

INTERNATIONAL TRENDS AND INNOVATION IN CAREER GUIDANCE

Volume II.
Country case studies

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INTRODUCTION

Volume II of this report presents a selection of innovative or promising examples of how career guidance is changing around the world. The report aims to facilitate learning from these examples, increase awareness and understanding of policy and practice in career guidance, and provide policy inspiration to ETF partner countries and the international community. It also aims to challenge practitioners and policymakers around the world to reflect on the risks and opportunities the future will bring and integrate these ideas into career guidance policy and practice.

The selected examples of innovative or promising policies and practices link to the current mega-trends in career guidance described in Volume I, and have an international scope, though most examples come from the European Union and ETF partner countries.

The examples included in the report were chosen on the basis of the degree of innovation with respect to the mega-trends (use of ICT, CMS development, cooperation-collaboration, the role of parents), evidence of positive impact and successful implementation, and the potential for transferability and adaptability to other contexts. However, innovation should be seen in the context of the country/region since career-guidance systems have different traditions and challenges and are at different stages of development. The examples go beyond vocational education and training (VET), covering the whole spectrum of lifelong learning and all types of providers, including public employment services (PES), schools, universities and non-governmental organisations (NGOs).

The innovative examples are, as far as possible, presented according to the following structure: context and introduction, content of the initiative, impact, effectiveness and success factors, challenges and future developments. Some examples, however, do not fit into this structure because they are research projects, pilot schemes or because insufficient information was available.

1. ICT USE IN CAREER-GUIDANCE SYSTEMS

Blended information at public career-guidance centres, Switzerland

Introduction and context

The Canton of Berne has developed a concept for its eight information centres that incorporates elements of automation and digitisation to facilitate vocational, college and career counselling.

The aim is to offer support to young people, educationally disadvantaged groups and people who have limited IT skills, enabling them to use web-based information in the information centre. In this way, they learn how to retrieve high-quality information in a targeted and simple manner and deepen their knowledge independently.

Another aim is to promote the examination of career-development issues in the information centres in a sustainable way, and to target reference to web-based information on site and in a personal discussion, which can be deepened online after the visit.

Content

Under the keyword 'blended information', the concept includes the systematic combination of personal information collected on site and online-based information. For this purpose, experience-oriented theme islands have been created. The clients are invited to examine information on education and occupation as well as issues related to personal career management, including: proactive management of one's own career, further education, compatibility of family and career, job search, career decisions, financing of further education, retirement, etc. Each theme island has three levels of information: on the first level, eye catchers and playful elements facilitate an intuitive and emotional approach to the subject; on the second level, analogue information is provided; on the third level are postcards containing brief information and QR (quick response) codes leading to relevant websites for in-depth information.

These centres provide information for clients and can also be used during face-to-face counselling sessions or within group counselling settings.

Future developments

The first new information centre in the Canton of Berne was opened in autumn 2019 as a pilot project. After reviewing and optimising the concept during a pilot phase, the other seven information centres will be redesigned in 2020 and 2021 (Schreiber and Reumiller, 2020).

<https://rb.gy/9wwthb>

Career Chat, United Kingdom

Introduction and context

Career Chat is a highly innovative chatbot providing a personalised career journey experience for adults aged 24–65 working in at-risk sectors (i.e. retail, logistics, manufacturing) or in a low-skilled job. It will be piloted in 2020 in three cities: Bristol, Derby and Newcastle.

Content

Career Chat incorporates AI technology to offer friendly and flexible access to high-quality labour-market information (LMI) at local and national level. It will allow users to explore their current situation,

to reflect on their motivation, skills, interests, to find out about the requirements of different jobs, salaries, competition for jobs, supply and demand. It will include success stories of people who have switched to new sectors. It is designed to be accessed on computers, mobile phones and devices. LMI and principals underpinning Career Chat are provided by: Department of Education, LMI for All initiative (University of Warwick), Office for National Statistics and local data from the cities.

<https://rb.gy/dwvloe>

Career Choice, Croatia

Introduction and context

Career Choice is a free, computer-assisted career-guidance system developed in Croatia. It was designed for guidance and counselling of individuals preparing for educational transitions, rethinking their careers, or facing a career change.

Content

Career Choice is based on the principle of person-environment fit and delivers a list of occupations congruent to clients' preferences as e-advice. The system takes into account 31 aspects describing an occupation: e.g. communication, writing, caring for others, working conditions, independence, earnings, etc. The database consists of 225 occupations evaluated by experts in all aspects. The system selects the most appropriate occupation for a client based on a compensating algorithm rooted in the Expected Utility Model (EUM).

Impact, effectiveness and success factors

Career Choice counselling system was evaluated in two phases with the participation of 229 high-school students, 625 university students and 130 employees in the first phase, and with 208 high school students in the second phase. In the first phase of the evaluation, the e-advice list consisted of five proposed occupations, which was extended to seven occupations in the second phase of system evaluation.

The clients' satisfaction with the guidelines, web organisation and ergonomics of the web pages was high, indicating that the client-computer interface worked well. On the other hand, clients reported that filling out the career choice pages was demanding, tiring, and not very interesting. This can be partly attributed to questionnaires incorporated into the web page for evaluation purposes (i.e. interests' inventory), which will be excluded from the final version. However, the majority of clients think that they learned something about themselves and their vocational interests by filling out these questionnaires. Clients can benefit from the system by structuring their preferences following receipt of an e-advice (Babarović et al., 2020).

<https://rb.gy/9wwthb>

Career guidance through university admissions procedures using artificial neural networks, Nigeria

Introduction and context

In Nigeria, the number of university aspirants is far higher than the number of available places. The existing admissions system is inadequate, resulting in an unfair system where eligible candidates often do not gain a place. This research project set out to offer a solution using Artificial Neural Network (ANN) to guide students through the university admissions procedure.

Content

A stand-alone, counsellor-driven model was developed in 2015 using Artificial Neural Network (ANN) to provide career counselling and guidance to students. This model enables the counsellor to offer appropriate course-selection recommendations to students for certain Nigerian universities in high demand. The following factors influencing student performance were identified: tertiary examination, matriculation followed by higher secondary levels, location, along with the types of tertiary institutions attended, age, gender, family background, ordinary-level subjects score and subject combination. These factors formed the input parameters for the ANN model.

Impact, effectiveness and success factors

The study found that many non-examination factors positively or negatively affect students' performance. It concluded that 'students must be provided with rich guidance and counselling services, so that they can discover relevant courses where they stand a better chance not just to graduate [...] but to come out with a better performance (Kolajo and Kolajo, 2015).

<https://rb.gy/uwoy5k>

Careerhelp, South Africa

Introduction and context

South Africa's Career Development Services (CDS) is confronted with 'the challenges of trying to meet everyone's needs', as outlined by its director, Letshego Mokeki (Mokeki, 2019). Policy changes, fragmentation between government departments, provision of an all-age service and varying levels of skills and knowledge among career-development practitioners (CDPs) working with a broad range of client groups in diverse settings are among these challenges. The CDS was established in 2010 as part of the Department of Higher Education and Training to provide an integrated and comprehensive career-guidance service. In addition to informing the public across all socio-economic and educational levels, it aims to coordinate between stakeholders and develop the potential of CDPs through the sharing of information and resources. Reflecting its mission, the CDS has chosen a single, client-centred web portal, which includes a dedicated section for CDPs.

Content

The Careerhelp website is a central portal where all information is public, and which clearly displays its offer. Icons on the home page identify target groups (learner, student, unemployed youth, employed, jobseeker, entrepreneur, parent, career practitioner), inviting users to click on them and painlessly find relevant information. The portal hosts the National Career Advice Portal, with self-assessment tests for defining competences, job fit or study paths, and the Information Hub, a freely accessible resource for anyone working in career development. It contains career development information for CDPs, practitioner guides and tools, a step-by-step approach to providing advice, guidance and counselling, video presentations and a 'community of practice' forum for sharing ideas and empowering each other. A variety of contact options (phone, SMS, email or in person) are clearly displayed.

Impact, effectiveness and success factors

The website forms part of a multi-channel outreach service (see also Khetha radio programme below). It enables the spread of news, advice and best practice in a sustainable way. Its strength is in its inclusiveness and accessibility: users are not confronted by a demand to 'log in' or create a password. The same goes for the Information Hub, recognising that CDPs operate at diverse levels.

However, getting participants to post to the forum (which does involve creating an account) has proved challenging.

<https://rb.gy/oa6dne>

CareerMe app, Australia

Content

The CareerMe app, previously known as Career Hunter, is a free smartphone app for Apple and Android devices, developed in Queensland, Australia. It aims to help young people plan career paths and find job opportunities. It provides up-to-date information allowing young people to make tangible links from school to the world of work, and highlights the fields where skills are most needed.

CareerMe contains information on different industries and occupations, including job descriptions, training requirements, training locations, top jobs and skills shortages in each field, and available jobs.

<https://rb.gy/eu6iyn>

eGuidance (eVejledning), Denmark

Introduction and context

eGuidance provides new approaches and methods of working with clients in career-guidance organisations. First implemented in 2011 by the National Agency for IT and Learning, a division of the Ministry of Children and Education, it provides reliable and up-to-date information on education and labour through a variety of digital means. It equips citizens across the country with guidance tools to find information about education and jobs, with the aim of supporting their educational and occupational decisions. The target group consists of pupils, students, adults, parents, guidance practitioners, teachers, job-centre employees. It is available for all citizens, seven days a week, from morning to evening.

Content

eGuidance is administered by 40 experienced counsellors (25 full-time and 15 part-time), who provide guidance via various communication channels (hotline, chat, email, SMS messaging, webinars and Facebook). On-the-job training is offered to new practitioners following completion of their tailored training.

A core element of the initiative is labour-market information (LMI) which is used to guide the target group on how to select an appropriate education path, what employment opportunities are available and how to apply for jobs.

The initiative also includes the JobCity and 'My Competence Portfolio' apps (see below). JobCity is a virtually animated city where users can walk along and identify how education and training may be employed in different jobs and workplaces.

Impact, effectiveness and success factors

The impact is measured through: feedback from users during their session, a follow-up survey, an annual satisfaction survey, an asynchronous communication channel for users and stakeholders, interactions with other guidance practitioners and clients in conferences, and focus groups and discussions with the representatives of stakeholders.

Data from 2015 showed users had grown to more than 110 000. Online chat has proved particularly popular with the young: 28 000 school pupils used this in 2012, which was a 30% increase on the previous year. The success factors are as follows:

- using an adequate guidance model and toolkit;
- involving well-qualified and highly skilled personnel;
- showing openness to discuss with and collect feedback from users and stakeholders;
- existence of the national web portal dedicated to education and career information (UG.dk), which serves as a key source for LMI;
- a high level of digital literacy in Denmark.

Challenges and future developments

eGuidance has specific requirements for financial and human resources and for ICT and non-ICT elements. The programme's manager identifies as a challenge 'integrating eGuidance with the existing guidance activities to ensure [...] a coherent guidance offer'. Group guidance activities are being developed further.

<https://rb.gy/0jixbh>

e-guidance and service integration, Estonia

Introduction and context

Estonia has made a strategic choice to invest in e-governance. Every resident has an electronic ID and 99% of public services are now available to citizens as e-services. The flexibility of the e-services ecosystem also means that different parts can easily be integrated, and public and private-sector information systems linked up. It was recognised that Rajaleidja ('Pathfinder') centres for those in education and Eesti Töötukassa, the public employment service (PES), together with an additional initiative aimed at NEETS, had overlapping target groups. In 2019, therefore, all career information and counselling services were combined in the PES with the development of new digital tools (Euroguidance, 2019).

Content

In Estonia, career-guidance practitioners are perceived both as ICT users and the creators of new values through their use of ICT solutions. Career practitioners use a variety of electronically administered tests and evaluation tools, including personality tests, career choice tests and aptitude tests. The online tests have been standardised on norm groups comprising of school children and adults and are developed by private companies and universities.

A major educational information web portal called edu.ee (edu = short for education, also meaning "success" in Estonian) is being developed by the Ministry of Education and Research and aims to give comprehensive overview of education system, study options, labour market information and to support individuals' career planning.

Minukarjäär.ee (my career in Estonian) is being developed by the PES to provide tools for self-analysis and career design. The website consists of three parts: Me today, My opportunities and Me in the future. The content includes questionnaires, articles, videos and self-analysis tools to help the person discover their qualities and design their career.

Virtual-reality videos of occupations, virtual tours of vocational education institutions and e-courses for career practitioners are other innovations.

Impact, effectiveness and success factors

In line with making the most efficient use of the resources, the reform of the career-guidance system also joins together expert knowledge about the labour market and education.

The PES has launched an electronic client feedback for customer satisfaction evaluation. Within two weeks of a session, customers are asked to evaluate whether they would recommend the service and how useful the guidance was on a scale, and invited to say what they liked and what should change. At the time of writing the quantitative results were not available, but the open-ended commentaries were being used to improve the service.

<https://rb.gy/ofyqvr>

iAdvice, Sri Lanka

Introduction and context

In Sri Lanka, a team of experts from the University of Moratuwa designed a career advisory expert system (CAES) named iAdvice. It aims to help students identify their career paths and select course subjects matched with their career goals.

Content

This expert system (ES) has features such as: reasoning ability, providing explanations and alternative solutions, uncertainty and probability measures, questioning ability. The design of the CAES took into consideration factors such as: past examination performance, student preferences and skills, and industry alignment with subjects – which are the main factors considered by a human expert in providing career guidance.

Impact, effectiveness and success factors

The outcomes of the evaluation showed that the model has about 70% accuracy in predicting performance, the advice provided has about 85% relevance, and about 87% of the advice given was informative and useful. iAdvice can suggest possible paths for students undecided about their career choice, based on their preferences and past track records, as well as alternatives and options students can take in order to mitigate the risks inherent in certain career paths despite students opting for the relevant subjects (Hendahewa et al., 2006).

<https://rb.gy/tw6xdh>

Inspiring the Future, United Kingdom

Introduction and context

Launched in 2012 in the United Kingdom, Inspiring the Future was developed by a charity, Education and Employers, in partnership with a range of stakeholders – employers, trade unions, education, government, third sector and intermediaries.

It aims to match schools with the world of work by giving young people the chance to meet professionals from different fields. The objectives for young people are broadening their horizons; raising their aspirations; and showing them the range of opportunities and career routes, e.g.

apprenticeships, higher-education routes. The target group is composed of young people, volunteers from the world of work, schools and colleges.

Content

Inspiring the Future is an innovative, online, match-making tool that connects schools, colleges and volunteers from the world of work via a website. It provides secure, trusted, timely and cost-free interactions between schools and the world of work. Research was done upstream to identify what are the barriers in better linking employers and schools.

Various professionals volunteer to spend one hour a year in a state school or college talking to young people about their job and career route. In addition, volunteers can select a number of areas of expertise that might be of interest to students, such as how maths is used at work, financial literacy, languages, or engineering and technology. Teachers select and invite volunteers from a range of sectors and professions, who best meet the needs of their students.

Two adjacent campaigns have been launched: Primary Futures targets pupils in primary schools with the aim of raising and broadening their aspirations, while Inspiring Women aims to expose girls and young women to the possibilities for women in society through interventions by working women role models.

Impact, effectiveness and success factors

Data from the Inspiring the Future website on 1 September 2020 showed the following situation:

- 13 236 teachers registered;
- 55 282 volunteers registered;
- 386 895 invitations sent.

Challenges and future developments

The programme requires specific financial, human resources and ICT conditions.

In the academic year 2019/20, Primary Futures expanded to work with 330 primary schools and 3 000 children.

<https://rb.gy/ja7v8x>

Mentor app, Belgium

Introduction and context

Mentor App was implemented in the period January 2015 – July 2017 by VDAB, the Flanders public employment service (PES), as a pilot project. It consists of a mobile application that connects young jobseekers with experienced professionals, who act as their mentor. Mentors provides them with advice on how to increase their chances of finding a job and taking the best decisions in their job search. VDAB identified that young jobseekers could be supported with more individualised and accessible services – as a target group which accepts and expects to use new technologies in their job search.

Content

The concept was developed by VDAB together with an international group of students doing an internship at IBM. Students created a prototype of the app, including its graphic design. Based on the

students' idea, VDAB launched the pilot project and created the fully functioning application with the following steps:

- potential mentors log in through their LinkedIn account and indicate their fields of expertise for which they could be mentors;
- the mentee downloads the app into a mobile device (mobile phone, tablet) and registers as a user;
- the mentee searches the sector of interest (through a list of keywords) in which s/he would like to receive support;
- once the mentee has confirmed that s/he would like a mentor, s/he receives a list of proposed mentors and can choose one (the mentee has access to the LinkedIn profiles of the professionals suggested by the app);
- the selected mentor receives the request from the mentee and can confirm or decline.

Impact, effectiveness and success factors

Mentor App uses new technologies, communication channels and IT tools to deliver effective and efficient services oriented to the customer. After the first communication campaigns were organised, around 1 350 jobseekers downloaded and registered with the application. Around 780 experienced professionals were recruited as mentors.

The success factors consist of:

- developing the capacity to connect different actors of the labour market (students, jobseekers, employers, employers' associations, public organisations);
- providing effective services to young jobseekers, accessible at any time and place through their smartphone or tablet through a flexible and individualised application;
- integrating the services provided by Mentor App with counselling activities carried out by VDAB staff.

Challenges and future developments

Periodic campaigns are necessary to continuously reach out to new jobseekers and inform them about the services offered by Mentor App.

Integration of the app with other services provided should be planned from the start.

It is important to approach all actors at an earlier stage to get them involved in the set-up of the practice (European Commission, n.d.).

<https://rb.gy/cklkry>

MigApp, UN member states

Introduction and context

MigApp is a tool addressed to migrants, developed by the International Organisation for Migration (IOM). It aims to contribute to the safety and wellbeing of migrants through providing reliable information, reducing the transfer cost of remittances and assisting in bringing families together, and to help governments understand migration profiles and trends, counter human trafficking and analyse anonymised registration data. Through the app, government messages and notifications as well as information on IOM programmes can reach more migrant communities.

Content

MigApp offers the following: access to reliable migration information organised by thematic areas and location (e.g. health vaccination requirements, global incidents such as conflict or natural disaster, visa requirements, LMI, etc.); assistance to migrate safely; low-cost money transfer; information to help migrants make informed decisions (e.g. migration risks, visa regulations, health guidelines, migrants' rights, and governments' migration policies); access to migration services and programmes; a secure space for migrants to communicate and tell stories.

Impact, effectiveness and success factors

MigApp was launched on 17 December 2017 in four languages (English, Arabic, French and Spanish). A redesigned version of the app with more user-friendly features and an additional four languages (Chinese, Italian, Russian and Portuguese) was released on 13 November 2018. As of June 2020 the app had registered over 30 000 iOS and Android downloads.

An app is an ideal way to reach migrants, who are by nature on the move. Governments have developed platforms to directly inform migrants.

Among the benefits for IOM and partners are: widening the scope by providing more migrants access to programmes; collecting and reporting statistics from profiles and migration trends; developing a platform for IOM and partners to publish their services, conduct surveys and gather data; keeping contact with migrants – two way communication linked to projects; reporting to donors how and where their funds have been used.

Challenges and future developments

MigApp challenges are related to the ownership from the partners who provide content; continuous update of information; app security, data protection and privacy; getting users to download and keep using the app.

<https://rb.gy/nztj7t>

Mindler, India

Introduction and context

India still does not have a structured and robust career-guidance framework for its schools. Research by the volunteer organisation IC3 Movement (2017) noted that the lack of proper counselling is the biggest challenge for students. A majority are aware of only the major career paths available to them (engineering, medicine, etc.) and face parent- and peer-pressure and a competitive system without adequate tools to handle it.

Mindler is a leader among the many private companies offering online career-guidance services. Addressing students, institutions and career professionals, it combines IT innovation with the input of a team of careers and psychology experts to offer what it calls 'the most advanced website for online career assessment, career guidance and career counselling in India'.

Content

Mindler Career Assessment is specifically built for the Indian population, aiming to identify a set of strengths, aptitudes and skills and to recommend careers accordingly. It uses an online career test that evaluates a person on 56 parameters across five themes, including personality, aptitude, interest, emotional quotient and orientation style, and suggests personalised career options. Based on the

findings from this technological tool clients receive end-to-end expert counselling via phone, chat and email (face-to-face counselling is also available in Delhi).

The company works with individuals, providing career counselling and college application programmes. Students in grade 8–9 are supported with stream and subject selection. Students in grade 10–12 are offered help with career selection and planning. Graduates benefit from career selection and development involving advanced assessment: e.g. five dimensions assessment, expert guidance, personalised guidance.

For institutions, Mindler offers career development programmes (in-school career guidance, including assessment to help students discover their career) and career advancement programmes (training programme and Mindler Talks with professionals who achieved success in their fields).

