

Why does guidance matter for Higher Education - strategic design and implementation of guidance provision?

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Themes for discussions

- n Definition of lifelong guidance – from HE perspective
- n Lifelong guidance, current international trends and challenges in educational and labour market policies
- n National evaluations of guidance in HE settings in Finland
- n National initiatives in guidance in HE settings
- n Strategic design, implementation and evaluation of guidance provision

Definitions?

- g Career guidance? Career development? Career management? Career craft? Mentoring? Coaching? Supervising?
- g Studie- och yrkesorientering, Studie- och yrkesvägledning, Karriärvägledning?
- g Studiehandledning?
- g Vejledning?
- g Karriereveiledning
- g Ohjaus, tuutorointi, mentorointi?
- g Berufsberatung?

- g Many different definitions.....Need for a common definition.....

Why does guidance matter for public policy and Higher education?

- g Lifelong guidance is a significant contributor to the development of human capital, as an important engine for economic growth and social cohesion.
- g The role of lifelong guidance in this respect needs to be more widely recognised.

Why does guidance matter for public policy and Higher education? (2)

- g In particular, lifelong guidance services can play an important role in helping governments to:
 - improve labour supply;
 - address skill shortages;
 - raise the level of human capital;
 - improve the quality of human capital

Why does guidance matter for public policy and Higher education? (3)

- g Lifelong guidance is critical to workforce development, in three respects:
 - *Workforce preparation* - supporting the career development of young people prior to entering the labour market.
 - *Workforce adaptability and sustainability* - supporting the career development of employed workers.
 - *Workforce reintegration* - supporting the career development of adults in and out of the labour market, and between jobs in different enterprises.

Career guidance assists individuals and groups to:

- g **Know where** – understand the labour market, skills requirements and locations of these markets;
- g **Know when** – understand timing issues such as labour market surpluses and shortages, current and future career opportunities and how to take advantage of them;
- g **Know why** – understand their own interests, values and motivations to help set a meaningful career direction;
- g **Know how** – acquire the knowledge, skills and experiences required to manage work and learning decisions and transition; and
- g **Know whom** - make the most of contacts and networks to help improve chances of success (Hughes, 2004, 12).

What does guidance contribute to public domains?

g Education

- Reduce dropouts from and back-tracking within educational systems;
- Improve pathways between different levels of education, thus raising levels of educational attainment; and
- Improve transitions to the labour market.

- What is the wider concept of transition? What are the positions where transitions take place
 - Learning in work or work in learning?

What does guidance contribute to public domains? (2)

g Labour market

- Promote better matches between skills, interests and qualifications and available work opportunities;
- Uncover talent of those with disadvantages, thus improving the social and intergenerational mobility of youth;
- Help improve allocation of labour across regions, industries and occupations in response to labour supply and demand fluctuations resulting from technological and structural changes; and
- Help to ensure successful implementation of active labour market programmes and active welfare-to-work programs.

What does guidance contribute to public domains? (3)

g Human capital

- Educational qualification and measurable skills account for less than half of the earnings in OECD countries, and that a significant part of the remainder should be thought of in terms of the importance of people's ability to manage, and build, their skills: the ability to learn, to identify learning needs, to manage learning and to understand how to best use skills through career planning, work search and career management. (OECD (2002) Rethinking Human Capital, Education Policy Analysis, Paris.); (CICA Position Paper, 2007; The public benefits of career development services).

Social and economic benefits of guidance

(Killeen 1966)

FIGURE 1 Contextual factors and determinants of IAG

Individual: Factors include – gender; age; ethnicity; educational attainment; employment status; locus of control; vocational maturity; information and guidance needs.

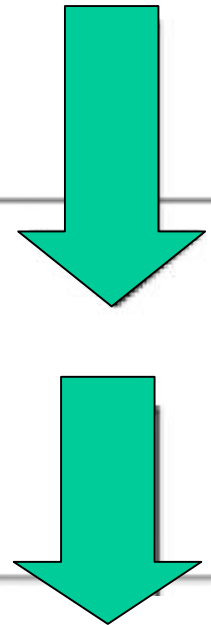
Personal situation: Factors include - domestic situation; local labour market conditions; geographic location; access to IAG services.

