

Expected outputs/outcomes of guidance services for adults in the Nordic countries

Submitted to the Nordic Network for Adult Learning

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1. Executive summary

This study is an initiative launched by a Nordic network (Denmark, Finland, Iceland, Norway and Sweden) on effectiveness and quality in guidance for adults funded by the NVL (Nordisk nätverk för vuxnas lärande) strategic means from the Nordic Council of Ministers. The initiative builds on recent international evaluations of guidance policy development and has three components: 1. Analysis of the expected outcomes of adult guidance from perspectives of guidance providers, policy makers and relevant stakeholders; 2. Analysis of the existing data collection frameworks i.e. how the data is used in relation to the expected outcomes; 3 A summary of the existing QA mechanisms in the Nordic Countries and description of the future challenges based on the findings. The data is reflected also from the European lifelong guidance policy development perspectives. Based on the findings recommendations are made for further steps on national level in the respective countries. The project has been implemented in partnership with parallel Nordic bodies and experts. This report covers the first part of the long term strategy in promoting evidence-based practice and policy development.

The network focusing on effectiveness on guidance met for the first time in Copenhagen 19th of March 2007. The main goal of this group has been to examine guidance and counselling for the adult population (Career Guidance) in the Nordic countries (Denmark, Finland, Iceland, Norway and Sweden) and to bring added value to adult guidance services provided. The aim of the Network has also been to exchange experiences concerning adult

guidance and to look at the systems in the different countries concerning the organisation, theories and practices and guidance policy development. In order to meet these goals the members of the network initiated a project on outcome focused evidence based guidance practice and policy development in the Nordic countries.

The expected outcomes identified in the national policy documents are in congruence with the key European Union educational and labour market policy documents. There are not major differences between the Nordic countries. There seems to be a consensus on the importance of lifelong guidance as an important vehicle in promoting lifelong learning, labour force development as well as in social equity. The expected outcomes on individual level are related to learning skills and placement in further education or in the labour market. The outcomes related to career management skills are not explicitly identified.

In general the Nordic Countries have identified the role of guidance in national policy documents but there are differences in the follow up the implementation of these policy drivers. According to the analysis and the NVL guidance group consultation there seems to be some progress within some individual research projects established in promoting evidence base in guidance practise and policy development. Under the ESF 2007-2013 programmes Denmark and Finland have national initiatives to establish a common conceptual framework for quality development in guidance. Norway and Iceland have promoted the role of regional centres in developing guidance services. However, this study has identified that in the Nordic countries there seems to be a similar gap on existing research on evidence base for guidance practise and policy development like in OECD 2004 evaluations. The existing research has been focusing on aspects of the guidance service rather than providing data for service development purposes. An explicit gap in the research and national quality frameworks seems to be in the user involvement in the design and evaluation of the guidance services.

The study was designed by the network members: Tomas Mjörnheden (Gothenbourg Adult Education, Sweden), Peter Plant (Danish School of Education – University of Aarhus, Denmark), Bente Søgaard (Vox, Norwegian Institute for Adult Learning, Norway), Guðbjörg Vilhjálmsdóttir (University of Iceland) and Raimo Vuorinen (University of Jyväskylä), Finland. The data for the analysis was identified by the network members and analysed in the spring 2009 by Leila Leino at the Finnish Institute for Educational Research of Jyväskylä University.

2. Need for evidence base in lifelong guidance policy development

2.1 Policy context

The recent evaluations of lifelong guidance policies have identified that there is a political consensus at international level that guidance and counselling are seen as key strategic components for implementing lifelong learning and employment strategies at regional and national levels¹. These reviews have concluded that “effective career information and development systems are essential to support lifelong learning and active employment policies as tools of economic growth and social equity and that all citizens need opportunities to develop the skills to manage their careers”. At the same time there is increasing pressure on the providers of guidance services to document what they do and demonstrate benefits of investment in guidance. The policymakers want evidence about the expected outcomes of guidance and the impacts of different service delivery modes. Another concern for policy makers is the use of existing funding available in a cost effective manner. Different ministries are aiming towards similar goals but using different terminology, such as active citizenship, social inclusion, retention, preventing social exclusion and drop

¹ OECD (2004) Career Guidance and Public Policy : Briding the Gap. Paris.

outism, smooth transition to the labour market etc. Often the programmes designed to meet the challenges by different ministries are in silos and overlapping (Cedefop 2008²).

Since a variety of definitions and terms are used in the Nordic Countries to describe services engaged in these activities, including educational, vocational or career guidance, guidance and counselling, occupational guidance/counselling services, the NVL group decided to adapt the following definition of Lifelong Guidance for this study from the 2004 EU Council Resolution³ on Strengthening Policies, Systems and Practices in the field of Guidance throughout life in Europe:

“In the context of lifelong learning, guidance refers to a range of activities that enables citizens of any age and at any point in their lives to identify their capacities, competences and interests, to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which these capacities and competences are learned and/or used. Examples of such activities include information and advice giving, counselling, competence assessment, mentoring, advocacy, teaching decision-making and career management skills”.

We have already evidence that guidance has much to offer in meeting the previously mentioned concerns and challenges, for example in supporting transitions, and in helping citizens find and keep employment⁴. Guidance, as both a private and a public good, is therefore increasingly seen as an important service that needs to be offered in lifelong and life wide perspectives.

Peter Plant⁵ (2009) links guidance and counseling also with a number of other societal trends:

- New Public Management: this involves decentralisation and management by quality control
- Value for Money Policies: cost-benefit issues and immediate usefulness are in focus
- Lifelong Learning: global competitiveness in the knowledge society is a main policy driving force in relation to formal, informal and nonformal learning

² Cedefop (2008) From policy to practice - A systemic change to lifelong guidance in Europe. Cedefop Panorama series; 149

³ <http://register.consilium.eu.int/pdf/en/04/st09/st09286.en04.pdf>

⁴ Bysshe, S., Hughes, D., & Bowes L. (2002) The economic benefits of guidance: a review of current evidence. CeGS Occasional paper. Derby: Centre for Guidance Studies, University of Derby. pp. 1-10.

⁵ Plant, P. (2009) Quality in Careers Education and Guidance. A paper prepared for the European Lifelong Guidance Policy Network. Unpublished document.

- Societal Inclusion: guidance is for the marginalised and excluded as well as people in work; it is a relatively inexpensive measure
- Professionalisation: upgrading competencies and drawing boundaries around careers guidance as a profession are responses to current and future professional challenges.

Also at European level the education ministers have recognised the development and follow-up of lifelong guidance (LLG) policy as key parts of the national lifelong learning strategies. In Dublin, May 2004 the Council of the EU adopted a Resolution on guidance throughout life which spelled out priorities for guidance within the framework of the 'Education and Training 2010' work programme. The Resolution invited the Member States and the Commission, within their sphere of competences, to develop policies and concrete actions to improve guidance provision throughout life. According to the resolution there is a need to improve the information base for policy and systems development decisions for career guidance through organising and gathering improved data on the financial and human resources allocated to career guidance, on citizen need and demand, on the characteristics of users, on user satisfaction, and on the outcomes and cost-effectiveness of career guidance. A specific challenge is integrated in improving the services for both employed and unemployed adults.

The new 2008 “EU Council Resolution on better integrating lifelong guidance into lifelong learning strategies” adopted by the EU Council of Ministers of Education during the French 2008 EU Presidency on 21 November 2008⁶ stressed that there has been progress on the implementation Resolution of 2004. However, more efforts are needed in order to improve the quality of guidance services, provide fairer access focused on individuals' needs and aspirations, and to coordinate and build partnerships between existing forms of guidance provision. The Council invited the Member States and the European Union Commission to Strengthen European cooperation on lifelong guidance provision, in particular through the ELGPN, with the support of the Lifelong Learning Programme, and in liaison with CEDEFOP. The focus should be in particular in: 1) enabling Member States to share information on their policies and practices, and on their evaluation of both, so that each may benefit from the successes of others; 2) monitoring national and European implementation of activities in the four priority areas under the new Resolution; 3) endeavouring to ensure that lifelong guidance is more consistent and more tightly dovetailed with the various European policy areas and in particular with those of employment and social inclusion; 4) considering whether more evidence-based policy on guidance should be developed at European level.

⁶ <http://register.consilium.europa.eu/pdf/en/08/st15/st15030.en08.pdf>

Lifelong guidance is also highlighted in the forthcoming strategic framework for European cooperation in education and training. Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ('ET 2020')⁷ emphasise the role of guidance in implementing the strategic objectives of the framework, especially in objective 1 (Making lifelong learning and mobility a reality). Also the new joint initiative on New Skills for New Jobs⁸ invites the EU Member states to examine what can lifelong guidance do in supporting of matching skills and jobs from individual and labour market perspectives. Another aspect is how to strategically use existing labour market information from guidance perspectives.

2.2 Previous work on the quality development in guidance in Europe

In 2004, on behalf of the EU Commission Lifelong Guidance Expert Group, Cedefop commissioned a study to provide an overview of indicators and benchmarks in career guidance at national level already in use, or planned, capture interesting examples of practice and examine the feasibility of the development of indicators and benchmarks at European level. A follow-up study was conducted by Cedefop in 2005. A small working group meeting modified a synthesis report of these studies for the Expert group for further recommendations. Additionally, the member states were invited to provide input for the 2006 Finnish EU presidency lifelong guidance conference and describe how the quality assurance mechanisms were enhanced within the implementation of the lifelong guidance resolution.

According to Cedefop 2008 study⁹ on the implementation of the 2004 Resolution priorities only few countries, if any, have introduced comprehensive QA mechanisms, and that most QA practices that are in place are in fact restricted. The QA approaches in the guidance field are restricted because, they tend to be confined to a single or small range of sectors within a country – they rarely if ever apply across both the education and employment sector. There are few mechanisms to ensure effective co-ordination between agencies and between ministries, and this makes coherent monitoring of approaches to QA in guidance difficult. The QA approaches to career guidance also tend to be restricted in the sense that they do not focus on career guidance and information as such, but rather deal with them as part of an overall range of services.

⁷ <http://portal.bolognaexperts.net/files/Council%2012%20may%202009%20ET%202020.pdf>

⁸ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0868:FIN:EN:PDF>

⁹ Cedefop (2008) From policy to practice - A systemic change to lifelong guidance in Europe. Cedefop Panorama series; 149

Evaluation of guidance is a challenging activity to measure, particularly in quantitative terms. It is often integrated in other activities (education, personal counselling, etc), and it is difficult to isolate for the purposes of establishing causal relationships (e.g. between guidance provision and ‘drop-out’ rates). Despite such difficulties, some progress is being registered in the EU member states on three areas: client satisfaction, evaluative surveys and training of practitioners.

The report¹⁰ from the 2006 Finnish EU presidency lifelong guidance conference suggests that it is important that the momentum of development within member-states should be sustained. The pace and quality of such development can be significantly enhanced by continued collaboration at EU level. One suggested theme for the collaboration was the development appropriate quality-assurance systems, preferably on a cross-sectoral basis. The future work should cover all the areas identified as needing improvement in the recent international career guidance policy reviews (i.e. financial and human resources allocated to career guidance, citizen need and demand; the characteristics of users; user satisfaction; the outcomes and cost-effectiveness of career guidance).

The European Commission Lifelong Guidance Expert Group has also been developing tools to promote peer learning in the guidance policy development. The group suggests that the development of quality assurance should avoid adding another layer to current evaluation tools. Ideally, career guidance questions would be embedded in already existing surveys. Data must not be collected for its own sake: rather, it must be fit for purpose and relevant to the overall national policy and evaluation objectives that are clearly stated and agreed to. The complex nature of guidance should be acknowledged: an indicators approach can only be successful if its limitations are recognised, and if the evaluation strategy is backed up with qualitative data which respects the field in more holistic ways. In particular, the triangulation of evidence should be encouraged rather than a sole reliance on indicators that capture only part of the picture, and often what is short-term in nature. Future work on QA should firmly keep in mind that QA must focus on the new guidance paradigm, rather than hark back to the old model. In the latter, for instance, indicators related to career management skills were not of central concern, and indeed, presently there is no national basis to evaluate whether guidance services are life-wide or lifelong.

¹⁰ http://ktl.jyu.fi/img/portal/6506/report_workshops_07_11_2006.doc

2.3 Rationale for the Nordic co-operation

According to the Cedefop 2008 study¹¹ in many European countries there are initiatives to promote evidence-based guidance practice and policy development in accordance to the 2004 EU Council Resolution on lifelong guidance. In their study Hughes and Gration (2006¹²) note that there are evidence collected by many guidance providers but the focus is often in short term outcomes or on progression rates to employment, education and training. However little evidence is collected and reported in related to the cost-effectiveness of different service delivery modes. In their study the Canadian Research Working Group for Evidence-Based Practice in Career Development (CRWG 2006¹³) have noted that the agencies, practitioners, policy makers and employers agree that evidence-based practice and policy development are important, but the current evaluation practices are inadequate and important outcomes are not measured and reported.

The recent analysis on guidance research in the Nordic countries¹⁴ highlight that national evaluations have been carried out in each country, but the focus has been on structural framework and policy issues rather than every day guidance practice. In order to meet this challenge the Nordic network on effectiveness and quality made a proposal for a comparative study of the QA mechanisms and evidence-based guidance policy development for employed and unemployed adults within the Nordic Countries. The Nordic network suggested that this study could benefit Nordic countries to develop their own guidance provision in accordance to the 2008 Council Resolution priorities. The outcomes would also feed the activities of the European Lifelong Guidance Policy Network, ELGPN which was launched in 2007. A long-term objective for the ELGPN is to further elaborate the meta-criteria for quality assurance included in the EU common reference tools on lifelong guidance. The aim is to develop a proposal for a common EU framework for quality assurance from a lifelong guidance perspective. The activity aims to identify the existing evidence of guidance outcomes as a part of the quality discussion. A long-term goal for the ELGPN is to establish a link between indicators for lifelong guidance provision and the EU indicators on education and training systems.

