WebCATI (web-based computer assisted telephone interviewing).

To correct for sampling disparities, a post-stratification weighting of the results was implemented, based on important socio-demographic variables. More details on survey methodology are included in the Annex of this report.

## 2. Main findings

The EU . today and tomorrow

- Overall, young Europeans tend to share a positive image of the European Union (EU) and its future.
- Most young Europeans associate the EU with the freedom to travel, study and work anywhere within the Union.
- Young adults in the NMS12 countries are more likely to see the EU positively, e.g. as a means of improving Europe's economic situation, than their EU15 counterparts.
- Similarly, more highly-educated young people are more optimistic about the EU's future
- Leisure activities and membership of organisations
- The two leisure activities that are most frequently practised by young Europeans are taking exercise (45% - going for a walk, bike ride, sports etc.) and meeting friends (40% - eating, dancing, having a drink, hanging out, etc.).
- A certain number of stereotypes are confirmed (e.g. women read more than men, men prefer to spend time on the Internet etc.).
- The most notable difference between countries is that young adults in the NMS12 are twice as likely to help out in the house compared to those in the EU15 (16% -NMS12, 8% - EU15).
- In general, young adults in the EU are not active in associations; with only one in five being a member. Sports clubs are the most successful examples (with just under 50% of all respondents reporting membership).
- Young adults in the EU are also unlikely to be engaged in voluntary activities; less than one out of five young individuals report being engaged in such work. However three out of four consider such programmes as an incentive for their greater participation in society.

EU Citizenship . what does it mean?

- The ability to study and the right to work in any Member State symbolise for young Europeans the core elements of being an EU citizen.

- A large majority of the EU's young citizens state that they have received information about their rights and responsibilities as a European citizen through the media, schools and universities, and from parents and friends.
- Young Europeans place particular emphasis on being consulted before any public decision that concerns them is taken. Only one respondent out of five selects the lowering of the voting age as a measure that would increase meaningful participation in society.

#### Young people and political activism

- In all Member States, a substantial number of young adults believe that participating in debates with policymakers, joining a political party or taking part in a demonstration are the most important political actions to ensure that their voices are heard.
- Slightly more than one in 10 young adults report that, although eligible to vote, they did not vote in an election or referendum in the previous three years. (Note: in some Member States, voting is compulsory).
- The results show that slightly more than one in four young adults signed a petition in the last year, while the same number presented his or her view in an online discussion forum. One in five young adults took part in a public demonstration.
- A majority of young adults say that they are interested or very interested in politics and current affairs in their own country at the city or regional level, and in the EU.
- Employment . the key facts and opinions
- When young adults are asked about the most important reasons that they might be unable to find a job, one in two mention the lack of job or training opportunities in their country. Slightly less than one young adult out of four select a reason that relates to them personally: a lack of practical experience.
- More respondents in the EU15 than in the NMS12 say the main reason for being unable to find a job would be the lack of job / training opportunities in their country.
- When young Europeans are asked about the most useful qualities needed to find a good job, the four main skills mentioned are: communication and teamwork skills, having completed an apprenticeship or training course, IT and computer skills, and knowledge of a foreign language (s).
- Language difficulties are the main reason that young Europeans think that it might be difficult for them to find a job in another country.
- Confronted with unemployment, one young European in three would accept any job, if it met certain conditions, such as job stability and a good salary, and one in 10 would accept any job without such conditions.

#### Achieving financial independence

- A majority of young Europeans cite material reasons to explain why young adults live at their parents' home longer than they used to; they either cannot afford to move out or there is a lack of affordable housing.
- Respondents in the NMS12 are somewhat more likely to mention these material reasons in order to explain why young adults remain at their parents' homes.
- 43% young adults say that their primary source of income is a regular job. Surprisingly, 31% say that most of their income is provided by their relatives or partner.
- In Denmark, Finland and Sweden, more respondents mention either a training allowance or educational grant as a second most important source of income, and in the Netherlands the second most significant source of income is casual work.”

