



# ► Career Guidance: At the intersection

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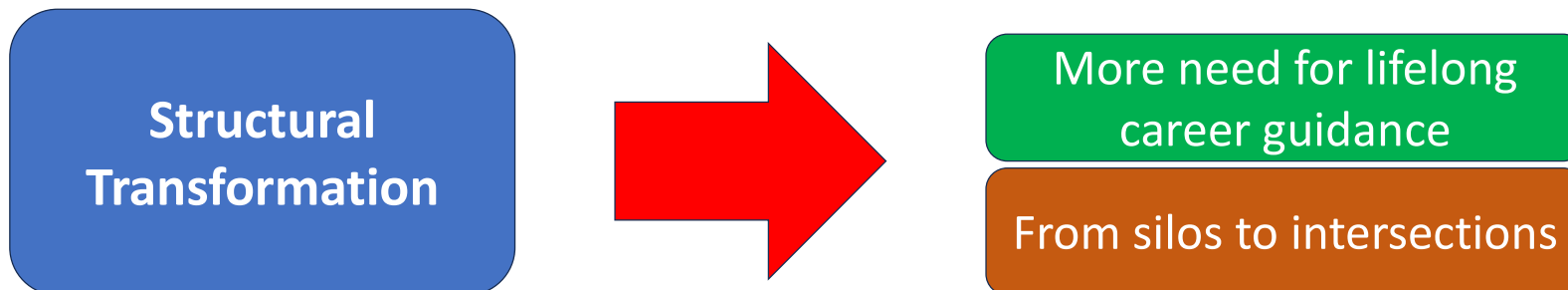
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## This presentation

- ▶ The long and winding road
- ▶ Challenges and transformations
- ▶ At the intersection between policies and realities
- ▶ Achieving greater connectedness
- ▶ Social justice and lingering questions
- ▶ Possible ways forward

## From obscurity to stardom?

- ▶ Visibility and policy centrality significantly increased
- ▶ However, a siloed development with «QA»
- ▶ Compliance ≠ Efficacy and Relevance



## Important discussions

- ▶ Career guidance important in policy
- ▶ But not the silver bullet
- ▶ Requires coordination and
- ▶ An enabling environment (what is that?)
- ▶ Career guidance and Social Justice

▶ At the intersection



## From Silos to Narrows



- ▶ From containment to passageways between big policies
- ▶ Crushing pressure vs Oil in the machinery

# #1 Lifelong learning – no longer a fantasy

- On dirty words: «Empowerment»
- The many worlds of LLL: E&T, WBL, NFL, RPL, MCs
- Proximity to LM challenges educational model? Are schools prepared?
- More inclusive? LMIC relevance
- ILAs, choice, responsabilisation
- Corporate powerhouses vs SMEs

## #2 Digital transformation – increased pace

- Massive expansion of offer, mostly LMI
  - Explosion of matching and youth platforms
  - AI push (as in everything else)
  - Quality control?
  - What is the framework for these services?
- Outcomes?

## #3 Growth & industrial policy – embrace the shift

- On dirty words: «Adaptability» & «Flexibility»
- Deep workplace transformation – up/re-skilling pressure
- Sectoral strategies taking over
- Financial incentives – grants, PBF – how are they used?
- SME oriented – where is the HR capacity
- Skilled youth and women, but no access to tools and trade channels

## #4 Social Protection – from passive support to impact

- On dirty words: «Activation»
- Global transformations will create lay-offs
- «Plugging the hole» → Capacitating individuals and households
- High prevalence of informality in LMIC – social assistance
- Interventions becoming more individually centred (e.g. youth)
- Feeble referral mechanisms to skills development, no appropriate CMS framework

## #5 Crisis, Shocks – responsive systems

- On dirty words: «Resilience»
- COVID wake up call, Climate Change
- Response implies both large and small scale investments
- Infrastructure + Employment generation
- Short-term vision of employment courses response
- Local clusters and career pathways to decent work

## Intersections, so what?



- Policies to move away from simplistic vision of skills development
- Thinking about livelihood and career is key for more just policies
- How is career guidance going to intervene across all these areas?