The initiative would be implemented in partnership with parallel Nordic bodies or experts. This report covers only the first part of the long term strategy and it identifies the expected outcomes of guidance for adults in the Nordic Countries.

¹¹ Cedefop (2008) From policy to practice - A systemic change to lifelong guidance in Europe. Cedefop Panorama series; 149

¹² Hughes, D & Gration, G. (2006). Performance Indicators and Benchmarks in Career Guidance in the United Kingdom. CeGS Occasional Paper. Derby: Centre for Guidance Studies, University of Derby.

¹³ Magnusson, K. & Lalande, V. (2005) The State of Practice in Canada in Measuring Career Service Impact: A CRWG Report. The Canadian Career Development Foundation.

<http://www.ccdf.ca/crwg/documents/MesuringtheImpactReport-FinalDec-05.pdf>

¹⁴ Plant, P. et al (2007) Nordica Research in Educational and Vocational Guidance. In Ways. CPH: DPU's Forlag

3. Methodology

3.1 Focus of the study

The implementation of the NVL initiative was discussed within the network meetings and the design of the study, data collection and the framework for the analysis was jointly agreed in the meetings. The NVL network proposed a long term strategy for the Nordic study with a purpose:

- To look into the existing research on guidance counselling and examine what type of evidence and how much evidence is there to be found on guidance counselling;
- To examine the existing policy documents on adult guidance counselling and document what kind of outcomes are expected within the existing policies;
- Follow-up on the quality assurance and development work in adult learning and specially focus on guidance counselling;
- To link the Nordic work to the European Guidance Policy Network and set the Nordic agenda for the development work at a European level;
- Formulate a proposal for further Nordic research.

In the first phase of this long term strategy this pre-study examines the expected outcomes of guidance services for adults in the Nordic countries identified in the national level policy documents and whether there is existing research as evidence for these outcomes. The aim is to explore what we want to obtain evidence about. The report not only describes what type of evidence do we have but also looks at what other kind of evidence would be more valuable? These findings would provide basis for the next steps, i.e. what kind of evidence

could tell us more about the real effects? In chapter 3 the report classifies the expected outcomes into the following areas (See: OECD 2004¹⁵):

- Citizens perspective
- Social inclusion
- Economic impact

3.2 Data collection and data analysis

The mapping of the *Expected outputs/outcomes in lifelong guidance in the Nordic Countries* started in June 2008 through reading the literature of career guidance. The NVL network members were asked to identify existing research related to evidence based guidance practise and policy development. The preliminary literature review and analysis of the data related to this phase of the project was conducted in the Danish School of Education. This part of the process provided a basis for this report.

In the beginning of 2008 the NVL network members selected the key national educational, labour market and social policy documents having an interface with adult guidance services and policy documents. The documents consisted current legislation, governmental strategies or guidelines or most recent ministerial level working group documents. The documents could be either in native language or English translations of them. The NVL network members judged the relevance of the documents in their respective country. The materials were analyzed at the Institute for Educational Research of Jyväskylä University.

The data analysis started in agreeing the structure of key terms to be used in the analysis. The testing of the terms through reading the documents of the Nordic countries made the variety of terms used in the of search words. So the process of **the first phase** of this mapping was reading literature and the documents and testing the key findings to the documents. The NVL members were asked to check the translation of the terms used in the analysis. The final list of key terms that are used in this mapping are presented at the table *NVL-Glossary* (Annex 1.). The key terms are divided into three areas: 1) Personal area, *Citizen Perspectives*, consists of Learning/study, Career management, and Personal support; 2) Social area, *Social Inclusion Policy*; and 3) Economic area, *Economic Impact*.

¹⁵ OECD (2004) *Career Guidance and Public Policy : Briding the Gap*. Paris.

The key terms found in the documents of each country are presented at the table *NVL-summary of the terms* (Annex 2). All the perceived terms are marked with the asterisk (*).

In the **second phase** the data analysis included the use of the jointly agreed key words. But most of the cases extra reading was needed with wider content analysis perspective. In some cases the interface of guidance to policy documents was implicit and the reader had to interpret the document from guidance policy perspective. Also often general search words were used (i.e. learning, motivation,) and the suitable texts were gathered through more thorough reading.

Within the **third phase** the selected relevant parts of the policy documents were extracted in accordance to the three main categories. This phase of the analysis is presented in the annexes 3-7. This phase of the analysis was again presented to the NVL network members and the key words and the interpretation of the data was revised according the feedback from the network members.

In the **fourth phase** a summary of the expected outcomes was included in a table which provides a rough overview of expected outcomes of adult guidance services in each Nordic country. This table is the basis of the summary which is presented in chapter 3. This summary identifies also examples of promising policy initiatives in each country. It also identifies gaps in the adult guidance policy development. The table with the key findings was reflected in the NVL meeting in August 2008. At this phase the network members provided comments as a basis for the conclusions presented the chapter 4.

The study was designed by the network members: Tomas Mjörnheden (Gothenbourg Adult Education, Sweden), Peter Plant (Danish School of Education – University of Aarhus, Denmark), Bente Søgaard (Vox, Norwegian Institute for Adult Learning, Norway), Guðbjörg Vilhjálmisdóttir (University of Iceland) and Raimo Vuorinen (University of Jyväskylä), Finland. The data for the analysis was identified by the network members and analysed in the spring 2009 by Leila Leino at the Finnish Institute for Educational Research of Jyväskylä University.

3.3 Limitations of the study

This study is the first step on the proposal of the NVL group and is tentative in nature due to following limitations. The analysed document revealed that the guidance services are in different stages in each Nordic country. There are also differences between the progresses of national strategies in adult guidance. Also the nature of the documents was different in each country.

In spite of the adaptation of the EU 2004 Council Resolution¹⁶ definition of the lifelong guidance, it turned out that the Nordic languages have slight different definitions for guidance. The network participants have translated the key words in their own language, but the contexts and guidance delivery settings vary in each country. These definitional problems present challenges in making detailed comparisons between the Nordic countries.

As an outcome of the previously mentioned limitations, this report is not a comparative study of the expected outcomes between the Nordic countries. It is a first step on a process to promote more evidence for national guidance policy development and it aims to identify the expected outcomes of guidance as a basis for a more detailed further elaboration of potentials indicators linked to them.

¹⁶ <http://register.consilium.eu.int/pdf/en/04/st09/st09286.en04.pdf>

4. Key Findings

This chapter introduces the key findings from the analysis. Each section will consist of the three following parts. First there is a brief overview and summary of the key findings. Secondly the findings are introduced in a table, which lists the expected outcomes in each country in accordance with the key words used in the analysis. Thirdly, there are extracts from the national policy documents as examples of promising lifelong guidance policy initiatives in the Nordic countries. The quoted extracts are either in English from translated documents or in native language.

4.1. Current evidence base for guidance policy development

The preliminary analysis of the existing research on evidence base for guidance practise and policy development revealed that research in the Nordic countries was quite limited from this perspective. The analysis showed that the Nordic Countries have conducted research and national evaluations of guidance, but the focus has been more on the service delivery mechanisms or performance of the service providers rather than on the outcomes. Plant¹⁷ identifies some methodological difficulties which were supporting these findings. He argues that:

¹⁷ Plant, P. (2009) Quality in Careers Education and Guidance. A paper prepared for the European Lifelong Guidance Policy Network. Unpublished document.

- The effects of guidance are not likely to be visible for some time.
- The longer the time that elapses, the more factors other than guidance come into play.
- Controlled trials are the surest method of distinguishing effects from mere consequences. But such trials are difficult to mount, and more so over longer periods: control cannot be indefinitely extended, nor guidance indefinitely denied.
- If the purpose of guidance is to help individuals to clarify and implement their own goals, this makes it difficult to find appropriate standardised criteria against which to evaluate the outcomes.

The preliminary findings showed that in national level there seemed to be a lack of interface between different data bases between different ministers and data providers. Often data is collected on user satisfaction, but is not used to promote user involvement in the design, management and evaluation of guidance. This lack of common conceptual framework is an obstacle to use of relevant data (See also Sultana 2005¹⁸).

The NVL network identified some progress on the research or national initiatives on improving more sustainable evidence base for guidance practice and policy development. For example in Iceland there is an on-going research project on occupational thinking (Vilhjálmssdóttir 2008¹⁹; Vilhjálmsdóttir In press²⁰). In 2008 the NVL published a report “The Gothenburg case”²¹ on guidance quality development in adult education.

In Denmark a quality assurance system has been introduced, which aims at contributing to the achievement of higher quality standards in guidance by making it possible to register all guidance activities and the outcome and effects of these activities. The collected data will serve as a basis for evaluating the regional guidance centres and for improving their services. (Plant 2009²².) A similar approach is included in the Finnish national development plan for adult guidance under the national European Social Fund programme 2007-2013. The joint ministerial working group has proposed an initiative to develop a national framework for feedback mechanism in lifelong guidance in co-operation with the Ministry of education and the Ministry of Employment and the Economy and other national research

¹⁸ Sultana, R. (2005) Summary report on the conclusions of the mutual learning activity on “Indicators and Benchmarks for Guidance” Organized at the CEDEFOP/Bundesagentur für Arbeit meeting in Nuremberg, 27-28 October 2005

¹⁹ Guðbjörg Vilhjálmsdóttir (2008). Career guidance and habitus – The value of Bourdieu’s concept of habitus in career guidance research and practice. *Career Research and Development*, 19, 4–11.

²⁰ Vilhjálmsdóttir, G. (In press). Occupational thinking and its relation to school dropout. *Journal of Career Development*.

²¹ NVL (2008) The Gothenburg Case. Three different approaches of Quality Development in Adult Education. http://www.vux.goteborg.se/arkiv/the_gothenburg_case.pdf

²² Plant, P. (2009) Quality in Careers Education and Guidance. A paper prepared for the European Lifelong Guidance Policy Network. Unpublished document.

institutes. The development of the feedback mechanism will be embedded in the design and implementation of the national pilot projects in adult guidance service delivery.

4.2. Expected outcomes from Citizen perspective

The 2004 OECD evaluation²³ identify that the participating countries expressed the significance of career guidance for education, training and skills development in quite broad terms. For example, career guidance is an important part of their approach to lifelong learning strategies. Effective career development services can help individuals better match their choices to their interests, talents, and intended work destinations. Career guidance can support the development of human resources and it was seen as one of the ways in which the permeability and effectiveness of educational pathways can be improved. In Nordic countries the importance of career guidance was rising with the growing individualisation and diversification of school programmes. More broadly, it was very common for countries to see career guidance as a tool that can help to improve the efficiency of their education systems. Countries also saw career guidance as a way to improve the interface between education and the labour market.

These previously mentioned expected outcomes from citizen perspective can be found in the policy documents from the Nordic countries (Tables 1.-3.). However, the findings from the document are quite general and descriptive in nature. They emphasize the importance of lifelong learning, study skills as well as placement in further education or in labour market. The 2004 EU Council Resolution²⁴ stress the importance of refocusing guidance provision, where appropriate, in order to develop citizens' lifelong and lifewide learning and management skills as an integral part of education and training programmes. In the Nordic policy documents the interface with the learning outcomes of career management skills or decision making skills is not so explicitly mentioned. There are some statements linked to increased motivation, not so much to transferable skills like communication. There are only few referrals to development. This finding is in line with the findings of the OECD 2004 activity on guidance policies. In all of the countries the main emphasis of the guidance outcomes is related to guidance services delivered in educational institutes or public employment services. Denmark and Iceland have taken concrete steps to promote work place guidance for employed adults.

²³ OECD (2004) Career Guidance and Public Policy : Briding the Gap. Paris.

²⁴ <http://register.consilium.eu.int/pdf/en/04/st09/st09286.en04.pdf>

The following chapters describe the findings from each country in more details. Personal area, *Citizen Perspectives*, consists of the following three elements: Learning/study, Career management, and Personal support.

4.2.1. National policy examples related to Learning/Study

‘Learning skills’ or ‘Study skills’ didn’t give straight any texts, but by searching ‘learning’ or ‘study’ material was found a lot. The careful reading was needed to find the most suitable texts. ‘Lifelong learning’ gave a lot of texts in the **Danish** material. Also ‘Adult education and continuing training’ was generally used in the Danish material. In **Finland** both ‘Lifelong learning’ and ‘Elinikäinen oppiminen’ gave matches. Finnish texts dealing with workplace counseling gave matches only by using the Finnish term ‘Työpaikkaoppiminen’. Several Finnish texts were found by using ‘Lifelong guidance’, ‘Career guidance’ and ‘Guidance’. In **Iceland** the terms ‘Continuing education’ and ‘Lifelong education’ were used in general. Good for us, the Icelandic partner participated in writing, because a lot of material is written in Icelandic language. In **Norwegian** texts there are a lot of matches for ‘Lifelong guidance’ both in native language and in English. Also many matches when using ‘Career guidance’, ‘Karriereveiledning’. In **Sweden** there were many matches with the words ‘Livslångt lärande’ and ‘Vuxenutbildning’ from two references. The word ‘Motivation’ gave several matches. Texts by using ‘Placement’ and ‘Anställning’ were found in three references. But anyway, the most texts (from five references) were found by using the words ‘Career guidance’, ‘Karriär vägledning’ and ‘Yrkesvägledning’.

