

# INVESTING IN CAREER GUIDANCE

**REVISED EDITION 2021**



## SUMMARY

Effective career guidance helps individuals to reach their potential, economies to become more efficient and societies to become fairer. It is critical to the smooth transitions of people as they make choices about education and training and to mobility within the labour market. In December 2019, six international organisations came together to publish a first booklet on the importance of investing in career guidance<sup>1</sup>. The joint effort reflected the fact that the need for guidance had increased sharply with people staying in education and training longer and pressure growing on people to upskill and reskill. Today's labour market is still more turbulent. Covid-19 has deeply disrupted demand for workers and accelerated patterns of automation and digital transformation that are radically changing the character of work and increasing risks of joblessness and precarious employment. What's more, globalisation, demographic trends and growing efforts to create greener economies are changing the character of demand for skills in labour markets around the world. Career guidance has an essential part to play in recovery plans and in helping people of all ages and backgrounds to navigate such disruption. Evidence reviews give policy makers confidence that investment in guidance can be expected to provide positive economic, educational and social returns to both individuals and society. International data shows, however, that in too many countries access to guidance is insufficient, particularly for those who are in greatest need.



# WHAT IS CAREER GUIDANCE?

Career guidance<sup>2</sup> describes the services which help people of any age to manage their careers and to make the educational, training and occupational choices that are meaningful for them. It helps people to reflect on their ambitions, interests, qualifications, skills and talents – and to relate this knowledge about who they are to who they might become in life and work. Individuals, families and communities differ in the extent to which they are able to visualise and plan their future. It is an important role of career guidance to address such differences and inequalities.

The overall aim of career guidance is to develop the capacity of individuals to manage their careers (known as ‘career management skills’). It involves a range of connected learning activities that help people to access services, resources and experiences related to employment and further education and training. These include provision of:

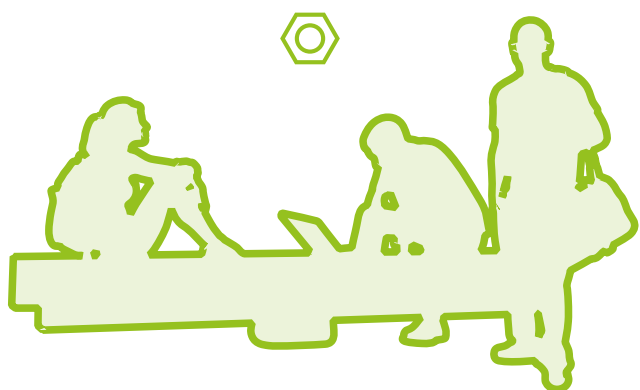
- ✓ careers education,
- ✓ careers information,
- ✓ individual and group guidance/counselling,
- ✓ skills assessment and psychometric testing,
- ✓ engagement with employers, and
- ✓ the development of skills needed for job seeking and self-employment.

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<sup>2</sup>In some countries terms such as ‘career counselling’, ‘career development’, ‘careers information, advice and guidance’, ‘vocational counselling’ or ‘vocational guidance’ are used to refer to the range of activities that is included here within the term career guidance.

Career guidance is delivered face-to-face, at a distance or in a blended mode. Guidance is provided to people in a wide range of settings: primary and secondary schools and vocational training centres, tertiary and higher education institutions; public and private employment services; public and private career guidance centres; in workplaces, trade unions, NGOs and professional bodies as well as in local community settings. Career guidance is important within educational provision, skills development, social protection measures and active labour market policies.

Career development is a continuous process throughout life. It is fundamental to the smooth transitions of young people as they, in ever greater numbers, are presented with choices about continuing education and training and to adults needing to upskill, reskill or to move within the labour market. It is not only the unemployed who are in need of career guidance. Now more than ever, as demand for labour is changing rapidly, it is also relevant to people in work who are looking to move jobs.



# ORGANISING CAREER GUIDANCE

There is not a single ideal way to organise career guidance in a country and policy responses should be adjusted to the needs of each national context. Countries are confronted with different socio-economic challenges, demographic trends and have diverse institutional and cultural makeups. Despite the high diversity of contexts however, it can be expected that when career guidance systems are working well:

- ✔ Services and relevant stakeholders will be well-coordinated and provide seamless lifelong support within a context of stable and appropriate funding.
- ✔ All who require career development support will have a right to access it and will be able to do so.
- ✔ Quality of services will be assured through professionalised services with qualified practitioners, quality tools, timely and granular labour market information, clear standards and processes of continual improvement informed by evidence on service effectiveness from monitoring and evaluation that also draws from user feedback.
- ✔ Technology, in its different forms, will be used to increase access, provide innovative services and better cater to the different needs of beneficiaries.



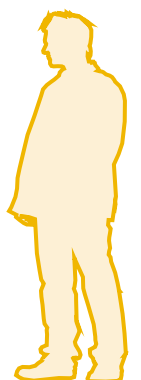
To achieve these generic hallmarks of an effective and efficient career guidance system, a national vision and strategy should be developed collaboratively between responsible government bodies, in areas such as education, training, social protection and employment, together with social partners and other civil society organisations.

**To enhance career guidance services** for schoolchildren, university entrants, graduates and adults, the Ukrainian Association for Career Guidance and Educational Advising (UACGEA) was established in 2010. The NGO monitors activities in career guidance, undertakes research on effective practice and supports the professional development of the guidance community through training programmes and certification.

[www.potok.org.ua/PDM](http://www.potok.org.ua/PDM)

In Belgium, the Flemish **public employment service offers an online system** Mijn loopbaan (My career). Visitors use their Belgian e-ID to log in. They can view their work experience, how much they earned and how much pension they have built up. Users can create a fully personalised online portfolio (keeping track of competences and qualifications), create a CV and upload it to an online platform used by employers. Mijn loopbaan can also be used to search for jobs and multiple types of education and training opportunities. To support early career learning and increase uptake among young people, the VDAB offers training sessions for teachers.

