



European Training Foundation

# EUROPEAN TRAINING FOUNDATION

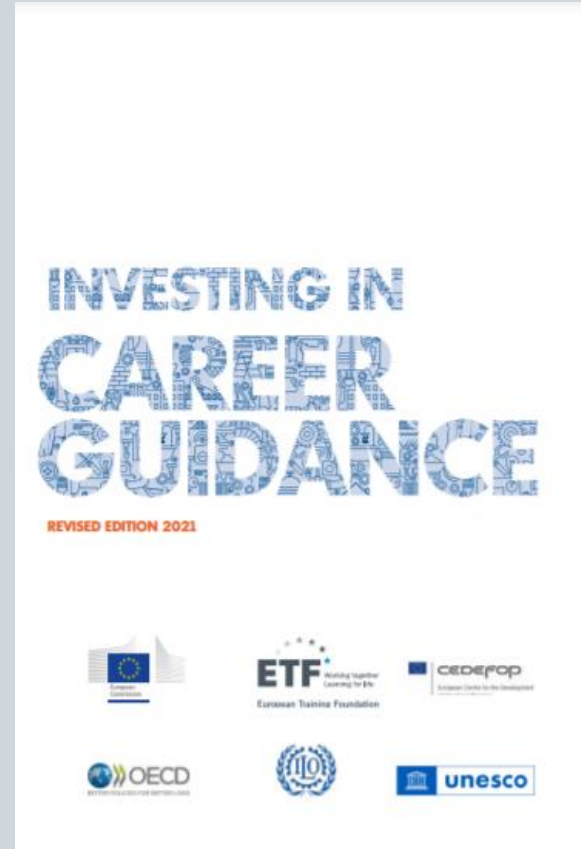
Good practice case studies from EU Member states: Career guidance systems that support career development in a lifelong perspective

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## Joint statement on the importance of investing in career guidance for the recovery, digital and green transitions

- importance of SYSTEMS for career development support to achieve wider economic, educational and social outcomes
- not enough anymore to help young people to decide once about one education path that leads to one particular career



# CAREER DEVELOPMENT SUPPORT SYSTEMS...

...cover a wide variety of services and activities:

- Lifelong career guidance, especially career education
- Career development support for workers
  - HRM activities to develop Career Management Skills (CMS) of employees
  - support for employees in the informal sector
  - support to workers in non-standard forms of employment (freelancing, contract work, platform work)
- Career development is a lifelong process

# LIFELONG CAREER GUIDANCE...

- aims at developing the capacity of individuals of any age to manage their careers (= career management skills).
- describes the services which help people of any age to manage their careers and to make the educational, training and occupational choices that are meaningful for them
- involves a range of connected activities, including
  - provision of careers information,
  - personalised and group guidance/ counselling,
  - assessments that support self-appraisal and career exploration,
  - engagement with employers, and
  - career education

# CAREER DEVELOPMENT SUPPORT...



## INTERNATIONAL TRENDS AND INNOVATION IN CAREER GUIDANCE

Volume I.  
Thematic chapters



...one of the key responses to  
changing labour markets and  
related changing skills  
demands

...paradigm shift towards  
empowering individuals to  
manage the frequent and  
complex transitions (CMS)

...as right/entitlement



## INTERNATIONAL TRENDS AND INNOVATION IN CAREER GUIDANCE

Volume II.  
Country case studies



# CAREER DEVELOPMENT SUPPORT SYSTEMS WITH A LIFELONG PERSPECTIVE

Key elements as reference points for the development of support systems:

- Coordination
- Funding
- Quality
- Access
- Use of technology



# THEORY OF CHANGE – NATIONAL CAREER DEVELOPMENT SUPPORT SYSTEMS

Targeted activities towards capacity development

**Outputs**

Possible “coordination” outputs: Charter committing all signatories to cooperation for developing a national ToC; cross-ministerial working group on career development support; national and regional guidance fora bringing together all relevant stakeholders across sectors and policy fields

Possible “funding” outputs: national training funds and programmes aimed at financing TVET, LLL and learning in enterprises to integrate career development; career vouchers for individuals with limited cost sharing; reliable and transparent information on service expenditure; incentives to career development in enterprise and community contexts

Possible “quality” outputs: occupational standards for practitioners; ethical guidelines for practitioners; accreditation of service providers; tracer studies evaluating medium to long-term impact of education programmes; M&E strategy for career development support; Labour Market Information System

Possible “access” outputs: career education curricula in general education and TVET; lifelong entitlements to career development support; all age service strategy to guarantee full population coverage; outreach programmes for long term unemployed, early school leavers or rural populations; digital services and telephone support

