

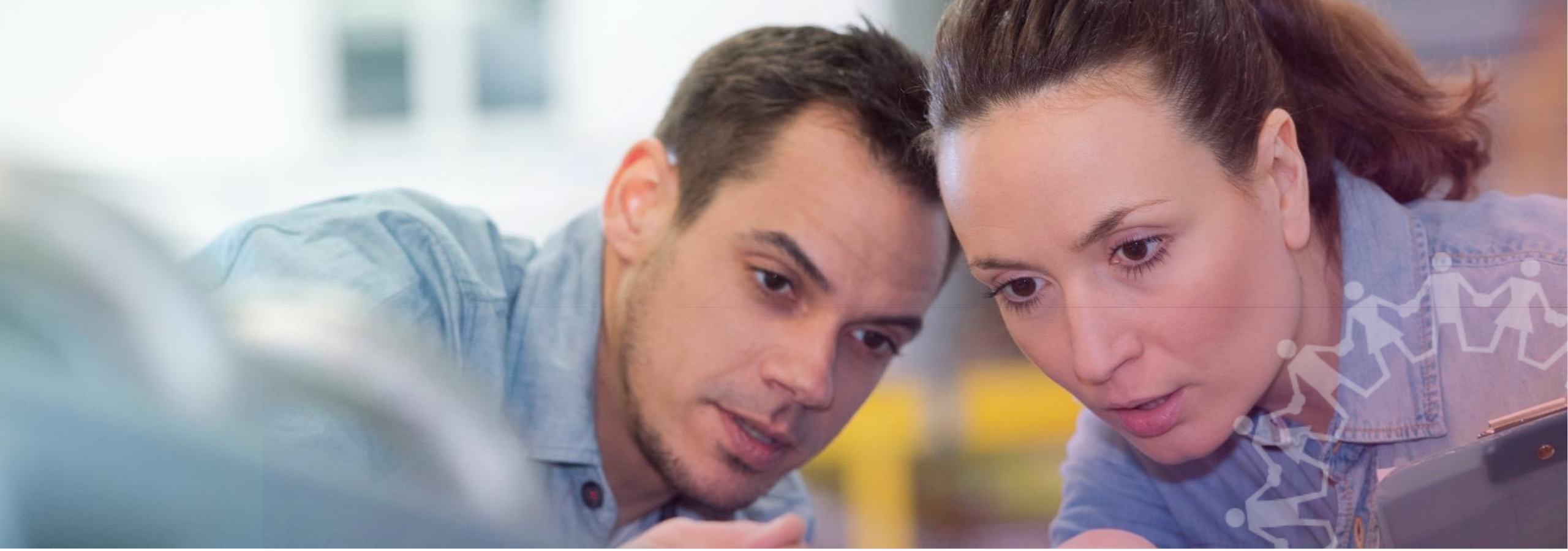


# Career guidance and awareness raising on apprenticeships as the first choice

Andrew McCoshan, Paul Guest, Cynthia Mary Harrison-Villalba and Norbert Schöbel

28 May 2020  
Belgium, Greece, United Kingdom

Employment,  
Social Affairs  
and Inclusion



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# Why do we need awareness-raising and career guidance for apprenticeships?

Norbert Schöbel, European Commission

# Today's webinar

**European  
policies and  
frameworks**

**Quick Poll**

**Models and  
practices**

**Quick Poll**

**Responding  
to COVID-19**

**Promoting  
apprenticeships  
as a first choice**

**Quick Poll**

**Q & A**



**Your Questions**





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# European Policies and Frameworks: Apprenticeship and Career Guidance

Andrew McCoshan, Plexus Research & Consulting

## Evolution of EU aims: how did we get here?

- Maastricht 2004** • 'guidance throughout life' and 'individual pathways'
- Helsinki 2006** • 'advice in schools and for families'
- Bordeaux 2008** • 'pupils and adults in difficulty' and 'coordination mechanisms'
- Bruges 2010** • 'manage learning and professional careers' and 'integrated guidance'
- Riga 2015** • 'integrate guidance services provided by both education and employment services for both I-VET and C-VET' to support 'more flexible and permeable systems'
- Advisory Committee on Vocational Training 2018** • 'While guidance services and tools have been stepped up, comprehensive approaches remain an area for improvement'

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# European Framework for Quality and Effective Apprenticeships

## Criterion 12:

'Career guidance, mentoring and learner support should be provided to ensure **successful outcomes** and **reduce drop-outs**.'

## Strong links to other criteria:

- **Quality assurance and graduate tracking** - quality assurance of apprenticeships, tracking of employment and career progression of apprentices
- **Flexible pathways and mobility** - flexible entry requirements, opportunities for further education and training, transnational mobility

## Resources and tools

### **Erasmus+**

Mobility,  
innovation,  
support to  
European policy  
tools

### **Cedefop's online resources**

Supporting  
national capacity  
development

### **CareersNet**

Monitoring policy  
developments  
and innovative  
practices

### **Euroguidance network**

Sharing good  
practices

# QUICK POLL 1

## What is the main focus of your work?

- Development and implementation of apprenticeships
- Career guidance in education
- Employment support and job transition







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# Career and Lifelong Guidance: Models and Practices

Paul Guest, Consultant

# What's in a name?







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## What is Career Guidance (CG)?

- 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.
- 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 skills.

COUNCIL RESOLUTION ON BETTER INTEGRATING LIFELONG GUIDANCE  
INTO LIFELONG LEARNING STRATEGIES (2008)



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# What is Lifelong Guidance (LLG)?

Comparative references to Career Guidance and Lifelong Guidance provided in a recent study on **Lifelong Guidance Policy and Practice in the EU (2020)**:

- **Career Guidance (CG)** often takes place at transition points for an individual [reactive: mostly refers to traditional CG]
- **Lifelong Guidance (LLG)** takes a more proactive, lifelong perspective towards career [proactive]

**Note:** others might use the term **Information, Advice and Guidance (IAG)** to define one or more activities within a Lifelong Guidance System.

