



# CRITERIA FOR GOOD GUIDANCE



FINNISH NATIONAL  
AGENCY FOR EDUCATION

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# TO THE READER

All learners have the right to good guidance, and guidance is provided in cooperation between those working in school and educational institution communities. The Criteria for Good Guidance are a tool for developing and securing guidance in the changing learning and operating environments of schools and educational institutions.

As part of the extension of compulsory education, a programme to develop guidance counselling has been implemented in basic education, vocational education and training and general upper secondary education. The aim of this programme is to improve the provision of guidance counselling and its operating methods, cooperation, systematic approach, and the continuum from comprehensive school to upper secondary level, further studies and the world of work. The programme to develop guidance counselling has been closely coordinated with preparations for the extension of compulsory education, the Right to Learn and Right to Competence and Skills programmes, as well as the Quality and Accessibility of General Upper Secondary Education programme. The Criteria for Good Guidance have also been updated as part of the programme to develop guidance counselling.

The Criteria for Good Guidance support the extension of compulsory education by strengthening cooperation between basic education and the upper secondary level as well as with stakeholders and the world of work, and they promote a systematic approach to developing guidance in different learning and operating environments.

In January 2022, the Finnish National Agency for Education appointed a working group to support the work aiming to update the Criteria for Good Guidance. The working group consisted of different professionals in the field of guidance. Experts representing basic education, general upper secondary education, vocational education and training, One-Stop Guidance Centers, vocational teacher education colleges and university education participated in its work. The criteria were additionally commented on by the working division of the National Lifelong Guidance Forum.

The draft for the Criteria for Good Guidance was produced in a project titled National Quality for Guidance (VALO) (Right to Competence and Skills programme), and it was completed in June 2022. Since then, work on the criteria has been promoted by guidance experts in the Finnish National Agency for Education and the Ministry of Education and Culture. The Criteria for Good Guidance will be updated regularly in the future.

We hope that this publication will give the readers insights into the Criteria for Good Guidance! We would like to extend our warmest thanks for the expert assistance we have received at different stages of the process.

Helsinki, February 2023

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# PURPOSE OF THE CRITERIA FOR GOOD GUIDANCE

The Criteria for Good Guidance are a *recommendation and a tool* designed to support, develop and ensure the quality of guidance in *basic education* and *upper secondary education*. The objective of the Criteria for Good Guidance is to support the provision of versatile guidance and to ensure equal access to high-quality guidance. They also support the provision of guidance, ensuring that learners can receive good guidance whenever they need it. The importance of guidance is emphasised in transition phases, including the transition from one level of education to another. Learning and operating environments are changing, and continuous learning and guidance are growing in importance. Guidance plays a key role in enhancing well-being and preventing exclusion.

