

Career development for young people

Workforce preparation

The overall focus:

- ☐ Using career development services for young people to:**
 - Increase the supply of labour;**
 - Raise the level of human capital; and**
 - Improve the quality of human capital**

- ☐ By developing:**
 - Career self management skills**
 - Employability skills**

Wide variation between papers

- ❑ In understanding of the issues, as they affect young people

- ❑ In describing what career development services are doing about the issues
 - At times because all services are very limited

Some common gaps...

- ❑ **Most papers focus more on adults than on young people**
 - (existing rather than future workers)

- ❑ **Treatment of higher education services is generally very limited**

**However some excellent examples
can be seen in the papers**

Increasing labour supply

**Here the link is fairly well
understood**

Addressing early school leaving

- ❑ **By helping reduce school drop outs**
- ❑ **By helping early leavers return to study**
- ❑ **By helping unemployed youth get jobs**

Examples

- **Austria's three-tiered system of guidance in schools**
- **Denmark's programmes to improve the motivation to learn and hence increase school participation**

Raising the quality of human capital

- Going beyond using career development services to help raise educational completion rates**
- To a focus on using them to develop career self management skills and employability skills**

This requires a changed approach

□ FROM:

- A focus on one-point-in time decisions**

□ TO

- An approach that develops skills over time**

**Some country papers clearly
recognise this**

**..and countries are taking steps to
do something about it**

For example..

- ❑ **Ireland – embedding career education in the curriculum**
- ❑ **Norway – a stronger careers curriculum; employer partnerships**
- ❑ **Denmark and Finland – individual action planning**
- ❑ **Australia – a national employability skills framework**

Barriers

- ❑ **Traditional thinking among practitioners (Ireland)**
- ❑ **The need for a paradigm shift in thinking (Norway)**

“Norwegian career guidance has had too great a focus on providing information on education opportunities and career choices. The new aim is that career guidance should become more development and process oriented. Importance shall be attached to allowing individuals to develop the competence to plan their own future and to develop’ a career plan in cooperation with the career counsellor.”

Questions for discussion

1. How would career development services need to be changed to provide a broad focus upon employability and career management skills, not only upon decisions at the point of leaving education?

2. How can career services for young people make better use of information about the labour market?

How can employers play a stronger role?

3a. What priority should national career development policies give to services in higher education in order to better promote the development of employability and career management skills?

3b. What needs to be done to ensure that career development services for youth can play a stronger role in preventing early school leaving and in helping early leavers to return to education?

4. What changes in practitioner training and qualifications are needed to ensure such a broader focus in career development services for youth?