Mindler certifies, trains and empowers career coaches to provide scientific career guidance in schools, helping to provide the 1.5 million trained career coaches that are required to advise and mentor over 150 million students across India. International Certified Career Coach (ICCC) is a multi-level credentialing programme to identify, create and certify career coaches in India and Dubai using state-of-the-art tools, experiential learning and good practices (Bagga et al., 2020). After a 2-day in-person initiation the ICCC course is 100% online using webinars and case assignments. Mindler also offers career professionals access to a career library and blogs containing expert-written articles on career trends.

Impact, effectiveness and success factors

Mindler is recognised by the National Career Development Association, the Asia Pacific Career Development Association and the Indian Department of Science and Technology. More than 120 000 students in Indian schools have benefited from Mindler's career guidance. Over 200 educators and professionals have earned the ICCC accreditation since it began in 2018.

Success factors include:

- Career assessment designed for India
- Focus on transversal skills (personality, emotional intelligence...)
- Aptitude and interest mismatch alert
- Automated mapping of motivations, achievements and preferences to create an in-depth analytics report
- Advanced analytics and systematic tracking of students results enables schools to establish a comprehensive career-guidance ecosystem

<https://rb.gy/soaqse>

Myfuture, Australia

Background and context

Myfuture is the brand name of Australia's National Career Information Service. It is managed by Education Services Australia (ESA) and supported by industry and governments at both federal and state level. Myfuture website, developed in 2002, was relaunched in 2015. It aims to support people to make career decisions, plan their career pathway and manage work transitions. The target group consists of students, parents, school staff members, teachers and career-guidance practitioners.

Content

Featuring information and resources developed by career experts and professionals, Myfuture's theoretical underpinning is inspired by the DOTS model of career education (Law and Watts, 1977). This framework includes four components that are fundamental to career education: Self-awareness, Opportunity awareness, Decision learning and Transition learning.

Myfuture contains: a career development tool, user-engagement activities, occupation profiles, vocational education profile descriptors and career pathways.

For each learning area occupations are presented based on four training levels and requirements, ranging from completion of year 10 (Certificate I or II) through to Bachelor Degree or higher.

The users are invited to create a profile and complete some quizzes. Then they have the opportunity to: build a career profile, discover occupations, browse courses, explore case studies and career insights, and assist others to plan their career pathway and discover the world of work.

Impact, effectiveness and success factors

The service is used by nearly a million teachers and students in all states and territories of Australia, and there are more than 500 000 registered users. It also offers professional development to hundreds of careers practitioners and teachers every year.

Users are consulted and feedback is collected to drive the development and continuous improvement of the service. The utility of the service for students, teachers and careers practitioners is proven with evidence-base data.

Challenges and future developments

Myfuture requires adequate financial resources, and educational and ICT resources. The national Strategic Reference Group, coordinated by the Myfuture team, is responsible for the development and continuous improvement of the service.

<https://rb.gy/1all6n>

MySkillsFuture and MyCareerFuture, Singapore

Introduction and context

In Singapore, there is an ongoing digital revolution whose advancements include the use of ICT in the provision of career development programmes and services. Artificial intelligence, data initiatives and online technologies are being harnessed to enhance self-awareness, career exploration and job applications and to train career-guidance professionals. Among these developments, two national online portals, My Skills Future to promote self-awareness and My Career Future to facilitate job search, are available for career planning and development needs. (ICCDPP, 2019c).

Content

MySkillsFuture is aimed at adults and tertiary students, employers and training providers. The Discovery Tool offers self-assessment on three criteria: career interests, skills confidence and work values. From here clients can investigate industries and occupations, find training course, get tips and advice about career planning, create a personal profile for employers to search and find model CVs and covering letters.

A job search icon on MySkillsFuture leads them directly to the MyCareerFuture site, where they can search job listings by job type, employment type (full or part-time, contract or flexi, internship) and salary. The 'Job Seekers Toolkit' offers advice and articles on such topics as marketing your skills and growing your career.

Impact, effectiveness and success factors

At the time of writing there were 34 880 jobs listed on the MyCareerFuture site.

The joined-up nature of the two sites, where you can easily flit from self-assessment to looking for an actual job, or from finding a job back to help with writing a CV, is one of the system's strengths.

<https://rb.gy/otkypy>

<https://rb.gy/hwgrlg>

O*NET, USA

Introduction and context

Valid data are essential to understanding the rapidly changing nature of work and how it impacts the workforce and the US economy. The Occupational Information Network (O*NET) programme is the country's primary source of occupational information. It was developed under the sponsorship of the US Department of Labour/Employment and Training Administration (USDOL/ETA) through a grant to the North Carolina Department of Commerce. The O*NET database contains hundreds of standardised and occupation-specific descriptors on almost 1,000 occupations covering the entire US economy. It is available to the public at no cost, and is continually updated from input by a broad range of workers in each occupation. O*NET's target group comprises jobseekers, employers, students, human-resource professionals, career-guidance practitioners, developers.

Content

The O*NET Content Model provides a framework that identifies the most important types of information about work. It reflects the character of occupations (via job-oriented descriptors) and people (via worker-oriented descriptors). The Content Model also allows occupational information to be applied across jobs, sectors, or industries (cross-occupational descriptors) and within occupations (occupational-specific descriptors). These descriptors are organised into six domains:

- worker characteristics (abilities, occupational interests, work values, work styles);
- worker requirements (basic skills, cross-functional skills, education, knowledge);
- experience requirements (experience and skills, basic skills – entry requirement, cross-functional skills – entry requirement, licensing);
- occupational requirements (generalised work activities, intermediate work activities, detailed work activities, organisational context, work context);
- workforce characteristics (labour-market information, occupational outlook);
- occupation – specific information (title, alternate title, description, tasks, technology skills, tools).

Information is collected using a two-stage design in which a statistically random sample of businesses expected to employ workers in the targeted occupations is identified and a random sample of workers in those occupations within those businesses is selected. New data is collected by surveying job incumbents using standardised questionnaires.

Information in the database can be accessed via O*NET Online or via My Next Move (online job-search), My Next Move for Veterans and the Spanish-language version Mi Próximo Paso. Developers can access the data from O*NET Web Services. The O*NET 25.0 database is available under a Creative Commons licence.

The O*NET Programme has also developed a set of self-directed career exploration/assessment tools to help workers consider and plan career options, preparation, and transitions more effectively. They are also designed for use by students who are exploring the school-to-work transition, and by career-guidance practitioners in work with their clients.

Impact, effectiveness and success factors

O*NET's success factors include the vastness of the database, constant updating of the data and the operating system, ease of access and the fact that its application programming interface (API) is freely available to developers.

Challenges and future developments

O*NET depends on adequate financial resources and the willingness of businesses and workers to respond to the survey.

Career videos for over 850 career reports were added in June 2020.

<https://rb.gy/z3knei>

Occupational Outlook Handbook, USA

Introduction and context

Published since 1948 by the US Bureau of Labor Statistics (BLS), the Occupational Outlook Handbook (OOH) is the government's primary source of labour market information (LMI). The last print edition was 2010/11, since when the publication has been available free and without copyright online. The OOH can be used by jobseekers, students, teachers and career-guidance practitioners as an aid to job-person fit and career planning. In October 2019 the bureau announced the release of its CareerInfo app, facilitating search of the OOH database on iOS and Android devices.

Content

The OOH is an online publication that contains information and statistics on thousands of occupations in the United States. The occupations are presented alphabetically by groups, e.g.: architecture and engineering, arts and design etc, but can also be searched via five criteria: median pay, entry-level education, on-the-job training, number of new jobs (projected) and growth rate (projected).

Using the OOH, users can explore different aspects of the occupations, as follows: what workers do on the job; work environment; education, training, and other qualifications needed to enter the occupation; pay; projected employment change and job prospects; state and area data; similar occupations; contacts for more information. Each entry also links to the O*Net database (see above).

Additional resources are available online: Glossary, Teacher's Guide, Career Outlook. Career Outlook is a magazine-style supplement with articles exploring a variety of career topics, unusual occupations, a Q&A interview with a worker, and a graphic presentation of data on employment and careers.

<https://rb.gy/ddd2uh>

Pondicherry University expert system for course selection, India

Introduction and context

University entrance in India is complicated and competitive. Students need to find the course that both fits their qualifications and career objectives and offers the strongest likelihood of selection. Sources of information are disparate and human advisers may be subject to bias or have incomplete information. In 2014 team of researchers at Pondicherry Engineering College developed an expert system (ES) to help students choose their faculty and major from information provided by the various colleges affiliated to Pondicherry University.

Content

The prominent component of the system is its knowledge base, which is constructed using the information acquired from the web pages of the colleges. The information was acquired using pattern matching and jSoup parsing technique. A knowledge base was constructed based on the set of rules. The If-Then rules can be classified into two categories: (1) University Admission Requirements Rules, and (2) Students Preferences. The former rules are concerned with the academic conditions that the universities apply to accept students in various branches like high-school scores, grades in specific courses, the high school graduation year, etc. In the latter, student's preferences are enquired. On the basis of the details from the student and the knowledge base the information about the colleges and courses is provided to the student (Saraswathi et al., 2014).

Impact, effectiveness and success factors

A survey was conducted on users to analyse the performance of the ES. On a rating system of 1–5, 35% of students gave it 5, 25% 4, 20% 3, 15% 2 and 5% 1. The system's accuracy levels on five types of test query ranged from 81% and 95%.

The researchers concluded: 'The proposed system generates assuring results and it reduces a great deal of human effort in the extraction of knowledge and providing the students correct information which helps them in choosing the right path [...]. The dynamic updating of details is also one of the significant features where the outdated contents of the knowledge-base are automatically pruned and new values are updated, thereby enhancing the accuracy and reliability of system. The future enhancement could be extending this system to handle complex queries by making the system accommodate all possible information apart from undergraduate courses alone' (Saraswathi et al., 2014).

<https://rb.gy/2dcthg>

Skills-OVATE, European Union

Introduction and context

The European Centre for the Development of Vocational Training (Cedefop) has developed a pan-European system for online vacancy analysis. Cedefop presented the first results from the real-time labour-market information (LMI) project in March 2019. The project made use of advances in big data collection and processing to analyse real-time LMI collected from online platforms where job vacancies are posted. It aims to support citizens in making career and training choices by offering information on what skills employers demand from jobseekers. The target group is composed of citizens, jobseekers, employers and the employment services, guidance counsellors and training providers.

Content

This new type of LMI is based on information gathered from more than 30 million online job vacancies collected in the second half of 2018 in the Czech Republic, Germany, Spain, France, Ireland, Italy and the UK.

The classification of European skills, competences, qualifications and occupations (ESCO) and complex big data analysis techniques were used to extract information on skills from the vacancies. The results are presented in the Skills Online Vacancy Analysis Tool for Europe (Skills-OVATE).

Thus, employment services and guidance counsellors can better understand the requirements of employers. Training providers can adapt curricula and training programmes so that they provide skills corresponding to labour-market demands. Policymakers benefit from up-to-date insight on current and emerging skill needs and new jobs being created as it can help them in shaping forward-looking employment and skills policies.

Impact, effectiveness and success factors

Skills-OVATE complements Cedefop's toolkit of LMI sources, which includes the European Skills Forecast, the European Skills Index and the European Skills and Jobs Survey. These sources are used by policymakers at EU and Member State level to inform education and training and employment policies – they help countries to keep their education and training systems in line with rapid changes in the world of work.

Challenges and future developments

This task is highly complex and challenging, as the use of online platforms for job searches and recruitment varies widely across the EU. Moreover, the multilingual job vacancy notices in some Member States require the capacity to capture and analyse from more than the 24 official EU languages.

While the data contained in Skills-OVATE are already of a high quality, more will be done in terms of cleaning, classification and testing of results to provide sound evidence for decision-making on skills and career development. Cedefop plans to further develop the system and cover more European countries. A fully-fledged system with more options for analysis will be released at the end of 2020.

<https://rb.gy/ev7aer>

Skills Panorama, European Union

Introduction and context

Skills Panorama is an online central access point for data, information and intelligence on skills needs in countries, occupations and sectors across EU Member States. It is an initiative of the European Commission aiming at improving the EU's capacity to assess and anticipate skills needs, helping education and training systems to become more responsive to labour-market needs and better match skills supply and demand across the EU. Skills Panorama is developed by the European Centre for the Development of Vocational Training (Cedefop) Cedefop, in cooperation with the European Commission's Directorate-General for Employment, Social Affairs and Inclusion (DG EMPL).

Content

The online platform offers extensive, up-to-date data and features responding to the needs of different types of users: policymakers, practitioners working in employment agencies and guidance services,

or experts in skills needs anticipation. The users have the opportunity to search by: sector, occupation, country, policy themes.

Skills Panorama provides overviews of key trends and detailed mapping and forecasting. The site is interactive and the user can easily download maps and various charts. The information is organised in pre-defined dashboards and the user can explore each indicator in detail.

Originally created to service policy-makers, in January 2019 Skills Panorama added eight indicators that provide valuable information for career-guidance practitioners. They cover areas such as future job prospects, monthly gross income, tasks within occupations or employment by field of study.

Impact, effectiveness and success factors

In the context of constantly evolving labour markets and skills needs, Skills Panorama helps policy-makers, policy-experts, researchers and guidance practitioners to keep up with the latest developments, make useful comparisons to previous trends or identify anticipated changes.

<https://rb.gy/c1wevg>

The new Europass, European Union

Introduction and context

In 1998, the EC and Cedefop set up the European forum on transparency of vocational qualifications. This resulted in Europass: a collection of five documents designed to remove obstacles to mobility between Member States. The original Europass consisted of:

- the European CV,
- a network of National Reference Points for Vocational Qualifications,
- the Diploma Supplement,
- the Europass Language Passport,
- Europass Mobility, a document recording work placements and academic study undertaken abroad.

One of the 10 recommendations of the New Skills Agenda for Europe (2016) was the revision of the Europass framework to respond to current and future needs of its users, in particular taking account of new digital tools for the presentation of skills and qualifications and self-assessment; digital security and interoperability; and supporting the integration of third-country nationals arriving or residing in the European Union (Official Journal of the European Union, 2018).

The new Europass platform was launched on 1 July 2020.

Content

The new Europass offers a range of online 'e-Portfolio' tools, and information for people of all ages, at all stages of their lives, to manage their learning and career. These include:

- A personal profile for people to record all their skills, qualifications and experiences
- tailored suggestions of jobs (via EURES) and courses for Europass users based on their interests and skills
- updated tools for creating CVs and cover letters
- information on learning and working in Europe.

As part of the new Europass, the Commission has also worked with 18 countries to pilot Europass Digital Credentials, which are authentic, tamper-proof digital credentials. They can include not only qualifications, diplomas and certificates but also activities (e.g. classes attended), assessments (eg. projects) and achievements (e.g. skills developed). Europass Digital Credentials can support 'paperless' processes and easier recognition and understanding of qualifications across the EU.

Impact, effectiveness and success factors

On 1 July 2020, 95 514 people visited the new Europass site and 13 600 registered users created Europass profiles.

Data on its effectiveness and success factors is not yet available.

Challenges and future developments

Self-assessment tools will be included in the new Europass e-Portfolio in the near future. To this end, the Commission will work with Member States and stakeholders to adapt the current self-assessment grid and to develop new tools for self-assessment as part of Phase 2 development (2020–22) of Europass.

The Commission will continue to work with Member States, participating countries and labour market and education and training stakeholders to keep Europass fit for the future and develop its features, including roll out of Europass Digital Credentials.

<https://rb.gy/zshegi>

The Real Game, Canada

Introduction and context

The Real Game, launched in Canada in 2008, consists of a series of digital career-guidance programmes that use digital role-play and enhanced AI technology to help schoolchildren, youths and adults to develop career-management and life skills. It aims to develop career exploration, planning and management skills, to enhance the awareness of a wide range of occupations, to identify relationships between educational attainment and lifestyle options, and to understand the nature of social, economic and technological trends impacting the changing world of work. The skills it develops are based on Canada's Blueprint4Life national learning-outcomes framework of competences.

Content

The central element of The Real Game is role playing. Each student plays an adult character in one of a wide cross-section of contemporary work roles that span most industry sectors in Canada. Roles are generally assigned arbitrarily. Students gain valuable and lasting insights about themselves and adult life as they play their role over a number of days, weeks, or months. The game is divided into four units: Making a Living, Quality of Life, Changes and Choices, and The Personal Journey. The Real Game benefits from the involvement of guidance counsellors or career practitioners, and is well-suited to a team-teaching approach.

Impact, effectiveness and success factors

The Real Game is activity-oriented, experiential, exploratory, and reflective. Playing a character makes the experience safer for learners than playing themselves, enabling young people to clearly imagine and visualise how they would feel and react in situations they will face before long as adults.

<https://rb.gy/kqgbcd>

Using digital fingerprints to match people with jobs, Australia

Introduction and context

Scholars and practitioners have long suggested that work is more likely to be enjoyable and beneficial to individuals and society when there is congruence between the person and the occupation. A team of researchers at the University of Melbourne (Kern et al., 2019) offer large-scale evidence that occupations have distinctive psychological profiles, which can successfully be predicted from linguistic information unobtrusively collected through social media. They developed a data-driven approach to match a person with a suitable profession based on psychological traces revealed through Twitter profiles.

Content

More than 100,000 Twitter users were included in the study, each of whom had one of 3 513 job titles in their user profile. In the next step, with the support of a tool available through IBM's cloud-based artificial intelligence engine Watson and its Personality Insights service, each profile received a score across 10 personality-related characteristics (traits and values), based on the language in their posts. The findings demonstrated the possibility of using data shared on social media to match an individual to a suitable job. A Vocations Map was created, with clusters based on the predicted personalities of 101 152 Twitter users, across 1 227 occupations. The researchers also explored the idea of building a data-driven vocation compass.

Impact, effectiveness and success factors

The study evaluated only five personality traits and five values. Under these conditions it was found to be able to recommend an occupation aligned to people's personality traits with over 70% accuracy.

Challenges and future developments

The results demonstrate the potential to create an atlas of career aptitude based on noncognitive personality traits and values. The researchers anticipate that this could have significant applications in career guidance for new graduates, disengaged employees, career changers and the unemployed.

Occupations that clustered together also may provide an indication of up-and-coming jobs that might play an important role in the 21st-century workplace. For jobs that are disappearing due to automation, a data-driven atlas could reveal which emerging occupations are aligned with those that are disappearing, based on one's personality.

<https://rb.gy/hhjdje>

2. DEVELOPING CAREER-MANAGEMENT SKILLS

Academic and Career Planning in Wisconsin, USA

Introduction and context

Academic and Career Planning (ACP) is a personalised programme that aims to prepare students for college, career and life. It is part of the Department of Public Instruction (DPI)'s overall vision for every student to graduate from high school college- and career-ready.

From 2017, Wisconsin school boards have been obliged to 'provide academic and career planning services to pupils enrolled in grades 6 to 12 in the school district' (Wisconsin DPI, 2016). An ACP Committee established at district level is responsible for the preparation, implementation and evaluation of the activities.

Content

The ACP model was created based on research recommendations for incorporating career development throughout K12 for self-exploration, career exploration, and career planning and management. It comprises four stages, each with appropriate activities:

1. Self-Awareness – Know: self-assessment of interests and strengths; reflection and goal setting; financial knowledge and understanding of resources; academic courses and skill preparation; behavioural and employability skill preparation, etc.;
2. Career Exploration – Explore: middle-school career exploration activities and opportunities; high-school career exploration activities and opportunities; world of work and labour-market needs; understanding and comparing different post-secondary education and training pathways;
3. Career Planning – Plan: development of the planning skills and of a middle/high-school plan;
4. Career Management – Go: executing and updating the plan with new information and artefacts; conferencing and mentoring.

An ACP curriculum is available for 6th–12th grade students and must be completed during an advisory period. The duration of the advisory and the time it is included in the school programme can vary from school to school.

Students are assigned to an advisory teacher, who remains with the same group of students for two years. School staff have access to professional resources and meet weekly to discuss the ACP activities. Teachers cooperate closely with the school counsellors and with career and academic learning advisers. Parents are informed about ACP through letters, newsletters, and links to the Vision of the Graduate and Career Cruising/Xello websites, where they can monitor the work undertaken by their children. Each year, the school district organises a partnership breakfast for representatives of the local community and businesses who provide mentorships and internships for students.

Impact, effectiveness and success factors

A survey of staff, parents and students showed highly positive experiences for the participants in 2018 (Hanover Research, 2018). Parents reported that their student (86%) and family (87%) are actively involved in the ACP process. Staff mentioned that they understand why ACP is a priority in the district (94%) and feel confident in their ability to guide students to courses available to help them reach their goals (73%). The students said that they are able to identify careers of interest (92%) and can describe those of their own skills that are needed for their future plans (84%). The survey also shows

that more students understand ACP better in 2018 (85%) compared to past years (79% in both 2016 and 2017).

