

## **EU Education & Training and Employment Policy monitoring from LLG perspective**

### **ELGPN Policy Briefing 2 3 May 2010**

**Policy Briefing related to the topic of WP1: *Career management skills***

**Francoise Divisia**

#### **Introduction**

One of the key roles of the ELGPN is to ensure **that lifelong guidance is fully reflected in relevant EU policy processes and policy documents**

This Policy Briefing aims at providing background information on EU policies related to the topic of WP1: *Career management skills* and to situate the thematic work in a broader context, **at keeping all ELGPN members up to date on EU policy developments to which lifelong guidance can make a significant contribution, and providing the context of the synthesis report.**

The first part examines how and why the theme of “career management skills” emerges as a priority within the implementation of lifelong guidance strategies.

The second part is devoted to the future developments of the actions related to this theme in the context of the Crisis Recovery Plan, the renewal of the Lisbon Strategy and the Framework E&T 2020.

#### **1- The emergence of the theme of career management skills**

1-1- The 2000 Lisbon European Council conclusions do not mention *guidance* but they ask for a “*European framework defining the new basic skills to be provided through lifelong learning: entrepreneurship and social skills*”.

*Guidance* appears later closely linked to the principle of **individualisation of training**, both in the European Employment Strategy guidelines and within the general reflection on education systems undertaken following the Lisbon European Council.

In the 2001 Employment guidelines “*employability measures (for unemployed persons) (should) include more generally, accompanying individual vocational guidance and*

*counselling with a view to effective integration into the labour market” (Pillar 1: Improving Employability)<sup>1</sup>.*

In the Report on the Concrete Future Objectives of Education and Training Systems endorsed by the Stockholm European Council (23 – 24 march 2001) **guidance and counselling are identified as the mean to using the different ways to individualise learning pathways. “Flexible guidance and information systems need to be designed and adapted to local conditions within a lifelong learning perspective<sup>2</sup>.**

**The development of the individual** in realising his or her full potential is presented as a general aim of education & training as well as the development of society and the development of economy

Developing the individual is also, inter alia, a concern of the Commission’s Communication on lifelong learning (November 2001), “*Making a European Area of Lifelong Learning a Reality*”. It highlights the role of flexible guidance systems able to be adapted “*to the changing needs of the individual learner – bearing in mind the value of guidance for personal fulfilment, as well as the needs of the labour market and the wider community*”.

## **1-2- The theme of career management skills emerges as a priority in the implementation of lifelong guidance strategies**

To the concept of lifelong learning has been added at an early stage the principle of empowerment of individuals through guidance processes.

This approach appears in **the Joint Interim Report (2004) of the Council and the Commission on the Implementation of the Lisbon Strategy, Education and Training 2010<sup>3</sup>** which identifies guidance as one of the 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.*”

The 2004 Resolution on “*Strengthening Policies, Systems and Practices in the field of Guidance throughout life in Europe*”<sup>4</sup> is clearly focused on “*the empowerment of individuals to manage their own learning and careers*.... It reaffirms as priority the

---

<sup>1</sup> Council Decision of 19 January 2001 on Guidelines for Member States' employment policies for the year 2001(2001/63/EC)

<sup>2</sup> Report from the Education Council to the European Council 14 February 2001  
"The concrete future objectives of education and training systems"

<sup>4</sup> 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 (2004).

*“importance of refocusing guidance provision in order to develop citizens’ lifelong...learning and **management skills** as an integral part of education and training programmes”*. The support of individuals in the transitions throughout life is the underlying concern in a fast changing knowledge-economy.

These recommendations explicitly draw from the conclusions of the 2004 OECD report *“Career Guidance and Public Policy: Bridging the Gap”*<sup>5</sup> which urges, as the first priority, *“to a broader approach that tries to develop **career self-management skills**,...the ability to make effective career decisions, and to implement them.. This requires an approach that is **embedded in the curriculum**, and which incorporates learning from experience”*.

### **1-3 – Career management skills and the competence-based approach**

The empowerment of individuals in lifelong learning requires the acquisition of some competences. The 2006 Recommendation of the European Parliament and the Council on key competences for lifelong learning<sup>6</sup> defines **the knowledge, skills and attitudes** that young people in the European Union should develop by the end of their initial education and training and that adults should be given the opportunities to develop and update in course of lifelong learning. The Recommendation identifies 8 **competences** necessary for personal fulfilment and for further learning and working life. Most of them should equip the individuals for managing their learning and work as: ability to search for, collect and process information, through communication in the mother tongue (1st) and digital competence (4<sup>th</sup>). The 5<sup>th</sup> competence, “learning to learn” refers implicitly to career management skills: *“learning to learn requires an individual to know and understand his/her preferred learning strategies, the strengths and weaknesses of his/her skills and qualifications, and to be able to search for the education and training opportunities and guidance”*.