Institutional: Factors include – employer requirements; benefit conditions; school and college policies.

Information, Advice and Guidance

Factors include – intensity/duration of interventions/support; types of support available (including whether it is discreet, or integrated into other provision).

Ancillary IAG outputs can include: placement into work or learning; advocacy on behalf of clients; feedback to opportunity providers, and other bodies.



Social and economic benefits of guidance

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Immediate outcomes

The can include enhanced knowledge/skills in the following areas: decision-making skills; opportunity awareness; career management (including the ability to make effective transitions and plan progression).

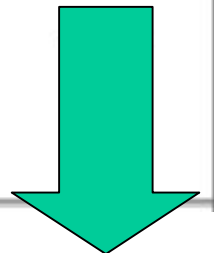
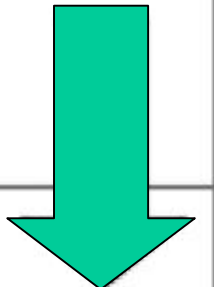
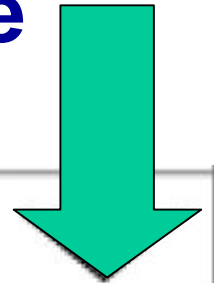
Attitudinal change in regard to: increased optimism; locus/sense of control; reduced anxiety/stress; enhanced levels of decidedness.

Motivation: In relation to work, and/or to learning.

Intermediate outcomes

Search: improved search strategy (for learning and work opportunities); intensity of search; channels/progression routes explored; duration of search.

Decision-making: Enhanced behaviour (e.g. ability to cope with, and plan beyond, disappointments).



Social and economic benefits of guidance

(Killeen 1966)

Longer-term outcomes (individual)

Training & education: take-up of opportunities; levels of attainment; skills match; relevance to employment choice; duration of study/learning.

Labour supply effects: impact on reservation wages; labour market entry and withdrawal.

Job effects: Increased levels of job entry; career development/progression; performance and productivity improvements.

Longer-term outcomes (economy)

Employers : increased productivity; reduced recruitment and turnover costs; increased flexibility; improved ability to introduce new processes.

Learning Providers : Enhanced learner recruitment/retention and income levels; improved attainment; improved ability to adapt/tailor provision to meet needs.

Economy : GDP growth; reduction of skills gap and shortages; lower unemployment; exchequer savings.

Source

Centre for Guidance Studies, University of Derby
Economic Benefits of Guidance Review, 2001

Which EU policy goals does career guidance serve?

(Career Guidance: Handbook for Policy Development, 2004)

- g Efficient investment in education and training
- g Labour market efficiency
- g Lifelong learning
- g Social inclusion
- g Social equity
- g Economic development

Key Policy Drivers in EU

- g Making a European Area of Lifelong Learning a Reality
 - Commission Communication 2001
- g Future Concrete Objectives for Education and Training in Europe (2001)
- g Council Resolution on Lifelong Learning (2002)
- g Copenhagen Declaration on Enhanced European Cooperation in VET (2002)
- g Bologna process
- g

International Reviews of Career Guidance 2001 -2007

- g 3 overlapping reviews 2001-2004
 - OECD – CEDEFOP (and ETF) – World Bank
 - 37 countries, of which 29 in Europe
- g A review of guidance in the Western Balkans 2006
- g A review of guidance in the Mediterranean countries 2007

All synthesis reports and National responses are available at Cedefop guidance web pages at:

- http://www.trainingvillage.gr/etv/Projects_Networks/Guidance/

Definition of Lifelong Guidance?

- g **What?** Activities: e.g. information giving, advice, counselling, assessment, teaching, advocacy
- g **For whom?** All citizens
- g **When?** Any age and point in their lives
- g **Focus?** Making meaningful life choices on learning and work. Empowerment to manage learning and career
- g **Career?** Individual lifepaths in learning, work and in others settings in which these capacities and competences are learned and/or used
- g **Where?** Education, training, employment, community, private
 - EU Council of Ministries Resolution on lifelong guidance 2004

Key findings in the international reviews

- guidance in HE settings?

