

THE VALUE OF COMPETENCES IN VOCATIONAL EDUCATION AND TRAINING

Workshop 4. Lifelong information and guidance

Raimo Vuorinen, Ph.D. Coordinator of the ELGPN
Finnish Institute for Educational Research,
University of Jyväskylä, Finland

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Introduction

- The main contents of the following slides are extracted from the draft report of the ELGPN 2009-10 work programme with the contribution of the national delegations, partner organisations and contracted experts during the 6th ELGPN Plenary Meeting 3-4 May 2010 in Zaragoza
- The ELGPN report 2009-10 will be published in September 2010

European Lifelong Guidance Policy Network, ELGPN

Presidencia
Española *eu* 2010.05



- A member state driven network established 2007
- 26 members 4 observers
- A tool for European co-operation
- Enhancement of national solutions to meet national challenges.
- ELGPN is a conclusion to meet the challenges the policy makers meet in implementing the Lisbon strategies and the tools supporting the strategy (e.g. EQF and ECVET)

ELGPN strategic goal

- To deepen attention to the **four themes** within the 2008 Resolution;
- to link this LLG perspective more closely to **sectoral** policy development
 - (in schools, VET, higher education, adult education, employment, and social inclusion)
- at both **national** and **EU** levels;
- and to produce concrete **tools** to support these processes.

EU Council: Invitations to Member States 21.11.2008

- Encourage the lifelong acquisition of ***career management skills***;
- Facilitate ***access*** by all citizens to guidance services;
- Develop the ***quality assurance*** of guidance provision;
- Encourage ***coordination and cooperation*** among the various national, regional and local stakeholders.
- Use the opportunities provided under the Lifelong Learning Programme and the European Structural Funds, in accordance with Member States' priorities.

Definition of Lifelong Guidance and its role in VET

- **What?** Activities: e.g. information giving, advice, counselling, assessment, teaching, advocacy
- **For whom?** All citizens
- **When?** Any age and point in their lives
- **Focus?** Making meaningful life choices on learning and work. Empowerment to manage learning and career
- **Career?** Individual lifepaths in learning, work and in others settings in which these capacities and competences are learned and/or used
- **Where?** Education, training, employment, community, private

– EU Council of Ministries Resolution on lifelong guidance 2004

What?

- *Activities: e.g. information giving, advice, counselling, assessment, teaching, advocacy*
- VET:
 - Information on the options – **content dimension**
 - Not only marketing
 - Enhancing one's Career Management Skills – **process dimension**
 - APEL
 - Emergence of tools for self-help and peer support (e.g. social media)

For whom?

- *All citizens*
- VET
 - Prospective students
 - Current students in VET
 - Students in transition to labour market or HE
 - Students in transition from Labour market back to continuing vocational education and training
 - Attention should be paid to the access of services for citizens outside training and work and at transitional points on their study path.

When?

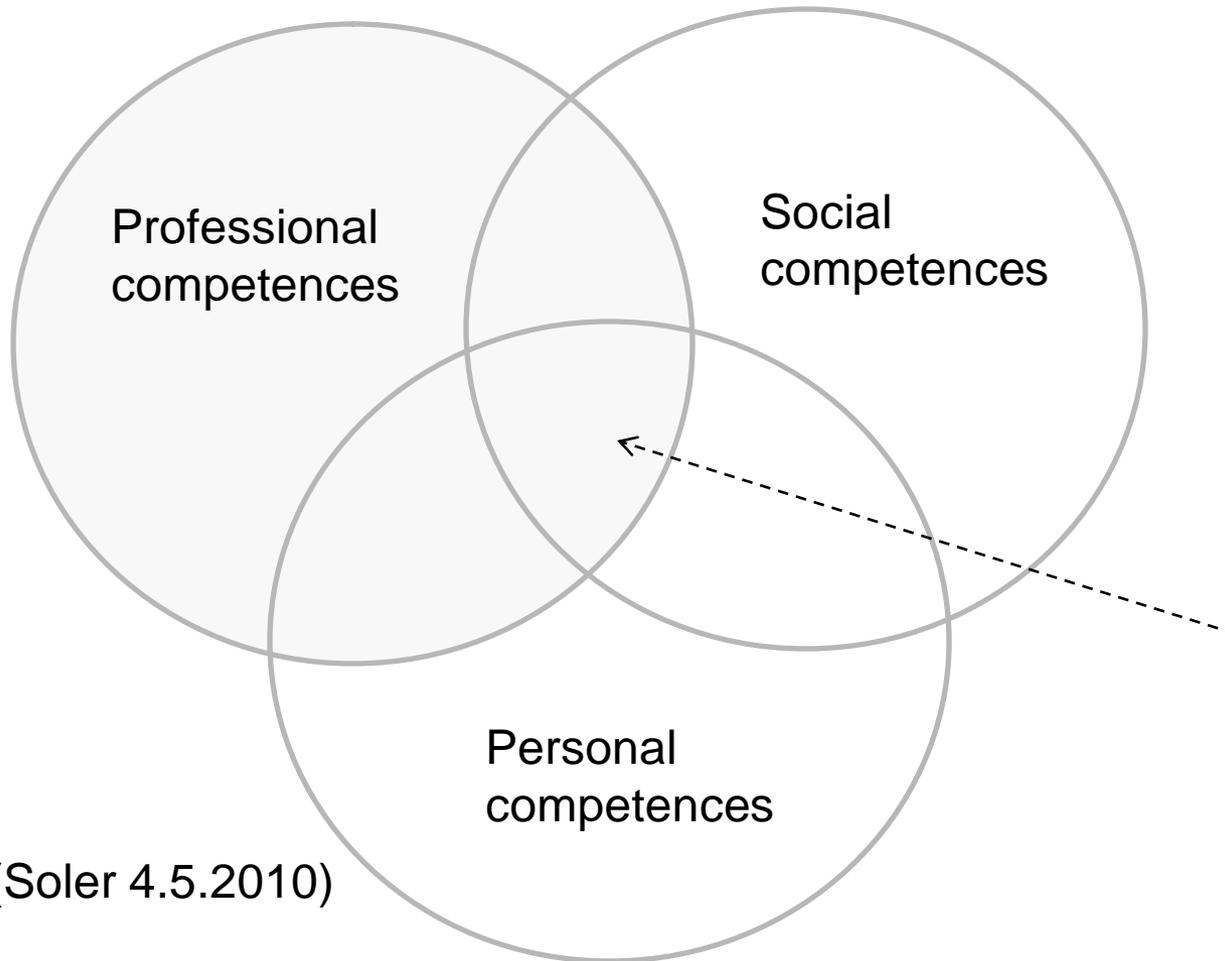
- *Any age and point in their lives*
- VET
 - In Transition to VET
 - During VET
 - In transition to Labour market or HE studies
- Proactive approach
 - Students come to guidance with resources not only with problems