It’s the reason why the 2008 Resolution of the Council *“on better integrating lifelong guidance into lifelong learning strategies”* links **explicitly** the first priority *“Encourage the lifelong acquisition of career management skills”* **to the acquisition of key competences**, *“in particular 'learning to learn', social and civic competences - including intercultural competences - and a sense of initiative and entrepreneurship”*.<sup>7</sup>

The European Framework of Key Competences has strongly contributed to bring to the EU education and training policies a trend towards competence-based learning and teaching and its new paradigm of “learning outcomes”.

---

<sup>5</sup> OECD (2004): *Career Guidance and Public Policy; Bridging the Gap* Paris

<sup>6</sup> Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (December 2006), [http://ec.europa.eu/education/lifelong-learning-policy/doc42\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/doc42_en.htm)

<sup>7</sup> Resolution of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, “on better integrating lifelong guidance into lifelong learning strategies”; 21 November 2008

VET sector through Copenhagen Process <sup>8</sup> has been a driving force towards the competence-based and learning outcomes approach.

This approach is underpinning the European Qualification Framework (EQF), a common European reference system, which enables different national qualification systems to be linked. To this end, it uses 8 reference levels based **on learning outcomes, defined in terms of knowledge, skills and competences**.

The focus on learning outcomes is very relevant to respond better to the needs of the labour market and to make easier the recognition and validation /certification of informal and non-formal learning. But there is a need to clarify the concepts, particularly the concept of “competence” which is used in different meanings and sometimes overlaps with “skills”.

The Recommendation<sup>9</sup> offers “in the context of EQF” definitions for a common understanding:

*“Learning outcomes” means statements of what a learner knows, understands and is able to*

*do on completion of a learning process, which are defined in terms of knowledge, skills*

*and competence;*

*“Knowledge” means the outcome of the assimilation of information through learning.*

*“Knowledge” is the body of facts, principles, theories and practices that is related to a field of*

*work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual;*

*“Skills” means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments);*

*“Competence” means the proven ability to use knowledge, skills and personal, social and/or*

*methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy”.*

These definitions are supposed to be viewed as a pragmatic agreement between the various approaches. Besides, the three categories should not be understood separately from each other.

The European Credit System for Vocational Education and Training (ECVET)<sup>10</sup> which is a technical framework for the transfer, recognition and accumulation of

---

<sup>8</sup> “Copenhagen Declaration”, Declaration of the European Ministers of Vocational Education and Training and the European Commission on enhanced cooperation in vocational education and training (30 November 2002); “Maastricht Communiqué on the future priorities of enhanced European cooperation in vocational education and training (14 December 2004); “Helsinki Communiqué on enhanced cooperation in vocational education and training”(5 December 2006); Bordeaux Communiqué (26 November 2008).

<sup>9</sup> Recommendation of the European Parliament and the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (2008/C 111/01)

**“individuals” learning outcomes** with a view to achieving a qualification, uses the same basis: learning outcomes defined in terms of knowledge, skills and competence.

It could be of some interest to deepen the reflection on the WP1 proposed definition of “career management skills”<sup>11</sup>: *“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”* in relation to the Key Competences Framework and to EQF and ECVET.

## **2- Future developments of the actions related to CMS in the context of the Crisis Recovery Plan, the renewal of the Lisbon Strategy and the Framework E&T 2020.**

### **2-1- Crisis Recovery Plan and flexicurity policies**

Flexibility combined with security has led to the new concept of **flexicurity** which is the cornerstone of the employment policies since 2007. The Communication from the Commission of June 2007 (*“Towards Common Principles of Flexicurity: more and better jobs through flexibility and security”*<sup>12</sup>) defines flexicurity as an integrated approach including:

- more flexible and secure contractual arrangements, from the point of view of both employer and worker: flexicurity focuses on “employment security” instead of “job security”.
- lifelong learning strategies in order to ensure workers' **ongoing capacity to adapt**, and increase their employability
- effective active labour market policies in order **to facilitate transitions** to new jobs: Flexicurity encompasses **equipping people with the skills that enable them to progress in their working lives, and helping them find new employment.**

**“The lifelong acquisition of career management skills” should be explicitly mentioned as a pillar of flexicurity policies. The ELGPN WP1 outcomes should be integrated in the reflection and initial/continue training of the Public Employment Services which have a decisive role to play regarding flexicurity.**

<sup>10</sup> Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET) – (2009/C 155/02)

<sup>11</sup> Work Package 1 – Peer Learning Event held in Vilnius, 5-7 May 2009 – Ronald Sultana - Reflection Note p.3

<sup>12</sup> Communication of the European Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, adopted on 27 June 2007: “Towards Common Principles of Flexicurity: More and better jobs through flexibility and security”- COM(2007) 359 final

## 2-2- New skills for new jobs

The awareness of the need for better anticipation and match of labour market skills appears in most of the documents proposed by the Commission and adopted by the Council, both on education and employment side, since 2007.

**The link with guidance** is clearly underlined in the Council Resolution on "New skills for new jobs" of 15 November 2007. It invites the Member States and the Commission *"to equip people for new jobs within knowledge society... by providing them with vocational guidance, and supporting jobseekers which should identify the competence modules required to move to new jobs where there are skills gaps"*.<sup>13</sup>

Following the European Council of March 2008 conclusions, a Communication of the Commission *"New Skills for New Jobs; Anticipating and matching labour market and skills needs"*<sup>14</sup> proposed a strategy in December 2008 to help ensure a better match between skills and labour market needs. A group of experts was set up in March 2009 with the mandate to providing independent advice and key recommendations.