*(you will find the entire text in annex 12)*

## **2.8. Overcoming gender blindness in careers guidance**

Equal development partnership “Equal Voices” (Austria, Denmark, Finland, Spain, UK)

“Led by the Danish Research Centre on Gender Equality, which is based at Roskilde University, the EQUAL Development Partnership (DP) ‘Unge, køn og karriere’ (Youth, Gender and Career) set out to widen the vocational choices of women and men and to break the strong gender segregation in the labour market. The DP focused on the crucial years in the lives of young people when dreams about future careers are turning into more concrete ideas. Careers advisors and teachers in primary and lower secondary schools and also parents were targeted as groups that play an important role during this period.”

*(you will find the entire description of this “success story” in annex 13)*

## **2.9. Choosing Science at 16**

Choosing Science at 16 – the influences of science teachers and careers advisers on students decisions about science subjects and science and technology careers (NICEC-Briefing)

“Decisions are taken about science subjects very early in school, often well before their implications are understood. Yet these decisions can significantly affect subsequent careers. If pupils are to be helped to keep science options open, both science teachers and careers advisers have important roles to play.

This Briefing:

- identifies national concerns about the uptake of science subjects;
- analyses how science departments and careers programmes influence the choice of science subjects;
- sets this in the context of other influences;
- recommends steps that need to be taken by schools, by careers companies and at national level.

The Briefing is based on a research project initiated and carried out by Mary Munro (NICEC Fellow) and David Elsom (NICEC Associate). The project was funded by the Department for Education and Employment, the Engineering Employers Federation, and the Engineering and Marine Training Association, with support from the Royal Academy of Engineering and the Salters’ Institute. The views expressed do not necessarily reflect the views of the sponsors.”

*(you will find the entire briefing text in annex 14)*

## **2.10. The Impact of the Internet on Careers Guidance**

A Silent Revolution - The Impact of the Internet on Careers Guidance; Leonardo Evangelista, Edizioni Sonda, 2005

Leonardo Evangelista is President of the Italian Association of Careers Guidance Practitioners and Italian national correspondent of IAEVG. His central hypothesis in this text is about the “slowness in using the Internet to supply careers guidance services”:

“Internet’s potential in careers guidance services is exploited solely by individual practitioners, and only as long as it does not require organisational changes”

“Introduction: the research project and its principal conclusions

It is just 10 years since the Internet<sup>1</sup> became widely available and it is estimated that the number of people throughout the world who use it regularly runs to several hundreds of millions. Among recent technological innovations, the Internet seems to be one of the more pervasive.

A significant number of careers guidance advisers and their clients are also using this vehicle of communication, but there is a lack of information concerning the effect the Internet has on careers guidance practice and on the methods of providing guidance services.

The aim of this study, therefore, is to look at these aspects in depth and to investigate what strategies can be adopted to improve the use of the Internet in careers guidance.

The work is divided into four parts:

1. A bibliographical study and a detailed textual analysis of part of the bibliography to identify the major issues and principal conclusions of experts in the field of careers guidance (Chapter 1)
2. A study carried out on a sample cross-section of 73 European careers guidance practitioners. Testimonies were collected by means of a questionnaire which enquired into changes brought about by the Internet, in particular with regard to: guidance practitioners' work in general; the services provided by practitioners themselves and those offered by the organisations for which they work; the self-assessment methods adopted by their clients. The results obtained were compared with those in Chapter 1 (Chapter 2)
3. An examination of the issues arising from Chapters 1 and 2 regarding the finding and spreading of guidance information and, in addition, a study to establish who actually puts careers guidance information on the Internet (Chapter 3)
4. An analysis of the effects on careers guidance practice of the increasing availability of information and ease of communication afforded by the Internet, together with a survey, carried out on a sample cross-section of Italian Jobcentres, on the availability of 'distance' careers guidance services. (Chapter 4).

