



CEDEFOP

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**THE VALUE OF COMPETENCES IN VOCATIONAL
EDUCATION AND TRAINING**

Workshop 4. Lifelong information and guidance





Lifelong guidance for learning paths to, within and from VET – The highlights of Cedefop guidance studies

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Study on guiding at-risk youth through learning to work (Cedefop, 2010)

OBJECTIVE: identifying and analysing guidance measures to *support school completion and education-to-work transitions of young people at the risk of dropping out of mainstream education and training*, and focusing on preventive, reintegration and working life familiarisation measures. Incl. EU and EEA countries.

AVAILABLE at <http://www.cedefop.europa.eu/EN/publications/15534.aspx>

Draft guidance policy review (Cedefop in cooperation with ELGPN)

OBJECTIVE: to monitor the European achievements in developing guidance policies, systems and practices against the priority areas of the guidance resolution 2008. Incl. EU and EEA countries.

FINAL REPORT AVAILABLE in 2011



Study on guidance in socially responsible restructuring (Cedefop, 2010)

OBJECTIVE: exploring how career guidance can be most successfully and cost-effectively delivered to support displaced workers or soon-to-be displaced workers due to restructuring, incl. examples of recommendable practice and effective policies in different economic sectors. Case studies from AT, DE, FI, IE, LV, SE, SK, UK (incl. Scotland, Wales)

FINAL REPORT AVAILABLE by the end of 2010

Study on guidance for entrepreneurship learning (Cedefop, 2011)

OBJECTIVE: identifying and examining actions/measures/initiatives to integrate lifelong guidance in entrepreneurship learning in vocational education and training as well as in higher education. Moreover, to explore the guidance provision to support the career management of entrepreneurs at the initial phase of their business start-up. Incl. EU and EEA.

PRELIMINARY FINDINGS available in June 2010.



SYSTEMIC RIGIDITIES AND OBSTACLES LIMITING ACCESS TO GUIDANCE

STARTING POINT: two parallel and fragmented guidance systems in MS (education and employment); **great diversity between MS !**

OBJECTIVE: shift towards a coherent lifelong guidance system

OBSTACLES: legislative, administrative, financial, institutional, occupational, systemic, sector- and target group specific, etc. →

HOW TO REMOVE THEM?

USER PERSPECTIVE: systemic rigidity in guidance provision can be considered as something that prevents the user's smooth movement across sectors, systems, service structures, institutions and/or support programmes when looking for information, guidance and counselling on learning and career opportunities.



Study on guiding at-risk youth through learning to work (Cedefop, 2010)

Main conclusions:

- **More flexible education and training systems as to cater for the needs of young learners (e.g. alternative learning options, widening choices, more targeted support) as well as special measures to support their labour market entry**
- **Improved coordination with a strategic overview as well as with long-term sustainable funding (incl. joined-up multi-agency structures, personalised guidance, continuity in providing support to risk groups, professionalism)**
- **Parental involvement in the learning and transition process of their youngsters**
- **Young people to be more involved in the design of guidance provision**

Study on guiding at-risk youth through learning to work (Cedefop, 2010)

Main recommendations:

Guidance should be an integral element in the overall learning process and in the transition phases

- > **Guidance policies and strategies should address at-risk youth more explicitly: early identification and early intervention crucial**
- > **Guidance to be seen as a continuum (vs. to be available at a specific point only): for example, support before, during and after each transition phase**
- > **Person centred approach as to avoid dropping out and as to re-engage dropouts with learning: successful mentoring schemes across Europe**
- > **Quality in guidance: guidance counsellors and teachers need special skills and competences for working with at-risk youth**



Draft guidance policy review (Cedefop in cooperation with ELGPN)

PRELIMINARY FINDINGS linked to VET, education-to-work transitions and skills upgrading from the perspective of coordination and cooperation:

- **Legislation** on guidance for VET and labour market (e.g. BG, EL, ES, FR, LT)
- **Policy/strategy** measures and programmes for strengthening guidance in VET as well as improving labour market information (e.g. BE, HU, LV, LT, SK)
- **National strategies** for lifelong learning (e.g. BG, CZ, EE, LV, LT) as well as for VET and labour market (e.g. BG, DE, IT, LT, PT, SK)
- **National guidance forums**: established in at least 13-14 countries, the remaining countries in the process of setting up such a structure
- **Network- and partnership-based cooperation** increasing in many cases at local, regional and national levels (incl. thematic working groups)



Study on guidance in socially responsible restructuring (Cedefop, 2010)

MAIN CONCLUSION: in broad terms, guidance is not overly well integrated into restructuring processes, although there are good examples where guidance support is strongly visible and relatively easily accessible to redundant workers.

