

INVESTING IN CAREER GUIDANCE



WHAT IS CAREER GUIDANCE?



Career guidance¹ describes the services which help people of any age to manage their careers and to make the educational, training and occupational choices that are right for them. It helps people to reflect on their ambitions, interests, qualifications, skills and talents - and to relate this knowledge about who they are to who they might become within the labour market.

Career guidance involves a range of connected activities, including provision of careers information, personalised guidance/counselling, skills assessment, engaging with the world of work and the teaching of decision-making and career management skills. Career guidance is delivered face-to-face, by telephone and online.

Career guidance is a continuous process throughout life. It is critical to the smooth transitions of young people as they make choices about education and training and to the mobility and (re)engagement of adults within the labour market. Guidance is provided to people in a wide range of settings: schools and training centres, tertiary and higher

education institutions; employment services and career guidance centres; in workplaces, trade unions and professional bodies as well as in local community settings.

1. In some countries terms such as “career counselling”, “career development” “careers information, advice and guidance”, “vocational counselling” or “vocational guidance” are used to refer to the range of activities that is included here within the term career guidance.

THE NEED FOR EFFECTIVE CAREER GUIDANCE IS GREATER THAN EVER

Effective career guidance helps individuals to reach their potential, economies to become more efficient and societies to become fairer. It provides people with personalised, impartial and timely information and support to make informed decisions about their lives. It acts as a lubricant for developing and nurturing human talent to power innovation, creativity and competitiveness. It helps to implement lifelong approaches to learning and active approaches to labour market engagement and transition. As the working world becomes increasingly complex, career guidance is becoming ever more important to individuals, employers and to society.

For young people, we know that:

- they are making more decisions than before as they stay in education longer, but the increasing dynamism of the labour market, the rapidly changing demand for skills and the growing diversification and fragmentation of education and training provision is making decision-making more difficult.
- what they think about their future careers makes a difference to what happens to them in adulthood, but career aspirations are often narrow, unrealistic and distorted by social background.
- frequently they have limited awareness of their own potential and needs and low access

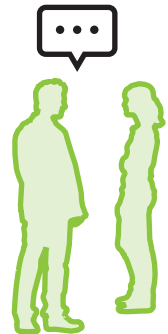


to impartial information about learning and funding possibilities, becoming demotivated with education and training.

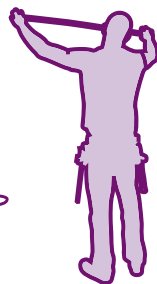
- many occupations and learning routes, such as apprenticeships in some countries, are poorly understood or stereotyped, contributing to skills shortages and leading, in some cases, to educational disengagement and dropout.
- participation in some career guidance activities, such as short career exploration work placements, is commonly linked to the social background of learners, running the risk of inequitable outcomes.
- participation in career guidance activities is associated with educational and particularly economic gains, but far too few young people have sufficient access to the information they need.

For adults, we know that:

- technological advances are driving massive changes in the labour market – old jobs and skills are disappearing or radically changing and new jobs and skills are emerging. Re-skilling and upskilling are increasingly seen as integral parts of working life.
- people are working longer and moving between countries more frequently.
- some job losers have fallen into situations of long-term unemployment and inactivity, being demotivated, with outdated skills and weak knowledge of learning options.
- new forms and ways of working mean that individuals are increasingly responsible for their own education and training.
- guidance is essential to people who want to validate skills obtained outside formal learning contexts.
- European surveys show most adults recognise that career guidance is useful for finding and choosing suitable jobs, courses and other opportunities, but fewer than one in three people ever use a career guidance service.
- individuals with lower levels of qualifications are much less likely to use career guidance – but are more likely to need it because their jobs are at greater risk of automation.



EFFECTIVE CAREER GUIDANCE EMPOWERS PEOPLE, BY...