- g There is little or no career guidance available for many students in tertiary education.
- g Often, services are thin on the ground, with students not having access to the range of services they require to make informed educational and career decisions.
- g There is a lack of trained personnel
- g The focus of existing career services is frequently narrow, often concentrating on personal or study guidance.
- g The specific career guidance needs of particular groups of students - including students in transition from study to employment, students who are dropping out from or changing their courses, mature students returning to study, distance learning students, and international students, for instance - are often not catered for.

Questions That Policies Need To Address

- g Should tertiary institutions that are publicly funded be required to provide career services for students?
- g Should the quality of career services, and the skills and qualifications of the staff providing these services, be a part of the general assessment of the quality of tertiary institutions?
- g What central careers services are needed within a tertiary education institution?
- g How should tertiary careers services link with external career guidance and employment services, as well as with employers??
- g How should career guidance and development be integrated more closely into teaching and learning programmes across faculties and departments?

Questions That Policies Need To Address (2)

- g How should career self management and career development courses within the curriculum be promoted, and profiling and portfolio systems developed?
- g What evidence about outcomes should be collected?
How the information should be used?
- g How should students, employers, and other stakeholders be involved in the development and delivery of more effective career services?
- g What policy levers and resource incentives can be used to stimulate and influence the development of career services in tertiary education, given the high degree of autonomy that this sector has had traditionally?

Recommendations in the follow-up of the national evaluation of guidance in HE settings in Finland 2005

- g Career guidance should be an integral part of HE
- g Enhancement of personal study plans using portfolio approach, emphasis on goals related to personal development and career management skills
- g More diverse service delivery modes to meet the student needs

Recommendations in the follow-up of the national evaluation of guidance in HE settings in Finland 2005 (2)

- g Need to develop sustainable feedback mechanisms as part of the overall quality assurance of HEIs
- g Need for research to provide evidence base
- g Involvement of students and stakeholders in the design and evaluation of services
- g System integration approach as the basis of institutional ICT strategies
- g Guidance as one key question in the contracts between the universities and the ministry of education

Actions taken at European level

- g Resolution on Lifelong Guidance by the Council of Ministers of Education (2004)
- g Development of common European approaches and reference tools for lifelong guidance provision
 - Common concepts and principles of lifelong guidance service
 - Career guidance and the validation of non-formal and informal learning
- g A Handbook on Guidance Policy Development
- g Strengthening policies, systems, and practices for guidance through European collaboration
 - EU education and training programmes

Resolution on Guidance for the Council of Ministers of Education

(May, 28, 2004)

g Priorities

- Improving access
- Improving content: refocus on skills to manage learning and work
- Improving quality assurance mechanisms, especially citizen/consumer perspective
- Improving structures for policy and systems development
- Co-operation within Education and Training 2010 framework