The conclusion of the study is that the impact of the Internet on careers guidance is significant. The Internet and the Web have freed careers guidance from one of its main constraints: lack of information. Thanks to websites developed chiefly by public organisations, guidance practitioners are now able to find information in a much simpler, quicker and more economical way, thereby improving their service to clients.

The availability of information also increases opportunities for self-help. An increasing number of people can now access by themselves, at home, a lot of careers guidance information previously available only at specialised libraries. These positive aspects can be further improved through the development of official guides to careers guidance sites and through reference sites devoted to the main guidance issues. Careers guidance is tending to lose its office-based character. The information available on the Web together with the communication possibilities offered by the Internet allow the supply of information and guidance to those who are not able or don't wish to go to careers guidance agencies. A greater number of people can now make sound career decisions without ever contacting or meeting a guidance practitioner. They can also choose instead to have an initial meeting with an adviser and a follow up conducted via e-mail. The importance of the personal, face to face interview is diminishing. Careers guidance agencies continue to offer services to those who do not wish to use the Internet or who don't have access to it, as well as to those whose circumstances require a face to face dialogue. Soon, however, clients may only go to an agency if it provides additional benefits compared to the 'distance' services on offer. With the predicted future technological advances (in particular, the use of Broadband which allows a greater amount of data to be conveyed; the spread of video conferencing; the convergence of the various means of communication) the supply of careers guidance services 'at a distance' may soon become even easier and more widespread.

Despite the possibilities offered by the Internet, the actual availability of 'distance' guidance services is still very limited. Up to now, the use of the Internet in careers guidance has come about through choice on the part of guidance practitioners who have discovered its potential, but without any

deliberate policy on the part of careers guidance organisations. The slowness on the part of careers guidance organisations to utilise the Internet is mainly due to attitudes and misconceptions but it is also because possible ways of structuring services have not been explored and because examples of good practice are lacking. [...]"

*(you will find the entire text in annex 15)*

## **2.11. Study on Policy Measures concerning Disadvantaged Youth**

Study commissioned by the European Commission, DG Employment and Social Affairs in the framework of the Community

Action Programme to Combat Social Exclusion 2002 – 2006

Coordinated by the Institute for Regional Innovation and Social Research (IRIS)

“The study involves 13 member states and accession countries – Austria, Bulgaria, Denmark, Finland, Greece, Italy, Poland, Portugal, Romania, Slovakia, Slovenia, Spain and the UK – each of which was represented by a national expert. Focusing in particular on youth unemployment and early school leaving it centres around four key questions:

1. What are the socio-economic characteristics of disadvantaged youth?
2. What are the key problems of the transition of disadvantaged youth from school to work?
3. What impact do both inclusion and active labour market policies have?
4. What are the causes of success or failure of policies to support disadvantaged youth?"

*(you will find the entire text in annex 16; the annexes to the study are to be found in annex 17 of this text)*

## **2.12. From Education to Work (Friskie EU-project)**

Kivinen, Outi (ed.): From Education to Work. Report from Friskie EU -Project. Turku, 2005. ISBN 952-5596-14-1 (electronic), ISBN 952-5596-13-3 (printed).

Website of the programme: <http://www.friskie-eu.fi>

Friskie EU was a Leonardo da Vinci funded three year project (2003-2006). The aim of the Friskie EU project has been to develop a social skills training programme for initial vocational education. The target group of this programme are young people whose everyday skills must be enhanced.

The Friskie partners have created, planned, run and supervised group activities in informal learning environments e.g. in alternative studies, work places, at employment offices, in drama workshops etc. The objective was to learn social skills that are necessary for independent living and in working life.

