

# CAREER GUIDANCE AND OUTREACH STRATEGIES - SERVICE TRANSFORMATIONS, NEW EXPECTATIONS

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# What is career guidance (CG)?

“...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.”

Interagency Working Group on Career Guidance (2021): Investing in career guidance. <https://www.etf.europa.eu/en/publications-and-resources/publications/investing-career-guidance>

The overall aim of career guidance is to develop the capacity of individuals to manage their careers (= career management skills).

➤ “sustainable activation” in contrast to “employment counselling”

## EFFECTIVE CAREER GUIDANCE

- helps individuals, and economies to become more efficient and societies to become fairer
- has an essential part to play in economic recovery plans
- can provide positive economic, educational and social returns to both individuals and society

# WHAT ARE CAREER MANAGEMENT SKILLS (CMS)?

## TRADITIONAL Model

- focus on practical skills
- self-awareness (i.e., knowledge about one's preferences and abilities)
- awareness of opportunities (in terms of further education, training, internship, and/or work)
- transition skills (e.g. how to write a CV or covering letter, how to respond during an interview)
- taking decisions



## EXTENDED CMS LEARNING MODEL

**focus on positive human development & empowerment**

1. Learning about oneself - "who am I"
  - a. social & emotional incl. learning to learn skills for identity & durable life skills development that help in managing lifelong transitions
2. Developing a critical understanding of the world of work
3. Developing a critical understanding of the world of learning and education
4. Learning of practical skills, like CV writing

# RELEVANCE OF GUIDANCE TO THE YOUTH GUARANTEE (I)

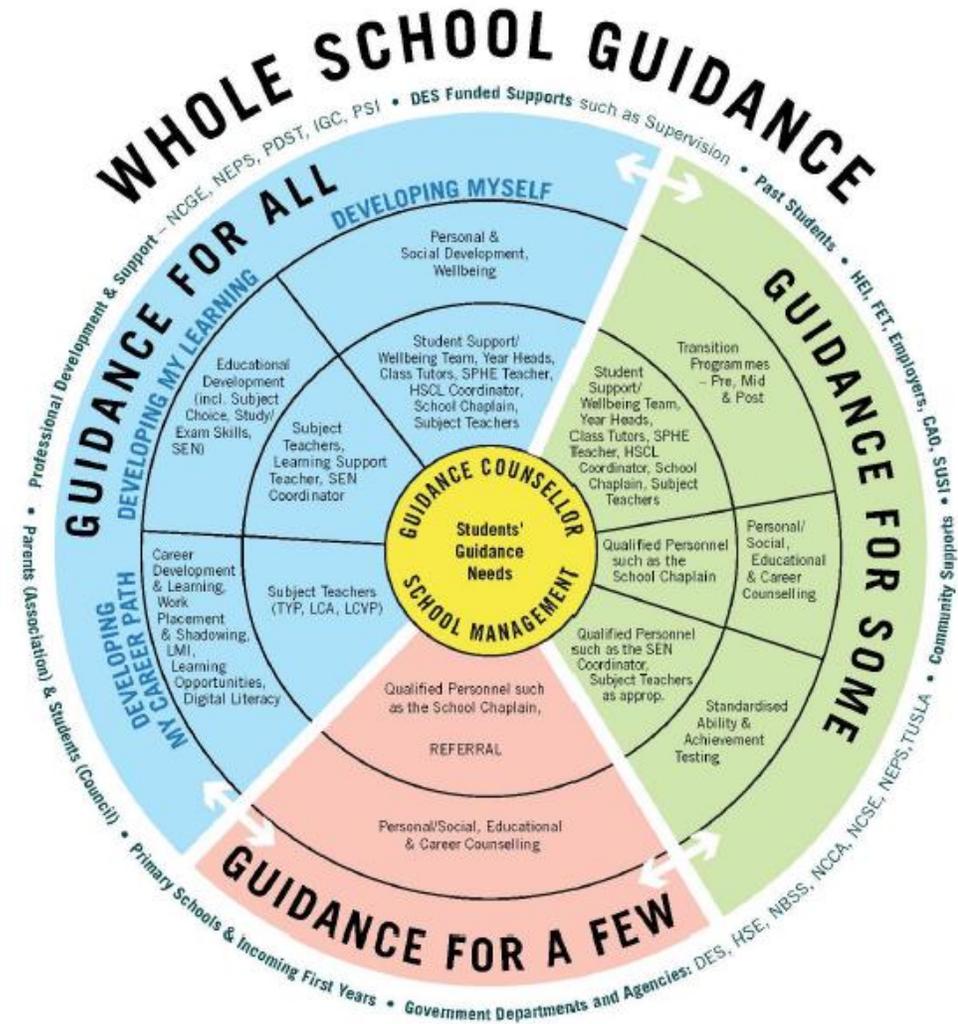
## EARLY INTERVENTION OR PREVENTION PHASE