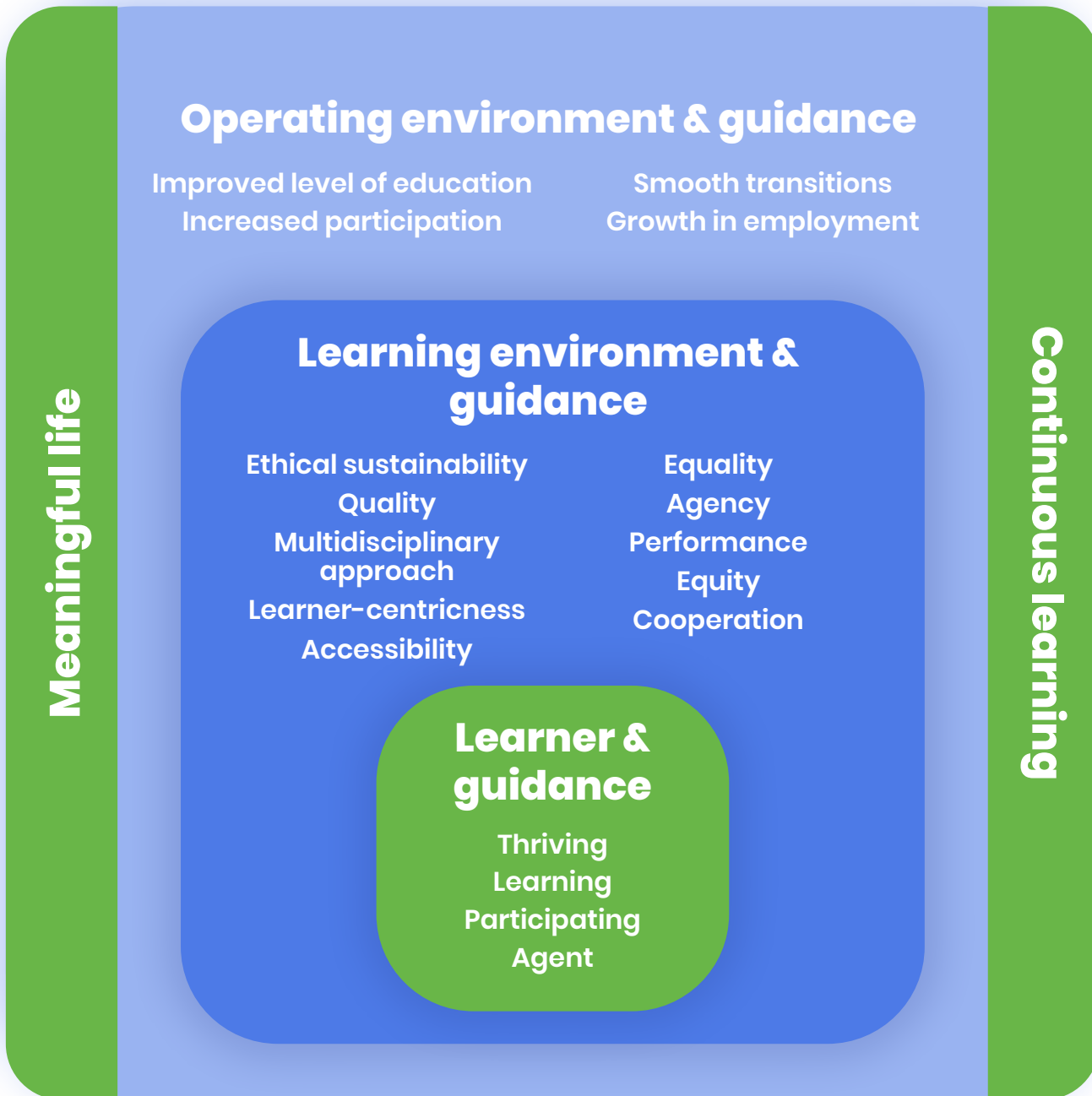
The Criteria for Good Guidance contribute to developing a national quality and evaluation system for guidance in line with the goals of the Strategy for Lifelong Guidance. The aim of the Strategy's actions is both to promote the learner's personal capabilities for making career decisions and to ensure that the necessary support is available through multi-channel information, counselling and guidance services.

The Criteria for Good Guidance are intended especially for guidance counsellors and education and training providers as a basis for joint knowledge formation and developing the quality of guidance. The Criteria for Good Guidance can also be used by such groups as learners, members of the school and educational institution community, guardians, stakeholders and decision-makers.

For definitions of the most central concepts used in the Criteria for Good Guidance, please refer to Appendix 1. For essential legislation relevant to the Criteria for Good Guidance, see Appendix 2.

***The Criteria for Good Guidance will be updated regularly in the future, taking into account changes in learning and operating environments and their impacts on continuous learning and guidance.***

THE FIGURE ILLUSTRATES THE OBJECTIVES OF GOOD GUIDANCE.



# CRITERIA FOR GOOD GUIDANCE

**The Criteria for Good Guidance incorporate the goals and recommended measures of the Strategy for Lifelong Guidance, including**

- accessibility and customer orientation
- digital transformations
- high quality
- equality and sustainability
- multidisciplinary approach and coordination
- knowledge-based guidance.

## Criteria for Good Guidance

Guidance takes stock of the learner's overall situation

Guidance is learner centric and interactive

Guidance is accessible and provided on multiple channels

Guidance is provided in multidisciplinary cooperation

Guidance is equal and ethically sustainable

Guidance supports cooperation in transition phases

Guidance supports career planning skills

Guidance promotes effective cooperation with working life

# 1 Good guidance supports the learner's overall situation

Guidance that takes the learner's overall situation into account is provided at the right time and focuses on listening to the learner. The significance of the overall situation is emphasised especially in transition phases, in which multidisciplinary guidance may be needed to address the learner's individual needs and goals as they progress on their learning path.

With the help of good individual and group guidance, the learner can reflect on themselves as a learner. Guidance helps learners identify and assess their competence as well as their guidance and development needs. Good guidance supports the learner in becoming clear about their plans and having faith in future.

## Good guidance supports the learner's overall situation when

- the learner's learning-to-learn skills improve
- the learner's cooperation and interaction skills improve
- the learner recognises their personal strengths
- the learner's inclusion is strengthened
- the learner sets and achieves personal goals
- the learner receives adequate and suitable guidance in proportion to their capabilities and goals.



Image: Niina Rodionoff



## 2 Good guidance is learner centric and interactive

Guidance is provided in interaction and with a learner centric approach. It supports the learner's meaningful experiences and strengthens their agency and attachment to studies in their learning and operating environment. The learner learns to draw on and apply up-to-date information about education and training, occupations and job opportunities.

