

Recent trends and challenges in Lifelong Guidance in Europe – Case: Career education in Finland

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Qualification matters!

*Lifelong guidance as a supporting system in an European
perspective*

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Themes for discussions

- Recent trends in Lifelong Guidance in European Union member states
- Case: Finland
- Educational and vocational guidance as change agent in Finnish school reforms 1970-2009
- Emerging wider paradigm of lifelong guidance
- Current guidance provision in Finland
- Examples of promising practice

Notions underpinning LLG

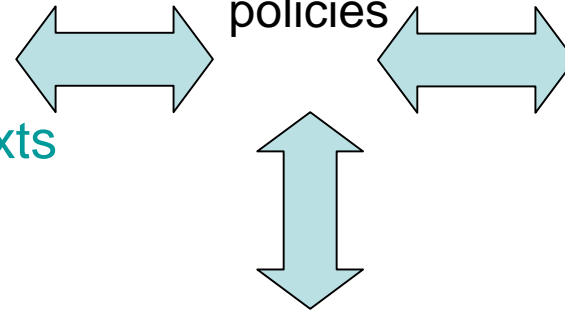
(Sultana 2009)

Guidance as private good

- Empowerment
- Personal growth
- Lifelong learning

Emphasised in
Educational contexts

New
integrative role
of LLG in national
policies



Guidance as Common good

- Matching skills
- Supply vs. demand
- Competitiveness
- Promotion of emerging competence areas

Emphasised
in Labor Market
contexts

- Welfare
- Inclusion
- Active citizenship

Emphasised in
Social policies

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

What?

- *Activities: e.g. information giving, advice, counselling, assessment, teaching, advocacy*
 - Information on the options – content dimension
 - Not only marketing
 - Enhancing one's Career Management Skills – process dimension
 - Recognition and validation of non-formal learning
 - Emergence of tools for self-help and peer support (e.g. social media)
 - *Challenges for traditional practitioner –client relationship!*

For whom/With who?

- *All citizens*
- In educational settings
 - Prospective students
 - Current students
 - Students in transition to labour market or further education
 - 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?

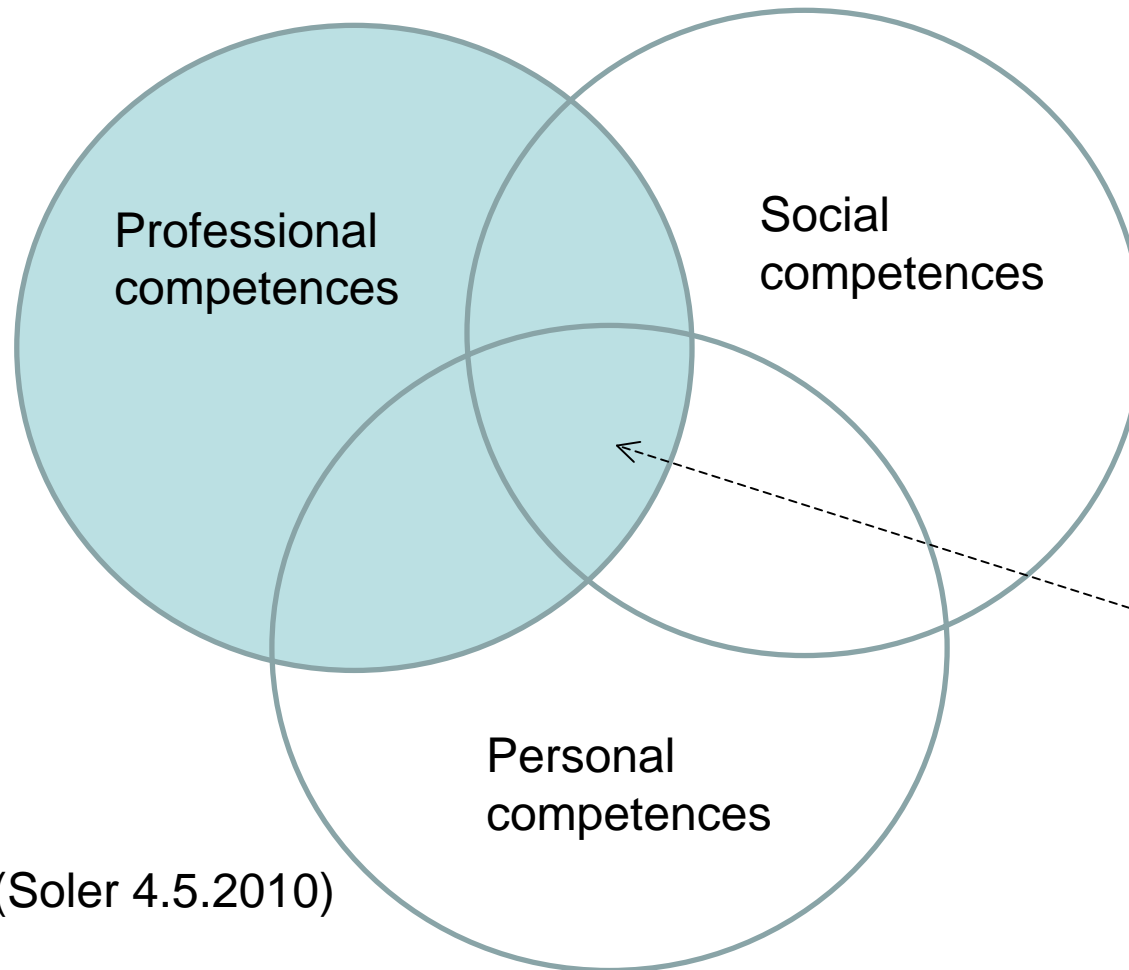
- *Any age and point in their lives*
 - In Transition to education
 - During studies
 - In transition to Labour market or further education studies
- Proactive approach
 - Students come to guidance with resources not only with problems

Focus?