▶ Greater connectedness



## Connecting: Lifelong Learning

- ▶ E&T very institutionalised and CG may not exist
- ▶ Other types are weakly formalised, but irregular CG coverage
- ▶ Framework reforms needed in E&T
- ▶ Capacitation of several categories of staff
- ▶ Other LLL – new or more coordinated provision

## Examples: Lifelong Learning

- Ireland: Whole (of) School Approach
- Finland: LLG Strategy cross-sectoral/embedded + OSS
- Iceland: Embedded in RPL at every stage
- UK: Learndirect pathways to qualifications in MCs online offer
- Matching platforms: Flemish PES (VDAB), SkillLab integration

## Connecting: Growth and sectoral policies

- ▶ More than 70% SMEs with low HR capacity & corporate approaches not necessarily with person at the centre
- ▶ Capacitate for staff development with SP engagement
- ▶ Make career guidance training funding requirement
- ▶ Part of QA in in accreditation/certification
- ▶ Improve career pathways intelligence

## Examples: Growth and sectoral policies

- South Africa SETAs frequently provide CG
- SETAs link sector strategy, funding and skilling
- SMEs strategic staff management – conversations
- Apprenticeships – Australian App. Support Services (multi resources)
- Singapore individual support in ILAs and other funding

## Connecting: Social protection and inclusion

- ▶ Excluded and the “losers” of digitalisation go where?
- ▶ Skilling in SP and ALMP without personal nor long-term perspective
- ▶ Job search focus and limited vision of careering (incl. informal)
- ▶ Benefit and outreach frameworks need to integrate career guidance
- ▶ Career outcomes as part of KPIs

## Examples: Social protection and inclusion

- Kudumbashree programme in Kerala for poverty eradication
- Women and youth focus – training, income generating activities
- Career guidance embedded in skills development and entrepreneurship
- ILO support Malawi social assistance for youth under GA

# Stories we want to hear

(and not hearing enough of)

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- “I now have a less stressful job in line with my current possibilities and I can teach the young ones what I know”
- “I discovered that I could become a qualified assistant nurse, departing from my experience, and that there was even support for it”
- “Upskilling of masters-craftspeople in the region secured livelihood and enabled access to qualification of apprentices”
- “The social assistance programme allowed me to access modern skills in farming and I have a very successful business now, with already 5 employees qualified through flexible programmes”
- “AI enhanced my functions, but some colleagues were simply replaced. Fortunately, there was a programme to help them during the transition to a new job”

## Social Justice

Develop potentials  
Focus on process and context  
Avoid tagging individuals as problems

...ies and  
...eparting  
...hood  
...n skills  
...ly 5  
...y replaced.  
...Fortunately, there was a programme to help them during the transition to a new job"

# ▶ Conclusions





## Lingering Questions

- Who will deliver? HR managers, teachers, s. assistants, validation staff, mediators, youth workers...
- How to capacitate and QA? Different needs and requirements
- How to fund with low institutionalisation?
- Externalities and low awareness limit private funding
- How to achieve cross-policy coordination?

## Possible ways forward

- Build basic capacity, depart from what is there
- Adopt adequate frameworks to guide system development and digital provision (e.g. ILO Digit. Guidelines, CDF, SP-Skills)
- Partnership model in Learning Management Systems
- Regulate AI and make provider share responsibility
- LMIS upgrade in tripartite framework linked to CG



## Possible ways forward



- Pooled funding solutions for skills and “activation” measures in employment and SP include include CG as requirement
- Partnership model for sectoral policies to guarantee individual outcomes
- Integration in emerging LLL strategies (CG policies are rare)
- Normative instruments prescribe CG usage (e.g. R208)

 In the middle of difficulty lies opportunity

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Albert Einstein

