

The demand and recent development of lifelong guidance in EU neighbouring countries

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A quick overview ...

- (1) Introduction and context
- (2) Drivers of demand and barriers
- (3) Key findings and delivery models
- (4) Country examples on recent developments
- (5) Policy lessons



What is the **ETF** (European Training Foundation) ?

- ❑ Agency of the European Union (EU) assisting neighbouring countries to the EU in reforming education and training systems through
 - supporting the EU external policy and aid programmes
 - policy advice/learning and capacity building to the countries
 - information and analysis
- ❑ Centre of Expertise in Human Capital Development
(Focus on Vocational Education and Training, Labour Market)
- ❑ Mandate **to foster lifelong guidance policies** in third countries
(since 2008)

EU neighbouring countries (31)

Candidate countries to EU (6):
Croatia, Turkey, former Yugoslav Republic of Macedonia, Montenegro, Serbia, Iceland

Eastern Europe (7) : Armenia, Azerbaijan, Belarus, Georgia, Moldova, Russian Federation, Ukraine

South Eastern Europe (3):
Albania, Kosovo*, Bosnia and Herzegovina

Mediterranean region (10):
Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Syria, Tunisia, Occupied Palestinian Territory (OPT)

Central Asia (5):
Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan



ETF career guidance policy reviews

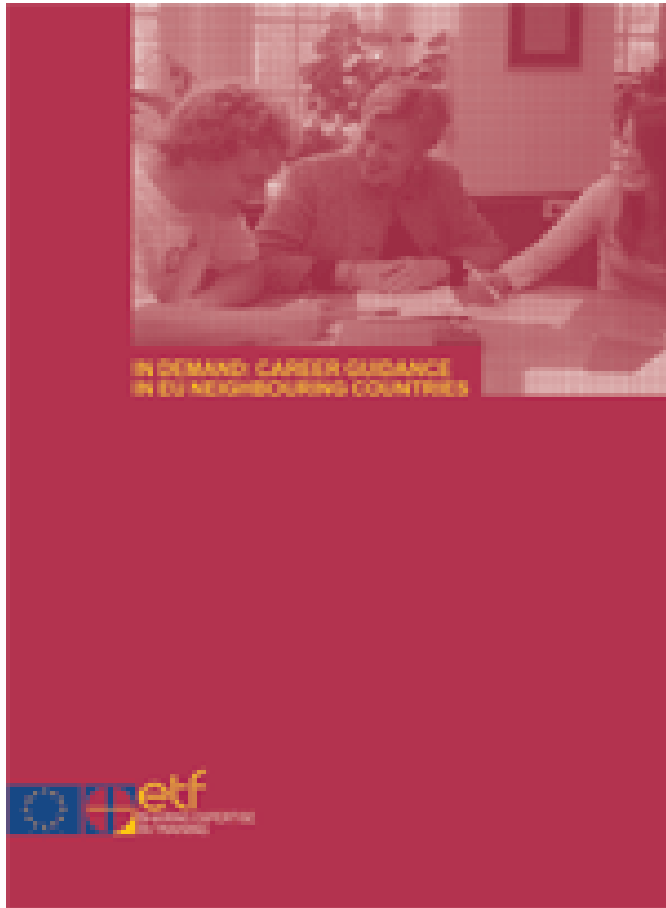
... revealed huge demand in many EU
neighbouring countries ...



- 11 Acceding and Candidate Countries (2002)
- 7 South-East European countries (2005)
- 10 North African and Middle East (Mediterranean) countries (2006)
- ETF policy papers to 6 countries' Governments: Turkey, Kosovo, Serbia, Egypt, Lebanon, Jordan (2008-2011)

(Re)discovering Career Guidance

A trend in EU neighbouring countries



... for example ...

... Egypt, Jordan, Lebanon,
Syria, Serbia, Montenegro,
Kosovo*, Albania ...
and also in ...

... Ukraine, Georgia,
Azerbaijan, Kyrgyzstan ...

