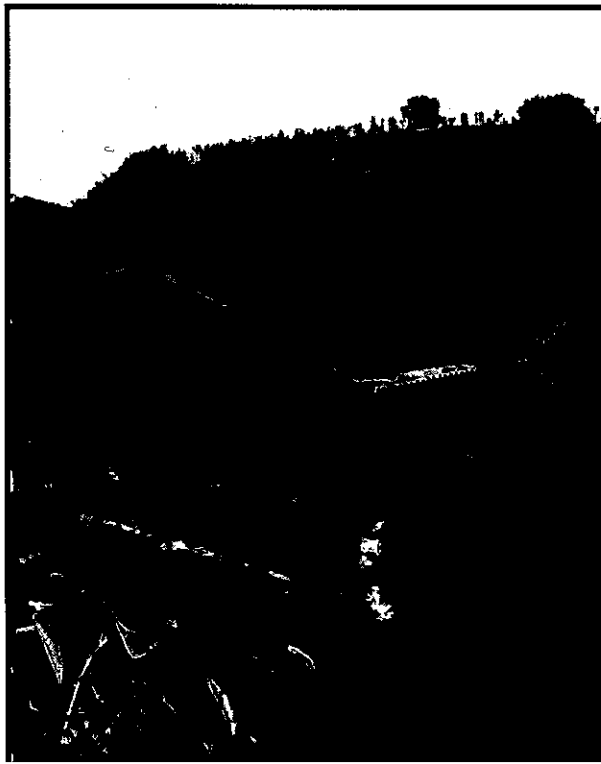


**Pamela M. Clayton,
Silvana Greco,
Martin Persson**

**GUIDANCE FOR LIFE
WORKING
AND LEARNING
IN THE THIRD AGE**



Despite European legislation against age discrimination in the labour market, it is likely that older workers will continue to face obstacles and disadvantages when seeking, maintaining or changing employment. Vocational guidance holds a pivotal position in negotiating between the attitudes and demands of employers and the perspectives and needs of older people. This volume both reflects on changes in the later life-course and offers new perspectives and methodologies for policy and practice.

Dr. Pamela M. Clayton is a political sociologist and Research Fellow in the Department of Adult and Continuing Education, Faculty of Education, University of Glasgow, United Kingdom.

Dr. Silvana Greco is a sociologist and Assistant Professor of Human Sciences in the Faculty of Medicine, University of Milan, Italy.

Dr. Martin Persson is a psychologist and project coordinator for adult education at the People's University, Lund, Sweden.

Essays: Sveinn Aðalsteinsson, Corinne Chataigné, Pamela M. Clayton, Ron de Kluis, Brian Findsen, Geoff Ford, Harry Gray, Silvana Greco, Alexandra Kocher, Helmut Kronika, María José López Sánchez, Martin Persson, Peter Plant, Gilles Rives, Dmitriij Švec, Ghislaine Tafforeau, Sanna Wesanko, Ingrid Wrede.

This book has been produced with the financial support of the European Union through the Leonardo da Vinci Programme, which partly funded the project "Third age guidance: Developing and testing models of labour market guidance suitable to the needs of older people", promoted and co-ordinated by the University of Glasgow. The content of this work does not necessarily reflect the position of the European Union or the National Agency, nor does it involve any responsibility on their part.

Copyright © 2007 by FrancoAngeli s.r.l., Milano, Italy

Ristampa						Anno									
0	1	2	3	4	5	6	2007	2008	2009	2010	2011	2012	2013	2014	2015

L'opera, comprese tutte le sue parti, è tutelata dalla legge sui diritti d'autore. Sono vietate e sanzionate la riproduzione con qualsiasi mezzo, formato o supporto comprese le fotocopie (queste ultime sono consentite solo se per uso esclusivamente personale di studio, nel limite del 15% di ciascun volume o fascicolo e alla condizione che vengano pagati i compensi stabiliti), la scansione, la memorizzazione elettronica, la comunicazione e la messa a disposizione al pubblico con qualsiasi mezzo (anche online), la traduzione, l'adattamento totale o parziale.

Stampa: Tipomozza, via Merano 18, Milano.