# Career Guidance: Reactive and Systems-oriented



## PUPIL

Guidance during SUBJECT CHOICES  
and preparing for TRANSITION

## STUDENT/TRAINEE

Guidance supporting inward  
and outward TRANSITION

## EMPLOYEE

Guidance supporting TRANSITION  
to the labour market

**Note:** in some countries, service provision extends to all adults and young people, upon request.

# Lifelong Guidance: Proactive and User-oriented



## PUPIL

Guidance during SUBJECT CHOICES  
and preparing for TRANSITION

Plus development of Career  
Management Skills (CMS)

## EMPLOYEE and LIFELONG LEARNER

Guidance supporting multiple transitions IN and OUT of learning and employment

Reliance on CMS and autonomous or guided decision-making

Actively promotes continuing development, documentation and certification of learning

# Where are we now?



# Lifelong guidance policy and practice in the EU

- Mixed methods approach, literature review and interviews
- Specific focus on **Lifelong Guidance** (LLG) policies and practices
- Input from independent experts in 23 European countries **and** from representatives of EU institutions



[Lifelong guidance policy and practice in the EU](#)



# Lifelong guidance policy and practice in the EU

1. Legislation
2. Strategic Leadership
3. Scope of Provision
4. LLG-LL Strategies and Policies
5. Coordination and Cooperation
6. Delivery of Guidance
7. Labour Market Information
8. ICT Strategy
9. ICT Operationalisation
10. Professionalisation
11. Evidence of impact of LLG

## Lifelong guidance policy and practice in the EU



**NON-EXISTENT**

LLG goals or frameworks might exist, but not tied to specific legislative measures

**NOTIONAL**

Legislation is in place but is not fully evident in LLG practice; often service-led rather than systematic

**EMBEDDED**

Integrated into major legislation (education, training, employment) and confirming LLG entitlement

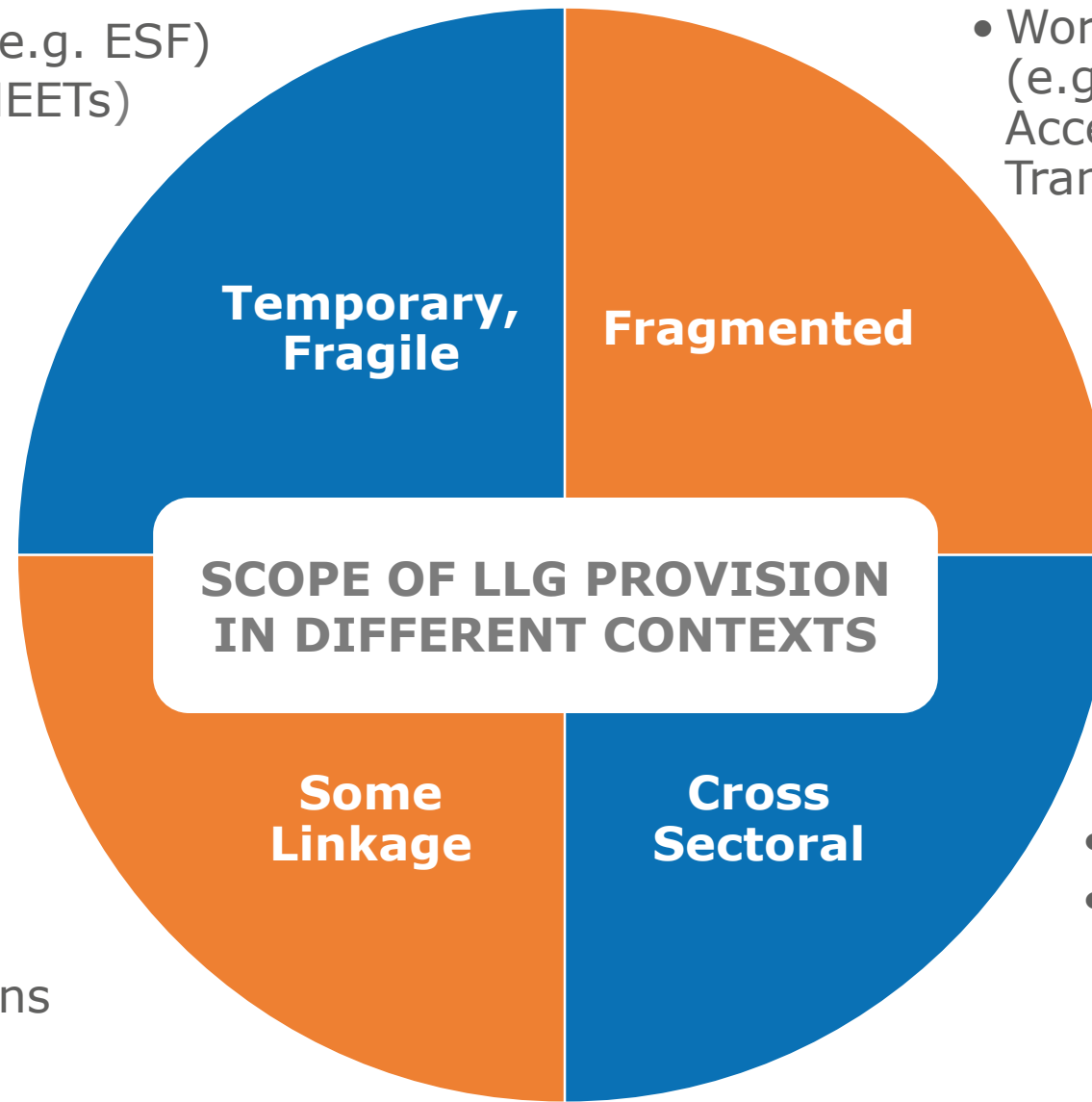
**EXPLICIT**

Clear legislation confirms LLG entitlement with obligations on key service providers (national/other)

An example of EXPLICIT legislation is the DROIT A LA FORMATION ET ORIENTATION PROFESSIONNELLE (FR).