- *Making meaningful life choices on learning and work. Empowerment to manage learning and career*
 - 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*
 - 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



(Soler 4.5.2010)

Key and
Tranversal
Competences

Rethinking of:

Lifelong
Career
Management
Skills

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*
 - The key role of career education within educational 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

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.

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/decreasing funding available in a cost effective manner?

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.

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

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 Lisbon strategies and the tools supporting the strategy (e.g. EQF and ECVET)
- <http://elgpn.eu>

ELGPN strategic goal

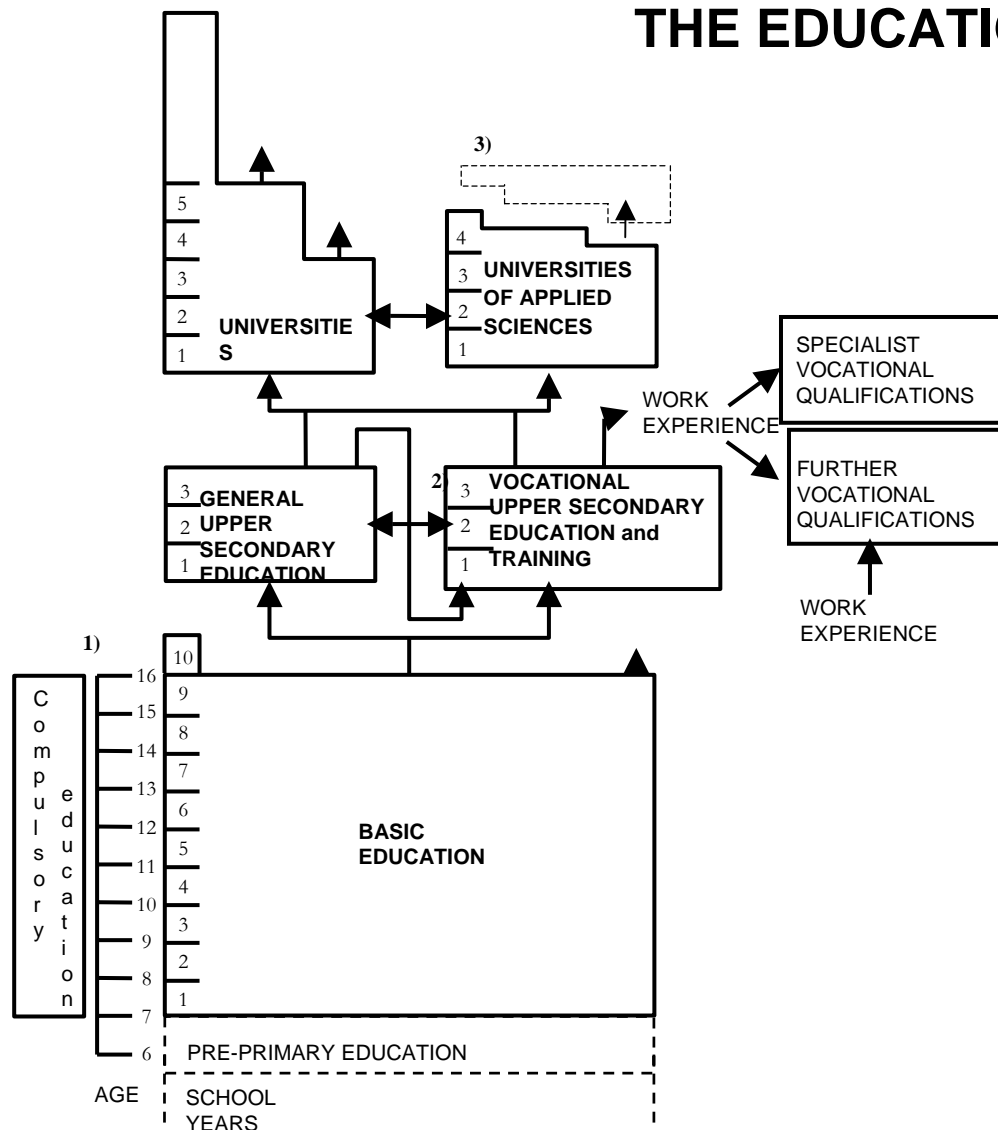
- To deepen attention to the **four themes** within the 2008 Resolution;
- to link this LLG perspective more closely to **sectoral** policy development
 - (in schools, VET, higher education, adult education, employment, and social inclusion)
- at both **national** and **EU** levels;
- and to produce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