g Invitations for actions: Member States

g Invitations for actions: Member States and the Commission

g Peer Reviews à Peer Learning activities

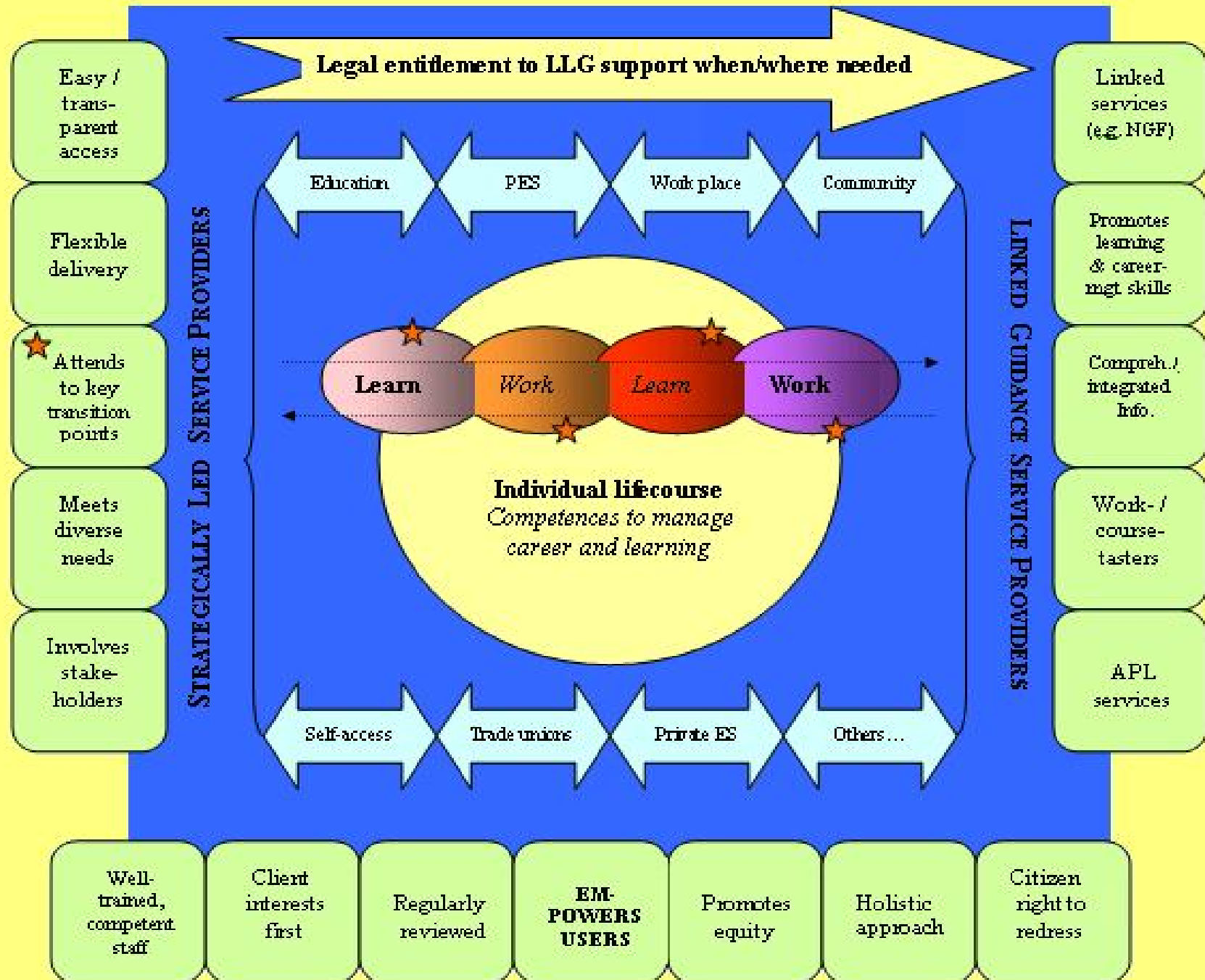
Handbook on Guidance Policy Development for policy makers 2004 (OECD/EU)

- g Jointly developed by the Commission and the OECD as a response to the findings in the reviews
- g The handbook can be used for self-assessment, self-development and peer review of lifelong guidance provision at European, national, regional and local levels
- g Available at:
<http://www.oecd.org/dataoecd/53/53/34060761.pdf>

Common European reference tools for lifelong guidance

- g Common aims and principles of lifelong guidance provision
- g Some common reference points for quality assurance systems for guidance provision in Europe (meta-criteria)
- g Key features of a systems model of lifelong guidance for European countries

Aspects of a national Lifelong Guidance System



Current actions in process

- g Guidance in the new EU LLL programmes
- g European Lifelong Guidance Policy Network (ELGPN)
 - <http://elgpn.eu>
- g Resource development of policy and systems development:
 - Cedefop, ETF, World Bank, OECD, European commission
 - http://www.trainingvillage.gr/etv/Projects_Networks/Guidance/
- g Guidance in national ESF programmes?



The French presidency
of the
European Union

1st July 2008 / 31st December 2008

***Preparation of the conference on
LifeLong guidance***

Workshops in the French EU presidency conference:

1. **Workshop 1 : the quality of information and services.services. The coordination of stakeholders**
 - Key characteristics of an information system
 - quality of the guidance provision and coordination of stakeholders
2. **Workshop 2 : Guidance and workforce entry : preventing school leaving**
 - Guidance related learning
 - How to support disadvantaged people ?
3. **Workshop 3 : supporting lifelong transitions .**
 - Transition between initial education and employment for those leaving higher education
 - Lifelong employment transitions

