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GUIDELINES FOR POLICIES AND SYSTEMS DEVELOPMENT

FOR LIFELONG GUIDANCE:

A REFERENCE FRAMEWORK FOR THE EU AND FOR THE COMMISSION

PART 1 INTRODUCTION

1.1 Background

Lifelong guidance has been defined by the European Council (2004, 2008) as a continuous process that enables citizens at any age and at any point in their lives to identify their capacities, competences and interests, to make educational, training and occupational decisions, and to manage their individual life paths in learning, work and other settings in which those capacities and competences are learned and/or used. Guidance covers a range of individual and collective activities relating to information-giving, counselling, competence assessment, support, and the teaching of decision-making and career management skills¹. It is one of the few active labour market measures that has impact on learning and labour market outcomes for citizens².

The European citizen faces many challenges in entering and re-entering the labour market. These include knowing and evaluating the diversity of learning programmes and pathways, particularly in the context of the national and European qualification frameworks, and of the constant flux of knowledge and skills supply and demand in the local, national and wider EU labour markets. Lifelong guidance prepares citizens to make meaningful choices of learning and work opportunities and in choosing the appropriate learning pathways to these opportunities. It supports citizens' transitions including for internal and transnational mobility for learning and work.

The importance of the provision of career guidance "lifelong guidance"³ to support citizens in accessing all types of learning (including Open Education Resources) and work opportunities and for mobility has long been recognised by citizens⁴ and governments⁵, individually and collectively⁶. It is acknowledged in European Area of Skills and Qualifications policy, in the EU Education and Training 2020 Strategy, and in the Guidelines for the Employment Policies of the Member States. A European Lifelong Guidance Policy Network was established in 2007 to improve lifelong guidance policies and systems in

¹ European Council (2008) Resolution on better integrating lifelong guidance into lifelong learning strategies.

² European Council (2010) Guidelines for the Employment Policies of the Member States Guideline No. 8

³ See the ELGPN Glossary (2012) which provides an agreed set of 75 definitions for lifelong guidance (LLG) policy development and related guidance terminology. It has been translated into 5 languages.
http://www.elgpn.eu/publications/browse-by-language/english/ELGPN_tools_no2_glossary/

⁴ Special Eurobarometer European Area of Skills and Qualifications June 2014 is the most recent EU citizen survey that addressed this question. 70% of those surveyed deemed career guidance to be useful in helping them to choose the right course of study while 60% reported it as valuable in helping them to find a job. 45% reported having had no access to such services.

⁵ European Social Charter Article 9 (1961, revised in 1996), International Labour Organisation's Recommendation on Human Resource Development (1975, revised in 2004).

⁶ The EU Council of Ministers (Education) adopted two Resolutions in 2004 and 2008 which highlighted the political importance of the provision of career guidance throughout one's life, "lifelong guidance", and set EU priorities for action.

Member States through EU collaboration⁷. The present Guidelines are an outcome of this inter-governmental cooperation.

The provision of lifelong guidance is a public interest that transcends education, training, employment, and social inclusion policies at national and EU levels. Individuals and communities/groups in society differ in their capacities to source information about learning and work opportunities, to interpret such information, to make meaningful decisions, and to implement those decisions successfully in their life paths. Lifelong guidance provision has a key role to play as a socio-political response to such differences. While there are significant differences in how individual EU Member States construct such a response for their citizens, there are certain commonalities as to what constitutes good elements of policies and systems. These commonalities provide the basis for the Guideline

1.2 Aims

The Guidelines have been developed by the European Lifelong Guidance Policy Network. They are informed by its experience supplemented by international best practice.

- The ultimate goal of the Guidelines is to help improve the quality and efficacy of the career learning experience of all EU citizens. They contribute to improving the consistency of such experience across the education, training, and employment sectors and to strengthening the professionalism of services, tools and products.
- They are an easy reference guide for national and EU policy makers to identify dimensions of policy to be taken into account when deciding on guidance services and products in a variety of settings across the education and employment sectors.
- The Guidelines act as a source of common reference points, knowledge, expertise and assistance for Member State and region self-review, self-improvement, for peer review and other external review (e.g. OECD, CEDEFOP, ETF), and for EU neighbouring countries.
- They support dialogue/exchange and provide inspiration at national, EU and international levels, They are intended to add value to a country's policies and systems while recognizing that countries' policies and systems are at different stages of development.
- They enable Member States to respond coherently to common challenges in education, training, employment and social inclusion policies such as those identified in ET 2020 by facilitating the exchange of learning and experiences and provide a framework for further action at EU level.
- They permit the European institutions to strengthen co-operation and co-ordination of policies between the Member States and with neighbouring countries.

The Guidelines are addressed to policymakers in the education, training, employment and social fields, social partners, career guidance providers, and to EU citizens themselves.

⁷ www.elgpn.eu The current membership of the network consists of teams of national policy developers (education, employment), other national authority representatives, professional leaders, and experts from 31 EU and EEA countries and one observer country, Switzerland; representatives of the European Commission (DG EAC and DG EMPL) and its agencies ETF and CEDEFOP; European organisations – Public Employment Services Network, European Trade Union Confederation, European Youth Forum, Euroguidance, and the European Forum for Student Guidance (formerly FEDORA); and of international partner organisations: IAEVG, ICCDPP.

1.3 Why lifelong guidance is important

Lifelong guidance provision contributes to a range of public policy goals and outcomes in the social and economic policy fields:

- **Education and training:** participation and engagement with learning; retention and course completion; performance and achievement; progress to further learning and work; mobility; lifelong learning
- **Labour market:** participation in work; employability and job retention; better balancing of labour market demand and supply; reduced time on unemployment benefit; engagement and work performance; mobility and employment transitions; workplace learning; workforce development
- **Social inclusion:** social and economic integration of individual and groups; reduction in long-term unemployment and poverty cycles; overcoming barriers to accessing learning and work; active ageing; gender and social equity.
- **Economic development:** returns from higher workforce participation, performance and development; addressing skills mis-matches.

1.4 The Scope of the Guidelines

Given that most EU citizens engage in learning and work across the lifespan, the Guidelines provide policy advice and information that cover the provision of career guidance in the education and training sectors, the labour market sector, and social inclusion. They also cover policy issues that are common to all sectors.

The Guidelines recognize that countries organize their lifelong guidance systems in different ways, for example, segmented sector approach versus all-age services.

1.5 Principles underpinning the EU Guidelines

General principles:

- Developed through Member State collaboration (ELGPN) and with the advice of the European Commission (DG EAC and DG EMPL)
- EU policy sharing and learning as means of improving national policies and systems using the Open Method of Coordination
- Respect for the diversity of national policies and of contexts for the development of career guidance policies and systems
- The autonomy of Member States in choosing to apply or not to apply the Guidelines.

Operational principles:

- Citizen-centred: publicly funded career services and products exist to serve citizens; such services and products are accessible without discrimination in a flexible and secure manner allowing for personalization of services; and citizens have a key role in their design and evaluation.

- Transparency: citizens are made aware of and understand the nature of the career services and products provided, the processes and procedures involved, and the rationale behind these
- Holistic inclusive approach: publicly funded career services and products recognise the life experience, the life-stage, and the social and economic circumstances of citizens using them
- Individual and group differences in career management skills: policies for publicly funded career services and products recognize that individuals, groups and communities differ in their competence to manage their learning and work pathways. They support citizens to become competent at planning and managing their learning and work paths and the transitions therein.
- Stakeholder participation and openness: All stakeholders participate in the development of policies and systems for career guidance and are willing to share knowledge (e.g. strategies, methods, concepts, tools, policy evaluations) and stimulate debate in order to advance knowledge and improve problem solving at EU, national, regional and local levels
- Effectiveness and efficiency: publicly funded career services and products are able to demonstrate their added value and return on investment
- Evidence based policy development: research evidence including policy evaluation is incorporated into policy debates and decisions on career guidance policy and systems development
- Integrated policy approach: policies for career guidance are an integral part of education, training, employment and social policies. Coherence of policies for career guidance across each of those sectors is supported.
- Outcome focused: policies support and promote learner outcomes from career guidance activities
- Professionalisation of services and products: career services and products are developed and implemented in accordance with national standards. Staff involved in career guidance activities have the required professional knowledge, competence, and qualifications
- Ease and equity of access: citizens can access publicly funded career services and products through multi-channel service delivery (face to face, letter, phone, email, internet). All citizens have access to the same level of services.

1.6 Tools to Support the Implementation of the Guidelines

The European Lifelong Guidance Policy Network (ELGPN) has produced a range of tools to enable policymakers and other stakeholders to implement many of the Guidelines. These include a Resource Kit, Glossary, Concept Notes, and EU Policy Briefings. These are referenced as appropriate in the text of each Guideline. Other relevant resources are also referenced.

1.7 The Presentation and Format of the Guidelines

The Guidelines are presented in four sections:

- **Transversal policy components (8 Guidelines)**

- 1. Career Management Skills
- 2. Access to Career Guidance Services
- 3. Ensuring the Quality of Career Guidance
- 4. Assessing the Effectiveness of Career Guidance
- 5. Coordination and Strategic Leadership
- 6. Improving Careers Information
- 7. The Training and Qualifications of Practitioners
- 8. Funding Career Guidance
- **Education and training sector (4 Guidelines)**
- 9. Career Guidance for School Pupils
- 10. Career Guidance for VET Students and Participants
- 11. Career Guidance for Higher Education Students
- 12. Career Guidance for Adult Learners
- **Employment and Third Age sectors (3 Guidelines)**
- 13. Career Guidance for the Employed
- 14. Career Guidance for the Unemployed
- 15. Career Guidance for Older Adults
- **Social inclusion (2 Guidelines)**
- 16. Career Guidance for Youth at Risk
- 17. Career Guidance for Dis-advantaged Groups

Each Guideline has four parts: (i) Definition of content; (ii) Why it is important- rationale; (iii) What is good practice – elements of good policies and systems and iv) Resources for policy-makers.

1.8 How to use the Guidelines

The Guidelines can be used at national, regional and local levels by stakeholders who are interested in reviewing and improving existing policies and systems for lifelong guidance. Stakeholders may for example select one (or more) Guideline(s) e.g. VET, and proceed to examine how the existing policy for career guidance provision in VET compares with elements of good policies and systems presented in the Guideline. If the stakeholders wish to deepen their reflections on the basis of the Guideline, they may then refer to and use the Resources mentioned in the Guideline.

PART 2 GUIDELINES FOR TRANSVERSAL COMPONENTS OF LIFELONG GUIDANCE POLICIES AND SYSTEMS

This section provides Guidelines on eight policy issues that are common to education and labour market career guidance provision. The first five (career management skills, access, quality assurance, assessing effectiveness, and coordination and cooperation) refer to the priorities of the 2008 Council Resolution and have been the focus of the work of the ELGPN.