Multidisciplinary cooperation initiated at a sufficiently early stage is emphasised in the guidance of learners who need special support. A well-working guidance relationship is particularly significant for learners who require special support as their need for individual guidance is often greater than other learners'.

### Good guidance is learner centric and interactive when

- the learner's needs and capabilities are taken into account
- the learner's motivation is strengthened
- guidance promotes the realisation of personal study and career plans
- guidance forms a continuum in different transition phases
- guidance is based on mutual trust
- guidance enables continuous, encouraging feedback
- guidance supports the learner's attachment to studies.



### 3 Good guidance is accessible and provided on multiple channels

Planning guidance as a whole so that it is accessible to the learner is essential. The learner knows who provides guidance, and where and how the guidance counsellor can be reached. Learners are informed of the guidance practices, versatile methods are used in guidance, and guidance is available in different learning environments during the learning and studies.

The learner can acquire competence in schools and educational institutions, online or in the workplace. They are entitled to

- guidance counselling as set out in the curriculum and, if necessary, intensified personal guidance that meets their needs (basic education)
- regular guidance counselling and personal guidance that meets their needs (general upper secondary school education)
- guidance in different learning environments, personal guidance and other guidance counselling they need (vocational education and training).

By using multiple channels, guidance can be provided whenever and wherever the learner is. Multi-channel guidance improves the availability and accessibility of guidance services and widens the range of available services, operating methods and tools.

#### Good guidance is accessible and provided on multiple channels when it

- uses individual, small group, group and peer guidance in the school or educational institution
- can be delivered face to face, remotely and by digital means
- makes use of different forms of guidance in the guidance discussion, taking the learner's goals and needs into account.

## 4 Good guidance is provided in multidisciplinary cooperation

The learner is entitled to receive guidance from all personnel members of the school and educational institution community. The parties involved in providing guidance to the learner may also include

- the guardian
- a peer learner
- a working life or employment service representative
- student welfare services staff
- others who collaborate with the education or training provider.

Multidisciplinary guidance means tapping the expertise of the school's or educational institution's personnel and other guidance actors who guide the learner together. Multidisciplinary guidance is team work in which a designated expert is responsible for the overall situation of the learner's guidance process. A multidisciplinary approach makes it possible to recognise the learner's capabilities more diversely and to address their challenges earlier. The advantages of multidisciplinary cooperation include fast access to information, continuity of guidance processes, more efficient use of resources and avoiding duplication of activity.

### Good guidance is provided in multidisciplinary cooperation when

- the actors have a shared understanding of the goals, contents, methods and modes of work
- the actors have a clear division of responsibilities and tasks
- guidance draws on all actors' expertise
- guidance is coordinated and directed by the education and training provider
- guidance promotes trust and joint discussions and helps to identify the boundaries of expertise.

## 5 Good guidance is equal and ethically sustainable

Promoting equality and non-discrimination is one of duties of schools and educational institutions. Equal opportunities for learning and studying support learners' possibilities of reaching their full potential and feeling that they are active citizens.

Ethically sustainable guidance can be provided when the guidance counsellor is aware of values, beliefs and norms, both their personal ones and those of society. The Criteria for Good Guidance and ethical principles informing guidance work make it possible to elucidate the values, significance and core questions of guidance to both learners and other actors in society.

In guidance situations, attention is paid to the atmosphere and attitudes. The learner has the right to participate in guidance without a fear of bullying, harassment, discrimination or violence, and inappropriate treatment is intervened in.

### Good guidance is equal and ethically sustainable when it

- creates a confidential guidance situation in which the learner can participate and to which they can commit
- addresses cultural diversity and is language aware
- safeguards equal treatment and promotes non-discrimination through accessible services
- respects human dignity
- promotes the right to self-determination
- supports well-being
- promotes the acquisition of knowledge and skills for a sustainable future
- improves opportunities for continuous learning
- promotes gender equality.

## 6 Good guidance supports the extended compulsory education and transition phase cooperation

The key objective of the extended compulsory education is ensuring that each student completes upper secondary education after finishing basic education.

Providers of basic education, general upper secondary education and vocational education and training, other providers of compulsory education and, ultimately, the learner's municipality of residence have an obligation to provide guidance and supervise the completion of compulsory education.

### RESPONSIBILITIES FOR GUIDANCE AND SUPERVISION

- Before the end of the final grade of basic education, a learner at compulsory education age must apply for a place in upper secondary education, transition phase education or other education and training within the scope of compulsory education. They are subject to this obligation until they receive a study place.
- After basic education, the basic education provider is still responsible for guiding, supporting and supervising the completion of compulsory education until a learner at compulsory education age begins their studies in the next stage of education.
- If a learner is left without a study place after completing basic education, the basic education

provider is obliged to inform the learner's municipality of residence of this, and the municipality must take responsibility for the young person. The municipality must investigate the young person's overall situation and support needs together with the learner at compulsory education age and their guardian or other legal representative. The municipality of residence of a learner at compulsory education age must guide and supervise them to ensure that they complete their compulsory education, unless this task has been assigned to some other actor under legislation. If a young person at compulsory education age moves to the municipality from abroad, the municipality of residence must ensure that they apply for a place and start completing their compulsory education.

