



NEXT GENERATION EU: HOW TO CONTRIBUTE? THE VOICE OF SCHOLARS IN EUROPE

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Recovery and Resilience Plan: the voice of Portuguese CGC scholars

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AXES...

AXE 1 To what extent does the plan promote high quality (i.e., university level) career counselors training programs?

Omitted in what concerns career guidance and counseling training programs

AXE 2 To what extent does the plan emphasize and promote the implementation of research-based interventions?

It is not explicit, although implicit

AXE 3 Does the plan reflect and build on the most recent theories in our field?

Omitted in what concerns theoretical rational

AXE 4 Are lifelong guidance issues going beyond supporting adolescents' career choices addressed and considered?

Omitted in what concerns the CGC professional contributions

AXES...

AXE 5 Does the plan include the challenges of preventing vulnerable career paths and promoting decent work for all citizens?

Some snapshots on social vulnerability, decent work, gender, marginalized, and professional training and qualification.

AXE 6 To what extent are diversity and marginalization issues made explicit and addressed?

Yes, it is explicit on the content, but not on specific interventions.

AXE 7 Does the plan foster a systematic articulation between career counseling policies and labor market and social protection policies?

Omitted. The focus is centered on the articulation Education and Labor Market.

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Health and well-being

Career professionals : the process of building internal resources (adaptability, competences) and external resources (building and active participation in networks that provide different types of support).

The development of career interventions must be supported on research, and on the evaluation and assessment of different types of interventions.

New “words” with new contents are crucial for the development of career interventions and the training on the new work of career professionals, such as, “active life”, “competences”, “decent work”, “ecological footprint”, “social justice”, “sustainable development”, and mental health and well-being.

...Set of domains...

Social responses

Facilitating the reconciliation between work and family life; Improving the inclusive education system

CGC interventions and the added value for individuals and the society:

shorten the length of unemployment; decrease the costs inherent to social benefits; contribute to reducing the polarization of employment; contribute to improve productivity; decrease dropouts and failures in training; decrease the financial costs associated with dropouts educational/training pathways.

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Eliminating Poverty Grants in Metropolitan Areas

CGC practices : strengthening of regional/local mechanisms to fight school failure/dropout and social exclusion.

Interventions introduced in the elementary school (career education workshops), preparing for other forms of work organization and learning processes during the life cycle.

CGC practices: the role of the school and work in life construction of individuals... dissolving stereotypes and discriminatory attitudes, to develop attitudes and behaviors that facilitate the management of individual and collective challenges, such as:

to fit each individual and collective in understanding of how each individual, and collective best responds and contributes to the responses to UN agenda.

The practices must involve the different agents of the local community, which means the promotion of vocational development in context.

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Investment and Innovation

CGC : the production of resources and tools that allow individuals to more autonomously manage their career/life paths.

The investment in digital innovation of intentional intervention instruments: design and production of means/resources/tools that take advantage of and maximize the potential of information, communication, simulation technologies and systems, based on theory and empirical evidence, and properly supervised.

CGC to motivate people (especially adults) to develop digital skills from an autobiographical point of view.

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Qualifications and Skills

Emphasis : the reform of educational system and vocational training, the promotion of decent work and the promotion of STEM training. However, the document is silent on the role that the CGC could play in this area.

The role of CGC : articulating the school with the networks of living science clubs, networks of living science schools, and other similar inhibitors, fundamental for development of interests by STEM areas. A similar at artistic and cultural domains.

In this area, funds should also be considered for the training/qualification of those involved in the scope of the CGC. This will allow practices sustained in solid theoretical training, but also considering the empirical evidence.

Innovation should also be contemplated at the level of initial and continuing training of technicians who carry out their activity within the scope of the CGC, enabling them to respond to the challenges associated with:

- demographics; migratory flows; scan; artificial intelligence; sustainability.

In addition to these aspects, it is essential that CGC is conceptualized as a lifelong intervention.

Concluding...

ESVDC asked, and Portugal gave the answers. However, it is our believe that we need to be prepared to answer a few more questions, much more important than our “local” Plans.

The future will mold CGC research work, and also interventions and practices.

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Yes, it would be sarcastic...however... good questions and good answers.

Recovery and Resilience plans are not enough. Our role is to be useful to transform the billions of Euro into a gold mine for each individual or collective.

Our intervention and practice, and research must follow UN 2030 agenda.

CGC as a vehicle useful for each individual or collective to “take advantage” of promoting sustainable development, ecological issues, decent work, and all the concepts every day more important and everyday more included in our vocabulary of CGC.

OBRIGADO Thank you