- Temporary Funding (e.g. ESF)
- Policy Priority (e.g. NEETs)

- Working in Silos (e.g. Higher Education Access, School or VET Transition, Adult Learning)



- Transition-based links exist
- Occasional users means reduced connectivity

- Continuity is Targeted
- LLG linked with Lifelong Learning and CMS

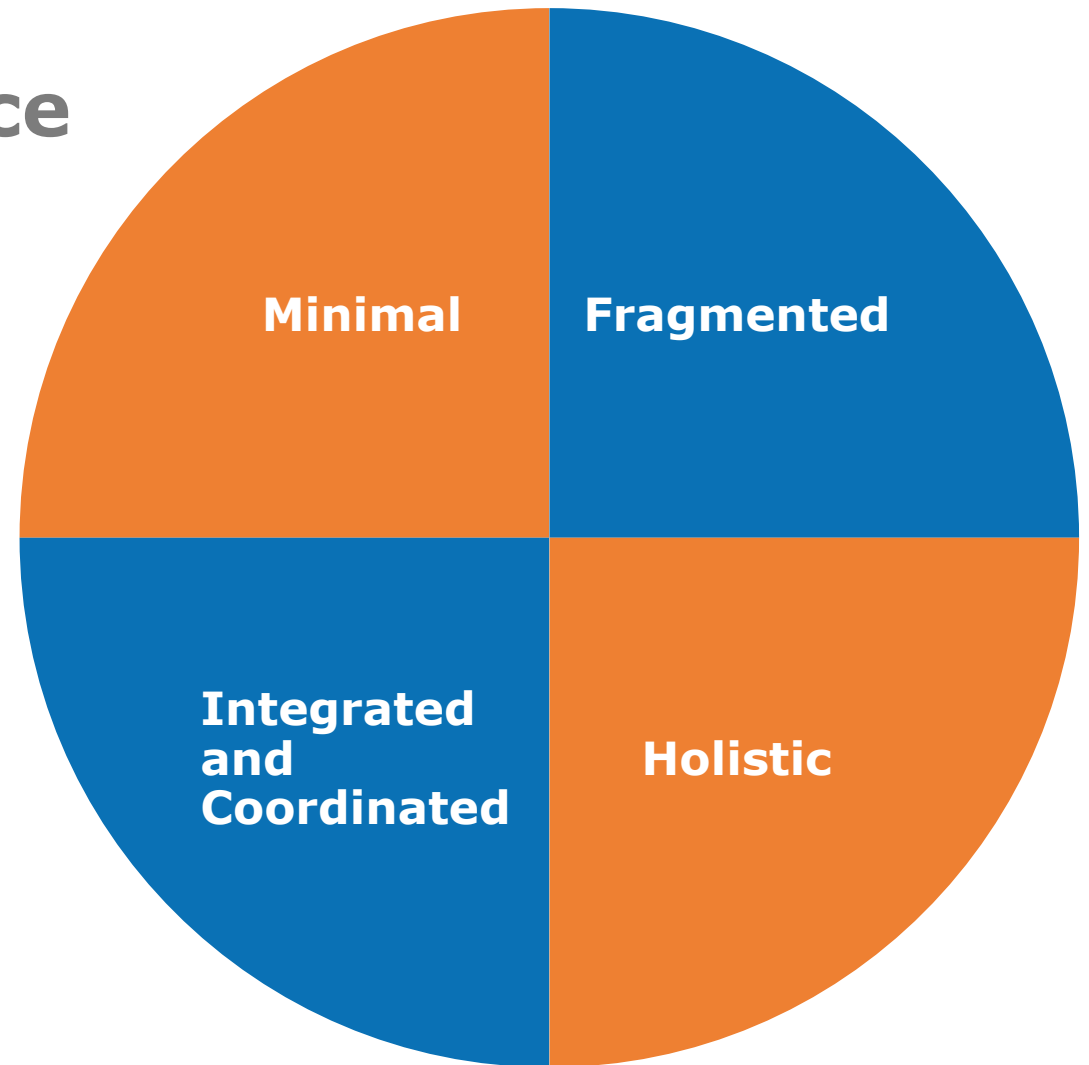
Good examples of cross-sectoral collaboration include LeerWerkLoketten (NL) and Cites des Metiers (FR et al).

# Delivery of Lifelong Guidance

Study considers different **DELIVERY MODELS**, identifying these as:

- **Minimal:** targets a particular group or transition point
- **Fragmented:** range of services, but often lacking coordination
- **Integrated and Coordinated:** some evidence of services working together
- **Holistic:** multi-channel and coordinated LLG service provision