The most powerful practices identified in an evaluation report of the implementation year 2018 were: final projects, job shadowing, mock interviews, résumé-building, and one-on-one conferencing/advising.

Challenges and future developments

Academic and Career Planning (ACP) should be implemented in conjunction with other school and district continuous improvement efforts. Strong infrastructure, relationships and student awareness are key to successful implementation of ACP (Wisconsin Department of Public Instruction, 2016). Districts and schools need an appropriate infrastructure in place to support effective implementation of ACP, for example: leadership and culture, policy and planning, professional development, individualised ACP support, family engagement, community partnerships, access for all students. The process is continuously improved to learn from what went well and to make adjustments.

<https://rb.gy/35t4ep>

Career Management Skills Framework, Scotland

Introduction and context

The Career Management Skills Framework was developed in 2012, following a six-week consultation with organisations in Scotland responsible for the planning, management and delivery of career information, advice and guidance services and those providing career-related learning.

The Framework is used to inform the development and delivery of the full range of career information, advice and guidance services in Scotland. It aims to provide a focal point to support lifelong career development based on the social and economic development of Scotland by:

- defining and describing career-management skills so that individuals can recognise and articulate their skills;
- encouraging self-reflection so that decisions are considered and appropriate;
- recognising existing skills, strengths and areas for development.

The Framework supports CMS development and building resilience within individuals and groups across Scotland, such as: young people preparing for and entering post-school opportunities; people who are unemployed looking to access learning or the labour market; individuals in work developing their skills; those preparing to leave work and reflecting on their options.

Content

The Framework contains skills that are relevant throughout life and are pertinent at any stage of career development. It contains a definition and description of career-management skills (CMS) under four themes:

- self-competences that enable individuals to develop their sense of self within society;
- strengths – competences that enable individuals to acquire and build on their strengths and to pursue rewarding learning and work opportunities;
- horizons – competences that enable individuals to visualise, plan and achieve their career aspirations throughout life;
- networks – competences that enable individuals to develop relationships and networks of support.

CMS will be developed through formal and informal learning, through life experiences, but also through professional support. David Kolb's experiential learning model (Kolb, 1984) is recommended:

- concrete experience: personal experience;
- reflective observation: what I have learned from the experience;
- theorisation: how this learning has changed my view of world;
- active experimentation: putting the learning into practice.

Through this model of learning, Curriculum for Excellence supports the development of four capacities: successful learners, responsible citizens, effective contributors and confident individuals (Skills Scotland, 2012).

Impact, effectiveness and success factors

The framework is used by Skills Development Scotland to:

- inform the design and development of resources to support the delivery of career services in different formats;
- plan and implement staff learning and development;
- inform and articulate skills and learning outcomes with personal planning documentation such as career development plans;
- monitor and quality-assure the effectiveness of career services.

The Framework provides evidence that demonstrates an individual is developing/has developed career competences. These competences can be recognised and developed throughout life within a range of contexts: before starting work, moving beyond education towards work, in work, not in work, preparing to leave work or reduce working hours.

In the education institutions, CMS are assessed within the existing assessment structures: Curriculum for Excellence skills for learning, skills for life and skills for work framework.

CMS can also be assessed through a competence-based approach which assumes that it is possible to define observable outcomes of learning.

Success factors are related to:

- undertaking the operationalisation of the concept of CMS;
- providing a common language to be used by all partners;
- supporting the delivery of career services in Scotland;
- supporting development of new approaches to progress career management skills of individuals;
- fostering cross-sectoral staff development and sharing of good practice;
- developing ways for individuals to reflect on and assess their career management skills;
- contributing to future approaches to skills acquisition, recognition and development, etc.

Challenges and future developments

The Framework requires the operationalisation of the CMS concept and use of a common language by all stakeholders to support the delivery of career-guidance services.

<https://rb.gy/tgjzua>

CMS as integrated part of national core curricula, Finland

Content

In Finland the development of CMS is integrated into the national school curricula as a continuum from primary to upper secondary school. Career education is a legally defined student entitlement and is a compulsory element in the core curriculum, comprising 76 hours of scheduled activities in students' timetables during grades 7–9. Class-based activities are usually facilitated by trained school counsellors. In grades 1–6, guidance is embedded in the work of the classroom teachers. In addition, there is an entitlement for individual guidance and group counselling, and work-experience periods.

The qualifications and competences of school counsellors are regulated. The school counsellors usually have either a Master's degree in school counselling or a 60 ECTS postgraduate diploma in counselling.

Within the national core curricula career education is described as a mainstream strategy and a responsibility of all staff, and the goals and content of the 76 hours and individual guidance are outlined. The overall emphasis is on the acquisition of lifelong career-management skills as a continuum focusing on self-knowledge, education and training options and the world of work.

The schools are required to provide a school-level plan of career education and guidance with allocation of tasks to different staff members. The local curriculum must include a description of how cooperation with the local labour market and business community is being implemented within the school.

In addition to the career education in schools there are several internet portals developed by the national education and employment authorities, municipalities, different regional actors, youth information centres, etc., to serve the information, advice and guidance needs of their primary client groups. Mostly these services are available in Finnish and Swedish, often also in English (Cedefop, 2020).

<https://rb.gy/vpq8qx>

Counselling and Personal Development (CPD) on the middle-school curriculum in Romania

Introduction and context

In February 2017, the Romanian Ministry of National Education approved the introduction of Counselling and Personal Development as a compulsory school subject in the curriculum for lower-secondary education. The programme took into account the recommendations of the European Lifelong Guidance Policy Network (2007–2015) regarding the importance of an early development of career management skills and the need to include them as mandatory elements in the school curriculum. The implementation started in September 2017 for 5th grade pupils (11-year-olds).

Content

According to the school curriculum, one hour per week is allocated to Counselling and Personal Development for grades 5–8. There is also the option to allocate additional hours (0–2 hours/week) for optional subjects within the Counselling and Guidance curricular area.

The CPD curriculum is based on the following five-fold structure:

- self-knowledge – to identify and explore strengths, personal resources, needs, interests, aspirations and values, but also to improve self-esteem as an important factor in achieving academic and personal success;
- social-emotional development – develop in pupils an effective management of emotions and stress, good communication skills, cooperation and team-work skills, building good relations with others;
- learning management – the ability to learn effectively, raise learning motivation, improve academic performance and develop the capacity to reflect and evaluate learning;
- career-management – explore the world of education and work, and make appropriate decisions about continuing education and the choice of a future career;
- healthy lifestyle – developing a responsible attitude towards one's own health and an effective management of risk behaviours for health.

Impact, effectiveness and success factors

Counselling and Personal Development shows its benefits for the wellbeing of pupils through a significant contribution to the development of life skills in general.

A methodological guide for teachers was prepared by researchers from the Institute of Educational Sciences and published with support from Euroguidance Romania. It contains examples of evidence-based research and learning activities for the development of self-knowledge and healthy lifestyle competences; social and emotional competences; learning competences; career-management competences (Andrei et al., 2017).

Challenges and future developments

The strategy requires adequate resources during the implementation process: teacher training, preparing school manuals for students and methodological guides for teachers.

In support of teacher training, during 2017- 2021 a strategic project with EU funding is being implemented through the Human Capital Operational Programme. The 'Relevant Curriculum, Open Education for All' project is contributing to the development of professional competences of 55 000 teachers for the implementation of the new curricula, and the adaptation of learning activities to the specific needs of pupils, including those at risk of dropout, as well as the development and use of open educational resources.

<https://rb.gy/y7ipg7>

<https://rb.gy/s5vnhz>

NCGE Whole School Guidance Framework, Ireland

Introduction and context

The NCGE Whole School Guidance Framework was developed to meet the guidance needs of all students by using a continuum of support model, where the level of student need for guidance is congruent with the level of service provided: guidance for all, guidance for some, and guidance for few (National Centre for Guidance in Education, 2017). The differentiated service-delivery model from the cognitive information processing (CIP) approach developed at Florida State University (Sampson et al., 2004; Sampson, 2008) uses an assessment of readiness for decision making to better match needs with levels of service delivery.

Content

Career services are differentiated on the basis of readiness for decision making, with high-readiness individuals receiving self-help services, moderate-readiness individuals receiving brief, staff-assisted services, and low-readiness individuals receiving individual, case-managed services.

The common element in all levels of the continuum of support model is the provision of periodic classroom guidance interventions. Under this model, all first-, second-, and third-year Junior Cycle students will participate in guidance learning experiences through units of learning such as 'developing myself', 'developing my learning' and 'developing my career path', facilitated by the guidance counsellor in association with the SPHE (social, personal, and health education) teacher and other members of the teaching staff, as appropriate.

<https://rb.gy/pyehpi>

My Competence Folder, Denmark

Introduction and context

'My competence folder' was launched in 2007 by the Ministry of Education in Denmark. It requires documentation through self-assessment enabling individuals to reflect on their own competences and to describe them systematically (Aagaard, n.d.).

Content

The 'My competence folder' initiative is a common tool that facilitates the identification, documentation and assessment of competences gained from work experience, and informal and non-formal learning. It helps an individual to provide documentation of his/her qualifications. It can support an individual to identify which of his/her competences are relevant to the requirements of a specific qualification. It addresses young people and adults.

'My competence folder' is an electronic folder where an individual gathers documentation of all their competences, irrespective of where they have been achieved. The individual updates the folder and it is up to her/him to decide who can have access to the folder.

It requires self-assessment, during which the individual grades his/her experience, knowledge or competences on a scale typically ranging from one to six. Usually, the individuals themselves describe their competences. In other instances, the competences can be described in advance, and the individuals are required to assess their competences on a certain scale.

Impact, effectiveness and success factors

'My competence folder' supports the identification, documentation and assessment of competences gained from work experience, informal and non-formal learning. Documentation through self-assessment enables individuals to reflect on their own competences and to describe them systematically.

Challenges and future developments

For a reliable documentation of the competences, self-assessment should be accompanied by other methods such as multiple-choice tests or written assignments.

<https://rb.gy/8ne2kk>

3. COORDINATION AND COOPERATION MECHANISMS

Education and Employers, United Kingdom

Introduction and context

Education and Employers is a national organisation and an independent UK-based charity launched in 2009 with the vision of 'providing children and young people with the inspiration, motivation, knowledge, skills and opportunities they need to help them achieve their potential'. It works with schools, employers, the national bodies that represent them and a wide range of other partners including the government and third-sector organisations.

Education and Employers addresses: children and young people; state schools and colleges; professionals who volunteer in a local primary or secondary school to chat informally about their job and career route; employers who connect with schools for workplace visits, job shadowing and mentoring.

Content

The charity runs Inspiring the Future (see page xx), a free service that uses innovative matchmaking technology to connect volunteers with state schools and colleges for talks and mentoring, quickly, simply and at scale.

In partnership with the National Governance Association it runs Inspiring Governance, the free school governor recruitment and support service. This Department for Education-funded service gets highly skilled volunteers to serve as governors in some of the most disadvantaged schools in England and in so doing helps raise educational achievement.

Impact, effectiveness and success factors

The charity's research, which has informed and influenced a range of government policies, shows that employer engagement helps improve social mobility, reduces the likelihood of young people becoming NEET (not in education, employment or training), increases the amount they earn in adult life, helps them make better-informed career choices and leads to improvements in educational attainment.

More than 50,000 people in the UK have already volunteered to be mentors – people from all levels: apprentices to CEOs, and all sectors: apps designers to zoologists. More than 80% of English secondary schools have registered. The success factors are:

- using an innovative online platform to match schools and colleges with relevant volunteers quickly and efficiently;
- inspiring people to make a difference as school governors;
- bringing together organisations across government, education, the third sector and businesses of different sizes and sectors, connected by a shared desire to make a positive difference to young peoples' future lives and the long-term prosperity of society.

Challenges and future developments

Adequate human and financial resources are needed.

<https://rb.gy/7kyrb>

Khetha radio programme, South Africa

Introduction and context

South Africa's public employment service, Career Development Services (Khetha), aims to provide career guidance 'for all citizens regardless of geographical position or socio-economic status'. Recognising the need to get its message out to the widest public, it entered into a partnership with South African Broadcasting Corporation (SABC) Education to host a weekly radio programme in all 10 of the country's official languages besides English.

Content

Khetha radio programme is a weekly, 30-minute live broadcast covering career-related matters from choosing school subjects to making informed career decisions. Through a partnership with 13 SABC radio stations it reaches a largely rural population of all ages and costs are subsidised through the partnership and funding by the Department of Higher Education and Training.

Impact, effectiveness and success factors

The radio platform reaches 3.1 million listeners a week, ranging from age 15 to 65, with the main age groups in the 18–34 age group. It is a cost-effective way to reach out to rural populations, offer guidance, build trust and inform them about the CDS's national career helpline (available via phone, SMS, 'please call me', Facebook and email). The challenges of this platform include fulfilling the diverse needs of an all-age target audience and avoiding political influence.

<https://rb.gy/3lsccl>

National Guidance Forum, Austria

Introduction and context

The National Steering Group for Lifelong Guidance was established in 2005 at the Ministry of Education, and in 2011 it became the National Guidance Forum. It aims to support the development of the lifelong guidance strategy in Austria. The target group is composed of organisations active in the field of career guidance.

Content

The Forum monitors progress of the lifelong guidance strategy in Austria annually, based on the following five key priorities of the strategy:

- implementation of basic competences in all curricula so that learners can make education and career decisions autonomously;
- focus on process orientation and monitoring to enable high-quality decision-making processes;
- professionalisation of counsellors and trainers;
- quality assurance and evaluation of offers, processes and structures;
- extending access by creating offers for new target groups.

The representatives of the National Guidance Forum meet once a year. Additional meetings for current developments are taking place. The number of participants is about 20 partners.

In the first stage, only representatives of different ministry departments (e.g. Ministry of Education, Ministry of Labour and Social Affairs) participated in the meetings. In the second stage, the representatives of social partners (e.g. Austrian Economic Chamber, Federal Association of Industry,

Chamber of Labour, Trade Union Federation, Chamber of Agriculture) and other organisations (e.g. National Agency Erasmus+ with Euroguidance and Europass Austria, university colleges of teacher education, regional networks for career guidance, Federal Institute of Adult Education, Public Employment Service, research institutes) were involved.

Impact, effectiveness and success factors

The Forum provides new ways of cooperation between organisations active in the field of career guidance. The success factors are:

- better common understanding of the goals of career guidance and of the national strategy;
- better common understanding of challenges;
- more information and transparency about projects and initiatives of different players;
- more cooperation in other areas between partners in the field of career guidance;
- improved use of existing resources;
- improved quality assurance and development of tools by broader networks and more feedback;
- inspiring and initiating of new project or know-how transfer.

Challenges and future developments

The National Guidance Forum does not actively coordinate career-guidance activities.

<https://rb.gy/szsfiv>

<https://rb.gy/6qceyw>

National Guidance Forum, Croatia

Introduction and context

The Forum for Lifelong Career Guidance and Career Development of the Republic of Croatia promotes coordination and collaboration between the different stakeholders. The Forum was established in 2014 by the Ministry of Labour and Pension System for the purpose of more effective development of career-guidance policies, measures and activities, and more consistent delivery of career-guidance services for diverse target groups.

Content

The Forum brings together representatives from: state institutions (ministries), public institutions (agencies), social partners (chambers, employers' associations, trade unions) and other stakeholders (universities, professional associations).

It is also responsible for monitoring the implementation of the Strategy for Lifelong Guidance and Career Development 2016–2020 through an Action Plan. The strategy set down the following key policy aims for career development: establishment of the lifelong career-guidance system; encouraging lifelong career guidance according to labour-market and economy needs; assuring quality in lifelong career-guidance services; raising awareness of the need for lifelong career-guidance services and development of career-management skills (ICCDPP, 2019b).

<https://rb.gy/f3feej>

One-stop-shop Guidance Centres (Ohjaamo), Finland

Introduction and context

In Finland, the first One-Stop-Shop Guidance Centres for young people opened in 2014 as part of the Youth Guarantee implementation. They address young people under the age of 30, who are provided with information, advice and guidance on work, education or training decisions and related services. This innovative model of cooperation/coordination is being expanded throughout Finland. Other countries, such as the USA, Croatia and Germany, have introduced similar approaches.

One-Stop Guidance Centres were primarily funded by the European Social Fund (ESF) for 2015–18, together with supplementary national funding. In Ohjaamo Helsinki, EUR 3.1 million (75 % of funding) was provided by ESF, which was topped up by EUR 1 million (25 % of funding) by the City of Helsinki. Funding from the ESF was channelled via the Ministry of Economic Affairs and Employment and the Ministry of Education and Culture. Municipalities also provided funding as well as the physical space for the Centres. As the ESF funding ended in March 2018, the Finnish Government decided that the One-Stop-Shop Guidance Centres should become a permanent practice. As a result, the Finnish Government has provided an additional EUR 5 million per year for the Centres, until 2021.

Content

The One-Stop-Shop Guidance Centres are coordinated by 'Kohtaamo', a national authority which has the role of supporting their design and implementation, developing a common digital platform and guidance, and evaluating results. It acts as a mediator between three involved ministries (Ministry of Economic Affairs and Employment, Ministry of Education and Culture, and Ministry of Social Affairs and Health) and the One-Stop-Shop Guidance Centres.

The One-Stop-Shop Guidance Centres bring together different service providers from private, public and third sectors in one place. For example, the Finnish PES offer employment services and the municipalities provide social and health-care services. Professionals from private employment services recruit young people who are seeking employment. Third-sector organisations provide hobby education for young people, or teach them how to cook and clean their home.

Practitioners at the one-stop-shop guidance centres come from different backgrounds, e.g. youth counsellors (PES), study counsellors, social workers, nurses, psychologists, outreach workers, as well as from different administrative sectors. They receive specific training on how to change the way they work and their mindset, how to use multicultural tools, and how to work with migrant populations.

Services are provided through multiple channels, such as: face-to-face, electronic, online and by telephone. Young people can visit the centres without an appointment and benefit from a non-discriminatory and friendly atmosphere. The activities carried out by the One-Stop-Shop Guidance Centres include: individual and group counselling and guidance supporting clients to find employment or education, to develop their career-management skills, social skills or everyday life skills; organising recruitment events; counselling in health and social-security issues provided by social workers and nurses; undertaking outreach youth work; supporting the process of long-term support and counselling for a young person by one professional; working in cooperation with companies and promoting youth employment opportunities in the region.

Impact, effectiveness and success factors

Young people were actively involved in developing the operations of the Centres. They were interviewed as part of the design and implementation of workshops.

In 2018, young people used the services more than 142 000 times across Finland. More than half of the users were men, mostly 18–24 years old. The operating procedures and models, as well as the forms of collaboration, differ from one municipality to another depending on the local context. At the beginning of 2019, over 70 One-Stop-Shop Guidance Centres were in operation across Finland.

In a twice-yearly survey young people have provided very positive and encouraging feedback to the Finnish PES. The average score given to the One-Stop-Shop Guidance Centres by young people was 9.16 (4 being the lowest score and 10 the highest). The staff working in the Centres have also provided positive feedback.

The success factors are:

- providing a holistic approach to integrating young people into society, education and employment;
- easing the challenge of a fragmented service sector, including employment, social and health services, and eliminating a duplication of services;
- using the resources of different administrative branches efficiently through the use of multidisciplinary teams;
- developing new ways to support young people in finding employment;
- contributing to speeding up economic growth by providing employers with the workforce they need.

Challenges and future developments

The activities of One-Stop-Shop Guidance Centres require an agreement between the partners regarding the forms of collaboration and ways of working together. The staff should be open-minded as challenges can arise when changes are implemented in the way people usually work. Political willingness to support the Centres' objectives and financial means of achieving them is very important. A customer-centred approach to the service is necessary through the involvement of young people in the design, daily activities, and evaluation of the centres. It is essential to encourage the staff at the Centres to find solutions to local needs and problems.

A key challenge is to transform this project into a permanent practice by convincing the main stakeholders who have invested in the project to remain on board. Stronger evidence of impact is needed. The future developments envisaged by the Centres are: developing a web guidance service, using e-services to reach young people in remote areas, establishing a tracking system at the Finnish PES to create more accurate follow-up data (Kettunen and Felt, 2020; European Commission, 2018a).

<https://rb.gy/4q5ebv>

<https://rb.gy/vwgy1z>

Service Centres for Learning and Working (Leerwerkloketten), the Netherlands

Introduction and context

The Service Centres for Learning and Working (Leerwerkloketten) were set up in 2010 through a partnership between government, educational institutions and entrepreneurs. Using e-guidance and reach-out methods, they aim to:

- strengthen collaboration between education and the labour market;
- bring expertise on education and the labour market to staff recruitment and mobility issues;
- offer education and career advice for jobseekers, employees and students.