The project report contains a chapter reflecting the theoretical background for a strategy to use vocational schools as promoters of participation and active citizenship. And it contains a data collection about the preparation of young people for work life in the partner countries of the project (Finland, Sweden, Norway, UK, Netherlands)

*(you will find the electronic version of the publication in annex 21; attached to our “Compilation of Good Practice” you will find a text describing the coaching method developed by the project)*

### **3. DEFINITION OF COMPETENCES / QUALITY CRITERIA**

#### **3.1. IAEVG Competencies Guidance Practitioners**

##### **International Competencies for Educational and Vocational Guidance Practitioners**

*Approved by the General Assembly, Bern, 4<sup>th</sup> September 2003*

Link: <http://www.iaevg.org/iaevg/index.cfm?lang=2>

### **Competency Framework**

#### **Core Competencies**

- C1 Demonstrate appropriate ethical behavior and professional conduct in the fulfillment of roles and responsibilities
- C2 Demonstrate advocacy and leadership in advancing clients learning, career development and personal concerns
- C3 Demonstrate awareness and appreciation of clients' cultural differences to interact effectively with all populations
- C4 Integrate theory and research into practice in guidance, career development, counselling, and consultation
- C5 Skills to design, implement and evaluate guidance and counselling programs and interventions
- C6 Demonstrate awareness of him/her own capacity and limitations
- C7 Ability to communicate effectively with colleagues or clients, using the appropriate level of language
- C8 Knowledge of updated information on educational, training, employment trends, labor market, and social issues
- C9 Social and cross-cultural sensitiveness
- C10 Skills to cooperate effectively in a team of professionals
- C11 Demonstrate knowledge of lifelong career development process

#### **Specialized Competencies**

- 1. Assessment
  - 1.1. Accurately and thoroughly conceptualize and diagnose clients' needs based on different assessment tools and techniques
  - 1.2. Use the data derived from assessment appropriately and according to the situation
  - 1.3. Identify situations requiring referral to specialized services
  - 1.4. Facilitate effective referral by means of initiating contacts between referral sources and individuals
  - 1.5. Maintain up-to-date listings of referral sources
  - 1.6. Conduct a needs assessment of the clients' contexts

#### **Educational Guidance**

- 2.1. Demonstrate concern for students' potential and the skills to facilitate its achievement
- 2.2. Guide individuals and groups of students to develop educational plans
- 2.3. Assist students in their decision making process
- 2.4. Assist students to improve their self-awareness
- 2.5. Assist students in their course selection
- 2.6. Assist students to overcome learning difficulties
- 2.7. Motivate and help students to take part in international exchange programs
- 2.8. Consult with parents on their children's educational progress and development
- 2.9. Assist teachers to improve teaching methodologies
- 2.10. Assist teachers to implement guidance within the curriculum:

### **Career Development**

- 3.1. Knowledge of career developmental issues and the dynamics of vocational behavior
- 3.2. Demonstrate knowledge of pertinent legal factors and their implications for career development
- 3.3. Plan, design and implement lifelong career development programs and interventions
- 3.4. Knowledge of decision making and transition models to prepare and plan for transitional stages: School to work transition, Career shifts, Retirement, Job dismissing, Downsizing.
- 3.5. Identify influencing factors (family, friends, educational and financial opportunities) and biased attitudes (that stereotype others by gender, race, age and culture) in career decision making
- 3.6. Assist individuals in setting goals, identifying strategies to reach them, and continually reassess their goals, values, interest and career decisions
- 3.7. Knowledge of state and local referral services or agencies for job, financial, social and personal issues
- 3.8. Knowledge of career planning materials and computer-based career information systems, the Internet, and other online resources
- 3.9. Skills to use these career development resources and techniques appropriately.....
- 3.10. Skills to use career development resources designed to meet the needs of specific groups (migrants, ethnic groups and at risk populations).....
- 3.11. Help clients to build their career and life project:

