

# CONFÉRENCE DE COMPARAISONS INTERNATIONALES

ÉDUCATION À  
L'ORIENTATION

#CCI\_Orientation

## Learning about work in Europe Critical reflections on career management skills

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8 & 9 NOVEMBRE 2018



# Key points

1. Career Management Skills: an EU story
2. Revisiting the CMS narrative
3. Emancipatory work education



# CEG in EU and beyond

## [2000-2015 ... ]

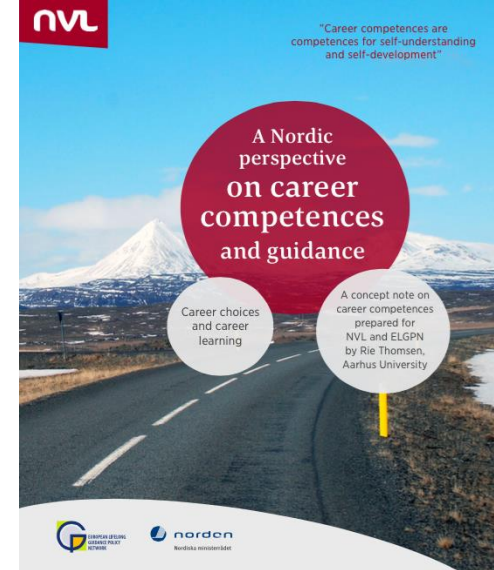
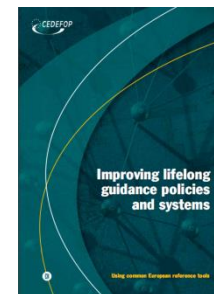
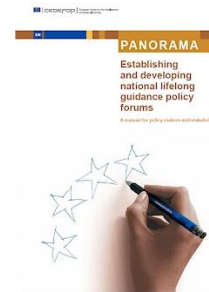
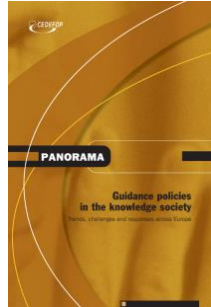
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- Improving **access** to guidance
- **Career management skills**
- Enhancing **quality** of services
- **Co-ordination** of services

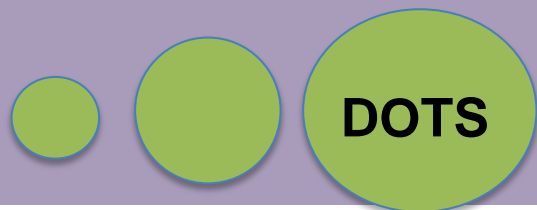


# Outputs

- Reports
- Handbooks
- Common guide tools
- Peer learning visits
- National frameworks
- Concept papers
- Political resolutions
- EU Network (ELGPN)



...policy travel...



## Career competences support:

- self-understanding/development
- exploring/dealing life, learning & work
- especially during change & transition

## Career competences: awareness

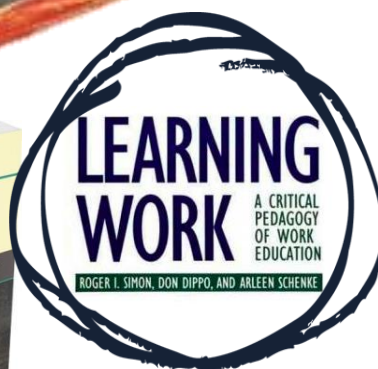
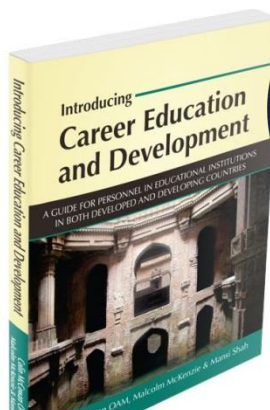
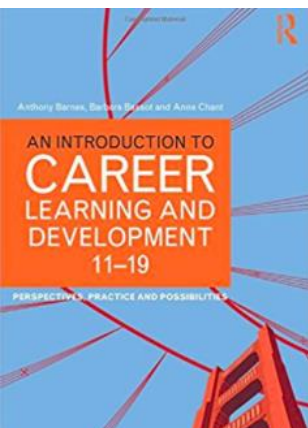
- of what you do
- of what you *could* do
- of how individuals
  - > are formed by their activities & actions
  - > while simultaneously affecting their own opportunities for the future

(Thomsen, 2014, p.5)



Decision-learning  
Opportunity awareness  
Transition skills  
Self-awareness





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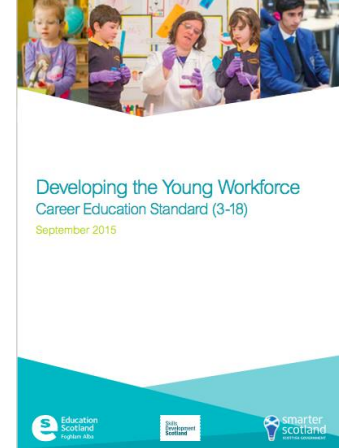
<http://www.tandfonline.com/loi/cjew20>

## Learning career management skills in Europe: a critical review

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The ACEG framework for careers and work-related education:  
A PRACTICAL GUIDE



**critical reflections...**

# education for work *or* education about work





# Work is important because:

- Access to livelihood
- Sense of purpose
- Self-expression / creativity
- Workplace conviviality
- Community membership
- Social recognition / inclusion
- Part of something bigger than self

# Work is alienating because:

- Income at cost of health
- Jobs too small for our spirits
- Profit over nourishment of self
- Divide and rule
- Social hollowed out
- Extreme individualism
- Notion of 'arete' lost
- Non-decent work



# Social efficiency

## *Key words:*

- fit, match, supply-demand
- societal needs
- realism, placement
- trait-factor approaches
- competence approaches

# Developmentalist

## *Key words:*

- self-fulfilment
- choice
- facilitative
- constructivist approaches
- narrative approaches



# Social reconstructionist

## *Key words:*

- decode/'read' the world
- critical, reflective practice
- emancipatory
- structural approaches

# emancipatory work education

- **Intervention** in the lives of people
- **Troubling** master (hegemonic) narratives – promote **reflexivity**
- **Conscientisation**: see how we **reproduce** societal discourses
- Support in the **deconstruction** of these narratives
- **Reconstruct** these narratives to work in community interests
- **Recognition** and **naming** of injustice
- Encouraging the **‘capacity to aspire’** (Appadurai), move beyond **‘bounded rationality’** (Simon), and **‘adaptive preferences’** (Nussbaum), contest **‘realistic choices’** (Colley), enhance **‘horizons for action’** (Hodkinson et al.)
- Beyond conscientisation – **civic engagement | advocacy**

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