**Many countries lack CONNECTIVITY.**



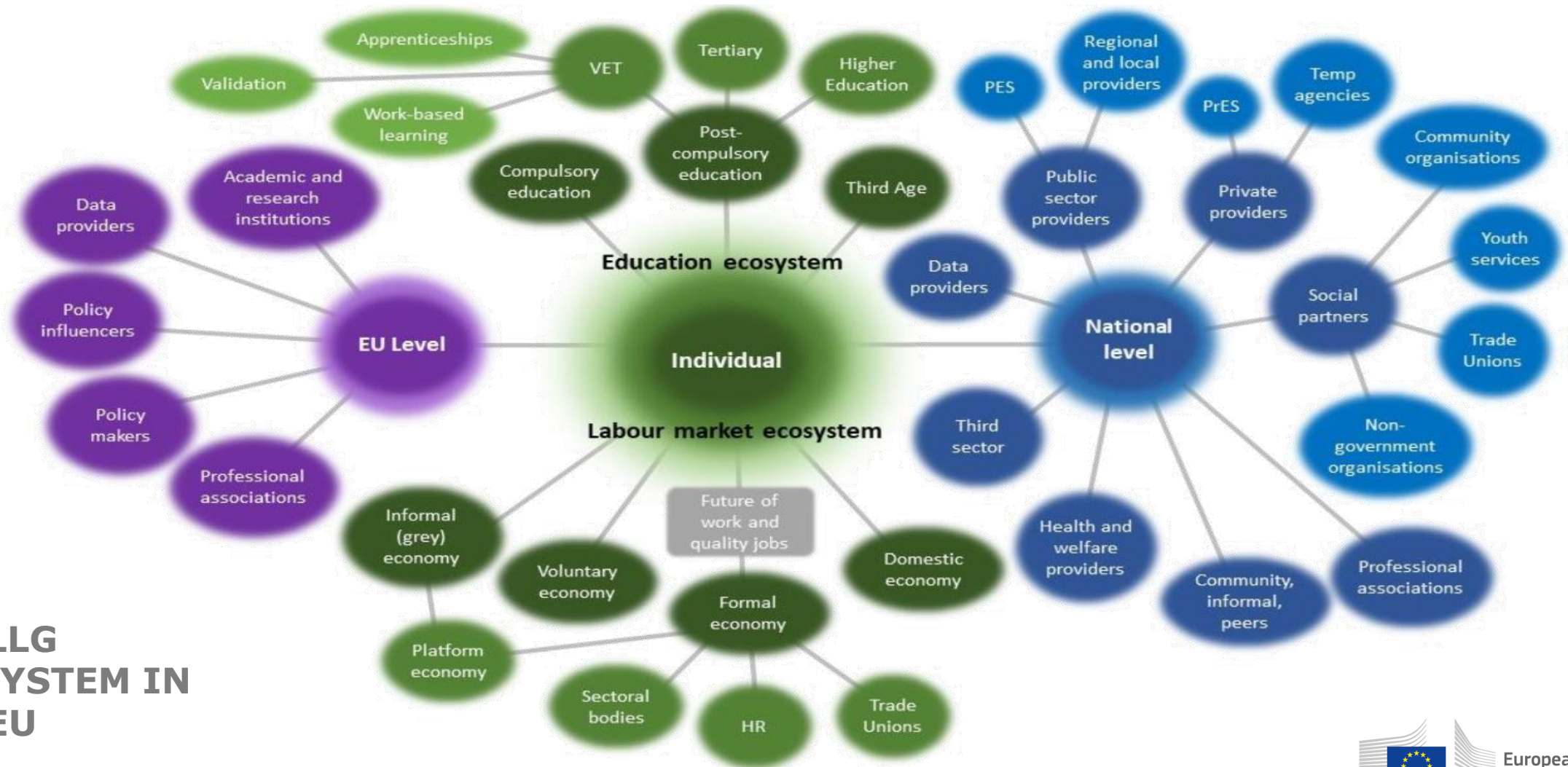
# Who is involved?





Apprenticeships are just one small part of the LLG Ecosystem.

An agency-fluid approach is needed.



THE LLG  
ECOSYSTEM IN  
THE EU

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# Isn't it all digital?



## INFORMATIVE

Mostly used to deliver information

## COMMUNICATIVE

A medium for one-to-one guidance  
(often alongside face-to-face support)

### ICT OPERATIONALISATION

## COLLABORATIVE

Digital spaces for guidance staff and users  
(e.g. online communities to support  
development of job search skills in FI)

## TRANSFORMATIVE

Digital technologies provide an impetus  
for change in CG-LLG delivery (e.g. new  
career learning spaces in BE and NL)




**CHANGE TAKES TIME**



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# Examples, please!



			Primary: 8-12 yrs	Secondary: 11-18 yrs						
Customer	Delivered via	Type of service	P5-P7	S1	S2	S3	S4	S5	S6	
Pupils	 Professionally qualified expert careers staff*	Intensive support				Coaching guidance one-to-one session(s) for those who would benefit most from intensive support				
		Universal	Group activity for P7-S1 transition		Group activity - making informed subject choices		Group activity – Senior phase option choice			
		Universal			One-to-one session focused around subject choices		Transition support for leavers yet to secure post-school opportunity			
		Universal			Drop-in service - speak to school Careers Adviser					
	 My World of Work .co.uk	Universal	Bespoke younger age tools and resources	Wide range of tools, resources, information and advice to support development of Career Management Skills and effective career planning						
	 Apprenticeships .scot	Universal					Find a Foundation, Modern or Graduate Level Apprenticeship			

## Career Guidance in Schools: UK-SCOTLAND

Source: Skills Development Scotland



# Career Guidance beyond School: UK-SCOTLAND

Source: Skills Development Scotland




## Careers Centres: Next Steps and Universal All-Age (Adult)



# Digital Guidance: DK

Source: LMI in Lifelong Guidance (Cedefop, 2016)

 BØRNE- OG  
UNDERVISNINGSMINISTERIET

EDUCATION FOR YOUNG PEOPLE


HIGHER EDUCATION

ADULT AND CONTINUING EDUCATION

JOB AND CAREER

TOOLS


Frontpage / eDirection




**about e-Guidance**  
e-Guidance offers - comprehensive overview

**Opening hours**  
Monday - Thursday: 7 p.m. 9 - 21  
Friday: 9am - 4pm  
Saturday and Sunday: 7 p.m. 12 - 16


**eVejledning**




Chat with an e-tutor




Call 70 22 22 07




mail




Digital meetings




The Education Guide on Facebook




The Parents Guide on Facebook




You can now get guidance via skype at eVe guide  
Become guided face-to-face via skype



Changed opening hours in the spring  
Due to the holidays we have some changed opening hours during the spring.