The experts' report<sup>15</sup>, underlining the lack of right skills in Europe, the high number of low skilled people (77 millions), the demographic trends (38% of over 65s by 2030), asks for better links between Education & Training sector and work and for the recognition of the value of skills and of investment in education. *"Upgrading, adapting, and widening the skills portfolio of individuals"*, *"make people shift from job seekers to job shapers"* and *"being able to make better-informed choices"*, are the ambitions of the experts.

They conclude with 4 priorities which are detailed in 34 specific recommendations:

- ***Provide the right incentives to upgrade and better use skills for individuals and employers***
- ***Bring the worlds of education, training and work together***
- ***Develop the right mix of skills***
- ***Better anticipate future skills needs***

**New skills for new jobs" implies the capacity of managing transitions, therefore career management skills must be the cornerstone of the four priorities' implementation proposed in the report.**

- The first one "Provide the right incentives..." underlines that ***"individuals need to take over more responsibility for lifelong learning and develop 'career management' skills". They need adequate support –including at school"- to learn how to do so"***:

<sup>13</sup> Council Resolution of 15 November 2007 on the new skills for new jobs – OJ C 290, 4.12.2007

<sup>14</sup> Communication from the Commission to the European Parliament, the Council, the European economic and social Committee and the Committee of the regions (16.12.2008 COM(2008) 868 final) *"New Skills for New Jobs. Anticipating and matching labour market and skills needs"*.

<sup>15</sup> "New skills for new jobs : Action now" – A report by the Expert Group on new skills for new jobs prepared for the European Commission – January 2010

- > the WP1 map and synthesis of EU members practices (CMS as separate subject of compulsory theme across the curriculum, or taught through extra-curricular activities or a mix of these methods) could constitute an interesting development of this specific recommendation.
- The specific recommendation for employers (“Better incentive for employers...”) includes the principle of networking between companies in order to share best practices: > the WP1 could deepen the theme of CMS development for adults at workplace, in particular, regarding career planning through self exploration as well as exploration of work & training. Another issue should be also about the content of jobs : **the aim should not only be “new jobs” but also “better jobs”**....
- The report strongly focuses on learning outcome-based qualifications and on development of both transversal core skills (horizontal) and the specific skills (vertical) needed for a job: >“CMS curriculum principles” should be part of the transversal core skills.
- In terms of pedagogy, training and assessment methods, that requires “more cross curricular and innovative approaches”: > in this respect, CMS learning across curriculum could be could be an interesting good practice.
- “The pivotal role” of staff, teachers and trainers is highlighted as in the WP1 reflections: the report asks the policy makers to “reinforce in teachers education curricula work related issues, (in particular) professional guidance”. > CMS programme should be integrated to the initial and continue training of teachers and trainers.

**Those are some and not exhaustive draft suggestions for making the outcomes of the WP1 valued within the European policy initiative “New skills for new jobs”.**

## 2-3- EUROPE 2020

In the framework of the discussion on the post-2010 Lisbon Strategy, the Education Council on 27 November 2009 has adopted messages as a contribution to the European Council underlining the role of education and training: *“in a time of global economic downturn, it is essential that Europe makes full use of each individual’s potential...”*.

The Commission issued on 24 November a public consultation document on ways of triggering economic dynamism through the EU 2020 Strategy.

the Commission has adopted a formal Communication addressed to the 2010 Spring Council.

The Commission Communication <sup>16</sup>sets out three key policy areas:

- Smart growth – developing an economy based on knowledge and innovation.
- Sustainable growth – promoting a more resource efficient, greener and more competitive economy.

<sup>16</sup> E U R O P E 2 0 2 0 – COM(2010) 2020 – 3-3-2010  
A European strategy for smart, sustainable and inclusive growth

- Inclusive growth – fostering a high-employment economy delivering economic, social and territorial cohesion.

Each priority comprises a diagnosis and several Initiatives to be launched.

**The following short analysis tends to show that guidance is needed to reach the goals in each priority.**

**In the first priority**, the triangle of knowledge is focused on innovation and research, education, training and lifelong learning, digital society. For each of them, flagship initiatives are proposed: Flagship Initiative: "Innovation Union"; Flagship initiative: "Youth on the move"; Flagship Initiative: "A Digital Agenda for Europe".

The following objectives require **both career management skills**, which play a decisive role in empowering people to become involved in shaping their learning, training and integration pathways, and **access to information about the skills needed by the professions and training opportunities** :

Flagship Initiative: "Innovation Union":

- To ensure a sufficient supply of science, maths and engineering graduates and to focus school curricula on creativity, innovation, and entrepreneurship

Flagship initiative: "Youth on the move"

- To step up the modernisation agenda of higher education;
- To explore ways of promoting entrepreneurship through mobility programmes for young professionals
- To promote the recognition of non-formal and informal learning
- Promoting student mobility and trainees' mobility and improve situation of young people
- To improve educational outcomes, addressing each segment (pre-school, primary, secondary, vocational and tertiary) within an integrated approach, encompassing key competences and aiming at reducing early school leaving;
- To improve young people's entry into the labour market through integrated action **covering i.a guidance, counselling** and apprenticeships.