I lettori che desiderano informarsi sui libri e le riviste da noi pubblicati possono consultare il nostro sito Internet: www.francoangeli.it e iscriversi nella home page al servizio "Informatemi" per ricevere via e-mail le segnalazioni delle novità o scrivere, inviando il loro indirizzo, a "FrancoAngeli, viale Monza 106, 20127 Milano".

Contents

1. Introduction: Learning and guidance for older workers <i>by Pamela M. Clayton</i>	p.	7
Part I. Theoretical perspectives	»	27
2. Older adults in transition and the role of guidance <i>by Silvana Greco</i>	»	29
3. Guidance for older people: An economic policy approach <i>by María José López Sánchez</i>	»	39
4. Older adults as learners: A critical perspective <i>by Brian Findsen</i>	»	55
Part II. National policy in the Netherlands and Finland	»	69
5. The Dutch approach: The participation society <i>by Ron de Kluis</i>	»	71
6. Guidance for older people in Finland: Initiatives, tools and methods <i>by Sanna Wesanko</i>	»	95
Part III. Good practice in guidance for older people	»	123
7. Introduction to the Third Age Guidance pilots <i>by Geoff Ford</i>	»	125
8. Guidance for the long-term sick in southern Sweden <i>by Martin Persson</i>	»	149
9. Older redundant workers in Iceland: A guidance course <i>by Sveinn Aðalsteinsson</i>	»	161

10. Older people facing significant life changes in England: The conversation method <i>by Harry Gray</i>	»	169
11. Accompaniment for long-term unemployed people in South West France <i>by Gilles Rives, Corinne Chataigné and Ghislaine Tafforeau</i>	»	183
12. Older migrant men in Vienna: Preparation for training <i>by Alexandra Kocher and Helmut Kronika</i>	»	195
13. The demographic transition in Germany: Preparation through guidance <i>by Ingrid Wrede</i>	»	207
14. Guidance for unemployed people over 45 in the modern Czech labour market <i>by Dmitrij Švec</i>	»	221
Afterword: The gap <i>by Peter Plant</i>	»	231
About the Authors	»	237

1. INTRODUCTION: LEARNING AND GUIDANCE FOR OLDER WORKERS

by Pamela M. Clayton

Despite still widespread unemployment in Europe, there is a growing shortage of labour, due partly to the ageing of the population and discrimination against older people (from age 45 or even earlier in some industries – here referred to as “Third Agers”) both in and out of employment. Section 2 considers definitions of the Third Age. Following the long history of human rights legislation, detailed in Section 3, such discrimination is now outlawed but many third-agers have become discouraged or do not know how to make their careers more secure. Vocational guidance, therefore, is needed in order to help them reintegrate into the labour force and manage their careers effectively and this has increasingly become a European Union priority, as shown in Section 4.

For this reason, a European project, *Third Age Guidance*, part-funded by the Leonardo da Vinci Programme, has explored the guidance needs of this heterogeneous group and collected guidance methodologies which have been used successfully. This research is currently being carried out by seventeen partner organisations in twelve countries. This chapter gives an overview of the initial research findings generated by the partnership, in terms of defining older workers, their labour market situation and participation in learning and the current availability of appropriate vocational guidance. It is based on research carried out in Austria, Denmark, France, Germany, Iceland, Italy, Spain, Sweden and the United Kingdom. Separate chapters are devoted to Finland and the Netherlands as these represent important examples of policy initiatives to enhance the labour market chances of older people.

“Work” is here used to refer to paid work, through either employment or self-employment, and is chosen purely for convenience. This usage is not meant to imply that other forms of activity, such as caring, housework, do-it-yourself, exchanging services, voluntary work and so on, do not constitute real work – they do, and they add substantially to the health of a country, its economy and its people. Other forms of real work include

2. OLDER ADULTS IN TRANSITION AND THE ROLE OF GUIDANCE

by *Silvana Greco*

1. Introduction

This second chapter is concerned with providing an insight into the consequences of the profound economic, social and cultural changes that have occurred since the 1970s and their impact on increasingly changing biographies and the crucial role of guidance for older adults. This is needed not only in order to support their need to make choices and rethink their identities at some point in their later lives but also to avoid the risk of marginalisation and social exclusion.