Upward – Downward Trend by countries

Preliminary mapping (*last 5 years*)

UPWARD trend
↑

13 (Serbia, Montenegro, Kosovo*, Croatia, Turkey, Iceland, Albania, former Yugoslav Republic of Macedonia, Ukraine, Georgia, Jordan, Lebanon, Egypt)

Upward –
stagnation
↑→

11 (Morocco, Tunisia, Algeria, Syria, Israel, Occupied Palestinian Territory, Russia, Kyrgyzstan, Azerbaijan, Armenia, Bosnia and Herzegovina)

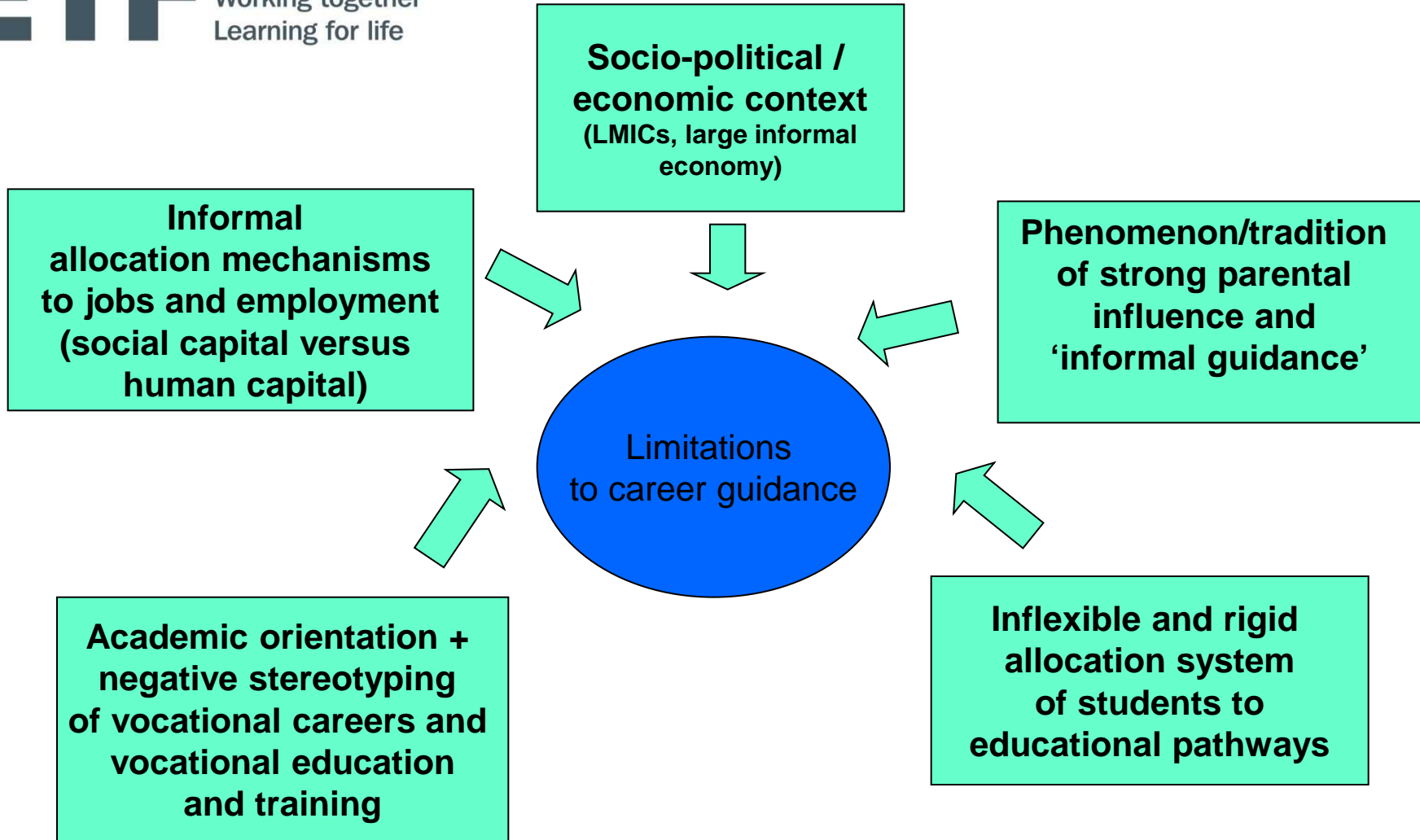
Stagnation –
downward
→↓

0

UNKNOWN

7 (Kazakhstan, Uzbekistan, Tajikistan, Turkmenistan, Moldova, Belarus, Libya)

