

Professionalisation of Career Guidance in Europe: Challenges and Ways Forward

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A stylized silhouette of a mountain range in shades of teal, located at the bottom right of the slide.

Structure

- ◆ Historical review of European-level developments in the career guidance field: NICE as one of three complementary European networks
- ◆ Challenges to role of career professionals (e.g. recently in UK): importance of NICE's work
- ◆ Cognate professions: need to attend to career development of careers professionals

European Vision

- ◆ 'To substitute for age-old rivalries the merging of essential interests; to create, by establishing an economic Community, the basis for a broader and deeper community among peoples long divided by bloody conflicts; and to lay the foundations for institutions which will give direction to a destiny henceforward shared'.

Preamble to European Coal and Steel Community Treaty (1951)

EU Initiatives: Foundations 1957-92

- Some actions within vocational training (no powers in education)
- Comparative policy-oriented surveys (precursors of 2004 OECD review)
- Transnational action programmes

EU Initiatives: Consolidation (1992-2000)

- Extension of powers to cover education (1992)
- Single European Market (1992): focus on mobility
- Establishment of Euroguidance Network
- Studies of occupational profiles of vocational counsellors (CEDEFOP, 1992; FEDORA, 1998)

EU Initiatives: Elevation (2000 to date)

- Communication on Lifelong Learning (2001)
- Expert Group on Lifelong Guidance (2002-07)
- European Lifelong Guidance Policy Network (ELGPN) (2007 to date)
- Council Resolutions (2004; 2008)
- European Training Foundation work in neighbouring countries
- Establishment of NICE

Complementary European Networks

- ◆ Practice: Euroguidance
- ◆ Policy: ELGPN
- ◆ Training/theory/research: NICE

Importance of Links to Public Policy

- ◆ Most services are publicly funded
- ◆ Access to career guidance as a human right
- ◆ A public good as well as a private good:
 - Lubricating the education and training system
 - Lubricating the labour market
 - Promoting social equity and social justice

Turbulence in UK

- ◆ Marginalisation under Connexions
- ◆ Careers Profession Task Force
(*Towards a Strong Careers Profession*)
- ◆ Establishment of Career Development Institute
- ◆ Recent marginalisation under current Coalition Government

Challenges to Professions

- ◆ 'All professions are conspiracies against the laity' (Shaw)
- ◆ Exacerbated by technology and ease of public access to information: reframes the role of professions

Cognate Professions

- ◆ Teachers
- ◆ Psychologists
- ◆ Counsellors
- ◆ Human resource professionals

Changing Concept of Career

- ◆ *From:* progression up an ordered hierarchy within an organisation or profession
- ◆ *To:* lifelong progression in learning and work
- ◆ Need to apply this to our career structures too

Career Development of Careers Professionals

- ◆ To include career development *into* and *out from* the profession, as well as *within* it
- ◆ Cf. UK Careers Profession Task Force concepts of 'Careers First' and 'Careers Last'
- ◆ Need also to value paraprofessionals, and provide stepping-stones for them too

Research

- ◆ Discipline, or multi-disciplinary field of study?
- ◆ Value of comparative cross-national research