

# Critical points in establishing LLG systems. - Lessons from variety

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# Definition of Lifelong Guidance?

- **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

# 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.

# Concerns of the citizens

- Access?
- Career management skills?
- Is their voice been heard?
- Content and quality of the services?
- Co-operation between service providers?

# Concerns of policy makers?



- What is the investment in guidance?
- What are the outcomes of guidance?
- What are the impacts of different service delivery modes?
- What is the data we are collecting to identify the evidence for certain outcomes?
- Use of existing funding available in a cost effective manner?

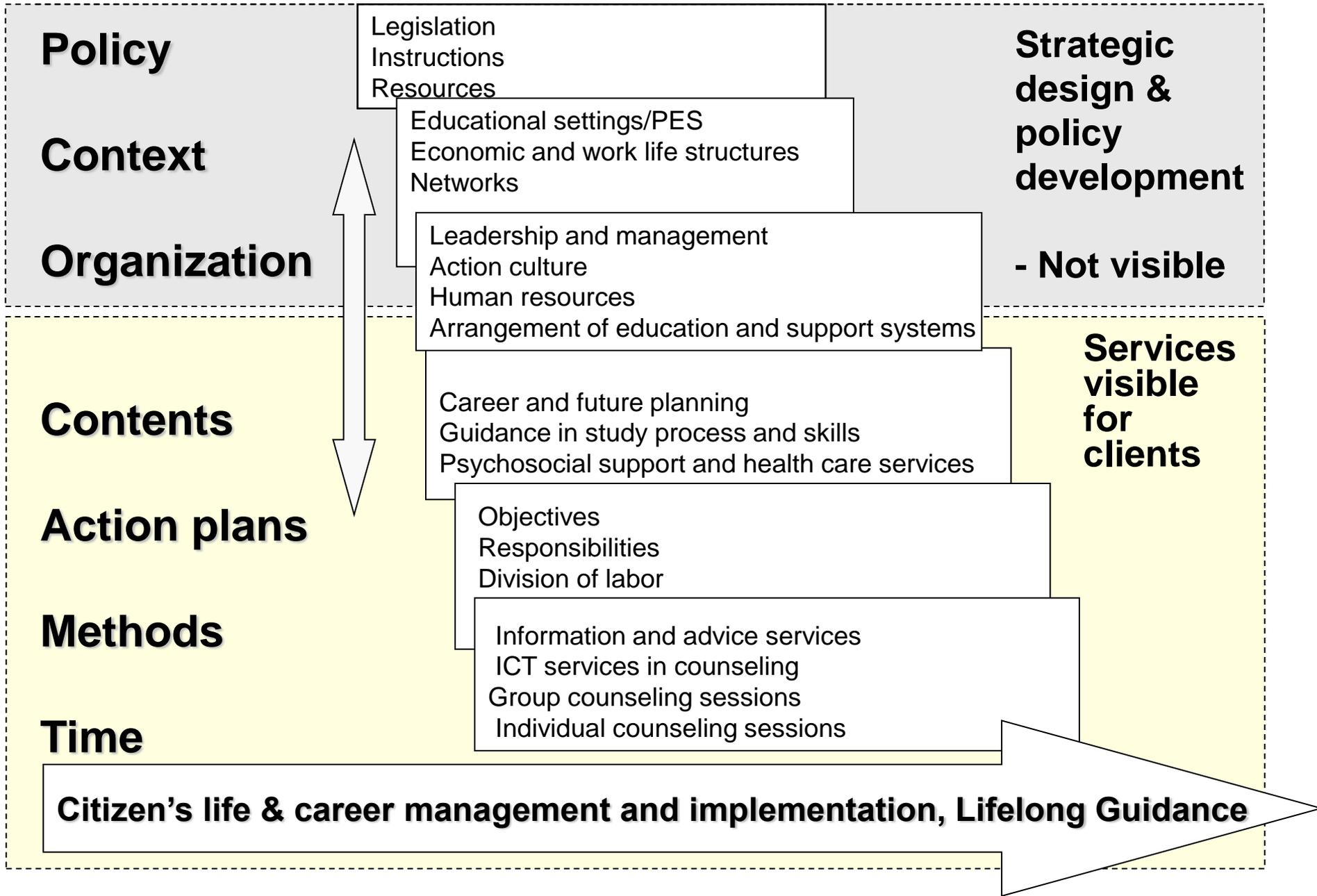
# Development and implementation of interdisciplinary guidance practise and policies