Flagship Initiative: "A Digital Agenda for Europe".

- To promote internet access and take-up by all European citizens, especially through actions in support of digital literacy and accessibility
- To promote deployment and usage of modern accessible online services (e.g. e-government, online health, smart home, digital skills, security)

**In the second priority**: “Sustainable growth – promoting a more resource efficient, greener and more competitive economy”, a new approach to industrial policy puts the emphasis on innovation and **the human skills needed**.

The EU should maintain its lead **in the market for green technologies** as a means of ensuring resource efficiency through out the economy: **two Flagship Initiatives**; **"Resource efficient Europe"**; **"An industrial policy for the globalisation era"**.

**Flagship Initiative: "Resource efficient Europe":**



- Promote the restructuring of sectors in difficulty towards future oriented activities, including through **quick redeployment of skills** to emerging high growth sectors and markets
- Work closely with stakeholders in different sectors (business, trade unions, **academics**, NGOs, consumer organisations) to identify bottlenecks and develop a shared analysis on how to maintain a **strong industrial and knowledge** base and put the EU in a position to lead global sustainable development

**Those proposed actions require lifelong guidance in order to manage the transitions to new jobs.**

**The third Priority, “Inclusive growth – fostering a high-employment economy delivering economic, social and territorial cohesion” proposes** empowering people through high levels of employment, investing in skills, fighting poverty and modernising labour markets, training and social protection systems so as to help people anticipate and manage change, and build a cohesive society.

It requires modernising, strengthening employment, education and training policies by increasing labour participation and reducing structural unemployment. Implementing flexicurity principles and enabling people to acquire new skills to adapt to new conditions and potential career shifts will be key.

**Two Flagship Initiatives: "An Agenda for new skills and jobs"; "European Platform against Poverty"**

**Flagship Initiative: "An Agenda for new skills and jobs"**

The aim is to create conditions for modernising labour markets with a view to raising employment levels and ensuring the sustainability of our social models. This means empowering people through **the acquisition of new skills**.

The following actions are proposed:

- Implementation of the second phase of the flexicurity agenda
- To facilitate and promote intra-EU labour mobility and better match labour supply with demand with appropriate financial support from the structural funds, notably the European Social Fund (ESF),
- to promote strengthened cooperation between labour market institutions including the public employment services of the Member States;
- To give a strong impetus to the strategic framework for cooperation in education and training involving all stakeholders. This should notably result in the implementation of life-long learning principles (in cooperation with Member States, social partners, experts) including through flexible learning pathways between different education and training sectors and levels and by reinforcing the attractiveness of vocational education and training. Social partners at European level should be consulted in view of developing an initiative their own in this area.
- To ensure that the competences required to engage in further learning and the labour market are acquired and recognised throughout general, vocational,

higher and adult education including non formal and informal learning; and to develop a common language and operational tool for education/training and work: a European Skills, Competences and Occupations framework (ESCO).

- to reduce labour market segmentation and facilitate transitions

**The skills Agenda clearly implies easy access to a clear range of guidance services and quality insurance in lifelong guidance provision, co-ordination of the various services and active role of the citizens through acquisition of Career Management skills.**

The outcomes of 2009-2010 ELGPN work should feed in the Initiatives priorities implementation.

#### 2-4 – The Strategic Framework for European cooperation in education and training (“ET 2020”)

a) The Council conclusions of 12 May 2009 on a strategic framework for European cooperation in Education & Training (“E&T 2020”)<sup>17</sup> intend to address four strategic objectives for the period up to 2020 which should correspond to the long-term goals of the Lisbon Strategy :

- Making lifelong learning and mobility a reality
- Improving the quality and efficiency of education & training
- Promoting equity, social cohesion and active citizenship
- Enhancing creativity and innovation, including entrepreneurship at all levels of education and training.

Guidance is explicitly included in the first strategic objective (*“increase the quality of guidance systems”*).

The strategic objectives imply CMS through the aim of ensuring “better transitions”(Strategic Objective 1), the “acquisition of key competences by everyone” (obj.2), “the update and development over a lifetime of job-specific skills” (obj.3) ,”the acquisition by all citizens of transversal key competences, such ...as learning to learn, a sense of initiative..”(obj.4).

b) A new way of working is proposed: the period up to 2020 will be divided up into a series of cycles, with the first cycle covering the 3 years from 2009 to 2011.

The European priority areas will be designed to allow either for broad cooperation between all the Member States or for closer cooperation between a more limited number of Member States, in accordance with national priorities.