Contexts for ICT applications in guidance

- g Usage of existing Internet-based services and resources within the individual guidance process (searching and obtaining information, self assessment exercises, decision making, action plans)
- g Communication with clients using Internet-based technology
- g Development of interactive web-based career tools and digital portfolios
- g Usage of web-based learning environments in providing careers education programmes (or managing counsellor training programmes)
- g Usage institutional web-sites or portals in managing guidance information and resources
- g Evaluation of guidance services
- g Promoting the usage of ICT and co-operation among practitioners and stake holders
- g Promoting policy development on guidance and counselling

Recent initiatives in Finland to meet the challenges

- g Ministry of Education has invited all universities to draw up development strategies for basic degrees and for studies, in which guidance plays an important part
- g In the target outcome negotiations conducted in spring 2002, guidance was one of the themes discussed with all the universities.
- g Additionally, the Ministry of Education decided that all the HEIs were asked to 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
- g Student entitlement for individual study plan included in new legislation for universities and polytechnics.
- g Additional funding for institutional pilot projects in guidance
 - Pilots coordinated major national initiatives

Added value of project based development?

Strategic design and implementation of cross-disciplinary career services?

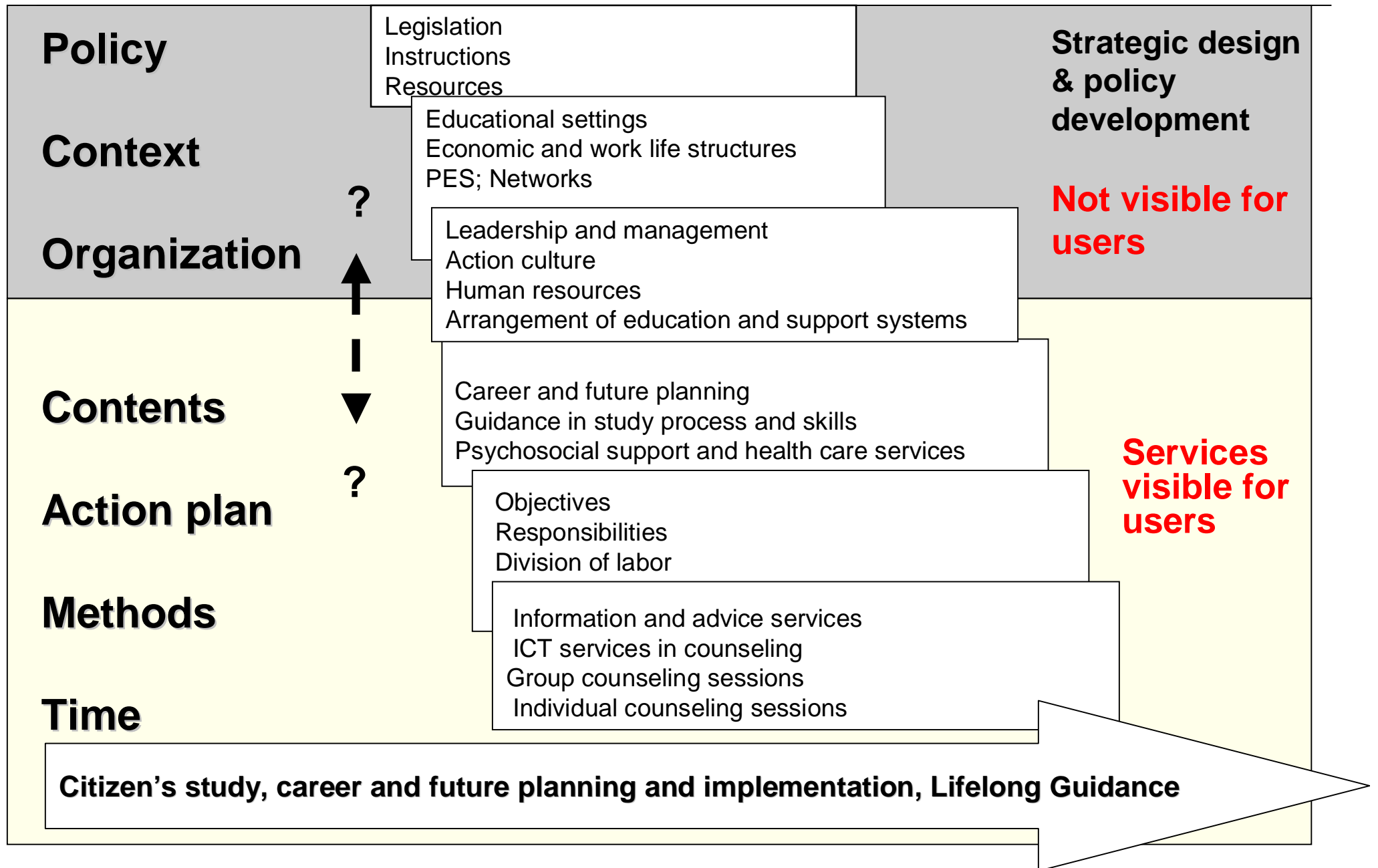
Background: Challenges identified in international evaluations (OECD, EU, World Bank)