Adult presentation: Change direction via education

 European Commission

## Beroep in beeld - Grafische vormgeving Profession in the picture - Graphic design

Have you always wanted to know what awaits you in your future profession? Take a look at the professions clips. The clips give you a good impression of the daily work and the advantages and disadvantages of the work.

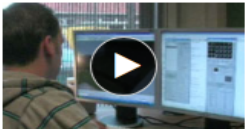
Choose your sector group and / or sector and find your future profession!

Sector group:

- all sector groups -

Sector:

Graphic design



### 3D Modeller

As a 3D modeller you can work at multimedia companies that specialize in 3D design.



### Game Designer

Do you think you will conquer the game industry with your talent? Then there are interesting employers, both inside and outside the Netherlands.



### Graphical designer

As a graphic designer you work at companies that ...



### Offset Printer

The term offset printing refers to the special technology with which the image is transferred to the surface to be printed.

# Digital and Audiovisual Technologies in Guidance Services: NL

Source: LMI in Lifelong Guidance  
(Cedefop, 2016)

Video

educations

Vacancies

Video: Graphic Designer



# QUICK POLL 2

**How has COVID-19 impacted the way that you deliver your services?**

- No change, business as usual.
- Temporary changes introduced in the way that we deliver our services.
- Changes have been introduced and we expect that this will impact on the way that we deliver services in the future.





# A Note on Lifelong Guidance and the COVID-19 Pandemic: Responses from Cedefop's CareersNet

Provisional Findings, Cynthia Harrison



  
**Careers  
Net**

Besides its ongoing thematic research activities in lifelong guidance, Cedefop has established **CareersNet** with the purpose of monitoring policy developments and innovative practices. The network enables exchanges on national guidance systems, coordination and strategies, as well as innovation. It integrates national career development experts. CareersNet experts are main contributors to the recently launched Cedefop EU+ Inventory of lifelong guidance systems and practices.

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

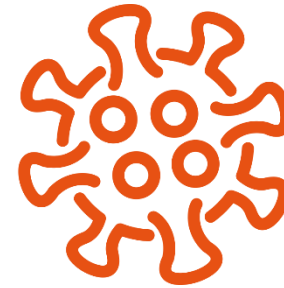


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# CareersNet Consultation

**CareersNet  
sparked a  
discussion**

**Two open  
questions  
sent to  
experts**



**Evidence is  
provisional**

**20 experts  
responded**



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# The leap to digitalisation – sudden dependence on technology

- More online and other activity - increasing diversification of communication channels
- Working with others - cooperation among stakeholders, guidance for professionals, new actors
- Opportunity for reflection, stocktaking – shifting mindsets and reflection





# Ways forward?

- Universal access – reaching all user groups
- Human factor in delivery – practitioner training and competences
- Upskilling for all



# Follow-up - Cedefop is coordinating a forthcoming international survey on lifelong guidance!



# Challenges for career guidance in apprenticeships



**Confronting  
misconceptions  
of VET**

**Upskilling,  
reskilling,  
higher level  
skills**

**Changing  
nature of  
work and  
skills**

**Digitalising  
labour  
market  
information**

**Accessing  
career  
guidance**

**Developing  
career  
management  
skills**





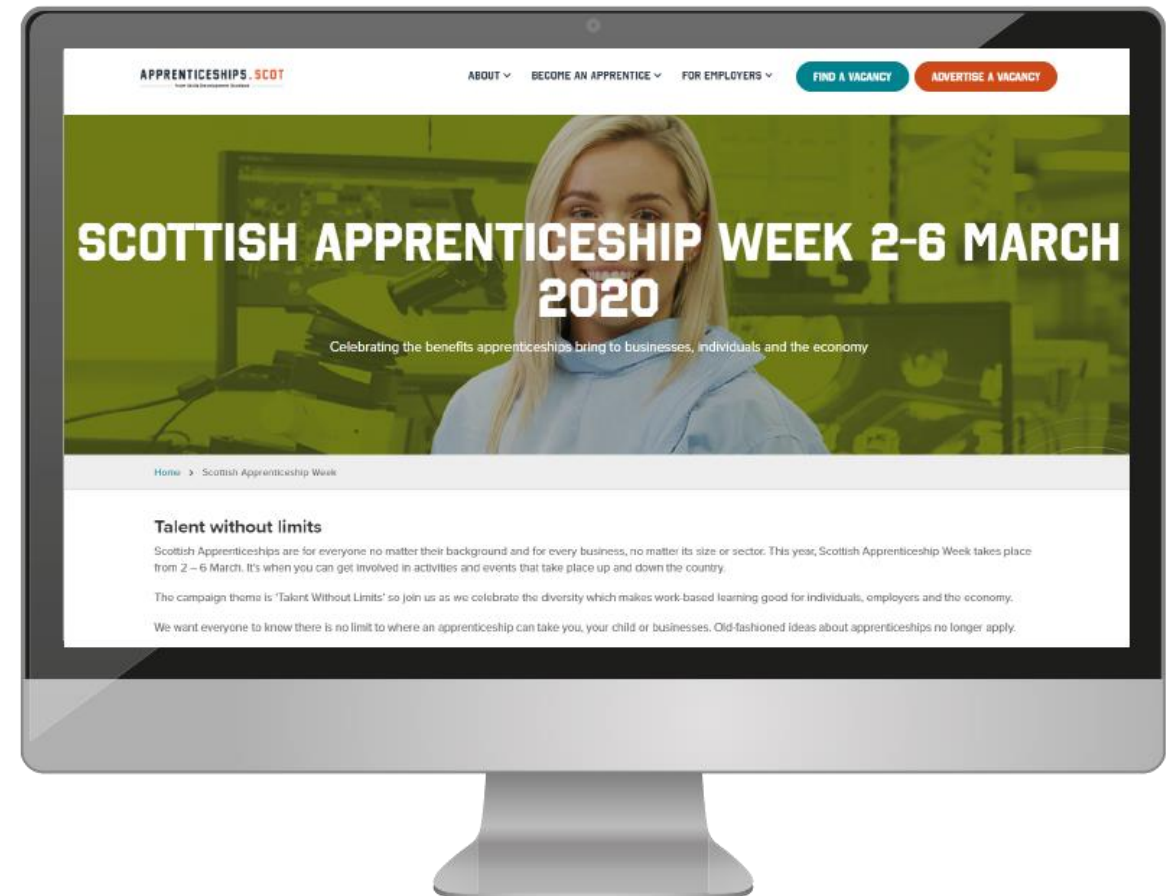
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# Promoting Apprenticeships as a First Choice

- What are the challenges?
- How can we effectively promote apprenticeships?
- Can we be inspired by the existing models and practices?