Focus?

- *Making meaningful life choices on learning and work. Empowerment to manage learning and career*
- VET
 - How to use the training options available from LLL perspective
 - Promotion one's employability skills
 - Developing skills to meet the changes
 - Promoting retention and completion of studies
 - Implications of different choices to one's future

Career?

- *Individual lifepaths in learning, work and in others settings in which these capacities and competences are learned and/or used*
- VET
 - From testing to tasting (Delgado 4.5.2010)
 - Career is constructed rather than chosen
 - Lifelong guidance Career Management Skills a competence as such which can be learned in different settings



Key and Tranversal Competences

Rethinking of:

Lifelong
Career
Management
Skills

(Soler 4.5.2010)

Definition of CMS

- “Career management skills refer to a **whole range of competences** which provide **structured ways** for individuals and groups to gather, analyse, synthesise and organise self, educational and occupational information, as well as the skills to **make and implement decisions and transitions.**”
 - ELGPN WP1 reflection note (Sultana 2009)

Where?

- *Education, training, employment, community, private*
- VET
 - The key role of career education within VET programmes, in supporting the transferability of competences, occupational flexibility, and sustainable career development.
 - Multiadministrative co-operation and co-operation between education and world of work
 - In the design of the services
 - In the actual service delivery

CMS delivery

- CMS Curricula should connect with learners' *frameworks of relevance*. In other words, curricula should recognise, acknowledges and build on learners' life experience, which is considered a **source of strength** on which other knowledge, skills and understandings can be developed.
 - ELGPN WP1 reflection note (Sultana 2009)

Implications

- Design of the training provision
 - "Curriculum is a tool rather than a rule"
- Training of teachers
 - Competences to support individual learning paths
- Training of career practitioners
 - Competences both for service delivery and service design
- Training of educational leaders and managers
 - Leadership for networks

Conclusions

- Lifelong guidance is a significant contributor to the development of human capital, as an important engine for economic growth and social cohesion
- In particular, lifelong guidance services can play an important role in helping governments to:
 - improve labour supply;
 - address skills shortages and emerging competence areas
 - raise the level of human capital;
 - improve the quality of human capital
- Well functioning guidance service can be described as an indicator of well functioning educational system.

Guidance in future EU strategies...

- EU 2020 – implicitly
- ET 2020
 - Guidance is included in the main strategic objective of the framework, especially in objective 1 (Making lifelong learning and mobility a reality).
- New Skills for New Jobs
 - Explicitly in the expert group report recommendations
- The priorities in the key strategies imply the active role of citizens through acquisition of CMS
- The **role and locus of lifelong guidance** in this respect needs to be more widely recognized

Thank you!

For further information, please contact:

Raimo Vuorinen, Senior researcher, Ph.D.
Co-ordinator of the ELGPN
Finnish Institute for Educational Research
P.O. Box 35
FI-40014 University of Jyväskylä
tel. +358-14-2603271, Mobile +358-50-3611909
Fax +358-14-2603201
email: raimo.vuorinen@jyu.fi
www: <http://elgpn.eu/>
Skype: vuorai