- g Many examples of good practise
- g However, without strategic leadership many excellent initiatives remain ad hoc and dependent of good will of individuals
- g Danger of duplicated and overlapping services
- g The paradigm shift towards lifelong guidance can only be enhanced by means of partnership between providers and stake holders, guidance practitioners, education and training institutes, consumers, parents and youth.
- g Establishment of research centres to generate data needed to shape the field (Sultana 2006)

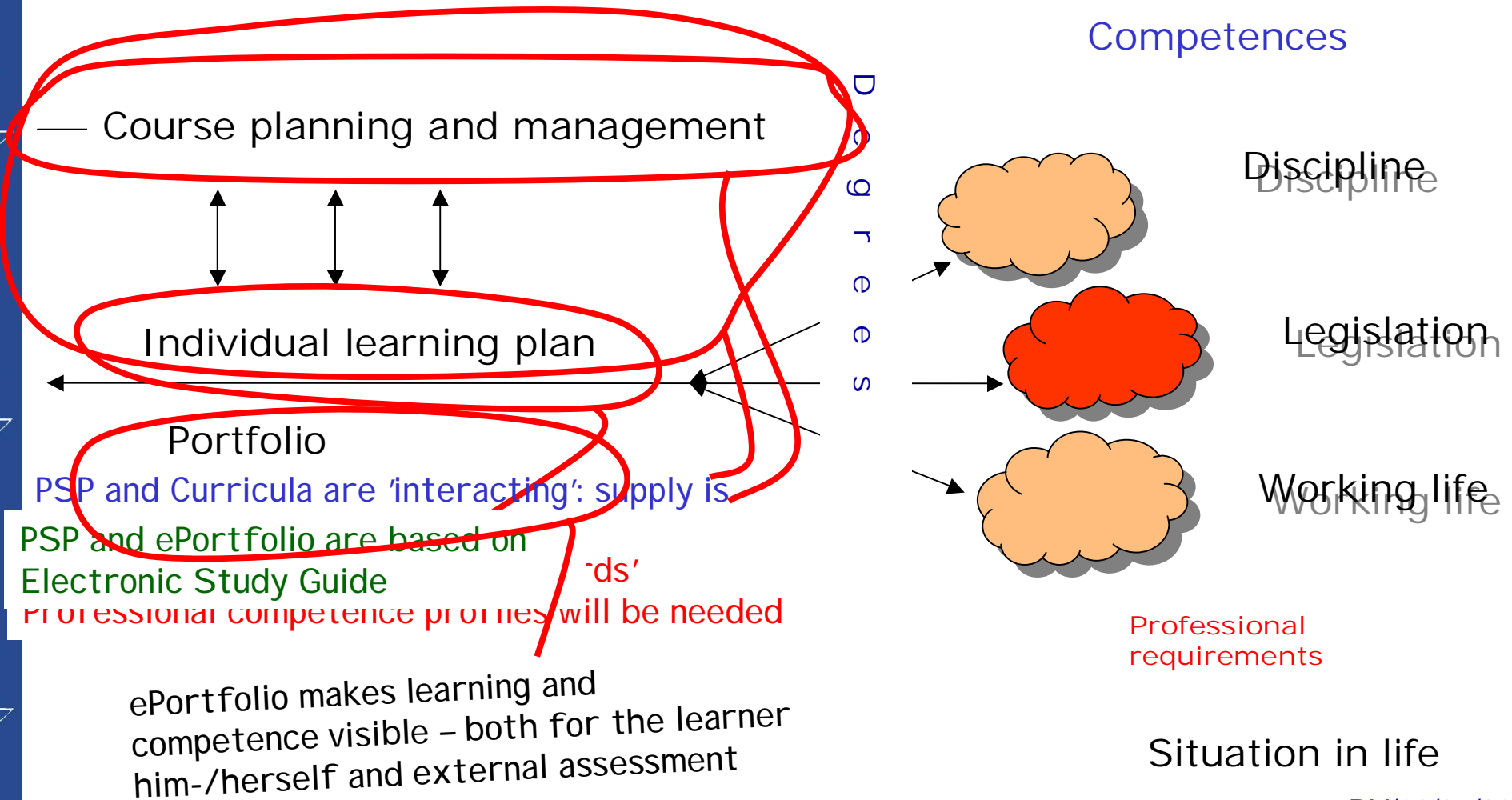
Development and implementation of interdisciplinary guidance practise and policies

