

AGENDA

CAREER GUIDANCE AND CAREER EDUCATION IN VET – RELEVANCE, GOOD PRACTICE, ENE MEMBERS’ INTERESTS AND NEEDS

ZOOM MEETING | 20 MAY 2021 | 10.00-11.30 CEST

SUMMARY

This meeting aims to unveil the elements in achieving excellence in career guidance in a context of (1) great vertical and horizontal skills mismatch in most ETF partner countries that stresses the importance and relevance to work with potential students and students on career development, and (2) the twin digital and green transitions impacting on learning and the labour market. Besides highlighting the relevance of career guidance for VET centres overall and in particular COVEs, the webinar will look at the areas COVEs will have to focus on to deliver excellent career guidance:

Quality of services and quality assurance which ranges from, inter alia, inputs like well-trained practitioners, monitoring and evaluation, partnership coordination, to catering for all students.

Career information including for instance the use of tracer studies feeding career information with real life pathway information.

Career counselling including assessments that support self-appraisal and career exploration as well as counselling for disengaging learners, potential dropouts, former NEETs placed into VET.

Career education looking at models of integrating career learning into VET from career learning across the curriculum as part of all subjects to separate career education as subject

and extra-curricular activities; and looking at content and pedagogy including methods for assessment of outcomes of career education programmes

Employment counselling as means to facilitate the school-work transition e.g. through job placement.

Collaboration and coordination internally amongst teachers, between teachers and career guidance practitioners, and externally with public employment services, employers/employer organisations, trade unions, parents and caretakers, other VET schools, youth/ social workers, etc.

WHAT IS CAREER GUIDANCE?

Career guidance¹ for youth and adults in education and training, employment, and social contexts describes the services which help people of any age to manage their careers and to make the educational, training and occupational choices that are right 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 within the labour market. Career guidance involves a range of connected activities, including: (a) provision of careers information, (b) personalised and group guidance/ counselling, (c) assessments that support self-appraisal and career exploration, (d) engagement with employers and (e) career education. Career guidance aims at developing career management skills enabling “citizens to manage their individual life paths in education, training and work across the lifespan.”²

Career guidance is delivered in a multi-channelled approach in which the clients choose the access mode either for convenience or necessity reasons, being face-to-face, by telephone and online as continuous process throughout life. It is fundamental to the smooth transitions of young people as they make choices about education and training and to the social and economic mobility of adults within the labour market. It is not only unemployed workers who are in need of career guidance. Now more than ever, as the digital and green transitions radically reshape demand for labour, it is also relevant to people in work who are looking to move jobs. Guidance is provided to people in a wide range of settings: schools and training centres, tertiary and higher education institutions; public employment services; public and private career guidance centres, workplaces, trade unions, NGOs and professional bodies as well as in local community settings.

CAREER GUIDANCE AND EDUCATION IN INITIAL VOCATIONAL EDUCATION AND TRAINING (IVET) AND CONTINUING VOCATIONAL EDUCATION AND TRAINING (CVET)

While in secondary schools the main question for individuals is “what career should I pursue?”, the question for VET students is “how can I most effectively pursue the career that I have chosen?”. However, the fact that individuals chose a VET programme does not mean they do not require further career guidance and education. To the contrary, career guidance given before entry into VET is often inadequate, and the knowledge, capacity, and maturity of individuals for taking meaningful decisions differ drastically. There is no guarantee that learners continue to maintain interest but could disengage due to various reasons.

¹ See IAG pamphlet “Investing in Career Guidance”: https://www.etf.europa.eu/sites/default/files/2021-01/investing_in_career_guidance_iag_pamphlet.pdf

² See http://www.elgpn.eu/publications/browse-by-language/english/ELGPN_CMS_tool_no_4_web.pdf

Further, interventions to failed transitions, e.g. addressing NEETs, usually focus on integration in schools/VET, hence, a VET school's guidance service needs to also address this target group and offer special services for the most vulnerable groups, ensuring their needs are met. Also, not all VET programmes straightforwardly determine a career, hence learners need support in their career development. Despite that, all VET students require to develop career management skills as the overall aim of guidance in order for individuals to develop a solid foundation of skills that empower them to manage their careers and learning in a competent way over their lifetime in the context of ever changing work and life conditions.

VET institutions have a particular role in career guidance and education. The scope of tasks includes provision of information about learning and career opportunities to potential future students, conducting career education for students and providing career guidance and counselling services for students in close cooperation with a variety of internal and external partners, as well as supporting education-work transitions. During IVET, career guidance supports individuals to identify how they can best make use of the skills and knowledge they have received through vocational education in order to build fulfilling careers.³ For CVET, where adults re-/or upskill, the aim is similar but with an additional focus on personalized needs like supporting learning and performance e.g. through mentoring, supporting labour market transitions e.g. of workers at risk, or supporting the transition to self-employment, provided often in cooperation with public employment services.

OBJECTIVES OF THE MEETING

Career guidance already featured in the ENE self-assessment survey ("specialised careers advice for adults"), and in the WBL baseline study ("counselling and guidance on WBL to (potential) students"). Building on this, the meeting aims at

- Putting the role of career guidance and education in VET centres prominently on the ENE agenda to lay a basis for planning from 2022 onwards
- Sharing good practice
- Exploring the interests and needs of ENE members in general and in relation to existing areas of cooperation from smart specialisation, lifelong learning and entrepreneurial VET centres, to the green and digital transitions

The meeting will be conducted on Zoom with simultaneous interpretation to Russian and French.

³ See <http://www.elgpn.eu/publications/browse-by-language/english/elgpn-tools-no-3.-the-evidence-base-on-lifelong-guidance/>

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Time	Content
10:00 – 10:05	Welcome and Introduction <i>Jose Manuel Galvin Arribas, ETF</i>
10:05 – 10:15	Career guidance and education in VET – Why, What, How? <i>Florian Kadletz, ETF</i>
10:15 – 10:30	Cornerstones of “excellent” career guidance and education in VET <i>Prof. Ronald G. Sultana, Director of the Euro-Mediterranean Centre for Educational Research, University of Malta</i>
10:30 – 11:00	Panel discussion: Cornerstones of “excellent” career guidance and education in VET – good practice, enabling and hindering factors <i>Moderator: Florian Kadletz, ETF</i> <ul style="list-style-type: none"> • <i>Ilze Brante, Member of Board of Vocational Education Association (Latvia), Director of OGRE Technical School, Latvia</i> • <i>Jennifer McKenzie, Director National Centre for Guidance in Education (NCGE), Ireland</i> • <i>Prof. Peter Weber, University of Applied Labour Studies, Germany & Network for Innovation in Career Guidance and Counselling in Europe (NICE)</i> • <i>Prof. Ronald G. Sultana, Director of the Euro-Mediterranean Centre for Educational Research, University of Malta</i>
11:00 – 11:25	Open exchange, Q&A <i>Moderator: Florian Kadletz, ETF</i> <ul style="list-style-type: none"> • Quality in Guidance • Quality Assurance of Guidance • Career information • Career counselling • Career education • Employment counselling • Collaboration and coordination
11:25 – 11:30	Closing <i>Florian Kadletz, ETF</i> <i>Jose Manuel Galvin Arribas, ETF</i>