<https://mycareer.be/nl/>



# THE NEED FOR EFFECTIVE CAREER GUIDANCE IS GREATER THAN EVER

Effective career guidance helps individuals to reach their potential, economies to increase their efficiency and societies to become fairer. It provides people with personalised, impartial and timely information and support to make meaningful decisions about their lives. It acts as a lubricant for developing and nurturing human talent to drive innovation, creativity and competitiveness. It enables the navigation of digital and green transitions and the turbulence of post-Covid economies. It helps to implement lifelong approaches to learning and active approaches to labour market engagement. Career guidance is an essential attribute of skills policies that strive to enable a better balance between the supply of, and demand for, knowledge and skills in an economy. As a result of increasing disruption in the labour market, career guidance has become ever more important to individuals, families, employers and to society. In spite of growing needs, a 2020 flash survey of policy officials and practitioners in 93 countries showed that in many countries,

guidance was perceived to be a neglected aspect of national responses to the pandemic with the most vulnerable often facing greatest hurdles in accessing adapted provision<sup>3</sup>.

## Young people...

*... are facing growing risks of unemployment in turbulent labour markets.*

In an economic crisis, young people routinely experience much higher unemployment rates than older people. In many countries, youth unemployment shot up in the wake of the Great Financial Crisis of 2007/08 and remained high for many years to follow. Early experiences of unemployment are linked with long-term economic and psychological damage for individuals. Today's young people are working to accumulate education, qualifications and skills that will position them to find decent work. However, rapid changes in demand for labour (due to automation, digitalisation, globalisation, population ageing, the green transition and the consequences of the Covid-19 pandemic) makes decision-making about education and training options much more difficult. With many new occupations emerging and many existing ones changing or diminishing, young people are in need of heightened support as they prepare themselves for working life. During the Covid-19 pandemic, surveys have shown that many young people are actively reconsidering their career plans.

In Egypt, career guidance centres **help young people to access training linked to skills in demand**. Users can also access job search clubs, where they are provided with training in job searching and making job applications. Centres also hold job fairs that put young graduates of vocational training programmes in direct contact with local employers.

[www.ilo.org/global/programmes-and-projects/prospects/countries/egypt/WCMS\\_755012/lang--en/index.htm](http://www.ilo.org/global/programmes-and-projects/prospects/countries/egypt/WCMS_755012/lang--en/index.htm)





*... are in need of better access to effective and impartial guidance.*

OECD 2018 PISA data from 79 very different nations and economies, including some middle income countries in Asia, Europe, the Middle East and Latin America which are not OECD members, show that teenage career aspirations are frequently narrow, confused and distorted by social background. Too few teenagers have access to the guidance they need to make informed decisions about their futures. On average, just half of students in OECD countries have spoken to a career counsellor in school by the age of 15. Many occupations and learning routes, such as apprenticeships in some countries, are stereotyped or poorly understood, so contributing to skills shortages and risk of educational disengagement. Participation in career guidance activities is often linked to the social background of learners, running the risk of inequitable outcomes. Research shows that effective guidance will begin in primary school, addressing student assumptions and expectations about work and focus on developing the competences that can be expected to help young people manage their careers in adulthood.

In Denmark, the eGuidance system targets learners in secondary and tertiary education and adults who seek **assistance with their career management and skills development**. The service is part of the national guidance portal which contains comprehensive labour market information. Online chats are particularly popular with young people.

[www.ug.dk/evejledning/eguidance-denmark](http://www.ug.dk/evejledning/eguidance-denmark)

*... can be expected to enjoy long-term benefits from engaging in career guidance even in a recession.*



Analysis of national longitudinal datasets shows that how school-age teenagers think about their futures in work and whether they explore or experience potential future workplaces whilst still in school are consistently associated with employment gains in young adulthood. Investment in effective guidance can be expected to pay off over the long term. Guidance is also associated with better educational outcomes as students become more motivated to learn as they better connect their classroom experiences with future success in work.

In the United Kingdom, Primary Futures is a programme that allows **primary schools to connect easily with employee volunteers** to help children broaden their aspirations, challenge gender stereotypes and better understand the link between their education and adult working life. The voluntary programme, which was established in 2015 with the trade union representing school leaders, has now been adopted by one quarter of primary schools.

<https://primaryfutures.org/>

## Adults...

*... are facing radically changing job markets.*

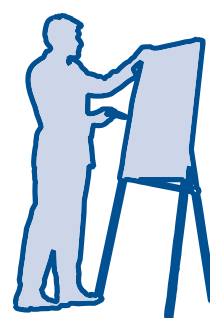
Technological advances, population ageing, globalisation and the need to tackle climate-related challenges are driving massive changes in the labour market – old jobs are disappearing, or radically changing, and new jobs are emerging that require a different balance of skills. Reskilling and upskilling are increasingly seen as integral parts of working life. More than ever, governments (and employers) expect workers to take responsibility for their own education and training, but workers can only make good decisions about investments in learning, education and training if they have access to the information and support which underpin effective career management skills. Guidance enables reskilling, upskilling

and mobility. It is especially important to older workers needing to move within the labour market and to people who have migrated between countries and who want to have their skills validated. With labour markets restructuring, it is essential that people in work, as well as adults seeking work, have easy access to good quality guidance.

South Africa's public employment service (Khetha) **provides career guidance 'for all citizens** regardless of geographical position or socio-economic status' through a weekly live radio programme in all 10 official languages. In 30 minutes, career-related matters are covered from choosing school subjects to making informed career decisions and information about the national career helpline is provided. A largely rural population aged 15 to 65 is reached (3.1 million listeners per week) in a cost-effective way.  
[www.careerhelp.org.za/content/career-development-services/khetha-radio-programmes](http://www.careerhelp.org.za/content/career-development-services/khetha-radio-programmes)

*... are facing still greater instability – and risk of unemployment – due to the pandemic.*

Demand for labour is changing radically across economies. Tens of millions of jobs have been lost around the world during the pandemic and adult unemployment is expected to remain high in many countries. It is widely agreed, moreover, that the pace of workplace change, such as in the integration of digital technologies, is being accelerated by the pandemic.