GUIDELINE 1 CAREER MANAGEMENT SKILLS

Definition

Career management skills (CMS) refers to a set of competences (knowledge, skills, attitudes) that enable citizens at any age or stage of development to manage their learning and work life paths.

The knowledge, skills and attitudes concern personal management, learning management, and career management. Examples of personal management include self-knowledge of one's capacities and interests, self-evaluation, social skills, and planning. Examples of learning management include participation and engagement with learning, and understanding the relationship between self, learning and work. Examples of career management include sourcing and using information about learning and work opportunities and their requirements, relating this information to one's self-knowledge, making career decisions and successful transitions.

The knowledge, skills and attitudes develop over time with different expectations of competence mastery at different stages of life. Some of these skills are generic across life situations; others are specific to learning and work identity formation and decision-making.

Why it is important:

- Career identity formation is a continuous process of development from the early years of life. In a formal education and training context, the teaching and acquisition of career management skills contribute to participation in and engagement with learning, to learning performance and progression, to progression to work, to progression through working life and further learning, and to enhancing one's employability.
- The development of career management skills contributes to workforce development, to enterprise performance, to career and work progression for individual citizens, and to their continuing employability.
- For citizens who are outside of the workforce for whatever reasons, the development of their career management skills can contribute to their workforce integration, social inclusion, and active citizenship.
- CMS contribute to workforce productivity, to workforce competitiveness and adaptability, and to individual, family and community prosperity
- CMS give the individual a focus for achievement and enable the identification of strategies and tasks necessary to achieve goals

What is good practice:

Policies and systems that:

- Support the development of a framework that outlines the competences a citizen needs to effectively manage their learning and work choices in a long-term perspective and that differentiates in CMS expectations and outcomes according to the developmental stage of the citizen
- Support the teaching and acquisition of CMS in formal education and training settings as either specialized education programmes or as cross-curricular competences
- Support staff and practitioner training to ensure that they are effective in assisting citizens to acquire CMS

- Favour the teaching, acquisition and development of CMS in workforce settings (human resource development, retraining, and interventions for unemployed and for groups at risk of unemployment)
- Support the evaluation and assessment of the outcomes of such teaching and training
- Take into account the context of learning (culture, education, training, retraining, curricular and pedagogical tradition)
- adopt a cross sector approach, including the collaboration of different stakeholders, that supports the continuity of learning of CMS across sectors

Resources for policy makers

ELGPN (2012) *Lifelong Guidance Policy Development: A European Resource Kit.*

Chapter 4 *Career Management Skills.*

http://www.elgpn.eu/publications/browse-by-language/english/ELGPN_resource_kit_2011-12_web.pdf/

Available in the following languages: Croatian, Finnish, French, German, Greek, Hungarian, Latvian, Lithuanian, Polish, Portuguese

ELGPN (2012) Concept Note No. 3 *Career Management Skills: Factors in Implementing Policy Successfully*

http://www.elgpn.eu/publications/browse-by-language/english/Gravina_and_Lovsin_cms_concept_note_web.pdf/ Available in the following languages: Croatian, German, Greek, Latvian, Portuguese

- Hooley, T., Watts, A.G., Sultana, R.G., and Neary, S. *The 'Blueprint' framework for career management skills: a critical exploration. British Journal of Guidance & Counselling, 2013 Vol. 41, No. 2, 117131*

<http://www.tandfonline.com/doi/pdf/10.1080/03069885.2012.713908>

GUIDELINE 2 ACCESS TO CAREER GUIDANCE SERVICES

Definition

Access refers to the means and conditions by which citizens can engage with career guidance services and products and participate in career guidance activities over the life-span in order to make meaningful learning and work choices⁸ and to acquire CMS. The demand for career guidance in the general population exceeds the supply of services. Many people cannot access it for a variety of reasons- geographical, economic and social, and in some cases from a lack of awareness of what exists and of its benefits.

Why it is important:

- Improved access to career guidance services, activities and products supports equality of citizen opportunity.

⁸ Improving access to career guidance was a priority area for the attention of Member States in the Council (Education) Resolution 2008 on *Better integrating lifelong guidance in lifelong learning strategies*. It was also identified as an area for Member State action in the Council (Education) Resolution 2004 on *Strengthening policies, systems and practices for guidance throughout life*.

- Access to career guidance services increases the awareness of the citizen learner of the European Area of Skills and Qualifications, of EU mobility tools for learners and workers, and of Open Education Resources for professional development
- Improved access supports the implementation of the recommendation on citizen access contained in the Council (Education/Youth) Resolution on lifelong guidance 2008⁹ and the exercise of a European citizen's right to career guidance¹⁰ arising from the European Social Charter.

What is good practice:

Policies and systems that promote access to services which:

- Are citizen friendly: delivered by means and at times pertinent to citizen availability, in a manner that facilitates both distance access such as the use of ICT (telephone and web-based support tools), and physical access, and in a manner that differentiates between persons who require some or a lot of assistance and those who can use self-help.
- Offer a clear range of easily accessible services based on an evaluation of people's aspirations and needs, and taking account of their living and working environments, at key decision points and transitions over the life-span.
- Target groups at risk of social and economic exclusion.
- Use the mainstream language and, as appropriate, other languages (regional or foreign).
- Communicate the nature of career guidance, its benefits to citizens, and the services available through social marketing.
- Work through non-formal and informal guidance partnerships with disadvantaged communities, groups and individuals, and, as appropriate, through peripatetic services.
- Through co-ordination and collaboration within and across sectors.
- Promote open access to information resources of all media type.

Resources for policy makers

-ELGPN (2012) *Lifelong Guidance Policy Development: A European Resource Kit* Chapter 5 Access.

http://www.elgpn.eu/publications/browse-by-language/english/ELGPN_resource_kit_2011

[12 web.pdf/](#)

Available in the following languages: Croatian, Finnish, French, German, Greek, Hungarian, Latvian, Lithuanian, Polish, Portuguese

⁹ "Guidance services, as services of general interest, should be accessible to everyone, irrespective of their knowledge base or their initial skills, and should be readily understandable and relevant. A particular effort should be made to improve access to guidance services for the most disadvantaged groups and persons with special needs."

¹⁰ European Social Charter, Turin, 18.X.1961.

GUIDELINE 3 ENSURING THE QUALITY OF CAREER GUIDANCE

Definition

Quality assurance in career guidance refers to policies, standards and procedures that assist in evaluating career guidance services, products and activities from a citizen and other stakeholder perspective and that lead to their continuous improvement.

Why it is important

- Quality assurance in career guidance protects EU citizens' interests by ensuring that the career guidance services and products are referenced according to pre-established standards.¹¹
- It assures comparability of career guidance assistance to citizens within and across sectors, over the life-span, and regardless of the citizen's geographical, social and economic circumstances.
- It also ensures that taxpayers' and private funding of career guidance activities is well spent, in particular where governments devolve the responsibility of provision of career guidance activities to a region, municipality or institution.

What is good practice:

Policies and systems that:

- Promote stakeholder (users and potential users of services, taxpayers, social partners, service-delivery managers, practitioners) interests in career guidance quality-assurance systems.
- Promote standards that apply to both public- and private-sector career guidance provision and products, and within and across education, employment and social fields.
- Support monitoring and feedback systems, particularly from a service-user perspective. Support the initial and continuing professional training of staff who engage in career guidance activities.

Resources for policy makers

-ELGPN (2012) *Lifelong Guidance Policy Development: A European Resource Kit* Chapter 6 *Quality and Evidence*, and Annex D *Quality Assurance and Evidence-Based Framework*

¹¹ The Council (Education) Resolution (2008) on *Better integrating lifelong guidance into lifelong learning strategies* identified the development of quality assurance of guidance provision as a priority area for Member States.

http://www.elgpn.eu/publications/browse-by-language/english/ELGPN_resource_kit_2011-12_web.pdf/ Available in the following languages: Croatian, Finnish, French, German, Greek, Hungarian, Latvian, Lithuanian, Polish, Portuguese

GUIDELINE 4 ASSESSING THE EFFECTIVENESS OF CAREER GUIDANCE

Definition

Assessing effectiveness refers to the collection of data through research and other means on the usage and effectiveness of career guidance policies, systems and interventions, and their evaluation. Such data collection includes information on outcomes, outputs and inputs, in the education, training, employment and social fields.

Why it is important:

- The collection of such data assists in developing evidence-based policies.
- It contributes to many aspects of policy and systems development: for example, the shaping of strategic goals, the planning of services, the development of programmes, the identification of gaps in service delivery, the training needs of professional practitioners and the optimal use of resources and of investment in delivery.
- It addresses accountability issues, supports comparability of guidance methodologies, tools and practices, and provides a critical perspective on transferability of these across contexts and their adaptability to new contexts
- Having a reliable evidence base on the effectiveness of career guidance interventions is a pre-requisite for good policy development.¹²

What is good practice:

Policies and systems that:

- Support the regular collection of data on the outcomes, outputs, and inputs, of career guidance and the monitoring and evaluation of such data in terms of cost-benefits.
- Support a common approach to policy-relevant indicator development within and across the education, training, employment and social fields.
- Promote research to support evidence-based policy-making, including market research, longitudinal and time-series impact evaluation and cost-effectiveness studies.
- Encourage academic research to address issues of policy relevance.
- Support data-gathering strategies to identify the needs for new, different and expanded services and target-groups.

¹² The Council (Education) Resolution (2008) on *Better integrating lifelong guidance into lifelong learning strategies* invited Member States to give pay attention to evidence-based policy development.

- Pay attention to user-benefit and user-satisfaction data and career learning outcomes data for citizens.
- Support the collection and evaluation of data on private-sector provision.
- In a mixed model of provision, provide a clear rationale, supported by evidence, on how funding is allocated to different channels and to different priority groups.

Resources for policy makers

ELGPN (2014) *The Evidence Base on Lifelong Guidance: A Guide to Key Findings for Effective Policy and Practice*. Available in English in full and summary forms. <http://www.elgpn.eu/publications/>

ELGPN (2012) *Lifelong Guidance Policy Development: A European Resource Kit Chapter 6 Quality and Evidence, and Annex D Quality Assurance and Evidence-Base Framework*

http://www.elgpn.eu/publications/browse-by-language/english/ELGPN_resource_kit_2011-12_web.pdf/ Available in the following languages: Croatian, Finnish, French, German, Greek, Hungarian, Latvian, Lithuanian, Polish, Portuguese

GUIDELINE 5 CO-ORDINATION AND STRATEGIC LEADERSHIP

Definition

“Co-ordination and strategic leadership” concern how career guidance is planned and organised in any country from a policy and delivery perspective. In many countries career guidance has historically been planned and organised within sectors, with little concern for within-sector and cross-sector co-ordination and co-operation. Key variables in planning and organisation of career guidance provision include: administrative responsibility (ministry), centralised v. decentralised government responsibility (region, municipality, institution), stakeholder involvement, and inclusive policy frameworks such as lifelong learning and employability that cross ministerial boundaries.