- When a learner starts in upper secondary education, the responsibility for guiding, supporting and supervising them is transferred to the provider of general upper secondary education or vocational education and training.

Separate transition phase programmes have been merged into a new uniform education programme known as preparatory education for programmes leading to an upper secondary qualification (TUVA). The TUVA programme consists of different modules which can be flexibly combined into a whole that optimally meets the needs of each learner, promoting their transition to education and training that leads to an upper secondary qualification. Preparatory education for work and independent living (TELMA) remains a separate programme.

Learners can complete one year of their compulsory education in liberal adult education by attending a folk high school. The aim of this education is to promote the learner's independent learning and to provide them with capabilities for continuing their studies in upper secondary education and training.

A learner at compulsory education age who has completed the basic education syllabus or equivalent studies but lacks sufficient Finnish or Swedish skills for attending upper secondary education may complete their compulsory education by participating in basic education for adults or education intended for immigrants at folk high schools.

### **Good guidance supports the extended compulsory education and transition phase cooperation when it**

- streamlines transitions to further studies, work or other services
- reduces periods spent outside education, training or employment
- strengthens cooperation between the home and the school/educational institution
- supports multidisciplinary cooperation with different stakeholders (incl. cooperation with student welfare and youth services)
- is coordinated and directed by the education and training provider
- uses operating methods that have been jointly agreed upon in keeping with the guidance responsibilities.





## 7 Good guidance supports the development of career planning skills

Career planning skills refer to competences (knowledge, skills and attitudes) that help learners of different ages and in a variety of life situations to improve their ability to manage their education paths and careers.

The guidance of career planning skills begins in basic education, continues at the upper secondary level and is intensified in transition phases. Good guidance supports the learner's career planning and is provided in ways that improve the learner's skills of using information and making decisions. Good guidance makes it possible to match the learner's strengths to educational options, anticipates the direction of possibilities that will promote future employment and engages the learner with the career planning process.

### **Good guidance supports the development of career planning skills when**

- the learner's lifelong learning skills improve
- guidance looks to the future and takes into account the learner's motivation to learn and capabilities for further studies
- guidance enables realistic career planning.

## GUIDANCE OF CAREER PLANNING SKILLS IN BASIC EDUCATION

The foundation for career planning skills is laid through guidance counselling in basic education. Guidance supports the learner in developing their self-knowledge and builds up their knowledge of different educational and career options. Periods of work experience (TET periods) give the learner opportunities for getting to know the world of work.

### **Good guidance supports the development of career planning skills when**

- the learner's skills in using information and making decisions improve
- the learner matches their strengths to educational options
- the learner recognises their interests, opportunities and support needs
- the learner's career planning skills and faith in the future are strengthened
- guidance prepares the learner for making choices about further studies and engages them with this process
- guidance elucidates the causal relations between educational choices and career options.

## GUIDANCE OF CAREER PLANNING SKILLS IN GENERAL UPPER SECONDARY EDUCATION

The general upper secondary school personnel work together to provide guidance. At the beginning of general upper secondary education, a personal competence development plan is prepared for the learner with the support of the teaching and guidance personnel. This plan also serves as the starting point for career planning. It contains a study plan, a matriculation examination plan, a plan for further studies and a career plan. The plan is updated regularly as the learner progresses in their studies, and it supports the learner's transitions to both further studies and the world of work.

### Good guidance supports the development of career planning skills when

- the learner acquires knowledge and skills they need in general upper secondary and further studies and later in the world of work
- the learner is familiar with key information sources, guidance services and application systems related to further studies, working life and career planning
- the learner learns to evaluate the reliability of different sources of information and their fitness for purpose
- guidance promotes equality and prevents exclusion from education and training and the world of work
- guidance dismantles segregation in education and training choices and the labour market through gender aware guidance
- multidisciplinary guidance may also be provided if a learner has not received a place in education and training leading to a qualification.

## GUIDANCE OF CAREER PLANNING SKILLS IN VOCATIONAL EDUCATION AND TRAINING

In vocational education and training, career planning skills develop in the personal competence development plan process (HOKS). The learner's initial situation, career plan and goals are mapped in cooperation between the learner and the guidance counsellor in the first HOKS discussion and updated during the studies.