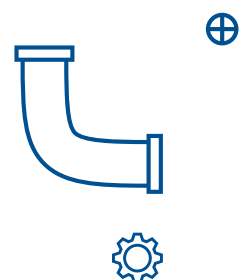
Fit2work in Austria is a **nationwide programme for adults with health problems** to stay in work or find employment. It offers counselling and therapy and develops with clients an action plan for employability. It is a health-related programme of the Ministry of Social Affairs and has a strong link with career guidance. The process is organised in steps that are adapted to client needs: basic information, initial clarification of the situation, basic check recording the health situation with an occupational physician/work psychologist, case management, in which for several months clients are coached and develop concrete measures and support options.

<http://fit2work.at/>

*... are confident that the guidance in which they engage works.*

Surveys show there is substantial demand for career guidance from adults and that most people recognise that career guidance is useful for finding and choosing suitable jobs, education and training programmes and other opportunities. Those who engage with guidance typically report being satisfied with the information and support that they receive – and they can expect to see an improvement in their employment or educational status in the months that follow. However, according to one major study in Europe only one adult in four ever uses a career guidance service. This is even less among individuals with lower levels of qualifications whose employment is most commonly precarious. Awareness of services can be low and adults can be confused by what support they are entitled to.

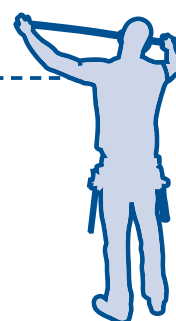
*... access guidance in inequitable ways.*



The most vulnerable adults are frequently the least supported by career guidance. Individuals working in low income and low skilled occupations tend to have lower access to social protection, despite higher exposure to lower job security, as the pandemic has demonstrated. Adults working informally, including those in charge of household domestic work, are commonly presented with greater challenges in accessing the information and support that can enable progression into decent work. Digital career guidance services have expanded. However, experience shows that more often the most vulnerable groups have had difficulties in accessing digital equipment and the internet and often lacked the skills needed to benefit from digital services. While the availability of multiple delivery channels, digital equipment and digital skills development are important in enabling engagement, well-developed outreach initiatives are also required to ensure equity of access. Layoffs in Western economies have also created a substantial movement of returning migrants to countries of origin. Despite relevant market experience and high skill levels, these individuals often find it difficult to find appropriate work. Access to entrepreneurial training, professional networks, recognition and validation of skills and targeted skills development can be substantially empowered by career guidance.

Mobile employment centres in Kazakhstan bring together representatives of a range of government ministries and agencies with social partners to help **raise awareness of government training and employment programmes**. The centres are located in popular public places like shopping malls and railway stations, providing career guidance for jobseekers.

<https://rb.gy/a19lmc>



# EFFECTIVE CAREER GUIDANCE EMPOWERS PEOPLE, BY...

✔ responding to individual, family and community needs, offering a professional service via a diversity of channels to increase accessibility, including self-help platforms and tools, face-to-face, online and phone services. Services can reach more users by empowering them through group sessions to form networks and collaborate with peers and others who act as supports and resources. By necessity, career guidance provision has adapted to a period of confinement and social distancing. Innovation enhances the availability of provision, but it must not be at the expense of quality or equitable access. Quality guidance has a long-term perspective in developing the skills and knowledge of people to manage their career choices through their lives.

✔ forming a regular part of education and training, working in alliance with teachers and trainers to infuse career aspects into the curricula. It begins early (from primary education) and intensifies at key decision points, acting as a bridge to help people see the links between learning and the changing world of work. Guidance is a shared responsibility within education institutions. In workplaces, trade unions can be well equipped to provide first access to guidance.

✔ enabling people to get to know themselves, their talents, interests and potential, encouraging learners to consider the breadth of the labour market, including emerging occupations, and challenging common assumptions or stereotypes about jobs and careers.

✔ making use of well-trained professionals who provide timely and impartial information and career counselling. Effective guidance helps people to build the skills needed to manage their careers. It provides user-friendly access to reliable labour market information and skills intelligence, but also enables people to make confident sense of the data. It provides direct contact with qualified career guidance professionals – and with the world of work.

✔ directly addressing the needs of vulnerable populations. Good guidance is accessible to all young people and adults, but is targeted especially at those in greatest need of support. It recognises different forms of social disadvantage and compensates for weaker access to relevant information and support through social networks. There is good reason to understand why certain groups such as migrants, ethnic minorities, rural populations, older people, workers in informal sectors, people with disabilities, low skilled workers, citizens with a low socio-economic status as well as the unemployed face additional barriers in visualising and planning their careers. Consequently, effective guidance makes use of a range of approaches, including outreach activities, to ensure that it is relevant and accessible to different people with different needs.

In Slovakia, KomposyT primarily focuses on the **provision of information specifically tailored to pupils with special educational needs**, their parents and professionals working with them. Through a password protected area (aimed at career counsellors), specialist tools are made available for supporting case-based counselling.

[www.komposyt.sk/](http://www.komposyt.sk/)

# CONNECTING WITH THE WORLD OF WORK

Employer engagement enriches career guidance. When people in work cooperate with schools and other providers, better understanding can be expected of the working world in all its varieties. This is particularly important for youth. It allows access to useful experiences and to new and trustworthy information which broaden and deepen career aspirations. First-hand encounters are powerful learning opportunities. Direct experience of workplaces helps individuals to develop the skills, knowledge and attitudes needed to access available work.

Employer engagement within career guidance is a very effective means of helping employers to signal demand for labour. During a period of turbulence in the jobs market, it is especially important for guidance to be enriched through first-hand access to people in work. In an uncertain world, employers and their employees are best placed to advise future job seekers of how their workplaces and occupational skill requirements are changing.