Why it is important:

- Coordination arrangements facilitate the development of the lifelong nature and dimension of career guidance policy and of citizen access to services and products. They enable citizens to see clearly a continuity of service across sectors over the life-span, and to identify easily what has been designed and provided for their particular age-group and for their social, economic and geographical circumstances.
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- Coordination and cooperation support convergence in understanding among services and practitioners, and in sharing information, methodologies, and tools,

- The absence of coordination contributes to the lack of continuity and consistency of career services experienced by EU citizens as they move both within and between the education, training and employment sectors. They experience duplication of effort and little or no attempts to coordinate their participation as clients in the career guidance process.
- Coordination and cooperation is particularly important from a citizen perspective where individualised career guidance solutions require a coordinated response from a variety of agencies as in the case of unemployment and school-drop-out
- From a policy and delivery perspective, co-ordination and co-operation across sectors and stakeholder involvement in career guidance help to overcome policy fragmentation, and duplication of effort, and to promote efficiency of investment in career guidance services and products.¹³
- Coordination and cooperation can also help to ensure that career guidance is properly considered in the development of a country's education, training, employment and social inclusion policies, strategies and programmes.

What is good practice:

Policies and systems that:

- Use citizen entitlement to career guidance and user needs as policy levers for co-ordination and co-operation.
- Promote cross-sector co-ordination and co-operation for career guidance policies and services in the education, employment and social fields.
- Support policy and systems coherence within and across sectors.
- Promote standardised cross-sector information sharing on client learning outcomes (e.g. CMS acquisition), assessment results, and client interactions with career services and products
- Support the emergence and development of mechanisms for such co-ordination and co-operation such as national guidance forums, inter-ministerial groups, or policy units.
- Involve stakeholder interests, e.g. the general public and social partners, in the design of policies and delivery systems for career guidance.
- Promote inclusive policy frameworks such as lifelong learning and employability for workforce preparation and development, of which career guidance is an integral part.
- Ensure equitable access to services and comparable standards in service delivery in decentralised systems.

Resources for policy makers

¹³ Member States were invited in the Council (Education/Youth) Resolutions of 2004 and 2008 on lifelong guidance to improve co-operation and co-ordination among all stakeholders in the provision of career guidance services in order to widen access and ensure coherence of provision. See also: CEDEFOP (2008). *Establishing and Developing National Guidance Forums: a Manual for Policy-Makers and Stakeholders*. Luxembourg: Office for Official Publications of the European Communities.

ELGPN (2012) *Lifelong Guidance Policy Development: A European Resource Kit.*

Chapter 7 *Coordination and Cooperation*; and Chapter 3 *Key Features of a Lifelong Guidance System*

http://www.elgpn.eu/publications/browse-by-language/english/ELGPN_resource_kit_2011

[12_web.pdf/](#) Available in the following languages: Croatian, Finnish, French, German, Greek, Hungarian, Latvian, Lithuanian, Polish, Portuguese

ELGPN Glossary (2012) provides a common set of definitions for lifelong guidance (LLG) policy development and related guidance terminology. Policy makers may find the Glossary useful in the context on exchanges on policy development across the education, training, employment and social inclusion sectors.

http://www.elgpn.eu/publications/browse-by-language/english/ELGPN_tools_no2_glossary/

Available in the following seven languages: Albanian, Croatian, English, Greek, Hungarian, Latvian, and Portuguese.

CEDEFOP (2009) *Establishing and developing national lifelong guidance policy forums: A manual for policy-makers and stakeholders*
http://www.cedefop.europa.eu/EN/Files/5188_en.pdf

Available in French and German.

GUIDELINE 6 IMPROVING CAREERS INFORMATION

Definition

Careers information refers to any kind of information in any medium that assists citizens to make meaningful choices about learning and work opportunities. It includes information on occupations, the labour market, education, VET, and higher education study programmes, and pathways between these. Information on National and European Qualification Frameworks and transfer mechanisms is an important part of pathway information. The labour market (employers in particular) is a significant source of information on employment trends (supply and demand) in sectors and on emerging and dying occupations. Labour market information, transformed into careers information, is critical to good career decision-making.

Careers information refers also to information obtained through experiential learning, e.g. work shadowing, work experience and work simulation.

Why it is important:

- Careers information gives EU citizens the opportunity to: (a) compare themselves, their circumstances, and their interests and aspirations with the requirements and demands of jobs, work, education and training programmes and labour market opportunities; (b) identify a range of pathways towards these opportunities; and (c) make meaningful choices.

- Good-quality and reliable labour market and careers information enables EU citizens to make choices of learning and work opportunities and pathways that are based on the realities of occupations and labour markets.¹⁴
- Access to, and competence in sourcing, understanding and applying careers information, are significant factors in social equity, educational participation and performance, and labour market participation. Such competence is a key part of CMS.
- Individuals and groups in society differ in their capacity to source, interpret, and apply careers information and need specific guidance assistance for personal implementation. Providing careers information on its own, as an “information dump”, without appropriate accompanying career guidance support, does not recognise the differential capacity of individuals and groups to source and use information.¹⁵

What is good practice:

Policies and systems that:

- Promote the following standards of careers information¹⁶, regardless of learning form or media:
 - designed taking users’ needs (what are their questions) and social milieu into account;
 - help users to identify their own needs and to ask themselves questions;
 - be comprehensible (language, multi-modal-text image, graphics, sound);
 - be user friendly and pedagogical in design;
 - be accurate, up-to-date, precise and non-discriminatory;
 - be independent of sector and institutional interests.
- Improve the quality and ensure the objectivity of career information, taking account of users' expectations and labour market realities.
- Ensure the reliability of labour market information
- Promote the coordination of the collection and distribution of labour market information through partnerships between key stakeholders: ministry, social partners, sector, and professional associations
- Relate information on education and training provision to local, regional, national and international labour market opportunities Use tools and resources for jobs and skills forecasting to enrich careers information, building on both national and EU resources.
- Enable EU citizens to have access to experiential and non-experiential forms of careers information.
- Promote EU citizen acquisition of the career management skill (CMS) to source, understand, and apply careers information, to evaluate such sources

¹⁴ The Council (Education/Youth) Resolution (2008) on *Better integrating lifelong guidance in lifelong learning strategies* invited Member States to provide citizens and guidance stakeholders with reliable and comprehensive information resources and set down a number of policy recommendations on improving the quality of careers information included in this Guideline.

¹⁵ Grubb, W.N. (2002). *Who Am I? The Inadequacy of Career Information in an Information Age*. Paris: OECD

¹⁶ Tricot, A. (2002). *Improving Occupational Information*. Paris: OECD.

- Pay attention to developing the career information knowledge and skills of guidance practitioners in initial and continuing professional development
- Provide information in different media form including internet and enable their usage.
- Create awareness among EU citizens of EU mobility tools for learners and workers in the European Area of Skills and Qualifications, and of Open Education Resources for professional development. Examples of EU mobility tools include ECVET, ECTS, EQF, EUROPASS, EURES, YOUTHPASS, EUROPEAN SKILLS PASSPORT, EUROPASS LANGUAGE PASSPORT, and PLOTEUS.

Resources for policy makers

OECD (2002) *Improving Occupational Information*

<http://www.oecd.org/edu/innovation-education/2485392.pdf> Available in English and French

OECD (2002) *Who am I? The inadequacy of career information in an information age*

<http://iccdpp.org/wp-content/uploads/2014/03/OECD-Inadequacy-of-Career-Info-2002.pdf>

Available in English and French

NCDA (Revised 2007) *Guidelines for the Preparation and Evaluation of Career and Occupational Information Literature*

http://www.ncda.org/aws/NCDA/asset_manager/get_file/3399

NCDA (1992) *Guidelines for the Preparation and Evaluation of Video Career Media*

http://www.ncda.org/aws/NCDA/asset_manager/get_file/3401

NCDA (1997) *Guidelines for the Use of the Internet for the Provision of Career Information and Planning Services*

http://www.ncda.org/aws/NCDA/pt/sp/guidelines_internet

GUIDELINE 7 THE TRAINING AND QUALIFICATIONS OF PRACTITIONERS

Definition

Training refers to the initial preparation and continuous professional development of guidance practitioners. It refers to the knowledge, skills, competences and attitudes required to undertake career guidance roles and tasks in whichever setting career guidance is provided. Qualifications refer to the formal outcome (e.g. certificate, diploma) of an assessment and validation process, obtained when a competent body determines that an individual has achieved the learning outcomes to a given standard in order to perform career guidance roles and tasks with citizens. Some career guidance activities require intensive and specific training (e.g. career counselling and assessment, careers education/pedagogy) while other activities require less intensive and specific training (e.g. recording statistics of career service usage).

Why it is important:

- Citizens need to have confidence that the career guidance activities offered are provided by persons with the knowledge, competence and ethics to do so.

- Citizens need to be enabled and assisted to identify their career guidance needs and to have those needs addressed in a competent and professional way, so that they can make meaningful and efficient learning and work choices.
- Persons who receive training to undertake career guidance activities are more likely to be able to help citizens to achieve good decision and transition outcomes.
- Training enhances the professional profile and standards of guidance practitioners, enabling them to respond better to the needs and expectations of both citizens and policy-makers.¹⁷
- Qualifications in career guidance ensure that certain minimum standards of learning and competence have been achieved.¹⁸

What is good practice:

Policies and systems that:

- Protect the interests of EU citizens through promoting the professionalisation of career guidance activities.
- Promote initial and continuous training for individuals involved in the management and delivery of career guidance activities, and require them to hold relevant qualifications.
- Enable individuals to progress in an incremental way from non-specialist to specialist career guidance roles and qualifications, and recognise and validate their prior learning.
- Promote ethical standards and behaviour of practitioners
- Promote mobility of career guidance practitioners across sectors, e.g. education, training, employment, community.
- Strengthen links between government policies for career guidance and practitioner training objectives.

Resources for policy makers

CEDEFOP (2009) *Professionalising Career Guidance: Practitioner Competences and Qualification Routes in Europe*

http://www.cedefop.europa.eu/EN/Files/5193_en.pdf Available in English and German

OECD (2001) *The Skills, Training, and Qualification of Guidance Workers*

<http://www1.oecd.org/edu/innovation-education/2698214.pdf> Available in English and French

¹⁷ The Council (Education/Youth) Resolution (2008) *Better integrating lifelong guidance in lifelong learning strategies*.

¹⁸ The EU Council (Education) Resolution (2004) on *Strengthening policies, systems and practices for lifelong guidance* invited Member States to improve the initial and continuing training of guidance practitioners. The training of guidance practitioners was also the focus of an OECD expert paper *The Skills, Training and Qualifications of Guidance Workers* by J. McCarthy (Paris: OECD, 2002), and of a CEDEFOP study *Professionalising Career Guidance* (Luxembourg: Office for the Official Publications of the European Communities, 2009).