Table 1. Citizen perspectives: Learning/study

Citizen Perspectives: Learning/study	Denmark	Finland	Iceland	Norway	Sweden
Learning / Study skills					
Lifelong learning	*	*	*	*	*
Further education		*			
Continuing education		*	*	*	*
Adult education and continuing training	*				
Motivation	*	-	-	*	*
Communication	-	-	-	-	*
Placement	-	*	-	*	*
Work-based learning	-	-	-	-	*
Workplace learning	*	*	*	*	*
Workplace counselling	-	-	*	-	*
Quality assurance	*	*	*	*	*
Lifelong guidance	-	*	*	*	-
Career guidance					
Career counselling /counseling	*	*	*	*	*
Guidance					
Counselling/ counseling					
Guidance and counselling/counselling					

Lifelong learning strategies

The Government's globalisation strategy in Denmark focuses in particular on training and lifelong skills upgrading. A high level of educational attainment and good opportunities for lifelong learning are among the most important preconditions for strong competitiveness and for everyone to be able to actively participate in the labour market and in society. It is the Government's aim that Denmark shall have world-class education and that everyone shall participate in lifelong learning. DK_3

Denmark is among the countries with the highest level of participation in adult education and continuing training, competence development at work and liberal adult educational activities during leisure time. Both public and private investment in the development of new qualifications and competences are among the highest in Europe. A very substantial part of the overall learning and competence development takes place in connection with work. It is a well-established practice that the social partners, through collective bargaining, enter into

agreements concerning the competence development of employees and human resource planning in the enterprises. The following is stressed in Danish strategy:

- Efforts are to be strengthened for all groups in the labour market, from the low-skilled to highly qualified specialists. The aim is an increase in the overall competences of the labour force.
- Greater emphasis must be placed on those with the greatest need - the low-skilled and those with literacy and numeracy problems. The aim is that more people with the lowest level of formal education shall participate in vocational adult education and continuing training.
- Fundamental general skills in the labour force must be strengthened. The aim is that more people, especially those with the lowest level of formal education and marginalised groups, including bilinguals, shall participate in general qualifying education.
- New forms of governance and funding are to be developed. The aim is better utilisation of resources and increased investment in adult education and continuing training. DK_3

The Government in Finland has set as the target to increase the annual rate of the working age adult population taking part in education/training from 54% to 60% by 2008. In addition to the quantitative target, the quality and effectiveness of adult education need to be improved, and the use of resources needs to be made more efficient in order to increase productivity. In the conclusion adopted by the Council in 2004, as the starting point for organising these services were specified the following: 1) developing prerequisites that support career planning ; 2) improving the availability of the services and ; 3) improving the quality of the services. FI_10

Lifelong learning centres in Iceland provide courses and counselling for a particular geographical region in the country. Eight lifelong learning centres have been established, with one in each of the main regions of the country. They co-operate with schools at upper secondary and higher education level and with municipalities, employers' and employees' organisations and private enterprises. A part of the courses are offered as distance learning courses. Lifelong learning centres offer courses in Icelandic for adult immigrants. Agreements between worker unions and the Icelandic government in 2005 and 2006 enhanced lifelong learning and lifelong guidance in these learning centres. IS_1

It is the position of the Norwegian government that adults with poor basic skills should have the opportunity to get the basic education they need, and thus be able to take an active part in the workplace and society. As part of the Competence Reform, a number of measures have been initiated to build up the skills of the adult population. Amongst other things, the national funding scheme called the Competence Development Programme (KUP) was

started to give partial funding to development projects run with the cooperation of education and training providers and enterprises. KUP was also meant to help make education at primary and secondary levels more easily available to adults.NO_3

Riktlinje 23 – Utöka och förbättra investeringarna i humankapital . Den svenska strategin för livslångt lärande bygger på ett antal grundläggande principer: alla skeden i livet måste avses, återvändsgränder i utbildningssystemet måste undanröjas och skolsystemet måste ge alla medborgare tillgång till grundutbildning samt ge de kunskaper och färdigheter som är nödvändiga förutsättningar för vidare studier och utveckling av den egna kompetensen. En grundtanke i det offentliga utbildningssystemet är att all utbildning ska vara kostnadsfri för individen. Sverige uppfyller de riktlinjer som har fastställts på europeisk nivå inom utbildningsområdet. Regeringens arbete fokuserar på ytterligare utveckling av kvaliteten i utbildningen och anpassning till individuella behov. SE_6

Motivation

Danish guidance and counselling activities for workers and enterprises take place in many locations, and many actors are involved: teachers at schools or visiting the workplaces, local authorities in job centres, trade unions etc. For small and medium size enterprises guidance, counselling and dialogue at the workplace is specifically important. In addition there is a demand for relatively more activities specifically directed at motivating low skilled workers for participation in adult training programmes, i.e. there is focus on information by trade unions representatives at the workplace, with immediate superior etc. See www.vidar.dk for updated information of all adult education and training courses at all levels including adult vocational training programmes. DK_11

In Norway a number of measures are proposed with a view to improving the basic competence of adults (White Paper no. 16 (2006-2007) on Early Intervention). It has been proposed to strengthen the Programme for Basic Competence in Working Life (BKA) and to consider if this programme is to be made a permanent scheme. More efforts concerning motivation and information for the target groups are suggested. The White Paper also suggests a review of which national framework conditions could provide increased learning incentives for employees with limited education. NO_3

Workplace learning

In Denmark the best vocationally oriented competence development is achieved when learning takes place in connection with the performance of specific work tasks and when competence development supports the learning that already takes place during the

performance of daily work. The close interaction between the enterprise, the employees, and the education and training institution therefore becomes pivotal for future vocationally oriented adult education and continuing training efforts. Target groups are the following (DK_7):

- Development of training programmes to semi-skilled and skilled employees
- Mainly employees in private-sector and public-sector enterprises
- Special training programmes for immigrants and refugees.

In Finland there has been made an agreement (law 630/1998 concerning vocational education) about schooling and vocational skills demonstrations arranged in the workplace (FI 6). The purpose of this law is to maintain and improve adults' vocational competence, to give students readiness to work independently, to develop working life and have positive effect on employment, and to support lifelong learning. In addition, the purpose of this law is to support in studying for qualifications or part of them (FI_7).

In 2004 a project on Encouraging Education in the Workplace was launched by the Education and Training Service Centre. This pilot project consisted of a 100 hour distance learning package on advisory services, for representatives from companies and institutions. Participants were trained to advise colleagues about ways to develop their skills, e.g. by providing information about available courses and about ways to get the services of training and employment advisors. IS_1

Workplace counselling

Counselling in the workplace is a project run by the Education and training Service Centre in Reykjavík, and implemented by the 8 lifelong learning centres around Iceland. The aim of Icelandic authorities is to increase the amount of the Icelandic workforce that has at least secondary education from 60% to 90% by the year 2020. A policy statement between SA-Confederation of Icelandic Employers and the Icelandic government in 2005 and 2006 stresses that this aim should be reached. A major policy point is to enhance counseling in workplaces for low skilled workers. This project is the responsibility of the Ministry of Education and the Education and Training Service Centre. The aim is to encourage workers to use the educational opportunities that are available. Financial resources for the enhancement of professional career counselling were increased, according to this policy statement. IS_1

Funktionshindrade med nedsatt arbetsförmåga har fortfarande lägre sysselsättningsgrad än befolkningen som helhet. Regeringen föreslår en trestegsmodell för att säkerställa effektiva åtgärder för dessa. Inledande yrkesvägledning kommer att följas av rehabilitering på

arbetsplatsen om arbetsförmedlingen anser det nödvändigt. Om det fortfarande inte går att hitta något reguljärt arbete blir skyddat arbete på det statligt ägda Samhall AB eller hos någon annan arbetsgivare möjligt. FE_6

In June 2007, a comprehensive plan for adult guidance services was agreed upon by the Danish Parliament. This plan focuses primarily on improving information and guidance services related to adult and further education and training. One of the four new initiatives is focusing on work-place guidance and will be implemented over a three-year period:

- 20 adult guidance networks which will cover the whole country. The main tasks of these networks will be 1) to provide outreach services to especially low-skilled workers at their workplace; 2) to train so-called “training ambassadors” among staff at the workplaces; 3) to establish networks among enterprises; and 4) to give advice to employers. DK_14

Quality assurance

The Danish Government has policy paper concerning recognition of prior learning and it stresses the following: Working with competence assessments makes new demands on the guidance provided by the educational institutions, on their teaching staff's competences and on their organisational structure. With the competence assessments comes the requirement for education programmes that are flexibly organised in accordance with the needs and potential of the individual student, without this having a detrimental effect on the quality, leading to higher dropout rates or increasing the average completion time. It will pose a challenge to the educational institutions in their planning and in the pedagogical development of the teaching. Assessment and recognition of prior learning within the education system must therefore be supported by tools, contributing towards ensuring quality. These tools include the following:

- Guidance for the educational institutions regarding objective, scope and terms for carrying out competence assessments.
- The educational institutions render visible the requirements and procedures for assessing prior learning, for instance on their Web sites.
- Development of relevant methods and tools for competence assessment within the individual areas of education and training and at the educational institutions.
- Support for the development of guidance and teaching competences at the educational institutions.
- Quality checks carried out at the educational institutions as part of the general monitoring and evaluations of the different areas of education as and when required.

In addition, more work is needed on deciding how education programme objectives and standards can be described as competence objectives in future education orders, competence descriptions and study plans, etc. This will provide a better basis for the assessment and recognition of the prior learning that an individual has acquired, and will therefore also contribute towards ensuring quality. DK_4

Adult education plays a central role in the maintenance and renewal of the skills of the working age adult population. The Finnish Ministry of Education is responsible for a comprehensive network of parties providing adult education, an adequate basic offer, a working system of diplomas and quality assurance as well as the competence and skills of the teaching staff. Staying on in working life and employability are supported by both proactive and corrective labour force training. In the planning of meaningful working and educational careers that respond to the skills needs of the working life and the citizens, and in order for people to complete education/training making these careers possible, wide-reaching information and advisory services and guidance will be needed. FI_10

För att belysa och få en fördjupad bild av kvaliteten på vägledningen har Skolverket genomfört intervjuer vid 13 grundskolor i sex kommuner, samrått med en rad organisationer och institutioner samt besökt en kommun med centralt organiserad studie - och yrkesorientering. I granskningen har också statistik kring hur studie- och yrkesorienteringen är organiserad vägts in. SE_7

The quality of guidance is a major issue in a new legislation that was passed on school and career guidance (Lög um náms- og starfsráðgjöf, nr. 35/2009) in the Icelandic parliament (Alþingi) on March 30th 2009. According to the law guidance counsellors need a licence to practice and a certified counsellor training. This legislation assures quality in the services provided and protects the interests of the users of guidance and professional expertise is valued for the benefit of the guidance service. IS_6

Lifelong guidance

As starting points and objectives for lifelong guidance in Finland, the following factors were specified (FI_10):

- 1) efficiency of investments in education, training and development of the labour force;
- 2) efficiency of the labour market;
- 3) lifelong learning;
- 4) inclusion; and
- 5) social equality and economic development.

Lifelong guidance policies and systems. Today, guidance services in Norway are for the most part organized within each sector. The counselling services in lower and upper secondary schools provide counselling for pupils, to which they have statutory rights. Academic counselling services and career services in HEIs cater for applicants, students and graduates. The public employment offices are responsible for providing guidance to job seekers. In White Paper no. 16 (2006-2007), the government proposes a series of actions to strengthen each of these services, and to tie them closer together by way of national and regional coordination measures. NO_3

Career guidance

Public and private institutions at the upper secondary and higher education level generally offer educational counselling. The educational counselling services consist for example of assisting in choosing courses, organising studies, informing about study and career opportunities and supporting learners in the event of failure. Many services also assist students with their personal problems. Lifelong learning centres also offer educational counselling and workplace guidance. IS_1

The provision of career guidance in Norway: a service aimed to strengthen the individuals' information, reflection and motivation with respect to his/her options so that the individual is able to make informed and reflected decisions. This will facilitate a balance between educational and working systems and markets The center element will be individual guidance conversation... The majority of job seekers have to go to the private market for career guidance and coaching; Also a private market has offered advisory services to enterprises undergoing major changes, but increasingly one now sees the emerge of companies servicing individuals NO_4

Till främjande av karriärplanering för ett livslångt lärande har alla innevånare i en kommun rätt till en avgiftsfri och opartisk karriärvägledning. Varje kommun ansvarar för att alla som stadigvarande vistas i kommunen har tillgång till karriärvägledning i den omfattning det behövs med hänsyn till individens eget behov och med ett särskilt ansvar för de individer som inte redan har en reglerad tillgång till karriärvägledning. SE_9

4.2.2. National policy examples related to Career management

In the Table 2 there is the description of the texts found concerning 'Career management'. In the **Finnish** references by using the words 'Career development' and 'Urakehitys' important material was found concerning the qualifications, etc. Several texts were found also by using the terms 'Skills match', 'Työelämävastaavuus' and 'Kohtaanto-ongelmat'. In **Iceland** the term 'Action plan' gave several matches. In **Norway** the terms 'Kompetence', 'Kompetanse' and 'Action plan', 'Handlingsplan' gave all several matches. In the **Swedish** references several matches were found by using 'Entreprenörskap' and 'Competence', 'Kompetens', 'Behörighet'