# LAUNCH A NATIONAL CAMPAIGN

Scottish Apprenticeship Week celebrates the benefits that apprenticeships bring to businesses, individuals and the economy, promoting the diverse range of apprenticeships in Scotland and sharing achievements.



# JOIN THE EUROPEAN CAMPAIGN

VET Skills Week raises the overall profile of VET and Apprenticeships across Europe and encourages direct actions on the ground in all participating countries. The campaign also presents awards for VET Excellence, including a tandem award for apprentices and their employers.

## The Week 2019

Key figures

**1,800**

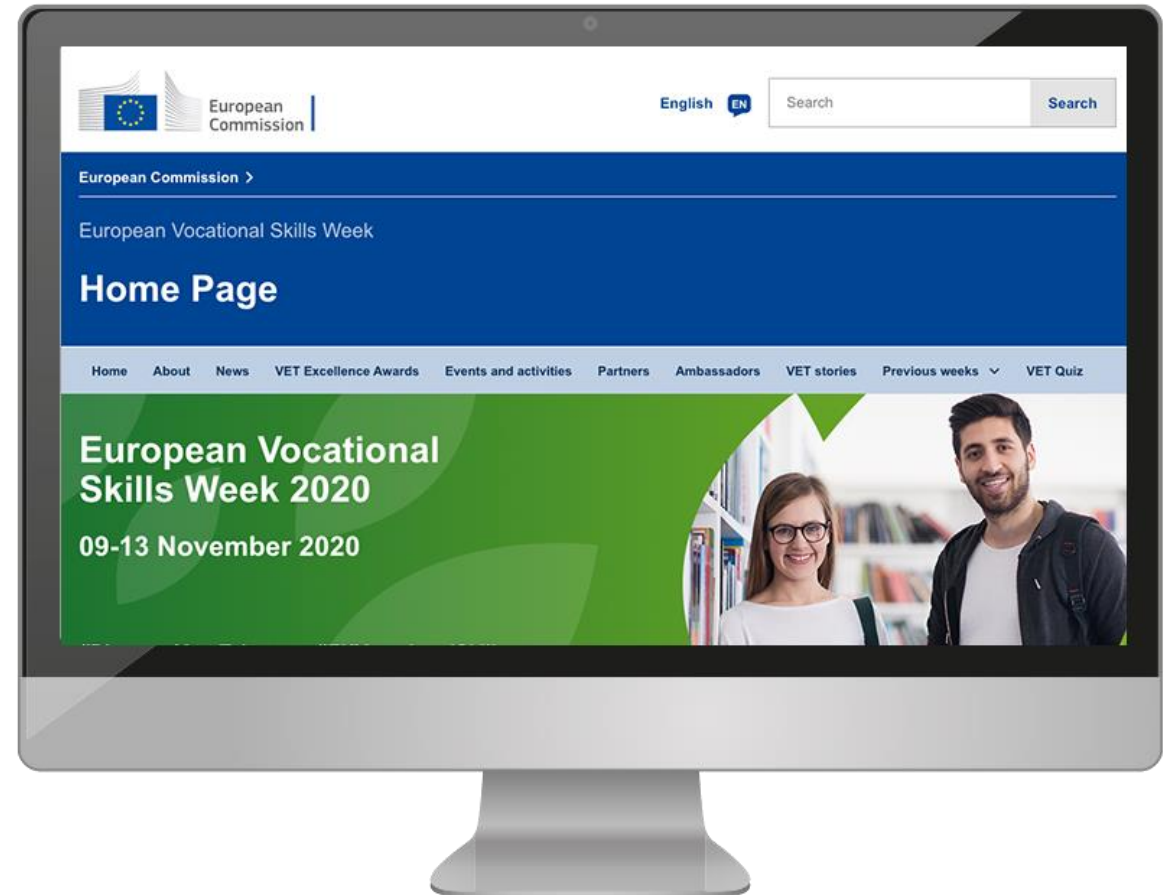
events in Member States

**2.9M**

participants in events and activities

**44.9M**

reached on social media



# GO GLOBAL!

WorldSkills and WorldSkills Europe (plus related national campaigns) provide inspiration for young people, raising awareness, **improving the prestige of VET and apprenticeships** and inspiring more young people to consider these routes.

Skills competitions build passion and motivation for learning and allow skills to be benchmarked nationally and internationally.





# OFFER APPRENTICESHIPS AT ALL LEVELS

In some countries, apprenticeships are now fully embedded in secondary, post-secondary and tertiary education and training, forming a viable and credible alternative to purely academic pathways.



## Foundation Apprenticeships

I'd like to do an apprenticeship that gives me experience in the workplace, while still at school.



## Modern Apprenticeships

I'm over 16 and looking for paid employment that offers industry recognised training on the job.



## Graduate Apprenticeships

I'm looking for a paid job that gives me industry experience and training whilst working towards a degree.



# USE REAL EXPERIENCES

Promotion that uses real-life experiences, from apprentices and employers, can be more convincing for future learners.