GUIDELINE 8 FUNDING CAREER GUIDANCE

Definition

Career guidance activities and products can be funded in a number of ways¹⁹: direct funding of services by central government or through funding relevant government agencies (such as in the education and employment sectors) ; devolved public funding to regions or municipalities or institutions; through funding raised in regions and municipalities; through public subcontracting of services to private, non-profit, and voluntary organisations; market-based provision for which individuals pay privately; employers and trade union contributions; and a mix of the above.

Why it is important:

- Career guidance is a public good as well as a private good. It contributes significantly to the achievement of public-policy goals in education, employment, social inclusion, and to the economy in general (see 1.2 above). It is recognised by the EU Council of Ministers²⁰ as a “service of general interest” that should be accessible to everyone. Such access cannot occur without substantial investment of public funding.
- A citizen’s right to vocational guidance is enshrined in Article 9 of The European Social Charter²¹ with an additional protocol²² on gender equality of opportunity and treatment in the application of this right. Public funding of career guidance services supports the implementation of this right.
- This Guideline also recognises that the private sector can contribute to the provision of career guidance services and products and that citizens may pay for such services.

What is good practice:

Policies and systems that:

- Promote the adequate funding of careers services, activities and products to support the citizen’s right to vocational guidance as per the European Social Charter and its accessibility.
- Promote the collection of expenditure and resource-usage data to understand the efficiency of use of existing investment and the identification of additional investment needs for different aspects of delivery.
- Promote accountability for the use of funds dedicated to career guidance provision Address cost-effectiveness issues of service and product provision such as co-ordination within and across sectors, bodies, institutions.
- Support research on the effectiveness of and outcomes from career guidance provision.
 - Ensure that all bodies and organisations who receive public funding for career guidance provision meet pre-established quality standards for services and products and practitioner competence.

¹⁹ EC-OECD (2004). *Career Guidance: a Handbook for Policy-Makers*.

²⁰ The EU Council of Ministers (Education/Youth) in its Resolution (2008) on *Better integrating lifelong guidance in lifelong learning strategies*

²¹ European Social Charter, Turin, 18.X.1961.

²² Additional Protocol to the European Social Charter, Strasbourg, 5.V.1988.

- As appropriate, encourage private sector investment in the provision of career guidance services and products, developed in accordance with pre-defined national standards
- As appropriate, encourage career guidance resource sharing between private and public sectors

Resources for policy makers

OECD (2002) *An Occupation in Harmony: The Role of Markets and Governments in Career Information and Career Guidance*

<http://www.oecd.org/education/innovation-education/1954694.pdf> Available in English and French

PART 3 GUIDELINES FOR LIFELONG GUIDANCE POLICIES AND SYSTEMS FOR THE EDUCATION AND TRAINING SECTOR

This section consists of four Guidelines covering policies for the provision of career guidance to participants in general education, vocational education and training, adult learning, and higher education

GUIDELINE 9: CAREER GUIDANCE FOR SCHOOL PUPILS

Definition

Guidance for school pupils refers to a range of pedagogical services, structured programmes and activities including e-learning, and products or tools that assist pupils to understand learning pathways and choices within a school's education programme, to link these to post-school learning and work opportunities, to make successful transitions to those opportunities, and to acquire CMS. Support for parents, teachers and school management to understand such pathways and links forms part of career guidance provision. School career guidance may be provided from within the school or from outside the school, or by a combination of both approaches.

Career choice is a complex process that requires pupils to be able to critically evaluate both internal emotional variables such as self-knowledge, and external variables such as family, peer, and societal expectations and stereotypes, learning pathways and the labour market. Thus persons delivering a guidance programme for school pupils need specialist training in the pedagogy of careers guidance.²³

Why it is important:

- Key indicators of the success of a school's education programme are pupil participation and retention, pupil motivation and engagement with learning, school performance and achievement, and progression through and beyond school. By

²³The Council (Education/Youth) Resolution (2008) on *Better integrating lifelong guidance in lifelong learning strategies* called for better teacher/trainer preparation and support.

educating pupils on the links between school education and post-school options including work and learning, career guidance plays a critical role in the implementation of the school education programme and in supporting pupil learning and teachers' work.²⁴

- There are significant individual differences in an individual pupil's capacity to identify, source and interpret information concerning themselves and future learning and work opportunities, family and societal expectations, and to make choices. There are also significant differences in the pace of development of young people's intellectual, emotional, social and career decision-making maturity in both childhood and teen-age years. The majority of them need some career guidance support over the course of their schooling; a significant minority need a lot of support with learning and work choices.
- The occupational and labour market knowledge base of parents, communities, peers and teachers is very limited, as is their knowledge of the relevant learning pathways. Timely career guidance activities during schooling can thus enhance their capacity to assist young people with learning and work choices.
- Given how education and training systems are structured in any country and how they link to the labour market, the early subject and programme choices that pupils make, e.g. at the beginning of lower secondary or earlier, have significant impact on subsequent choices made at later key decision points such as at upper secondary and at school graduation. Thus career guidance activities have to be provided to pupils (and their parents) from an early age.
- Some education systems operate selection procedures for pupils progressing from one stage of education to the next and for transfers between educational and vocational streams. Career guidance support is necessary to help young people, parents and teachers to deal with the unexpected consequences of choice limitation and of allocations of pupils by such selection systems, which may not be compatible with a young person's wishes, competences, interests and circumstances.
- Per capita costs per pupil from public funding increases as a child progresses from primary through tertiary education and VET. General education in secondary school often acts as the last stage of progression to tertiary and VET. The provision of good-quality career guidance in secondary school contributes to the efficient use of public funding beyond school by ensuring that pupils and their parents make wise and meaningful choices for tertiary education and VET, reducing taxpayer exposure to the cost of drop-out.
- Education systems are charged with equipping students with "the key competences for lifelong learning", particularly "learning to learn"²⁵ and to motivate and to promote successful learning mobility. Guidance and counselling provision is pivotal in the comprehensive strategies against early school-leaving as regards the three aspects defined by the Council Recommendation (2011): prevention, intervention and compensation.²⁶

²⁴ Resolution of the EU Council of Ministers (Education/Youth) (2004) on *Strengthening policies, systems and practices in the field of guidance throughout life in Europe*.

²⁵ Recommendation of the European Parliament and the Council (2006).

²⁶ Council (Education) Recommendation of 28 June 2011 on policies to reduce early school-leaving.

What is good practice:

Policies and systems that:

- Support a comprehensive approach to careers learning for school pupils combining career education programmes within the curriculum, experience-based learning, out-of-school/workplace learning using community and alumni resources, telephone and web support, and face-to-face individual and collective careers activities.
- Develop a comprehensive strategy for the acquisition of career management and entrepreneurial²⁷ skills from primary school through secondary school.
- Promote a comprehensive careers guidance programme in and/or out of schools that assists pupils, parents, teachers and school management at key learning and work decision-making points for pupils.
- Promote career learning outcomes as a means of monitoring the quality and effectiveness of guidance programmes for school pupils.
- Provide specific guidance and counselling support to pupils at risk of early school-leaving, particularly in terms of motivation through career management skills curricula and through acquisition of the basic skills for access to on-line services.
- Support and improve the initial and in-service training of guidance practitioners, and school staff, particularly in terms of career management skills teaching and assessment, and methods for preventing early school-leaving.
- As appropriate, support the provision of apposite resources to school management so that they can provide a quality career guidance service.
- Support the monitoring of guidance programmes for school pupils, including by pupil, parent, teacher, and employer feedback.
- Promote consistency in the quality of career guidance provision across schools and regions where responsibility and funding for career guidance is devolved to schools, municipalities and regions.
- Put in place pre-established standards where a career guidance programme or elements of it are delivered through external contractors.
- Support the collection of data on the education, training and work destinations of school-leavers and of tracking mechanisms for such data.
- Create an awareness of the European Area of Skills and Qualifications, of EU mobility tools for learners and workers, and of Open Education Resources for lifelong learning.

Resources for policy makers

ELGPN (2012) *Lifelong Guidance Policy Development: A European Resource Kit.*

Chapters 4 to 7 cover the application of the Resource Kit to policies for career guidance in schools

²⁷ European Commission Communication (2006) on *Fostering entrepreneurial mind-sets through education and learning*. Sense of initiative and entrepreneurship was one of the 8 key competences identified in the Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (Official Journal L 394 of 30.12.2006).

http://www.elgpn.eu/publications/browse-by-language/english/ELGPN_resource_kit_2011

[12_web.pdf](#)/ Available in the following languages: Croatian, Finnish, French, German, Greek, Hungarian, Latvian, Lithuanian, Polish, Portuguese

ELGPN (2012) Concept Note No. 2 *Youth Unemployment*

<http://www.elgpn.eu/publications/elgpn-concept-note-youth-unemployment> Available in Croatian, Greek, Latvian, and Portuguese.

ELGPN (2013) Concept Note No. 4 *The Youth Guarantee and Lifelong Guidance*

http://www.elgpn.eu/publications/browse-by-language/english/Borbely-Pecze_and_Hutchinson_Youth_Guarantee_concept_note_web2.pdf Available in Croatian and German.

CEDEFOP (2011) *Guidance Supporting Europe's Aspiring Entrepreneurs*

<http://www.cedefop.europa.eu/EN/publications/18285.aspx>

GUIDELINE 10 CAREER GUIDANCE FOR VOCATIONAL EDUCATION AND TRAINING (VET) STUDENTS AND PARTICIPANTS

Definition

VET refers to vocational education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.²⁸ In addition, there are special training programmes, typically aimed at young people at risk to enable them to improve their employability by gaining the basic skills to enter employment or to participate in IVET. VET may be divided into initial vocational education and training (IVET)²⁹ and continuing vocational education and training (CVET).

Career guidance in IVET refers to a range of career guidance activities and products that assist young people to know and understand vocational learning pathways and choices prior to and at entry to VET to link these to further vocational learning and work opportunities, and to make successful transitions to those opportunities. Support for parents, teachers and school management to understand such pathways and links forms part of career guidance provision. It also includes support for the guidance work of teachers in special training programmes for young people at risk, and for workplace mentors where workplace learning is a key feature of VET programmes.

Continuing vocational education and training (CVET) refers to education or training undertaken by an individual after completion of initial education and training or after entry

²⁸ CEDEFOP (2011). *Vocational Education and Training at Higher Qualification Levels*. Luxembourg: Publications Office of the European Union.

