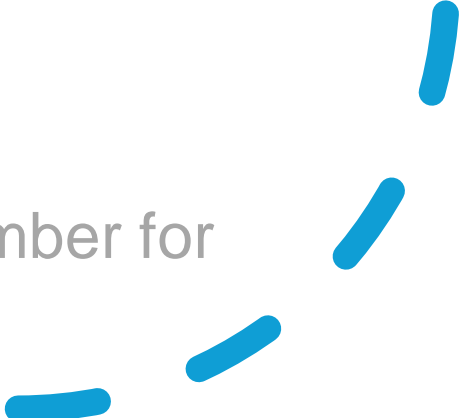


How to make career guidance for youth reality

ETF and UNICEF Meeting – Empowering Futures:
Demystifying Career Pathways through Youth Lens
Brussels, March 12th, 2024

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University of Applied Labour Studies,
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Overview

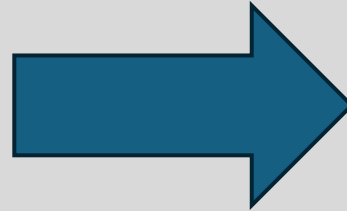
- Pre-Assumptions for a 21st Century Career guidance reality
- Old and new career guidance?
- Making career guidance for youth reality
- Focus: CMS based on Social Emotional Skills
- Focus: Career Practitioners Competence
- Conclusion

A 21st Century Career Guidance Reality

- Digital transition
- Vulnerability
- Uncertainty
- Segregation
- Social disintegration

Old and new career guidance?

- Focus on transition
- Information oriented
- Approach: CV writing and Matching



- Focus on Lifelong Learning and Development
- Life Skills & Identity oriented
- Approach: Development of individual Resources

Career Guidance for Youth – Elements for success



CMS based on social-emotional skills



Early and continuous support



Reach out for dropped out



Trained practitioners

CMS based on Social Emotional Skills



- Career Management Skills (CMS) are the base for live long learning and -career
- Social-Emotional Skills are an integral part of current CMS concepts
- Social-Emotional Learning (SEL) is a cross cutting topic in school to develop such life-skills
- Investing in CMS can reduce drop-out and supports NEETs
- CMS supports smoother transitions during life

Three levels of skills for life and career

3. Reflexive competence

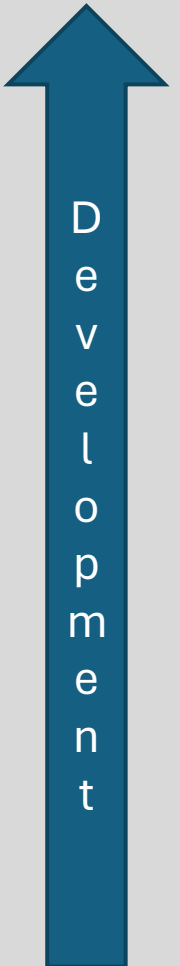
- Critical Thinking
- Understanding Complexity
- Ethical and Sustainable Thinking

2. Career competence

- Flexibility
- Digital Mindset
- Growth Mindset
- Risk Taking
- Persistence
- Problem Solving
- Understanding Careers
- Decision Making
- Balancing Life, Learning and Work
- Managing Plans
- Developing Ideas and Opportunities to Create Value
- Monitoring Lifelong Learning

1. Social- and emotional competence

- Self-Awareness
- Self-Regulation
- Collaboration
- Communication
- Empathy
- Resilience



Trained Practitioners



- Coherent systems to develop CMS and SEC in School > teachers with specific training
- Career Guidance outside school to reach out for NEEDs > practitioners and social workers with training for Career Guidance
- Career Guidance Experts and Coordinators in local, regional and national context to develop system and instruments
- Stable finance > base for investment in individual training

Conclusion

- Career Guidance for 21st century is centred to youth needs
- Career Guidance focus on life skills as base for career management skills and participation in lifelong learning
- Career Guidance is an investment and reduces costs (less NEEDs, social transfer, ALMP costs)

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