Table 2. Citizen perspectives: Career management

Citizen Perspectives: Career Management	Denmark	Finland	Iceland	Norway	Sweden
Career development	-	*	*	*	-
Career management	-	*	*	-	-
Occupational thinking	-	-	*	-	-
Employment	*	*	*	*	*
Employability	*	*	*	-	*
Job satisfaction	-	*	-	*	-
Entrepreneurship	*	*	-	-	*
Skills match	*	*	-	*	*
Correspondence between VET and labour market competences	*	*	*	*	*
Competence	-	-	*	*	*
Action plan	-	-	*	*	-
Decision making skills	*	-	-	*	-
Decision learning	-	-	-	-	-
Competence profile	*	-	-	*	*
Knowledge	*	*	*	*	*
Transition	*	*	-	*	*

Career development

Danish Continuing Vocational Training (CVT 'labour market training): CVT plays a central role in the national policy for lifelong learning when it comes to maintaining, improving and

developing the qualifications of the workforce in both the short and long term. The overall aims of the CVT programmes are seen in a labour market political perspective to contribute to creating a flexible labour market and to giving the individual opportunities to acquire qualifications and competencies to match labour market requirements and demand. CVT is designed first of all for adults in employment, but unemployed adults may also be referred to CVT. CVT courses are, first of all, continuing training possibilities for unskilled workers, but there are also relevant courses for skilled workers. DK_10

Schooling opportunities of Finnish adults is being improved, especially learning and qualifying that takes place besides the work. Vocational qualifications shall be developed having in mind work-based high quality education. The meaning of adult education as part of higher education is made stronger and further education possibilities of adults with higher education are broadened. The function of open Polytechnic is extended and the possibilities to use apprentice-learning education for further education of highly educated are tracked. The monetary basis of vocational further education and continuing polytechnic education is being clarified. FI_1

The following is from a brochure on validation published by the Education and training centre:

Career development: Having an overview of competence can strengthen the position of the individual and give the employer a better view on the employee's competence. This can lead to new possibilities for the individual for example increased responsibility and new projects that are related to his/her competence. Decision of learning and profession: A precise overview of competence can come in handy when choosing a learning path or applying for a job, precisely when it is important to take a well informed decision. IS_1

In Norway a number of measures are proposed with a view to improving the basic competence of adults (White Paper no. 16 (2006-2007) on Early Intervention). It has been proposed to strengthen the Programme for Basic Competence in Working Life (BKA) and to consider if this programme is to be made a permanent scheme. More efforts concerning motivation and information for the target groups are suggested. The White Paper also suggests a review of which national framework conditions could provide increased learning incentives for employees with limited education. NO_3

Career management

Both the European Union and the OECD have highlighted the central role of a lifelong learning policy and guidance covering both the educational and working career in the development policies for years to come. Based on the Maastricht communiqué and the

Education and Training 2010 programme of the European Ministries of Education, making lifelong guidance more efficient has been proposed as one of the focuses of educational policies in all member states. The aim is to guarantee appropriate guidance and advisory services for the citizens enabling them to plan individual and flexible paths of study. In the conclusion adopted by the Council in 2004, as the starting point for organising these services were specified the following: 1) developing prerequisites that support career planning ; 2) improving the availability of the services and ; 3) improving the quality of the services. FI_10

Employment

The advice and guidance services in Finland also aim at increasing the employment rate - a skilled citizen is likely to stay on and enjoy working life for longer (Mind over Career, a labour political study 2005). FI_10

The Labour Market Measures Act, No. 55/2006 provides for labour market measures. The term “Labour market measures’ refers to labour exchange services, the assessment of job-seekers’ competence and the structure of remedial measures designed to enhance job-seekers’ capacity for work. ‘Job-seeker,’ for the purposes of this Act, refers to any person who applies to participate in labour market measures. The aim of this Act is to provide individuals with the appropriate assistance to enable them to become active participants in the labour market. This Act is also intended to promote equilibrium between the supply of, and the demand for, labour in Iceland. IS_2

In Norway the following employment policy has been adapted: When the apprenticeship or traineeship period defined by the contract is at an end, the contract of employment also ceases to apply. If the apprentice or trainee is to continue employment in the enterprise concerned, a new contract of employment must be entered into. NO_1

Employability

The Icelandic Ministry of Social affairs: In the new labour market measures act from 2006: This Act provides for labour market measures. ‘Labour market measures’ refers to labour exchange services, the assessment of job-seekers’ competence and the structure of remedial measures designed to enhance job-seekers’ capacity for work. ‘Job-seeker,’ for the purposes of this Act, refers to any person who applies to participate in labour market measures. IS_1

Assessment of job-seekers' capacity for work. When a job-seeker applies to participate in labour market measures, his/her capacity for work shall be assessed by an advisor at the Directorate of Labour. IS_1

Job satisfaction

Danish AMU programmes have existed since the late 1950s. During the first phase in 1960s, the training programmes supported the transition from an agricultural to an industrial society. For example, unskilled workers from the agricultural sector and women, who were joining the labour market in greater numbers, were able to take part in vocational training so improve their employment prospects in the many new manufacturing businesses. The second phase of AMU programmes was the 1970s and 1980s, where the labour market was characterised by high unemployment. AMU programmes were further developed to solve the structural problems which followed from the high unemployment and the programmes provided the many unemployed with new skills in order to promote employment. DK8

In order to succeed globally and to improve the welfare of everyone and to prevent inclusion, strong knowledge base of all individuals and all workforce is expected in Finland. It is important to raise the educational level of youth, but also to offer new possibilities to raise the educational level of adults in different age-groups. In all educational levels, the quality of schooling plays an important role. The aim is high quality know-how in all education. FI_1

Påbyggnadsutbildning ska ge vuxna utbildning för ett nytt yrke eller för en ny nivå inom deras yrke. SE_2

Entrepreneurship

In Denmark as early as the summer of 2002 (Bedre uddannelser, Handlingsplan – Better Educations, Action Plan), the government highlighted innovation as one of the five central areas where greater efforts must be made to improve Danish education programmes so that they rank among the best in the world. With the Iværksætterhandlingsplan (Entrepreneurship Plan) of January 2003 the government made it clear that the field of education occupies a central role in the efforts to make Denmark part of the European elite in entrepreneurship by 2010 – because it is in the educational system that the seeds of a strong culture of enterprise must be sown. In the report Et samfund med plads til det frie initiativ (A Society with Room for Free Initiative) of October 2003, the government therefore presented a range of new measures to be implemented in the educational sector in

order to create more opportunities for free initiative in Denmark. The first is the present general strategy, which will form the basis for carrying out the government's policy throughout the education sector in the areas covered by the Ministries of Education and Science. The aim is to create a broad basis for innovation and entrepreneurship and to strengthen the students' motivation to work innovatively and with open attitudes towards starting their own businesses. This demands a farsighted effort, one which over time is to contribute to a new and more positive entrepreneurial culture among students in Denmark. DK_5

The meaning of enterprises and entrepreneurship in enhancing economic development and employment is more and more important. In addition, students succeed better in the society, in their further studies and in working life because of activity and entrepreneurship. The enhancement of entrepreneurship is possible through adding variety to and broadening entrepreneurship – training , and strengthening the schooling that deals with entrepreneurship. FI_1

Sociala företag kan spela en betydelsefull roll i arbetet med att integrera utsatta grupper både i samhälle och i arbetsliv. Dessa företag möjliggör övergång från passivt försörjningsstöd till rehabilitering, utbildning och arbete på ett effektivt sätt, utifrån ett entreprenörskap som utvecklar nya affärsområden och nya verksamheter. De kan därigenom bidra till både ekonomisk tillväxt och ökad sysselsättning. Inom ramen för Equal-projektet ”Socialt företagande” har ett förslag till handlingsplan utarbetats i syfte att förbättra förutsättningarna för socialt företagande. I projektet samverkar sociala företag, rådgivare, intresseorganisationer, NUTEK och ESF-rådet. SE_6

När det gäller sysselsättning och bättre möjligheter att kombinera yrkesliv med familjelivet föreslogs exempelvis mer och bättre information om och kontakt med arbetsgivare, mer information till ungdomar om entreprenörskap och värdering av icke-formellt och informellt lärande. Den allmänna meningen var att praktik är ett bra sätt för ungdomar att komma in på arbetsmarknaden. Vad gäller social integration nämndes anonyma arbetsansökningar som ett sätt att undvika diskriminering av exempelvis människor med utländsk bakgrund. Delad föräldraförsäkring föreslogs som ett sätt att främja en mer jämlik arbetsmarknad. SE_6

Skills match

Adult education plays a central role in the maintenance and renewal of the skills of the working age adult population. The Finnish Ministry of Education is responsible for a comprehensive network of parties providing adult education, an adequate basic offer, a working system of diplomas and quality assurance as well as the competence and skills of

the teaching staff. Staying on in working life and employability are supported by both proactive and corrective labour force training. In the planning of meaningful working and educational careers that respond to the skills needs of the working life and the citizens, and in order for people to complete education/training making these careers possible, wide-reaching information and advisory services and guidance will be needed. FI_10

Arbetsmarknadsverket betonar att man har två kundgrupper, arbetsgivare och arbetssökande och att arbets- och kompetenslinjen är grunden i arbetsmarknadspolitiken. Uppgifterna för Arbetsmarknadsverket¹⁵ är att medverka till en effektiv matchningsprocess med korta vakans och söktider, öka de arbetslösas kunskaper, stödja dem som har svårast att få arbete. Vägledningen har som tidigare beskrivits utgjort en viktig och stor del av arbetsförmedlingarnas verksamhet. AMV har definierat att yrkesvägledningens uppgifter är: att underlätta för människor att relatera sina resurser, erfarenheter och önskemål till arbetsmarknadens krav och möjligheter så att de kan göra ett övervägt val av arbete och utbildning. SE_9

Correspondence between VET and labour market competencies

Strategic basis for establishment of the Finnish Ministry of Employment and the Economy. Innovation results in more sustainable work productivity. Enterprise growth and development is possible if there is skilled labour available. Job seekers need to find new employment as quickly as possible. Due to changes in age structure, labour availability threatens to become an obstacle to economic growth and the development of growth enterprises. The incidence of labour supply and demand will be enhanced and accelerated in co-operation with other administrative sectors. Under the new Ministry, enterprise development services and support for growth enterprises will be combined with services providing support for the employment of job seekers and skills development. In addition to regular salaried positions, self-employment will also increase. Unemployment will be addressed as early as possible and every effort will be made to prevent the occurrence of structural unemployment and discrimination. Resources will be allocated to measures that have the greatest impact on employment. In new employment and economic policy solutions, labour market flexibility and employee security will be combined in a balanced way. FI_3

Reinforce link between VET and labour market needs. The number of Vocational Training Councils was reduced from 20 to 9 in order to improve the transparency of vocational education and training system and to ensure a more effective development of vocational education and training in line with the competence needs of the labour market, the individual and society. The vocational training councils keep track of new trends and

developments, provide advice in the development of the new structure for vocational education programmes and make competence profiles/platforms for the crafts and trades within its domain. The Competence profiles/platforms form the basis of the development of the new curricula. The councils also provide advice on how to improve the quality of the vocational education and training. NO_3

Regeringen understryker i sin proposition Vuxnas lärande (2000/01:72) att sÄrvux redan idag omfattas av kravet pÅ individuella studieplaner och framhÅller att de studerande genom arbetslivsanknuten praktik fÅr mÅjlighet att koppla lÄrande till sitt arbete. Enligt propositionen bÅr sÄrvux byggas ut i den takt som tillgÅngen pÅ personal medger. SE_9

Action plan

When a job-seeker applies to participate in labour market measures, his/her capacity for work shall be assessed by an advisor at the Directorate of Labour. A job-seeker shall submit all information available regarding his/her capacity for work so as to make it possible to help him/her to obtain suitable employment and give him/her the opportunity of participating in individual labour market remedies. Then, under an agreement with the job-seeker, a schedule will be drawn up covering his/her employment search and participation in appropriate labour market remedies on the basis of the assessment. At the same time, the job-seeker is to be provided with guidance regarding other services if it is considered necessary that he/she seek assistance in other public service systems prior to, or concurrently with, the services provided under this Act. IS

Norway is fully integrated in education and research cooperation with the EU through the EEA-Agreement, various bilateral agreements and national action plans. Norway participates in the new Lifelong Learning Programme through the EEA-Agreement, and fully partakes in the four sectoral sub-programmes – Comenius, Leonardo da Vinci, Erasmus and Grundtvig. The Norwegian Centre for International Cooperation in Higher Education (SIU) is the Norwegian National Agency (NA) for the programme. In addition to what is stipulated by law, all higher education institutions must have a special action plan for the functionally challenged. They must also have a special advisory and counselling service for persons with reduced functional abilities. NO_3

Action plan for career guidance services in Norway was presented to the Parliament in March 2007, and it stressed that none were left outside (White Paper no. 16 (2006-2007)). NO_7

Knowledge

The constant changes in the labour market and in society continuously make new demands on the skills and adaptability of individuals. Participation in adult education and continuing training help individuals participate actively in the labour market throughout their lives. The competitiveness of Danish enterprises and the quality of services is largely dependent on investment in continuing training and competence development. An increased effort in adult education and continuing training at all levels, promoting lifelong skills upgrading for all, is therefore necessary for the development of Denmark as a leading knowledge society and plays an important role in the national strategy for lifelong learning. DK_3

The current labour market demands competence in the form of basic skills. This is reflected in the organisation of and requirements regarding technical and vocational education in Reform 94 and in the Knowledge Promotion programme. NO_2

I diskussionerna om att förbättra utbildningen efterlystes mer information från arbetsgivare om vilken sorts kunskap de anser vara relevant för olika sorters jobb. Dessutom diskuterades förslag för att göra studiemedelssystemet mer flexibelt, att öka elevinflytandet i skolorna, att undvika att elever hoppar av sin utbildning och att ändra betygssystemet. SE_6

4.2.3. National policy examples related to Personal support

In **Iceland** the term ‘Life Management’ gave matches from the new law. In **Norway** some good examples by using the term ‘Life planning skills’, ‘Evne til å tenke framtidstrettet’.