### Good guidance supports the development of career planning skills when

- the learner's capabilities for job-seeking and marketing their competence improve
- the learner acquires tools for developing self-regulation, building their vocational and competence identity, and being active in the networks of their field
- guidance provides a space where the learner can examine their learning and vocational development both as an independent learner and as a peer group member at different stages of the learning path
- guidance supports the learner's ability to make choices concerning their qualification and career
- guidance supports information searches about the labour market, occupations and opportunities for further studies
- guidance dismantles segregation in education and training choices and the labour market through gender aware guidance
- multidisciplinary guidance may also be provided if a learner has not received a place in education and training leading to a qualification.



## 8 Good guidance promotes effective cooperation with working life

Good guidance is delivered in a way that improves the learner's ability to assume responsibility for their learning and strengthens their agency in changing working life situations. Working life skills include the ability to learn new things, continuous learning and developing one's personal competence. Good interaction and team work skills, resilience and ability to anticipate the skills needed in the future are also important working life skills. The teaching and guidance personnel in schools and educational institutions as well as workplace actors share the responsibility for improving the learner's working life skills and competence.

### Good guidance promotes effective cooperation with working life when it

- supports and develops the learner's working life and job search skills in multidisciplinary cooperation
- improves the learner's well-being and agency when faced with changes in their education path and career
- supports competence development at different stages of studies and working life
- offers the learner a space for recognising their personal strengths, building networks and looking to future.



### **Good guidance promotes effective cooperation with working life in basic education when**

- the learner's working life capabilities and skills improve
- guidance offers opportunities for learning about different vocational fields, fields of work and entrepreneurship
- guidance promotes close integration of periods of work experience (TET periods) into instruction
- guidance is planned and goal-oriented, and it is continuously evaluated and developed to promote equality and non-discrimination.

### **Good guidance promotes effective cooperation with working life in general upper secondary education when**

- the learner's entrepreneurship and working life capabilities improve
- the learner's personal plans for their future and further studies become clearer
- the learner's knowledge of the world of work and working life skills are built up
- the learner's individual choices concerning the transition to further studies and the world of work are supported
- guidance strengthens the significance of working life skills in studies.

### **Good guidance promotes effective cooperation with working life in vocational education and training when**

- the learner acquires practical vocational skills needed in the world of work in authentic work environments and situations
- guidance supports the learner in improving their capabilities for applying for jobs and working life skills as well as in finding employment
- guidance enables learners to familiarise themselves extensively with tasks in their field, the world of work and entrepreneurship.

# PLANNING, COORDINATION AND DEVELOPMENT OF GUIDANCE – CRITERIA FOR GOOD GUIDANCE AS PART OF THE LOCAL QUALITY SYSTEM

While the systematic nature, clear management and methodical assessment of guidance support the provision of good guidance, the education and training provider's activities are determined by a guidance plan. The purpose of this plan is to strengthen the delivery, coordination and direction of guidance.

## Guidance plan

The guidance plan supports the delivery of high-quality guidance, education and training. The plan describes the guidance process at different stages of the learner's study path. For example, the plan sets out the objectives, methods and delivery modes of guidance, including its organisation structures and the division of work and responsibilities. The plan helps to specify who the guidance actors are and how a communal approach to guidance is understood. The plan is drawn up in cooperation with the school's or educational institution's personnel, learners, guardians and stakeholders. The focal points of guidance work as well as any

characteristics specific to the school or educational institution should be detailed in the plan.

The objective of the plan is to support the provision of guidance, ensuring that the learner always receives the guidance they need. The guidance plan also describes the activities associated with transitions and transition phase cooperation, including transitions during and after education, guidance networks and cooperation with guardians and the world of work. The plan ensures that the guidance and transition phase activities are methodical and effective.

The implementation and effectiveness of the guidance plan should be monitored regularly. For the purposes of evaluation and development work, the plan may specify monitoring targets for guidance and tools for evaluating it. Based on information collected by such means, guidance services can be evaluated and developed, and the plan can be updated regularly.

To enable the provision of high-quality guidance, the competence, qualifications and resources of teaching and guidance personnel must be ensured in the school and educational institution community. Operation in new types of guidance environments requires continuous renewal, joint development of guidance activities and sharing of good practices.

## Evaluation and development of activities – Guidance as part of quality work

The significance of and need for lifelong guidance has increased in society. This is why systematically collected information on the quality, accessibility, impact and development areas of guidance is needed. Development and knowledge-based management underpinned by research evidence on guidance are development areas both in Finland and many other European countries. The Criteria for Good Guidance are one way of promoting the development of a national quality and evaluation system for guidance.

Both qualitative and quantitative indicators are used to evaluate the quality, performance and impact of guidance. In addition, guidance produces both immediate results and long-term impacts. When conducting evaluations, it should be noted that the long-term impacts of guidance, in particular, reflect not only the guidance itself but also other factors, including learners' individual situations, the labour market and educational policy situations, and global changes.