Barriers to meeting demand for career guidance



Push- and pull factors shaping demand for career guidance

Labour market developments

1. Expanding and fast changing economy
2. Structural unemployment and skills mismatch
3. Preventive labour market policy
4. Labour market flexibility/security imbalance

Inner logic of education and training reforms

1. Modernisation of basic education (i.e. cycles) and VET
2. Increased diversity / flexibility of learning opportunities
3. Drive towards higher education / qualifications
4. Reducing drop-out / more efficient use of investment

Policy induced drivers

1. Policy beliefs
2. Policy 'actionism'
3. EU integration process
4. Foreign aid / donors

Push factors from supply side

1. Snowball effect of successful pilots
2. Reviews and international experience/cooperation

KEY FINDINGS

- **CAREER GUIDANCE IS MOVING UP THE POLICY AGENDA** (strategic frameworks adopted or emerging; policy co-ordination increasingly viewed as essential; new willingness to pilot or introduce services; explicit or implicit reference to lifelong guidance)
- **LEVELS OF POLICY PROFILE** (policy interest + policy priority) and **DEVELOPMENT STAGE** (well-established versus starting from scratch) varies across countries and there is some correlation with geographical regions
- **HOME-GROWN versus DONOR-DRIVEN** career guidance development
- **DIFFERENT APPROACHES AND DELIVERY MODELS** (psychological versus pedagogical approach; centre model dominant as well as specialist versus semi-specialist model; curriculum and virtual models remain underutilised)



Delivery models of career guidance

(ZELLOTH 2009)

<p>CURRICULUM MODEL</p>	<ul style="list-style-type: none"> (1) Compulsory subject 'career education' or similar (2) Compulsory part of (an)other subject(s) (3) Compulsory curriculum principle (all or several subjects) (4) Elective subject 'career education' or similar (5) Part of (an)other elective subject(s) (6) Part of curricular activities (eg guidance programme) (7) Part of extra-curricular activities (eg career fairs)
<p>CENTRE MODEL</p>	<ul style="list-style-type: none"> (1) Centre inside school/university (2) Centre outside school/university specifically for students (3) Centre for unemployed inside public employment services (4) Centre for all citizens – in- or outside educational or labour market settings
<p>INDIVIDUAL MODEL</p>	<ul style="list-style-type: none"> (1) Specialist inside school / university / employment services (school counsellor, school psychologist or pedagogue, social worker, guidance specialist in employment offices) (2) Semi-specialist inside school / university / employment services (eg class teacher, subject teacher, (deputy)director, employment counsellor, generic career coordinator or career adviser)
<p>VIRTUAL or WEB-MODEL</p>	<ul style="list-style-type: none"> (1) Self-help facility at schools / public employment services / local communities (2) Web-based interactive (individual through Internet)

- ❑ **Comprehensive policy framework developed** (2008-09) **and adopted** (2010) by Government, National Strategy aiming to develop a sustainable guidance system

- ❑ **Action Plan 2010-14 for career guidance development**

- Creation of new types of centres

(National Resource Centre for Guidance; CIPS- Career Information and Counselling Centre; Centre for Career Guidance and Counselling for talented youth; Mobile Centres for rural areas; local Youth Offices with guidance function; expanding university career centres; experimental centres in schools)



■ National Strategy for Career Guidance

(2011 Draft, 5-year Action Plan under preparation, supported by an EU project on 'Labour Market Reform and Workforce Development')