Key recommendation to integrate career education as structured learning programme in formal education throughout all levels from primary education onwards

- to reach whole generations incl. in rural and remote areas
- to help overcome limited views on opportunities
- to help overcome gender stereotypes
- to support the development of life skills
- to support dropout prevention and retention
- to create a positive demand for guidance later in life

Whole school guidance framework (Ireland)

Career Education (Singapore)



# RELEVANCE OF GUIDANCE TO THE YOUTH GUARANTEE (II)

## OUTREACH & PREPARATION PHASES

Key recommendation is to train partners that reach out to young people in the provision of career guidance because young people often need extensive support before they are ready to participate even in preparatory activities

- to empower NEETs to stay engaged, be self-directed and motivated to take action and take ownership of actions
- to avoid risk of letting partners only register young people but win them as permanent partners
- to ensure continuation of partner support from first contact till offer
- to support to the development of career management skills not just practical skills

### Mobile Employment Centers (Kazakhstan)



# TOWARDS EFFECTIVE OUTREACH (I)

Outreach as information service	Outreach to empower
NEETs as object	NEETs as subject
registration of NEETs overall objective	helping NEETs find their way as objective
sometimes support offer such as motivational training, training on CV writing and interviewing etc.	empower NEETs to reengage into learning and working in a self-directed way (intrinsic motivation to register)
Fast activation	Sustainable activation
Short term, rather technical intervention to hand over to other stakeholders (PES, trainers)	establish trustful relationships with NEETs that are lasting

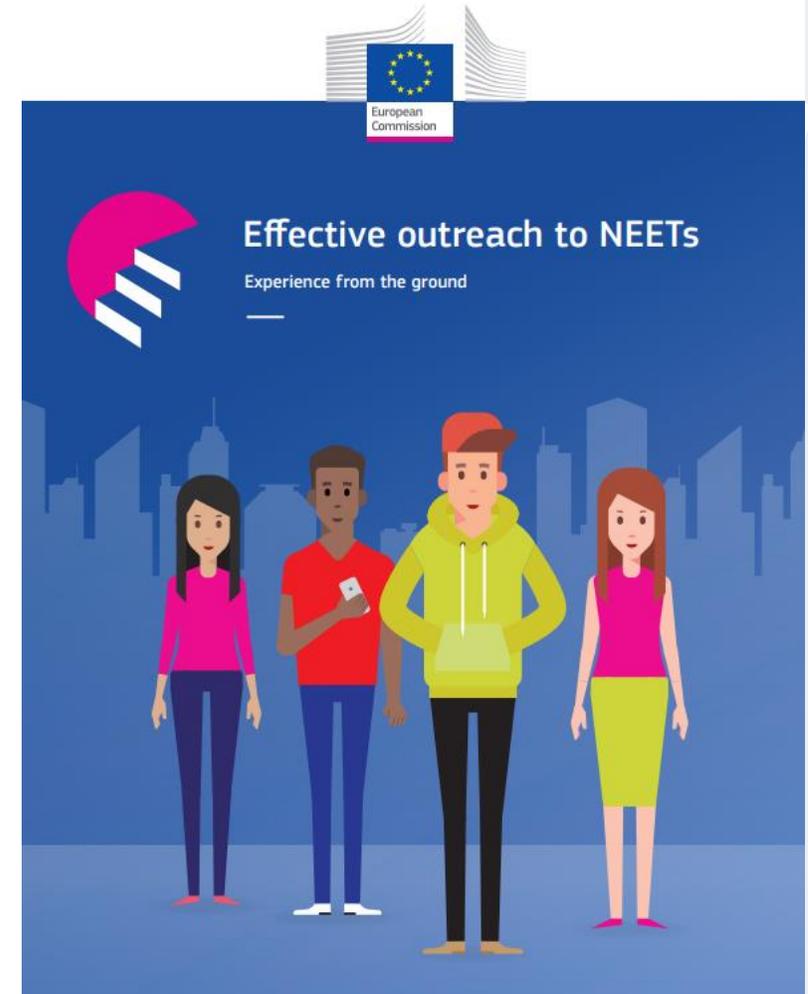
# TOWARDS EFFECTIVE OUTREACH (II)



## 1. Introduction

This brief analyses the outreach approaches and strategies that target young people who are inactive with the objective of supporting them in entering the labour market or re-engaging in education and training activities.

Work is central to people's life. It is the main source of financial independence.