### **Counselling**

- 4.1. Understand the main factors related to the personal development of clients and the dynamics of their individual behavior
- 4.2. Demonstrate empathy, respect and a constructive relationship with the client
- 4.3. Use individual counselling techniques
- 4.4. Use group counselling techniques
- 4.5. Address the needs of at-risk students
- 4.6. Assist clients in:
  - 4.6.1. Prevention of personal problems
  - 4.6.2. Personality development
  - 4.6.3. Personal problem solving
  - 4.6.4. Decision making
  - 4.6.5. Sexual identity
  - 4.6.6. Social skills
  - 4.6.7. Health education
  - 4.6.8. Use of leisure time
- 4.7. Help clients to develop a personal life plan
- 4.8. Detection and referral of cases to other specialized services:

### **Information Management**

- 5.1. Knowledge of legislation, pertaining to education, training, and work at local, national and international level
- 5.2. Knowledge of equivalence of degrees and professional qualifications obtained in different countries
- 5.3. Collect, organize, disseminate and provide up-to-date career, educational and personal/social information on:
  - 5.3.1. Education and training
  - 5.3.2. Occupational information
  - 5.3.3. Employment opportunities
  - 5.3.4. Others (Health, Leisure...)
- 5.4. Use Information Technologies to provide educational and occupational information (Databases, Computer-based educational and career guidance programs and the Internet)
- 5.5. Assist clients to access and use educational and occupational information in a meaningful way

### **Consultation and Coordination**

- 6.1. Consult with parents, teachers, tutors, social workers, administrators and other agents to enhance their work with students
- 6.2. Demonstrate interpersonal skills needed to create and maintain consultation relationships, goals, and desired behavior change
- 6.3. Demonstrate skills in working with organizations (universities, business, municipalities and other institutions)
- 6.4. Interpret and explain concepts and new information effectively
- 6.5. Coordinate school and community personnel to bring together resources for students
- 6.6. Use an effective referral process for assisting students and others to use special programs, services, and networks
- 6.7. Skills to coordinate and stimulate the student's creativity to built their own programs (studies and work)
- 6.8. Skills to build up a good image as a professional

### **Research and Evaluation**

- 7.1. Knowledge of research methodologies, data gathering and analysis techniques.
- 7.2. Promote research projects in relation to guidance and counselling
- 7.3. Use presentation methods to report the outcomes of the research
- 7.4. Interpret the results of this research
- 7.5. Integrate the results of this research into the guidance and counselling practice
- 7.6. Evaluate guidance programs and interventions, applying up-to date techniques and program evaluation models
- 7.7. Keep up-to date with current research findings

### **Program/Service Management**

- 8.1. Identify target populations
- 8.2. Conduct needs assessment
- 8.3. Inventory resources relevant to program planning and implementation
- 8.4. Knowledge about relevant current literature, trends and issues
- 8.5. Promote community awareness of the programs and services
- 8.6. Manage (design, implement, supervise) programs and interventions
- 8.7. Evaluate effectiveness of the interventions
- 8.8. Use results to effect program enhancement by recommending institutional/agency improvements
- 8.9. Skills to organize and manage the educational, counseling, guidance and placement services
- 8.10. Manage and supervise personnel
- 8.11. Promote staff development

### **Community Capacity Building**

- 9.1. Skills to develop relationships with key community partners
- 9.2. Conduct analysis of human and material resources
- 9.3. Conduct needs assessment of the community
- 9.4. Work with the community to effectively use these resources to meet their needs
- 9.5. Work with community to develop, implement, and evaluate action plans to address economic, social, educational & employment goals
- 9.6. Work with local, national and international resource networks for educational and vocational guidance (e.g. IAEEVG)

### **Placement**

- 10.1. Coach clients in work search strategies
- 10.2. Use of the Internet in the job search process
- 10.3. Present work opportunities to clients and facilitate their appropriate job selection
- 10.4. Liaison with employers and with education and training providers to obtain information on the opportunities they offer
- 10.5. Consult with policy makers
- 10.6. Follow-up on placement suggestions

- 10.7. Match individuals to particular vacancies in employment, education or training Support clients with employment maintenance

### **3.2. Map of guidance related ICT-competences**

“The map of guidance-related ICT competences”