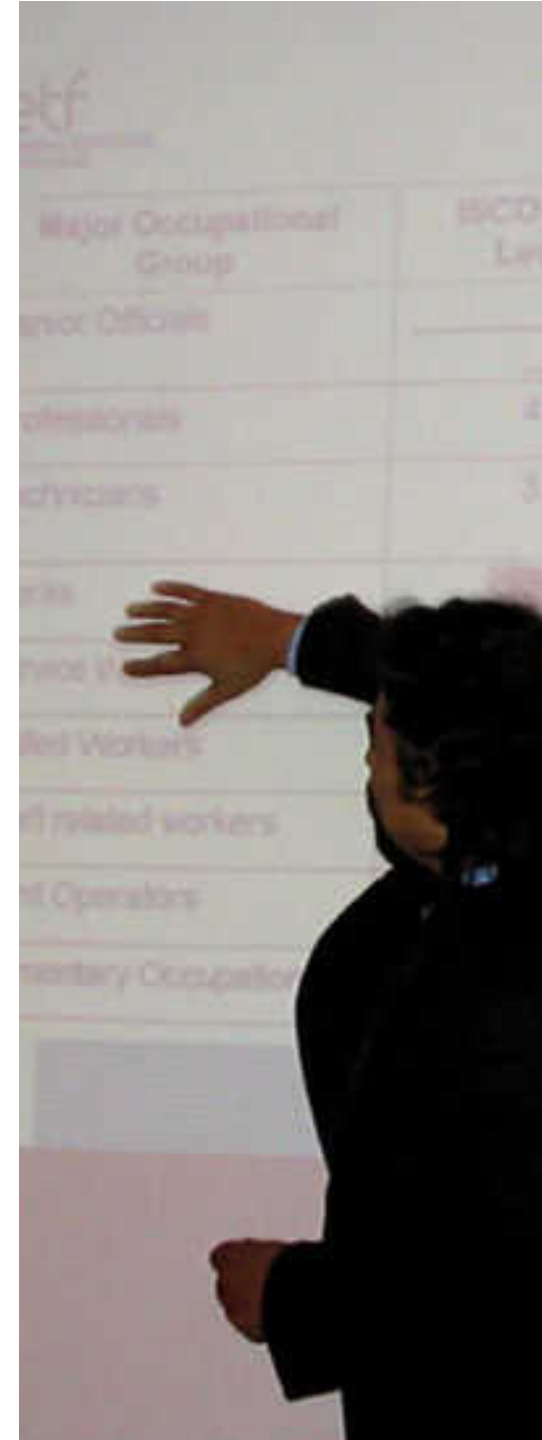
- goal to **raise awareness of lifelong learning and career development** *(Ministry of Education in the lead)*
- **improving legal and institutional base** for guidance; strengthening guidance in education *(school work plan, role of school psychologists / pedagogues, integration in curricula of primary and secondary schools)* and in employment services *(special centres established)*
- **development of quality standards** for guidance and practitioner training



- ❑ **Piloting career education** (since 2008) as elective subject in the curriculum (16 hours) per year; in the 9th grade (so-called 'orientation year'); students and teachers hugely enthusiastic about new subject; cost-effective solution
- ❑ **Curriculum framework for career education developed** for grades 6-13; still to be approved; decision made to expand pilots
- ❑ **National Resource Centre for Guidance established** – first such type of centre in the region; three Ministries (Education, Labour, Youth) sharing centre and its staff
- ❑ **New Career Guidance Strategy** – under preparation in 2012



- ❑ **Career guidance policy unit in the Ministry of Education** and a Co-operation Protocol / Memorandum of Understanding between all stakeholders in guidance (2009) to further develop the national career guidance system
- ❑ **Web-based Career Information System** (2010) national system to serve all target groups in a lifelong learning perspective (i.e. databases, self-assessment tools, web-based questionnaires)
- ❑ **Guidance Oriented Curriculum** as a developmental and holistic approach to education



- **Placement and Career Guidance Unit established and Strategy Document issued (2010)**

Target group the Palestine Community (refugees, which are excluded from many occupations); general guidance sessions for grades 9-12; individual sessions for grades 9 and 12 by so-called 'Registrars'; visits to Vocational Training Centres

- **Career Counsellors in schools (2011)**

The Ministry of Education is planning to re-train teachers and to significantly increase the number of career counsellors in schools