# OUTREACH - INSPIRING PRACTICE (I)

- **OUTREACH STRATEGY** regulating cooperation and coordination, roles, communication approach, communication between national, regional and local partners, defines quality outreach
    - **Local level** is very important to get on board
    - Outreach strategy **to be flexible** allowing local level implementing partners to adapt approaches to the needs of young people and particularities of regions
      - M&E of the work of outreach partners should focus on individual progress
  - **USE MULTITUDE OF CHANNELS** based on the needs of different target groups:
    - **Reviewing/pool existing data** to identify NEETs
    - **peer-to-peer** support (YG ambassadors) and young youth and social workers (Bulgaria e.g. trained former NEETs to reach out as youth mediators)
    - **One-stop shops** bringing diverse services together offering low-threshold access (Finland, Sweden, France and Croatia)
    - **Mobile units** travelling to remote and rural areas
- Traditional **street work approach**, going to places where NEETs are like in Spain



# OUTREACH - INSPIRING PRACTICE (II)

- Use multitude of channels based on the needs of different target groups:
  - Online presence - especially useful are **social media**; e.g. Slovenia has a dedicated facebook page, Italy has a service APP, short YouTube videos in Portugal
  - **Involving young NEETs into the design** of strategy and word-of-mouth information distribution
  - **Awareness raising activities** about the YG, e.g. Bulgaria and Estonia – incl. via radio and TV
  - monthly **tracking** of to see who fell out of the system to directly follow up, e.g. Luxemburg
  - **Special services** for NEETs with **disabilities** (Ireland), and for young **offenders** (UK, Latvia)
  - Outreach should be **personalised** which ensures best success
  - **Combining outreach with career guidance** has the positive effect of developing early a personal development/career plan like in Luxemburg
- Outreach to be designed in the **spirit of youth work**: non-judgemental approach, voluntary



# OUTREACH - INSPIRING PRACTICE (III)

- Outreach strategy examples (Portugal, Latvia, Denmark)
  - **budgeted** and part of a law or youth act, while other activities are usually project based
    - **career management skills development** element is often overlooked
    - Strategies to include capacity building of outreach partners in career guidance
- Outreach strategies to clarify **data sharing** (Latvia, Netherlands, Croatia, Finland) – tracking and data exchange programmes help identify NEETs
- Outreach strategy to include **working in a preventive way** with schools – focus should lie on information about the YG scheme as a safety net
- Outreach focus to lie on supporting individuals and their families in finding their way than on quick placements, on improving “agency”
- Summarising, **tailoring approaches** to the individual needs, a **national outreach strategy**, **NEET involvement in design**, **peer-to-peer and word-of-mouth** information are very successful
- Outreach requires resources, skills, partnerships – is not an add on activity



# TOWARDS EFFECTIVE OUTREACH

## OUTREACH STRATEGY – COMMON FEATURES

- **Mechanisms to identify and contact young NEETs**
  - data sharing and partnerships are among the important points here both for getting information about NEETs from partners as well as to ensure physical outreach to where NEETs are
- **In-depths assessment** of individual needs of the young people
- Description of **tailored service and programme** delivery
  - with a **special focus on career management skills development** incl. life skills
- **Monitoring and review**



# TOWARDS EFFECTIVE OUTREACH

## Partnerships – common features

- Key outreach partners are civil society organisations or community-based organisations and local municipalities providing youth and social work or life skills development support
    - Germany e.g. developed a self-assessment tool for all partners to assess cooperation quality
    - Latvia made municipalities at local level responsible for setting up agreements with outreach providers as they are closer to the NEETs than central actors
  - Another way of successfully managing partnerships is through **ensuring sustainable funding**
    - Finland e.g. provides annual grants to municipalities for outreach work making outreach a standard service not a project based service
    - Portugal set up PPP with companies such as McDonald's to raise awareness through their social corporate responsibility activities
- ⇒ Outreach strategy needs to **clarify the roles, responsibilities and objectives** of various stakeholders to formalise cooperation and collaboration
- ⇒ Special **cooperation agreements** are an additional way forward to systematise partnerships like in Belgium and Croatia