²⁹ *Initial vocational education and training (IVET)* takes place at several different levels of education:

- lower secondary school;
- upper secondary school;
- apprenticeship;
- post-secondary non-tertiary education;
- tertiary education.

into working life. It aims to assist individuals to improve or update their knowledge and skills, to acquire new skills for a career move or retraining, or to continue their personal or professional development.³⁰ It may also include postgraduate tertiary vocational training.

Career guidance in CVET may take a variety of forms, e.g. workplace mentoring and staff appraisal, and may be combined with municipal or external career guidance provision such as the public employment service, national all-age career guidance services, or private provision. It may include support for transition to self-employment.

Why it is important:

- The individual differences in young people's knowledge, capacity, and maturity for making meaningful career decisions (refer to Guideline 9 above) impact on their choice of vocational pathways. Just because they have made an initial VET choice is no guarantee that they will continue with such a choice; they will need guidance support to continue to engage with learning and to make a successful transition to the labour market. The necessity of acquiring career management skills applies to VET students as it does to general education students. This has been recognised in the Bruges Communiqué (2010).
- Several distinct challenges face young people and their parents when confronted with making choices about VET. These include the age at which a decision has to be made, the nature of the decision (default or voluntary), whether a selection process operates, and the point of vocational specialisation. Information and guidance can help young people to better understand the transfer and progression consequences of their choices, to make a wise choice of vocational specialisation, and to engage with learning. Career guidance can also assist course transfers where a pupil's initial choice of VET or VET specialisation proved subsequently to be untenable.
- For young people at risk and for potential and actual early school-leavers, the special training programmes provided are often their last chance to acquire employability skills. Career guidance support from teaching staff and specialists can help them to understand better their barriers to learning, to employment, and to active citizenship, and how to take advantage of workplace learning to help them overcome these barriers and avoid drop out.
- IVET and CVET are recognised³¹ as having a key role in any economy in workforce preparation and development, in meeting employers' needs, and in assisting the employability of those most vulnerable to changes in the labour market. Career guidance provision helps to make VET systems more efficient by assisting citizens with initial VET choices and subsequent CVET choices, supporting learning and performance during VET programmes, and supporting labour market or further learning transitions. They also help to create awareness of Open Education Resources for VET.
- Career guidance can support the work of policy-makers and employers to signpost new arrangements such as transfer mechanisms at national level between vocational and general academic streams, mechanisms for progression within and between pathways,

CEDEFOP (2008). *Terminology of European Education and Training Policy – a Selection of 100 Key Terms*. Luxembourg: Office for the Official Publications of the European Communities.

³¹ Maastricht Communiqué on co-operation in vocational education and training in Europe (2004); Helsinki Communiqué on co-operation in vocational education and training in Europe (2006); Bruges Communiqué on supporting vocational education and training in Europe (2010).

including to tertiary and postgraduate tertiary, and the attractiveness of VET as a career option.

- Many VET graduates ultimately make a transition to self-employment and to the establishment of small and medium-sized enterprises (SMEs). The provision of careers education on entrepreneurial opportunities to IVET and CVET participants will support successful transitions.
- In the European Area of Skills and Qualifications, career guidance can help VET learner and worker mobility by making them aware of the existence of mobility tools such as the European Skills Passport and ECVET.
- Finally, the per capita cost of VET provision to taxpayers is significantly higher than the per capita cost of general education. Correspondingly, the cost of drop-out or failure to qualify from VET is also more expensive to taxpayers. On the other hand, progression through VET leads to having a skilled workforce responsive to changing labour market needs. The provision of early and timely career guidance provision will significantly reduce taxpayer exposure to potential and actual losses.

What is good practice:

Policies and systems³² that:

- Encourage the provision of high-quality information and guidance, including experience-based careers learning, which enable young pupils in compulsory education, and their parents, to become acquainted with different vocational specialisations, progression and transfer pathways, and career possibilities.
- Support teaching and learning activities which foster the development of career management skills in IVET and CVET.
- Support the use of feedback from guidance services on the transition of VET graduates to work or to further learning in order to improve the quality and relevance of VET to the labour market.
- Actively encourage individuals and VET providers to use career guidance services to enhance workers' further participation and performance in CVET, with a particular focus on people facing transitions within the labour market (such as workers at risk and the unemployed) and on disadvantaged groups.
- Promote and support the use of career guidance in helping citizens to identify and have validated their competences acquired through non-formal and informal learning.
- Create awareness among VET participants of EU mobility tools for learners and workers in the European Area of Skills and Qualifications, and of Open Education Resources.

Resources for policy makers

ELGPN (2012) *Lifelong Guidance Policy Development: A European Resource Kit.*

Chapters 4 to 7 cover the application of the Resource Kit to policies for career guidance in VET

³² Most of these policy recommendations are in the Bruges Communiqué (2010) on *Supporting vocational education and training in Europe.*

http://www.elgpn.eu/publications/browse-by-language/english/ELGPN_resource_kit_2011

[12 web.pdf/](#) Available in the following languages: Croatian, Finnish, French, German, Greek, Hungarian, Latvian, Lithuanian, Polish, Portuguese

ELGPN (2012) Concept Note No. 2 *Youth Unemployment*

<http://www.elgpn.eu/publications/elgpn-concept-note-youth-unemployment> Available in Croatian, Greek, Latvian, and Portuguese.

ELGPN (2013) Concept Note No. 4 *The Youth Guarantee and Lifelong Guidance*

http://www.elgpn.eu/publications/browse-by-language/english/Borbely-Pecze_and_Hutchinson_Youth_Guarantee_concept_note_web2.pdf/ Available in Croatian and German.

CEDEFOP (2014) *The Attractiveness of Initial Vocational Education and Training: Identifying What Matters*

<http://www.cedefop.europa.eu/EN/publications/22510.aspx>

CEDEFOP (2013) *Keeping Young People in (Vocational) Education: What Works?*

http://www.cedefop.europa.eu/EN/Files/9084_en.pdf Available in French, German, Greek, Italian, Lithuanian, Polish, Portuguese, and Spanish.

CEDEFOP (2011) *Guidance Supporting Europe's Aspiring Entrepreneurs*

<http://www.cedefop.europa.eu/EN/publications/18285.aspx>

ELGPN (2013) Concept Note No. 4 *The Youth Guarantee and Lifelong Guidance*

http://www.elgpn.eu/publications/browse-by-language/english/Borbely-Pecze_and_Hutchinson_Youth_Guarantee_concept_note_web2.pdf/ Available in Croatian and German.

GUIDELINE 11 CAREER GUIDANCE FOR HIGHER EDUCATION STUDENTS

Definition

Guidance in higher education refers to a range of activities and products that help students to explore and learn about labour market, further learning (e.g. postgraduate) and entrepreneurship opportunities, and to make successful transitions to those opportunities. It refers to support for course changers, i.e. the re-orientation of those students whose initial choices of higher education programmes did not prove subsequently to be successful or meaningful³³, and to the guidance needs of an increasing number of adult learners/returners who are seeking further professional development. It also concerns citizens who pursue higher education through distance learning and/or through Open Education Resources.

Career management skills, especially those related to job search, and entrepreneurial skills, are essential learning for higher education students given the immediacy of the demands of the labour market on graduation. The acquisition of these skills may form part of optional learning, or of compulsory learning with academic credit attached. Such career orientation programmes may be delivered centrally by a careers service, or by faculty or department with

³³ Conclusions of the European Council (Education) (2011) on *The modernisation of higher education*.

central support or with external support. Co-operative education/workplace learning, where it exists as part of a tertiary education programme, contributes significantly to careers learning.

Career guidance activities may be collective (class/group) or individual, and delivered with telephone, web, e-mail, and face-to-face collective and individual interventions, often accompanied by careers fairs, on-campus employment recruitment, alumni and entrepreneurial mentoring.

Why it is important:

- Higher education and research are crucial to economic growth and development and to workforce preparation and development; career guidance in tertiary education is the cornerstone of a better skills match with the needs of the economy and of technological changes.
- With the massification and internationalisation of higher education (including by distance education expansion and Open Education Resources), there has been huge growth in the diversity of student participation. Consequently there is a need for more extensive career guidance services delivered in a wide range of modes to accommodate the increasing variety of student learning and work transitions and of students' circumstances.
- It can help the swift and efficient reorientation of students who discover too late that their initial choice of higher education programme does not correspond with their competences, interests, and labour market realities.
- The promotion of student mobility through European programmes, the harmonisation of the degree structure in the framework of Bologna Process, the modular structures of course delivery, and the adoption of the European Qualifications Framework at national level, all make higher education pathways more complex, and career guidance more necessary.
- Effective and efficient guidance services in higher education contribute to the modernisation of higher education systems³⁴ and to their social dimension³⁵.
- Learner and worker mobility in the EU: career guidance supports the promotion and usage by learners of EU mobility tools in the European Area of Skills and Qualifications.

What is good practice:

Policies and systems that:

- Strengthen links between higher education institutions, employers and labour market institutions in order to respond more effectively to the needs of economic world.
- Promote the involvement of students, employers and other stakeholders in the design and delivery of career guidance activities and services
- Promote the provision of career guidance centrally or within the faculties in higher education institutions

³⁴ EC Communication of 20.9.2011 on *An Agenda for the modernisation of Europe's Higher Education Systems*; Council (Education) Conclusions (2011) on the modernisation of higher education.

³⁵ Bologna Process: Bucharest Ministerial Communiqué, 26 April 2012.

- Strengthen the links between higher education institutions and upper secondary schools and VET institutions
- Inform potential students on the level of achievement required in the various higher education courses and of the career destinations of graduates.
- Ensure that higher education students are able to relate their learning experiences to the world of work, including the development of the skills and attitudes that enable successful integration and adaptation to work contexts Promote the career management and entrepreneurial skills learning of students, especially where students have not been exposed to these in prior education and employment.
- Promote the active involvement of the individual student in the development of his/her careers project/plan.
- Pay attention to the identified needs of particular target-groups, e.g. older learners, international students, students with disabilities, students with limited financial means. Ensure the continuing improvement of practitioners' qualifications and competences.
- Provide students with updated information on mobility opportunities, EU mobility tools, the European Area of Skills and Qualifications, EU labour market requirements, and Open Education Resources.
- Provide disadvantaged and under-represented groups with more transparent information on educational opportunities in order to ensure the right choice of study.
- Promote the collection and publication of graduate employment data (including tracking graduate employment outcomes data). Include information and counselling in processes related to validation of non-formal/informal learning for potential and existing students.
- Develop evaluation system for guidance services, including databases and follow-up of students.
- Link the provision of career guidance in tertiary education institutions to quality-assurance arrangements, strategic planning, and performance targets.
- Support the investigation of student drop-out, the actual costs of non-completion, and the cost-benefit ratio of providing career guidance prior to course entry and during course participation.