- **National Task Force developed a proposal for introducing career guidance in Egypt (2009-2010)**
 - Submitted for approval to four Ministers (Education, Higher Education, Industry and Trade, Employment and Migration)
 - Proposed Large-Scale Pilot Projects in different settings (incl. materials and tools)
 - To build a first generation and critical mass of career guidance practitioners
 - Various donor-supported pilot projects in the last decade (i.e. in TVET schools, apprenticeship / dual system, universities)



- **Career Guidance Strategy linked to TVET adopted by National E-TVET Council (2011)**

Action Plan targeting Community Colleges and Employment Centres (2011-2015)

Establishing Career Guidance Implementation Unit under E-TVET Council; one-stop Clearinghouse; 'suite' of career guidance workshops; university partnership with post-graduate diploma in career development; electronic labour market information system; image building campaign for E-TVET; promoting employer involvement at all levels of the education system



- **SYRIA – first Career Centres at universities (2010-11)**

As part of a new policy linking higher education with the labour market

- **AZERBAIJAN – Career Services in labour offices (2011)**

As part of a World Bank project related to labour market and institutions

- public employment services developed several instruments (i.e. testing system, manual for guidance officers, programme 'first step in my career' for university graduates, web-based application 'Tusi Pro')



- **Career Managers in VET Centres** (since 2007)
pragmatic approach of training a number of teachers and young professionals (psychologists); first full-time guidance practitioners in the country; Initiative of the Ministry of Education in co-operation with an NGO
- **Job Counselling Centre** (2007 pilot)
main target group migrants (potential migrants and reintegration of returning migrants) plus jobseekers in general (as public employment services were abolished in the country); IOM led initiative, donor funded (USAID, Czech Republic, Poland)
- **National VET Council** (2010)
established a thematic working group on career guidance
- **New VET Info Centres** (2012)
staff trained on career management; centres deal with registration and enrolment of students for public VET providers



- **New career guidance policy developed** (*New career guidance system – Concept on career guidance in the Kyrgyz Republic*) – 2009-2010

Plan to create guidance services infrastructure including a monitoring system, development of updated career guidance methodology and materials, guidance service standards, improved labour market and career information and training of practitioners.

Concept was close to adoption in 2010 but interrupted by political instability; new government re-assessing the paper

- **Career guidance plan and awareness raising among students and parents** as part of an ADB-Asian Development Bank project on *‘Vocational Education and Skills Development’* (2010)