Authors: Cristina Cogoi (2005). Building on work by Ruth Hawthorn and Sylvia Thomson; Bernd-Joachim Ertelt and Regina Korte; Paola Valandro and Daniela Varone; Mihaela Chiru and Mihai Jigaşu; Fefa Vila and Luis Sobrado Fernández, Florencio Manzano

Product of the Leonardo pilot project ICT SKILLS FOR GUIDANCE COUNSELLORS 2003-2005 - defining ICT competences for guidance workers, relating them to the IAEVG competences

*(you will find the competences in annex 18)*

### **3.3. Competency framework on Career Counseling**

A proposal of a competency framework  
(based on Canadian Standards and Guidelines)  
on Career Counselling

Compiled by:  
S.K. Lindquist, STPKC

(the detailed list of competences is a result of the Socrates and Grundtvig funded DPPC project “A proposal of a competency framework”)

*(you will find the entire text in annex 19)*

### **3.4. Common framework for guidance professionals**

EUROGUIDEVAL: a brief outline of the Thematic Action project (2005-2007)

Implementing the Common European principles through Improved Guidance and Counselling based on a common framework for guidance professionals

The Accreditation of Prior Experiential Learning [APEL] has become a major European challenge as well as a priority objective as stated in the “Copenhagen Declaration.” The systems already in place and their management in different European countries are in contrast with one another in terms of specific policies, cultural and historical contexts even though it is possible in some cases, to discern similarities and influences coming from one or the other.

APEL arising from non-formal and informal learning comes for the most part from learning acquired in the workplace, and to a much lesser extent from voluntary based and activities of daily life. This last type of learning presents methodological problems as well as issues of competencies with regard to APEL professionals. The ordinary trainer is not automatically prepared for this and would be advised to dip into a wide variety of disciplines to construct appropriate methodologies of guidance and accompaniment. (Psycho-sociology, Ergology, Education, Linguistics...). Specific problems arise when dealing with APEL for a marginalised or disabled target audience. If the levels of transparency and mutual confidence required by the 2010 objectives are to be attained, it is essential to develop the appropriate training curricula covering specific target groups and easily adapted to the different cultures of the member states whilst maintaining a minimum of common norms.

This project is conceived in spirals and in links that are reflected in the production procedures and in the methodology.

1. A survey of professional practice, counselling, orientation and guidance with regard to NFL and IFL in the partner countries
2. The results of this survey will form the bases of identifying the competencies, knowledge and methodological approaches used by the professionals concerned as a means of assisting the emergence, formulation and certification of non-formal and informal learning outcomes. Particular attention will be paid to the approaches and professional practices mobilised to support target groups such as those who are the furthest removed from successful academic and formal learning environments as well as those experiencing the greatest difficulties with regard to social and professional integration
3. The information drawn from stage 2 will provide the basis for
  - Guidelines for the identification of learning outcomes from non-formal and informal learning
  - A trans sectoral set of function and training standards

The outcomes of the research carried out by the European Certificate of Basic Skills [EUCEBS] and the University of Flensburg will be drawn upon for this stage.
4. Training standards will be devised directly linked to the occupational standards, as well as recommendations for a Diploma course leading to a Bachelor's or Master's degree, according to the target group. Particular attention will be paid to differentiate course content according to the specific roles of VAE professionals (i.e. Core themes plus specific modules)
5. Modular based packages for further training for professionals already involved in the APEL process will be made. On this theme we intend to cooperate with and contribute to other relevant transnational and national projects.
6. Ongoing perspectives after the project cycle: (on condition of feasibility, and funding)
  - Permanent Internet forum for APEL professionals with exchange of information and ideas and analysis of professional practices;
  - Annual meetings;
  - Publishing of articles and reflection activities.