The initiative was commissioned by the Ministry of Social Affairs and Employment and is 50% co-financed by partners in the region.

Content

Service Centres provide the following core activities:

- organising workshops and events, e.g. education/job fairs;
- offering career information and advice;
- facilitating registration for career counselling;
- offering counselling and recommendations;
- preparing learning and working arrangements such as apprenticeships.

Specific activities and methods may be undertaken by the professionals working in the Service Centres or sub-contracted to external agencies.

Impact, effectiveness and success factors

32 Service Centres for Learning and Working are operating across the Netherlands. Success factors include:

- Independence: delivering independent advice to customers, and an independent role in the regional network is considered important to connect different stakeholders;
- A catalyst; by attracting attention for learning and working in the region.
- Efficient use of resources, by combining resources from different partners in the region (financial engineering);
- Focus on a long-term perspective, both for the customer and for the partners in the network.

Challenges and future developments

The initiative requires the following conditions: a long-term national strategy and policy for career guidance; close cooperation between government, social partners, schools, municipalities, public and private partners; capacity to improve the quality of career guidance services.

The challenges are related to limited staff capacity; clients needing more personal contact/advice; better promotion of the services.

Since 2018, the '23+' registration scheme has been piloted to provide a stronger regional infrastructure for lifelong learning. Since June 2019, three new pilot 23+ Service Centres have been registered with additional financing for three years (1.4 million), each with a different focus. Building capacity, expertise, services and cooperation is needed.

<https://rb.gy/qhe44r>

<https://rb.gy/vyzc9p>

4. THE ROLE OF PARENTS IN YOUNG PEOPLE'S CAREER CHOICES

Bridging dialogue for children's career counselling and guidance, Pakistan

Introduction and context

Career education is generally lacking in Pakistan. Career practitioners and vocational counsellors are not properly trained and qualified. Financial constraints make it difficult to sustain existing career-reform projects. There is a need to transform these projects into sustainable and long-term initiatives.

This programme, presented by Raza Abbas at the Asia Pacific Career Development Association International Conference in March 2020, aimed to raise the awareness of parents and children about the significance of career fields and to offer them information about future careers. The participants were 300 parents and their children attending public schools and colleges (from 8th grade to 11th grade) in Pakistan. Students in the 8th grade are usually in the process of deciding whether to focus on science, commerce or the medical field with a view to higher education. Students in the 11th grade are usually planning whether to pursue higher education.

Content

Parents and their children filled in a career-selection questionnaire, standardised for the Asian context. Then, a researcher conducted a dialogue with them on exploring and selecting career fields. After the discussion, they completed a feedback form. The programme was free of charge for parents and sponsored by the public and corporate sector.

In addition, institutionalised parental career-guidance workshops were initiated and facilitated at middle- and high-schools. A student and parental Career Guidance Association was initiated to inform parents and students on a regular basis about activities carried out in the field of career education and development. Corporate-sector organisations and philanthropists supported these parental career-guidance programmes.

Impact, effectiveness and success factors

As a result of participation in career-guidance workshops, the behaviour of parents gradually changed. They became more receptive towards guiding their children in career education according to their children's interests, aptitudes and temperament. The feedback received from parents was positive, for example: 'Wonderful to know about various emerging career fields we were not aware of! So glad to attend the workshop as it will benefit our family' (Ms S.). The feedback from children was also positive: 'I learnt that communication is the key to delivering difficult and important messages. In the past I was reactive to my parents but now I know how to communicate with my parents with mutual respect and career knowledge' (D.).

Challenges and future developments

Continued advocacy is needed to initiate 'Parental guidance and career counselling daily and weekly' and a parental career-guidance forum to support parents and their children to make informed career decisions for a better and meaningful life.

The programme was conducted in a small number of public educational institutions only and it was recommended to extend the pilot study to more educational institutions, including private schools

and colleges. Another recommendation was to replicate and scale up the innovative parental career-guidance programme to other developing or under-developed countries of the world where parents are key decision-makers in selecting careers for their children.

<https://rb.gy/jfh22r>

Involving parents in careers work in secondary education, the Netherlands

Introduction and context

Based on research findings, Annemarie Oomen (2019) states that parental involvement in career education and guidance should be treated as an educational innovation.

Content

In 2012, the Dutch Ministry of Education funded a research and development (R&D) project for parental involvement in career education guidance (CEG). It was a qualitative study involving six Dutch career teachers, who were involved in the design and implementation of a parent-involved career intervention at their schools. The condition for participation in the study was that career teachers had at least two years of experience as a career teacher/leader. Dutch career teachers teach academic subjects but have the additional task of supporting students in mandatory CEG provision.

The career intervention was co-designed with career teachers as a learning activity for parents interacting with their child. The physical presence of both parent(s) and child facilitated family learning. The career teachers had the task of comparing their existing practice to their 'new' practice of four career sessions for parents and students together.

Findings

One finding was that career teachers did not have any insight into the actual questions that parents are asking at the time their child is making an educational/career choice. Another finding was that additional competences are needed both for the career teachers themselves and school staff involved in the design and delivery of a parent-involved career intervention. The findings of the study showed that an intervention of ten hours challenged both the competences of the career teachers and the school organisation (Oomen, 2019).

<https://rb.gy/zfi56u>

Parents and Carers Research: report to Skills Development Scotland and Scottish government (2018), Scotland

Content

The report was produced by Progressive Partnership (2018) following research into the role of parents in defining and supporting young people's career choices. The broad aims of the research were to obtain the views of parents/carers in the following areas:

- confidence in helping children make informed choices;
- awareness/understanding of the range of options open to young people;
- areas they are asked to provide advice and guidance about;
- aspirations for their child and whether this varies depending on gender;

- sources of information to support and inform their child;
- awareness and perceptions of products and services available around education, employment and training;
- views on the value/benefits of these services;
- how partner services (including DYW partner organisations) could:
 - better engage parents/carers, and how they would like to be contacted;
 - better help parents/carers support their children’s career choices;
 - help parents/carers increase their knowledge and awareness of where and how they can access advice and support around education, employment and training.

Findings

On the topic ‘Sources of information consulted by parents to support and inform their child’ the following feedback is relevant to this report:

- Among survey respondents, awareness was highest in relation to school careers advisers, teachers, university prospectuses and the Universities and Colleges Admissions Service (UCAS); awareness of My World of Work and other websites, parents’ leaflets etc. was lower. Even among those who were aware of information sources, use was fairly limited – four in ten had not used any information sources.
- Very few parents in the focus groups declared that they had actively searched for information and there was an expectation that schools would also be providing children with this guidance.

<https://rb.gy/wu36vg>

Parents’ counselling programme, Romania

Introduction and context

A specific programme for implementing the school-family partnership was carried out in 200 schools in Romania over the period 2010–13. The programme benefited from the support of Unicef under the campaign ‘Come to school’ and the component ‘Parents’ counselling’.

Content

The target group was represented by parents from socioeconomically disadvantaged areas whose children were at an increased risk of absenteeism and school dropout. Parents were involved in experiential activities, e.g. role play, use of metaphors, case studies, use of maps/life space.

Among the topics proposed for discussion with parents were self-knowledge, communication between school and parents, the role of education, the importance of learning, school success, etc. The programme was implemented with the support of school counsellors and ‘multipliers’ (teachers, social workers, school mediators).

<https://rb.gy/ty3pgh>

Research on influences on student career choices, Ireland

Content

Findings on the influences on students’ career choices in Ireland emerged in research linked to a Department of Education and Skills-commissioned review of career guidance (Indecon, 2019). The evidence highlighted the importance of influence from family and friends. The study showed that this

influence varies by socioeconomic group. Students from the lowest-income groups are less likely to have consulted with their parents than those from higher-income backgrounds. In general, individuals in lower-income quartiles tend to receive less advice from families and may therefore be in the greatest need of access to professional guidance counsellors. This draws attention to the potential significance of guidance in breaking the cycle of intergenerational disadvantage.

<https://rb.gy/7ko1pk>

Research on the influence of parents in students' career choices, United Kingdom

Introduction and context

The research was carried out by GTI Media, the parent company of targetjobs.co.uk, along with the Association of Graduate Careers Advisory Services and professional services firm EY, in 2014 (Phillips, 2015). The participants in the study were more than 3 000 students and more than 800 parents.

Findings

The main findings are:

- the majority of students said their parents play a major role in their decision-making about careers and study;
- more than half (54%) of the students who took part said their parents tried to exert influence over their choice of course or career, while 69% said their parents had tried to influence their choice of university;
- 27% of the students who took part in the survey said their parents had discussed alternatives to university with them, while 76% of parents said they did not know where to find online information about alternatives to university.
- 70% of parents said they encouraged their children to go university and, of those, 43% felt a degree would improve their children's long-term career prospects more than an apprenticeship, school-leaver programme or joining the job market after college or the sixth form;
- students did not object to parents' attempts to influence them; 66% thought this was the right thing for parents to do, while only 7% thought it was wrong.

The findings highlighted both the role played by parents in guiding their children's career choices and the lack of awareness that some parents may have when it comes to alternatives to university education, such as school-leaver programmes that offer a combination of professional training and paid employment. It is important that universities and employers develop innovative strategies to reach students by engaging with their parents.

<https://rb.gy/3efyfn>

Research on the role of parents in providing careers education and guidance and how they can be better supported, international study, United Kingdom

Introduction and context

A research project on the role of parents in providing careers education and guidance (CEG) was undertaken in 2019–20 by a team of researchers from the Institute of Employment Research, Warwick University, the UK. It aims to understand in what ways parents and carers might perform a supportive role to young people as part of CEG and how parents can be better supported by schools and colleges to feel more informed and confident with the advice they give to their children. The methodology comprised a literature review and interviews with practitioners, key stakeholders and experts from the UK and internationally to find out what is going on in practice, what is working, and any challenges or barriers to engaging parents and carers (Barnes et al., 2020a).

Findings

The evidence from literature and from practitioner and expert interviews showed that parent involvement is more aspirational than systematised or mandated. Some countries have a policy to involve parents in career decision-making of young people but often as a part of a broader strategy (e.g. with the aim of improving educational outcomes, preventing drop-out, supporting socially disadvantaged children, etc.) rather than with a single focus on CEG. National policies and strategies often facilitate CEG rather than making it mandatory.

There is no strong evidence of national or international evaluation on parental engagement policies and the impact of CEG interventions. The study stresses that pilots are needed in schools to test career interventions and activities that engage and involve parents. Evaluating these pilots would provide a better evidence base for career practice and support for parents.

Examples of current CEG practice supporting and engaging parents are presented in the study: parents' evenings, careers fairs, breakfast and coffee clubs, curriculum activities, personal guidance sessions, careers open days, employer/sectoral events, collaborative careers events with other schools and colleges, expert presentations on topics such as the future labour market, employability skills, apprenticeships, etc., career-guidance sessions for parents (Barnes et al., 2020b).

The study discusses what schools and colleges could do to engage parents and young people in CEG. The ideas include:

- promote and communicate CEG activities across the school curriculum;
- create a parent-friendly environment and activities for them;
- involve parents in the development of CEG provision and careers strategy;
- use technology to engage parents; create targeted activities and communications;
- redesign existing activities to involve parents;
- design new activities that engage parents, employers and the local community;
- organise specific aspiration-raising activities that cover educational and personal development;
- draw on parent's expertise to build your careers programme;
- involve students and encourage them to convince their parents to take part.

A parental engagement strategy should support parents to reinforce or/and complement the advice offered by school. Research from the UK showed that to design and deliver efficient CEG activities involving parents requires a needs analysis of what parents want.

International research indicates that the educational context and the student population are key issues for parents' involvement in CEG. One possible solution to increase the engagement of parents is to focus both on a national strategy and an individual school approach. The international examples of parental engagement include integration of parents to build relations with the educational institutions; development of parents' knowledge; communication of up-to-date information on educational pathways, training and work.

Key ideas for the design, development and delivery of careers-related activities and programmes that involve parents in school include:

- Making it targeted, personalised and appropriate in terms of content and the timing of communication with parents;
- a parent-friendly environment within the educational institution;
- mixed methods of delivery (face-to-face and online);
- workshops involving parents and young people and events that stimulate family conversations about careers;
- time for career practitioners in schools to engage parents and children in career conversations;
- continuous professional development (CPD) for practitioners to be able to communicate effectively with parents (Barnes et al., 2020a).

<https://rb.gy/vm6tou>

Skills Development Scotland, Scotland

Introduction and context

Skills Development Scotland (SDS), the national skills agency for Scotland, recognises the importance of parental involvement in young people's career choices. This is reflected in its face-to-face offer and its online resources on the websites My World of Work and My Kid's Career.

Content

Skills Development Scotland School Service offers parents and carers one-to-one counselling on school subject choices, with or without the young person present. It also provides parent and carer engagement activities, addressing children's learning at home, at school and in the community. Parental engagement is supported by discussion between parents and career-guidance practitioners and focuses on how families can build on what they already do to help their children's learning and provide a supportive home learning environment. These two types of activities are delivered for parents by professionally qualified expert careers staff.

Parents and carers also have access to resources available on the website My World of Work, which has a dedicated area for parents and carers, and the new dedicated website My Kid's Career.

On My World of Work parents are encouraged to guide their children through the self-assessment activities About Me, Strengths and Skills Explorer, and to explore the 600 job profiles on the site.

My Kid's Career offers guidance on 'career conversations' between parents/carers and children, ranging from subject choices at school to exam results and applications and interviews. It also explores 'jobs of the future', with predictions for which employment areas are likely to expand by 2025.

<https://rb.gy/leay90>

5. OTHER KEY ISSUES

Career Guidance for Social Justice

Introduction and context

In an edited collection of essays, Hooley, Sultana and Thomsen (2018) placed career guidance within a neoliberal context and presented theories to inform an emancipatory direction for the field. Career guidance was approached in relation to social justice, inequality, community and neo-liberalism. Neo-liberalism is defined as a set of beliefs about how wealth should be produced and distributed. It has a major impact on the world of work and on the way career guidance is conceived and practiced.

Content

Hooley and Sultana (2016) highlighted potential contradictions between career guidance's orientation to the individual and understandings of social justice, which are more socially orientated. They suggested that career guidance should use diverse theoretical traditions and stimulate new forms of practice to formulate a meaningful response to social injustice.

Five key strategies were proposed to career guidance practitioners:

- conscientisation – supporting people to understand the situation and consider their own opinion regarding the measures taken by governments, businesses and other actors;
- naming of oppression – identifying vulnerable categories (unemployed people, older workers, etc.), recognising their specific needs and helping them;
- problematising norms – questioning what is normal during a crisis like pandemics;
- building solidarity and collective action – encouraging people to work together by recognising common experience that transcends age, race, nationality, etc. and creating mutual aid groups;
- working at a range of levels and scales from the individual to the global – supporting people to build meaningful careers.

Discussions about social justice in career guidance highlighted the importance of social inclusion and cohesion, solidarity, consideration of citizen rights to security and a decent wage. The social justice approach proposes new ways of thinking about career guidance which have the potential to generate new practice in the field.

<https://rb.gy/u4usyf>

Career Guidance in Communities

Introduction and context

Rie Thomsen's book *Career Guidance in Communities* (2012) discusses the possibility of practising guidance within a community framework rather than regarding it as an individualised activity often taking place in an office. This approach considers career guidance as a collective practice in which beneficiaries can collaborate with career guidance practitioners to analyse their particular situation. In this way, new opportunities are created for clients' involvement in future educational or vocational activities (Thomsen, 2012).

This model contributed to the development of reflexive practice to support career guidance practitioners in their critical analyses and the development of collective and context-sensitive activities

(Thomsen et al., 2013; Thomsen, 2017). The target group is composed of young people, students, employed adults, unemployed adults, people from disadvantaged communities.

Content

The model for reflexive practice consists of seven elements related to the work of the career-guidance practitioner (Thomsen, 2017):

- creating opportunity, structure and access – by identifying the communities, making contacts and establishing collaborative structures;
- entering a community and increasing visibility – the beneficiaries of career guidance should get to know the practitioner and find out what support he/she can offer;
- providing guidance in communities – by encouraging and engaging in dialogues in existing communities, stimulating the exchange of the participants' resources, problems, barriers and opportunities for action, and thus the opportunity to support each other;
- exploring potentials in guidance situations – by initiating open dialogues, listening to the community participants, examining the characteristics of the community, discussing potential themes for guidance activities, discussing the need of participants for guidance versus the potential of practice;
- deciding on guidance activities – forms of organisation, activities, methods, collaborative partners;
- developing, planning and implementing – by communicating about the activities, establishing the content, timing, location of the activities, the materials required to deliver the activities and the necessary agreements with other professionals involved;
- documenting and evaluating – through description of activities in a field diary (e.g. participants, purpose, outcome) and through written evaluations.

Discussions took place with career-guidance professionals, career-education teachers and their managers on the insights presented in the book *Career Guidance in Communities* (Thomsen 2012) and positive feedback was received.

Some interesting case studies were selected and translated into English by Euroguidance Denmark, demonstrating the value of the approach explored in *Career Guidance in Communities* (Thomsen et al., 2017):

- A career-guidance wall was created in a company that was obliged to shut down production. The company employed a career-guidance practitioner to help employees to find new jobs or training opportunities. Initially, the activities of career guidance were structured as a career-guidance corner and the practitioner received an office near the production hall. The employees did not show up. So the practitioner moved to the production hall and placed advertisements in the lunch room. Gradually she was accepted by employees.
 - ⇒ The career guidance corner becomes a career guidance wall and career guidance becomes more collective. A collective dialogue about future opportunities started.
- Career guidance in practice was implemented at Copenhagen Technical College (KTS). It aimed to make career guidance visible and present by having the career-guidance practitioner mobile and easily accessible to the students. Once a week, the career-guidance practitioner went into the student communities – in the workshops, classrooms or the lunch room. In addition, video recordings of the career guidance in the practitioner's office and the career guidance in practice, involving both 'ordinary' and 'at-risk- young people, were analysed, paying attention to the students' body language and speaking time.

⇒ An evaluation of the practice showed that the dropout rate is lower in the classes where career guidance is practiced within a community framework.

The analysis of the interviews showed that ordinary young people seek career guidance when needed, while at-risk young people appreciated that the practitioner came to them (Koch, 2012 apud. Thomsen et al., 2017).

- Career guidance café in Vapnagaard addressed young people aged 18–25 from a Danish region with a large population of minority ethnic groups. The aim of the career-guidance café was to establish contact and provide career guidance to young people who have not completed nor are enrolled in youth education. The café offered group and individual counselling, where young people talked about their education and the educational system and received support in completing applications, applying for student financing and other discounted offers for students, such as a youth railcard.

From the perspective of the career guidance practitioner, the lessons learned have been the possibility to influence the young people in their immediate environment and to change the perception of the community on what dropping out of education means. Dropping out was not presented as a failure, but as a learning experience that can be used in the next steps of the educational journey. The career guidance practitioner built up contacts with other professionals and volunteers to support the young person's plans together.

Career guidance professionals, social workers, community workers and volunteers are the main actors engaged in the accomplishment of community-based career-guidance activities. Guidance can take place in classes and workshops held at schools, vocational education and training, within workplaces, in canteens at universities and other educational institutions, organised by trade unions or involving local libraries. It can involve groups of young parents, street communities, living areas, shelters, cafes, sports clubs or youth clubs (Thomsen, 2017).

Findings

Findings of research based on this model show that 'career guidance may be experienced as relevant if it provides a context for action in which participants can join forces with career-guidance practitioners to analyse, problematise and create new and shared opportunities' (Thomsen, 2017).

Career Guidance in Communities introduced a model for the development of a critical reflexive and democratic career guidance practice. Career guidance became a relevant activity in the lives of individuals in different places and communities. Career-guidance practitioners created communities for the explicit purpose of carrying on career guidance, for example: cooking classes, intensive learning classes, personal-development activities.

By making the effort to engage with communities, practitioners may bring about a critical change in career guidance practices as well as in the lives of the people in the communities (Thomsen, 2017).

Challenges and future developments

The practice requires conditions for engaging the practitioners to provide career guidance in the community by exploring the potential, creating flexible ways of delivery and adapting the practices to the needs of community members.

<https://rb.gv/7cbrku>

Co-careering approach

Introduction and context

A phenomenographic study by Jaana Kettunen at the University of Jyväskylä, Finland, examined conceptions of competency for social media among career practitioners. Three focus groups, one in English with Danish career practitioners and two in Finnish with Finnish career practitioners, were conducted between February and May 2012.