The first section will briefly depict the principal major transformations that have taken place and show the impact of increasing individualisation on individual life and biography, with a special focus on older adults in terms of new opportunities and new life challenges. The next section will underline the risk in terms of social vulnerability and social exclusion that older adults face in relation to “critical events”. Finally, this chapter will show the specific role of guidance, a particular aspect of active labour market policy, in assisting older adults to reformulate their life projects as well as avoiding the vicious cycle of marginalisation that older adults risk entering.

2. Older adults in transition: new opportunities and new challenges

The major economic, social and political changes that have transformed all industrialised states during the last fifty years are on the one hand globalisation and the development of information communication technologies and on the other the process of individualisation (*Individualisierung*) (Schmid 2002).

At a macro level globalisation has made all state economies more interconnected and interdependent, thanks to closer economic and financial exchange between countries and to revolutionary new technologies and communication methods.

This has had also a strong impact on the Taylorist-Fordist paradigm of production which, starting from the 1970s, has undergone a profound transformation, with the subsequent creation of a new productive paradigm that is much more flexible and based on new forms of employment relations (Regalia 2000, Chiesi 1990). It is also based on much less hierarchical work organisation in order to be able to adapt to and satisfy the needs of customers, who demand much more specific and sophisticated products than during the Fordist-Taylorist area. This new form of employment and work organisation has made employment much less stable than thirty years ago, encouraging (or obliging) people to change their jobs during their lives much more often than decades ago, with all the opportunities but also risks that a career change or change of work environment implies.

Together with these processes, the culture of new social movements also began to take root (from those related to feminism, gays and lesbians to the anti-globalisation movement) and set upon a path of rethinking norms and values, identities and social roles in different spheres. One example refers to the significant changes that have occurred in the family which have called into question the traditional male-breadwinner model and the related gendered division of labour that was dominant in the last two centuries and seen the raising of new household models (cohabitation, single parents, living apart together, step-families, single life, and so on). On the one hand, there are new opportunities and new rules to create family life; on the other hand, there is a rising instability in this institution, as divorce has risen dramatically in the course of the twentieth century in almost all industrialised countries.

In addition to these social, economic and technological changes and strongly related to them, there has to be a mention of the great demographic changes that have characterised all major European countries, Italy included (Società Italiana di Statistica 2007): above all, the ageing of the population thanks to a continuous increase in average life expectancy, a decline of the risk of mortality at all ages and a decline in the birth rate following the peak of the "baby boom".

At the micro level, the consequences of social and economic processes on the individual imply a renovating phase of the process of *individualisation* (*Individualisierung*), a concept that should not be confused either with the concept of *individuation*, which from the perspective of Jungian psychology means the evolutionary process that

brings an individual to develop his/her inner Self¹ nor with that of *individualism* in the economic neoliberal perspective of the free market, that sees the individual as a self-sufficient, atomistic and autarkic human being. Rather, it has to be understood from a sociological perspective close to the concept elaborated by the German sociologists Ulrich Beck and Elisabeth Beck-Gernsheim, who refer to a process of *institutionalised individualism* (2001, p. xxi).

This refers, as I have underlined elsewhere (Greco 2005, Greco 2007, p. 26), to the process where "individuals perceive and increasingly define themselves as creator of their own lives, no longer following a collective design based on several principal institutions such as the family, work, religion etc" (see Bauman 2002, 2003, Beck, Beck-Gernsheim 1994, 2001, Schmid 2002).

In post-modern society more and more people are freed from traditional institutions (de-traditionalised life) through the democratisation of individualisation and have to reflect on their lives and choose several elements of their lives, such as their work, their partners and their morality, that they wish to follow.

Nothing is defined unreflectively by tradition, by collective and group identity, by religion, by nature nor by destiny any more and nothing can be taken for granted: every choice related to different aspects of the diverse social sphere - from work to family bonds - lasts "until further notice", to follow Zygmunt Bauman, until something happens that calls for a new choice, a new decision, a new trajectory to follow. "Nowadays everything seems to conspire against lifelong projects, permanent bonds, eternal alliances, immutable identities" (Bauman 1993).