Table 3. Citizen perspectives: Personal support

Citizen Perspectives: Personal Support	Denmark	Finland	Iceland	Norway	Sweden
Life planning skills	*	*	-	*	-
Self-knowledge, Self-awareness, Self-reliance,	-	-	-	*	-
Development of self motivation	-	-	-	*	-
Life management	*	*	*	-	*

Life planning skills

Mennesker er ulike med ulike behov og det som blant annet kjennetegner en god veileder er å kunne møte veisøker der veisøker er og følge flyten i samtalen samtidig som fokus er rettet mot å bringe han eller henne et skritt videre. Å ta utgangspunkt i de ulike behov hos den enkelte og som opplevd av den enkelte er som nevnt tidligere, et av de viktigste grunnelementene i veiledning. Det innholdsmessige fokuset blir derfor svært forskjellig. Det er imidlertid noen felles elementer vi ser som viktige. Forventningsavklaring for å definere hva kunden vil ha ut av karriereveiledningen og hva vi har muligheter for å bistå med. Lete frem ressursgrunnlag; avdekke verdier, hvem de er, hva de kan, og hvilke drivkrefter de har? Vi ville ”kartlegge” deres nåværende situasjon, ønsker for fremtiden og se på nødvendige tiltak for at de skal oppnå det de ønsker. Vi bruker bl.a tegning og skriving på flipover mens vi veileder. Individuelle handlingsplaner som er relevant for den enkelte kunde mellom samtale 1 og evt. 2. NO_5

Development of self motivation

Education, knowledge and skills contribute to inclusion in the workplace, to better economy and better health, to greater participation in society and to a lower crime level. Furthermore, participation in training and education has great significance for self-realisation. Including each individual in a learning environment that stimulates life-long learning is an important contribution to creating a good life. In White Paper no. 16 (2006-2007) on Early Intervention, a number of measures are proposed with a view to improving the basic competence of adults. NO_3

Life management

In social and welfare area human is often seen as a creature without soul and culture as luxury for those who have problems. Erik Allard (1976) has mentioned in his research (that deals with the dimensions of welfare) the following three mainstays of welfare: ‘having, loving and being’. In our society only the first one is stressed, material wellbeing. Art and culture stimulate the two other mainstays, and these should also be taken into account. ... FI_5

Riktlinje 24 . Anpassa utbildningssystemen till nya kompetenskrav genom att förbättra och garantera attraktiva och öppna utbildningssystem med hög kvalitetsstandard, bredda utbudet av utbildningsmöjligheter och sörja för flexibla inlärningsvägar samt förbättra möjligheten till rörlighet för studenter och praktikanter, förbättra och diversifiera tillträdet för alla till utbildning och kunskap genom arbetstidens förläggning, tjänster som stöder familjen,

yrkesvägledning och eventuellt nya former av kostnadsdelning, möta nya yrkesbehov, nyckelkompetens och framtida färdighetskrav genom att förbättra definitionen och genomblickbarheten när det gäller kvalifikationer, för deras faktiska erkännande samt godkännande av icke-formellt och informellt lärande. SE_6

För att modernisera arbetsrättslagstiftningen och öka tryggheten överväger regeringen ett nytt regelsystem för tidsbegränsade anställningar i syfte att förenkla reglerna och minska användningen av tidsbegränsade anställningar. Ett förbättrat skydd för föräldralediga anställda övervägs också. Regeringen planerar att lägga fram en proposition om dessa frågor till riksdagen under våren 2006. SE_6

4.3. Expected outcomes from Social inclusion

The 2004 OECD evaluation on guidance policies²⁵ noted that career guidance can help to achieve a number of social equity goals: both within education and the labour market, and more broadly. Guidance can address the needs of marginalised groups and of the disadvantaged. Especially the Nordic countries believed that career guidance is important in supporting the social integration of migrants and ethnic minorities. Some countries indicated a more specific focus to their social equity and argued that career guidance can support the integration of the disadvantaged and the poorly qualified in education. Specific attention was paid also to gender issues.

The policy examples related to Social inclusion in the Nordic countries are in line with the major findings in the 2004 OECD report. There were no major differences between the various national documents analysed (Table 4).

4.3.1. National policy examples related to Social inclusion

‘**Equal opportunities**’ were found in the references of all countries. In Finland several matches were found also by using ‘Yhdenvertaiset mahdollisuudet’ and in Sweden ‘lika möjligheter’ . **Gender** was found in all references except in Danish materials. In the Finnish texts several matches were found also by using ‘Tasa-arvokysymykset’ and ‘Sukupuoli’ and also in Norway by using the terms ‘Gender’ and ‘Kjønn’. **Inclusion** gave a lot of matches in Finland (also ‘Syrjätymisen vähentäminen’), Iceland, Norway (‘Inkludering’) and

²⁵ ²⁵ OECD report on Career Guidance and Public Policy – Bridging the Gap (2004)

Sweden (also ‘Begripande’). ‘Active citizenship’, ‘Aktiivinen kansalaisuus’, ‘Osallisuus’ gave many matches in the Finnish data and ‘Aktivt medborgarskap’ in the Swedish data.

Table 4. Social inclusion policy

Social Inclusion Policy	Denmark	Finland	Iceland	Norway	Sweden
Equal opportunities	*	*	*	*	*
Gender	-	*	*	*	*
Immigrant	*	*	*	*	*
Social equity	*	*	*	*	*
Inclusion	*	*	*	*	*
Active citizenship (Good c.)	*	*	-	-	*

Equal opportunities

Denmark has a long and historic tradition of liberal adult education and association life. This has helped develop our democracy and cohesion. It has also helped creating a learning culture, which is based on individuals desiring to learn and the co-responsibility for their own learning and personal development. The Danish society is undergoing great changes at the moment. It is therefore crucial that everyone can keep up with developments in the society and can take an active part in democracy and the community in order to ensure cohesion in society. New knowledge and skills are being acquired in many different settings which are of importance for the personal development of individuals and their opportunities to participate in the labour market and in the society at large. Liberal adult education and voluntary work within the framework of associations play an important role in the development of both individuals and society. This includes, among other things, folk high schools and liberal adult educational associations offering adult education in the form of evening school, day high schools and study circles etc., or voluntary work in associations in the form of activities for children and young people. It is the Government's aim to increase the value placed on learning which takes place in liberal adult education and association and leisure activities and to create much better interaction between liberal adult education and learning in association activities and leisure activities and learning in the formal education system and in the workplace. It requires a more systematic effort to make visible and document non-formal and informal learning acquired through liberal adult education and voluntary work etc. This promotes participation in lifelong learning as well. DK_3

Equal schooling opportunities in Finland. High level of education and free, quality education are the base of Finnish welfare society. The Government ensures equal

opportunities or quality schooling from early education to higher education everywhere in the country. Adult education supports citizen involvement of society and working life. FI_1

Adults with no basic education and no basic skills deserve another chance. The Norwegian Government wants an adult population that takes an active part in the workplace and in society. As part of the Competence Reform, a number of measures were initiated to build up the skills of the adult population. However, this has not led to an increase in participation among those who are in greatest need of such education and training. The low participation in education and training among persons with a low education is due both to a lack of interest and to a shortage of good training programmes adapted to adult needs and life situations. Today, there is an increasingly large group of young adults who do not have the right to upper secondary education. This also applies to a growing number of immigrants who have arrived in Norway too late to exercise the right of adults to education. Measures:

- Extend the right to upper secondary education for all adults (abolish the 1978 regulation)
- Increase grants for the Programme to promote basic skills in the workplace
- Strengthen educational and career guidance for adults NO_2

Riktlinje 19. Sörja för en arbetsmarknad som är öppen för alla, göra arbete mer attraktivt och göra arbete lönsamt för arbetssökande, även för mindre gynnade personer och ej sysselsatta genom aktiva, förebyggande arbetsmarknadsåtgärder, inbegripet tidigt fastställande av behov, hjälp med arbetssökandet, vägledning och utbildning som ett led i personliga åtgärdsprogram, tillhandahållande av nödvändiga sociala tjänster för att stödja integration av de personer som är mest isolerade från arbetsmarknaden och bidra till utrotningen av fattigdom, fortlöpande översyn av den motivering eller brist på motivering som följer av skatte- och förmånssystem, inbegripet förvaltningen av förmåner och villkoren för dessa samt en betydande minskning av de höga effektiva marginalskattesatserna, särskilt för dem med låga inkomster, samtidigt som man sörjer för tillfredsställande nivåer för socialt skydd, utveckling av nya källor till sysselsättning inom tjänster med inriktning på personer och företag, särskilt på lokal nivå. SE6

Särvux, som vänder sig till vuxna med utvecklingsstörning, skall – med elevernas tidigare utbildning och erfarenheter som utgångspunkt samt utifrån grund för deltagande i samhällsliv och yrkesliv fördjupa och utveckla elevernas kunskaper som grund för deltagande i samhällsliv och yrkesliv. Särvux skall anordna utbildning såväl för kompetens i enstaka ämnen som för fullständig kompetens motsvarande den som ges i den obligatoriska särskolan och gymnasiesärskolans yrkesutbildning. SE_3

Gender

Finnish law of equality between women and men 8.8.1986/609. The meaning of this law is to prevent discrimination of sex and to promote equality and in this meaning improve the status of women especially in working life. FI_8

Norwegian education system and the labour market are characterised by strong gender differences. Women dominate in social, health and medical studies, in teaching, in the humanities and in social sciences, while men still dominate in natural sciences, mathematics and information technology. A Strategic Plan for Equity in Primary and Secondary Education in Norway is planned for 2007-1011, and measures include the importance of emphasising non-traditional choices of education and career for pupils in and after upper secondary education and training. Various measures have already been implemented to help the young make reflected choices about secondary education, professional and higher education – beyond the traditional gender barriers and according to their own interests and talents. NO_3

Lika villkor för kvinnor och män på arbetsmarknaden. Sysselsättningsgraden för kvinnor i Sverige är bland den högsta i EU. Trots det är det långt kvar till en jämställd arbetsmarknad. Flera viktiga könsrelaterade skillnader finns kvar, t.ex. när det gäller arbetsvillkor, inkomster, sjukfrånvaro och karriärmöjligheter. För att sysselsättningen för kvinnor ska kunna höjas måste jämställdheten mellan könen öka i hemmet, på arbetsmarknaden och i hela samhället. SE_6

Immigrant

It is a special task to introduce refugees and immigrants to the labour market since this is an essential prerequisite for successful integration. It is therefore part of the government's integration initiative, "Towards a new integration policy", to establish a more targeted effort in the area of vocational training of refugees and immigrants and to evaluate effectively their formal, non-formal and informal competences so that refugees and immigrants can obtain ordinary employment on the labour market as soon as possible. In this connection, the adult vocational training programmes – both the ordinary training programmes and the special programmes for refugees and immigrants – and the individual competence identification within the adult vocational training system play an important role. The special programmes for refugees and immigrants may be composed of the adult vocational training programmes and single-subject courses included in competence descriptions, including Danish, as well as practical training at an enterprise. The vocational education and training

effort for refugees and immigrants is based on the joint competence descriptions, to ensure that the effort for all target groups leads to the exact same competences. DK_7

A working group investigating testing of work-related competence of immigrants and refugees proposes that a guidance service be centrally placed in each county. The argument for this is that there is a need not only for testing of work-related competence, but also for guidance with regard to opportunities for work and education after testing (cf. Follow-up of Report to the Storting 17 (1996-97) On Immigration and the Multicultural Norway. Many speakers of minority languages have a deficient knowledge of Norwegian society and of the labour and education market. The evaluation of Reform 94 (the Upper Secondary School Reform) documented a need for more competence as regards guidance to speakers of minority languages, and showed statistical evidence that these pupils are fed through the system in as traditional a way as pupils who are native speakers of Norwegian, with partially greater negative consequences (B. Lødding, NIFU report No. 4, 1998 and NIFU's final report 19/1998). Extremely high dropout rates have also been documented for speakers of Norwegian as a second language in upper secondary education (V. Opheim and L.A. Støren, NIFU report No. 7/2001). NO_8

Ex Studievägledningen i skolan har redan från 1980-talet tagit hänsyn till samhälleliga ojämlikheter kopplade till kön och klass. Detta har också blivit en del av läroplanen. Men utbildningssystemets ignorering av de specifika och diskriminerande institutionella handlingarna som elever med invandrar- och minoritetsbakgrund möter är inte kopplad till skolans avsaknad av en ”mångkulturell policy”. Med denna policy menas en ”multikulti”-föreställning om elevernas egenskaper med vilken vissa elever skiljs från majoritetselever och ges specifika och underordnade egenskaper. SE_5

Social equity

Danish AMU training may be composed of courses lasting up to one year. It may either be courses providing a national competence, or courses that individual training centres organise on the basis of specific local needs. The integrated courses may include elements from other programmes than AMU, for example from general adult education and vocational education and training programmes. When courses are organised for the unemployed, they may be extended by up to 25%, and there may be practical training at enterprises as part of the overall training course. A special variant is integrated and long-term courses for refugees and immigrants. These courses include teaching in the Danish language as an integrated part of the vocational training. DK_8

Special education in Finland is developed so that students with special needs will mainly study in the same learning environment with other students. The schooling of the most disabled is taking place in special vocational institutes. FI_1