Resources for policy makers

ELGPN (2012) *Lifelong Guidance Policy Development: A European Resource Kit.*

Chapters 4 to 7 cover the application of the Resource Kit to policies for career guidance in higher education

http://www.elgpn.eu/publications/browse-by-language/english/ELGPN_resource_kit_2011

[12 web.pdf/](#) Available in the following languages: Croatian, Finnish, French, German, Greek, Hungarian, Latvian, Lithuanian, Polish, Portuguese

ELGPN (2012) Concept Note No. 2 *Youth Unemployment*

<http://www.elgpn.eu/publications/elgpn-concept-note-youth-unemployment> Available in Croatian, Greek, Latvian, and Portuguese.

ELGPN (2013) Concept Note No. 4 *The Youth Guarantee and Lifelong Guidance*

[http://www.elgpn.eu/publications/browse-by-language/english/Borbely-Pecze and Hutchinson Youth Guarantee concept note web2.pdf/](http://www.elgpn.eu/publications/browse-by-language/english/Borbely-Pecze%20and%20Hutchinson%20Youth%20Guarantee%20concept%20note%20web2.pdf) Available in Croatian and German.

ENQA (2009) *Standards and Guidelines for Quality Assurance in the European Higher Education Area (Sections 1.5-1.7)*

http://www.enqa.eu/wp-content/uploads/2013/06/ESG_3edition-2.pdf

CEDEFOP (2011) *Guidance Supporting Europe's Aspiring Entrepreneurs*

<http://www.cedefop.europa.eu/EN/publications/18285.aspx>

GUIDELINE 12 CAREER GUIDANCE FOR ADULT LEARNERS

What it is:

Adult learning is a vital component of the lifelong-learning continuum, comprising general and vocational education and training (CVET), undertaken by adults after leaving initial education. It covers:

- formal, non-formal and informal learning for improving basic skills, obtaining new qualifications, or up-skilling or re-skilling for employment;
- participating in social, cultural, artistic and societal learning for personal development and fulfilment.

Career guidance in adult learning refers to a range of activities and products that enable adults to participate and engage with learning and, where appropriate, to progress to qualifications and further learning and work transitions. It includes processes for the identification and validation of non-formal and informal learning. Career guidance may be delivered in collective settings such as the classroom and on an individual basis such as career counselling, and using web-based and telephone supports. Those involved in its delivery may have specialist career guidance training or other relevant training. Experience-based careers learning such as subject and work tasting/experience are very relevant programme responses in addressing adults' needs.

Why it is important:

- Lifelong guidance provision is an integral part of lifelong learning policies. It has a key role to play in stimulating demand for adult learning, and in providing information and counselling, complemented by effective outreach strategies, aimed at raising awareness and motivation among potential learners, including awareness of the existence of Open Education Resources.

- The worlds of learning and work and pathways between them have changed significantly since the time/date when many adults completed basic education. Many jobs have become obsolete, and new ones have emerged; some economic sectors have declined, others have grown, others again have just emerged. New pathways through all stages and types of learning have opened up. This can be bewildering for adults. Specialist guidance support is necessary for many to find their way in a new learning and work world.
- Adult learners are not a homogenous group. Some have had successful experiences of formal school learning; others have a lot of informal and non-formal learning experiences which need to be acknowledged/recognised; many have had negative experiences. Guidance support for the latter group is essential to enable their participation, retention, engagement, achievement and progression through learning, and to overcome barriers to learning.³⁶
- Adult learners in general have accumulated multiple roles and responsibilities: this adds to the complexities of the learning and work choices they have to make. Their family, economic and social circumstances can be enablers or barriers to their progression. Specialist guidance support is sometimes necessary for them to arrive at an understanding of the consequences of this complexity and to enable them to find meaningful solutions to learning and work choice dilemmas.
- Participation in learning may be a significant financial and other resource investment for an adult. Making a wise choice with guidance support can reduce the risk of financial and other loss.
- By supporting the development of adult learning, career guidance makes an important contribution to social inclusion, active citizenship and personal development.
- In the interests of economic competitiveness of the EU workforce, the low rates of participation of adults in lifelong learning must be increased to an average of at least 15% by 2020.³⁷ Career guidance has a key role to play in achieving that target. Adults are often not informed of the qualification or recognition opportunities and learning pathways that they may access, including Open Education Resources.

What is good practice:

Policies and systems that:

- Support an all-age information and guidance service involving multi-channel delivery (web, telephone, face-to-face).
- Provide adult learners with the opportunity of personalised, individual guidance
- Support the provision of career guidance in adult learning settings, particularly prior to learning engagement, during course participation, and at progression points to further learning and/or work.
- Enabling citizens to benefit from support in obtaining validation and recognition of their formal, non-formal and informal learning
- Promote subject and work tasting as means of experience-based career learning.

³⁶ Council (Education) Conclusions (2008) on adult learning (Official Journal C 140 of 6.6.2008).

³⁷ Europe 2020 Strategy.

- Make a specific focus on disadvantaged groups, early school-leavers, young people not in education, employment or training (NEETs), and low-qualified adults,³⁸ in order to improve their ability to manage transitions and adapt to changes in the labour market and society.
- Support the social marketing of learning (including Open Education Resources) and career guidance, and of the validation of non-formal and informal learning.
- Support the development of career management skills in adult education programmes, in order to help citizens to cope with diverse challenges throughout their lives as well as to manage their career and transitions in a lifelong perspective.³⁹
- Support the training and professionalisation of all staff who deliver career guidance in different roles in adult learning settings.
- Ensure that career guidance is an integral part of adult learning programmes in publicly funded education and training institutions.
- Support cooperation with enterprises and employer associations and organisations to facilitate access to adult learning, including to career guidance, for example through the use of learning vouchers

Resources for policy makers

ELGPN (2012) *Lifelong Guidance Policy Development: A European Resource Kit*.

Chapters 4 to 7 cover the application of the Resource Kit to policies for career guidance in adult education.

http://www.elgpn.eu/publications/browse-by-language/english/ELGPN_resource_kit_2011

[12 web.pdf/](#) Available in the following languages: Croatian, Finnish, French, German, Greek, Hungarian, Latvian, Lithuanian, Polish, Portuguese

CEDEFOP (2011) *Guidance Supporting Europe's Aspiring Entrepreneurs*

<http://www.cedefop.europa.eu/EN/publications/18285.aspx>

PART 4 GUIDELINES FOR LIFELONG GUIDANCE POLICIES AND SYSTEMS FOR THE EMPLOYMENT AND THIRD AGE SECTORS

This section consists of three Guidelines covering policies for the provision of career guidance to adults in the workforce and for the Third Age sector.

³⁸ Council Resolution setting out a renewed European agenda for adult learning (2011).

³⁹ “Career management skills refer to a range of competences which provide structured ways for individuals and groups to gather, analyse, synthesise and organise self, educational and occupational information”. ELGPN: *Lifelong Guidance Policies: Work in Progress 2008-10*, p.23.

GUIDELINE 13 CAREER GUIDANCE FOR THE EMPLOYED

Definition

Career guidance for the employed covers a range of learning activities and products that enable them to take stock of their present work situation (role, conditions, content), the competences they have acquired from work and life-wide learning and their validation, and to plan further learning and work transitions and life-wide transitions such as retirement.

Career guidance activities for the employed can take place within enterprises as part of a human resources development strategy, or as a trade-union activity, but are more likely to be delivered through a national careers service, through the public employment service, through specialist careers services or through private providers.⁴⁰ Other forms of career guidance for the employed are provided by outplacement agencies, coaching consultancies, and adult learning centres (see Guideline 12 on adult learners). The internet is the first contact point for many employed adults seeking to explore new learning and work opportunities for themselves. It is a rich source for social networking dedicated to career development as well as for careers information and advice. Workplace training, mentoring and appraisal are also occasions for informal career information and advice.

Why it is important:

- Career guidance provision has strong added value for the employed, for employers and for policy-makers.⁴¹ It helps employees to maintain their employability as well as to gain a better qualification through relevant training courses and through the validation of their learning experience. It enables employers to have better skilled and competent staff. . It assists the progression and development of employees both at work and at a personal level. At work, it supports individual and enterprise decision-making on training and up-skilling pathways in order to adapt to changes in technology and the business environment, and to move and to manage the transitions from one job to another.
- For employers, career guidance is a major tool for human resource development, for maintaining a high level of productivity in the workforce, for attracting, motivating and retaining good-quality employees, and for matching the skills level of the staff with forecasted competence needs.
- For both employers and employees, career guidance has a key role to play in flexicurity strategies.⁴² It supports the redeployment of human resources to meet new business challenges, and helps persons rendered unemployed/redundant to both re-assess their competency profile and take advantage of learning opportunities to up-skill and improve their employability.
- For policy-makers, career guidance for the employed assists the competitiveness of the economy at large, through supporting the development of an efficient and

⁴⁰ CEDEFOP (2008). *Career Development at Work: a Review of Career Guidance to Support People in Employment*. Luxembourg: Office for Official Publications of the European Communities.

⁴¹ European Social Partners (2002). *Framework of Actions for the Lifelong Development of Competences and Qualifications*.

⁴² Sultana, R.G. (2012). *Flexicurity: Implications for Lifelong Career Guidance*. Jyvaskyla: ELGPN, 2012. Flexicurity refers to a social arrangement between employers, employees and government that favours loose employment protection combined with generous unemployment benefits and active labour market policies, giving flexibility for employers and security for employees.

competent workforce, a knowledge economy and an inclusive society. It supports workforce adaptability and sustainability, and workforce re-integration goals⁴³.

- Career guidance services can help create awareness and usage of EU worker mobility tools such as EURES in the European Area of Skills and Qualifications, and of the existence and usage of Open Education Resources for workforce development

What is good practice:

Policies and systems that:

- Seek ways to widen the role of public employment services in providing career guidance to employed adults.
- Ensure access for the employed to guidance for the validation of their non-formal/informal learning i.e. provide the employed with information and support for the analysis of their workplace and life-wide learning, accompany them through the accreditation process, and advise them on further training pathways inside and outside the enterprise.
- Support partnership collaboration (trade unions, professional bodies, employers' organisations, educational institutions, public and private employment services, and community-based organisations) for the provision of career guidance services for the employed.
- Market the benefits of career guidance to both employers and employees and make the employers and employees aware of careers services that currently exist.
- Stimulate guidance support in enterprises, particularly in SMEs, by introducing incentives: for example, making career guidance an allowable expenditure under training levy schemes; or introducing schemes that give public recognition to enterprises that provide exemplary programmes.
- Ensure that workforce/human resource development policies stress the importance of career guidance, and that human resource staff have the professional training to undertake this activity.
- Promote the development of career management skills for the employed.
- Ensure that career guidance for employees features on the negotiating table in the collective bargaining of the social partners at national and sector levels.
- Recognise the role of private sector markets for career guidance for the employed.
- Extend services that are already available in the adult and continuing education sectors to employed adults.
- Encourage the development of national multi-channel approach (telephone, web, face to face) for guidance for the employed for information and advice on further learning and work opportunities, including Open Education Resources.
- Ensure that the European Area of Skills and Qualifications and the international dimension of the labour market is presented to job-seekers and workers seeking career change, including (in Europe) through the use of EURES (the European PES network) and other EU mobility tools for learners and workers.