Case: Finland

Features of the Finnish education system

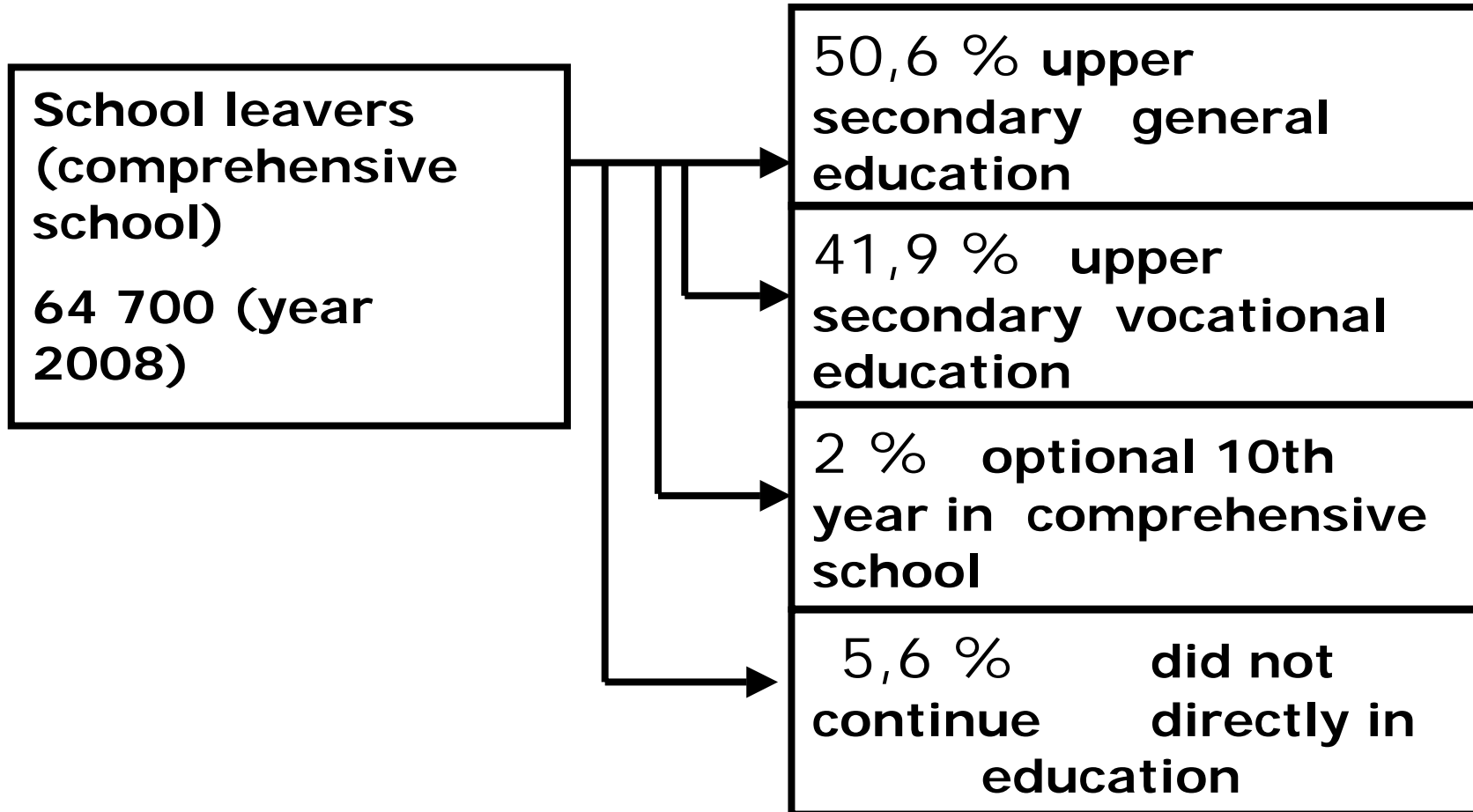
- Equal opportunities for education irrespective of age, domicile, sex, economic situation or mother tongue
- Instruction free of charge
- Centralised steering of the whole - local implementation
- Education system almost entirely publicly funded