Participation by a job-seeker in Icelandic labour market measures. A job-seeker shall follow the schedules regarding his/her employment searches and participation in the appropriate labour market remedies under Article 11 and do everything in his/her power to improve his/her working capacity in order to become active participant in the labour market. Amongst other things, a job-seeker shall be obliged to attend interviews with an advisor at the Directorate of Labour as provided for under Article 14 and to participate in the labour market remedies on offer to him/her. In addition, a job-seeker shall inform the Directorate of Labour of any changes that may occur regarding his/her working capacity or other circumstances without unreasonable delay. IS_2

The different parts of the education system and their contribution to social equalisation must be seen as a whole. It is the totality of the measures from early childhood and up through the whole education and training system that determines whether we will be more successful in creating social equity than we are today. This is the basis for the priority areas and measures that are presented in this chapter. Chapter 6 discusses the Ministry's collective efforts to promote social equalisation, including ongoing measures, measures that will be further developed and new measures. NO_2

Inclusion

Unknown learning difficulty is a risk for inclusion and it affects adults' study motivation. It is estimated that one fourth (appr. one million Finns) are diverse learners and they are discovered in all age cohorts and all talent levels. More diverse learners are found among mental health patients, drug and alcohol users and long time unemployed. The sooner the problem is discovered the better is the minimizing of the weaknesses of diverse learning. This kind of learner will in his/her lifetime deal with healthcare, social care, education and labour market. The specialists of these sectors have not so far enough competence to recognize the problem and take care of it. FI_9

There will also be pupils at school who are in danger of falling behind in learning and mastering. There are a number of effective measures that help to get vulnerable children into a good learning process. The earlier these measures are initiated, the more effective and less resource-intensive they are. The best way to prevent marginalisation is to help at any early stage when there are still many possibilities and the child's motivation has not been weakened by failure. NO_2

Kommunerna och landstingen spelar en central roll i det svenska välfärdssystemet, eftersom de bär ansvar för bl.a. barnomsorg, grundläggande utbildning, sjukvård, äldreomsorg och stöd till funktionshindrade. För att kunna utveckla välfärden och klara framtida åtaganden för en åldrande befolkning höjs de generella och riktade bidragen till kommunerna, inklusive sysselsättningsstödet. SE6

För långtidsarbetslösa personer har arbetsförmedlingen i dag en skyldighet att upprätta individuella handlingsplaner, vars mål är att leda till arbete för individen. För dessa personer kan handlingsplanen vara en utgångspunkt för den individuella studieplanen som bör innehålla övergripande mål, yrkesplaner, konkreta studiemål, tidsplan och planerad studiegång m.m. SE_9

Active citizenship

According to the Government Program the functioning of free adult education (vapaa sivistystyö) is ensured. At the same time educational opportunities of immigrants and adults that are in threat of inclusion will be developed. It will be taken care that from the education enough is given to education that supports immigrants language studies and integration to the society; to the schooling that supports activities of senior citizens and improves their standard of life, and to other education that prevents inclusion and strengthens functions of active citizenship. FI_1

En del i inlärningsprocessen är främjandet av ett aktivt medborgarskap. Fokus för ett aktivt medborgarskap är om och på vilket sätt människor deltar i alla aspekter av det sociala och ekonomiska livet, vilka möjligheter och vilka risker de stöter på när de försöker göra detta och i vilken utsträckning de därför känner att de hör hemma i och har något att säga till om i det samhälle de lever i. Främjandet av aktivt medborgarskap och anställbarhet skall ses som faktorer som kompletterar varandra. Bägge är beroende av att människor har adekvata och aktuella kunskaper och färdigheter för att livet igenom delta i och bidra till det ekonomiska och sociala livet. I detta sammanhang är det viktigt att minska misslyckandena i skolan. Samtidigt måste det noteras att icke-formellt lärande också främjar unga människors anställbarhet och utvecklar deras kompetens och färdigheter. SE_1

Eftersom samhället styr över utbildningen, bör den användas för att utveckla det slag av samhälle vi vill ha. Detta innebär att utbildningssystemen måste få människor att godta att det inte finns någon plats för rasism och intolerans i vårt samhälle och att all diskriminering på grund av till exempel kön, religion, färg eller etniskt ursprung är oacceptabel. Allt eftersom lärande blir allt viktigare i kunskapsamhället och människor förmås att delta

alltmer aktivt i det, måste möjligheterna till tillträde till utbildning stå öppna för dem. För att utveckla medborgarskap genom utbildningssystemen är det nödvändigt att de olika intressenterna uppmuntras att delta. SE_1

4.4. Economic impact

In economic terms, guidance can assist the operation of the labour market in three main ways (Killeen et al²⁶, 1992; Plant 2009):

- by supporting individual decisions (labour supply decisions, human capital decisions, and job search decisions)
- by reducing labour market failures (drop-outs from training, mismatch, discouraged workers)
- by contributing to institutional reforms designed to improve the functioning of the labour market (open learning, job-and-training rotation schemes, etc.).

In the Nordic policy documents the expected outcome from economic perspective is more related to individual level (Table 5.). The findings relate to competence development of the individual. The findings are in congruence with the fact that one of the difficulties of measuring economic outcomes of guidance is the obvious one that it is very difficult to establish control groups, which are not affected by specific interventions. First of all, it would be morally questionable to deprive certain groups of services which were given to everybody else; and secondly, guidance is difficult to disentangle from other forms of information and inspiration, from the influence of peer advice, the media, and chance, and from other elements of schemes of which they are an integral part (Plant 2009²⁷).

4.4.1. National policy examples related to Economic impact

In **Denmark** ‘Workforce/labourforce development’ didn’t give any matches, but through reading a lot of material was found. Drop-out gave strait some texts. In **Finland** there were some matches in each item, but the most texts were found by using ‘Efficiency*, ‘Tehokkuus’ and ‘Työuran pidentäminen’. In **Iceland** there were several texts found by using ‘Workforce development’. In **Norway** several findings by using ‘Efficiency’,

²⁶ Killeen, J., White, M. & Watts, A.G. (1992), *The Economic Value of Careers Guidance*, Policy Studies Institute, London.

²⁷ Plant, P. 2009. Quality in Careers Education and Guidance. A paper prepared for the European Lifelong Guidance Policy Network. Unpublished document.

‘Utbytte’ and ‘Drop-out’. In Sweden several findings through the use of ‘Competitiveness’, ‘Konkurrenskraft’ and some findings by using the terms ‘Economic development’, ‘Ekonomisk utveckling’, ‘Community development’, ‘Kommunutveckling’, ‘Samhällsutveckling’, ‘Regional development’, ‘Regionalutveckling’, ‘Human capital’, ‘Humankapital’, ‘Efficiency’, ‘Effektivitet’, ‘Drop-out’, ‘Avbrott’, ‘Transition’, ‘Övergång’ and ‘Gå i pension’, ‘Pensioneras’

Table 5. Economic impact

Economic Impact	Denmark	Finland	Iceland	Norway	Sweden
Workforce/Labourforce development	*	*	*	-	*
Employment, employability, 'marketability'	*	*	*	*	-
Competitiveness	*	-	-	-	*
Economic development	*	-	-	-	*
Community development	*	-	*	-	*
Regional development	*	*	-	-	*
Human capital	-	-	-	-	*
Cost effectiveness cost efficiency	*	*	-	-	-
Cost – Benefit	-	-	-	-	*
Efficiency Efficient investment in education and training Labour market efficiency	*	*	*	*	*
Prolongation of studies The length of studies	-	*	-	-	-
Student retention / Drop-out	*	*	*	*	*
Transition	*	*	-	*	*
Third age Older workers Retirement	-	*	-	-	*

Workforce/Labourforce development

The Danish society is at present characterised by growth and progress in all areas of the economy. This also applies to the labour market where the level of employment is historic high and where in many places there is a shortage of qualified labour. This means that many people who in the past had problems getting a foothold in the labour market have now found employment. This also applies to the long-term unemployed, people with disabilities, the

socially marginalised and social groups which for other reasons have had problems getting started. Everyone is needed in the labour market. This has created a need for an extraordinary effort to help more people to find work. It is the Government's aim to make a special effort in relation to the unemployed and people of a different ethnic origin who need to train and upgrade their skills in the labour market. This is to be implemented through the following initiatives in particular:

- An improved job rotation scheme which also includes a special job rotation benefit for enterprises using the scheme.
- An improvement of the grant scheme for enterprises which enter into vocational education and training contracts with adults.
- A pilot project on screening of the literacy skills of the unemployed. This will be aimed at people with little or no formal education.
- Young unemployed persons between the ages of 18 and 30 who do not already have a qualification are to be given the greatest possible encouragement to take a normal education programme on normal terms and conditions.
- Ny chance til alle (A new chance for everyone) - a special action aimed at passive recipients of cash benefit and starting assistance who have been recipients of benefit for more than one year. DK_3

Policy programme for employment, entrepreneurship and worklife in Finland.

In order to secure a sound basis for economic growth, employment and the welfare society, it will be necessary to improve productivity and the standard of quality of the working environment over the next few decades, with productivity playing an increasingly important part as people are ageing. A new Finnish modus operandi will be worked out to create greater harmony between job security and flexibility. Promoting these objectives side by side will help respond to the needs of both the employer and employees. The programme will be prepared and implemented in consultation with the labour market and entrepreneur organisations. The policy programme is designed to ensure true commitment to jointly established strategic goals on the part of the various parties. Due consideration in the course of preparation will be given to the proposal by the working group, appointed by the Ministry of Labour, as to the enhancement of productivity and the standard of quality of worklife.

•As in the past, a permanent employment relationship will remain a guarantee for job security and productivity. However, the new modi operandi call for greater flexibility in the labour market. The goal is to strike a balance between sound business environments, various forms of employment, and job security. At the same time, steps will have to be taken to improve the position of people holding atypical jobs and positions. FI_2

Gathering of information on the employment situation in Iceland. The Directorate of Labour shall at regular intervals gather information on the employment situation, unemployment and employment prospects relating to individual parts of the country. It shall also monitor

the composition of the workforce in Iceland. The Directorate of Labour shall also make regular surveys of the demand for labour and the outlook in occupational sectors so as to make it possible to assess the employment prospects of students in various lines of study and to improve the counselling regarding employment available to senior school and university-level students. IS_1

Employment, employability, marketability

The constant changes in the labour market and in society continuously make new demands on the skills and adaptability of individuals. Participation in adult education and continuing training help individuals participate actively in the labour market throughout their lives. The competitiveness of Danish enterprises and the quality of services is largely dependent on investment in continuing training and competence development. An increased effort in adult education and continuing training at all levels, promoting lifelong skills upgrading for all, is therefore necessary for the development of Denmark as a leading knowledge society and plays an important role in the national strategy for lifelong learning. DK_3

Norwegian lifelong guidance policies and systems. Today, guidance services in Norway are for the most part organized within each sector. The counselling services in lower and upper secondary schools provide counselling for pupils, to which they have statutory rights. Academic counselling services and career services in HEIs cater for applicants, students and graduates. The public employment offices are responsible for providing guidance to job seekers. In White Paper no. 16 (2006-2007), the government proposes a series of actions to strengthen each of these services, and to tie them closer together by way of national and regional coordination measures. NO_3

Community development

Migration to the capital area in Iceland. The trend of people moving from the countryside towards the capital area, apparent all through the 20th century, is an important factor in education and training. People, especially those who want university qualifications, move, sometimes when they are still in secondary school. Many steps have been taken to try to reverse the situation. Thus the availability of (at least) basic upper secondary education, distance learning and courses at the continuing education centres have increased the offer of studies outside the capital area by a great deal. In the spring of 2002 the Alþingi (Parliament) passed a plan on the development of the countryside with a strong emphasis on education, especially vocational education. Distance learning will be further developed with the aim of making it possible for people to stay at home for a longer time. IS_3

Under 2004 uppgick svenska näringslivsinvesteringar till 13 procent av BNP jämfört med EU-genomsnittet på 17 procent. För att råda bot på dessa problem vidtar regeringen åtgärder för att förbättra konkurrenskraften och näringslivsklimatet. SE_6

Competitiveness

För att öka det svenska näringslivets konkurrenskraft har regeringen initierat en innovationsstrategi för tillväxt genom förnyelse. Villkoren för företag kommer att förbättras, framför allt för småföretag, till exempel genom förbättrade regler, lägre skatter, främjande av entreprenörsanda, bättre samverkan mellan universitet och näringsliv samt en förbättrad infrastruktur. SE_6

Economic development

En innovativ och konkurrenskraftig industri . Inriktningen för den nya näringspolitiken presenteras i innovationsstrategin, Innovativa Sverige – En strategi för tillväxt genom förnyelse. En central del i strategin är regeringens överläggningar med representanter från industrin, offentliga myndigheter, forskare och arbetsmarknadens parter inom sex viktiga sektorer i svensk ekonomi (fordon, IT/telekom, bioteknik, läkemedel, metall, samt massa- och pappersindustrin). Målsättningen är att gemensamt ta fram en handlingsplan för var och en av dessa industrisektorer utifrån en analys av den aktuella situationen och styrkan hos de svenska aktörerna. Dessutom skall synergieffekter mellan insatser i olika sektorer identifieras. De åtgärder som föreslås kan omfatta förändringar i regelverk, forskningsprogram inom offentlig-privata partnerskap och att skapa forum för samarbete. Syftet är att förbättra kommunikationen mellan aktörerna, och skapa bättre prioriteringar och beslutsfattande av reformer. Ett liknande projekt har slutförts för den svenska flyg och rymdindustrin. Arbetet med programmet Teknikplattformar på europeisk nivå kommer att få betydelse. SE_6