⁴³ *Communiqué* from the Third International Symposium on Career Development and Public Policy, Sydney, Australia, 2006.

Resources for policy makers

ELGPN (2012) *Lifelong Guidance Policy Development: A European Resource Kit.*

Chapters 4 to 7 cover the application of the Resource Kit to policies for career guidance in the employment sector

http://www.elgpn.eu/publications/browse-by-language/english/ELGPN_resource_kit_2011

[12_web.pdf/](#) Available in the following languages: Croatian, Finnish, French, German, Greek, Hungarian, Latvian, Lithuanian, Polish, Portuguese

ELGPN Concept Note No. 1 *Flexicurity: Implications for Lifelong Guidance*

http://www.elgpn.eu/publications/browse-by-language/english/Sultana_Flexicurity_concept_note_web.pdf/ Available in Croatian, German, Greek, Latvian, and Portuguese.

CEDEFOP (2008) *Career Development at Work: A Review of Career Guidance to Support People in Employment*

<http://www.cedefop.europa.eu/EN/publications/12936.aspx> Available in English and German.

CEDEFOP (2014) *Navigating Difficult Waters: Learning for Career and Labour Market Transitions*

http://www.cedefop.europa.eu/EN/Files/5542_en.pdf

CEDEFOP (2014) *Use of Validation by Enterprises for Human Resources and Career Development Purposes*

<http://www.cedefop.europa.eu/EN/publications/23963.aspx>

GUIDELINE 14 CAREER GUIDANCE FOR UNEMPLOYED ADULTS

Definition

Guidance for unemployed adults refers to a wide range of career guidance activities and products that help unemployed job-seekers to improve their employability skills and reintegrate in the labour market⁴⁴. These activities include: assessment, profiling or screening, assistance in managing job changes, coaching in career management and social skills, job-brokering and advocacy, job-search assistance activities, job club programmes, provision of labour market information, and, if relevant, use of psychometric tests. Employment guidance and labour market information are mainly focused on the labour market with the short-term objective of immediate entry into employment. Career guidance is recognised as one of the most effective interventions of active labour market policies.

⁴⁴ European Integrated Guidelines for Implementing the Europe 2020 Strategy.

Unemployed adults are not a homogenous group but comprise groups with quite different characteristics and needs (for example, older workers, persons suddenly made redundant, women returning to work after child-rearing, ethnic minorities, people with disabilities, students seeking a first job, early school-leavers without qualification, long-term unemployed, migrants) that require special short-term or long-term support and measures.

Guidance services for unemployed people are mainly delivered by public employment services (PES), with private agencies and community organisations having targeted and outreach roles.

The development of e-guidance services (telephone, email, web chat, SMS) and self-service approaches allow the emergence of a tiered service approach in response to the varying intensity of needs of different individuals and groups.

Why it is important:

- Career guidance for unemployed adults assists in preventing inflows into unemployment, particularly into long-term unemployment.
- It supports the development of a skilled workforce responding to labour market needs and the promotion of lifelong learning.⁴⁵ It helps to reduce skills mismatches in the labour market. It encourages EU and regional labour mobility, and supports employability skills development, especially in the European Area of Skills and Qualifications, drawing on EU mobility tools for learners and workers and on Open Education Resources.
- It helps to reduce the time citizens spend receiving unemployment benefit and the cost of such benefits and of the social welfare budget to the taxpayer. These goals are part of national and European employment strategies.

What is good practice:

Policies and systems that:

- Support flexible solutions for people with diverse social, work and learning backgrounds, and unemployment experiences, rather than being focused on quick reintegration in the labour market at the expense of individual competence, interest and aspirations
- Integrate career guidance activities in both preventive and remedial policies for unemployed people.
- Implement guidance support in preventive measures to help persons on a pathway of unemployment such as early school-leavers without qualification, young people not in education, employment or training (NEETs), and workers in restructuring sectors of industry.
- Promote career guidance as a tool in active labour market strategies. Where guidance for unemployed is obligatory as part of active labour market measures, the guidance delivery and methods should be in accordance with quality standards for products and services. The long term career development perspective of the unemployed should be recognised.

⁴⁵ European Council (2010) Guidelines for the Employment Policies of the Member States Guideline No. 8

- Support customised career guidance delivery to different target groups of unemployed adults, using partnership and outreach strategies.
- Support close co-operation between the public employment services (PES) and education and training institutions.
- Promote better links between career guidance providers and employers, economic sectors and trade unions.
- Invest in career guidance training of PES personnel.
- Promote and support entrepreneurship, self-employment, social enterprises and business start-ups through adequate information, guidance and counselling.
- Encourage guidance services to use the national and EU instruments that forecast and anticipate skills needs, in order to identify emerging skills shortages in specific occupations across and within sectors, and to bring these to the attention of unemployed adults.
- Support a tiered approach to career guidance service provision such as: (i) access to information for all through multi-channelling services, in self-service or with personal support; (ii) user needs analysis; (iii) help on a collective basis for those who need it through career management skills learning or through job-clubs; and (iv) individualised guidance to those who need more help.

Resources for policy makers

ELGPN (2012) *Lifelong Guidance Policy Development: A European Resource Kit.*

Chapters 4 to 7 cover the application of the Resource Kit to policies for career guidance in the employment sector

http://www.elgpn.eu/publications/browse-bylanguage/english/ELGPN_resource_kit_201112_web.pdf/

Available in the following languages: Croatian, Finnish, French, German, Greek, Hungarian, Latvian, Lithuanian, Polish, Portuguese

ELGPN (2012) Concept Note No. 2 *Youth Unemployment*

<http://www.elgpn.eu/publications/elgpn-concept-note-youth-unemployment> Available in Croatian, Greek, Latvian, and Portuguese.

ELGPN (2013) Concept Note No. 4 *The Youth Guarantee and Lifelong Guidance*

http://www.elgpn.eu/publications/browse-by-language/english/Borbely-Pecze_and_Hutchinson_Youth_Guarantee_concept_note_web2.pdf/ Available in Croatian and German.

CEDEFOP (2008) *Career Development at Work: A Review of Career Guidance to Support People in Employment*

<http://www.cedefop.europa.eu/EN/publications/12936.aspx> Available in English and German.

CEDEFOP (2014) *Navigating Difficult Waters: Learning for Career and Labour Market Transitions*

http://www.cedefop.europa.eu/EN/Files/5542_en.pdf

CEDEFOP (2014) *Use of Validation by Enterprises for Human Resources and Career Development Purposes*

<http://www.cedefop.europa.eu/EN/publications/23963.aspx>

CEDEFOP (2013) *Return to Work: Work-based Learning and the Reintegration of Unemployed Adults into the Labour Market*

http://www.cedefop.europa.eu/EN/Files/6121_en.pdf

CEDEFOP (2013) *Returning to Learning, Returning to Work: Helping Low Qualified Adults out of Unemployment*

http://www.cedefop.europa.eu/EN/Files/9082_en.pdf

GUIDELINE 15 CAREER GUIDANCE FOR OLDER ADULTS

Definition

“Older adults” refers to a wide category of persons: full-time older workers, part-time older workers, older unemployed, fully retired. Older adults have specific career concerns. Guidance aims at providing them with specialised information and advice to support “active ageing”.⁴⁶ Active ageing implies measures that are focused on employment, unpaid work/social participation, independent living, and capacity for active ageing (individual characteristics and environmental factors).⁴⁷

Older workers are increasingly encouraged or required (in order to address public and private pension fund deficits) to work longer, until and, in an increasing number of cases, beyond statutory retirement age. Ageing workforce development entails a life-cycle approach to the needs of older adults, including retirement.

In order to help keep their employability skills up-to-date and to prevent employment obsolescence, successful guidance activities for older adults include: career management skills development; identification of their transferable skills and validation of competences gained through non-formal and informal learning; access to information on further training and learning opportunities; and individual counseling to stimulate and strengthen their learning motivation as well as their capacity of change to a different occupation.

The life-cycle approach supports flexible transitions and pathways between full-time work and full-time retirement. Guidance including easy access to information enables the pre-retired to identify their capacities and interests to get further involved in voluntary work, and in social and leisure activities.

⁴⁶European Council (EPSCO) (2012). *Declaration on the European Year for Active Ageing and Solidarity between Generations*.

⁴⁷ EC-UNECE Policy Brief: *Introducing the Active Ageing Index*, March 2013.

Why it is important:

- Older workers have a higher risk of long-term unemployment. Many have undertaken a variety of life roles and responsibilities which impact on their career decision-making. Timely career guidance provision can help them make meaningful decisions in the economic and social circumstances in which they find themselves.
- Older workers are an important source of corporate knowledge and memory and of work experience. They are key to inter-generational knowledge transmission and to the guidance of younger workers.
- Active ageing policy is based on making use of the potential of older people in paid and non-paid work (e.g. care provision to family members, volunteering) and is a form of social investment (active social policies can yield high economic and social returns). Thus the provision of career guidance to older adults will help to maximise economic and social returns to this group, as it does to other groups during the life-cycle.
- Older people form a growing segment of the population, while the share of the working population is declining. By 2060 there will be only two people of working age (15-64) in the European Union for every person aged over 65 years. Thus policies need to ensure that as people grow older, they can continue to contribute to the economy and society, and help to maintain economic prosperity and social cohesion. Timely and appropriate career guidance for this age-group can support their continuing economic and social participation.
- Career guidance provision for older adults supports the European Commission's Social Investment Package for Growth and Cohesion.⁴⁸
- The Europe 2020 Strategy seeks to increase employment rates to 75% of the population in order to pre-empt future labour shortages arising from demographic trends. This can be better achieved if older adults have the guidance information and support to enable longer participation in the workforce.

What is good practice:

Policies and systems that support:

- The consideration of older workers as a distinct category in diversity policy, with innovative approach of service delivery: for example, support through online career guidance service. Intergenerational knowledge transfer, including: succession planning; involving older employees in mentor and training roles; and recording of the knowledge accumulated during their career.
- The involvement of the public employment service in dedicated guidance support for older adults.
- Ensuring that career guidance is an integral part of adult learning programmes in publicly funded education and training institutions, including the preparation of older adults for active ageing.
- Consideration of the needs of older adults in special initial and continuing training of guidance practitioners and adult VET trainers.