The priority areas reflect the need to:

- pursue cooperation in areas where key challenges remain;**
- develop cooperation in areas regarded as particularly important during this particular work cycle.**

<sup>17</sup> Council conclusions – EYC Council 11- 12 May 2009 on a strategic framework for European cooperation in Education & Training (“E&T 2020”) – 9845/09

During the first cycle 2009-2011, it is suggested:

1- to pursue work on:

- lifelong learning strategies paying particular attention to **guidance** (obj.1),
- European Qualifications framework (obj.1),
- professional development of teachers and trainers (*Focus on the quality of initial education and early career support for new teachers and on raising the quality of continuing professional development opportunities for teachers, trainers and other educational staff (e.g. those involved in leadership or guidance activities).*)  
(Objective 2).
- “governance and funding” including “modernisation of higher education (curricula), develop the quality of provision, including staffing, in the adult learning sector (obj.2);
- Early leavers : strengthen preventive approaches (obj.3)
- Transversal key competences in curricula, assessment and qualifications (obj.4).

2- To develop cooperation on:

- Expanding learning mobility (Obj.1)
- “New skills for new jobs”, “learners with special needs” (obj.2),
- “Promoting creativity and innovation by developing specific teaching and learning methods including teacher training (obj.4).

c) ELGPN work on CMS could feed in the reflections on subjects and activities planned for the first cycle 2009-2011, in particular:

- **Strategic objective 1 : “Making lifelong learning and mobility a reality”**

The new expert group of national implementation of lifelong learning strategies should focus the reflection not only on “*quality of guidance systems*” but more broadly on **lifelong guidance systems** and on “**better integrating lifelong guidance into lifelong learning strategies**”.

In this respect, the new expert group should take into account the WP1 work, case studies and conclusions on “Career Management skills”<sup>18</sup>.

a) The Strategic Framework calls for “**a lifelong approach to learning** ».

This approach should be, first, the user’s one. The 2008 Resolution recalls that “*career management skills (CMS) play a decisive role in empowering people to become involved in shaping their learning, training and integration pathways and their careers. Such skills ... should be maintained throughout life* ». The WP1 work has highlighted some broad curricular principles relevant to CMS which could be the basis of the expert group reflection (empowerment, building on learners’ life experience, co-construction of CMS Curricula with learners etc... )<sup>19</sup>.

<sup>18</sup> European Lifelong Guidance Policy Network Work Package 1: Career Management Skills Synthesis report

<sup>19</sup> idem

b) **Develop cooperation on learning mobility including the use of European Qualification Framework** implies career management skills including information related to mobility advantages and opportunities as well as knowledge of the role of European Qualification Framework and credit transfer in the recognition of the learning outcomes acquired in the mobility time.

- **Strategic objective 2**

On **“professional development of teachers and trainers”**: since 2000 year, a lot of European documents emphasize the necessity of high quality of professional development of teachers and trainers. The 26-27 November 2009 EYC Council adopted conclusions on “The professional development of teachers and school leaders”<sup>20</sup> which invite Member States to “ensure that teachers receive sufficient preparation and support to enable them to carry out their responsibilities”; the Council invites the Commission to “enhance cooperation by establishing platforms and peer-learning activities”.

➤ The CMS acquisition should now be clearly recognised as one of the teachers’ responsibilities. The new thematic working group<sup>21</sup> should take into account the conclusions of ELGPN Work Package 1 :

- “Key challenges (in order to integrate CMS in school curricula) include : the promotion of a clear teacher education strategy regarding CMS, particularly in those instances where a curriculum infusion model is adopted , and which thus require all or most teachers to be aware of their role in teaching CMS”
- The development of adequate resources that support educators in school and PES settings to generate powerful learning environments where CMS can be learnt experientially.<sup>22</sup>

**Quality of provision in adult learning sector including staffing**: “the reference framework of key competences for adult learning professionals”<sup>23</sup> should include skills for delivering CMS, whether in the adult training or PES sector.

The ELGPN WP1 interesting practices could be a basis for “establishing platforms and peer learning activities”.

**Develop cooperation on “New Skills for New Jobs”** : see p.6

- **Strategic objective 3**

<sup>20</sup> Council conclusions on the professional development of teachers and school leaders

<sup>21</sup> « Implementing the strategic framework for European cooperation in education & training : mutual learning in the priority areas for 2009-2011 (p.3) – Meeting of the HLG in Madrid 30 November-1<sup>st</sup> December 2009

<sup>22</sup> European Lifelong Guidance Policy Network Work Package 1: Career Management Skills  
Synthesis report

<sup>23</sup> « Implementing the strategic framework for European cooperation in education & training : mutual learning in the priority areas for 2009-2011 (p.4) – Meeting of the HLG in Madrid 30 November-1<sup>st</sup> December 2009

*Early leavers, learners with special needs:* strengthen preventive approaches, personalised support implies “*the identification of areas in CMS programmes that are of particular relevance to target groups, especially those that can be considered to be, in one way or another, at-risk*”<sup>24</sup>

- **Strategic objective 4**

***Transversal key competences in curricula, assessment and qualifications***

CMS should be clearly included in the transversal key competences. A policy handbook on the assessment of cross-curricular key competences is planned in 2010: it should examine “*the promotion of strategies that use assessment for CMS learning, than merely of learning*”.<sup>25</sup>

***Promote creativity and innovation by developing specific teaching and learning methods including teacher training***

CMS as “new area of learning” allows a range of experiential learning strategies (role play, case studies, group approach..) which could be interesting practices to be transferred.

