



Leonardo da Vinci Thematic Conference

“Competences, Learning outcomes, Qualifications: Transparency contributing to Employability”

Workshop 4

The role of guidance to foster employability

Elisabeth Gros

Centre Euroguidance (FR)

Sticking to the Lisbon ambition European council of March 2000



- Preparing the transition to a competitive, dynamic, knowledge-based economy
- Europe's education and training systems need to adapt both to the demands of the knowledge society and to the need of an improved level and quality of employment



Some consequences

- Building a European area of life long learning and guidance
- Facilitating mobility and exchanges
- Encouraging transparency of qualifications and training
- Contributing to social inclusion
- A special focus on guidance to improve guidance systems and guidance provision



Two educational processes closely linked

- Life Long Guidance :activities supporting any kind of individuals at any age , to make a choice of learning opportunities, professions, to encourage his career development.
- Life long Employability: ability to keep or to find back a job by capitalizing and transferring competencies and experiences.



The general context from the citizen's point of view

- A changing world
- A wider world
- A « speedy world »
- A wilder world
- A demanding world
- An information world



A changing world

From static to dynamic notions, from single to plural

- Employment > employability
- Guidance > life long guidance
- Learning > life long learning
- Permanent job > temporary jobs
- Steadiness > flexibility
- One culture > Multicultural context
- One language > several languages
- One qualification > several qualifications



How the European citizen is to find his way?

- More and more information to deal with: the net information
- More and more transition periods to manage
- More and more experiences to face
- More and more changing skills
- A new perception of time and space to acquire



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More than ever the need of a guide in a knowledge economy?

To have individuals responsible of their choices

To have individuals better educated, better
qualified, better motivated

To have individuals playing chess rather than
rolling the dices



What are the new stakes for guidance?

An emphasis on client centred and holistic counselling

A greater emphasis on social responsibility and ethics

A more dynamic counselling approach

(Amundson Challenges for Career Interventions in Changing contexts , Lisbon conference 2005)



What does it mean for the client?

Development of career self-management

- Reflection on one's motivations and skills
- Experiencing, exploring, learning
- Developing the use of networking

For the guidance practitioner? New issues raised?



- Accreditation of prior learning: taking into account formal and non-formal training
- Counselling on mobility
- Working on transparency of qualifications
- Targetting specific public with special needs
- Encouraging networking



New methods of guidance provision

- one stop counselling centres,
- virtual counselling services,
- mentoring,
- career coaching,
- developing portfolio
- skill assessments
- developing a referral system....



A job profile expanded?

- A Guidance practitioner?
- A Guidance counsellor?
- A Career adviser?
- A Coach?
- A Consultant?
- An expert?
- A Career development adviser?
- An Educational adviser?



In Quebec

They call them

« Conseiller d'orientation en employabilité
pour maintenir une direction toute sa vie »
<http://www.orientation.qc.ca/index.shtml>



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Facing these new challenges

What are the main difficulties of guidance?

A great diversity of professionals: very different backgrounds, very different training

A great diversity of services: state-supported, private ones, regional, national....

A lack of guidance provision in certain countries

A lack of continuum in the life long guidance process

A great diversity in the guidance provision

No quality standards



Some goals to reach

- Towards a culture of evaluation: defining quality criteria for guidance provision
- Towards a common professional profile of guidance practitioner
- Towards a regulated profession?
- Towards accredited common tools and methods?



Some institutional answers

An impulse of EU and OECD on guidance policies

- Supporting Employability: Guides to Good Practice in Employment Counselling and Guidance. European Foundation for the Improvement of Living and Working Conditions. 1998
- Career guidance : a handbook of policy makers 2004
OECD and European communities
- Preliminary study on quality guidelines and criteria in guidance NICEC and the Guidance Council reported by CEDEFOP May 2004
- Guidance policies in the knowledge society - Trends, challenges and responses across Europe - A Cedefop synthesis report 2004
- Career Guidance in Europe's Public Employment Services DG Employment, Social Affairs and Equal Opportunities 2005
- The project of implementation in each member state of guidance forum to formalize a real holistic approach on this issue



Some answers through practitioners' initiatives

A reflection on professional profiles and skills

- Throughout European projects
 - MEVOC
 - EGEIS
 - ERGOINET
 - Euroguideval

- Thanks to the IAEVG initiative
 - International competencies for Educational and Vocational Guidance practitioners: an accreditation process



Tolkien phrase to illustrate the process of guidance to encourage employability

From « It's a turning point of his career but he doesn't know it! »

To « It's a turning point of his career but he knows it and he had worked for it! »