From the learner's perspective, the performance of guidance can be evaluated by means of various surveys that examine the learner's experience. For example, the surveys addressed to VET students (Amiskysely) and general upper secondary students (Lukiolaisbarometri), the School Health Promotion Study, PISA assessments and the Youth Barometer contain elements that provide information about learners' experiences. The RUORI method is particularly suitable for a self-assessment tool for learners who need special support.

The Finnish Education Evaluation Centre FINEEC produces national research and evaluation data that support the quality management of guidance in school and educational institution communities. FINEEC's studies provide evaluation data on the quality, availability and impact of guidance at a specific time.

While information on the quality of guidance is collected in schools and educational institutions as part of their quality management and evaluation systems, the scope and content of the collected information vary. However, regular qualitative evaluations of guidance in schools and educational institutions make it possible to identify challenges, develop guidance practices and engage in knowledge-based management.

The performance of guidance activities can also be evaluated using several quantitative indicators. Learner's attachment to their studies can be measured quantitatively by monitoring such metrics as the progress of studies, learners' absences

and attendance, and dropping out. The learner's graduation according to plans, transition to further studies, employment or transfer to other necessary services are factors that can be used to measure the performance of the guidance work. However, the information produced by quantitative indicators does not describe the performance of guidance or teaching as such, and this type of statistical data should be analysed in a versatile manner and, if necessary, complemented with qualitative evaluations and similar.

Guidance also has long-term societal impacts. Among other things, it bolsters employment and prevents exclusion. Successful guidance has significant long-term impacts on the lives of learners in form of improved learning-to-learn, career planning and working life skills.

*Good guidance lays the foundation for a thriving learner's sustainable life path.*



# BACKGROUND DOCUMENTS AND PUBLICATIONS

## ONLINE DOCUMENTS

- International Competencies for Educational and Vocational Guidance Practitioners <https://iaevg.com/competencies>
- Prevention of bullying, harassment, discrimination and violence (in Finnish) <https://www.oph.fi/fi/ei-kaikelle-vakivallalle>
- Tool kit for multicultural guidance (in Finnish) <https://oppimateriaalit.jamk.fi/monikulttuurinenohjaus/>
- Guidance builds a sustainable future <https://urn.fi/URN:NBN:fi-fe202103197851>
- Guidance methods and practices (in Finnish) <https://verkkolehdet.jamk.fi/elo/category/menetelmia-kaytantaaja/>
- Guidance competence of a career tutor <https://oppimateriaalit.jamk.fi/opetutor/en/welcome/>
- Guidance Counsellors' Ethical Guidelines <https://www.sopo.fi/en/yhdistys-en/eettiset-periaatteet-en/>
- Student support and well-being in vocational education and training (in Finnish) <https://www.oph.fi/fi/koulutus-ja-tutkinnot/opiskelijan-hyvinvointi-ja-tuki-ammattillisessa-koulutuksessa>
- Equality and non-discrimination in vocational education and training (in Finnish) <https://www.oph.fi/fi/koulutus-ja-tutkinnot/tasa-arvo-ja-yhdenvertaisuus-ammattillisessa-koulutuksessa>
- Equality and non-discrimination planning in educational institutions (in Finnish) <https://www.oph.fi/fi/koulutus-ja-tutkinnot/tasa-arvo-ja-yhdenvertaisuussuunnittelu-oppilaitoksissa>
- National eRequirements <https://eperusteet.opintopolku.fi/#/en/>

## ONLINE PUBLICATIONS

- A Brief Outline of SocioDynamic Counselling: A Co-Constructivist Perspective on Helping [http://www.sociodynamic-constructivist-counselling.com/documents/brief\\_outline.pdf](http://www.sociodynamic-constructivist-counselling.com/documents/brief_outline.pdf)
- Delivering Scotland's Career Service. A Focus on Career Management Skills <https://www.skillsdevelopmentscotland.co.uk/media/46449/delivering-scotlands-careers-service-2020.pdf>
- ELGPN Tools No. 5: Strengthening the Quality Assurance and Evidence-Base for Lifelong Guidance <http://www.elgpn.eu/publications/elgpn-tools-no-5-strengthening-the-quality-assurance-and-evidence-base-for-lifelong-guidance>
- ELGPN Tools No. 6: Guidelines for Policies and Systems Development for Lifelong Guidance <http://www.elgpn.eu/publications/elgpn-tools-no-6-guidelines-for-policies-and-systems-development-for-lifelong-guidance>
- Strategy for Lifelong Guidance 2020–2023: National Lifelong Guidance Forum (in Finnish) <https://julkaisut.valtioneuvosto.fi/handle/10024/162576>