## 2-5 Adult learning policies

The Commission launched Action Plans on Adult learning through two Communications : “*It is never too late to learn* (October 2006)<sup>26</sup> and “*It is always a good time to learn*” (September 2007)<sup>27</sup> which highlight the importance of adult learning and call on Member States to remove barriers to participation, to increase overall quality and efficiency in adult learning.

The Council conclusions of 22 May 2008 on adult learning<sup>28</sup> invite Member States to “*closely cooperate in identifying and removing barriers to adult learning and in establishing demand-driven*”, “*work towards the objective of facilitating access and increasing participation in adult learning by all citizens, ...in particular those with special needs and those with insufficient basic skills...with the aim of encouraging them to upgrade their qualifications*”.

---

<sup>24</sup> European Lifelong Guidance Policy Network Work Package 1: Career Management Skills  
Synthesis report (conclusions)

<sup>25</sup> idem

<sup>26</sup> Commission Communication “*It is never too late to learn* (October 2006)- Doc.14600/06-COM(2006) 614 final

<sup>27</sup> Commission Communication “*It is always a good time to learn*” (September 2007) – Doc.13426/07-COM(2007) 558 final

<sup>28</sup> Council conclusions of 22 May 2008 on adult learning – (2008/C 140/09)

- The Adult Learning Group<sup>29</sup> should set up a thematic workshop on the acquisition and maintain of career management skills throughout life.
- In the 2011-2012 ELGPN Work Package 1 a specific reflection about this topic should be launched, in close cooperation with the Adult Learning Group.

## **Conclusion**

Career management skills acquisition is crucial in many current EU education, training, employment and inclusion policies.

The WP1 reflection notes, Synthesis report and interesting practices should be broadly disseminated in the “EU 2020” working groups and could constitute an important basis for reflections.

Close links should be established between ELGPN work and the working groups as well as with the policy makers in the ELGPN next phase.

---

<sup>29</sup> « Implementing the strategic framework for European cooperation in education & training : mutual learning in the priority areas for 2009-2011 (p.4) – Meeting of the HLG in Madrid 30 November-1<sup>st</sup> December 2009

## Annex

### ELGPN Policy Briefing 2 (Career management skills development)

#### Potential implications for the work of ELGPN (DRAFT)

Françoise Divisia

The ELGPN work on lifelong guidance policies should be, in the next phase, more than currently situated in the context of Europe 2020 Strategy and of the EU policy in Education, Training, Employment, in order to make the outcomes of the network valued within the European policies.

This annex to the PB2 aims at providing some suggestions for the future work of ELGPN in the new context of the Europe 2020 and the “Education & Training 2020” Agendas.

The following subjects could be deepened in relation with the implementation of the EU policies by sectors.

#### EDUCATION SECTOR

##### 1- Early school leaving

The Europe Strategy 2020 proposes as target for 2020 that **the share of early school leavers should be under 10%**. A Council Recommendation on reducing early school leaving is planned for adoption by Council in the first half of 2011. This issue is a component of the “*Youth on the move Initiative*”.

##### Key challenge for ELGPN/WP1:

- The identification of areas in CMS programmes that are of particular relevance to target groups that can be considered “at risk”
- To what extent CMS/guidance could have a remedial role?

##### 2- Career management skills development and the key competences for lifelong learning

The 2008 Resolution of the Council “*on better integrating lifelong guidance into lifelong learning strategies*” links **explicitly** the first priority “Encourage the lifelong acquisition of career management skills” **to the acquisition of key competences**, “*in particular 'learning to learn', social and civic competences - including intercultural competences - and a sense of initiative and entrepreneurship*”.<sup>30</sup>

---

<sup>30</sup> Resolution of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, “on better integrating lifelong guidance into lifelong learning strategies”; 21 November 2008

The 2006 Recommendation of the European Parliament and the Council on key competences for lifelong learning<sup>31</sup> defines **the knowledge, skills and attitudes** that young people in the European Union should develop by the end of their initial education and training and that adults should be given the opportunities to develop and update in course of lifelong learning. The Recommendation identifies 8 **competences** necessary for personal fulfilment and for further learning and working life. Most of them should equip the individuals for managing their learning and work as: ability to search for, collect and process information, through communication in the mother tongue (1st) and digital competence (4<sup>th</sup>). The 5<sup>th</sup> competence, “learning to learn” refers implicitly to career management skills: *“learning to learn requires an individual to know and understand his/her preferred learning strategies, the strengths and weaknesses of his/her skills and qualifications, and to be able to search for the education and training opportunities and guidance”*.

The acquisition of transversal key competences by everyone is the corner stone of the Strategic Framework for European cooperation in education and training (ET 2020) adopted by the 11-12 May 2009 Council (Strategic objectives 2, 3 and 4)<sup>32</sup>.