#### **Methodology:**

- Documentary research and capitalisation of results of previous relevant European projects; local and national experiments for the identification of professional counselling, orientation and guidance practices. Examination of existing training provision in each partner country.
- Evaluation of these practices in the light of the common European principles for the validation of non-formal and informal learning
- Specific research will be undertaken concerning the type of problems met concerning access to APEL with regard to non-formal and informal learning and the outcomes for certain target groups: the long-term unemployed and economically inactive; women returners; those with learning and other disabilities; people living in isolated rural communities. Innovative and transferable solutions will be actively sought.
- Action research completed by interviews with professionals, stakeholders and beneficiaries from each partner country to enrich and validate the content of the "Common European Principles for the Identification and Validation of Non-formal and Informal learning" (May 2004), the occupational and training standards (in two stages) consistent with the requirements of national systems and sectors.
- Self assessment will play a prominent role in these two kinds of research
- Cross evaluation and valorisation by all partner countries both nationally and using the Cedefop Virtual Community.

Throughout the whole project: regular exchanges with the other projects in the Thematic Action 2 group of projects. Specific correspondents will be responsible for maintaining these links.

**Web site:** <http://www.euroguideval.org/>

### **3.5. Common Criteria to Assess the Quality of Career Guidance**

#### COMMON CRITERIA TO ASSESS THE QUALITY OF CAREER GUIDANCE

Source:

[http://communities.trainingvillage.gr/lifelong\\_guidance?login=1&uid=D1D92038C6F114BB166EDC5F4C405840&cid=161442&go=t895444](http://communities.trainingvillage.gr/lifelong_guidance?login=1&uid=D1D92038C6F114BB166EDC5F4C405840&cid=161442&go=t895444)

The five sets of criteria described below are mainly based on the findings of a study of guidance quality assurance systems for lifelong guidance provision in Europe that was commissioned by CEDEFOP in 2003-4 at the initiative of the Commission's Expert Group on Lifelong Guidance. The study was carried out by the Guidance Council and NICEC. The criteria include some found to be common to a diverse range of existing quality assurance frameworks used for guidance services and products and others considered by the Expert Group to be relevant and desirable for inclusion in any such framework. They are intended to be used for self-assessment and self-development of existing quality assurance systems and as a common approach for the development of new systems.

#### **1. Citizen and user involvement**

Quality assurance systems for career guidance should:

- Include information for the user regarding their entitlement (for example through users' charters) and take account of the work of national and European consumer associations in processes for consumer protection and redress.
- Ensure that individual users are regularly consulted on their satisfaction with, and experience of, the service.
- Require service providers to make systematic use of the findings from such consultations.
- Involve the user in the design, management and evaluation of guidance services and products.

#### **2. Practitioner competence**

Quality assurance systems for career guidance should:

- Require practitioners to have the competence needed to perform the guidance tasks they are called on to undertake.
- Require guidance practitioners to hold, or be working towards, qualifications that ensure that they have the required competencies to undertake the necessary guidance tasks.
- Include the monitoring or assessment of the work of guidance practitioners with respect to the outcomes of guidance interventions that they are expected to deliver.
- Require on-going professional development and service improvement.
- Include all relevant practitioner associations in the development of standards and quality assurance procedures.

#### **3. Service Improvement**

Quality assurance systems for career guidance should:

- Include clearly defined standards of service<sup>15</sup>, some way of monitoring whether a service meets those standards, and, where this is not the case, a procedure to follow to bring them up to standard.
- Include some way of monitoring and evaluating whether action undertaken to improve services and information, in fact, results in reaching specified standards and in ongoing improvement.
- Include some way of differentiating and monitoring service provision in relation to the needs of different target groups.
- Require services to form working links with, and provide support for, groups and bodies that offer guidance informally (such as parents, voluntary organisations or bodies associated with leisure activities).
- Ensure that guidance materials used (for example assessment tools) meet quality assurance technical specifications.

#### **4. Coherence**

Quality assurance systems for career guidance should:

- Include links to promote effective working relationships within and across government departments on quality assurance in guidance.
- Ensure there are no conflicts between different quality assurance systems operating in different guidance sectors, or in relation to different target groups.
- Include ways of monitoring the use and usefulness of links between guidance-providing agencies.