Regional development

Den regionala och lokala nivån . Ansvar för den regionala utvecklingspolitiken i Sverige är delat mellan den nationella och den regionala nivån. Det strategiska instrumentet är de regionala utvecklingsprogrammen där regionala prioriteringar för hållbar regional utveckling fastställs. Prioriteringarna överensstämmer väl med Lissabonstrategins agenda och genomförs genom de regionala tillväxtprogrammen och strukturfundsprogrammen. För att stärka styrningen och dialogen mellan de nationella, regionala och lokala nivåerna

kommer regeringen under 2006 att lägga fram en samlad nationell strategi för regional utveckling. Syftet är att klargöra regeringens mål för den regionala utvecklingspolitiken och genomförandet av sammanhållningspolitiken i linje med Europeiska kommissionens initiativ att stärka den strategiska inriktningen för sammanhållningspolitiken. SE_6

Human capital

Humankapitalet är en strategiskt viktig resurs för utveckling av den svenska ekonomin. Utbildningspolitiken inriktas på kvalitet i utbildningssystemet, individens personliga utveckling och på att skapa förutsättningar för ett livslångt lärande för alla. Utbildningen ger nödvändiga förutsättningar för att skapa konkurrenskraftiga arbetstillfällen, ökad produktivitet och individer som enklare kan anpassa sig till arbetsmarknadens behov. SE_6

Riktlinje 23 – Utöka och förbättra investeringarna i humankapital

Den svenska strategin för livslångt lärande bygger på ett antal grundläggande principer: alla skeden i livet måste avses, återvändsgränder i utbildningssystemet måste undanröjas och skolsystemet måste ge alla medborgare tillgång till grundutbildning samt ge de kunskaper och färdigheter som är nödvändiga förutsättningar för vidare studier och utveckling av den egna kompetensen. En grundtanke i det offentliga utbildningssystemet är att all utbildning ska vara kostnadsfri för individen. Sverige uppfyller de riktlinjer som har fastställts på europeisk nivå inom utbildningsområdet (se bilaga 6). Regeringens arbete fokuserar på ytterligare utveckling av kvaliteten i utbildningen och anpassning till individuella behov. SE_6

Cost effectiveness

Denmark is among the countries with the highest level of participation in adult education and continuing training, competence development at work and liberal adult educational activities during leisure time. Both public and private investment in the development of new qualifications and competences are among the highest in Europe. A very substantial part of the overall learning and competence development takes place in connection with work. It is a well-established practice that the social partners, through collective bargaining, enter into agreements concerning the competence development of employees and human resource planning in the enterprises. The following is stressed in Danish strategy:

- Efforts are to be strengthened for all groups in the labour market, from the low-skilled to highly qualified specialists. The aim is an increase in the overall competences of the labour force.

- Greater emphasis must be placed on those with the greatest need - the low-skilled and those with literacy and numeracy problems. The aim is that more people with the lowest level of formal education shall participate in vocational adult education and continuing training.
- Fundamental general skills in the labour force must be strengthened. The aim is that more people, especially those with the lowest level of formal education and marginalised groups, including bilinguals, shall participate in general qualifying education.
- New forms of governance and funding are to be developed. The aim is better utilisation of resources and increased investment in adult education and continuing training. DK_3

According to statistics and studies, a large share of adult education is hit and miss, based on rather low levels of planning and knowledge, and the shares of people starting in education and using the opportunities of obtaining diplomas, education and training are not evenly distributed between the population groups. By means of versatile and customer-oriented information, advisory and guidance services, the possibilities of the citizens and the working life to find the types of education, training and diplomas that are the best suited for the various skills needs can be improved and inappropriate selections could be reduced. This way, the economical use of education and training resources could be improved, saving time and money. The objectives associated with the employment rate, participation in education and training by the working-age adult population and the effectiveness of education and training highlight the needs for improving the services. Measures should in particular target groups under-represented in adult education. There is a growing need for information on education and training opportunities abroad that are suitable for the adult population and on opportunities meeting the international demand for education and training in Finland. FI_10

Efficiency

In the future, the need for competence development must be addressed by including the competence development taking place at the workplace to a larger extent than is the case today. Developments in the labour market and at enterprises are creating new requirements in terms of the organization of adult education and continuing training with a view to minimizing production losses while at the same time ensuring the necessary competence development. DK_7

Kort status så langt: For å si noe om hvem som bruker oss, hvilke tjenester som benyttes og for å måle brukerfornøydheten, bruker vi et verktøy som heter refleks. Det er et web-basert program som gir oss muligheten til å måle effekten på kort og lang sikt. Vi ønsker hele tiden

å forberede oss, og verktøyet gir oss god kunnskap både kvantitativt og kvalitativt og bidrar til profesjonalitet. Vi bruker verktøyet både internt til registrering av alle våre kunder og som en brukerundersøkelse. Alle som har vært til samtale hos oss svarer på en brukerundersøkelse. Brukerundersøkelsen måler bl.a. tilfredsheten og hvilke forventninger kunden har til oss. NO_5

Arbetsmarknadsutbildningen ger positiva effekter på arbeidsløsa individers möjligheter att få arbete och på inkomster samt minskar socialbidragsberoendet. Det gäller såväl kvinnor som män, yngre som äldre men även utsatta grupper på arbetsmarknaden – lågut-bildade, personer födda i länder utanför Norden och långtids-arbetslösa. SE_15

Prolongation of studies

Adult education plays a central role in the maintenance and renewal of the skills of the working age adult population. The Ministry of Education is responsible for a comprehensive network of parties providing adult education, an adequate basic offer, a working system of diplomas and quality assurance as well as the competence and skills of the teaching staff. Staying on in working life and employability are supported by both proactive and corrective labour force training. In the planning of meaningful working and educational careers that respond to the skills needs of the working life and the citizens, and in order for people to complete education/training making these careers possible, wide-reaching information and advisory services and guidance will be needed. This will not succeed without networking and determined co-operation between the educational and labour administrations. Information and advisory services on adult education and guidance supporting the planning of educational and working careers and acquiring the skills required for them play a central role in this process. A necessary prerequisite is an adequate offer of education and training and diploma systems suited to the needs of the working-age adult population, schemes for identifying and recognising existing skills, financial preconditions and support forms for adult education as well as the skills, resources and attitudes of the staff over the whole chain. FI_10

Transition

In all sectors of schooling the aim is to shorten the length of studies. The Ministry of Education and Higher Education Institutes will make the field-specific recommendations to recognition of prior learning. FI_1

Karriereveiledning i overgangen fra studium til arbeidsliv er spesielt viktig for kandidater med lavt utdannede foreldre og kandidater med minoritetsbakgrunn, som ikke har nettverk i like stor grad som andre kandidater. Forskning viser også at foreldrenes utdanningsbakgrunn har sammenheng med fullføring, og at frafallet er størst for studenter med lavt utdannede foreldre. God veiledning i høyere utdanning er dermed også viktig i arbeidet for sosial utjevning. NO_6

Dropout

The Danish 2003 Act on guidance is primarily targeted at young people up to the age of 25 years...contribute to limiting, as much as possible, the number of dropouts and students changing from one education and/or training programme to another (DK1). The interaction between adult vocational training programmes and vocational education and training programmes has also been included in eud+. In a recently presented bill this is being proposed as a new possibility for completing a vocational training programme. Eud+ is being introduced as part of the political agreement in phase II "Renewal of the principle of alternance training and new solutions instead of workshop training (practical training at the school)". This scheme means that students who have completed the 1st level of a vocational education and training programme (if it has more than one level) can return to school to complete the 2nd level or perhaps subsequent levels without having a training agreement (practical apprentice place). The conditions for returning are that the student is under the age of 25 and has had at least 6 months' relevant paid employment on the basis of the level 1 training programme. The participant will undergo a competence assessment at the school and receive a training plan indicating school modules, courses and any requirements in terms of vocational training at the school or/and practical training periods at an enterprise. Eud+ may comprise elements from the vocational education and training programmes as well as the adult vocational training programmes. DK_7

Parliament of Iceland: Althingi. Counsellors have often been solicited in assisting drop outs. A resolution concerning the enhancement of school and career guidance was passed in spring 2007. The main aim of the resolution is to enhance school and career counselling so that dropout from upper secondary schools may be reduced. IS_1

Upper secondary schooling. The main challenge in upper secondary education is getting as many pupils as possible to complete their schooling with a certificate of upper secondary education, a craft certificate or a journeyman's certificate. Without a certificate from the upper secondary school, the probability of poverty or marginalisation later in life increases dramatically. Weak learning in the primary and lower secondary school appears to have great significance for the probability of dropping out of upper secondary school. Choices,

learning and drop-out rates in the upper secondary school are linked with lower level grades, which vary according to the pupils' family background. Pupils with poor basic skills from primary and lower secondary school find it very difficult to acquire knowledge that is presented in writing or in a theoretical form. The introduction of Reform 94 brought to light the problems young people face in later education and in the labour market if they have not acquired adequate skills in primary and lower secondary school. The current labour market demands competence in the form of basic skills. This is reflected in the organisation of and requirements regarding technical and vocational education in Reform 94 and in the Knowledge Promotion programme. NO_2

High drop-out rate in technical and vocational education. The completion rate is particularly low in vocational training programmes. This is linked, for example, with the fact that there are a larger number of pupils with poorer grades and a great deal of absence from lower secondary school on these courses. This must in turn be seen in the light of the pupils' family background. Moreover, it appears that the quality of technical and vocational education varies. NO_2

Grundläggande vuxenutbildning ska ge vuxna sådana kunskaper och färdigheter som de behöver för att delta i samhälls- och arbetsliv. Den ska också syfta till att möjliggöra fortsatta studier. Kommunerna ska erbjuda grundläggande vuxenutbildning till alla vuxna som saknar sådana färdigheter som normalt uppnås i grundskolan. SE_2

Riktlinje 23 . Utöka och förbättra investeringarna i humankapital genom en utbildningspolitik och utbildningsåtgärder som omfattar alla, i syfte att avsevärt underlätta tillträdet till grundläggande yrkesutbildning, sekundär utbildning och högre utbildning, inklusive lärlingsutbildning och utbildning i entreprenörskap, en avsevärd minskning av det antal elever som slutar skolan i förtid, effektiva strategier för livslångt lärande öppna för alla i skolor, företag, offentliga myndigheter och hem i enlighet med europeiska avtal, inbegripet lämpliga stimulansåtgärder och stadsfördelningsmekanismer för att öka deltagandet i vidareutbildning och arbetsplatsutbildning under hela livscykeln, särskilt för lågutbildade och äldre arbetstagare. SE_6

Third age

Policy programme for employment, entrepreneurship and worklife in Finland. Proper consideration will be given in the policy programme to the views presented in the appointed working group's report to an incentive-oriented social security system. In particular, the implementation of the political programme calls for an analysis of how to extend the working careers of ageing personnel in the context of the envisaged incentive social security system. The policy programme foresees reforms across administrative divisions and

institutional changes. In order to promote the availability of labour, steps will be promoted to shorten the time required for completing degrees, extend work careers, increase the incentive aspect of social security, and promote work-based immigration. Projects to reconcile work and family life will be promoted. At the same time, the programme will need to find ways of improving job satisfaction and well-being at work. FI_2

Kommunerna och landstingen spelar en central roll i det svenska välfärdssystemet, eftersom de bär ansvar för bl.a. barnomsorg, grundläggande utbildning, sjukvård, äldreomsorg och stöd till funktionshindrade. För att kunna utveckla välfärden och klara framtida åtaganden för en åldrande befolkning höjs de generella och riktade bidragen till kommunerna, inklusive sysselsättningsstödet. SE_6

Riktlinjer 18. Främja en livscykelinriktad syn på arbete genom ett förnyat försök att skapa sysselsättningsmöjligheter för unga och minska ungdomsarbetslösheten i enlighet med ungdomspakten, resoluta åtgärder för att öka kvinnors deltagande och minska klyftorna mellan män och kvinnor när det gäller sysselsättning, arbetslöshet och löner, bättre balans mellan arbete och privatliv samt tillhandahållande av tillgänglig barnomsorg och anhörigvård till rimliga priser, stöd till aktivt åldrande, inbegripet lämpliga arbetsvillkor, bättre (yrkes)hälsostatus och tillräckliga stimulansåtgärder för arbete och åtgärder för att motverka förtidspensionering, moderna sociala trygghetssystem, inklusive pensioner och hälsovård, som är socialt tillräckliga, ekonomiskt hållbara och anpassade till föränderliga behov, så att man stöder längre sysselsättning och längre arbetsliv. SE_6

5. Implications for further development

The aim of this study was to examine what type of evidence of guidance outcomes exists? and how much there is evidence to promote sustainable evidence base for guidance practice and policy development in the Nordic Countries. Secondly, the aim was to examine the existing policy documents on adult guidance counselling and document and what kinds of outcomes are expected within the existing policies.

The expected outcomes identified in the national policy documents are in congruence with the key European Union educational and labour market policy documents. There are not major differences in the policy documents between the Nordic countries. There seems to be a consensus on the importance of lifelong guidance as an important vehicle in promoting lifelong learning, labourforce development as well as social equity. The expected outcomes on individual level are related to learning skills and placement in further education or in labour market. The outcomes related to career management skills are not explicitly identified.