Content

It identified four types of perceptions on social media in the practitioner role:

- using social media to deliver expert information (information approach);
- using social media in a reflexive one-to-one dialogue (communication approach);
- using social media to facilitate interaction among groups of individuals (collaborative approach);
- using social media in actively engaging communities of individuals around career issues.

The latter can be described as ‘co-careering’, which involves ‘the shared expertise and meaningful co-construction of career issues among community members’ using social media (Kettunen, 2017). This ability to utilise social media for co-careering is the most complex category. It is systemically focused and gives an impetus for paradigm change and reform in career services, requiring professionals to have an online presence and professional proficiency, including the ethical dimension and innovation capacity. It is linked to creating and maintaining a reliable, properly managed and monitored online presence and participation within the relevant professional communities.

Findings

This approach shows a change in the role of career practitioners and an evolution of the locus and nature of control in career-guidance processes. Therefore, the practitioner makes a pedagogic decision to approach career learning and becomes a facilitator who is available for the community, providing clients with support that meets their needs (Bårdsdatter Bakke et al., 2018).

In this way, a systemically focused approach to social media was articulated and social media has become an impetus for paradigm change and reform. This approach demonstrated that the competency for social media in career services is not only about a particular set of new skills, but it is a dynamic combination of cognitive, social, emotional and ethical factors. The findings of this research can be used to develop the pre-service and in-service training of career practitioners and support for the expanding of their competency for social media (Kettunen, 2017).

<https://rb.gy/zkvhrb>

<https://rb.gy/cjxczx> (original source)

Co-constructing the Careers of Career Counsellors

Introduction and context

A qualitative study undertaken by Jenny Bimrose of the University of Warwick, UK, and several European colleagues, with the participation of professionals from the international career guidance community, shows how online participants valued being in a space in which they could co-construct a debate about their future prospects (Bimrose et al., 2019).

Content

Some 402 participants from approximately 20 countries registered for an online course, launched in 2017 on an open access basis. The research inquiry was part of a larger European research study, which comprised a four-year research project, partly funded by the European Union (2014–18). Of the original 402 participants, 86 – mostly career or employment counsellors – actively engaged throughout the course and achieved completion. The sample was self-selected with participants willing to take an online course on the changing world of work and then choosing to engage in online discussion.

Findings

The online learning programme offered a space for career conversations and for the co-construction of narratives through interaction with peers and tutors. The online course supported participants in co-constructing meaning relating to their careers and identities. The participants/ career counsellors are facing the challenge of helping their clients by co-constructing conversations about their own context, skills and identities.

The co-construction process is based upon skill development in four domains (relational, emotional, practical and cognitive development) to achieve a degree of career adaptability as roles evolve and contexts change. Career counselling focuses on life themes where the outcome is often career change for better alignment to lifestyle and life events. The career counsellor offers emotional support, expertise in relation to cognitive, practical and relational development, and support for client reflexivity in a framework designed to support career co-construction (Bimrose et al., 2019). The research revealed how processes of dialogue centred around careers and identities (in an online career programme) can build the development and revision of professional identities.

<https://rb.gy/npek2k>

Employment Radar (Työelämätutka), Finland

Introduction and context

The Finnish Ministry of Employment and the Economy wanted to develop a tool to find out if there were any measurable outcomes from the career counselling process and thereby provide evidence and accountability of career-guidance practice. Piloted and rolled out in 2015, Employment Radar is available to PES clients, counsellors and management across Finland.

Content

Employment Radar is an online, visual, interactive tool where the client makes a self-assessment, using scores from 1 to 5, of where he/she stands on eight dimensions of the Radar. The eight dimensions are:

- My situation (economy, etc.) makes it possible for me to go to work.
- My goals and options are clear.
- I trust in my opportunities.
- I actively use different ways to seek jobs and training.
- I'm flexible with job and training opportunities.
- My competence is OK for working life.
- My working capability and resources are OK for working life.
- I get support from my peers.

The client is also invited to submit information on 'something that has an impact on my situation that is not mentioned on the radar'.

The client's self-assessment and its development provide a tool for assessing both the client's progress and the progress and quality of the service process. Employment Radar allows the PES to collect cumulative data at both the individual and group level, as well as at the local, regional and national level (European Commission, 2017b).

Impact, effectiveness and success factors

The Finnish Ministry of Employment and the Economy report (Spangar et al., 2013) includes the following assessments:

A key feature is that the Radar 'invites counsellors and counselees to explore both what is on the radar, i.e. evident, and what flies under the radar, i.e. the blind spots. In these terms the approach opens up new and promising views of career development' (Peter Plant).

'The Employment Radar project resonates well with leading research, practice and policy development in recognising the range of individual and contextual factors that are salient in making employment/career decisions. At a time when individuals are often preoccupied with what they are lacking, the positive phrasing of each possible issue in the radar menu normalises issues that may be important and suggests some hope for addressing them, which can be very motivating. Other key aspects are the built-in evaluation and infrastructure processes that will provide a valuable source of information for frontline workers and agencies in maintaining the effectiveness of the programme' (Bill Borgen).

Challenges and future developments

In the context of policy discussion on providing a common accountability system across education, youth and employment services, Employment Radar provides a model for future developments, which could be used to collect data both from online platforms and face-to-face interventions. A challenge in developing a common tool is to agree on the joint themes for indicators, but subsequent indexing tools could be added to existing frameworks for the different sectors.

<https://rb.gy/pziaop>

6. INNOVATIVE EXAMPLES FROM KAZAKHSTAN

6.1 ICT USE IN CAREER-GUIDANCE SYSTEMS

Atlas of New Professions

Introduction and context

The 'Atlas of new professions' (Atlas) is an emerging instrument that anticipates future skills needs in various sectors of the economy. The Atlas is designed to cast light on the general direction in which industries are moving and which occupations and skills will be in demand in the near future (5–10 years forward). One of the objectives of the Atlas is to inform career guidance and career planning.

The Atlas in Kazakhstan replicates the model of the 'Atlas of new professions' developed in Russia in 2014. The Atlas is developed for specific sectors (industries) and is based on the Skills Technology Foresight methodology (STF).

Development of the Atlas started in 2019. The project is supported by the government and is expected to cover more than nine sectors. The sectors include agriculture, oil and gas, mining, machine engineering, education, healthcare, construction, etc. (Nurbek and Moldakassimov, 2019).

Content

The STF uses a sector-based approach and combines skills-anticipation approaches and technology-foresight methodology. It enables the identification of future skills needs in the context of digitalisation and technological innovation. In this way, groups of experts from various sectors using research tools and dialogue construct the concept of future.

The STF was developed by the SKOLKOVO Education Development Centre, Agency of Strategic Initiatives and the ILO.

Challenges and future developments

The first pilot study was implemented for the mining industry and final results were expected at the end of 2019/beginning of 2020, but the activity was delayed due to Covid-19 quarantine measures and was extended until the end of October 2020. Preliminary results reveal general trends that will transform the industry and identify 13 disappearing occupations, 14 changing occupations and 26 emerging occupations.

The Atlas can be used by school students and adults who are planning career paths or career change. The findings of the Atlas will be incorporated into development of board games and mobile applications.

<https://rb.gy/p5kuna>

Electronic Labour Exchange (E-Exchange)

Introduction and context

The government digital information system 'Electronic Labour Exchange' (E-Exchange) was launched in 2018 by the Ministry of Labour and Social Protection (MLSP)'s Workforce Development Centre joint steering committee (JSC). The JSC is responsible for providing methodological support to

Employment Centres (ECs), and labour-market analysis and forecasts. The E-Exchange is the only centralised information resource for job-related information in Kazakhstan.

The E-Exchange's key function is providing the public with available information on employment, job vacancies, a CV database and labour market information (LMI), on a self-service principle. The MLSP recognised that information on employment and careers is increasing in volume and is decentralised. It used modern ICT to improve access to information. The information system accumulates big data on the labour market, thus enabling ECs and their clients to do their own research on employment opportunities. This information may be used to inform career choices and, thus, is in itself a career-guidance instrument.

The E-Exchange is available to jobseekers, students, employers and private recruitment agencies. It is also a working tool of the public ECs.

Content

E-Exchange operates on the basis of the internet resource www.enbek.kz and consists of the following modules:

- **Finding a job** – a job bank section that contains vacancies. Vacancy data is collected from various sources (employers, ECs, private employment agencies, etc.).
- **Finding an employee** – this section contains a database of CVs.
- **Employment services** – this section contains data on all ECs, as well as private employment services and internet sites to facilitate employment.
- **Career guidance** – this section contains a diagnostic test.
- **Analytics** – this section contains analytical data on the labour market. For example, forecasts of staffing requirements and demanded specialities, analytics on salaries and vacancies by regions.

Information about vacancies and jobseekers throughout Kazakhstan is updated daily from various sources. For instance, information about vacancies is collected from employers, private employment services, online job sites and ECs. Information about jobseekers is also collected from the ECs and from individual applicants. Thus, the resource accumulates a large array of data on vacancies and jobseekers.

Each employer and jobseeker can register on E-Exchange, create an individualised profile and post information. Data entered at the EC is automatically sent to the E-Exchange and displayed in the user's personal account.

Under current legislation, employers are required to inform the state on vacancies, employment forecasts, planned staff expansion or possible layoffs. Via E-Exchange the employer can do so remotely, and post information on available vacancies without visiting the EC. Moreover, employers can access the database of jobseekers, view their contact details, post a vacancy and select jobseekers who meet conditions stated in the vacancy, invite jobseekers for interviews and fill vacancies. After selection, the employer updates the information on the portal.

Jobseekers can post CVs to the portal, do independent job searches and apply for vacancies that have been selected by the system. They can also receive job alerts from employers.

Recruitment agencies can post their vacancies on the website and upload data on jobseekers. Jobseekers or employers can find recruitment agencies through the E-Exchange and turn to them for services.

Currently, the website contains only one assessment test. A jobseeker can pass the Career Guidance test (Jim Barrett test) on the portal and find vacancies that correspond to test results. As of September 2019, the test was taken 63 422 times.

Impact, effectiveness and success factors

In September 2019, 151 802 employers and 765 797 jobseekers, 54 private employment agencies and 7 online job sites were registered on the electronic labour exchange. The E-Exchange portal hosted 66 193 job advertisements and more than 113 982 CVs, from employers, employment centres, private employment agencies and the media. This information can be used to identify and inform career options and make career decisions. It provides a snapshot of short and medium-term workforce requirements, employment trends and prospects, salary range and workforce supply for each region in Kazakhstan.

In 2019, 312 056 citizens found employment via the website, made up of 195 938 permanent jobs and 116 118 temporary jobs.

Challenges and future developments

The E-Exchange is a new resource and is still operating in its pilot phase, while its career guidance function is still at nascent stage. However, the MLSP plans to expand the capabilities of this tool by integrating more data from training-service providers and adding new services.

<https://rb.gy/00psup>

Information resource Bagdar.kz

Introduction and context

Information resource Bagdar.kz is designed for students and adults wishing to explore their skills and interests, identify possible career paths and research options for further study and training. The information resource is planned as a 'one-stop shop' that brings together wide-ranging information on the labour market, education, training and jobs in Kazakhstan and provides a range of career-guidance services.

Users can create an individualised profile and match their interests, values and skills to possible occupations. While particularly useful for secondary-school students making decisions about subject choice, education pathways and employment, Bagdar.kz can also assist adults planning on changing career direction or researching further training.

'Bagdar.kz' was developed by the JSC 'Qazproftec', a private company that specialises in education-related research and commercialising innovations. By working closely with the MoES and the NCE 'Atameken', it draws resources and information that have enabled it to develop a unique service and reach out to the target audience.

Content

The development of the information system (IS) started in 2017 and it was aimed to serve as a single IS for career and vocational counselling and guidance. The IS was launched in 2018 as a website at <https://bagdar.kz> and was contracted by the government to offer career guidance services in selected regions in Kazakhstan.

It contains the following modules:

- **Tests module** offers career-guidance diagnostic tests for secondary-school students grades 5–8 and 9–11 as well as for the adult population who are planning a career shift. The career-guidance tests were developed by JSC ‘Qazproftec’ and adapted to the local labour market and economic sectors. Tests include abilities, inclinations, motivation, medical conditions, professional interests, etc.
- **Professions/occupations** module offers information on 440 occupations. The IS offers an overview of specific occupations, analytical information on the labour market, mid-term forecasting (3 years) for labour-market demand for the selected occupations, salaries, career pathways, skills requirements and short introductory videos.
- **Education module** links information on occupations to the information on educational opportunities in TVET, higher education and a limited range of short-term courses. Information on more than 2 800 educational programmes/courses is available.
- **Employment module** offers information for job searches. More than 1 900 vacancies are available and can be filtered by salary range and industry sectors.
- **Resume module** accumulates CVs from potential candidates (more than 400). CVs can be filtered by salary range, regions and industry sectors.
- **News module** offers wide range of information related to job searches, career development, educational opportunities, etc.
- **Mobile applications** (iOS and Android) were developed to increase the accessibility of services.
- **Live consultations** are available as a commercial service.

Bagdar.kz provides an interactive tool for clients, as test results come with analysis and recommendations regarding career and education opportunities. The information provided by the website allows clients to develop a personal career plan, determine strategies for professional self-determination, understand their personality traits, interests, inclinations and motives for choosing a profession. Moreover, the information provided by the website can be used to understand the needs of the labour market and inform appropriate study pathways.

Impact, effectiveness and success factors

The system is distinguished by its ability to assess trends in the labour market, including forecasting labour demand. The forecast is based on the latest data and research concerning socioeconomic development in Kazakhstan.

In September 2019, the information resource contained 421 CVs, 1 574 vacancies, information on 2 480 training providers and educational institutions, 669 specialities and more than 470 professionograms (description on specific occupations, including skills and competencies requirements). These figures are dynamic and continuously grow.

Since its launch in 2018, Bagdar.kz has conducted testing for 16 442 students. For example, in 2018–19 Bagdar.kz was a career-guidance service provider for the Employment Centre in Nur-Sultan and conducted career-guidance diagnostic tests for more than 12 000 secondary-school students. In 2019, Bagdar.kz career-guidance diagnostic test services were offered for free to 11th-grade students. This was implemented with support from the MoES and the NCE ‘Atameken’. 4 232 students from all regions of Kazakhstan took the test.

Future developments

Currently Bagdar.kz developers are considering mechanisms of cooperating and integrating some of their services and information with Enbek.kz and other information systems in the Commonwealth of Independent States (CIS) countries. The company is also planning to develop and incorporate transversal skills tests, test on occupations and matching tests for employers and jobseekers.

<https://rb.gy/4llu0l>

6.2 DEVELOPING CAREER-MANAGEMENT SKILLS

Career and Advising Centre at Nazarbayev University

Introduction and context

Nazarbayev University (NU), established on the initiative of the President of the Republic of Kazakhstan in 2010, is the country's flagship academic institution with aspirations to become a global-level research university. This is the first university in Kazakhstan to be guided by the principles of autonomy and academic freedom.

The Career and Advising Centre (CAC) has been providing innovative career-guidance practices at NU since 2012. It enables undergraduate and graduate students to navigate and succeed in the professional environment.

The Centre facilitates internship placement, progressing to graduate studies, job-search and employment of students. In addition, the Professional Development Programme (PDP) includes career workshops and other career-related events targeted specifically at developing the employability skills of students. PDP activities are carried out by CAC staff and partners (usually employers) and focus on developing/revealing socio-behavioural and life skills, competencies and character traits that are predictive of employability.

Since 2012, around 90 events (as of September 2019) and workshops have been held by the CAC within the PDP framework. The CAC targets all undergraduate and graduate students, which currently accounts for around 5 400 students.

Content

Services provided by the CAC do not just focus on bridging efforts with employers, they focus on revealing and developing broad skills combinations that are predictive of adaptability and are vital for all job roles, such as self-knowledge, self-efficacy, goal setting, resilience, grit, life-long learning, etc. The Professional Development Programme developed by the CAC focus on three phases.

Phase 1: Who am I? (self-assessment/reflection) – foundation, 1st & 2nd-year students

The Centre provides tools to enable students to learn about their values and skills in order to move forward intentionally with their career and be able to communicate their personality clearly to an employer. The assessment is implemented via Focus 2, a self-guided online career planning system, which was originally based on the IBM Education & Career Exploration System. The students can use the self-assessment results to select a major, discover matching occupations, map career trajectories and make informed career decisions.

Phase 2: Where am I going? (research/goals/career exploration) – 2nd & 3rd-year students

The Centre helps students to examine different options and engage in career exploration. It teaches students skills needed to research career options, address external resources to learn about career opportunities, try out different careers. This is implemented via weekly visits to campus by company representatives for 'company days', the more wide-ranging 'profession days', field trips to employers with job-shadowing, and alumni information and networking sessions.

Phase 3: How do I get there? (action plan) – 3rd & 4th-year students

The Centre helps to equip students with the tools needed to find jobs and maximise the benefits of their work experiences. The Centre developed a variety of career workshops and professional development programmes for this phase:

- **Career workshops** are organised to teach students job-searching skills, for example, how to develop a job-search plan, how to find job opportunities that are not advertised, how to identify target companies, how to use networking for job searches. Other workshops are designed to cover specific skills on how to get the job, such as developing a personal brand and articulating strengths in CVs, writing CVs and cover letters, preparing for job interviews via mock-interview sessions. Career workshops also teach career progression skills: exploring career options, identifying value to an employer, strategising career progression for both lateral and vertical career growth.
- **Mock interviews** are organised twice per academic year. Mock interview sessions involve around 20 partners (employers) and last for about a week. During the session, companies hold interviews on existing vacancies. Registered students have an opportunity to experience a real-life job interview with company HR and/or a line manager. After the interview session the student receives feedback on her/his performance and further tips on improving interview techniques.
- **Graduate Application Advising** is provided by the Centre. NU students are encouraged to continue further graduate studies, and more than 40% of NU undergraduates are pursuing graduate studies in Kazakhstan and abroad. The Centre helps them with identifying majors, universities, careers trajectories after graduation, scholarships and drafting graduate applications.
- **Placements:** the Centre helps to place students in internships, part-time jobs, volunteering and entry-level jobs to gain first-hand experience. While internship is not a requirement for most NU programmes, with the help of CAC around 96% of students are taking internships with local employers and partners during their studies.

Throughout the three phases, the students are encouraged to attend career advising sessions, during which they get help in interpreting self-assessment results for further career exploration. CAC staff recommend further educational opportunities, career-information resources and best job or internship search tactics and strategies. During the session a student may receive feedback on their CV and/or cover letter and hone interview techniques.

The Student Employability Concept

Starting in 2019, the Centre adopted a new holistic approach to student career management: the Student Employability Concept. It encompasses existing services from the Student Professional Development Programme and is topped up by additional services. This programme is based on the following nine pillars:

1. **Employment Programme** includes employer relations management, employer database, vacancies database, industry overview, overview of recruitment process in industries, mock interviews, on-campus recruitment;
2. **Career Development Course** includes career workshops on: researching and understanding labour-market trends and skillsets employers are looking for, self-assessment, decision-making, career goal setting, personal brand building, job-search skills, CV & cover letter writing, preparing for interview, self-organisation and networking;
3. **Entrepreneur Development Programme** includes business workshops on various topics: business idea development, conducting market research, assessing risks and competition, business plan, discovering and engaging target audience, marketing and branding, finance and taxes, securing permits and licences, etc.);
4. **Future Ready Skills Programme** includes soft-skills development training and workshops (work ethic, emotional intelligence, communication, collaboration, teamwork, leadership, presentation skills, self-management, critical thinking and decision making, creative and innovative thinking, project management, etc.)
5. **Career Advising Programme** covers group and individual career advising sessions;
6. **Internship Programme:** internship-providers database, internship vacancy database, coordination of internship placements;
7. **Work on Campus Programme:** coordinating the process and database;
8. **Graduate Application Advising Programme:** application workshops and advising sessions;
9. **Alumni Engagement Programme:** alumni database, alumni relations, joint events with alumni participation, NU graduate profiles, mentorship programme, cooperation with Alumni Association, Ambassadors programme.

Impact, effectiveness and success factors

In 2016 the Centre installed a customised Career Service Manager (CSM) information system by Symplicity (the IS is used by top US universities). The system integrated CAC services and allows students and employers to register and use CAC services. The IS has been tracking detailed statistics since April 2016, and, according to the data as of September 2019:

- 4 575 students and alumni are registered with the Centre.
- 227 employers are registered with the Centre.
- 1 778 career advising appointments have been held by the Centre.
- 1 803 students have used Focus 2 online career assessment tool.
- 2 545 vacancies have been posted.

CAC was selected as an innovative example because it goes beyond mere employment of its students and its programmes specifically target skills that are needed for sustainable employability and career management. According to the student survey (conducted by Universum) released in 2019, 88% of NU students used one or more services provided by CAC with an average satisfaction rate of 7.8 (out of 10) in 2019, compared to 79% of students and an average satisfaction rate 7.1 at other universities.