THE EDUCATION SYSTEM OF FINLAND



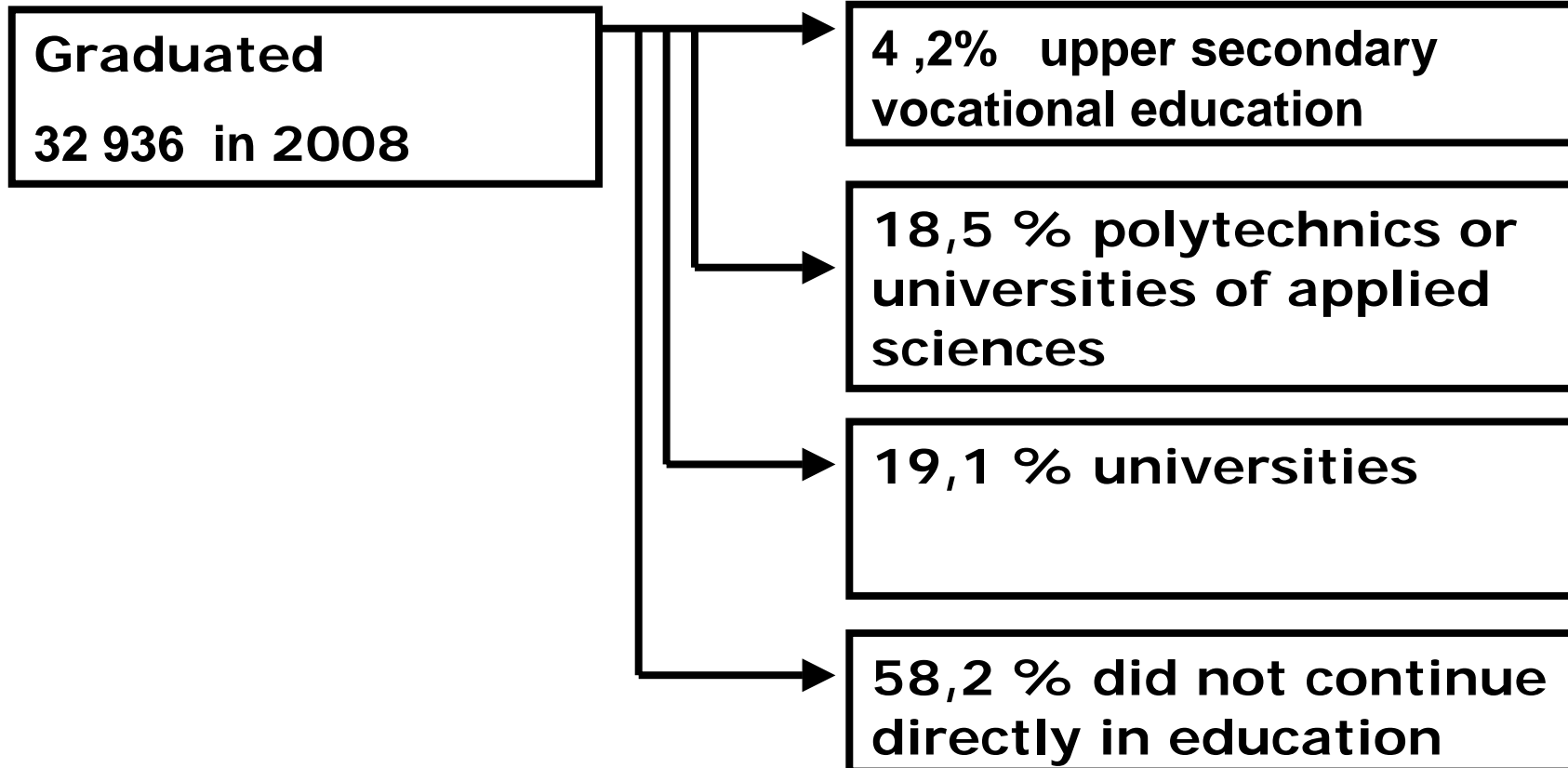
- 1) An additional 10th year is voluntary giving pupils an opportunity to improve their grades and clarify their career plans.
- 2) Vocational upper secondary education and training is arranged in vocational schools (including at least six months of on-the-job learning) and in the form of apprenticeship training. Adults can obtain vocational upper secondary qualifications also in competence tests.
- 3) The Ministry of Education has granted permission for post-graduate degree programmes for some universities of applied sciences.
- 4) "Vocational start" is an optional year after comprehensive education since 2007.

SCHOOL LEAVERS AFTER 9 YEARS OF COMPULSORY EDUCATION IN FINLAND IN 2008



UNIVERSITY OF JYVÄSKYLÄ

SCHOOL LEAVERS AFTER UPPER SECONDARY GENERAL EDUCATION IN FINLAND IN 2008



Educational and vocational guidance as change agent in Finnish school reforms

- **Comprehensive education 1970's**
 - Careers education was integrated to the new national curricula as a compulsory subject for students
 - > Training of the first full time school counsellors

 - Support for the implementation of the new system
 - Interpretation of the new system to students, parents and also to other teachers
 - Information to the about the new opportunities in the labour market
 - A strong political consensus on the added value of school counselling

Educational and vocational guidance as change agent in Finnish school reforms (2)

- Secondary level education 1980's
 - Careers education integrated in the national curricula both in the upper secondary general education and secondary level vocational education
 - Training of the school counsellors in accordance with the implementation of the reforms 1980-1990
 - Support for the implementation of the new system
 - Interpretation of the new system to students, parents and also to other teachers
 - Information to the about the new opportunities in the labour market

Educational and vocational guidance as change agent in Finnish school reforms (3)

- Focus on individual learning programmes in the 1990's
 - Shift from centralised administration to regional administration
 - National core curriculum – local adaptations
 - More optional learning paths for students
 - More co-operation between secondary level institutes
 - Establishment of the universities of applied sciences

 - Economic recession 1990's – cuts in educational budgets

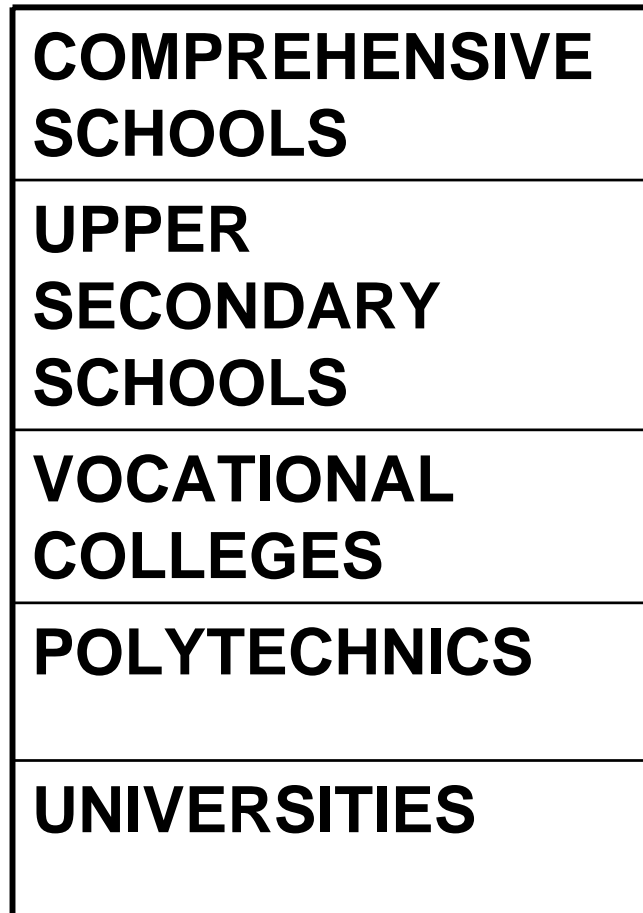
 - Increased demand for guidance service
 - > the previous paradigm of could not anymore be the solution