The biographies become, therefore, more and more reflective (Giddens 1991) as many authors have underlined. Some called them "do-it-yourself" biographies, others *bricolage* biography and finally, also, elective biographies.

This do-it-yourself biography gives to the individual the freedom to choose, the opportunity to expand his/her self, to gain new abilities and skills, to explore new scenarios, to challenge the well-known boundaries, to have new possibilities to start a new life project: to live a life of one's own (*Eigenes Leben*) in the words of Ulrich Beck and Elisabeth Beck-Gernsheim (2001). It gives the opportunity also to older adults to rethink their projects in later life, maybe even a new career after fifty, for example, a new marriage, the expression, as pointed out in chapter one of this book, of new creativity, or to make a useful contribution to society, primarily (but not only) in intergenerational dialogue and solidarity as recent research has underlined. Indeed, older adults are important caregivers for younger

¹ For further information about the concept of individuation see Jacobi J. (1997), *La psicologia di C.G. Jung*, Bollati-Boringhieri, Torino, pp. 134-137.

generations – from caring their grandchildren to giving material and financial support.

3. Difficulty of integration and risk of social exclusion for older adults

The other side of the coin of the individualisation process, which implies the capability of adopting freely chosen lifestyles, raises many difficult questions and dilemmas that the individual has to cope with in later life.

The first question has to do with the issue of how to guarantee the continuity and unity of one's life course (Melucci 1999). If the individual has to change, to adapt to the new situation, the risk is of a non-linear inharmonious patchwork biography, a cacophonous biography.

The second question refers to the fear of choice and change, the fear of the unknown but also the fear of uncertainty.

The third, the more problematic question, refers to the fear of a biographical slippage and the difficulty of social integration into society, in other words, the risk of and the exposure to social vulnerability which can easily lead to a process of social exclusion.

If on the one hand, the opportunities to rethink and reshape one's own destiny as a consequences of the individualisation process gives to the individual, older adults included, more freedom to choose, to explore and expand their selves, to influence more consciously their life course, on the other hand, the do-it-yourself biography easily becomes also a "risk biography", a "breakdown biography" depending on the economic situation, educational qualifications, stages of life, family situation and colleagues (Hitzler, Honer 1994, Beck, Beck-Gernsheim 2001, p. 7), making thorough social integration difficult. According to Ulrich Beck and Elisabeth Beck-Gernsheim:

The façade of prosperity, consumption, glitter can often mask the nearby precipice. The wrong choice of career or just the wrong field, compounded by the downward spiral of private misfortune, divorce, illness, the repossessed home [...] can easily bring to "breakdown biography" (Beck, Beck-Gernsheim 2001, p. 3).

The causes of risk biographies, that make social integration difficult, often arise from life events. They cannot be defined "previously" in absolute terms but they are "critical" as Günther Schmid states (1998, pp. 7-8) in the sense that "the single individual could not have foreseen them; they were external to his/her control obliging him/her to a strategic change in order to re-adapt to the new situation". These "critical events" can

represent the start of a downward spiral of cumulative negative events that make him/her precipitate into an area of social vulnerability that means:

The social area that falls within a triangle – the triangle of risk – consisting of three vertices that respectively represent the problematic points: a) the limited availability of the basic resources necessary for survival and family reproduction; b) poor integration into the network of social integration; c) a lack of ability to face difficult situations (Ranci 2002, p. 29).

An example of a "critical event" could be the loss of one's job as a consequence of greater restructuring of an enterprise than the single individual could have foreseen. It was not under his/her control to influence this particular situation. The loss of a job especially in late middle age (a "young-old adult") can be a strong disadvantage especially in an institutional context where age discrimination is still common and it may represent the start of a vicious cycle of negative events.

Just to stay with our example, it can bring to a family reduced income (limited availability of the basic resources necessary for survival and family reproduction). This can lead to the breaking of family bonds (even divorce) and the weakening of more broader social bonds (more feeble integration in relational networks) and individuals are less able to re-enter into the labour market (a lack of ability to face a difficult situation).