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

Strategic levels of guidance provision (Kasurinen 2006; Vuorinen, Kasurinen & Sampson 2006)

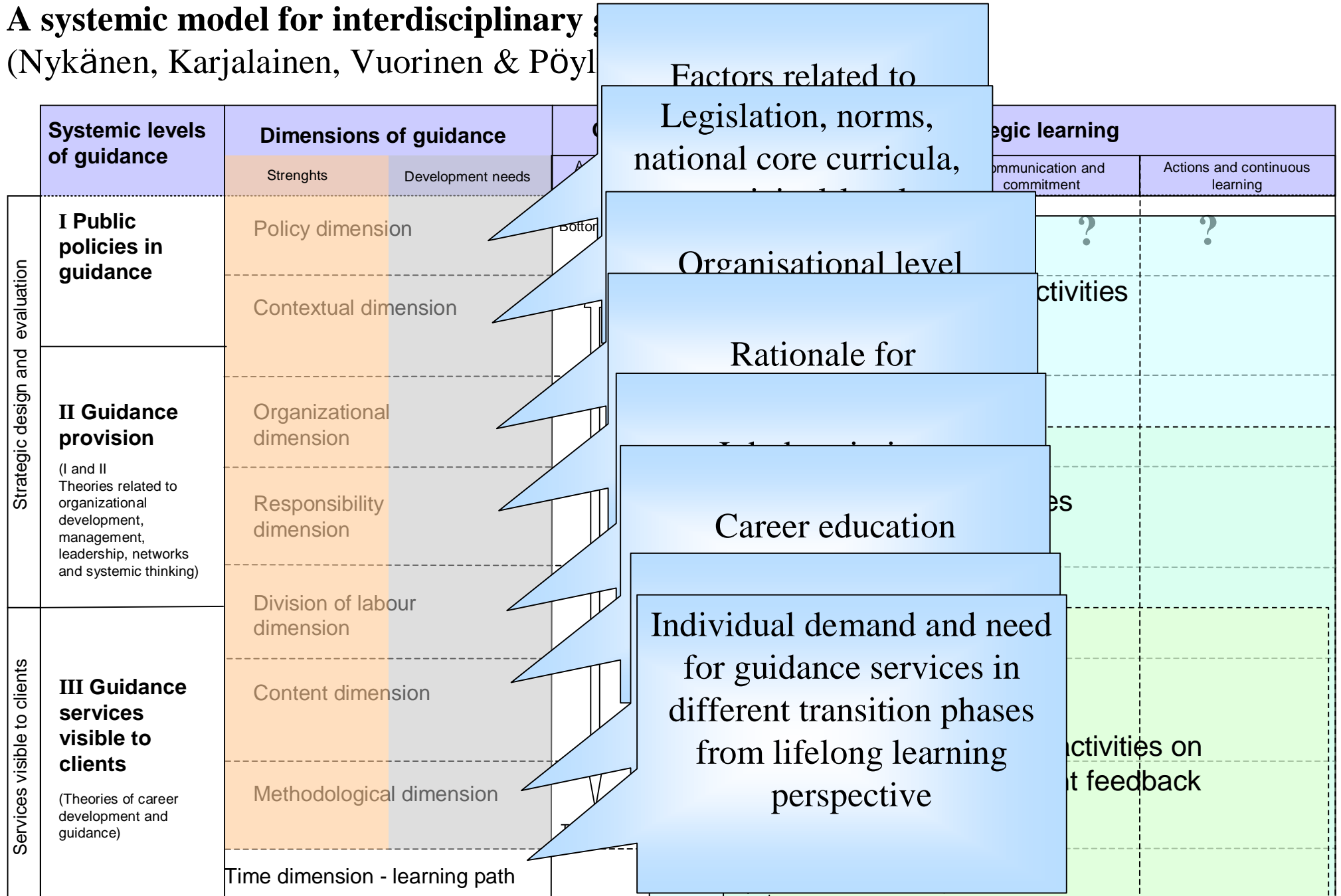


Example of the use of strategic thinking from guidance perspective within the individual learning process (Auer 2006)



A systemic model for interdisciplinary guidance

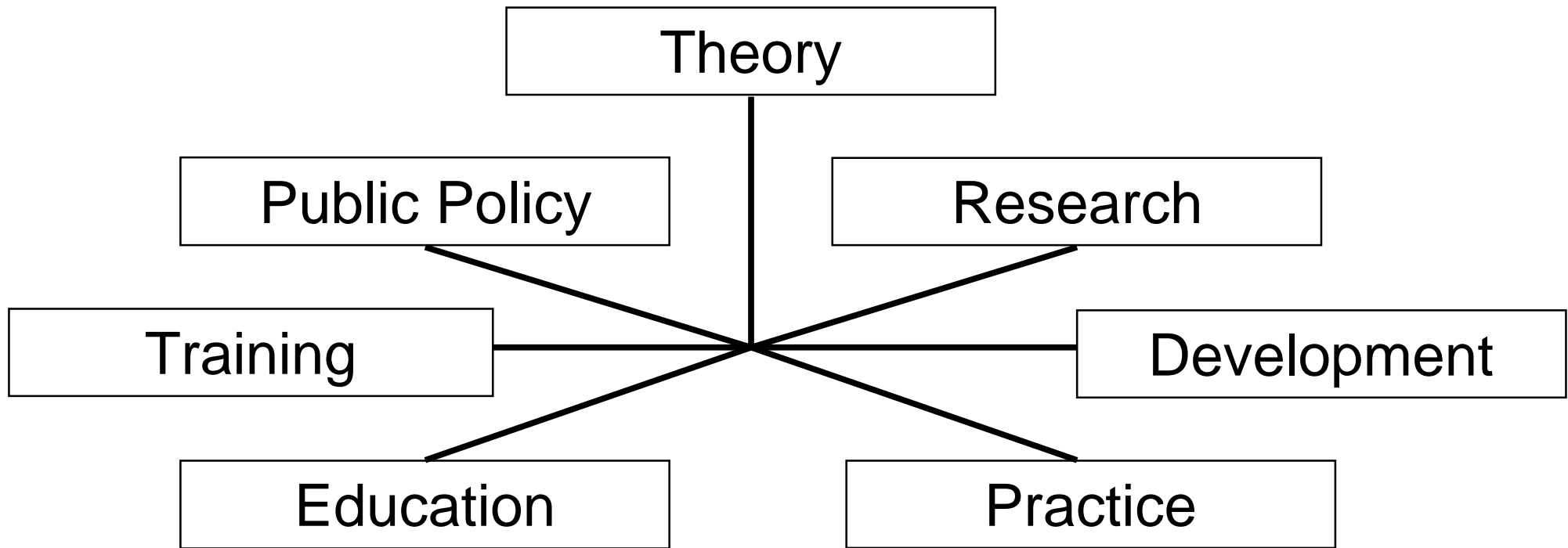
(Nykänen, Karjalainen, Vuorinen & Pöyhönen)



Conclusions...

- g When promoting quality guidance practise and policy development the focus should be on all levels of the previous model.
- g In addition of navigating in networks the practitioners need competences to enhance interdisciplinary sustainable forums
- g Need for consistency in the leadership and management of interdisciplinary networks on all levels of the model.

Could you find opportunities for synergy in your organisation/networks in enhancing guidance practise and policy development?



Thank you!

For further information, please contact:

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