Venue and duration
The course will take place at the International Training Centre of the ILO, Turin (Italy). It will last from 21 to 25 October 2013.

Cost and financing
The course is fee-paying.

The cost is Euro, 2,000. This amount includes:
• Tuition fees (EUR 1,400) covering programme development and management, secretarial and administrative support costs, the use of classrooms and teaching equipment, office supplies, training materials, local study visits. Also included: emergency medical insurance, socio-cultural activities;
• Subsistence costs (EUR 600) covering full board and lodging during participants’ stay at ITC-ILO.

The course fee does not include the cost of international return air travel from the country of origin to Turin, nor the cost for airport transfers. Participants are responsible for obtaining all necessary visas. Visa fees and related costs cannot be reimbursed.

Partial fellowships are foreseen for selected participants (they partially cover course participation costs and do not cover the travel). To receive a fellowship, please enquire early!

Note: The ETF, as a decentralised agency of the EU, is a non-profit entity. The course fees are charged solely by the ILO to cover for the tuition fees and subsistence costs specified.

Application
Application on line:
Interested candidates are kindly requested to:
• Fill-in the on-line registration form available under this link: http://intranetp.itcilo.org/GIT/STF/A906363/en
• Send us a sponsorship letter by their employer/institution (or a donor organization) stating that it will cover:
  ▪ The cost of the course of Euros 2,000 (or in case of application for a fellowship the amount that the employer/ institution (or a donor organization) is in a position to consider);
  ▪ The international travel between the country of origin and the ILO Training Centre in Turin.

Application deadline: 16 September 2013

For further information, please contact
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Career Guidance Policy and Practice: A strategic tool for Planners and Decision Makers in Employment, Education and Training

Background

Career Guidance in its life-long guidance concept is relatively new. This concept conveys that choosing a career that matches the interest, skills and values of a person, significantly increases the chances for success and happiness in life and in the same time will avoid the waste of human talent, human capital, and resources through wrong choices.

It is now widely acknowledged that career guidance is beneficial not only for the individual, her/his empowerment and choices for the future but can also contribute to public policy goals in the labour market, as well as education/training and social equity.

Among the labour market goals, career guidance can help to prevent or reduce unemployment, enhance labour mobility, improve the match between supply and demand, to ensure better labour supply and address skills shortages. Within learning goals, it is often seen as contributor to the development of human resources, as a way to improve the efficiency of education and training systems and as a tool to help improve the fit between education and the labour market. Finally, career guidance can help to achieve social equity goals, such as by supporting the disadvantaged, marginalized groups, social integration of migrants and ethnic minorities or by addressing gender equity, for example to address gender segregation in the labour market or to support rising female labour force participation.

There is an increasing demand for career guidance and related capacity building services worldwide. That applies to developing countries which are experiencing the effects of globalization and do not yet have sufficiently developed capacity to support employability of their citizens; these countries are less familiar with modern career guidance concepts and face greater challenges in implementation. Moreover, push- and pull factors arising from labour market reforms and modernization of education and training systems in many other countries call for the introduction or improvement of career guidance provision.

Against this background, a new training and knowledge-sharing course on career guidance policies and practices is offered to planners and decision makers in employment, education and training.

This course offers a ‘niche’ which currently is not covered either by national or international organisations and professional associations in the field. It is jointly promoted by the International Labour Organization (ILO) and its International Training Centre (ITC) as well as the European Training Foundation which have mandate in training and employment and endeavour to raising the awareness about the Career Guidance concept and providing technical assistance to its adaptation and implementation.

Course objectives

The course aims at enabling course participants to be better prepared to take decisions and plan for career services.

More specifically, by the end of the course, participants will be able to:

- Study the need for Career Guidance at national or regional level, possible models of service provision and decide on appropriate approaches and models;
- Plan for establishment or improvement of career guidance services in different settings (schools, TVET institutions, public employment services);
- Shape planned career guidance services to the range of contextual cultural and social factors (culture-sensitive services);
- Plan for and monitor evaluation of career guidance services’ implementation; and
- Plan for career guidance staff and practitioners training compatible to accepted international standards.