Future developments

The Centre is open to share its experience with other higher education organisations in Kazakhstan and thus spread the practices.

<https://rb.gy/kt9nzk>

‘Zangar’ project in Atyrau region

Introduction and context

Zangar project is part of Chevron’s Atyrau Youth Development Initiative. The project was developed in 2015 by the International Youth Foundation (IYF) in partnership with Atyrau regional Akimat. The project works closely with the community (businesses, NGOs, institutions) and was initiated in response to the needs of local employers who identified a lack of transversal skills as one of the major impediments to youth employability.

Content

The project delivered training throughout 2015–20 in science, technology, engineering and mathematics (STEM) skills and work-relevant life skills. It is targeted at youth aged 10–22 who reside in Atyrau city. Of the 11 543 young people in Atyrau city more than 4 900 participated in life skills training and 6 550 took courses in STEM (with some taking both tracks).

STEM training is delivered in partnership with 40 organisations including educational institutions, not-for-profit associations and government entities. The STEM component of the project covers continuous courses and offers diverse and hands-on activities. For example, in 2016 IYF launched the first digital fabrication laboratory in Kazakhstan – Fab Lab Atyrau – providing space and creating an ecosystem where young people can develop, design and implement projects using digital fabrication equipment, microcontrollers and software. The 86 successful youth-led projects included colour- and sound-detecting devices to assist people with impaired sight and hearing and a remote-controlled robot for exploring hazardous environments.

Zangar also teaches life skills using the Passport to Success® (PTS) curriculum, which was developed by the IYF and delivered throughout 2015–20. The PTS curriculum covers a variety of career-management skills. For example, effective work habits, skills for professional growth, personal competences, problem solving and conflict management. Since 2015, Zangar has delivered 72 life-skills lessons out of 100+ in the PTS curriculum across 8 fields:

- Personal competences (emotion management, responsibility, listening, values, goal setting, study and learning skills, stress management, skills to stand up for yourself, etc.);
- Problem solving and managing conflict;
- Healthy behaviours (family planning, lifestyle, sexually transmitted infections);
- Effective work habits (career assessment, job selection, job search, CV and cover letter, interview, financial management, time management, dealing with workplace harassment and abuse, effective presentation skills, workplace protocol, teamwork skills);
- Skills for professional growth (creative thinking at the workplace, personal leadership and leadership in action, decision making, negotiation, coping with failure, constructive feedback, etc.);
- Service learning (community service, volunteering, teamwork, etc.);
- Financial education (setting personal financial goals, spending and saving habits, budget planning, saving vs borrowing, mobile money, etc.);
- Closure (tying up loose ends).

The curriculum is flexible and lessons are updated regularly based on the feedback by programme alumni and PTS trainers.

Trainers were recruited among teachers and counsellors from local educational organisations. The IYF organised specialised four-day training, topped-up by coaching by master-trainers. All trainers are certified by the IYF.

Impact, effectiveness and success factors

Monitoring and evaluation revealed that 82% of participants observed self-improvement in personal responsibility, decision making and respecting self and others.

Challenges and future developments

Funding for the project ends in the 2020 academic year. However, three education organisations known as STEM Champions incorporated Zangar's STEM programming into their education programmes and trainers have been delivering STEM courses without financial support since the 2019/20 academic year. In addition, the IYF plans to provide free PTS Licences for five years to the three Champion organisations. Moreover, trainers, coaches and master trainers who have been released into the system are using the knowledge in their teaching and coaching careers.

To ensure sustainability, Zangar shares its experience with the local partners and helps enhance their capacities. To date (as of March 2020), 402 individuals have been trained to deliver the PTS curriculum and STEM courses.

<https://rb.gy/vwlbf>

<https://rb.gy/9hcvwn>

6.3 COOPERATION AND COORDINATION MECHANISMS

Mobile Employment Centres and cooperation mechanism between government and public organisations

Introduction and context

This case illustrates the overall coordination and cooperation mechanism as well as a specific and practical example of cooperation between the MLSP, the NCE 'Atameken', RCEs, local governors' offices ('akimats') and Employment Centres (EC) (see 'A snapshot of the system' in Volume I).

In July 2019, the MLSP and the NCE, in close cooperation with the local 'akimats' and ECs, initiated a network of Mobile Employment Centres ('Atameken Qoldau Ortalyghy'). This initiative was a response to a lack of public awareness about government programmes that foster employment, entrepreneurship and training. The participants of the initiative were able to mobilise resources and establish and staff mobile pilot centres within few weeks.

The National Chamber of Entrepreneurs (NCE) and its Regional Chambers of Entrepreneurs (RCE) are uniquely placed within the system. They act as system integrators on the junction point between labour market (the demand side) and the education providers (supply side). NCE and RCEs involve local businesses and enterprises in providing information about skills requirements and workforce demands.

The RCEs cooperate with the local government offices in implementing career-guidance activities. For example, in Nur-Sultan, the RCE works with the Employment Centres, with the Akimat and professional unions. The RCE in Nur-Sultan dedicates approximately 30% of its time to organising career-guidance sessions. The RCEs also work directly with schools and TVET organisations to

arrange career-guidance meetings with industry representatives: talks on specific occupations, local employers and industries, field visits, and establishing social partnerships between employers and the TVET organisations.

Content

The pilot Mobile Employment Centres were established in three cities – Nur-Sultan, Shymkent and Almaty – in July 2019. The centres are located in public places, such as bazars, markets, railway stations, shopping malls. During the pilot period (July-December 2019) 30 centres were opened: 8 centres in Nur-Sultan, 10 in Shymkent and 12 in Almaty. Based on the results of the pilot, Mobile Employment Centres will be scaled up throughout other regions of Kazakhstan.

Mobile Employment Centres provide career counselling services for jobseekers, educational and vocational information, information about jobs and vacancies (using the E-Exchange information resource, other job-search platforms, requests from employers and proactive work with employers, and supplementary measures supported by government programmes).

Each centre is staffed with 4 managers and 1 personal growth consultant. The personal growth consultant is a trained and qualified psychologist; she/he assesses the client, conducts a career-counselling session and gives recommendations on further training and/or employment.

Career-counselling sessions include assessment tests developed by the Union of Psychologists of Kazakhstan, interpretation of test results, advice and further recommendations. Tests are offered on paper or electronically. After the test results are consolidated, the personal growth consultant compiles a personal development map. Based on the findings of the assessment of the client's skills and qualifications, optimal measures are offered within the framework of existing government initiatives (for instance, the government programme 'Enbek'¹).

The sessions use the Synaq Information System online test, which takes 25–35 minutes to complete and allows the career counsellor to identify the vocational aptitude and levels of basic competencies of a jobseeker. Namely:

- Logical (cognitive) abilities;
- Social skills;
- Organisational skills;
- Perseverance, grit, goal-orientation (focus on results and motivation)
- Impulse control and behavioural self-control as a measure of neuropsychic stability, discipline and non-confrontational behaviour.

Impact, effectiveness and success factors

As of March 2020, around 140 600 citizens had received consultations in Nur-Sultan, Almaty and Shymkent (81 100 in 2019 and 59 500 in 2020).

Challenges and future developments

The pilot centres were initially established with no designated budget and using existing resources of the NCE and ECs. After the end of the pilot period, in December 2019, the work of the Mobile

¹ Programme for Productive Employment and Mass Entrepreneurship.

Employment Centres was positively assessed and consistent financing was set. The financing comes from two sources: the government programme 'Enbek' and the NCE.

In addition, Mobile Employment Centres are being established in Population Service Centres, shopping malls and local governors' offices. Two more Centres were opened in March 2020 in rural areas of Korday district in Zhambyl region.

<https://rb.gy/a19lmc>

6.4 THE ROLE OF PARENTS IN YOUNG PEOPLE'S CAREER CHOICES

Nazarbayev Intellectual Schools

Introduction and context

Nazarbayev Intellectual Schools (NIS) is a network of 20 schools located in each regional city and in three major cities of Kazakhstan. Established in 2008 on the initiative of Nursultan Nazarbayev, the first president of the Republic of Kazakhstan, NIS were designed as an experimental platform for research and development, piloting and scaling up of modern models of educational programmes and practices. A law of 19 January 2011 granted them a special autonomous status, allowing them flexibility and a degree of academic freedom in developing and implementing innovative approaches to education and research. This has included implementing careers guidance that is both formal and informal, including with the collaboration of parents. The schools teach children from primary through high-school levels.

Content

The objective of the NIS career guidance is to prepare each student to make conscious career and/or vocation choices based on her/his personal interests, academic achievements and job-market demand. The goal is to facilitate student enrolment to top universities in Kazakhstan and abroad, with the emphasis on STEM subjects. The career guidance system operates on the principles of systemic planning, a personal approach and continuity throughout grades 7 to 12. The approach is differentiated by student age, values, plans and academic achievements. It combines individual and group approaches and includes overall vocational/career guidance, vocational information, psychological support and variety of activities.

NIS have designated staff who cooperate closely to implement career guidance:

- **Career guidance consultants** are NIS staff (teaching or administrative) responsible for overseeing career-guidance processes for NIS students. More specifically, the duties include development of the Route to University, organisation of career-guidance work, information support to students and their parents/guardians;
- **Psychologists**: each NIS school has a full-time psychologist who works closely with the career-guidance consultants and other teaching staff;
- **Curators**: staff, responsible for collecting information on individual students, making sure that the career-guidance consultant has all relevant data to inform the career-guidance process;
- **Librarians** are active participants in the career-guidance process. They provide relevant literature, organise exhibitions and meetings on career guidance.

Informal career guidance: Summer Social Practices

Summer Social Practices (also known as ‘Social Projects’) present an interesting example of informal career guidance and are implemented with active parent involvement. These practices are designed to make the best use of the Summer break (to avoid ‘Summer learning loss’) and allow students to gain real-life social and work experiences. The following social practices were designed by NIS:

- ‘2 weeks in the aul’ is organised for students in grades 7–12 and teaches them about national culture and traditions, and life in the rural areas and villages. It also gives students perspectives about jobs and occupations in rural areas. Example: <https://rb.gy/enro8t>;
- ‘10 days at parent’s enterprise’ is organised for students in grades 9–11 and is aimed at strengthening communication between students and parents. It allows students to visit workplaces and observe parents implementing their duties and to some degree job-shadow their workplace functions. Example: <https://rb.gy/y9dur5>;
- One-day practice ‘Take the child to work’ is organised for students in grades 7–8 and is aimed at instilling in students professionally significant qualities, such as industriousness, appreciation of work, a friendly attitude to elders, to their work);
- ‘Young Friends of EXPO-2017’ (project in celebration of the 25th anniversary of Independence of the Republic of Kazakhstan).

During Summer Social Practices, students keep online blogs and diaries, where they self-reflect and share their impressions, thoughts, evaluate their actions, upload photos and videos of cognitive research activities.

These kinds of projects go beyond immediate career guidance and career management objectives. They aim at developing values, national identity, citizenship and patriotism, respect for public interests and needs.

Future developments

NIS is actively involved in experience sharing, capacity building and proliferation of best career guidance practices with other secondary schools in Kazakhstan. For example, in October 2019 NIS organised a seminar for career-guidance consultants with international partners (Councils of International Schools, Swiss Education Group) at Nazarbayev University.

<https://rb.gy/w1tiho>

7. INNOVATIVE EXAMPLES FROM TURKEY

7.1 ICT USE IN CAREER-GUIDANCE SYSTEMS

E-portfolio and e-guidance systems

Introduction and context

The **e-portfolio system** is an innovative practice from MoNE based on the ‘2023 Education Vision’ paper (Ministry of National Education Turkey, 2018), which stated that ‘a developmental monitoring report, based on an e-portfolio, will be used for monitoring and evaluating children in primary and lower-secondary schools’. The main starting point is to monitor the students’ interests, abilities and skills and to support their career development accordingly. The e-portfolio has a developmental perspective, covering the lives of the students from pre-school to university. The content and software for the e-portfolio has been developed and pilots were conducted in 20 schools in Ankara. The full implementation of the system started in September 2019.

Content

The e-portfolio module has three sections. One covers academic performance, records and developments. The second one covers the personal, social and career development of the children, including scores and results from assessment tools. The third section is on extracurricular activities, including the already existing ‘social activities module’. In 2017, within the e-school management information system, a ‘social activities module’² to record and register extracurricular activities (cultural, artistic, sports, scientific and community involvement) was established. This module is prepared for teachers so they can register, monitor and upload the activities of the students to the e-school management information system. This database can also be used for future planning.

An important dimension of the e-portfolio is the involvement of the student, who uploads records, documents, homework, and whatever else he/she wants to add to his/her portfolio. The student also has the freedom to choose to keep certain files confidential or allow access. In other words, the student is the co-owner of the system and manages the content of the portfolio. This is a self-reflection tool to support and facilitate the student’s career development and it provides significant and meaningful data to the counsellor assigned to assist the student in his/her career development.

To facilitate the communication, coordination and collaboration of guidance partners within the schools and institutions of MoNE, an **e-guidance module** has been developed and a guide has been prepared on how to use it³. The e-guidance module also envisages promoting a better, more effective and systematic organisation of the guidance services provided. Moreover, this could also be used for evidence-based policy making. In June 2019, this module went online to support in-service training and to get the guidance-service partners acquainted with the module.

E-school, e-guidance, e-portfolio and EBA (Education IT network) are collectively used to assist students in self-exploration, career exploration/opportunity awareness and deciding and acting. The forms, questionnaires and inventories in the e-guidance module will also be administered in the e-school module and can be transferred to the e-portfolio module. The assessment data of the

² Regulation on Social Activities, 8 June 2017, No 30090, MoNE

³ E-guidance guide (2019), <https://rb.gy/qns9so>

students on their interests, abilities and occupational values will also be linked to e-portfolio. In EBA, there will be career files to assist the students for career and opportunity awareness with interactive games and activities including simulations. These will also be included in their portfolios.

<https://rb.gy/gaycv8>

Online training programme on Lifelong Guidance

Content

The Turkish Directorate General of Lifelong Learning has an online training programme for lifelong guidance. The participants must be aged 18 and over, and can be a guidance practitioner in schools, a teacher/administrator in the schools of DG Lifelong Learning and staff in the DG Lifelong Learning with a bachelor's degree. The trainers are guidance practitioners in schools and academics. The content covers a wide range of concepts and perspectives, national and international, labour-market information systems and its links to lifelong guidance, evaluation and measurement, qualifications for counsellors and specific interventions for individuals with disabilities.

<https://rb.gy/gaycv8>

Profiling-based counselling system and division of roles and responsibilities for counsellors

Introduction and context

The Turkish Public Employment Services (İŞKUR) were restructured in 2012, establishing 'job and employment counselling' services. Around 5 000 job and employment counsellors (JEC) provide services to jobseekers, employees and students.

Due to their heavy workload, the JECs encountered constraints in developing individual action plans for the jobseekers. İŞKUR decided to improve the quality and effectiveness of the services by implementing targeted intervention. This is being done in two ways: through the introduction of a profiling-based counselling system, and through the organisation of JECs into five categories based on different client target groups.

Content

Division of roles and responsibilities for JECs

A series of meetings and discussions were carried out with human-resources specialists, private employment offices, jobseekers and other stakeholders. These meetings resulted in the grouping of JECs for targeted and more effective intervention.

In this system, the JECs are divided into the following five groups to provide targeted, individualised counselling:

- JEC for Jobseekers;
- JEC for Carers;
- JEC for Employers – analyse and respond to the specific needs of employers;
- Job Coach – cater for individuals with special needs within the supported employment model;
- Job Club Leader – helping clients who need a high level of support.

This new model aims to achieve the following:

- The social and demographic variables of the jobseekers (individual with special needs, prisoner/convict, age, gender, educational background, work experience) are taken into consideration.
- Disadvantaged groups that require special provisions (women, youth, individuals with special needs and older prisoners) are able to get individualised services.

These more qualified counselling services are expected to result in an increase in employability and a decrease in unemployment.

Piloting of the new model began in December 2017 in three departments, which was extended to 21 departments in 2018. At present, the new model with targeted intervention for jobseekers is implemented in 45 departments (25 provincial departments/20 Service Centres). The JECs have been trained intensively for this new model and, based on a comprehensive needs analysis, new training programmes have been designed to empower the JECs. By 2020, all the standards and modelling of this new system will be completed.

Profiling-based counselling system

This classification of the JECs led to a new system of counselling based on profiling the jobseekers using big data and ICT. This system has been designed to monitor the employability of the jobseekers in the labour market and to improve the quality of the services provided.

A set of 14 variables are used to calculate the level of risk of being unemployed more than six months and the risk profiles are prepared for each jobseeker based on the database. Then, the jobseekers are grouped to one of risk groups and supported by the JECs according to their specific needs. The referrals to the JECs are also managed via the system.

Impact, effectiveness and success factors

Since 2012, around 22.7 million individual counselling sessions, 3.3 million workplace visits and 132 000 school visits have been conducted.

The new model of JEC classification seems to have twofold effects for the organisation. It empowers the JECs for better self-reflection and self-awareness, and it supports the specific needs of different individuals, contributing to their career-management skills and employability.

VET Portal ‘My Career and My Life’

Introduction and context

The VET Portal ‘My Career and My life’ is another innovative example from MoNE that forms part of the ‘2023 Education Vision’ (Ministry of National Education Turkey, 2018). This portal has been designed to assist vocational technical education students in their programme choice. The VET portal is aimed at contributing to the development of the high-quality labour force that employers demand, increasing the quality of VET programmes and supporting the links between education, employment and production.

Content

The portal provides 54 videos for 54 career fields, and success stories for different occupations. It also provides information on VET education abroad, training of trainees, career opportunities, interview

techniques, occupations of the future and an overview of VET developments in Turkey. The portal serves as an important link between the graduates of VET schools and employers, and it provides information about job opportunities.

The 'My Career and My Life' portal is also a common platform and medium for VET students, teachers, employers, jobseekers and related organisations and can be accessed via all social platforms. Teachers can access training programmes via the portal. 'My Career and My life' includes a Vocational Education Map with access to all the Research and Development Centres and Technology Development Centres in Turkey and can be used for digital developments and the restructuring of VET in Turkey.

The topics most visited by the students are 'Learning about different occupations', 'Future trends in occupations', 'Announcements and News', 'Videos about occupations', 'Guidance and Orientation' and 'Documents'. In the Guidance and Orientation section, students are informed about the areas they have chosen to proceed in, and how to transfer and change their fields of study.

Future developments

In the near future, interviews with different professionals, information and opportunities for internships, articles from teachers and students, social and cultural activities, information about VET schools and VET photographs from past to present will be added to the portal.

<https://rb.gy/mbtidd>

7.2 DEVELOPING CAREER-MANAGEMENT SKILLS

Curriculum approach to career awareness and competence

Introduction and context

With MoNE's '2023 Education Vision' (Ministry of National Education Turkey, 2018) in mind, a new system and major changes in the high-school curricula have been embedded, strengthening students' self-awareness for better and more realistic career plans. The system will be effective in 2020. The main philosophy of the model is to support individuals to develop holistically with a better understanding of their potential and interests and to decide and act accordingly.

Content

The academic curriculum is geared around an Academic Development Programme and an Academic Competency Programme. The first will encourage 9th, 10th and 11th grade students to develop their skills in accordance with their competences and interests. The second is designed to support the students for better opportunity and career awareness to facilitate their future career plans. There will be workshops and activities to support the students in self-exploration and career exploration. In addition, under the theme 'Dream, Activity and Life', time slots are allocated for activities involving social and community work projects. The Dream represents art and creative work, Activity is for physical activities, and Life is about community involvement and work. The last month of the academic year is designed for portfolio, presentation and self-reflection activities.

As part of these new developments, the guidance curricula for different grades are being revised with a holistic perspective, to support the personal, social, educational and career development of students. This new curriculum will cover the age range from pre-school to university. The draft curricula have been prepared and, once approved by the Board of Education, will be implemented

starting with the 2020/21 academic year. A further programme for 8th to 12th grade students called ‘Developing Career Awareness psycho-educational programme’ is under development. This will facilitate their career maturity and deciding and acting skills.

School-leavers and future graduates

Changes in the curriculum have been designed for the 12th grade to support the students in their preparatory period for university entrance exams, with a career-development focus on project and guidance activities. Personal guidance, elective courses and career offices in schools are designed to better support and orientate students. Every school will have a career office as a pivotal part of this new revised curricula. Starting from the 9th grade, these offices will support the students for better self-understanding, self-exploration and awareness to develop a career profile based on values, competences and interests.