CURRENT OBSTACLES = FUTURE CHALLENGES:

- Guidance restricted to short-term decisions, instead of supporting individuals to manage their lives and work transitions.
- Career guidance professionals not used to work in companies: lack of specific knowledge of career options, developments in companies and sectors.
- Guidance support in restructuring to be enhanced for more vulnerable groups
- Currently limited guidance provision available for adults in employment
- Social partners not always considering guidance as part of their overall mission.
- How to mobilise SMEs? Lack of resources, capacity and expertise to offer workers sufficient support in a redundancy situation.
- Limited evidence on the impact of guidance on socially responsible practice

Further information from **Dr Rocío Lardinois** (rocio.lardinois@cedefop.europa.eu)

GUIDANCE RESOLUTION 2008 - PRIORITY 1 Career management skills (CMS)

- **CMS should be a key output from the learning process: an understanding of CMS to be embedded in the mainstream education and training**
 - > **curricular developments in VET** (e.g. EE, FI, HU, NL)
 - > **school-to-work transitions** (e.g. BE, DE, HR, MT, RO)
 - > **working life familiarisation during study time** (practically all countries)
- **Europe-wide consensus on the concept of CMS as well as national frameworks of CMS needed**
- **Improving employability of adults and supporting their career management capacity:**
 - > **guidance provision at work for skills upgrading** (e.g. BE, NL, SL, UK) ->
 - assessing and recognising skills** (e.g. BG, DE, FR, IS, NL)
 - > **strengthening the role of PES and social partners** (positive developments in most countries)



GUIDANCE RESOLUTION 2008 - PRIORITY 2 Access to guidance for all

- **Practically all countries addressing people with special needs (at-risk youth, disabled and disadvantaged groups, immigrants, ethnic minorities, low-skilled, etc.) as to support their learning and career pathways: trend towards more individualised/personalised/person-centred services**
- **Out-reach work to identify and reach those individuals who are in most urgent need of support (hardest-to-help groups): cross-sectoral and multiprofessional cooperation to be further strengthened as well as the competences of teachers and guidance counsellors**
- **Promoting guidance services on offer: how to access them at a time, place and method most appropriate to the needs of the service users.**
 - > **online service provision developing fast across Europe**
 - > **how to serve people who do not have access to ICT?**



GUIDANCE RESOLUTION 2008 - PRIORITY 3 Quality in guidance

- **Evidence-base fragmented** in most countries as regards the role of guidance in different contexts (e.g. VET, school-to-work transitions, adults at work, adult learners, etc.)
- **Evidence base on costs and benefits of guidance** and its role in preventive and reintegration measures as well as in facilitating transitions (cost-efficiency)
- **Professionalising career guidance practitioners:** how to best support learners with diverse information and guidance needs
- **Involving citizens as service-users in guidance policy- and decision-making:** through student unions, consumer associations, parents associations, etc.



GUIDANCE RESOLUTION 2008 - PRIORITY 4 Coordination and cooperation

CHALLENGES TO CROSS-SECTORAL COORDINATION AND COOPERATION

- **Differences in the operating cultures between the sectors:** different structures (e.g. delivery systems) and specific mandates based on regulations defining their funding, processes, and responsibilities.
- **Sectoral protectionism:** sectors and administrations may find themselves in a competition about the same limited resources.
- **Lack of synergies as well as lack of continuity:** maintaining good working relationships between sectors/organisations complicated.

Example: Maintaining/establishing *“a safety net for at-risk youth”* requires dynamic interaction between different stakeholders as well as committed policy- and decision-makers. Network- and partnership-based cooperation between sectors, institutions and professionals will be in high demand as well as stronger links to the world of work (employers, social partners, PES).