- Need for transparency
- Analysis of the services visible for students and the mechanisms behind the planning and managing the services not visible for the users
- Shift from cocooned and isolated guidance providers to interdisciplinary partnerships
- Need for a model that identifies the components and features of interdisciplinary approach in practical, organisational, regional and national policy levels
- Need for a tool to enhance common language and to bridge the gap between the practise and guidance policy development

# Strategic design of guidance practise & policy

(Kasurinen 2006, Vuorinen, Kasurinen & Sampson 2006)



# Questions for consideration when implementing coherent guidance provision



- Distinction between three level of linkages
  - Communication
    - Exchanging informaton, exploring potentials for co-operation
  - Co-operation
    - Between partners, within existing structures, decision powers and mandates retained by each partner
  - Co-ordination
    - Requires a co-ordinating structure with operational mandates and funding (contract or legal mandate)

# Questions for consideration when implementing coherent guidance provision(2)

- Potential advantages of top-down approaches
  - Funding base
  - Direct link with policy
- Potential advantages of bottom-up approaches
  - May be more sustainable
  - More independence in actions
  - May produce a greater sense of ownership and motivated participation

# Questions for consideration when implementing coherent guidance provision (3)

- Integrative potentials of the ICT
  - Bringing together the stake holders
  - A tool and a powerful agent of change
  - Data collection and dissemination
  - System integration

# European Lifelong Guidance Policy Network, ELGPN



- 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 EU 2020 strategies and the tools supporting the strategy (e.g. EQF and ECVET)

# Added value of the ELGPN in supporting national developments



- 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 EU 2020 strategies and the tools supporting the strategy (e.g. EQF and ECVET)

# Thematic clusters 2009-2010

- Support for policy development and implementation at national level
- Co-operation and co-ordination mechanisms in guidance practice and policy development
- Quality assurance/Evidence-based practice and policy development
- Widening access
- Promoting career management skills
- Synergies between EU funded projects
- Education & Training and Employment policy analysis from Lifelong Guidance perspective

# ELGPN Outputs 2009-2010

- Reflection notes from the thematic activities
- Policy briefings related to thematic activities
  - Additional thematic briefings: e.g. Guidance during the economic crisis
- Activity report with examples of promising/good practises in lifelong guidance policy development
- Database of interesting/good policy initiatives
  - <http://elgpn.eu/elgpndb>
- National and international events with ELGPN member contributions

# 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)

# CMS: Ways forward

- Many countries still need to develop a national CMS framework.
- Many also need to articulate a clear policy regarding the place of CMS in the curriculum.
- A clear training strategy is needed for those delivering CMS, as well as relevant support resources that can be used in a wide variety of contexts.
- CMS programme development needs to take into account the specific needs of at-risk target groups.
- Further work is needed to develop appropriate assessment strategies.
- Despite the constraints, the possibility of developing a European CMS framework should be pursued.

# WP2: Key challenges

- How to develop practitioners' competences to use ICT tools.
- How to make effective use of the potential of web-based social media and mobile technologies.
- How to evaluate national service-delivery resources in relation to the new lifelong guidance paradigm.
- Ethical aspects.
- Evaluating the relative effectiveness for different groups of different service-delivery modes.
- How to allocate funding between different delivery channels in meeting the needs of different priority groups.
- How legislation can define citizen entitlements to guidance and service-delivery provision.
- How to better promote the availability of guidance services to citizens.

# WP 3: Key challenges

- Key points
  - Balance between top-down and bottom-up processes
  - Importance of regional fora and mechanisms
  - Communication, co-operation and co-ordination
  - Explicit integrative role of ICT

# WP4 Key points

- Summary of existing QA mechanisms in member countries
- Proposal for potential indicators

# ELGPN strategic goal 2011-12

- 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.

# Objectives 2011-12

- To broaden the base of involvement of all Member States in the four priority areas.
- To increase national awareness of ELGPN knowledge and experience based on these four priorities.
- To deepen the work on the four priorities through additional peer learning, particularly with national and EU outcomes for each in mind.
- To strengthen the policy links/interface between the work of ELGPN and EU policy development for schools, VET, higher education, adult education, employment and social inclusion.

# Measures 2011-12

- Providing national policy-makers, developers and stakeholders with concrete supports to assist them in their national and EU policy development.
- Extending the dissemination of the ELGPN's work.
- Strengthening the ELGPN's links with relevant international organisations.
- Improving the internal efficiency of the work of ELGPN itself.

# 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 services can be described as an indicator of well functioning educational and labour market system.

Thank you!

For further information, please contact:

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