Possible “technology” outputs: diversified service delivery to all citizens; improved access to information and career-related content and materials; career development support included in national digital skills strategy; use of ICT integrated in career education; practitioner training in use of ICT; collaborative processes for career development among peer groups; involvement of all relevant stakeholders in the design of digital and online services

Capacity levels: system – provider – practitioner

**Outcomes**

**Coordination:** Improved cooperation and coordination of services and stakeholders, towards better support and integration with other relevant services

**Funding:** Improved funding arrangements, towards system stability and accountability in every relevant delivery context

**Quality:** Improved and sustained quality of provision of career development services within a culture of continuing improvement

**Access:** Improved access of youth, adults and vulnerable groups to career development support services and career learning, making the best of available tools

**Technology:** Improved use of technologies, to improve delivery, cooperation, increase access and accessibility, and support practitioners work

**Impacts**

**Envisaged Development Impact:** Improved learning, social and labour market outcomes of individuals and improved career development support for the employed through the establishment and strengthening of national, regional and local lifelong career development support systems. Specific impacts include:

- ▶ Lifelong career support for all
- ▶ Better transitions into formal economic activity
- ▶ Improved skills development, utilisation and career management for the employed
- ▶ Increased subjective career success in terms of satisfaction and sense of meaningfulness
- ▶ Improved adult learning, career transitions and employment stability
- ▶ Improved learning, social and labour market outcomes for youth
- ▶ Equal access of social groups and between genders in access to learning and the labour market
- ▶ Increased civic participation and environmentally conscious attitudes

## Key element “Coordination”: good practice example

National lifelong guidance policy forums in most EU countries, for example Croatia:

- brings together representatives from
  - state institutions (ministries)
  - public institutions (agencies)
  - social partners (chambers, employers’ associations, trade unions)
  - and other stakeholders (e.g. universities, professional associations).

More details: Establishing and developing national lifelong guidance policy forums - A manual for policy-makers and stakeholders”:

<https://www.cedefop.europa.eu/en/publications/5188>



# Key element “funding”: good practice example

## Career guidance vouchers in Flanders, Belgium

- public employment service provides individuals with career vouchers of up to 550 euros to access services in certified providers
- small contribution on behalf of beneficiaries (40 euros) required to ensure commitment with the process.

More details: <https://www.youtube.com/watch?v=dC5Z6xu2mWg>

## Key element “quality”: good practice example

### Skills Development Scotland (SDS)

- national skills body in charge of strategic leadership, quality and system development of career services on national level with mandate to provide career services for all age groups
- undertakes individual customer surveys, focus groups and consultations for continuous improvement of e.g. national policies
- develops and maintain key resources for service delivery including Career Education Standards, Labour Market Information, Career Management Skills, MyWoW web service and materials for Work Based Learning

More details: <https://www.skillsdevelopmentscotland.co.uk/>

## Key element “access”: good practice example

### Latvian public employment service (SEA)

- uses outreach strategies to reengage long term unemployed and adult inactive in learning and employment
- cooperates with social security and local NGO's to track and contact individuals
- organizes job fairs and regional workshops for social services, NGO workers and employers in order to raise public awareness
- careful individual screening, holistic approach (health and psychological support)
- Provides group and individual career counselling, regularly assessments

More details: <https://www.etf.europa.eu/en/publications-and-resources/publications/developing-national-career-development-support-systems>

# Key element “use of technology”: good practice example

## Skills Panorama in EU countries

- online central access point for data, information and intelligence on skills needs, occupations and sectors across EU Member States
- aimed at improving the EU’s capacity to assess and anticipate skills needs, helping education and training systems to become more responsive to labour-market needs and better match skills supply and demand across the EU

More details: <https://skillspanorama.cedefop.europa.eu/en>

## Skills OVATE:

- real-time labour-market information (big data collection)

More details: <https://www.cedefop.europa.eu/en/tools/skills-online-vacancies>

# ETF SYSTEM REVIEWS IN ARMENIA, AZERBAIJAN, GEORGIA, UKRAINE

Holistic review, to inform EU4Youth, national reform initiatives etc.

- kick-off: 8 November 2021
- Key activities: desk research & consultation meetings with all relevant stakeholders (8 Nov-15 Dec), write review report in English and national language, national validation meeting
- letters sent to Ministry of Education and Ministry of Labour

By end of 2021: final draft report, translation and validation in early 2022

# CAREER GUIDANCE AND EDUCATION IN VET – WHY?

- Need of all VET learners to require career management skills to deal with more frequent and complex transitions
- Need of all VET learners to clarify for themselves “how can I most effectively pursue the career that I have chosen?”
- Need to deal with learners who want to change programmes, disengaging learners, potential drop-outs, former NEETs placed into VET, adult learners engaging in re-/upskilling
- Need to engage in CG for potential future VET learners in schools
- Need to address vertical and horizontal skills mismatch

THANK YOU



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