Key features of the current guidance provision in Finland

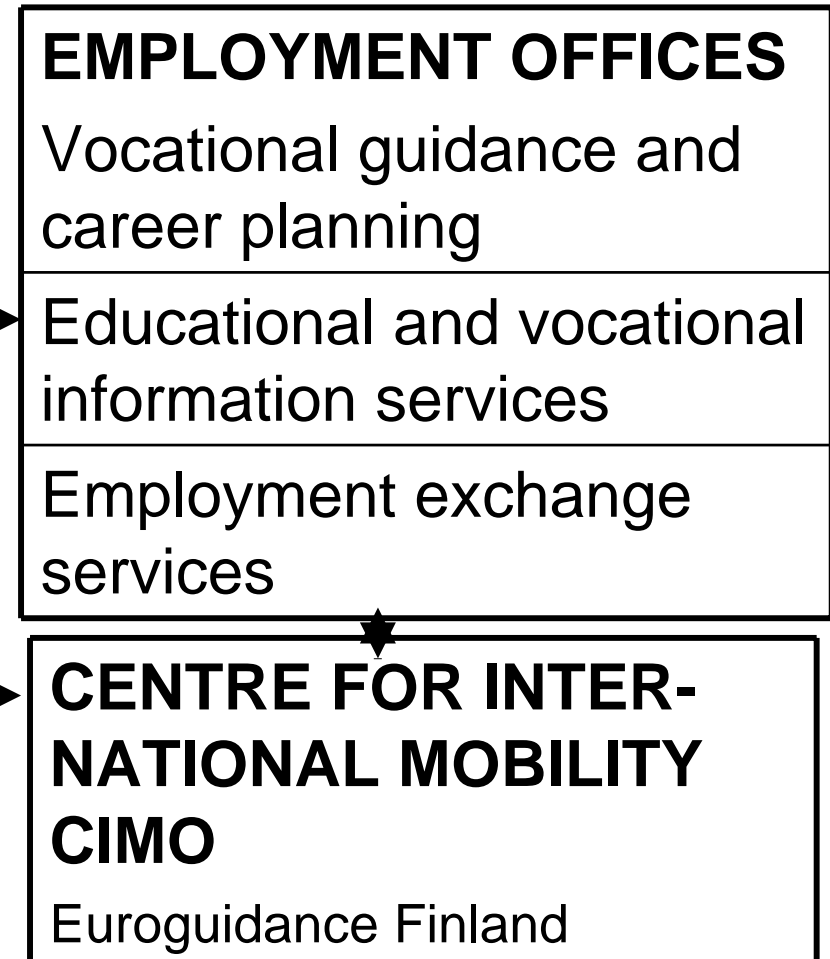
- Careers information, guidance and counselling services are provided mainly by two established public service systems:
 - Student counselling within the public educational system,
 - Information, guidance and counselling services run by the public labour administration and complementing school-based services
- PES services are mainly targeted at clients outside the education and training institutions.