Nevertheless, according to recent comparative research (Gallie, Paugham 2000) adult unemployment does not necessarily mean the break-up of family relationship and social networks in all European countries, especially in Southern European countries characterised by a familial welfare regime like that which prevails in Italy. The consequences of unemployment depend more on the nature of these bonds. Unemployed people often frequent others who are unemployed or are relatively distant from the working environment, which makes it more difficult to re-enter the labour market. This is especially the case in countries like Italy, where the network of acquaintance or the "weak ties" described by Mark Granovetter (1973) represent the primary source of access to the labour market (see Reyneri 2005).

Having said that, critical events can represent the beginning of a vicious cycle of negative events that bring an individual first to a situation of social vulnerability and second may begin a process of social exclusion from the elementary rights of full citizenship.

4. The role of guidance in older adulthood

The practice of guidance was initially developed in the United States thanks to its founding father, the engineer, teacher and lawyer Frank Parsons (1908) during the massive period of industrialisation. Since then theoretical approaches to guidance have been increasingly enriched by other social sciences such as social psychology, pedagogy, economics and sociology.

The notion of "guidance" originally derives from the Latin verb *orior* which means "rise" but "guide" has different meanings in different theoretical perspectives. Nevertheless, from its beginning guidance had a double aim: an individual and a social aim.

Guidance practices and their related activities² have the aim not only of helping the single individual to make decisions for his/her future and to develop his/her Self but also of supporting their integration into society.

The next section concentrates on the contribution of sociology to guidance and argues for the importance of the role of guidance for older adults aspiring to these double aims.

4.1. Making choices and rethinking the self above stereotypes

Guidance can support the individualisation process helping the older adult to reflect on his/her biography, that are more and more do-it-yourself biographies as we said, and to make choices for his/her future life, which in many cases can represent a difficult dilemma.

² In 1998 the Organisation of Economic Co-operation and Development included the following activities: *information*: the provision of objective and updated data, e.g., on curricular choices available, training programmes and training opportunities; *assessment*: making a diagnosis, i.e. expressing an opinion about whether an individual is suited to accepting certain options, through the use of formal or informal techniques (tests, examinations, interviews, etc.); *counselling*: helping individuals explore their own thoughts and feelings about their particular situation, about the options available to them and about the possible consequences of various choices; *work education*: the provision of a planned experience programme targeted at developing skills, concepts and awareness that will enable individuals to make suitable professional choices and transitions that are not too traumatic; *placement*: assist the user in gaining access to a specific job or educational or training course; set up internships or job observations in various employment contexts; *advocacy*: deal directly with institutions on behalf of certain users – especially those at risk of being excluded or those who encounter obstacles in their attempt to gain access to training or a job; *feedback*: inform educational institutions and other training bodies about requests from employers or users as well as candidates who are presently available; *follow-up*: contact former users to see how they are getting on and whether they need further assistance (Organizzazione per la Cooperazione e lo Sviluppo Economico 1998, pp. 29-30).

A theoretical sociological approach on guidance based on French sociologist Pierre Bourdieu's concept of "*habitus*" (Bourdieu 1985) gives a different insight to guidance counselling from that presented by a psychological approach. Indeed, according to a sociological perspective, the guidance counsellor will focus also on the social dimension of older adults' personality and living environment when analysing the situation. The approach therefore takes into consideration all the social networks in which they are embedded, the cultural and institutional background in which they have been socialised and the different social roles they have played.

Moreover, the concept of *habitus* outlines "a system of acquired dispositions (instructions) functioning on the practical level as categories of perception and assessment [...] i.e. the patterns, the perceptions, the thoughts, the actions and the opinions embedded in the individual by his/her social context which enable him/her to unconsciously regulate his own actions and decisions" (Grande 2005, p. 24).

The counsellor will try in addition to understand the *habitus* of the older adult in order to aid understanding of how clients perceive reality, what values, norms, ethics and expectations have played a role in their lives and how these are subconsciously incorporated into their *habitus*.

It is particularly useful to understand the *habitus* of the older adult because this can influence the social representation of the client regarding "being an older adult". This approach can then combat the stereotypical negative images built upon older adults: that they are dependent and not useful human beings, no longer competitive in labour market with obsolete skills, sick and needing health care.