- ☑ **responding to individual needs**, being flexibly delivered via a diversity of channels to increase accessibility, including face-to-face, online and phone services. Good guidance has a long-term perspective in developing the skills and knowledge of people to manage their career choices through their lives.
- ☑ **forming a regular part of education and training**, working in alliance with teachers and trainers to infuse career aspects into the curricula. It begins early (from primary education) and intensifies at key decision points, acting as a bridge to help people see the links between learning and the changing world of work.
- ☑ **allowing people to get to know themselves**, their talents, interests and potential, encouraging learners to consider the breadth of the labour market and challenging common assumptions or stereotypes about occupations. Good guidance is accessible to all young people and adults, but is targeted especially at those in greatest need of support. It recognises social disadvantage and compensates for weaker access to information and support through social networks. It helps people facing difficulties in learning and making difficult vocational choices during training.
- ☑ **making use of well-trained professionals** who provide relevant and impartial information and counselling. Effective guidance not only provides user-friendly access to reliable labour market information but also enables people to develop career management skills. It provides direct contact with qualified career guidance professionals - and with the world of work.



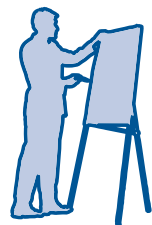
CONNECTING WITH THE WORLD OF WORK

Employer engagement enriches career guidance. When people in work cooperate with schools and other education and training providers, they help learners and jobseekers to better understand the working world in all its varieties. It allows access to useful experiences and to trusted, new information which can be expected to broaden and deepen career aspirations as people see for themselves what different types of work and work environments are like.

Employer engagement activities give learners direct exposure to the world of work. These include: bringing volunteers into schools to enhance learning, career talks, CV workshops, mock interviews, job fairs, job shadowing, work placements, mentoring, enterprise competitions and the promotion of job vacancies.

Effective employer engagement is authentic, frequent, personalised, varied, embedded in careers education and begun in primary school. It can be especially effective in challenging gendered assumptions and other forms of stereotyping about occupations.

Career talks and job fairs are easy and effective places to start.



DID YOU KNOW?

Every year, **one in four European adults** can be expected to seek out **careers information**.

European surveys show that **careers linked to vocational education routes often suffer from negative stereotypes**.

International survey data shows that **30% of teenagers** globally are interested in **just ten occupations** and that career aspirations are heavily shaped by **socio-economic status, gender and migrant background**.

The majority of high quality evaluations of career guidance activities show **evidence of positive economic, educational and social outcomes** for young people. **More informed teenage career aspirations** are linked with better results. Successful outcomes, however cannot be taken for granted, delivery matters.

Wage premiums of 10-20% for young adults have been linked to teenage participation in career guidance – benefits are especially strong where activities were found by young participants to be **very helpful** at the time they were undertaken.

Participation in career guidance activities has been linked with **more positive attitudes towards school** and **better Maths scores**.

Governments are increasingly requiring learners to **engage with the working world** during secondary school.

Online technologies enable schools in many countries to connect directly with employee volunteers to support career guidance events.

Destination surveys help students understand the labour market outcomes linked to specific programmes of study.

RESOURCES

Besides its ongoing thematic research activities in lifelong guidance, Cedefop has established **CareersNet** with the purpose of monitoring policy developments and innovative practices. The network enables exchanges on national guidance systems, co-ordination and strategies, as well as innovation. It integrates national career development experts. The network is developing an EU+ database on national guidance and career systems and a methodology for system assessment and evaluation.

<http://www.cedefop.europa.eu/en/events-and-projects/networks/careersnet>

Cedefop's website makes available online resources for national capacity development. Resources include a searchable database of innovative practices. A toolkit for practitioners on labour market information and digital services is also offered, including a set of training modules for practitioners and managers. The resources also include a tool to assist national agents in transferring and adapting successful innovative practices.

<http://www.cedefop.europa.eu/en/toolkits/resources-guidance>

The European Commission supports the **Euroguidance** network, which collects, disseminates, and exchanges information on national approaches to career guidance, sharing project results, innovative working methods, and good practice in the field of lifelong guidance. Its main target group consists of guidance practitioners and policy-makers in all European countries. Euroguidance promotes the national and international networking of guidance practitioners by organising seminars, training, and study visits on different themes.