Employer engagement activities give learners direct exposure to the world of work. These include:

- ✔ inviting volunteers into schools to bring learning to life;
- ✔ career talks and job fairs to broaden, raise and inform career aspirations;
- ✔ mock interviews, CV workshops and other activities focused on recruitment skills;
- ✔ job shadowing and workplace visits and exploring the world of work;
- ✔ work placements to gain first hand experiences of workplaces;
- ✔ mentoring to develop confidence and preparation for work;
- ✔ enterprise competitions to develop entrepreneurial capacities and interpersonal skills;
- ✔ the promotion of job vacancies for education leavers;
- ✔ outreach to promote upskilling and reskilling at work; and
- ✔ regular career reviews accompanying performance evaluations to steer workers towards relevant training and internal career opportunities.

Effective employer engagement is authentic, frequent, personalised, varied, embedded in careers education and begun in primary school. It can be especially effective in challenging gendered assumptions and other forms of stereotyping about occupations. Prior to the Covid-19 pandemic however, in many countries comparatively few young people took part in one of the easiest and most effective forms of employer engagement: the job fair.

In workplaces, trade unions can play an important role in facilitating access or directly providing career guidance to their members. They can also cooperate with schools and training providers to enable access to professionals from different fields who can operate as role models or mentors. Trade unions can play a key role together with employers in sectoral councils or other coordination units that raise the profile of career development activities in training policies and human resources development.

# DID YOU KNOW?

Related to their responses to the economic consequences of the pandemic, governments in countries including Australia, England (UK), Finland, Ireland, New Zealand, Russia and Singapore have announced **new policies** and/or **additional funding** for career guidance.

Survey data from 2018 shows that **more than half of teenagers** around the world plan on working in **just ten occupations** and that career aspirations are heavily shaped by **socio-economic status, gender and migrant background**.

**Teenage uncertainty** about career ambitions – which is associated with poorer than expected adult job outcomes – increased by 81% in OECD countries between 2000 and 2018.

European surveys show that **careers linked to vocational education routes often suffer from negative stereotypes**.

Reviews of analyses of national longitudinal datasets show that **better than expected adult employment outcomes are routinely associated** with how school-age teenagers **think** about their future careers, whether they explore possible employment and the **experiences** that they have of potential future workplaces.

**Destination surveys** help students understand the labour market outcomes linked to specific programmes of study.

**Wage premiums of 10–20%** for young adults have been linked to teenage participation in career guidance – benefits are especially strong where activities were found by young participants to be **very helpful** at the time they were undertaken.

Participation in career guidance activities has been linked with **more positive attitudes towards school** and **better maths scores**.

An easy way to enrich career guidance in schools is to **invite employee volunteers** to talk about the jobs they do.

Only four in ten adults access career guidance in a five-year period, according to recent research. These are mostly highly educated, young adults, in **jobs that face no particular risk** in the labour market.

Many people are **unaware** of the availability of career guidance services aimed at adults. Vulnerable workers in low-skilled jobs (which are commonly at greatest risk of automation) tend to be least likely to access services.

One of the most effective components of career guidance is the development of a **personalised career development plan**, which strongly increases the likelihood that adults will achieve employment, education and training outcomes.

Career guidance relies on **high quality information** to raise the awareness of adults about skills in demand and enable career guidance advisors to offer timely advice about the labour market. Adults can benefit from information about flexible career pathways that enable transitions from one occupation to another while focusing training on their skill gaps.

Many governments provide **economic incentives** to education, training, and employment services and institutions to ensure public access to career guidance.

**ICT** provides many possibilities to improve geographical and social access to career guidance.

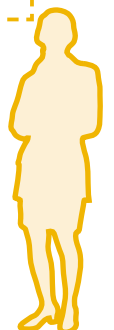


**Quality assurance** in career guidance ranges from a new or emerging practice to countries that have numerous examples and models for quality assurance systems that coexist. These are essential to establish and ensure quality in service delivery and practitioner training and professionalism. Many countries lack clear quality guidelines and competence frameworks for career guidance practitioners, but international organisations, regional bodies and professional associations often provide such reference tools.

In some countries, adults (in and out of work) have access to different **funding opportunities** (such as **individual learning accounts**) to help resource training provision and motivate people to engage in training, but need help to make best sense of the options available. Career guidance is often required or offered as part of learning accounts or with training vouchers. People in work in some countries receive government support to undertake a **short work placement** in a different career area to help **transitions within the labour market**.

Workers aged 45 and over can participate in subsidised career development guidance in the Netherlands. The programme provides a **career guidance subsidy for people 45+** who work at least 12 hours per week. Participants create a personal development plan that describes the actions that will be taken to ensure employment until retirement age. The programme includes guidance on the client's current job, competences, future career prospects and steps transitioning to retirement. Sessions are confidential. The employer is not informed of the worker's participation in the programme. Guidance can be provided by private career counselling providers or by trade unions.

[www.uitvoeringvanbeleidszw.nl/subsidies-en-regelingen/tijdelijke-subsidieregeling-ontwikkeladvies-voor-vijfenveertigplussers](http://www.uitvoeringvanbeleidszw.nl/subsidies-en-regelingen/tijdelijke-subsidieregeling-ontwikkeladvies-voor-vijfenveertigplussers)



# RESOURCES

Besides its ongoing thematic research activities in lifelong guidance, **CareersNet** was established by Cedefop in 2017 to monitor policy and system developments and innovative practices in the EU, EFTA/EEA, and EU candidate countries. It integrates national career development experts through a selection process. The network enables peer exchanges and knowledge production on career guidance systems on themes such as quality assurance including monitoring and evaluation, coordination, access, career management skills, social inclusion, ICT and labour market information, tool production and strategies. The network has developed an online EU+ inventory on lifelong guidance systems and policies, and a methodology for monitoring developments towards achieving the objectives laid down by the [Council Resolution on better integrating lifelong guidance into lifelong learning strategies \(2008\)](#) and the [European Guidelines for Policies and Systems Development for Lifelong Guidance \(ELGPN, 2015\)](#).  
[www.cedefop.europa.eu/en/events-and-projects/networks/careersnet](http://www.cedefop.europa.eu/en/events-and-projects/networks/careersnet)