This can combat the "symbolic violence" (see Bourdieu 1998) of oppression that those stereotypes bring up, supported also by the media. These can often hinder a realistic and innovative choice for future life, choices that are related to different social ambitions, such as starting a new job or a new business for the young-older or any other activities that lead to a new creativity and expression of the individual.

4.2. Avoiding the trap of social exclusion

Coming now to the second aim of guidance, which refers to the support of social integration, guidance practice helps (or at least can partially help) older adults to avoid entering a downward spiral of social exclusion.

Indeed, according to Italian sociologist Marino Regini (2000, p. 8), "the institutional context, in fact, provides actors with a set of resources and constraints that they must necessarily take into account when choosing among different alternatives and consequently shapes their actions."

Guidance can combat social vulnerability because it can combat the critical points underlined above, such as the limited availability of the basic resources necessary for survival and family reproduction; b) poor integration into the network of social integration; c) lack of ability to face difficult situations.

Guidance practice can combat the vertices of the "triangle of risk", not only concerning individual empowerment but also in the sense of enhancing economic, social and cultural capital in the sense analysed by Bourdieu. Indeed, Pierre Bourdieu, distancing himself from the Marxian perspective which considers only economic capital, distinguishes *economic capital*, which refers to means of production and economic goods; *social capital* which refers to the resources that the social actor can obtain from social networks distinguished by one or more institutionalised relationships in which actors are embedded and which they can use in the case of need; and *cultural capital*, which refers to the set of cultural goods obtained both from the school and educational system (qualifications) and from the family context. To be more precise, cultural capital can assume different forms: a) the objectified state in the form of cultural goods such as books, paintings, etc. owned by the individual; b) the embodied state in the form of long-lasting dispositions of the mind and body, for example skills, abilities and cultural capacities owned by the individual; c) the institutionalised state referring to the possession of educational and academic qualifications (Schwingel 1995).

5. Concluding remarks

This chapter has sought to provide an insight into the role of guidance in supporting older adults in rethinking their biography in later life, the increase in do-it yourself biographies and their need to make new choices for their future life. The aim was to underline both the opportunities and new challenges that a post-modern society offers to older adults but also to point out the risk of social vulnerability and social exclusion".

References

- Bauman Z. (1993), "Wir sind wie Landstreicher – die Moral im Zeitalter der Beliebigkeit", in *Süddeutsche Zeitung*, 16-17 November.
 Bauman Z. (2002), *La società individualizzata*, Il Mulino, Bologna.
 Bauman Z. (2003), *Intervista sull'identità*, Laterza, Roma-Bari.
 Beck U. (2000), *Rischi della libertà: l'individuo nell'epoca della globalizzazione*, Il Mulino, Bologna.
 Beck U., Beck-Gernsheim E. (2001), *Individualisation*, Sage, London.