Special needs support as a resource. Evaluation of the provision of special needs support in vocational education and training [https://karvi.fi/wp-content/uploads/2021/12/KARVI\\_1721.pdf](https://karvi.fi/wp-content/uploads/2021/12/KARVI_1721.pdf)

Evidence-Based Employment Services: Common Indicators. Phase II. Final Research Report <https://ccdf.ca/wp-content/uploads/2018/09/Common-Indicators-Phase-2-FINAL-REPORT-Dec-21-2015.pdf>

Exploring the potential of a systemic approach for monitoring and evaluating career guidance systems and services <http://data.europa.eu/doi/10.2801/422672>

Life designing: A paradigm for career construction in the 21st century <https://www.sciencedirect.com/science/article/abs/pii/S000187910900058X>

Lifelong guidance policy and practice in the EU. Trends, challenges and opportunities: final report <https://doi.org/10.2767/91185>

Monitoring and evaluating the German lifelong guidance programme: a proposal in the context of the professionalisation of guidance counsellors <http://data.europa.eu/doi/10.2801/422672>

Motivaatio ja oppiminen kulkevat käsi kädessä [https://www.ps-kustannus.fi/lisamateriaalit/motivaatio\\_ja\\_oppiminen\\_esipuhe.pdf](https://www.ps-kustannus.fi/lisamateriaalit/motivaatio_ja_oppiminen_esipuhe.pdf)

Monialainen ja verkostomainen työ Ohjaamoissa <https://www.doria.fi/handle/10024/162149>

Motivation, Personality, and Development Within Embedded Social Contexts: An Overview of Self-Determination Theory <https://academic.oup.com/edited-volume/28266/chapter-abstract/213412397?redirectedFrom=fulltext>

Ohjauksen palvelujärjestelyjen toimijoiden käsitykset johtamisesta ohjausverkostossa: matkalla verkostojohtamiseen? <https://jyx.jyu.fi/handle/123456789/37593>

Ohjauksen menetelmiä ja käytäntöjä <https://verkkolehdet.jamk.fi/elo/category/menetelmia-kaytantaaja/>

Onnistuuko ohjaus?: sosiaali- ja terveysalan ohjaustyössä kehittyminen <https://www.finna.fi/Record/jykdok.1188680>

Opiskelijalähtöinen ja ohjaava. Hyvä ammatillinen opettaja opiskelijoiden näkökulmasta <https://www.doria.fi/handle/10024/183342>

The Evidence Base on Lifelong Guidance. A Guide to Key Findings for Effective Policy and Practice <http://www.elgpn.eu/publications/browse-by-language/english/elgpn-tools-no-3.-the-evidence-base-on-lifelong-guidance/>

Toimijuus ja suunnanotto elämässä. [https://erepo.uef.fi/bitstream/handle/123456789/15099/urn\\_isbn\\_978-952-61-1747-8.pdf](https://erepo.uef.fi/bitstream/handle/123456789/15099/urn_isbn_978-952-61-1747-8.pdf)

Toimintakykyajattelu perusopetuksen ja toisen asteen välisessä tiedonsiirrossa <https://journals.helsinki.fi/e-erika/article/view/1442/1405>

Toimintakykyajattelu perusopetuksen ja toisen asteen välisessä tiedonsiirrossa <https://www.valteri.fi/wp-content/uploads/2020/09/Vetovoima-kasvaa-yhteisty%C3%B6ll%C3%A4.pdf>

Towards a general framework of evaluation of career counselling services: the Polish case <http://data.europa.eu/doi/10.2801/422672>

Options, choices and new beginnings – Evaluation of the study paths and counselling of young people in the transition phase between basic and upper secondary education <https://karvi.fi/publication/vaihtoehtoja-valintoja-ja-uusia-alkuja-arviointi-nuorten-opintopolusta-ja-ohjauksesta-perusopetuksen-ja-toisen-asteen-nivelkohdassa/>

Education Policy Report of the Finnish Government <https://julkaisut.valtioneuvosto.fi/handle/10024/163273>

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# APPENDIX 1 KEY CONCEPTS

## **Ethically sustainable guidance**

Ethically sustainable guidance is respectful of the learner's wishes, goals and emotions. The guidance counsellor is aware of how their personal values affect the guidance they provide and what the limits of their competence are. Ethically sustainable guidance promotes well-being and equality.

## **Special support**

Special support refers to systematic pedagogical support based on the learner's goals and capabilities as well as special instruction and study arrangements.

## **Global guidance**

Global guidance refers to activity that guides the learner towards active global citizenship, taking human rights into account, and promoting sustainable development and global justice.

## **Continuous learning**

Continuous learning refers to competence that develops flexibly in different life stages and a variety of environments.