**Cedefop's** website under the lifelong guidance project makes available an inventory of lifelong guidance systems and practices, as well as relevant publications and online resources for national capacity development. These include a searchable database of EU, EFTA/EEA and EU candidate country systems, innovative practices, a labour market information toolkit, and a set of training modules for practitioners and managers. An online decision-making tool to assist national agents in transferring and adapting successful innovative practices is also accessible.  
[www.cedefop.europa.eu/en/events-and-projects/projects/lifelong-guidance](http://www.cedefop.europa.eu/en/events-and-projects/projects/lifelong-guidance)

The **European Commission** supports and coordinates the Euroguidance Network, which provides national resource and information centres for guidance in 34 European countries. The Euroguidance Network collects, disseminates, and exchanges

information on national approaches to career guidance, sharing project results, innovative working methods and good practice in the field of lifelong guidance. Its main target group consists of guidance practitioners in education and employment who provide information and guidance on international learning mobility to end-users seeking study and training opportunities abroad. It also supports competence development of the guidance community and promotes the national and international networking of guidance practitioners by organising seminars, training, and study visits on different themes.

[www.euroguidance.eu](http://www.euroguidance.eu)

The **European Lifelong Guidance Policy Network** was an EU-Member State-led network supported by the European Commission from 2007 to 2015. It promoted cooperation at Member State level in implementing the priorities identified in the EU Resolutions on Lifelong Guidance (2004; 2008) and supported Member States in their national lifelong guidance activities, policies, strategies and services. Its website presents a wide range of publications including tools for policy and systems development for lifelong guidance such as EU Guidelines, quality assurance and evidence collection frameworks, glossary and career management skills concept notes that remain relevant for policy, systems, and practice development.

[www.elgpn.eu/](http://www.elgpn.eu/)

The **European Training Foundation (ETF)** supports EU neighbourhood and Central Asian countries in career guidance system development. The ETF provides policy advice in the area of career guidance and education, undertakes regular monitoring of the labour market and employment situation in EU neighbourhood and Central Asian countries and supports them in skills intelligence gathering and analysis to support human capital development and the response of (vocational) education and training systems to labour market and societal needs. System reviews, career guidance factsheets including good practice examples are developed as an evidence-base for system development and for peer learning amongst partner countries.

[www.etf.europa.eu/en/practice-areas/career-development-support](http://www.etf.europa.eu/en/practice-areas/career-development-support)



The **International Centre for Career Development and Public Policy (ICCDPP)** was established in 2004 with the support of the OECD, the World Bank, the European Commission, the International Association for Educational and Vocational Guidance, and of national governments to promote international policy sharing and learning for career guidance. Its website is a collection of career guidance policy and systems development documents and reports from international organizations and countries. The ICCDPP organizes International Symposia on Career Development and Public Policy on a bi-ennial basis, bringing together policymakers, researchers and practitioners. Thematic and country papers, proceedings, and outcomes of the international symposia are viewable on the website. The ICCDPP publishes free monthly emails on career guidance policy and systems developments.  
[www.iccdpp.org](http://www.iccdpp.org)

The **International Association for Educational and Vocational Guidance (IAEVG)** was established in 1951. The organisation aims to provide global leadership in, and advocacy for, careers guidance by promoting ethical, socially just, and best practices throughout the world so that educational and vocational guidance and counselling is available to all citizens from competent and qualified practitioners. The IAEVG oversees an annual international conference and publication of the International Journal for Educational and Vocational Guidance. It has members in more than 40 countries from all continents.  
<https://iaevg.com/>

The **International Labour Organization (ILO)** supports its member states in the development of comprehensive and co-ordinated policies and programmes for career guidance, as mandated by the [Employment Service Convention \(C 88\)](#) and by the [Human Resources Development Convention \(C 142\)](#) and the [Human Resources Development Recommendation \(R 195\)](#). As the only tripartite organization in the United Nations, the ILO supports, jointly with governments and social partners, the development of integrated lifelong career development support systems for learners, workers and vulnerable groups. Career guidance is also key to achieve ILO's core mission and objectives as set out in its [Centenary Declaration](#),



namely: individual self-fulfilment, responsiveness of training to labour market needs, enhancing workers' capacity to make choices and seize opportunities, support transitions, achieving gender equality and enabling entrepreneurship.

[www.ilo.org/](http://www.ilo.org/)

[www.ilo.org/skills/areas/skills-policies-and-systems/WCMS\\_762840/lang--en/index.htm](http://www.ilo.org/skills/areas/skills-policies-and-systems/WCMS_762840/lang--en/index.htm)

The **Organisation for Economic Co-operation and Development (OECD)** undertakes research in relation to both youth and adult career guidance, publishing advice for policy makers and practitioners. Ongoing OECD work includes the identification of teenage indicators of better adult employment outcomes and the development of data-driven tools to enhance practice in secondary schools. With regard to adults, the OECD is exploring policies to lower barriers to access to career guidance and improve the quality of services, including through an international survey of guidance attitudes and use and through the development of skills-profiling tools. The OECD draws on international practice and data to highlight the characteristics of more effective national delivery.

[www.oecd.org/education/career-readiness](http://www.oecd.org/education/career-readiness)

[www.oecd.org/employment/skills-and-work/adult-learning](http://www.oecd.org/employment/skills-and-work/adult-learning)

The **United Nations Educational, Scientific and Cultural Organization (UNESCO)** emphasizes that information and guidance services on careers play an important role in ensuring the quality and relevance of technical and vocational education and training (TVET) systems in its [Recommendation concerning TVET \(2015\)](#) and the [UNESCO Strategy for TVET \(2016–2021\)](#). The work to support career guidance is carried out by various projects such as [Better Education for Africa's Rise \(BEAR\)](#) that supports the implementation of activities that will develop national capacities of selected countries in Africa in improving the relevance, quality and perception of TVET systems. Through the project, UNESCO conducts activities such as developing national career guidance policy frameworks, capacity-building of career counsellors/advisers and developing monitoring and evaluation plans to assess the impact of the career guidance and counselling systems.