These can be part of the resource set for those delivering career or lifelong guidance, but can also be delivered by professional media agencies.

In the Erasmus+ programme, groups of apprentices are selected annually to promote their own mobility successes to their peers (apprentices and trainees).



# MAKE IT PERSONAL

Career Management Skills (CMS) help individuals to identify their existing skills, develop learning goals and take action to enhance their careers.

In this example, a CMS framework from Portugal (ELGPN, 2012), competences include: developing a positive-image, effective communication, information and change management, decision-making and employability strategies.

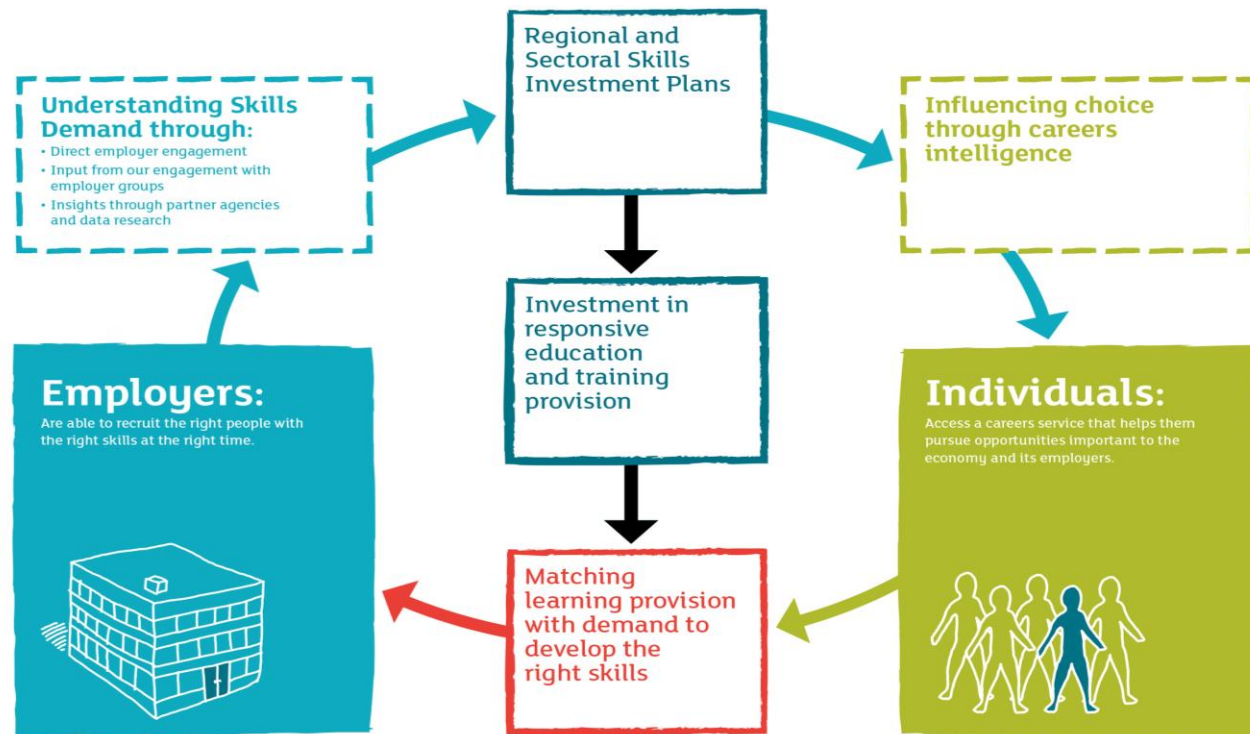
Careers Management Skills allow young people to consider a broader range of subject choices, career options and employment opportunities.

*CMS framework in Portugal*

COMPETENCIES	LEVEL OF ACHIEVEMENT			
	Explore	Analyse	Act	Assess
<b>Develop a positive self-concept</b>	Identify the personal characteristics and become aware of self	Analyse the influence of self in different contexts of life and behaviours that affect it	Adopt strategies that enhance an adequate self-concept which promotes a solid identity	Assess strategies and behaviours adopted
<b>Interact effectively</b>	Identify the importance of communication in different life contexts	Analyse and internalise strategies to build positive relationships	Adopt strategies for positive interaction in different contexts of life	Assess strategies and behaviours adopted
<b>Manage information</b>	Identify the nature and sources of information needed to manage the career/ life plan	Analyse and validate strategies for effective information management	Adopt strategies for autonomous information management on the economy, society and opportunities for learning and working	Assess strategies and behaviours adopted
<b>Manage change</b>	Identify different transitions throughout life and the ways to experience them	Analyse the processes of change/transition and the benefits of proactivity	Adopt strategies to facilitate transitions in the various contexts of life as an agent of change	Assess strategies and behaviours adopted
<b>Make decisions</b>	Identify the underlying principles of decision-making	Analyse the relationship of the decision-making process to career management	Adopt positive strategies of decision-making	Assess strategies and behaviours adopted
<b>Access the labour market</b>	Identify the necessary strategies and skills to access the labour market	Analyse the strategies to integrate and stay within the labour market	Adopt adequate strategies to integrate and stay within the labour market	Assess strategies and behaviours adopted

# LINK TO FUTURE JOB OPPORTUNITIES and LMI

Whilst a job-for-life cannot be guaranteed, apprenticeships should be consistent with labour market needs and it is important to confirm how this is ensured.