<https://www.euroguidance.eu>

The **International Centre for Career Development and Public Policy (ICDPPP)** was established in 2004 with the support of the OECD, the World Bank, the European Commission, the International Association for Educational and Vocational Guidance and many national governments

to promote policy sharing and learning internationally. It makes international knowledge and expertise available to policy makers, researchers and career development professionals to help strengthen links between policies for education, training, employment and social inclusion and career guidance services. The Centre is a focal point for sharing examples of national strategies, legislation, policies and policy evaluations. The ICCDPP brings together policy makers, practitioner and researchers on a biannual basis.

<http://iccdpp.org/>

The International Association for Educational and Vocational Guidance (IAEVG) was established in 1951. The organisation aims to provide global leadership in, and advocacy for, careers guidance by promoting ethical, socially just, and best practices throughout the world so that educational and vocational guidance and counselling is available to all citizens from competent and qualified practitioners. The IAEVG oversees an annual international conference and publication of the International Journal for Educational and Vocational Guidance.

<https://iaevg.com/>

KEY SOURCES FOR FURTHER READING



Cedefop – European Centre for the Development of Vocational Training

Cedefop (2016) Labour market information and guidance.

Cedefop (2016) Improving career prospects for the low-educated. The role of guidance and lifelong learning.

Cedefop (2018) Handbook of ICT practices for guidance and career development.

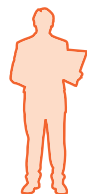
EC – European Commission

European Commission/OECD (2004), Career Guidance: A Handbook for Policy Makers.

Resolution of the Council and of the Representatives of the Governments of the Member States, meeting within the Council of 21 November 2008 on better integrating lifelong guidance into lifelong learning strategies

ETF – European Training Foundation

ETF (2009) In demand: career guidance in EU neighbouring countries.



ETF (2011), Career guidance in ETF partner countries – a missing link in the transition from education to the labour market. INFORM Issue 06, Turin.

ETF (2014) Career Guidance and VET. A Position Paper, Working document, ETF, Turin.

ILO – International Labour Organization

Hansen, E (2006), Career Guidance: A Resource Handbook for Low and Middle Income Countries.

Corbanese, V. and G. Rosas (2013), Surfing the labour market: Job search skills for young people. Facilitators' guide and toolkit.

OECD – Organisation for Economic Cooperation and Development

Musset, P. and L. Mytna Kurekova (2018), Working it out: Career Guidance and Employer Engagement.

OECD (2016), Getting Skills Right: Assessing and Anticipating Changing Skill Needs.

OECD (2010), Learning for Jobs, OECD Reviews of Vocational Education and Training.

UNESCO - United Nations Educational, Scientific and Cultural Organization

Field, S. and Guez, A., (2018) Pathways of progression: linking technical and vocational education and training with post-secondary education

UNESCO-UNEVOC (2013), Revisiting Global Trends in TVET

Hiebert, B., Borgen, W. A., Schober, K. (2010), Career Development: The Role of Guidance and Counselling in Fostering an Increased Range of Educational and Career Alternatives

The Inter-Agency Working Group on Work-based Learning (WBL) was set up in 2015 with the aim of (i) sharing and discussing WBL-related activities respectively conducted by its members, (ii) identifying emerging trends and further areas for knowledge creation, monitoring and advocacy about WBL, and (iii) developing joint products/tools to enhance cooperation in the field of WBL. Members of the Working Group include the European Centre for the Development of Vocational Training (Cedefop), the European Commission, the European Training Foundation (ETF), the International Labor Organisation (ILO), the Organisation for Economic Co-operation and Development (OECD) and the United Nations Educational, Scientific and Cultural Organisation (UNESCO). The Working Group is a subgroup of the Inter-Agency Group on Technical and Vocational Education and Training.