<https://en.unesco.org/themes/skills-work-and-life>



# KEY SOURCES FOR FURTHER READING



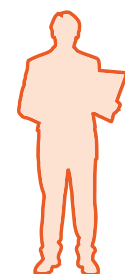
## EUROPEAN CENTRE FOR THE DEVELOPMENT OF VOCATIONAL TRAINING (CEDEFOP)

✔ Cedefop's EU+ Inventory of lifelong guidance systems and practices (29 countries). The study provides information about current policy developments and structures pertaining to career guidance, career education and career development in countries of the EU, EEA, EFTA and EU enlargement/accession countries.

[www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices](http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices)

✔ Cedefop (2020). Empowering people to cope with change. A policy briefing note on career guidance, validation, incentives and financing in comprehensive and coordinated learning support systems in Europe.

[www.cedefop.europa.eu/en/publications-and-resources/publications/9153](http://www.cedefop.europa.eu/en/publications-and-resources/publications/9153)



✔ Cedefop (2020). Note on lifelong guidance in the pandemic – Responses from CareersNet. The note contains an assortment of initial expert assessments on the situation in guidance service delivery surrounding the pandemic/health emergency and lockdown/restrictions in Europe in April, 2020.

[www.cedefop.europa.eu/files/2020\\_05\\_27\\_llg\\_and\\_pandemic\\_cnet\\_b.pdf](http://www.cedefop.europa.eu/files/2020_05_27_llg_and_pandemic_cnet_b.pdf)

✔ Cedefop (2018). Handbook of ICT practices for guidance and career development. A handbook supporting the transfer and adaptation of career development tools used in guidance, early school leaving prevention, employment services, youth centres and other organisations.

[www.cedefop.europa.eu/en/publications-and-resources/publications/4164](http://www.cedefop.europa.eu/en/publications-and-resources/publications/4164)

✔ Cedefop (2015). Increasing the value of age: guidance in employers' age management strategies. A report on the mutual benefits to workers and organisations when guidance is integrated into age management strategies. It includes insights on how to develop guidance activities in the workplace.

[www.cedefop.europa.eu/en/publications-and-resources/publications/5544](http://www.cedefop.europa.eu/en/publications-and-resources/publications/5544)

## **EUROPEAN COMMISSION**

✔ European Commission (2020). Lifelong guidance policy and practice in the EU: trends, challenges and opportunities. The study looks into what makes national guidance systems effective, key guidance trends and innovative practices from around Europe, such as digital innovation and job matching tools, new and inspiring venues for guidance in urban centres or spaces, as well as new ways for stakeholders and guidance professionals to interact.

<https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8284&furtherPubs=yes>

## **EUROPEAN LIFELONG GUIDANCE POLICY NETWORK (ELGPN)**

✔ ELGPN (2015). Tools No 2: Glossary. The publication provides a common set of definitions for lifelong guidance (LLG) policy development and related guidance terminology.

[www.elgpn.eu/publications/elgpn-tools-no2-glossary](http://www.elgpn.eu/publications/elgpn-tools-no2-glossary)



✔ ELGPN (2015). Tools No 4: Designing and Implementing Policies Related to Career Management Skills (CMS) is aimed at policy-makers who wish to develop a comprehensive national guidance policy with the focus on the acquisition of CMS.

[www.elgpn.eu/publications/elgpn-tools-no-4-cms](http://www.elgpn.eu/publications/elgpn-tools-no-4-cms)

✔ ELGPN (2015). Tools No 5: Strengthening the Quality Assurance and Evidence-base of Lifelong Guidance provides a framework of key quality elements to stimulate stakeholder discussion and action for the continuous improvement of lifelong guidance policies and practices, focusing on strengthening quality assurance and evidence based policy systems development. These key quality elements include practitioner competence, citizen/user involvement, service provision and improvement, cost benefits to governments, and cost benefits to individuals.

[www.elgpn.eu/publications/elgpn-tools-no-5-strengthening-the-quality-assurance-and-evidence-base-for-lifelong-guidance](http://www.elgpn.eu/publications/elgpn-tools-no-5-strengthening-the-quality-assurance-and-evidence-base-for-lifelong-guidance)

✔ ELGPN (2015 ). Tools No 6: Guidelines for Policies and Systems Development for Lifelong Guidance provide advice and reference points for lifelong guidance policies and systems across the education, training, employment and social fields in order to improve the career learning experience of citizens and strengthen the professionalism of career services and tools. The Guidelines demonstrate how coherent guidance policies and systems contribute to achieving education, employment, youth and social policy goals and can be used by policy-makers and developers, social partners, civil society, career guidance services and professional leaders, guidance practitioners, and trainers of guidance practitioners.

[www.elgpn.eu/publications/elgpn-tools-no-6-guidelines-for-policies-and-systems-development-for-lifelong-guidance](http://www.elgpn.eu/publications/elgpn-tools-no-6-guidelines-for-policies-and-systems-development-for-lifelong-guidance)

### **EUROPEAN TRAINING FOUNDATION (ETF)**

✔ ETF (2020). International trends and innovation in career guidance (English, Turkish and Russian versions). A collection of promising examples of how career guidance is changing around the world in the context of changing labour markets to facilitate policy and practice learning.

Volume I: [www.etf.europa.eu/en/publications-and-resources/publications/international-trends-and-innovation-career-guidance-0](http://www.etf.europa.eu/en/publications-and-resources/publications/international-trends-and-innovation-career-guidance-0)

Volume II (country case studies): [www.etf.europa.eu/en/publications-and-resources/publications/international-trends-and-innovation-career-guidance-volume](http://www.etf.europa.eu/en/publications-and-resources/publications/international-trends-and-innovation-career-guidance-volume)

✔ ETF (2021). Career guidance in Albania, Kazakhstan, Montenegro, North Macedonia, Serbia, Turkey and Ukraine. The factsheets provide an overview of career guidance systems in countries for policy and practice learning.