## **Language-aware guidance**

Language-aware guidance means having awareness of different languages and linguistic special needs as well as taking them into account in guidance. The aim of language awareness is to remove obstacles to understanding and participation.

## **Education provider**

The education provider is the party that organises education and training under an authorisation granted by the Ministry of Education and Culture.

## **Cultural diversity**

In guidance, cultural diversity means that different identities, languages, religions and worldviews coexist and interact with each other. Good interaction with people with diverse cultural backgrounds and worldviews requires familiarity with and respect for your own cultural background and worldview as well as those of others.

## **Multidisciplinary guidance**

Multidisciplinary guidance refers to work that brings together different guidance actors, with the learner at the centre. Multidisciplinary guidance involves cooperation between representatives of different professional groups from one or more organisations, learners and partners.

## **Multi-channel guidance**

Multi-channel guidance refers to individual, peer and group guidance provided using various devices and technologies in different learning and guidance environments.

## **Transition phase**

Stages where learners move from one level of education to another, such as from basic to upper secondary education, are known as transition phases. The transition phase can also be seen as a longer period during which young people gradually become clear about their orientation towards educational and professional choices.

## **Guidance counsellor**

Guidance counsellors are persons who guide learners as indicated by their job description.

## **Guidance plan**

The guidance plan supports the planning, coordination, management and delivery of guidance.

## **Learner**

From the perspective of continuous learning, a learner refers to a person who is learning, either in formal or informal environments.

## **Educational institution community**

An educational institution community refers to the communities formed by primary and upper secondary level educational institutions. The school or educational institution community consists of representatives of different professional groups as well as the learners.

## **Learning environment**

Instruction, guidance, studying and learning take place in a learning environment. Examples of learning environments are schools, educational institutions, workplaces and different online environments.

## **Compulsory education**

Extended compulsory education entered into force in 2021. Compulsory education ends when a young person turns 18, or earlier if they complete an upper secondary qualification.

## **Resilience**

Resilience is created in interaction between the individual and the environment.

Resilience means psychological ability for coping, flexibility and reorientation, and it varies in different life situations. In daily life, resilience manifests itself as coping reasonably well when faced with challenges, stress or changes.

## **Accessible guidance**

Accessible guidance promotes equality and a learner centric approach as required by the learner's overall situation.

*Accessible guidance services* may refer to the immaterial environment, in other words information, websites and services.

*Linguistic accessibility* means comprehensible guidance, materials and electronic services provided in simple language.

*Accessible guidance services* may also refer to the physical, psychological and social environment.

In schools and educational institutions, this means the way in which such elements as the facilities, different learning environments, guidance methods and atmosphere support learners' participation and equality.

*Social accessibility* means an accepting atmosphere, open attitude and equal service provision.

*Psychological accessibility* means being appreciated and heard, and a possibility of using one's abilities, knowledge and skills.

*Physical accessibility* includes facilities, mobility, and safety and security.

### **Segregated educational choices**

Segregated educational choices refer to stereotyped educational choices related to the learner's gender, ethnicity, age or similar.

### **Transition phase**

A transition phase refers to situations in which a learner moves from one level of education to another, from one form of education provision or qualification programme to another, from preparatory education to education or training aiming for a qualification, or from education and training to working life.

### **Gender-aware guidance**

Gender-aware guidance means sensitivity to recognise individuality and personality in each learner. In guidance, the aim is to ensure that the learner is not socialised into their external gender.

### **Agency**

Agency describes the interactive relationship between a learner and their learning and guidance environment. The learner is an active agent in their guidance process.

## **Operating environment**

Guidance is provided in an operating environment that takes into account the relationships between learning, the world of work and society.

## **Career planning skills**

Career planning skills mean an ability to make future-oriented and conscious choices and decisions that are relevant to the learner.

## **Peer guidance**

Peer guidance allows learners to share their experiences, receive support and guidance, and learn from each other. A possibility for fair and reciprocal dialogue is essential.

# APPENDIX 2 ESSENTIAL LEGISLATION

## **Act on Vocational Education and Training**

<https://www.finlex.fi/en/laki/kaannokset/2017/en20170531>

## **Act on General Upper Secondary Education**

<https://www.finlex.fi/en/laki/kaannokset/2018/en20180714>

## **Student Welfare Act**

<https://www.finlex.fi/en/laki/kaannokset/2013/en20131287>

## **Compulsory Education Act (in Finnish)**

Oppivelvollisuuslaki 1214/2020 - Ajantasainen lainsäädäntö - FINLEX ®

## **Basic Education Act**

<https://www.finlex.fi/en/laki/kaannokset/1998/en19980628?search%5Btype%5D=pika&search%5Bkieli%5D%5B0%5D=en&search%5Bpika%5D=basic%20education%20act>



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