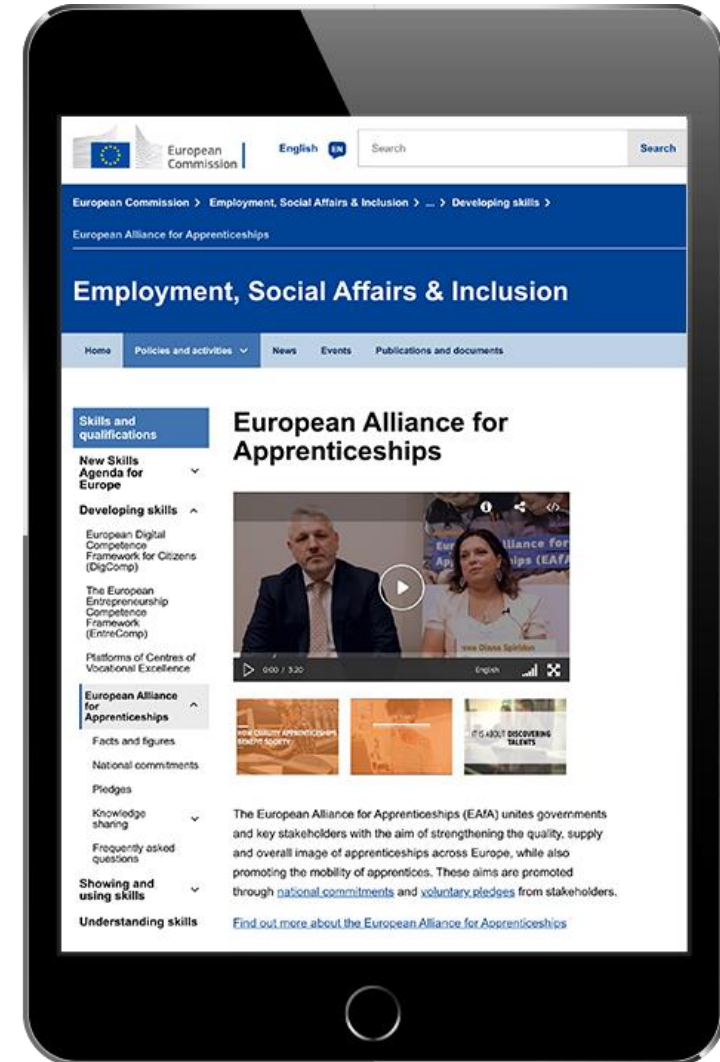


LMI can inform future service delivery and help to decide on the number and type of future apprenticeships.

# STAY CONNECTED

Networks such as the European Alliance for Apprenticeships bring together European institutions, social partners, national authorities and others (including employers) promoting the exchange of experience and best practice as well as improvements in the quality, image and supply of apprenticeships.

Number of total pledges since 2013	Number of apprenticeships places pledged since 2013
319	906,685





# Career paths

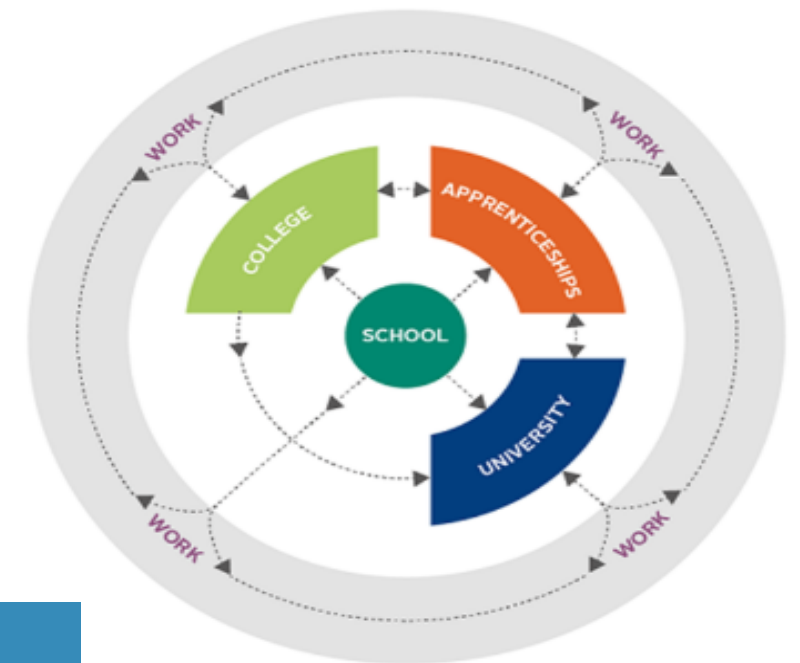
Helping them head in the right direction

## There's more than one way to reach the right job

Changes in technology are having a serious impact on the jobs that we do now, and what we'll do in the future. Careers are evolving too – as freelance, virtual and contract work grows increasingly common. Now, it's about being flexible and adapting to fit this new environment. As parents, it's important to be aware of all the options, and to encourage your children to explore what's out there.

## MARKET TO EVERYBODY

When working with young people, it is important to also keep parents and carers informed of potential career options and pathways, including apprenticeship opportunities.



# GO DIGITAL, STAY MULTI-MEDIA



It can be tempting to go digital all the way, but there are many stakeholders to talk to, including young people (of different ages) as well as parents, carers, employers and teachers - a single focus in promoting apprenticeships will not suit everyone.



# QUICK POLL 3

**Who needs to take the lead in promoting apprenticeships as a first choice?**

- Government
- Schools
- Career and Lifelong Guidance Practitioners
- All of the above



## Useful Links:

- [Lifelong guidance policy and practice in the EU \(DG Employment, 2020\)](#)
- [Note on Lifelong Guidance and the COVID-19 Pandemic \(Cedefop, 2020\)](#)
- [CareersNet \(Cedefop\)](#)
- [Inventory of Lifelong Guidance Systems and Practices](#)
- [Council Resolution on Better Integrating Lifelong Guidance into Lifelong Learning Strategies \(European Council, 2008\)](#)
- [European Vocational Skills Week](#)
- [WorldSkills](#) and [WorldSkills Europe](#)



# **Any Questions?**

**Watch out for our upcoming activities:**

**Live discussion on remote learning: Challenges and opportunities in the VET Sector posed by the COVID-19 pandemic**

**Registration link [here](#)**