<https://openspace.etf.europa.eu/blog-posts/career-guidance-albania-kazakhstan-montenegro-north-macedonia-serbia-turkey-and-ukraine>

✔ ETF (2021). Youth in transition in the Southern and Eastern Mediterranean. Identifying profiles and characteristics to tap into young people's potential. With case studies on Egypt and Jordan. This report assesses the situation of young people in relation to changing labour markets and social conditions from the SEMED regional perspective.

[www.etf.europa.eu/en/publications-and-resources/publications/youth-transition-southern-and-eastern-mediterranean](http://www.etf.europa.eu/en/publications-and-resources/publications/youth-transition-southern-and-eastern-mediterranean)

✔ ETF (2020). Unlocking youth potential in South Eastern Europe and Turkey. Skills development for labour market and social inclusion. The paper investigates youth participation and performance in education and the labour market and their entrepreneurial potential.

[www.etf.europa.eu/en/publications-and-resources/publications/unlocking-youth-potential-south-eastern-europe-and-turkey](http://www.etf.europa.eu/en/publications-and-resources/publications/unlocking-youth-potential-south-eastern-europe-and-turkey)

✔ ETF (2019). Big Data for labour market intelligence. An introductory guide. The paper addresses key conceptual, methodological and organisational aspects in using Big Data for labour market intelligence.

[www.etf.europa.eu/en/publications-and-resources/publications/big-data-labour-market-intelligence-introductory-guide](http://www.etf.europa.eu/en/publications-and-resources/publications/big-data-labour-market-intelligence-introductory-guide)

## **INTERNATIONAL LABOUR ORGANIZATION (ILO)**

✔ ILO (2006). Career Guidance: A resource handbook for low and middle-income countries. A guide to developing effective career guidance systems, career information, organizing service delivery, staff development and improving governance and coordination.

Aimed at policy-makers and professionals looking for tools and methodologies such as interviewing guides, vocational assessment tools, competency standards for counsellors, among others.

[www.ilo.org/skills/pubs/WCMS\\_118211/lang--en/index.htm](http://www.ilo.org/skills/pubs/WCMS_118211/lang--en/index.htm)

☑ ILO (2015). Job search club: Manual for facilitators. A manual for facilitators of job clubs, that uses a specific methodology to activate and engage youth in job search activities, coaches them to reach out to the hidden job market and creates a support group and network that fosters successful job hunting.

[www.ilo.org/africa/information-resources/publications/WCMS\\_711863/lang--en/index.htm](http://www.ilo.org/africa/information-resources/publications/WCMS_711863/lang--en/index.htm)

☑ ILO (2017). Practitioners' guides on employment service centres: Providing effective counselling services (Volume 3). A resource manual on public employment services delivery, intended to guide management and staff in delivering effective and efficient assistance to jobseeker clients. It aims to assist employment service staff to develop a clear understanding of (i) the elements and flow of employment service functions; (ii) interviewing and counselling techniques; and (iii) factors to consider when providing counselling services to clients.

[https://ilo.org/asia/publications/WCMS\\_549679/lang--en/index.htm](https://ilo.org/asia/publications/WCMS_549679/lang--en/index.htm)

☑ ILO (2013). Surfing the labour market: Job search skills for young people. A guide aimed at guidance practitioners and other careers professionals to develop activities and sequences with students and young adults. Includes self-assessments, occupational exploration, CV writing, job applications, job search techniques, job interviews preparation and evaluation of job offers.

[www.ilo.org/employment/Whatwedo/Instructionmaterials/WCMS\\_231722/lang--en/index.htm](http://www.ilo.org/employment/Whatwedo/Instructionmaterials/WCMS_231722/lang--en/index.htm)

## **ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD)**

☑ Covacevich, C., Mann, A., Besa, F., Diaz, J. and C. Santos (2021). Thinking about the Future: Career Readiness Insights from National Longitudinal Surveys and from Practice. This paper explores how teenage thinking about jobs and careers relates to adulthood labour market outcomes. The OECD working paper Career Ready? How

schools can better prepare young people for working life in the era of COVID-19 identifies career certainty, alignment and ambition as relevant indicators related to career thinking. This paper extends analysis of these indicators to new longitudinal datasets from Australia, Denmark, and Switzerland, and incorporates two new indicators, instrumental motivation and career concentration. Further, the paper presents evidence from the academic literature, analysis of OECD PISA data and accounts from practitioners, which focus on ways in which schools can foster students' career thinking.

[www.oecd.org/education/thinking-about-the-future-02a419de-en.htm](http://www.oecd.org/education/thinking-about-the-future-02a419de-en.htm)

✔ Mann, A., Denis, V. and Percy, C. (2020). Career Ready? How schools can better prepare young people for working life in the era of COVID-19. A review of academic literature that looks for evidence in national longitudinal datasets of adult employment outcomes linked to teenage career-related thinking and experiences. The study identifies nine indicators of such career readiness and draws on data from PISA 2018 to illustrate the extent to which they are being met by young people aged 15 in 79 countries and economies.

<https://doi.org/10.1787/e1503534-en>

A summary of the paper with examples of practice that can be expected to enhance outcomes is provided in a related paper: OECD (2021). How schools can help young people in a recession.

[www.oecd-ilibrary.org/education/how-schools-can-help-protect-young-people-in-a-recession\\_18f7d6f0-en](http://www.oecd-ilibrary.org/education/how-schools-can-help-protect-young-people-in-a-recession_18f7d6f0-en)

✔ Mann, A., Denis, V., Schleicher, A., Ekhtiari, H., Forsyth, T., Liu, E. and N. Chambers (2020). Dream Jobs: Teenagers' Career Aspirations and the Future of Work. Drawing on data from PISA 2018, the study sets out the ways in which young people's job aspirations are commonly narrow, confused and distorted by social background. The paper highlights the large numbers of students, particularly from disadvantaged backgrounds, who



underestimate the qualifications needed to achieve their career ambitions and illustrates the extent of teenage participation in career development activities around the world.