#### **5. Coverage of sectors**

Quality assurance systems for career guidance should contain guidelines on guidance activities undertaken by private agencies, employers, trade unions and other non-State providers.

### **3.6. Quality Assurance in Careers Guidance Services**

Leonardo Evangelista (CEDEFOP 2003) designs a model based on 3 variables: human resources, other productive factors and the productive processes

*(you will find the text of Leonardo Evangelista on quality assurance in annex 20)*

## **4. REFERENCES FOR GUIDANCE COUNCELLORS**

Interesting references for guidance counsellors dealing with different issues related to the social exclusion of young people:

### **Developing Careers Work in Schools: Learning from Experience**

Author: Barbara McGowan

Concerned with the promotion, nurture and sustainable development of careers work based on a year long project in a demanding inner-city area

Year Published: 2006

PDF: [http://www.crac.org.uk/crac\\_new/pdfs/developing\\_careers\\_work\\_in\\_schools.pdf](http://www.crac.org.uk/crac_new/pdfs/developing_careers_work_in_schools.pdf)

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<sup>15</sup> Standards of service should apply both to direct services to users, and to information (whether printed, through ICT or in some other format) provided to users.

### **Information, Advice and Guidance for Adults in Key Target Groups: A Literature Review**

Authors: Lesley Haughton, Malcolm Maguire, Ruth Hawthorn

Details research in IAG provision for adults in disadvantaged groups. The review aims to support evidence-based practice and inform policy by making the findings from existing research available in a clear and accessible way

Year Published: 2002

PDF: unavailable, needs to be ordered from [www.crac.org.uk](http://www.crac.org.uk)

### **Career Development of Under Employed Graduates**

Author: Geoff Ford

An evaluation of a Leeds project to extend and enhance career-development, support for recent under-employed graduates.

Year Published: 2000

PDF: unavailable, needs to be ordered from [www.crac.org.uk](http://www.crac.org.uk)

### **Reaching Out: The Provision of Guidance and Support Services by Programmes / Projects for Early School Leavers and Young People at Risk in Ireland**

Author: Sarah Ryan

This report examines in detail what exists in terms of guidance provision for young people at risk of social exclusion. In addition it looks at the practitioners' views on the needs and characteristics of the young people they are dealing with, and what they (the practitioners) feel contributes to or limits success in working with these young people.

Year Published: 2000

PDF: [http://www.ncge.ie/reports/REACHING\\_OUT\\_Leavers.doc](http://www.ncge.ie/reports/REACHING_OUT_Leavers.doc)

### **Community-Based and Social Exclusion**

Authors: John McCarthy, Prof Tony Watts

Identifies possible strategies for linking formal and non-formal guidance systems in seeking to reintegrate young people who have dropped out of the education, training and employment system

Year Published: 1998

PDF: [http://www.crac.org.uk/crac\\_new/pdfs/community\\_guidance\\_social\\_exclusion.pdf](http://www.crac.org.uk/crac_new/pdfs/community_guidance_social_exclusion.pdf)

### **Career Guidance for the Third Age: A Mapping Exercise**

Author: Geoff Ford

Report of a policy consultation held to consider the guidance needs of people aged 45.

Year Published: 1996

PDF:

[http://www.crac.org.uk/crac\\_new/pdfs/career\\_guidance\\_third\\_age.pdf](http://www.crac.org.uk/crac_new/pdfs/career_guidance_third_age.pdf)

### **Non-Formal Guidance for Young People at Risk**

Authors: John McCarthy and Tony Watts

This report by Tony Watts and John McCarthy explores the role of non-formal provision in the delivering of guidance to these young people. The authors describe action research projects undertaken in 6 EU Member States to tackle this problem, supported by the EU PETRA Programme.

Year Published: 1996

PDF: contact [www.ngce.ie](http://www.ngce.ie)