### **Reflection to be deepened by ELGPN/WP1 in this context:**

- The reflection on the WP1 proposed definition of “career management skills” : *“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”* in relation to the Key Competences Framework.
- Clear policy regarding the place of CMS in the curriculum
- Pedagogy and assessment of CMS
- CMS explicitly recognised as a key competence?

### **3- Teachers, guidance practitioners training**

The quality of Teacher Education is high on the EU policy agenda.

ET 2020 emphasizes the necessity of high quality of professional development of teachers and trainers (Strategic objective 2).

The 26-27 November 2009 EYC Council has adopted conclusions on “The professional development of teachers and school leaders”<sup>33</sup> which invite

<sup>31</sup> Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (December 2006), [http://ec.europa.eu/education/lifelong-learning-policy/doc42\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/doc42_en.htm)

<sup>32</sup> Council conclusions – EYC Council 11- 12 May 2009 on a strategic framework for European cooperation in Education & Training (“E&T 2020”) – 9845/09

<sup>33</sup> Council conclusions on the professional development of teachers and school leaders



Member States to “ensure that teachers receive sufficient preparation and support to enable them to carry out their responsibilities”.

The issue of policies to support new teacher induction has been examined at the meeting of General Directors for schools on the 8<sup>th</sup> July 2010 with a presentation of a European Commission Staff Working Document SEC (2010): “induction programmes for beginning teachers, a handbook for policy makers”.

**Reflection to be deepened by ELGPN/WP1 in this context:**

- The CMS acquisition should now be clearly recognised as one of the teachers’ responsibilities.
- In order to integrate CMS in school curricula, the promotion of a clear teacher education strategy regarding CMS, particularly in those instances where a curriculum infusion model is adopted , and which thus require all or most teachers to be aware of their role in teaching CMS
- The development of adequate resources that support educators in school to generate powerful learning environments where CMS can be learnt experientially.<sup>34</sup>

**VET SECTOR**

The role of VET for better skills development in Europe is particularly highlighted in the Europe strategy, in particular in two Flagship Initiatives:

- ✓ An Agenda for new skills and jobs
- ✓ Youth on the move

“A new impetus for VET” will help to promote “smart, sustainable and inclusive growth” through the re-launch of Copenhagen Process.

The Copenhagen Process<sup>35</sup> on Enhanced European Cooperation in Vocational Education and Training launched in 2002 has supported the development of common reference tools: Europass, European Qualifications Framework, European Credit Transfer System for VET (ECVET) and European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET).

---

<sup>34</sup> European Lifelong Guidance Policy Network Work Package 1: Career Management Skills

Synthesis report

<sup>35</sup> “Copenhagen Declaration”, Declaration of the European Ministers of Vocational Education and Training and the European Commission on enhanced cooperation in vocational education and training (30 November 2002); “Maastricht Communiqué on the future priorities of enhanced European cooperation in vocational education and training (14 December 2004); “Helsinki Communiqué on enhanced cooperation in vocational education and training”(5 December 2006); Bordeaux Communiqué (26 November 2008).

The priorities under the Copenhagen Process will be reviewed in December 2010 (Bruges Review).

In order to prepare the Bruges Review, two documents propose a vision for the future of VET:

1. A Communication of the Commission “A new impetus for European cooperation in VET to support the Europe 2020 strategy”, adopted on 9<sup>th</sup> June 2010<sup>36</sup>, is focused on:
  - The key role of VET in lifelong learning and mobility
  - Quality and efficiency of VET
  - Equity and citizenship – Inclusive VET
  - Innovation, creativity and entrepreneurship
2. Draft conclusions of the Council on the priorities for enhanced European cooperation in VET for the period 2011-2020 which are in discussion within the Committee of education for adoption at the 19 November Council of education.

Both texts greatly underline the key role of guidance and counselling services; they call for

- “a close cooperation” between PES and E&T guidance systems, integrated guidance and counselling services
- **Career management skills development**
- a “tasting approach” of guidance providing young people with an opportunity to get acquainted with different vocational trades and career possibilities
- accessible and targeted guidance services providing additional support at key transitions points for learners at risk of underachievement.

Besides, they stress the development of the learning outcomes approach which is the base of the European Qualifications Framework (EQF) and the European Credit Transfer System for VET (ECVET), the value of learning mobility and the use of EQF & ECVET, the use of work-based learning and risk-taking culture.

### **Reflection to be deepened by ELGPN/WP1 in this context:**

- Career management skills development in VET
- Learning mobility: develop cooperation on learning mobility including the use of European Qualification Framework and ECVET implies career management skills including information related to mobility advantages and opportunities as well as knowledge of the role of European Qualification Framework and credit transfer for the recognition of the learning outcomes acquired in the mobility time.
- CMS and the competence-based approach in EQF and ECVET

---

<sup>36</sup> Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions : “A new impetus for European cooperation in VET to support the Europe 2020 strategy”- 9-6-2010- COM(2010) 296 final

- How might career management skills take into account work-based learning and risk-taking culture ?
- How might CMS foster entrepreneurship culture?