- Beck U., Beck-Gernsheim E. (eds.) (1994), *Riskanten Freiheit. Individualisierung in modernen Gesellschaften*, Suhrkamp, Frankfurt am Main.
 Bourdieu P. (1972), *Esquisse d'une théorie de la pratique*, Droz, Paris-Genève.
 Bourdieu P. (1985), "The genesis of the concepts of habitus and field", in *Sociocriticism*, no. 2, pp. 11-24.
 Bourdieu P. (1998), *Il dominio maschile*, Feltrinelli, Milano.
 Bourdieu P., Passeron P. (1972), *La riproduzione: elementi per una storia del sistema scolastico*, Guaraldi, Rimini.
 Chiesi A. M. (1990), "Un quadro di riferimento concettuale", in *Democrazia e Diritto*, no. 1, gennaio-febbraio, pp. 14-30.
 Gallie D., Paugham S. (2000) (eds.), *Welfare regimes and the experience of unemployment in Europe*, Oxford University Press, Oxford.
 Giddens A. (1991), *Modernity and Self-Identity: Self and Society in the Late Modern Age*, Polity, Cambridge.
 Grande T. (2005), *Le rappresentazioni sociali*, Carocci, Roma.
 Granovetter M. (1973), "The Strength of Weak Ties", in *The American Journal of Sociology*, vol. 78, no. 6, pp. 1360-1380.
 Greco S. (2005), *I mercati del lavoro transizionali degli operatori di call centre nel settore bancario e delle telecomunicazioni: un'analisi comparata Lombardia e Nordrhein-Westfalen*, Tesi di dottorato, Università degli Studi di Milano, Milano.
 Greco S. (2007), "The contribution of sociology to recent theoretical perspectives on guidance", in Greco S., Clayton P.M., Janko Spreizer A., *Migrants and refugees in Europe: Models of integration and new challenges for vocational guidance*, FrancoAngeli, Milano, pp. 25-52.
 Hitzler R., Honer A. (1994), "Bastexistenz. Über subjektive Konsequenzen der Individualisierung", in Beck U., Beck-Gernsheim E. (eds.) (1994), *Riskanten Freiheit. Individualisierung in modernen Gesellschaften*, Suhrkamp, Frankfurt am Main, pp. 307-315.
 Melucci A. (1999), "Diventare persone. Nuove frontiere per l'identità e la cittadinanza in una società planetaria", in Leccardi C. (ed.), *Limiti della modernità*, Carocci, Roma, pp. 123-145.
 Organizzazione per la Cooperazione e lo Sviluppo Economico (1998), *Pianificare il futuro*, Armando, Roma.
 Parsons F. (1909), *Choosing a Vocation*, Houghton Mifflin, Boston.
 Ranci C. (ed.) (2002), *Le nuove disuguaglianze sociali in Italia*, Il Mulino, Bologna.
 Regalia I. (2000), "Nuove forme d'impiego e di lavoro. Indipendenti o precari?", in *Quaderni di rassegna Sindacale-Lavori*, X, no. 2, pp. 81-97.
 Regini M. (2000), "Between deregulation and social pacts: The responses of European economies to globalisation", in *Politics and Society*, vol. 28, no. 1, pp. 5-33.
 Reyneri E. (2005), *Sociologia del mercato del lavoro*, Il Mulino, Bologna.
 Schmid G. (1998), "Transitional Labour Markets: a new European Employment Strategy", in *WZB Discussion Paper FS I 98-206*.
 Schmid G. (2002), "Employment systems in transition: explaining performance differentials of post-industrial economies", in Gazier B., Schmid G. (eds.), *The Dynamics of Full Employment: Social Integration through Transitional Labour Markets*, Edward Elgar, Cheltenham, pp. 23-80.
 Schwingel M. (1995), *Pierre Bourdieu*, Junius, Hamburg.

3. GUIDANCE FOR OLDER PEOPLE: AN ECONOMIC POLICY APPROACH

by *María José López Sánchez*

This chapter explains and justifies the reasons for which guidance in general, and specifically guidance for older people, is relevant from an economic policy approach. In order to correctly situate and understand the arguments used, it is divided into three parts. The first, the most theory-based, will clarify and define the meaning of economic policy within economics and will present the structure of objectives and instruments that serve as a context for relating guidance for older people to other economic objectives.

The second part explains in detail how guidance, to the extent that it enables older people's working lives to be extended, can contribute to achieving the important economic objective of full employment. For this, a brief explanation of the job market and the types of unemployment that exist is included. Next, after setting out the reasons behind the current unemployment problem and reviewing the employment objectives contained in the Lisbon Strategy, the need for public sector intervention is justified. The tools available for resolving unemployment in economies will therefore be detailed, paying special attention to active employment policies, in which guidance is placed within the so-called placement and training actions.

The third and last section deals with the economic reasons that determine the relevance and importance of providing guidance to older people in order for them to stay in the job market. Firstly, general issues such as what unemployment means for economies and individuals in terms of the costs involved. Secondly, more specific reasons are examined for the importance of guidance for adults at two levels: macro reasons (for the economy as a whole) and micro reasons, by means of an analysis identifying the main advantages and disadvantages or strengths and weaknesses in contracting older workers.

At this point, it is important to highlight that guidance is a feasible, suitable and acceptable strategy for achieving the full and active