The career development/self-empowerment of the students will be monitored within these offices and coordinated by the high-school guidance practitioners. The students will have curricular and extracurricular activities to explore and reflect on their competences, interests and values with the support of guidance practitioners and other teachers. The career offices are a joint venture between all the related stakeholders, and this is a critical dimension of this model⁴.

For high-school graduates who do not go on to university the career services in schools will help link them up with employers. There will be creative workshops, certificate programmes and portfolio development to help the graduates to acquire the skills demanded by employers.

<https://rb.gy/mbtidd>

Interview adventure with talent hunters

Introduction and context

İhsan Doğramacı Bilkent University is a private university in Ankara with a well-established Career and Alumni office. This university has developed an important link with the world of work/employers/ companies to facilitate its students’ and graduates’ future plans and the transition to the world of work.

In 2018, the office initiated a new programme for 3rd- and 4th-year students to support their self- and opportunity awareness and to provide them with an initial experience of the world of work: ‘Interview adventure with talent hunters’.

Content

The programme has the following steps:

- Prominent employers are invited to join the programme and asked how many interviews they can allocate time for. The companies have included Opsgenie, Yapı Kredi Bank, Signify (Philips Lighting), PwC, Danone-Nutricia, Microsoft, ING Bank, Oyak Renault, Garanti Bank, Hillside Beach Club, Türk Traktör, Vestel, Fiba Group and Ritz Carlton Hotel.

⁴ <https://rb.gy/zditru>
<https://rb.gy/n2xxrm>
<https://rb.gy/quzpij>

- The university's student database operates as a career portal. The students submit their CV to the database and make an appointment with the career office via the site.
- After their interview with the career office consultants, they update their CVs according to the feedback received, and resubmit.
 - The students are informed about the different firms related to their CVs and specify their preferences.
 - They are matched with the appropriate firms and make their own appointments with the firms. Almost 85% of the students are matched with the firms they have preferred.
 - 30-minute interviews with a human resources employee of the firm take place via face-to-face, Skype, hangouts or telephone, followed by a 15-minute feedback session.

Impact, effectiveness and success factors

One of the critical and significant points of the programme is the feedback session. The student gets a pivotal and valuable opportunity to hear about his/her competences, skills, the areas that he/she is good at and the ones he/she could further develop in his/her career path. This process helps develop career-management skills.

70% of the interviews are conducted and feedback provided.

In 2019, 200 students made use of this opportunity and the aim is to have 400 students to plan their interviews with the employers/firms. There are around 200 firms engaged in this programme.

Future developments

Future plans for the improvement of the programme include:

- implementing a well-defined format for the firms' feedback, so that it can be used for evaluation purposes. The students' evaluations will be in quantitative and qualitative formats to be used as statistical data;
- introducing a monitoring system to follow the career journey of the students once they graduate and enter the world of work.

In addition to this programme, the career office has developed 'speed networking sessions' for students to network with alumni and gain an understanding of the world of work. The office has adapted the 'speed-dating' format used in the world of modern matchmaking: 20 volunteer students meet with 20 alumni in 3-minute sessions in a rotating format, followed by refreshments for more networking. The students may find opportunities for their career plans and the alumni may facilitate their career journey via these sessions.

<https://rb.gy/z7v2dc>

7.3 COOPERATION AND COORDINATION MECHANISMS

Integrated provision of career and employment services for migrants and the host community

Introduction and context

In an era of increasing mobility, it is critical that governments foster international cooperation and design appropriate policies and programmes to facilitate labour mobility that responds to labour-market needs and economic opportunities. Such policies and programmes both protect international migrants and harness the benefits of migration for societies.

The Turkish government has been working with the International Organisation for Migrants (IOM) to facilitate integrating Syrians under temporary protection (SuTP) in Turkey into the labour market. The IOM Turkey office conducted various consultations with relevant national and international stakeholders, particularly with İŞKUR and the Vocational Qualifications Authority (VQA), under the coordination of the General Directorate of International Labour Force (DGIL), in order to establish a common ground for understanding among agencies.

The result is the first quadripartite agreement⁵ between the Ministry of Family, Labour and Social Services, DGIL, İŞKUR and VQA supporting the participation of Syrians under temporary protection (SuTP) and the host community in the labour market. The activities under this agreement are geared to support efforts to develop a comprehensive labour migration management system in Turkey. This agreement focuses on facilitating inter-institutional cooperation regarding the local and direct implementation of active labour market policies. The protocol is comprised of the below-mentioned sub-headings:

1. Ensuring that the current labour-market policies cover the Syrians under temporary protection (SuTP) and the host community;
2. Focusing on the needs of the labour market based on the selected provinces and sectors deemed suitable for making strategic investments in line with their potential for economic growth/employment generation;
3. Involving the following three steps to be implemented both for SuTP and the host community:
 - pre-employment support programme by IOM
 - on-the-job training by İŞKUR;
 - testing and certification by VQA.

The Implementing Partners started the activities on 1 October 2018 and completed them by 28 February 2019 in compliance with the Agreement.

The **pre-employment support programme**, implemented as a joint venture of these four significant and pivotal actors, aims to support the jobseekers of the two target groups (Syrian and host community jobseekers) to acquire the basic knowledge/information and, to a certain level, skills that could facilitate their employability. It is a five-day programme in which both employers and jobseekers take part with the aim that the employer and the jobseekers better understand each other and their needs. It also facilitates the jobseekers to get to know their workplaces better and supports the adaptation to work and social life.

The programme includes information sharing, interactive/learning exercises, discussions and brainstorming, followed by informing in the workplace and work-shadowing. The Turkish and Syrian participants were grouped separately in the beginning, but later in the programme they were grouped together and conducted joint activities that have supported the Syrians' integration, self- and social understanding.

After the orientation programme, the beneficiaries started the three-month on-the-job training programmes run by İŞKUR in KİPAŞ Holding, and they were subsequently employed as spinning operators by KİPAŞ Holding. The Syrian and Turkish beneficiaries who continued to participate in the

⁵ Project Implementation Agreement with the Ministry of Family, Labour and Social Services, General Directorate of International Labour Force (DGIL), Turkish Employment Organisation (İŞKUR) and Vocational Qualifications Authority (VQA). 2018.

training took the vocational qualification exam coordinated by the VQA in March 2019 and were granted qualification certificates.

Future developments

Looking ahead, IOM aims to build on lessons learned to-date to continue to support Turkey's ability to govern labour migration and leverage the benefits of global mobility. In particular, IOM aims to:

1. build on the successes of the past few years and continue capacity building to Turkish Government in the field of labour migration management with greater emphasis on the establishment of systems to attract, retain, and integrate skilled migrants into the labour market including Syrians under Temporary Protection and international students;
2. generate employment opportunities and increase exportation by supporting both Turkish and Syrian businesses with growth potential as well as support sustainable growth in thriving sectors in Turkey by training Turkish and Syrian potential employees;
3. contribute to generating decent employment pathways for migrants with diverse status in line with the emerging sectorial needs of the country.

<https://rb.gy/ld9zn4>

İŞKUR Career Campus

Introduction and context

Since 2013, in 73 provinces in Turkey, İŞKUR has developed a joint venture with the career-planning centres in the 85 public and 20 private universities, which has resulted in 170 000 university students receiving support.

Content

The 'İŞKUR campus/contact points' work with the career centres in the universities to support the career development, job search and placement of university students. They aim to develop the labour-market and opportunity awareness of students by creating links with employers. Individual and group activities are conducted to support employability skills (CV writing, interviewing skills, etc.). This joint venture between the universities and İŞKUR also provides an understanding of İŞKUR and its services, and these contact points facilitate students' access to the İŞKUR services. By reaching this target group, İŞKUR also aims to reach out to white-collar individuals and develop opportunities and services to assist this target group.

Migrant Services Centres

Introduction and context

Migrant Services Centres are another example of coordination and cooperation among different stakeholders. They have been established through the support of IOM and respective municipal partners in Ankara (Keçiören), Adana and Şanlıurfa to facilitate integrated public service provision for refugees and migrants.

Content

The Centres provide counselling and referral services, promote social cohesion between the host and refugee/migrant communities, and strengthen the capacities of public officials at the local level to better serve the needs of refugees and migrants. The counselling and referral services provided by

these Centres include legal, health, educational, vocational, social services/assistance, and psychosocial support counselling, as well as interpretation services. Municipalities are the most suitable organisations of local governance to provide systematic access to basic rights and services as well as to promote employability/job placement and social cohesion for refugees and migrants in the Turkish administrative system, using a bottom-up approach.

<https://rb.gy/u6kj8q>

7.4 THE ROLE OF PARENTS IN YOUNG PEOPLE'S CAREER CHOICES

Parental involvement programme in elementary schools

Introduction and context

Parental involvement in the education system has been considered an important dimension for over two decades (Akkök et al., 1998), with Turkish and international research contributing to awareness of its contribution to effective learning and consistency of skill development at school and at home (Comer et al., 1991). Parental involvement can facilitate and/or expand opportunities for young people, with a need for parents to be 'career aspirants', i.e. supporters of education, career pathways and providers of information.

With this background in mind, a parental involvement programme was piloted in an elementary school over the course of an academic year in the early 2000s and then rolled out to several other elementary schools. Elements of this programme are still in place.

Content

The programme included activities embedded into the curriculum and others geared up to the students' career exploration. The activities were designed on three levels.

- **Level 1 – informing:** These activities were tailored to provide information to parents about the school and classroom activities so that the parents became more familiar with the system and comfortable in it. A weekly bulletin of curricular and extra-curricular activities was sent out to parents, and parents were invited into the classroom once a term for 'Open Class' days.
- **Level 2 – engaging:** These were more detailed activities informing parents about the aims of the curriculum and engaging parents to share their observations and evaluations of their children at home. They included: noticeboards, letters, communication notebooks shared between parents and teachers, monthly curricular notes and home activities for parents and their children.
- **Level 3 – active involvement:** Parents were involved in the classroom activities and conducted some career-exploration activities. They were invited to volunteer in the classroom, give talks and take the students into their workplaces, and monthly parent-teacher meetings were organised.

Impact, effectiveness and success factors

This year-long programme created a bond and a relationship between the school and home environments, and enabled parents to gain a better understanding of their children, their needs, aspirations and interests. It established a more consistent pattern of interaction and communication between the teachers and the parents.

Activities such as the monthly meetings with parents and monthly informative brochures are still in implementation in various schools. To these have been added 'child-rearing seminars' conducted by

experts in several schools. Parents are invited to schools for these meetings, which address different aspects of parenting and deepen understanding of pupil behaviours and outcomes. The methodology is reflective rather than didactic, and parents are encouraged to analyse and reflect on their behaviours. Through these activities, parents are expected to understand and observe their children better and more realistically in order to support their holistic development.

Future developments

Today, within the educational system, there is a good understanding of the significant role of parents in their child's development. Based on this, parent training programmes are being developed by MoNE and the DG Lifelong Learning. One programme, directed at the parents of children aged 0–18, as well as expectant mothers, caretakers and future parents, provides information on child development and better communication with children to empower the parents and broadly to contribute to the development of society. The programme is divided into age-group modules: 0–3, 3–6 (early childhood), 7–11 (school-age), and 12–18 (adolescence). The training is comprised of seminars, practices and home activities.

The other parent-guidance programme, entitled 'Children are first', has been developed with UNICEF⁶ and is designed for the parents of children and adolescents aged 7–19. The modules are as follows: get to know your adolescent; effective communication; grow together; parental attitudes; managing risks; supporting children for the acquisition of positive behaviours; compromise; and planning the future. These modules provide activities that are conducted together with children.

The 2023 Education Vision paper (Ministry of National Education Turkey, 2018) states that 'Child development and psychology training sessions will be organised for parents in cooperation with various institutions and public training centres' and further actions are foreseen.

⁶ Children are first, MoNE, <https://rb.gy/9s5ljx>

8. INNOVATIVE EXAMPLES FROM UKRAINE

8.1 ICT USE IN CAREER-GUIDANCE SYSTEMS

Career Hub Ukraine

Introduction and context

Career Hub Ukraine is an innovative platform set up by the NGO CSR Ukraine. This e-platform for career planning and employment provides:

- Career information,
- Educational projects and activities,
- Career programmes and competitions,
- Useful career articles,
- A career advice service,
- Vacancies for young people.

The Career Hub website is user-friendly and full of diverse information for career learning and development.

Content

Career Information covers the following career sectors: agriculture, banking, information technologies, retail, law, metallurgy and the mining industry. Public and governmental sectors are in the process of development. Each career case study contains general information about career options in the appropriate sector, the advantages of this career sector in Ukraine, innovations and perspective trends on the labour market. Each career option includes information about the relevant key transversal skills, necessary work experience, promotion options, working conditions, current salary level, advice on how to start out and what educational institutions to enter for getting an appropriate diploma, as well as stories from successful people in this field, and, in particular, women in this career sector. Career information is represented both online and in published booklets (of about 40 pages), which are distributed among schools and career learning and developing centres.

Educational projects and activities contains information about educational programmes and courses (Skill Labs in different cities in Ukraine, training plus employment in the energy industry, etc.), mentoring programmes (STEM Girls, Banking Lab, etc.), educational institutions (leading Ukrainian institutes, universities and educational centres), training and workshops (Jump into Life, Star Start, training from the leading international partner companies, summer schools, etc.), and international programmes and educational grants.

Find your career opportunities lists the partner companies for school visits, competitions (My Career in Ukraine, Bicycle Employer of the Year, Healthy Challenge, Financial Literacy for Students, etc.), volunteering and training options, and current vacancies for students.

Useful career articles includes an e-library (Career Maps for schoolchildren), career books and articles, stories of career success, a series of articles entitled 'I want to be ...' devoted to a number of career options in the world of work.

The Centre for Corporate Social Responsibility Development (CSR Ukraine) hosts the Career Hub Platform and is a leading independent expert organisation in corporate social responsibility that links 40 business and public partners to meet the following challenges:

- sustainable development,
- youth career development,
- gender equality in STEM,
- healthy lifestyle.

Career Hub projects

Careers Map: The project goal is to help schoolchildren and students learn more about career diversity, to develop employability skills and start career planning at school. There are three target groups: schoolchildren and students, teachers and psychologists, parents. The project is implemented on three levels:

- promotional materials about the current world of work, career options in the modern labour market and employability skills important for successful future careers;
- career learning and counselling materials for school lessons;
- the 'Dream Career' school community comprising more than 120 Ukrainian schools.

My Career in Ukraine: The project goal is to create a platform for presenting a wide range of career options and opportunities for the self-development of young people in Ukraine. The project allows Ukrainian schoolchildren to access extensive information about future professions and inspire them to start building their career at school age. The targeted audience is Ukrainian 10th-grade schoolchildren. The project is implemented through a range of activities:

- 'My future profession' (essay competition);
- 'My Career in Ukraine' (6 regional and 1 national conference);
- 'A day with a top manager' (personal meetings between children and successful people).

Skill Lab for a successful career: With a target audience of students and alumni aged 16–35 years, the programme goal is to develop employability skills among young Ukrainians. It includes:

- six interactive training sessions for skills development;
- unique tools for career planning;
- an integrated video course from leading companies, and workshops from top HR departments;
- mock interviews and CV writing.

Regional Career Hubs (Dnipro Career Hub): Established with the assistance of international company GIZ within the Career Integration of IDPs project. The project included:

- development of the course for career counsellors;
- regular workshops on career choice and development;
- free consultations for different population groups;
- vacancies and competitions from the leading employers.

The Pact for Youth: For the first time, Ukrainian companies, in partnership with governmental and non-governmental educational organisations, signed a 'Pact for Youth' on March 17, 2016.

Throughout 2016–19 they conducted:

- ‘Business youth: WOW effect cooperation’ forums (16 cities and 1 000 participants);
- ‘Career talks: skills for success’ national conferences (3 events and 400 participants);
- Meetings with employers (146 representatives of international and local businesses and industries signed the Pact; 300 employers participated in seminars for young people);
- National Action Plan on Youth Employment (nationwide information campaign; 7 events for the preparation of the NAP; integration into the governmental policy).

Impact, effectiveness and success factors

Since the start of the project, employers have provided 42 482 work placements, 667 cooperation programmes in partnership with the educational sector and career mentoring for 2 783 young people.

<https://rb.gy/dmd3lj>

SmartJob – the PES integrated resource tool

Introduction and context

The Ukrainian State Employment Service provides career guidance through career information, career counselling and job-search assistance.

SmartJob, an Integrated Resource for Effective Job Searching in the Digital World, is a project by the NGO Kharkiv Public Centre for Assistance to Private Initiatives, implemented in partnership with the Kharkiv Regional and Kharkiv Employment Centres, with the financial support of the Department of Investment Development and Image Projects of Kharkiv City Council. It aims to promote successful employment for the public, regardless of age, professional experience or place of residence.

Content

SmartJob provides free career guidance via motivating video courses, webinars, video counselling and a video CV-builder. This is an innovative e-tool offering qualified career advice and counselling, enabling individuals to create an image of a professional who is free to navigate in the world of modern technologies.

- **Video courses** are devoted to effective techniques for job searches, interviewing skills, development of business qualities necessary for professional growth, building a career, establishing your own business, writing a competitive CV.
- **Webinars** inform on how to overcome stress and eliminate conflicts, plan personal and career development, improve business communication, develop emotional intelligence, manage time and self-motivate. Representatives of public organisations, charitable foundations and employers conduct webinars to familiarise portal users with the current needs of the labour market.
- **Video counselling** expands the space for individual communication in a number of fields (current vacancies, career advice, legislation for employment, business initiatives support, employee training and insurance, registration in an employment centre). The client gets online counselling from a centre expert at a suitable time after registering. This is a unique opportunity for inclusive career guidance.

- **Video CV** allows clients to demonstrate personal qualities and professional achievements, emphasising their strong points and advantages. This tool helps jobseekers to introduce their strengths, while, for employers, a video CV is an opportunity to get an initial impression of the job applicants and to make a decision about inviting jobseekers for an interview. Employment service staff assist in online or offline video CV recording when needed.

Young people, jobseekers and other categories of unemployed people find SmartJob extremely user-friendly. Its services are available for all Ukrainians and are useful both for professionals and applicants without appropriate work experience for achieving career success and improving soft and hard skills.

The **'My Profile'** module is designed to introduce full information about a jobseeker registered in SmartJob. Education information and skills are confirmed with scanned copies of diplomas, employment history, and references from previous employers. All information is available to the employer or distance education providers through a unique link to the jobseeker's profile.

Help for veterans

Since 2014 the SES has offered career assistance for former military officers and participants in the Anti-Terroristic Operation (ATO). The service's experts provide social and psychological rehabilitation and further career guidance for this category of the Ukrainian population.

The SES website gives information about opportunities for people who lost their work in the occupied territories and have had to start their career from scratch. It also offers an e-platform for free individual self-assessment of transversal skills, career learning and development. The registered person (adult or adolescent) is able to test personal intelligence, analytical abilities, logical thinking, stress resistance and adaptability, teamwork skills, emotional intelligence, communication and enterprising skills, etc. The results of the tests can be discussed with the experts at the local employment service and a career plan can be designed.

<https://rb.gy/nrzw6l>

<https://rb.gy/m29jxm>

<https://rb.gy/brakix>

Videos for career guidance (from the State Employment Service)

Introduction and context

Humour and animation are effective communication and learning tools. As part of an innovative approach to career guidance, the Ukrainian State Employment Service (SES) commissioned a series of 'Job Search' cartoons in 2016 and made them available on a dedicated YouTube channel, Toon UA. Created in the framework of the social project 'Career of Generations', they can be used in counselling sessions or individually by jobseekers at home.

Content

In the series of 22 cartoons, each just over three minutes long, funny animated characters demonstrate how to handle the job-search process and eventually land a 'dream job'.

The cartoons cover: criteria for selecting a job, how to write a CV and cover letter, global vacancies, hidden vacancies, using social media for job search, the Employment Office and recruitment agencies,

how to prepare for an interview, common mistakes in interviews, and the all-important ‘how to talk about the salary at the interview.’

In addition, the SES’s eponymous YouTube channel (Державна служба зайнятості) carries 20 short videos for teens on ‘How to choose a career path’. Combining animation, teenage actors and international success stories (Jamie Oliver, Zaha Hadid...), they cover a range of professions, from the well-known to the innovative, to help teenagers define the fields that inspire them, in class or with a career counsellor.

<https://rb.gy/5vtiq7>

<https://rb.gy/rpah1s>

8.2 DEVELOPING CAREER-MANAGEMENT SKILLS

Education and Research Institute of Continuous Education

Introduction and context

As a leading research and educational facility for continuing education, the Education and Research Institute of Continuous Education at the National Pedagogical Dragomanov University contributes to the career development of individuals and the advancement of theory and practices in the field of lifelong learning. It has three departments: adult education, innovations and information technologies in education, art of teaching. Its main purposes are:

- training and retraining of human resources for secondary and higher education in the context of sustainable development;
- implementation of innovative theoretical and applied research into the educational process;
- creation of a new generation of educational and methodical literature;
- bringing the content of retraining and professional development of specialists into line with future needs at national and international levels;
- application of advanced learning tools for diversity and inclusion.

