

The push and pull of TVET: can Career Guidance make a difference?

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Career Guidance: on the policy agenda across the world



OECD – ETF – World Bank – CEDEFOP
DG Employment – ILO – ELGPN

What is career guidance?

- **Services**, offered in a **variety of settings**
- intended to **assist** individuals/groups of **any age** at **any point**
- to make educational, training & occupational **choices** and
- to **manage their careers**

Offered: on an individual or group basis...
face-to-face or at a distance...

Includes: career information, assessment tools,
interviews, career management, work search
transition services, job placement, APL...

**Career
information**



Valid, reliable, up-dated, transparent, timely:
Labour market information; occupational profiles; education and training pathways...

**Career
Education**



In or/and across the **curriculum**; extra-curricular activities; school-to-work curriculum; work experience; entrepreneurship...

**Career
counseling**



Supports **self-understanding**; career assessment tools; individual or group counseling...

**Employment
counseling**



Immediate employment goals; job-getting; interview skills; APEL; personal action planning (PAP)...

**Job
placement**



Registration of **vacancies**; networks with employers; role of universities and colleges; job tasting...

Why invest in CG?

Learning goals

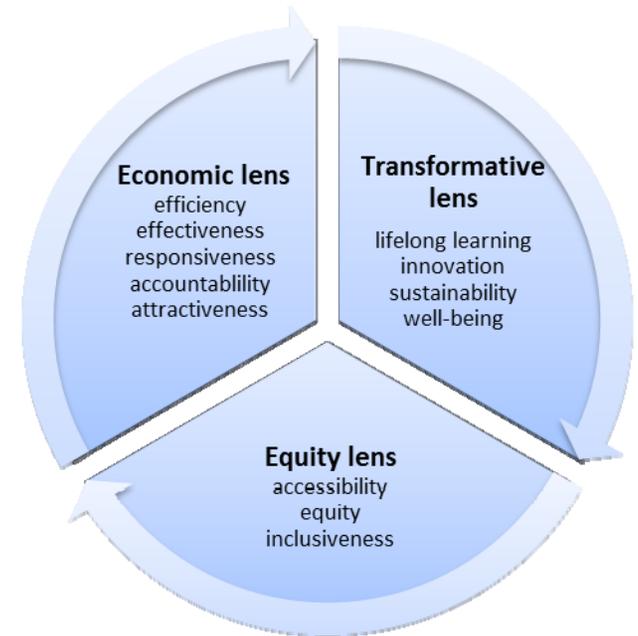
- Supports LLL and HR development
- Promotes meta-cognitive skills
- Facilitates motivation, reduces drop-out rates

Labour market goals

- Reduces mismatch between demand and supply
- Addresses skills shortages and bottlenecks
- Improves labour adaptability: geographical and occupational mobility
- Reduces extent and duration of unemployment
- Encourages entrepreneurship

Social equity goals

- Meets needs of disadvantaged groups
- Supports female labour market participation
- Addresses gender segmentation in the labour market



Rationale for CG in TVET

- Education and training systems are increasingly integrated. Mobility between educational and training pathways – and modular curricula – present:
 - more **flexible** options
 - more **complex** transitions.
- **Progressive specialisation** within the same family of skills requiring improved CG.
- **Non-linear** career pathways, multiple lifetime occupations: career development learning is at the heart of CG programmes.
- Many TVET graduates take up occupations in non-course related areas. CG supports a more **efficient correspondence** between training and employment pathways.

Can CG help make TVET more attractive?

TVET can be made more attractive to students by:

- Improving the educational offer in TVET leading to parity of esteem
- Increasing permeability between TVET and non-TVET tracks... Etc...

BUT CG can play a role by:

- **Promoting knowledge** of the training offer of TVET institutions
- **Marketing TVET** as a desirable option (also for high achieving students);
- Increasing the opportunities for students to **'taste' courses in TVET** colleges – experience rather than prejudice determine choices.
- Encouraging **informed attitudes** towards TVET by:
 - Providing data about occupational outcomes for graduates (including projected demands, typical wage levels, and short/long-term outcomes)
 - Inviting TVET staff to participate in CMS and transition workshops.
 - Organising 'course taster' experiences in TVET colleges.
 - Ensuring that the information provided about educational and occupational pathways does justice to the TVET track.

However, CG must respect the principle of IMPARTIALITY

CG before and during TVET programmes

Before:

- All young people should be **made aware** of TVET options
- Young people interested in TVET should have access to career counselling and information: ensure that **choices are well-thought-through**.

Evidence that CE_d often biased in favour of general tracks

During:

- CG should be available at all relevant **decision points**, and on **exit**.
- CE_d programmes have a role to play both in preparing students for future **career decisions** and in supporting the **transferability** of their learning.



- In TVET programmes with **progressive specialisation**: further decisions carrying career consequences need to be made.
- In TVET programmes with **generic training followed by specialisation**, CG has an important role to play
- Specific challenges to retain **talented TVET students**

Some challenges to consider

- Ensuring early exposure to career guidance (self-efficacy)
- Ensuring access to all (low readiness for CG for some)
- Integrating career management skills across the curriculum
- Intervening at key transition points
- PAP, portfolios, and career conversations: trained staff
- Working with staff across departments, across institutions
- Working with parents: combating prejudice
- Working with employers: ensuring an insider perspective
- Supporting career learning within apprenticeships

Some useful references.

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