Rozwijanie współpracy pomiędzy kształceniem zawodowym, szkolnictwem wyższym i uczeniem się dorosłych w odpowiedzi na wyzwania uczenia się przez całe życie

Warszawa 23.09.2011

Developing cooperation between VET, higher education and adult learning in response to the challenge of lifelong learning
Individual learning pathways and flexible learning opportunities – implications for lifelong career management skills and comprehensive guidance systems

Raimo Vuorinen
Co-ordinator, ELGPN
Finnish Institute for Educational Research University of Jyväskylä, Finland
23 September 2011, Warsaw, Poland
Why lifelong guidance is important?

• The priorities in the EU 2020 key strategies and the Flagship initiatives 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!

• Well-functioning guidance systems improve education, training & labour market efficiency & effectiveness (lower drop-out, higher productivity, addressing skills shortages and emerging competence areas)
Definition of Lifelong Guidance?

- **What?** Activities: e.g. information giving, advice, counselling, assessment, teaching, advocacy
- **For whom/With who?** 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
Lifelong Guidance and future EU Strategies

• EU 2020
  – Smart growth, Sustainable growth, Inclusive growth
  – Lifelong Guidance contributions to the implementation of the strategy e.g:
    • E&T 2020
    • Flagship initiatives, e.g. New Skills for New Jobs
LLG & ET 2020

• Making lifelong learning and mobility a reality
• Improving quality and efficiency of education and training
• Promotion of equity, social cohesion and active citizenship
• Enhancing creativity and innovation, including entrepreneurship at all levels of education and training
Lifelong Guidance & New Skills for New Jobs

• Conditions for modernising labour market with a view of raising employment levels and ensuring sustainability of social models
  – Empowering citizens through the acquisition of new skills (CMS)
  – Implies wider access to range of guidance services and co-ordination of various services
Lifelong Guidance & Flexicurity

• Communication from the Commission 2007:
  – Towards Common principles of Flexicurity: more and better jobs through flexibility and security

• More flexible and secure contractual arrangements

• Lifelong learning strategies to promote “ongoing capacity to adapt and increase one’s employability”

• Facilitation of active transitions
Integrative role of Lifelong Guidance

**Educational policies e.g.**
- Lifelong learning
- Promoting participation in learning
- Prevention of ELS
- Completion of studies
- Progression to another learning
- Mobility
- Innovations, creativity
- Empowerment
- Personal growth
- Entrepreneurship
- APEL
- Individual learning journey

**Labour market policies, e.g.**
- Modernisation of Labour market
- Matching skills
- Identification of emerging competence areas
- Competetiveness
- Transitions to Labour market
- ...

**Social Policies e.g.**
- Welfare
- Inclusion
- Active citizenship
- ...

Integrative role of LLG
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.
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 Report 2009-10
Example of current necessary working life skills  
(Nykänen & Tynjälä 2011)

1) Academic knowledge and scientific thinking skills
   - Knowledge on basic theories and tradition of the field
   - Theoretical and critical thinking

2) Knowledge integration skills
   - Applying theoretical knowledge into practice
   - Sense of relevant theoretical concepts in context
   - Ability to widen theoretical knowledge
   - Ability to use scientific methods
   - Multidisciplinarity, ability to define the connections between one’s own field of science and other fields

3) Social skills:
   - Co-operation and co-ordination skills
   - Communication skills
   - Giving and taking feed back

4) Self-regulation skills:
   - Life long learning skills
   - Appropriate acting in different context, flexicurity
   - Endurance of ambiguousness and complexity Tolerance of uncertainty
   - Ability to act in crises
   - Reflectiveness
   - Appropriate acting in transitions

5) Leadership and management skills
   - Project working skills
   - Leadership skills
   - Management skills
   - Ability to act as subordinate
   - Networking skills
Implications

• Design of the training provision
  – ”Curriculum is a tool rather than a rule”

• Training of trainers
  – 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
European Lifelong Guidance Policy Network, ELGPN

- A member state driven network established 2007
- 29 members 2 observers
- A structured tool for European co-operation
- Enhancement of national solutions to meet national challenges.
- ELGPN is a conclusion to meet the challenges the policy makers and European citizens meet in implementing the EU 2020 strategies and the tools supporting the strategy (e.g. EQF, EUROPASS, ECVET, ECTS...)
- ELGPN is supported under the LLP
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, e.g
  – Glossary of key terminology
ELGPN Outputs 2011-2012

- Reflection notes from the thematic activities
- Policy briefings related to thematic activities
- Activity report with examples of promising/good practices in lifelong guidance policy development
- National and international events with ELGPN member contribution

- A “toolkit for national LLG policy making”
  - Integrated online and printed version
ELGPN added value

- ELGPN 2011-12 Work Programme seeks added value to the participating countries for the development and implementation of their lifelong guidance policies, systems and services. This added value might include:
  - Sharing of ideas on common problems.
  - Opportunity to test ideas and showcase good practice.
  - When introducing new programmes and services, mutual learning from relevant practice elsewhere, with the cost-benefits this may involve.
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.
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 +358-50-3611909
Fax +358-14-2603201
email: raimo.vuorinen@jyu.fi
www: http://elgpn.eu/
Skype: vuorai