Finnish guidance and counselling system

Ministry of Education



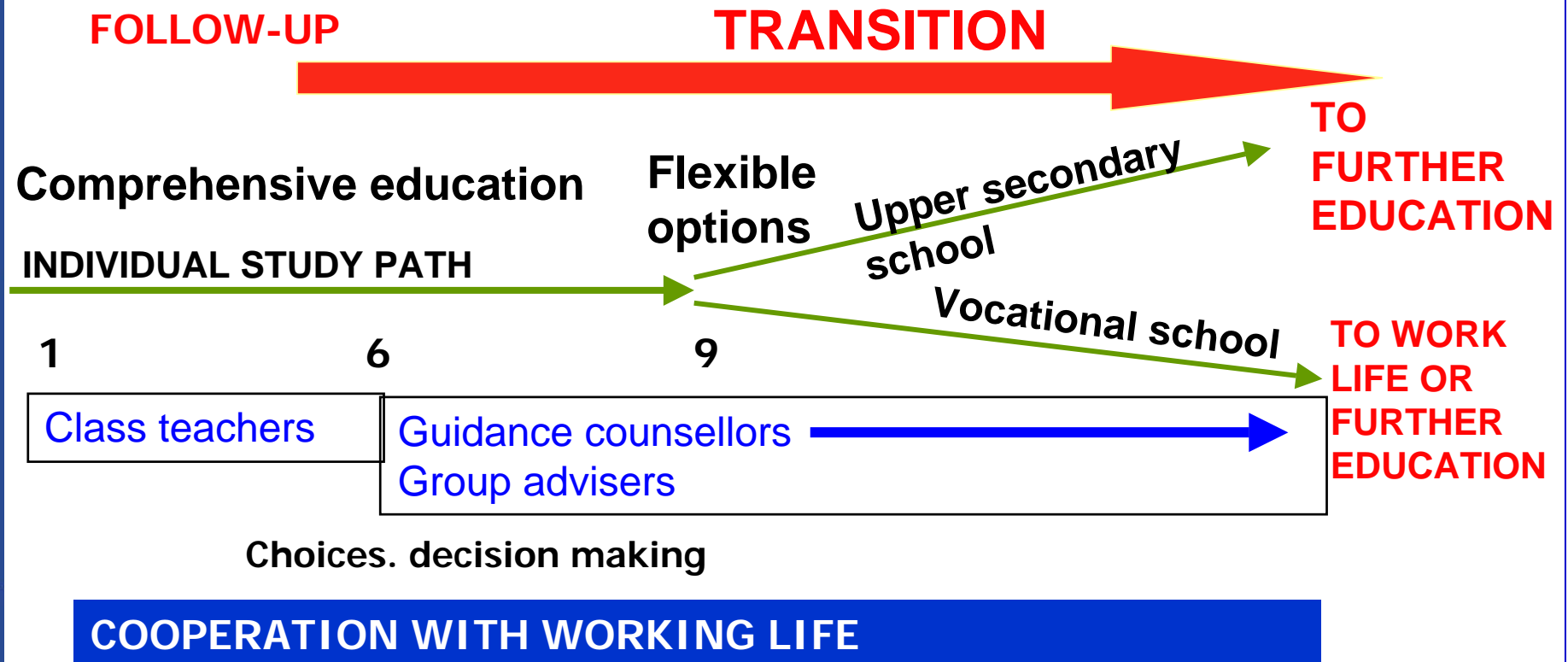
Ministry of Employment and the Economy



GUIDANCE IN EDUCATIONAL SECTOR (Kasurinen 2008)

CURRICULUM GUIDELINES:

- psycho-social support and student welfare services
- counselling of study skills and learning
- career counselling



Guidance in legislation

Acts for comprehensive, upper secondary and vocational education:

Pupils and students are entitled to have educational and vocational guidance during every working day at school

Guidance in legislation (2)

Decrees for comprehensive education, upper secondary and vocational education :

- student counsellors take care of vocational and educational guidance (CE)
- cooperation with working life – possibility to have time for work experience (CE)
- guidance and counselling in classrooms, possibility to have personal counselling

Distribution of hours to career education classes

- **COMPREHENSIVE EDUCATION**
lessons 2,5 hours during 7-9 grades
- **UPPER SECONDARY GENERAL EDUCATION**
1 obligatory and 1 specialization course during 3 years
- **VOCATIONAL EDUCATION**
min. 1,5 study weeks

EXAMPLE: Comprehensive Education

Distribution of learning hours (2,5 hours during grades 7-9.)

Periods	1	2	3	4	5	6
7th grade	1 in week GC (GA)	1	1	1	1	1
8th grade		1 GC (GA)			1	1
9th grade	1 GC	1	1	1	1	1

GC = guidance counsellor GA = group adviser

Goals of the current curriculum guidelines

- Guidance and counselling activities are to constitute a **continuum** lasting the duration of basic education.
- It is the task of all teachers
- The parent or other guardian must be given opportunities to confer (discuss) about issues related to pupil's studies and choices by meeting collectively with the teacher, study counsellor, and pupil.
- In addition to preventive activities, guidance and counselling implemented at the school should especially support those pupils who have difficulties with studies or who are in danger of dropping out.

Goals of the curriculum guidelines

- The principles and division of labour among the different players in guidance and counselling activities are to be defined in the local curriculum.
- The curriculum must include a description of how cooperation with the local labour market and business community is implemented at the level of the entire school's activity.
- Classroom visits by labour market representatives, visits to workplaces, project work, the use of different sectors' informational materials, and an introduction-to-working-life periods make up the central part of this cooperation.
- The instruction in the different subjects is to include modules that connect the knowledge and skills provided the subject to the demands and possibilities of working life.

Basic goals of the curriculum guidelines

- support personal growth and development
- promote the development of study skills and to help in learning difficulties
- counsel and guide students in educational and vocational and professional orientation

Support on personal and social issues

Psycho-social support

- life situation and life history of the student
- self knowledge and self-esteem of the student
- life management experiences
- student welfare services
- multi-professional cooperation

