



Designing and Implementing Policies Related to Career Management Skills (CMS)

BRIEF SUMMARY



**EUROPEAN LIFELONG
GUIDANCE POLICY
NETWORK**

Designing and Implementing Policies Related to Career Management Skills (CMS)

These are the questions which CMS-related policies need to address, as identified in the ELGPN Resource Kit (2012) • The conclusions and recommendations given here draw from ELGPN member countries' experiences

What do CMS mean in your country?

- Bring together stakeholders and experts to discuss lifelong guidance and CMS
- Resolve the definitional language issues on the concepts
- Propose an agenda and an initial plan to facilitate a common understanding of CMS

What co-ordination and co-operation is required for specialised input in developing and offering a CMS programme?

Compose a National Lifelong Guidance Forum representing all key stakeholders with a clear remit to develop a CMS framework and to advise on CMS-related policies

What is the role of social partners in developing CMS among citizens?

CMS development is a strategic policy issue that government shares with social partners. In small and medium-sized enterprises access to, quality of the provision and opportunity to master CMS will more likely be delivered through PES, through national or specialist career services, as a trade-union activity or through private providers

How will citizens develop CMS throughout their lifetime?

- CMS development should be considered as a 'work in progress'
- Acquisition of CMS by citizens should not be assumed
- Use the same concepts and methods for CMS development across the various sectors

Who will teach and train citizens in CMS development? How are guidance (semi-) professionals trained in delivering CMS teaching and training?

- CMS development can be delivered by professionals and semi-professionals e.g. tutors or employment counsellors
- All initial teacher training should include a compulsory guidance and CMS development module
- Semi-professionals should have the opportunity to qualify in guidance and have support in developing and maintaining the lifelong guidance perspective in their work

How can employed and unemployed citizens learn and acquire CMS?

Develop a CMS framework as a basis for the assessment of attained CMS among employed and unemployed people and as the guiding principles for their further learning

SYSTEMIC QUESTIONS

TEACHING AND LEARNING OF CMS

ACCESS AND ENGAGEMENT

QUALITY AND EVIDENCE

Which strategic decisions need to be taken to ensure wide access to CMS and the monitoring of its quality?

Endorsement of policy decisions on CMS development for citizens should be reached at a high level among various ministries and ratified with laws, acts, or measures particularly concerning national/regional curricula, adequate funding, co-ordinated national strategies, similar milestones, and common further implementation steps

How to ensure that citizens are empowered to develop CMS and understand external influences such as the influence of society on their career paths?

Assessment of the mastery of CMS development should not be restricted to self-assessment only. It should be linked to and set against societal challenges: managing difficult life and labour market circumstances and reacting positively to changes

How should CMS be assessed with citizens over the life-span?

- Actions to develop formative and summative evaluation of CMS should be undertaken
- Awards and other mechanisms to recognise and accredit experiences related to the development of CMS are features of effective guidance provision

How to measure the impact of CMS programmes?

- Take notice of the existing research and take it into account in deciding on the nature of the impact to be measured
- Both quantitative and qualitative approaches should be used in measuring the impact of guidance of which CMS development should be the key aim and learning outcome. *The Evidence-Base on Lifelong Guidance: A guide to key findings for effective policy and practice* (2014) provides several examples for this

Which criteria should be used to evaluate the quality of CMS provision?

- An input-process-outcome-evaluation framework could be used
- The use of the indicators, criteria and possible data as indicated in the ELGPN QAE framework is recommended. The ELGPN QAE Templates contain examples on what and how to evaluate the quality in CMS provision





EUROPEAN LIFELONG GUIDANCE POLICY NETWORK (ELGPN) aims to assist the European Union Member States (and the neighbouring countries eligible for the Erasmus+ Programme) and the European Commission in developing European co-operation on lifelong guidance in both the education and the employment sectors. The purpose of the Network is to promote co-operation and systems development at member-country level in implementing the priorities identified in EU 2020 strategies and EU Resolutions on Lifelong Guidance (2004; 2008). The Network was established in 2007 by the Member States; the Commission has supported its activities under the Lifelong Learning Programme and the Erasmus+ Programme.

CAREER MANAGEMENT SKILLS (CMS) refer to "a range of competences which provide structured ways for individuals and groups to gather, analyse, synthesise and organise self, educational and occupational information, as well as the skills to make and implement decisions and transitions". CMS development constitutes an important objective of the overall lifelong guidance services. In addressing Europe 2020 targets, the development of the CMS of citizens is a critical tool for employment, education and training, youth and social policies (European Commission, 2011).

This ELGPN Tool is addressed to policy-makers who wish to develop a comprehensive national guidance policy with the focus on the acquisition of CMS. This need may arise in the light of the various lifelong guidance policies which exist in Europe, of closing existing gaps in national provision, and in meeting future approaches to lifelong guidance. This tool is intended to support policy-makers in considering each of these important questions by sharing insights, good practice and conclusions across the ELGPN member countries.

This ELGPN Tool builds upon the work by the members of ELGPN in 2009–15, working in Work Package/Policy Review Cluster on Career Management Skills with the support of consultants Annemarie Oomen 2013–15 (the Netherlands) and Prof Ronald Sultana 2009–12 (Malta), and lead country representatives Lena Nicolaou 2013–15 (Cyprus), Anne Froberg and Jørgen Brock 2014–15 (Denmark), Jasmín Muhič 2009–12 (Czech Republic) and partner organisations of the ELGPN. The ELGPN is a Member-State-driven network in receipt of EU financial support under the Erasmus+ Programme. The views expressed are those of ELGPN and do not necessarily reflect the official position of the European Commission or any person acting on behalf of the Commission.

The full version of this tool is available in print and online on the ELGPN website.

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