Target group

This proposal describes a course that focuses on sensitisation of planners and policy makers in developing and emerging economies to the importance, relevance and possible positive impact of career guidance as mentioned above.

The course addresses both employment and education/training sector representatives, notably:

- Employment, TVET and education planners, at national, regional and local Government levels;
- Employment services’ staff;
- Representatives of employers and workers’ organizations involved in education decision making;
- Members of Boards of Trustees of educational and training institutions and bodies, or similar committees; and
- Leaders in Guidance professional societies and unions.

End beneficiaries of the course would include the wide range of employment and education and training-related groups receiving career guidance services at different stages of their life/career (including, for instance, job seekers from all ages and backgrounds, in particular youth; recent graduates; workers planning a shift in occupation or job; TVET students, secondary general and basic education students; and individuals with special needs).

Content

This one-week course will be structured in five (5) learning units as follows:

UNIT 1: The need and rationale for CG

Why should Governments invest in career guidance? The role of career guidance in improving labour market, education and training systems (The problem, i.e. mismatch between supply and demand, unemployment, and skills mismatch; drop-out; poor image of TVET) Country examples of career guidance policies and implementation – what are CG pioneers doing? Empowerment of the individual (basics of career psychology and career concepts, individual’s career plans and choices, the role of formal and informal CG, culture-resonant theories and methods) Reflection on the adopted concept of CG in home countries of course participants (need and rationale of CG)

UNIT 2: Delivery models of CG – finding the optimal career guidance-mix

Overview and assessment of various models (curriculum, centre, individual, specialist, semi-specialist, virtual- or web-model); identifying the optimal service-delivery mix for a given country/context Cost-efficient and effective approaches to widen access to CG (i.e. career education, self-help facilities, national career information) Methods of career guidance (i.e. information and advice, interviews, self-assessment, tests)

UNIT 3: The crucial role of labour market and career information

The translation of labour market information into career information How to deal with a context of informal economy and poor labour market information? Examples of national career information systems and both print- and web-based career information materials The role of ICT in career information

UNIT 4: Key elements of effective career guidance

Career management skills as a new approach in career guidance Preparing qualified career guidance staff (i.e. qualifications, professionalization, training) - bottlenecks and proposed solutions

UNIT 5: Next steps of policy implementation - key messages and ways forward

- Ensuring common understanding of CG concepts, public policy goals at national/sector level
- Ensuring leadership, co-operation and co-ordination in career guidance (i.e. National Guidance Policy Forums, other arrangements) Promotion of CG services at institutional and national levels Possible starting points and the need for vision to guide Individual participant’s plan for post-course actions to convey the message and promote/implement CG

The course will attach special attention to contextual specificities (i.e. informal economy and informal allocation mechanisms, phenomenon of informal guidance, academic orientation and negative stereotyping of TVET, specific meaning of ‘career’ and individual choices) that developing and emerging countries need to address when developing career guidance services.

Learning methodology

In line with the Learning Approach implemented by the International Training Centre of the ILO, the course/workshop will be highly participatory and will allow for discussions and explorations. The methodology will be based, essentially, on a combination of learning techniques. There will be individual presentations by recognized subject-specialists of the ITC-ILO, EFT, ILO, EU and of the wider International CG scholars from different regions (including developing countries), as appropriate. Panel discussions and group works of a "hands-on" nature will assist in sharing and exchanging experiences. Study visits to local career guidance providers will complement the learning opportunities.

Participants are encouraged to bring with them any document they deem interesting to share, in particular career guidance plans, programmes, curricula and other documents. It is important to bring any statements of policy, assessment concept papers or other CG-related information. Other policies and documents influencing CG/education/training/employment would also be important for linking the training course to national realities.

An end-of-course evaluation exercise will be administered to assess the perceived relevance and quality of the learning sessions. An ex-post assessment is also foresee