[www.oecd.org/education/dream-jobs-teenagers-career-aspirations-and-the-future-of-work.htm](http://www.oecd.org/education/dream-jobs-teenagers-career-aspirations-and-the-future-of-work.htm)

✔ Musset, P. and Mytina Kurekova, L. (2018). Working it out: Career Guidance and Employer Engagement. This research paper sets out the case for career guidance and highlights the characteristics of effective practice. Drawing heavily on PISA data, the paper shows that the career aspirations of young people are heavily affected by gender, socio-economic status and migrant background. It also sets out more effective approaches to the delivery of career guidance, including the important role played by employer engagement.

<https://doi.org/10.1787/51c9d18d-en>

✔ OECD (2021). Career Guidance for Adults in a Changing World of Work. This report scopes out initiatives in the area of career guidance for adults in OECD countries, drawing lessons on how to strengthen adult career guidance systems in terms of coverage and inclusiveness, provision and service delivery, quality and impact, and governance and funding. The findings of the report build on the information collected through the 2020 Survey of Career Guidance for Adults (SCGA), an online survey of adults' experience with career guidance.

<https://doi.org/10.1787/9a94bfad-en>

✔ OECD (2021). Career Guidance for Adults in Latin America. This report analyses career guidance initiatives for adults in four Latin American countries (Argentina, Brazil, Chile and Mexico). It emphasises the need to establish career guidance higher up on the policy agenda of the region. Lessons are drawn on how to strengthen the coverage and inclusiveness of career guidance, provision and service delivery, quality and impact, as well as governance and funding. The findings build on information collected through the 2020 Survey of Career Guidance for Adults (SCGA).

<https://doi.org/10.1787/4eaf4996-en>



## UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANISATION (UNESCO)

The following publications were published by UNESCO Member States:

☑ Amorin, V. (2016). Orientando trabalhadores para o mercado de trabalho: cartilha para a orientação profissional nos postos de atendimento do SINE. This booklet presents basic instructions to guide career guidance provision. It provides tools to produce a more accurate profile of the Brazilian worker and guide him/her more effectively in their search for a job.

<https://portalfat.mte.gov.br/wp-content/uploads/2016/07/Cartilha-de-orienta%C3%A7%C3%A3o-profissional.pdf>

☑ Fundación Chile (2015). GPS Vocacional. Programa de orientación para la construcción de trayectorias. Guía para el docente y material educativo. The paper provides guidelines for teachers and educational materials to facilitate the development of skills so that students are able to make autonomous, reflective and informed vocational decisions and design their post-secondary careers.

<https://bibliotecadigital.mineduc.cl/bitstream/handle/20.500.12365/2039/mono-830.pdf?sequence=1&isAllowed=y>

☑ Ministerio de Educación (2020). Estrategias Metodológicas de Orientación Vocacional y Profesional. Séptimo Año Básico a Cuarto Año Medio. This document was produced by the Chilean Ministry of Education and provides technical and pedagogical support to the role of counsellors and head teachers for the subject 'Orientación' (Counseling). It provides a framework for the design and implementation of methodological approaches for vocational, professional, and career guidance during the four years of secondary education in Chile.

<https://media.mineduc.cl/wp-content/uploads/sites/28/2021/02/Estrategias-Methodolo%CC%81gicas-7B-A-4M.pdf>

☑ Ministerio de Educación de la Nación (2015). Orientación Vocacional y Escuela Secundaria. The first in a series of eight documents addressing issues in secondary education, the report addresses the formal and systematic inclusion of career guidance in upper secondary education. The paper defines conceptual



categories related to career guidance and provides practical examples for use with students in upper secondary school.

[http://entrama.educacion.gob.ar/uploads/secundaria-para-todos/Orientacion\\_Vocacional.pdf](http://entrama.educacion.gob.ar/uploads/secundaria-para-todos/Orientacion_Vocacional.pdf)

✔ Ministerio de Educación del Ecuador (2015). Manual de orientación vocacional y profesional para los Departamentos de Consejería Estudiantil. The paper provides conceptual orientations, distinguishing approaches, factors, and dimensions linked to career guidance and offers a practical guide to carry out orientation plans. It includes a matrix for developing a vocational and professional guidance plan, considering the dimensions of self-knowledge, information, and decision making.

<https://educacion.gob.ec/wp-content/uploads/downloads/2016/06/A.-Manual-de-OVP.pdf>

## **INTER-AGENCY COLLABORATION**

✔ Cedefop; European Commission; ETF; ICCDPP; ILO; OECD; UNESCO (2020). Career guidance policy and practice in the pandemic: results of a joint international survey – June to August 2020. Luxembourg: Publications Office of the European Union. This report is based on a flash joint international survey, designed to provide a snapshot of how career guidance policies, systems and services were adapting and coping, following the declaration of the world Covid-19 pandemic in March 2020. The survey, launched on 8 June 2020 and closed on 3 August 2020, included an exploration of these policies, systems and practices (focusing on remote and ICT-based delivery) in the context of the early phase of government reactions to the pandemic, the extent to which the pandemic and its social consequences triggered a debate on career guidance reform, and the role for career guidance in pandemic recovery measures. It also considered the support role of international and donor bodies.

<https://op.europa.eu/en/publication-detail/-/publication/ba9ca8e9-98df-11eb-b85c-01aa75ed71a1/language-en>



The Inter-Agency Working Group on Career Guidance (WGCG) was set up in 2021 with the aim of (i) exchanging plans and ideas; (ii) coordinating activities and messages; and (iii) developing and implementing joint activities and products. Members of the WGCG engaged in updating this document are the European Centre for the Development of Vocational Training (Cedefop), the European Commission, the European Training Foundation (ETF), the International Labour Organization (ILO), the Organisation for Economic Co-operation and Development (OECD) and the United Nations Educational, Scientific and Cultural Organization (UNESCO). The WGCG is a subgroup of the Inter-Agency Group on Technical and Vocational Education and Training.

This booklet was produced by members of the group with the kind support of several guidance experts from Cedefop's CareersNet and the International Centre for Career Development and Public Policy (ICCDPP).