According to the analysis and the NVL guidance group consultation there seems to be some progress within some individual research projects and initiatives established in promoting evidence base in guidance practise and policy development. Under the ESF 2007-2013 programmes Denmark and Finland have national initiatives to establish a common conceptual framework for quality development in guidance. The work on quality development in lifelong guidance in the Nordic countries is connected with the work of the European Lifelong Guidance Policy Network which aims to further elaborate the meta-

criteria for quality development included in the EU common reference tools on lifelong guidance. Iceland has new legislation in guidance and the implementation could be promoted by the regional guidance centres. A similar process can be identified in Norway in the implementation of white papers related to guidance. In Sweden the policy papers are comprehensive and well thought through, but there seems not to be explicit policy drivers to support the implementation of them.

However, this study has identified that in the Nordic countries there seems to be a similar gap on existing research on evidence base for guidance practice and policy development like in OECD 2004 evaluations. The existing research has been focusing on aspects of the guidance service rather than providing data for service development purposes. An explicit gap in the research and national quality frameworks seems to be in the user involvement in the design and evaluation of the guidance services.

The EU Common reference tools on lifelong guidance stress the importance of giving citizens a voice in the articulation and development of indicators, as well as in the analysis of the data generated, and the importance of developing evaluation frameworks that recognise the multi-faceted nature of guidance including the development of career management skills.

As a follow-up of this study it would be helpful to further elaborate the centrality of citizen and especially the user voice in lifelong guidance. The work could build on existing research and other national initiatives on this topic. The study could be structured according to a 5 step taxonomy which identifies potential levels of citizen involvement in guidance. The project could analyse whether user involvement in different phases of guidance process improve guidance practice and policy development? The project could analyse how different user groups could be involved in the design of the services and what could be learned from the user involvement. The next step would examine how the guidance services can better respond to the needs of different user groups. Thirdly, the project examines what data should be collected to provide the necessary evidence of the user involvement. The data collection and potential pilots could be integrated in parallel national initiatives and pilots in each Nordic country.

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7. Annexes

Annex 1. NVL-Glossary of terms used

Annex 2. NVL-summary of the terms found (*) / not perceived (-)

Annex 3. Extracts from Danish policy documents in main categories

Annex 4. Extracts from Finnish policy documents in main categories

Annex 5. Extracts from Icelandic policy documents in main categories

Annex 6. Extracts from Norwegian policy documents in main categories

Annex 7. Extracts from Swedish policy documents in main categories

Annexes 3.-7.

Extracts from national policy documents are available with the online version of this report at: <http://www.nordvux.net/>

Annex 1. NVL-Glossary of terms used

I Citizen Perspectives: 1.1. Learning/study	Finnish terms	Norwegian terms	Swedish terms	Icelandic terms
Learning / Study skills Lifelong learning Further education Continuing education Adult education and continuing education	Oppiminen/ opiskelutaidot Elinikäinen oppiminen Täydennys-koulutus Jatkokoulutus	Studiekompetanse Livslang læring Videreutdanning Etterutdanning Voksenopplæring	Lärande Livslångt lärande Fortbildning Vidareutbildning Vuxenutbildning och vidareutbildning	Nám / Námstækni Símenntun Framhaldsmenntun Endurmenntun Fullorðinsfræðsla og endurmenntun
Motivation	Motivaatio	Motivasjon	Motivation	Hvatning
Communication	Vuorovaikutus	Kommunisering	Kommunikation	Samskipti
Placement	Sijoittuminen	Stilling	Anställning	Staða
Counsellor	Ohjaaja	Rådgiver		Ráðgjafi
Work-based learning	Työssä-oppiminen	Læring på arbeidsplassen	Lärling	Lærlingur
Workplace learning	Työpaikka-oppiminen	Læring på arbeidsplassen	Arbetsplatsförlagt lärande	Nám á vinnustað
Workplace counselling	Työpaikkaohjaus Työelämäohjaus	Yrkesveiledning	Arbetsplatsförlagd vägledning (begreppet finns knappast)	Náms- og starfsráðgjöf á vinnustað
Quality assurance	Laadunvarmistus	Kvalitetssikring	Kvalitetssäkring	Gæðatrygging
Lifelong guidance	Elinikäinen ohjaus	<i>Vi bruker ikke dette begrepet i Norge</i>	Livslång vägledning	Náms- og starfsráðgjöf allt lífið
Career guidance	Uraohjaus	Karriereveiledning	Karriärvägledning/ rådgivning Yrkesvägledning	Náms- og starfsráðgjöf
Career counselling /counseling	Uraohjaus	Karriererådgiving	Karriärvägledning Vägledning, rådgivning	Náms- og starfsráðgjöf
Guidance	Ohjaus	Veiledning		Ráðgjöf

Counseling/ counselling	Ohjaus	Rådgiving		Ráðgjöf
Guidance and counseling/ Counselling		Veiledning og rådgiving		Ráðgjöf

I Citizen Perspectives: 1.2. Career Management	Finnish terms	Norwegian terms	Swedish terms	Icelandic terms
Career development	Urakehitys	Karriereutvikling	Karriärutveckling	Starfsþróun
Career management <i>(Including the ability to make effective transitions and plan progression)</i>	Urasuunnittelu	Yrkesplanlegging	Karriärplanering Yrkesplanering	Áætlun í námi og starfi
Occupational thinking <i>(Organize and differentiate occupational information)</i>	Ammatillinen ajattelu	Tenker profesjonelt		Starfshugsun
Employment	Työllisyys /Työllistyminen	Arbeid, ansettelse, sysselsetting	Anställning	Atvinna
Employability	Työllistettävyyys	Ansettelsesbar	Anställningsbar	Vinnuhæfur
Job satisfaction	Työtyytyväisyys	Tilfreds i jobben	Arbetstillfredsställelse	Starfsánægja
Entrepreneurship	Yrittäjyys	Entreprenørskap	Entreprenörskap	Frumkvöðlastarf
Skills match <i>(User Skills and Task Match) (USTM)</i>	Kohtaanto-ongelmat Työelämä-vastaavuus	Kompetent	Färdighets-matchning	Hæfni
Correspondence between VET and labour market competences		Samsvar mellom utdanning og etterspørsel av kompetanse		Samsvörun á milli menntunar og spurnar vinnumarkaðar eftir færni
Competence	Kompetenssi, pätevyys	Kompetanse	Kompetens (behörighet)	Hæfni
Action plan	Toiminta-suunnitelma	Handlingsplan	Handlingsplan (studieplan)	Framkvæmdaáætlun

Decision making skills	Päätöksentekotaidot	Beslutnings-kompetanse	Beslutsfärdighet	Ákvarðanaleikni
Decision learning		Lære å ta beslutninger		Að læra að taka ákvarðanir
Competence profile	Pätevyysprofiili	Kompetanseprofil	Kompetensprofil	Hæfniprófíll
Knowledge	Tieto	Kunnskap	Kunnskap	Kunnátta
Transition	Muutos	Overgang	Övergång	

I Citizen Perspectives: 1.3. Personal Support	Finnish terms	Norwegian terms	Swedish terms	Icelandic terms
Life planning skills	Elämänhallinta-aidot	Evne til å tenke framtidsett		Leikni til að áætla framtíðina
Self-esteem	Itsetunto	Selvfølelse	Självaktning	Sjálfsvirðing
Self-knowledge, Self-awareness, Self-reliance,	Itseluottamus	Selvinnsikt	Självkänedom, medvetenhet Självförtroende, självtillit, oberoende	Sjálfsþekking, sjálfsvitund, sjálfstraust
Development of self motivation	Motivaation kehittyminen	Utvikling av egen motivasjon		Þróa með sér getu til að hvetja sjálfan sig
Life management	Elämänhallinta	Ansvar for egen utvikling	Livsplanering	Lífsáætlun

II Social Inclusion Policy	Finnish terms	Norwegian terms	Swedish terms	Icelandic terms
Equal opportunities	Yhdenvertaiset mahdollisuudet	Like muligheter	Lika möjligheter	Jafnir möguleikar
Gender	Sukupuoli	Kjønn	Kön	Kyn
Immigrant	Maahanmuuttaja	Innvandrer	Immigrant	Innflytjandi
Social equity	Sosiaalinen oikeudenmukaisuus	Sosial likhet	Social rättvisa	Jafnrétti
Inclusion	Syrjäytymisen	Inkludering	Inbegripande	Full þátttaka

	vähentäminen			
Active citizenship (Good c.)	Aktiivinen kansalaisuus /Osallisuus	Aktivt medborgerskap	Aktivt medborgarskap	Virkur þegnskapur

III Economic Impact	Finnish terms	Norwegian terms	Swedish terms	Icelandic terms
Workforce/Labour-force development	Työvoiman kehittyminen	Arbeidskrafts-utvikling	Arbetskraft Arbetskrafts-utveckling	Þróun vinnuafis
Employment, employability, 'marketability'	Työllisyys	Ansettelse Tilsetting Markedstilpassing	Anställningsbarhet	Atvinna, vinnuhæfni, markaðshæfni
Competitiveness	Kilpailukyky	Konkurransedyktig	Konkurrenskraft	Samkeppni
Economic development	Talouskehitys	Økonomisk utvikling	Ekonomisk utveckling	Hagþróun
Community development		Samfunns-utvikling	Kommunutveckling Samhällsutveckling	Samfélagsþróun
Regional development	Alueellinen kehittyminen	Regional utvikling	Regionalutveckling	Sveitafélagapróun
Human capital		Humankapital	Humankapital	Mannauður
Cost effectiveness cost efficiency	Kustannus-tehokkuus	Kostnadseffektivt	Kostnadseffektivitet	Skilvirkni
Cost – Benefit	Kustannus-hyöty	Kost-nytte	Kostnadsfordel	Kosnaðar- og nytjagreining
Efficiency Efficient investment in education and training Labour market efficiency	Tehokkuus Tehokas sijoitus koulutukseen Työmarkkina-tehokkuus	Utbytte	Effektivitet	Skilvirkni Ábatasöm fjárfesting í menntun og fræðslu Skilvirknir vinnumarðarins
Prolongation of studies The length of studies	Opintojen pidentyminen	Forlengelse av studier	Förlängning av studier	Lenging náms

	Opintojen pituus			
Student retention	Opintojen keskeyttäminen Koulu-pudokkuus	<i>Bruker ikke dette på norsk</i>	Kvarhållande, (kvarsittning)	Sitja eftir í bekk
Drop-out		Drop-out	Avbrott	Brottfall
Transition	Opinnoista työhön siirtymisen nopeuttaminen	Overgang	Övergång	Yfirfærsla
Third age Older workers Retirement	Kolmas ikä lääkämpi työväki Eläkkeelle siirtyminen Työuran pidentäminen	<i>Bruker ikke dette uttrykket på norsk</i> Eldre arbeidstakere Pensjon		Eldri borgarar Eldra vinnuafl Eftirlaunaaldur

Annex 2. NVL-summary of the terms found (*) / not perceived (-)

I Citizen Perspectives: 1.1. Learning/study	Denmark	Finland	Iceland	Norway	Sweden
Learning / Study skills					
Lifelong learning	*	*	*	*	*
Further education		*			
Continuing education		*	*	*	*
Adult education and continuing training	*				
Motivation	*	-	-	*	*
Communication	-	-	-	-	*
Placement	-	*	-	*	*
Work-based learning	-	-	-	-	*
Workplace learning	*	*	*	*	*
Workplace counselling	-	-	*	-	*
Quality assurance	*	*	*	*	*
Lifelong guidance	-	*	*	*	-
Career guidance					
Career counselling /counseling	*	*	*	*	*
Guidance					
Counselling/ counseling					
Guidance and counselling/counselling					

I Citizen Perspectives: 1.2. Career Management	Denmark	Finland	Iceland	Norway	Sweden
Career development	-	*	*	*	-
Career management	-	*	*	-	-
Occupational thinking	-	-	*	-	-
Employment	*	*	*	*	*
Employability	*	*	*	-	*
Job satisfaction	-	*	-	*	-
Entrepreneurship	*	*	-	-	*
Skills match	*	*	-	*	*
Correspondence between VET and labour market competences	*	*	*	*	*
Competence	-	-	*	*	*
Action plan	-	-	*	*	-
Decision making skills	*	-	-	*	-
Decision learning	-	-	-	-	-
Competence profile	*	-	-	*	*
Knowledge	*	*	*	*	*
Transition	*	*	-	*	*

I Citizen Perspectives: 1.3. Personal Support	Denmark	Finland	Iceland	Norway	Sweden
Life planning skills	*	*	-	*	-
Self-knowledge, Self-awareness, Self-reliance,	-	-	-	*	-
Development of self motivation	-	-	-	*	-
Life management	*	*	*	-	*

II Social Inclusion Policy	Denmark	Finland	Iceland	Norway	Sweden
Equal opportunities	*	*	*	*	*
Gender	-	*	*	*	*
Immigrant	*	*	*	*	*
Social equity	*	*	*	*	*
Inclusion	*	*	*	*	*
Active citizenship (Good c.)	*	*	-	-	*

III Economic Impact	Denmark	Finland	Iceland	Norway	Sweden
Workforce/Labourforce development	*	*	*	-	*
Employment, employability, 'marketability'	*	*	*	*	-
Competitiveness	*	-	-	-	*
Economic development	*	-	-	-	*
Community development	-	-	*	-	*
Regional development	*	*	-	-	*
Human capital	-	-	-	-	*
Cost effectiveness cost efficiency	*	*	-	-	-
Cost – Benefit	-	-	-	-	*
Efficiency					
Efficient investment in education and training	*	*	*	*	*
Labour market efficiency					
Prolongation of studies	-	*	-	-	-
The length of studies					
Student retention / Drop-out					
	*	*	*	*	*
Transition	*	*	-	*	*
Third age					
Older workers	-	*	-	-	*
Retirement					