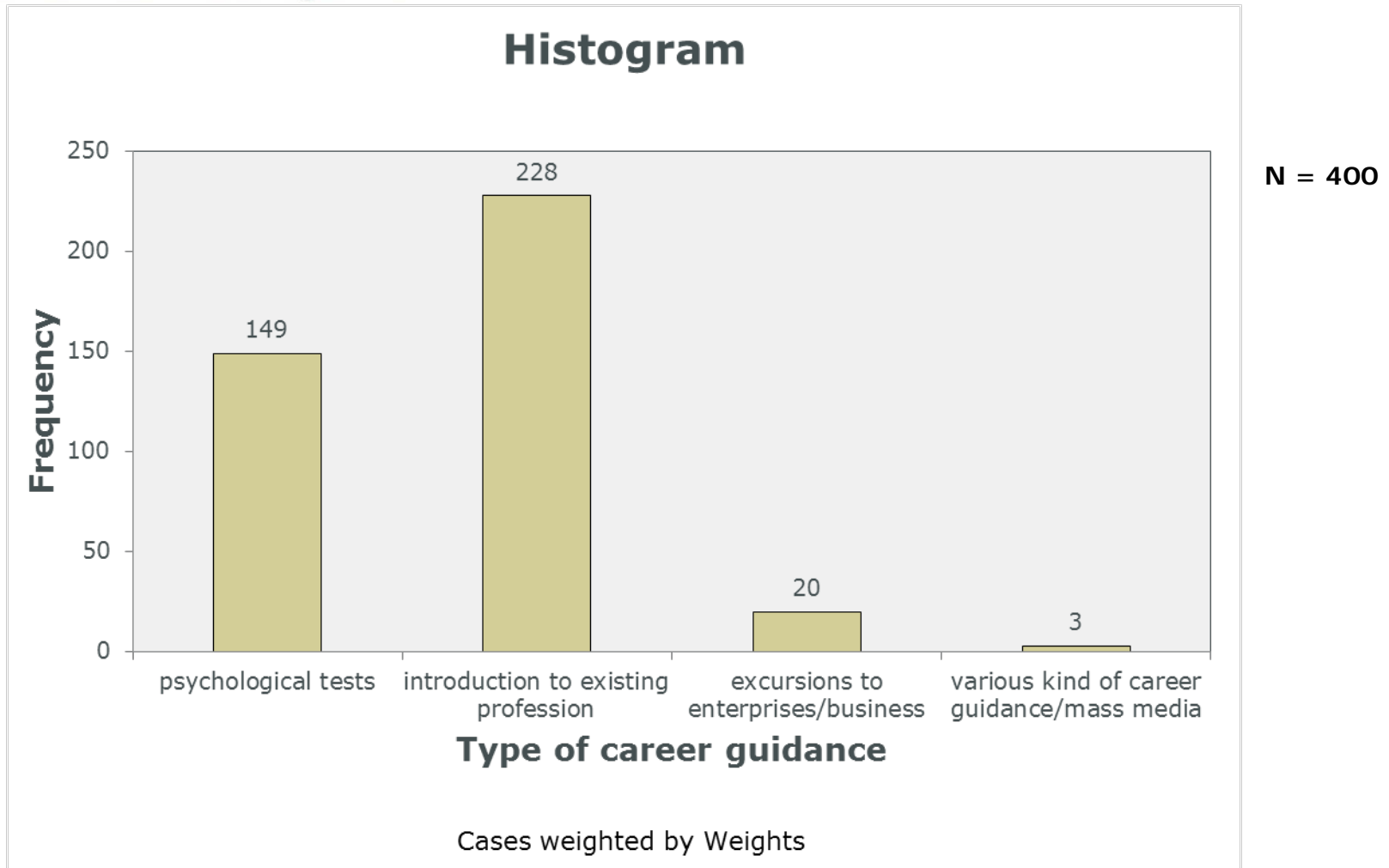
To help students choosing speciality (1st and 3rd year of VET) and to make VET more prestigious (8-9 grade comprehensive schools)

To encourage people to get (re)training (unemployed, adults, out-of-school youth)



KYRGYZSTAN

Type of career guidance



Source: The ETF Transition Study in the Kyrgyz Republic 2011/2012

Policy lessons

- **Integrating career guidance within wider reforms in education, training and labour market**
 - VET/education reform project could include development of career information system and training of teachers to become guidance teachers
 - curriculum reform could go hand in hand with piloting of career education and career management skills in basic/secondary schools
 - labour market project could contain a component to build up or improve career guidance centres in public employment services
- **Fostering home-grown and demand-driven career guidance services**
 - as opposed to donor- and supply-driven development model
 - aiming at service provision which fits real demand, size and contextuality of a country
 - methods and tools that are 'home-grown' or at least culturally validated



Policy lessons

- **Wider access to career guidance services and changing the mode of delivery**
 - resource-efficient approach (career education, group- and self-help)
 - decisive shift from a psychological to a pedagogical/hybrid delivery model (building on the new guidance paradigm, eg career self-management skills, self-empowerment, work-tasting)
 - enhanced career information (print- and web-based)
 - stronger links between career guidance and entrepreneurship
- **To consider both informal labour market and informal guidance provision**
 - when shaping new career guidance services in formal/informal economies, career information needs to take into account information about the informal labour market
 - informal guidance and formal one need to get closer together
- **Fostering national dialogue + international networking among key actors and stakeholders in guidance**
 - pilot co-operation and co-ordination mechanisms at national level
 - make better use of international networks and donor funding (sustainability issue)





Making career guidance work = Passion + Vision + Action

If you have vision and action but no passion you will be mediocre.....

If you have passion and vision but no action you will be daydreaming

If you have passion and action but no vision you will reach the wrong goal.....



Thank you for your attention !

For further information
please visit our website
www.etf.europa.eu

Or ETF in the city of Turin (Italy)