⁴⁸ <http://ec.europa.eu/social/main.jsp?langId=en&catId=1044&newsId=1807&furtherNews=yes>

- The development of integrated or comprehensive all-age information and guidance services at national, regional and local levels.
- Incentives for employers to help older-aged workers keep their skills up-to-date and preserve their work ability through guidance support for lifelong learning.
- A dedicated and integrated age-management human resource development policy focused on general training, skills development, career guidance and information, and flexible working including redeployment to develop skills and adaptability among older employees and maintain them in employment. Activation policies which facilitate redeployment within the enterprise or transition to other employment for older workers who lose their job following restructuring.
- The development of career management skills throughout life, including preparation for active ageing and retirement, and for social and economic participation during retirement. Stimulating career guidance provision for older adults by outsourcing to associations that work closely with them.
- Campaigns focused on the correlation between active ageing and health, informing employers on how to accommodate an ageing workforce and how career guidance can assist in this.
- Stimulating research on career guidance for active ageing.

Resources for policy makers

CEDEFOP (2008) *Career Development at Work: A Review of Career Guidance to Support People in Employment*

<http://www.cedefop.europa.eu/EN/publications/12936.aspx> Available in English and German.

CEDEFOP (2014) *Navigating Difficult Waters: Learning for Career and Labour Market Transitions*

http://www.cedefop.europa.eu/EN/Files/5542_en.pdf

CEDEFOP (2014) *Use of Validation by Enterprises for Human Resources and Career Development Purposes*

<http://www.cedefop.europa.eu/EN/publications/23963.aspx>

CEDEFOP (2013) *Return to Work: Work-based Learning and the Reintegration of Unemployed Adults into the Labour Market*

http://www.cedefop.europa.eu/EN/Files/6121_en.pdf Available in French, German, Greek, Italian, Lithuanian, Polish, Portuguese and Spanish.

CEDEFOP (2012) *Working and Ageing: The Benefits of Investing in an Ageing Workforce*

<http://www.cedefop.europa.eu/EN/publications/20649.aspx>

CEDEFOP (2011) *Working and Ageing: Guidance and Counsellors for Mature Learners*

<http://www.cedefop.europa.eu/EN/publications/19076.aspx>

PART 5 GUIDELINES FOR LIFELONG GUIDANCE POLICIES AND SYSTEMS FOR GROUPS AT RISK

This section consists of two Guidelines covering policies for the provision of career guidance to support the economic and social inclusion of groups in society.

GUIDELINE 16 CAREER GUIDANCE FOR YOUNG PEOPLE AT RISK

Definition

Guidance for young people at risk consists of a range of services, measures and activities that aim to assist potential early school-leavers to stay in school (prevention), or assisting those who have left and who are not in education, employment or training (NEET) to re-enter learning pathways, apprenticeship, training, internship or job.

Prevention within schools entails early intervention, including early involvement of school or other staff and of guidance practitioners, to detect and engage with potential early school leavers. Given that these are not a homogeneous group facing similar social environments, guidance support starts with interviews and activities that lead students to reflect on their strengths, weaknesses and capabilities, to identify school and life-wide barriers to learning, and to encourage them to continue schooling or to undertake apprenticeship or another training pathway. In addition, the development of career management skills in or across the curriculum is central in guidance activities for young people at risk. Early intervention also entails engaging with their families and communities.

For those who have left school and are not in education, employment or training (NEETs), guidance provision helps them to make full use of all relevant information channels, and provides them with personalised and tailored advice so that they are able to understand clearly the relationship between their personal interests, abilities and circumstances, and labour market opportunities.

In addition, the follow-up of early school-leavers includes further guidance assistance for managing their next steps.

Why it is important:

- It is well recognised and established within the EU that early and unqualified school-leavers have higher risks of unemployment and of drifting into long-term unemployment
- The economic as well social costs of youth unemployment are significant: the equivalent of 1.2% of GDP, and annual loss of 153 billion euro across the EU⁴⁹.
- The long-term economic and social costs to both individuals and to taxpayers of early and unqualified school-leaving accumulate significantly over the life-span. Early prevention measures can significantly reduce such costs.

⁴⁹ Eurofound (2012). *NEETs – Young People Not in Employment, Education or Training: Characteristics, Costs and Policy Responses in Europe*. Luxembourg: Publications Office of the European Union.

- Early and unqualified school-leaving impacts on the achievement of three EU 2020 Strategy headlines targets: that early school-leaving rates should be below 10%; that 75% of the age range 20-64 should be employed; and that at least 20 million people should be lifted out of poverty and social exclusion.
- Career guidance is a key success factor in signposting and supporting the Youth Guarantee Initiative (YGI): that “young people under 25 who lose their job or do not find work after leaving school should receive a good quality offer of employment, continued education, an apprenticeship or a traineeship within 4 months”.

What is good practice:

Policies and systems that:

- Ensure that career guidance is part of schools’ strategies to detect and assist potential early and/or unqualified school-leavers to help them to find meaning in staying at school or to have well-planned exit strategies that will enable them to re-engage in learning, and successfully complete their secondary education and training.
- Promote career management skills acquisition in the curriculum at school, including through experience-based learning for those at risk.
- Support a comprehensive strategy for young people at risk, including schemes for the Youth Guarantee Initiative and early intervention by school and other personnel including guidance practitioners.
- Ensure that career guidance is part of community-based services in easy accessible guidance points or one-stop shops that are targeted at early school-leavers, designed so that users can identify with the staff that work with them and can feel at home with them.
- Develop the capacity of communities where high levels of early school-leaving occur to assist potential young school-leavers to stay in school or, having left school, to help them to re-engage with learning.
- Make use of community outreach measures (delivered where young people congregate) and work through significant adults that are in daily contact with these young people to provide career guidance to at-risk young people
- Ensure that every early school-leaver has an individual action plan for further learning, work and other life goals.
- Ensure that schools undertake a follow-up of early school-leavers, providing career guidance assistance where required and where possible, for up to two years after the pupil has left school. Develop early-intervention strategies working with and through families, meeting them in their homes, and organising assistance such as homework clubs.
- Provide specialised training for all staff working with young people at risk.
- Ensure that career guidance is an integral part of second-chance training programmes for young people at risk.
- Given that the starting-point for delivering the Youth Guarantee to a young person should be registration with the Public Employment Service, employment services should be able: to provide NEETs with personalised guidance and individual action planning, including tailor-made individual support schemes at an early stage, based on the principle of mutual obligation; to provide continued follow-up with a view to preventing a flow into long-

term unemployment; and to ensure progression towards education and training or employment.

- Involve the social partners at all levels in designing and implementing policies targeted at young people, including information on labour market opportunities and apprenticeships. Strengthen partnerships between employers, schools and guidance services in order to boost employment, apprenticeship and traineeship opportunities for young people.
- Encourage schools, vocational training centres and employment services to promote and provide continued guidance on entrepreneurship and self-employment for young people. Improve the initial and continuing training of schools principals, teachers and guidance practitioners so that they are able to work in cross-disciplinary teams to detect potential early school-leaving and provide timely assistance.
- Promote collaboration, co-ordination and referral between school staff involved in career guidance and community-based staff such as youth workers, social workers and community workers to maximise the impact of both groups on young people at risk and provide them with credible and coherent support.
- Strengthen co-operation between employment services, career guidance providers, education and training institutions, and youth support services.
- Use the Cohesion Policy funding instruments in 2014-20 to support the establishment of career guidance services within the framework of Youth Guarantee schemes.

Resources for policy makers

ELGPN (2012) Concept Note No. 2 *Youth Unemployment*

<http://www.elgpn.eu/publications/elgpn-concept-note-youth-unemployment> Available in Croatian, Greek, Latvian, and Portuguese.

ELGPN (2013) Concept Note No. 4 *The Youth Guarantee and Lifelong Guidance*

http://www.elgpn.eu/publications/browse-by-language/english/Borbely-Pecze_and_Hutchinson_Youth_Guarantee_concept_note_web2.pdf/ Available in Croatian and German.

GUIDELINE 17 CAREER GUIDANCE FOR DISADVANTAGED GROUPS

Definition

This Guideline concerns targeted career guidance services and products designed to assist the most marginalised and disadvantaged groups in society to find their place in society through learning and work and other societal participation. Such groups include special needs, disabled, immigrants, refugees, the children of immigrants and refugees, and others whose personal, economic, social, cultural, and linguistic circumstances act as barriers to their integration in learning and work opportunities and to active citizenship. The career guidance activities and products may be part of outreach specialised education and training programmes and part of transition support to learning and work.

Why it is important

- Groups and communities in society differ in their capacities to source information about learning and work opportunities, to interpret such information, to make meaningful decisions, and to implement those decisions successfully. Without external and additional support, their pathways through learning and work, already difficult, become extremely difficult. Career guidance can support and develop their capacity to respond.
- All citizens have the possibility of contributing to the social and economic well-being of society. Marginalisation and exclusion have social and economic costs such as health and justice. Timely and preventive interventions with specialised career guidance support the public good and can lessen the long-term costs for society as a whole.
- Career guidance can provide disadvantaged groups and communities with hope and a positive vision for the future. Many such groups tend to be unaware of and/or reluctant to use services and products that are administered in formal institutional contexts. Ways to reach out to them have to be devised to facilitate a better response rate.

What is good practice

Policies and systems that:

- prioritise the role of career guidance as an instrument of social equity and social inclusion
- favour a diversity of outreach and other approaches (e.g. mentors, tutors, families, communities, networks) to help disadvantaged groups to overcome their difficulties or reluctance to approach formal services for assistance
- involves these groups in the design, planning, implementation, and monitoring of career guidance services and products for them according their specific needs
- build the capacity of those groups by training some of their leaders to be career guidance facilitators
- support working through agencies and organisations that are experienced in working with specific disadvantaged groups, and building their career guidance capacity
- ensure career guidance practitioners have the training to enable them to work effectively with these groups, including inter-cultural training
- support the collection and analysis of usage, satisfaction and outcome data of career guidance services and products for disadvantaged groups

Resources for policy makers

ELGPN (2012) Concept Note No. 2 *Youth Unemployment*

<http://www.elgpn.eu/publications/elgpn-concept-note-youth-unemployment> Available in Croatian, Greek, Latvian, and Portuguese.

ELGPN (2013) Concept Note No. 4 *The Youth Guarantee and Lifelong Guidance*

[http://www.elgpn.eu/publications/browse-by-language/english/Borbely-Pecze and Hutchinson Youth Guarantee concept note web2.pdf/](http://www.elgpn.eu/publications/browse-by-language/english/Borbely-Pecze%20and%20Hutchinson%20Youth%20Guarantee%20concept%20note%20web2.pdf/) Available in Croatian and German.

CEDEFOP (2013) *Guidance for Immigrants: The Labour Market Potential of Diversity*

Presentations and papers from a peer learning event.

<http://www.cedefop.europa.eu/EN/events/22313.aspx>

CEDEFOP (2013) *Empowering Vulnerable Adults to Tackle Labour Market Challenges*

<http://www.cedefop.europa.eu/EN/publications/21318.aspx>