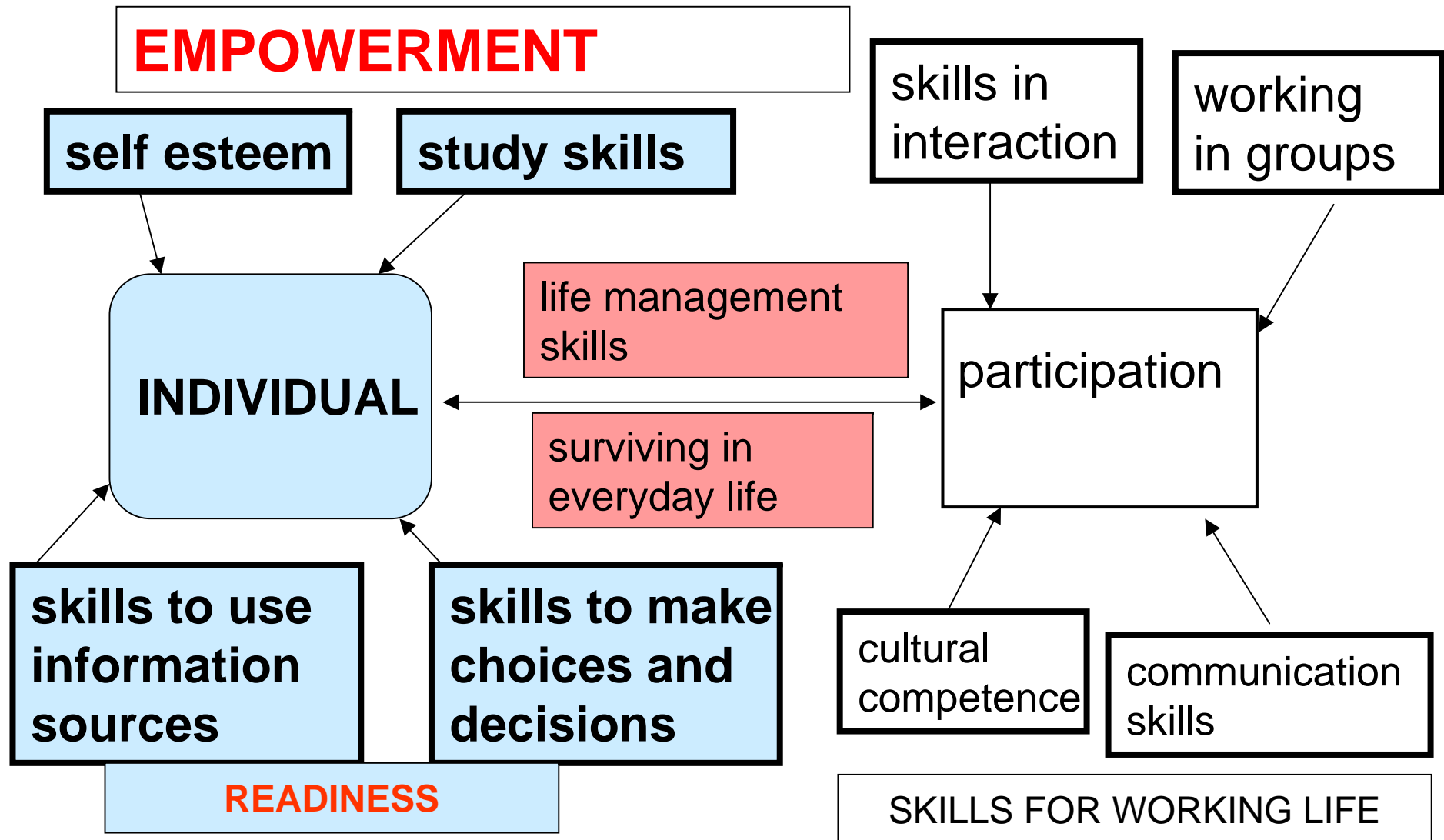
Educational guidance

- learning and study process
- individual study plans
- counselling and support when planning studies and choosing courses
- learning methods and strategies
- students are aware of their strengths and weaknesses as students

Career guidance

- educational and occupational plans
- career development
- plans for the future
- knowledge of working life
- studying and working abroad
- promote students' skills for planning and realising life long learning
- skills to use different tools to search information

OBJECTIVES OF COUNSELLING (Kasurinen 2006)



Methods

- lessons
- individual counselling sessions
- small-group counselling
- ICT in counselling
- distant counselling
- practice in working life
- visits, etc.

Examples of current Internet-based tools for guidance in Finland

- National portal of educational information
 - Opintoluotsi.fi
- National databases of educational information
 - Koulutusnetti.fi
- National databases of occupational information
 - Ammattinetti.fi
- National Internet based joint application system
 - <https://www.admissions.fi/>
- Management of communication between schools, parents and enterprises
 - Regional portals by <http://peda.net> in Finland

Guidance provision at universities of applied sciences

- **COMPREHENSIVE GUIDANCE AND COUNSELLING SYSTEM** e.g. planning of studies, international exchange opportunities, student financial aid issues,
- **CAREER SERVICES** in all universities of applied sciences offering services to students and employers
- **INFORMATION** about careers, recruitment and job exchange at <http://www.jobstep.net>

Guidance provision at universities

- GENERAL GUIDANCE for students at universities and for those seeking admittance to them
- SPECIAL OFFICE FOR STUDENT GUIDANCE: information about studies, practical training, open university courses, ...
- FACULTIES/INSTITUTES: student affairs secretary, academic and other staff members responsible for tutoring and advising
- CAREER AND RECRUITMENT SERVICES: meeting point for students and employers -> job opportunities after graduation
- MORE INFORMATION at <http://www.aarresaari.net>