## HIGHER EDUCATION

The Europe Strategy 2020 proposes as target for 2020 that **at least 40% of the younger generation should have a tertiary degree.**

This implies, inter alia, relationship between VET and higher education and “open pathways have to be ensured as well as tertiary VET” (Communication of the Commission “A new impetus for VET”).

The Flagship Initiative “Youth on the move” asks the Commission to step up the **modernisation agenda of higher education.** The Flagship Initiative: "Innovation Union" urges Member States to ensure a sufficient supply of science, maths and engineering graduates...

The Communiqué “the Bologna Process 2020 – The European Higher Education Area in the new decade”<sup>37</sup>, adopted at the Conference of Leuven/Louvain-la-Neuve in April 2009 establishes as priority that “student-centred learning requires empowering individual learners”:

### Reflection to be deepened by ELGPN/WP1 in this context:

- The issue of guidance in HE has been touched on in WP1 (French case study). In the next phase the reflection could be deepened through the angle of continuity of career management skills development between secondary education and HE, through the issue of transition between VET and Higher Education,

## EMPLOYMENT SECTOR

**1- The “Europe 2020 Integrated Guidelines”** set out the framework for the Europe 2020 strategy and reforms at Member State level. On this basis, Member States will draw up National Reform Programmes setting out in detail the actions they will take under the new strategy.

The 4 guidelines for the employment policies, “Increasing labour market participation and reducing structural unemployment”, “Developing a skilled workforce responding to labour market needs, promoting job quality and lifelong learning”, “Increasing the performance of education and training systems at all levels and increasing participation in tertiary education”, “Promoting social inclusion and combating poverty” stress the following points:

<sup>37</sup> Communiqué of the Conference of European Ministers Responsible for Higher Education – Leuven/Louvain-la-Neuve, 28-29 April 2009

- The EU headline target is of aiming to bring by **2020 to 75% the employment rate for women and men aged 20-64** including through the greater participation of youth, older workers and low skilled workers and the better integration of legal migrants
- Enhance flexibility and security, **integrate the flexicurity principles** into labour market policies
- Improve access to Career guidance, acquisition of the key competencies, learning mobility of young people and teachers, recognition of acquired competencies taking in account learning in informal and non-formal contexts...

## 2- Flagship Initiative : “An Agenda for new skills and jobs”

The EU 2020 Flagship Initiative has been prepared by a series of documents, surveys and experts working groups since 2007, in particular the experts’ report<sup>38</sup> which underlines that “ “make people shift from job seekers to job shapers” should be the ambition.

(cf. the draft PB1).

The Flagship Initiative proposes inter alia:

- To define and implement the second phase of the **flexicurity agenda**
- to develop a common language and operational tool for education/training and work: a European Skills, Competences and Occupations framework (ESCO).

### FLEXICURITY

Flexibility combined with security has lead to the new concept of **flexicurity** which is the cornerstone of the employment policies since 2007. The Communication from the Commission of June 2007 (*“Towards Common Principles of Flexicurity: more and better jobs through flexibility and security”*<sup>39</sup>) defines flexicurity as an integrated approach including:

- more flexible and secure contractual arrangements, from the point of view of both employer and worker: flexicurity focuses on “employment security” instead of “job security”.
- lifelong learning strategies in order to ensure workers' **ongoing capacity to adapt**, and increase their employability
- effective active labour market policies in order **to facilitate transitions** to new jobs: Flexicurity encompasses **equipping people with the skills that**

<sup>38</sup> “New skills for new jobs : Action now” – A report by the Expert Group on new skills for new jobs prepared for the European Commission – January 2010

<sup>39</sup> Communication of the European Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, adopted on 27 June 2007: “Towards Common Principles of Flexicurity: More and better jobs through flexibility and security”- COM(2007) 359 final

**enable them to progress in their working lives, and helping them find new employment.**

## **ESCO**

- Aims at better skills and jobs matching, occupational and geographical mobility.
- The purpose is to create a multi-lingual taxonomy to complement and link national taxonomies in order to promote Europe-wide interoperability.
- ESCO will be built in a bottom-up approach , in partnership with **education and labour market stakeholders, in coherence with learning outcomes work.**

### **Reflection to be deepened by ELGPN/WP1 in this context:**

Globally, how lifelong guidance, in particular Career management skills development can contribute to the implementation of the 4 Employment guidelines and to the attainment of 75% employment rate ?

- Analysis of the concept of flexicurity“ and its relation with CMS: the lifelong acquisition of career management skills” should be explicitly mentioned as a pillar of flexicurity policies.
- CMS and initial/continue training of the Public Employment Services which have a decisive role to play regarding flexicurity.
- New skills for new jobs” implies the capacity of managing transitions, so career management skills
- the WP1 could deepen the theme of CMS development for adults at workplace, in particular, regarding career planning through self exploration as well as exploration of work & training. Another issue should be also about the content of jobs: the aim should not only be “new jobs” but also “better jobs”....