**THANK YOU!**

**QUESTIONS & ANSWERS**



# CONTACT DETAILS

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# HELPFUL RESOURCES

- ETF Career Guidance website: <https://www.etf.europa.eu/en/what-we-do/career-guidance-0>
- IAG WG (2021): Investing in career guidance: <https://www.etf.europa.eu/en/publications-and-resources/publications/investing-career-guidance>
- ETF-ILO (2022): Developing national career development support systems. Pathways to enhance lifelong career guidance, career education and career development support for workers: <https://www.etf.europa.eu/en/publications-and-resources/publications/developing-national-career-development-support-systems>
- International trends and innovation in career guidance – Volume I. Thematic chapters (available in English, Russian, Turkish): <https://www.etf.europa.eu/en/publications-and-resources/publications/international-trends-and-innovation-career-guidance-0>
- International trends and innovation in career guidance – Volume II. Country case studies (available in English, Russian, Turkish): <https://www.etf.europa.eu/en/publications-and-resources/publications/international-trends-and-innovation-career-guidance-volume>
- European Commission, EU key competences for lifelong learning recommendation: <https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en>
- LifeComp Competence framework: <https://publications.jrc.ec.europa.eu/repository/handle/JRC120911>
- Singapore – career education in education: <https://www.moe.gov.sg/education-in-sg/our-programmes/education-and-career-guidance/overview>
- Check <https://www.cedefop.europa.eu/en/country-reports/inventory-lifelong-guidance-systems-and-practices-greece-0#guidance-for-neet> for guidance services for NEETs

# INSIGHTS FROM THE REVIEWS OF NATIONAL CAREER DEVELOPMENT SUPPORT SYSTEMS



[Weblink:](#)  
[A review of national career development support systems in the Western Balkans | ETF \(europa.eu\)](#)

**A REVIEW OF  
NATIONAL CAREER  
DEVELOPMENT  
SUPPORT SYSTEMS**

Armenia, Azerbaijan, Georgia and Ukraine

In 2022, the ETF reviewed the state of career development support systems in 10 of its partner countries:

- [Albania](#)
- [Bosnia and Herzegovina](#)
- [Kosovo \(\\*\)](#)
- [Montenegro](#)
- [North Macedonia](#)
- [Serbia](#)
  
- [Armenia](#)
- [Azerbaijan](#)
- [Georgia](#)
- [Ukraine](#)



[Weblink:](#)  
[A review of national career development support systems in Armenia, Azerbaijan, Georgia and Ukraine | ETF \(europa.eu\)](#)

**REVIEW OF  
NATIONAL CAREER  
DEVELOPMENT  
SUPPORT SYSTEMS  
IN THE WESTERN  
BALKANS**

# Outreach examples

## **Khetha radio programme, South Africa**

provides career guidance 'for all' through a weekly live radio programme. In 30 minutes, career-related matters are covered and information about the national career helpline available via phone, SMS, Facebook and email is provided. A largely rural population aged 15 to 65 is reached (3.1 million listeners per week) in a cost-effective way.

See <https://rb.gy/3lsccl>, in: ETF (2020): International trends and innovation in career guidance (English, Turkish and Russian version). Volume II (practice cases): [https://www.etf.europa.eu/sites/default/files/2020-11/innovation\\_in\\_career\\_guidance\\_vol.\\_2\\_0.pdf](https://www.etf.europa.eu/sites/default/files/2020-11/innovation_in_career_guidance_vol._2_0.pdf)

## **Mobile Employment Centres, Kazakhstan**

raise public awareness about government programmes that foster employment, entrepreneurship and training. They are located in public places, such as bazars and shopping malls, providing career guidance for ~140.600 citizens in Nur-Sultan, Almaty and Shymkent.

In: <https://rb.gy/a19lmc>, In: ETF (2020): International trends and innovation in career guidance (English, Turkish and Russian version). Volume II (practice cases): [https://www.etf.europa.eu/sites/default/files/2020-11/innovation\\_in\\_career\\_guidance\\_vol.\\_2\\_0.pdf](https://www.etf.europa.eu/sites/default/files/2020-11/innovation_in_career_guidance_vol._2_0.pdf)

# Key elements of career development support systems

## Key elements

- **must be customized to country contexts**
  - **to guide national deliberation about system development**
  - are **not** a blueprint
1. Step: system review process
  2. Step: development of a national theory of change and related action plans related to the key elements:

**COORDINATION**  
**FUNDING**  
**QUALITY**  
**ACCESS**  
**TECHNOLOGY**



# REMINDER: The case for investing in Career Guidance

01

The strong interlinkages between career development support, lifelong learning and the requirement of all countries **to ensure quality education outcomes, economic outcomes, and social outcomes** highlights the **relevance of career guidance** and makes the case for its prioritisation.

02

**Lifelong career guidance** and counselling, career education, and career development support for workers in formal and informal contexts are **catalysts for policies aiming at economic growth, social equity, and innovation** closely aligned with the United Nations Sustainable Development Goals (SDGs).

03

Growing evidence shows that effective career guidance can be expected to **help individuals to better navigate towards and through labour markets**: OECD career readiness project providing longitudinal data on impact, <https://www.oecd.org/education/career-readiness/>