Recent quality features in guidance policy development in Finland

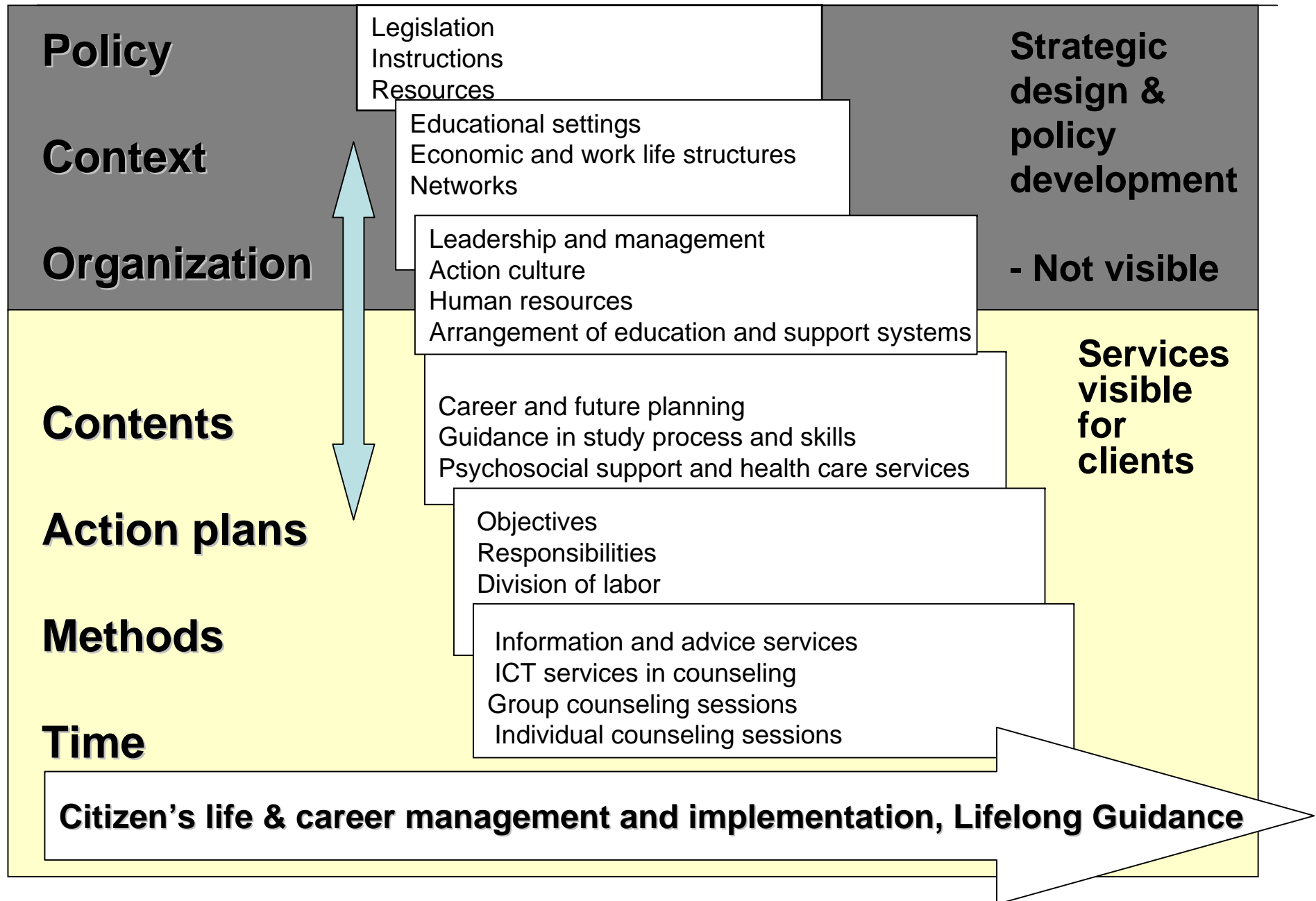
- As a result of the national and international evaluations, lifelong guidance has been included in the key documents of educational and labour market policies.
- National cross-sectoral initiatives based on the evaluation recommendations
- Cross-sectoral working groups feed the national policy development – still need for a sustainable national lifelong guidance forum

Development and implementation of interdisciplinary guidance practise and policies

- Need for transparency
- Analysis of the services visible for citizens 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)



Recent initiatives to meet the challenges

- comprehensive and secondary education

- National development programme of student counselling
 - 48 regional projects – interim report published 2006
- National Web-based support for institutional evaluation
- Training and mentoring of regional consultants
 - 120 trained regional consultants
- In-service training of guidance practitioners
- In-service training for teachers in guidance issues
- In-service training of school principals
- National 3-level training programme in ICT skills for practitioners
- New national initiative to support the regional development 2008-10

Recent initiatives to meet the challenges

- Higher Education

- Ministry of Education invited all universities to draw up development strategies for basic degrees and for studies, in which guidance plays an important part.
- In the target outcome negotiations conducted in spring 2002, guidance was one of the themes discussed with all the universities.
- Additionally, the Ministry of Education has decided that all the HEIs will introduce the individual study plan system by the year 2006 as a part of the preparation for the two-cycle degree system proposed by the European Union in the Bologna process.
- Student entitlement for individual study plan is included in new legislation for universities and polytechnics.
- Additional funding for institutional pilot projects in guidance
 - Pilots coordinated by two major national initiatives
- During the ESF 2007-2013 period earmarked funding for guidance in HE settings

Recent initiatives to meet the challenges

- Adult Education

- Cross-sectoral initiative to promote career management and individual learning programmes in adult education
- Promoting the recognition and validation of non-formal and informal learning
 - Legislation includes student entitlements for support in the design of individual study plans.
- National policy for cross-sectoral adult guidance was published at the end of April 2006 .
- Implementation of the policy within the national ESF – programme 2007-2013

Challenges remaining...

- The recent evaluations revealed that there is a need:
 - to develop a more sustainable evidence base to support the policy development, especially for the purposes of quality assurance of the overall arrangements of guidance and for assessments of impact and cost-effectiveness.

National Centre for Lifelong Guidance Expertise – <http://www.evokes.fi/>

- First phase of the mandate 1.1.2006 – 31.12.2011
 - Cross-sectoral and cross-disciplinary national steering group
- A network of university faculties and centres and regional institutes.
- The centre activities and priorities are structured according to the chapters of the OECD and European Commission jointly published Career Guidance Handbook for Policy Makers (OECD 2004)
- Focus in strengthening the evidence base required to inform policy development
- Acts as the ELGPN coordinator 2007-2010

Conclusions:

- Finland has not solved the problem yet.
- However, the recent joint ministerial working groups have provided an opportunity to **invest on sustainable research and development of the evidence base while redesigning the service delivery modes** in co-operation with research & training units.
- The implementation of the strategy provides opportunities and potentials for transnational co-operation.



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Thank you!

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