Content

The Institute offers advanced training in all specialities accredited at the National Pedagogical Dragomanov University: school education, management, economics and entrepreneurship, philology, psychology, sociology, political science, law, tourism, ecology, physical education and sports, etc.

The teaching staff of the Institute are involved in a variety of international projects including the EU’s Tempus projects (Tempus-145029 ‘Educational Measurements Adapted to EU Standards’, 2009–2012, Tempus No 530417-Tempus-1-2-12-IDE [INOVEST] ‘Eastern Partnership of Pedagogical Innovations in Inclusive Education’, 2012–2016, Tempus-543873 ‘Training educators and educational managers to work with diverse groups and organisations’, 2013–2017), and state-funded national projects (‘Acmeological principles of vocational training of educational staff of lifelong pedagogical education’, 2014–2017, ‘Theoretical and methodological bases and the formation of postgraduate education on the principles of sustainable development’, 2017–2020, ‘Cloud-oriented system of training future teachers’, ‘Modernisation of the teacher training system based on the New Ukrainian School Concept’, 2019–2021).

Since 2017, the Institute has partnered with Indigo Mental Training Club to organise the All-Ukrainian Olympiads in Mental Arithmetic and train teachers and coaches as part of the teacher training-programme. There is an active interaction with the Junior Academy of Sciences (see below) aimed at identifying and developing students' educational and scientific preferences.

The teaching staff of the Institute are actively involved in the career guidance of the National Pedagogical Dragomanov University, taking part in the events 'Interesting Science', 'Job Fair', etc.

Each year the Institute organises Open-Door Days. During this event, participants can attend workshops, training and round tables, ask questions on the content of training or retraining courses and have contact with the teachers of the educational institution. Future applicants who wish to study at the Institute of Lifelong Education can be interviewed and consult about their future profession at any time. The Institute's management frequently takes part in conferences and round tables with the Employment Centre and education departments.

Impact and success factors

As well as training teachers, the Institute has established cooperation on retraining civil servants and has collaborated with the Kyiv Regional Employment Centres. Since 2017, it has trained: 70 employees and judges of the Supreme Court, 36 practical psychologists of the Ministry of Internal Affairs, 979 civil servants, 71 employees of the Secretariat of the Cabinet of Ministers, 335 teachers of HE establishments; 121 secondary-school teachers, 157 teachers in the programme 'ICT in Education', 59 primary-school teachers in the programme 'Mental Arithmetic', 20 preschool teachers, 96 participants in English language courses, and 3 103 unemployed people in Kyiv and the Kyiv region.

<https://rb.gy/ketjia>

Junior Academy of Sciences of Ukraine

Introduction and context

The Junior Academy of Sciences of Ukraine is a successful support community for youngsters gifted in sciences, who explore career options in science and choose a future career path while studying at school. It provides organisation and coordination for Ukrainian schoolchildren to pursue their own scientific research, and creates conditions for their vocational self-determination, creative and intellectual development. It fruitfully cooperates with scientific establishments, higher-education institutions and business structures to further the scientific and intellectual potential of Ukrainian youth. The Academy's National Centre coordinates affiliates in all regions of Ukraine.

In 2018 it received a status of Copernicus Academy, an EC-sponsored network designed to empower the next generation of researchers, scientists and entrepreneurs.

Content

At present, the Junior Academy of Sciences' staff consists of nearly 6 500 scientists and teachers, who play a key role in educating young researchers with high academic and scientific achievements.

Annually nearly 100 000 Junior Academy students take part in the All-Ukrainian Research Competition, intellectual contests, tournaments and Olympiads to show their intellectual and creative abilities.

Academy projects and competitions

Agents of Change: citizenship and volunteering. This project is designed for 8th–10th-grade students who want to develop initiatives aimed at improving the life of their local community. To become 'Agents of Change' the students start learning about volunteering at school to develop awareness of their role in society, participation and opportunities to influence its development. All classes are held in a playful and creative atmosphere by experienced trainers and guest lecturers with the use of informal interactive methods. At the end of the training students present their social, cultural and artistic projects implemented in the local community.

Green Energy. This project is designed for 8th–10th-grade students to get experience related to the use of alternative energy in their area (village, city, region). It is aimed at developing conscious attitudes to the environment and starts with a training programme to promote knowledge of ecology, make it available and provide a clear algorithm for practical application. After the training course, each participant prepares an abstract of research on the topic 'Alternative energy in my area' and writes an essay on the topic 'What is the future of alternative energy?' Students learn how to effectively use and conserve energy in modern conditions.

Eco-View. This 3-stage project designed for 8th–10th-grade students aims to promote research on ecology and related fields. The participants are invited to take part in the All-Ukrainian competition for ecological projects. The purpose of the project is to support gifted students, involving them in environmental research activities.

Ideas Auction. Each research department of the Academy introduces the best students' ideas for the open auction, with a detailed description of the experiments. Social and business partners of the Academy have the opportunity to choose any research idea or start-up for investment.

Academy Junior Researcher\Junior Erudite. This annual competition for 7th–11th-grade students is held in four sections: History, Ecology, Technology and Astronomy. The participants have an opportunity to take part in invention and scientific research at the Academy regardless of where they live, thanks to distance learning tools. To participate in the competitions, students register at their school or with the regional coordinator, and perform test tasks of three levels of difficulty. The achievements of each participant are graded by the Academy.

Experimental labs\schools

Ex Lab is a modern science laboratory complex at the National Academy Centre which offers young people access to brand-new knowledge through experiments. Ex Lab provides opportunities to study science in close collaboration with well-known Ukrainian scientists and young scientists. It is a unique integration of practice and theory that offers biological and chemical laboratories.

Chem Lab is a state-of-the-art chemistry lab where students have the opportunity to conduct complex experiments in close collaboration with scientists. Students learn to synthesise different types of colloidal solutions, master the method of thin-layer chromatography, learn how to perform chemical analysis, and test the properties of complex compounds.

Bio Lab is a modern biological laboratory where students can experiment with DNA molecules, cultivate cell lines and study their structure, and the structural and functional features of individual genes. During the lessons, students get acquainted with genetically modified organisms and microorganisms that surround us.

CA.LAB laboratory is aimed at introducing and implementing methods for the development of thinking skills and value-semantic competencies of 7th–11th-grade students. The lab leaders organise different events devoted to the current issues in Ukrainian culture, philosophy and cultural diplomacy; trainings and workshops; consulting sessions for research activities; courses and summer schools dedicated to innovative approaches to organising the activities of young researchers.

School for Peacebuilding is a diverse community that comes together to learn, network and engage in peacebuilding. This project is designed for 8th–10th-grade students who have a desire to learn to communicate, build relationships and be creative in resolving conflicts. There is training in how to get out of conflict situations, control emotions and help others to master themselves in resolving conflicts. The project is implemented by the National Academy Centre in partnership with the Youth Initiative 'Heart in the Palms', the project 'Alternative to Violence in Ukraine' and the charitable foundation 'Children of Hope and Love'. After the training, all participants of the School are invited to be members of a team of three or four facilitators to organise and conduct training in their school, city or district, using the basic programme 'Alternatives to Violence'.

Impact, effectiveness and success factors

The Academy's projects, competitions, labs and schools are not only scientifically but also vocationally focused. The young researchers develop their hard skills and transversal skills while 'learning by doing'. The participants of these projects deal with real-life challenges developing both intellectual and creative potential in the search for non-standard and innovative solutions.

<https://rb.gy/mmgdp2>

Kyiv Youth Centre

Introduction and context

Career guidance is one of the components of compulsory general education in Ukraine, but, in many cases, what exists on paper is not borne out in practice. There is little evidence that the education system is sufficiently invested in developing career awareness in young people or encouraging positive attitude to lifelong learning.

The Kyiv Youth Centre (KYC) is working hard to promote a new approach to career learning and counselling. Instead of one or two events per year, it presents a holistic project that works on an ongoing basis and is adapted to the needs of the target audience. Based on the experience of developed countries, KYC not only works with schoolchildren and students, but it also attracts people aged up to 35 years.

KYC career guidance aims to:

- inform the general public about the importance and benefits of responsible career choice through a career guidance method;
- motivate to use the methodology of complex career guidance;
- enable young people to make an informed career choice based on up-to-date information;
- remove the consequences of a stereotypical view of a particular professional field or profession;
- create a platform for self-determination and self-development of young people through the study of their talents and interests.

Content

Case study: ProProfessi, a KYC project aimed at implementing comprehensive career guidance for students is called 'ProProfesii' (About Professions). The format of the project combines lectures, courses and seminars for those who wish to determine their future profession. The target audience is schoolchildren aged 13–17.

The project provides access to the following opportunities:

- 'ProProfesii Weekend' is a forum that takes place twice a year (spring and autumn). In the course of a day, psychologists and educational coaches offer non-stop activities for participants' professional and personal development. The purpose of the event is to show that a well-considered career choice will help to build a successful career and choose a speciality according to one's abilities and interests. The forum consists of a lecture room, a communication zone for meeting psychologists, workshops, demonstration sessions, an informal communication zone for meeting project leaders and coaches, and a lounge area for networking. The forum is also useful for parents, who can get specialist advice and learn how to influence their child's future self-determination. (Forums accommodate around 1 000 people).
- Free access to the Magellano test, which is done individually on a computer. The results are discussed with the centre psychologists. (15 people per month).
- Consultations with professional psychologists. KYC employs psychologists who specialise in working with adolescents and help determine their abilities and interests to choose an appropriate career path. (15 people per month).
- Career guidance in Kyiv schools. Interactive training for identifying participants' strengths and weaknesses and helping them find their life mission. (Four schools per month).
- 'Profession of ...' series of lectures, where experts from different industries talk about their speciality, features of their work, insights into various jobs. (200 people per month).
- Workplace visits to partner organisations and companies to show young people real-life working conditions in different professions. (80 people per month).
- Workshops offering practical training for developing transversal skills. (240 people per month).

Other KYC career guidance projects targeting young people aged 14–35 include:

- **Future of Jobs**, a series of workshops that enables clients to develop employability skills effectively in a few hours. Self-promotion, positive psychology and basic techniques of public speaking will help young people improve their motivation and self-esteem to open up new career options. (Average number of participants on the course is 500 people over four days);
- **Career Days**, combining a traditional career fair where representatives of companies meet potential employees with an educational initiative and workshops to boost personal and professional skills;
- **Career Talks**, discussion meetings with representatives of governmental institutions, public organisations and career services, educationalists and employers, aimed at identifying the urgent issues in career guidance. (60 people can attend);
- **HR Talks**, a series of lectures on self-promotion and self-presentation as part of career guidance. (350 people can attend).

Impact, effectiveness and success factors

Approximately 15 060 people in total attend KYC activities in a given year. Success factors include:

- a comprehensive approach that combines different methods and approaches to career guidance in one mechanism;
- regularity means that the projects are not seasonal but are implemented on an ongoing basis throughout the year;
- accessibility means that all activities are free of charge;
- an individual approach means that all project activities take into account personal characteristics for career guidelines;
- flexibility means that the projects correspond to public demand.

<https://rb.gy/gadzhr8.3>

8.3 COOPERATION AND COORDINATION IN CAREER GUIDANCE

Career guidance at the Zhytomyr Regional Employment Service

Introduction and context

The Zhytomyr Regional Employment Service (one Regional Employment Centre, four City Employment Centres and 17 affiliates) is an excellent example of a high-quality career guidance service that provides career counselling and active support services to its clients. The Employment Centre career counsellors provide career-guidance services to different targeted groups: pupils studying in educational institutions of different types, young people, people with special needs, internally displaced people, participants in the Ukrainian anti-terrorist operation.

The recent renovations have transformed the Zhytomyr City Employment Centre into a unique career-guidance centre for people with special needs across Ukraine. Apart from the latest technological facilities for disabled people, the centre staff focuses on implementation of the current world trends in an inclusive, client-oriented approach. A number of the centre specialists have taken part in an experimental career training to get certified for inclusive career counselling.

Content

Zhytomyr Regional Employment Service engages in several innovative practices for career education and guidance.

Career Clubs. In accordance with the clients' needs different clubs have been set up in each Employment Centre and affiliate: for young people (11), women (4), job-search techniques (7), entrepreneurship development (3), orphans and children deprived of parental care (2), teachers (1).

High-school students' career guidance. The team of career counsellors regularly hold different career events for high-school students in the City Employment Centres. Collaboration with institutions of secondary education is carried out on the basis of state agreements and joint action plans. These agreements and plans are also considered within the integrated territorial communities for the implementation of decentralisation. The Zhytomyr Regional Employment centre provides a comprehensive career guidance for schoolchildren of high schools, starting from the 8th grade:

- for 8th grade: career lessons to inform about the labour market, the successful formula for a career path, common mistakes in choosing a career;

- for 9th grade: psychodiagnostic testing for career self-determination;
- for 10–11th grades: career-guidance lessons with interactive exercises, motivational and competitive training, intellectual games, workshops and other activities, in particular on the development of transversal skills.

Campus. The Zhytomyr Regional Employment Centre regularly organises Career Days for young people. In November 2019 pupils from local schools were invited for a specially organised career activity called Campus to promote higher and vocational education institutions of the Zhytomyr region. The meeting was held in a campus format, in which each educational institution had a platform for self-presentation: informational materials were distributed and during workshops the visitors performed simple creative tasks in relevant professional areas. The future students could take part in:

- express testing to identify professional abilities and aptitude;
- mini training sessions on ‘Choose career carefully!’ and motivational photo zones;
- rating the presentation platforms of educational institutions through student voting;
- communication with representatives of the institutions about their educational opportunities, how to choose a career, and skills demand from the local and national labour markets.

At the entrance, the fair visitors received a student ID card and a simulacrum credit card with a map of the institutions represented. Armed with these elements, they could take part in a simulation game on trying to gain admission to the educational institutions. After a short workshop held by the admissions committees of the institutions, the participants demonstrated their level of knowledge or practical skills and received tests results on the ‘exam’. After traveling around the Campus, future students had the opportunity to assess the most attractive educational institutions by voting with emoticons. According to the results of voting, the most popular institution was announced.

The Atlas of Future Jobs with augmented reality. Since the young generation is extremely interested in digital technologies, Employment Centre experts have used this to spread information about emerging professions. The Atlas of the Future Jobs with augmented reality informs about new jobs like robotic engineer, virtual-reality architect, smart-city designer, a wellness consultant, online coach, recycling technologist, nanodoctor, city-farmer and city-ecologist. Each career has a brief description and responsibilities list that give a clear understanding of the rapid changes in the labour market, and increase young people’s motivation for career planning and development.

Parents’ Counselling. The Zhytomyr Regional Employment Centre provides a counselling service both for schoolchildren and their parents. The Centre experts acknowledge that parents have great influence on their children in career choice decision-making. Parents are regularly invited to special meetings for the discussion of current trends in the labour market and the competitiveness of new jobs with which parents may be unfamiliar. Special attention is focused on the importance letting children pursue independent career self-determination regardless of their parents’ preferences.

Family Career Tree is a very popular educational project for schoolchildren. The Employment Centre experts introduced it when they realised that many children had no knowledge of their grandparents’ careers and where they worked. The project participants have to construct their Family Career Tree, describing the jobs of all their relatives through a video presentation or a poster. This project brings better understanding of family roots and is very important for career self-determination. The specialists of Zhytomyr Employment Centres closely cooperate with local school psychologists, sharing common and unique practices for effective career guidance.

‘Choosing a career’ tests⁷. Most people spend a third of their lives carrying out professional activities. According to sociological research, 50% of Ukrainians work in fields outside those of their diplomas; only 10% are satisfied with their work; only four of the dissatisfied are ready to choose another career. For clients who are at the stage of choosing further study or a career path and want to learn more about personal abilities, character type, self-esteem, attention, memory, perception, thinking and other characteristics whose development will contribute to successful career, the State Employment Service of Ukraine website offers free, computerised psychodiagnostic techniques. Future careers can be determined with the help of computerised career-guidance methods, taking into account personal aptitudes and abilities. The individual test results will show what group and type of profession is likely to suit the jobseeker, and a list of jobs that belong to a certain type of profession may be offered. After passing the test, it is important to get qualified advice from a practical psychologist or a certified career counsellor.

Ukrainian Association for Career Guidance and Educational Advising

Introduction and context

To challenge the issue of poor provision of career guidance services for schoolchildren, university entrants, graduates and adults, the Ukrainian Association for Career Guidance and Educational Advising (UACGEA) was established in 2010. It is an NGO that aims to create a collaborative environment for experts in career learning and counselling, to strengthen international cooperation in researching scientific and practical approaches to career guidance, and to transform the vocational guidance system in Ukraine.

Content

The Association specialises in the following activities:

- **monitoring and registering** activities in career guidance (specialists, organisations, projects);
- **researching** scientific approaches to career guidance in Ukraine and compiling a career-guidance glossary;
- **creating and developing** the community ‘Career Guidance Group in Ukraine’ (<https://rb.gy/zinzcu>);
- **development** of a set of Career Competences and Personal Development Management Qualifications (<https://rb.gy/jiuhqc>, <https://rb.gy/tuqj4v>);
- **testing and implementing** the Career Competences and Personal Development Management Qualifications via training programmes, courses, certification (<https://rb.gy/beoavh>).

The Association offers a wide range of distance-learning tools for students of different age groups: ‘Learning and Career Paths’, ‘Choose Your Life Path Consciously!’, ‘Career Guidance Map of Ukraine’.

The Association cooperates with the Alliance of Non-governmental and Business Organisations to create a unified national vocational guidance system and positively influence the process of its development. The Alliance’s action is based on a vision of the need to transform the system based on the modern experience of developed countries in the context of European integration. Since it is important to develop and implement clear criteria for evaluating career-guidance systems for specific providers, the Alliance is developing relevant visions, strategies, models and approaches that can be

⁷ <https://rb.gy/ckhnrp>

realistically adapted in Ukraine in the nearest future. In this context, it proposes the application of the updated European model of key competences (Official Journal of the European Union, 2018a), including career-management competences, to the key competences described in the Ukrainian Educational Act 2017⁸.

The key features of the proposed approach are:

- transition from paternalism to self-responsibility,
- implementation of a system of career guidance.

Challenges and future developments

To make this system work it is necessary to activate the system-forming factors that are key career competences and a qualifications framework. If properly implemented, these two elements allow young people to structure their opportunities effectively and to navigate life choices. At the same, the Personal Development Management Qualifications (PDMQ) Framework enables the classification of educational and career services providers for transparent communication with citizens.

A more accurate resilience indicator structure requires further consideration. Based on this indicator the effectiveness of career guidance can be evaluated at local, regional and national levels.

8.4 PARENTAL INVOLVEMENT IN THEIR CHILD'S CAREER CHOICES

The City of Professions

Introduction and context

This unique project that has no equivalent in Europe is a large, mobile career-oriented event that annually invites children and their parents to learn more about the world of work. The national initiative was first launched in 2014 in 12 Ukrainian cities and attracted more than 40 000 participants. In 2015 and 2016 the number of participants increased to 98 000 and 350 000 people respectively, and since its creation it has been visited by at least a million children and their parents in 50 Ukrainian towns and cities.

Content

The mission of the project is to give children the chance to try different jobs, assisted by representatives of a wide range of careers in real-life conditions. The list of professions varies according to the region and is increasing year on year, with a record 160 different professions represented in 2019 across the country. At the entrance every child aged 2–15 gets a passport, a short guide and a city map. Having chosen a desirable job, they get employed and, after a brief workshop from a professional, perform real tasks. Their job history is recorded in the passport and at the end of the successful working day participants get their payment in a special currency that can be spent at a local market on stationary or sweets. The project moderators and job representatives declare that the first positive work experience is vitally important and may greatly influence the future career path.

⁸ Educational Act 2017, <https://rb.gy/snlziz>

ACRONYMS AND ABBREVIATIONS

AI	Artificial intelligence
CAC	Career and Advising Centre
Cedefop	European Centre for the Development of Vocational Training
CEG	Careers Education and Guidance
CMS	Career-management skills
DigComp	A digital competence framework
EC	European Commission
ES	Expert system
ESF	European Social Fund
ETF	European Training Foundation
EU	European Union
EUR	Euro
ICT	Information and communication technology
ILO	International Labour Organisation
KYC	Kyiv Youth Centre
NEET	(Young people) not in education, employment, or training
SEL	Social and Emotional Learning
STF	Skills Technology Foresight methodology
USA	United States of America
VET	Vocational education and training

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