

## Cost and fellowships

The total cost of this course is **Euro 2,100** per participant. This comprises:

- Tuition fees, covering programme preparation, development, implementation and management, training materials, programme evaluation, secretarial and administrative support costs, the use of classrooms and teaching equipment, office supplies and local study visits.
- Subsistence costs, including full board and lodging at the ITC-ILO Campus and minor medical care.

ITC-ILO will have a limited number of **partial fellowships** available.

The amount of each fellowship is **Euro 1,000,-**. To receive a fellowship, please enquire early!

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

## Travel to Turin

The course fee does not include the cost of travel to and from ITC-ILO Turin.

Please note: Participants are responsible for obtaining the necessary Schengen visa. Visa fees and related costs cannot be reimbursed. Visa applications should be made at least four weeks before the start of the course. ITC-ILO will provide a visa-support letter for those participants who

- apply within the established application deadline and
- who provide the complete documentation (including the sponsorship letter) as described in the following section.

## How to apply

Applicants are kindly asked to send us:

- A completed online registration form: <http://intranetp.itcilo.org/STF/A907073/en>
- An official sponsorship letter by their employer/institution (or a donor organization), stating that it will cover:
  - The cost of the course of Euros 2,100 (or in case of application for a fellowship the remaining amount of Euro 1,100)
  - The international travel between the country of origin and the ILO Training Centre in Turin.

This letter should be attached to the online application form. Kindly note that only **candidates who present both of the aforementioned documents (online nomination form and sponsorship letter) will be accepted.**

Institutions that do not have enough funds to cover the course costs or the air fare might wish to seek co-funding by a donor institution in their own countries. ITC-ILO does not provide assistance in contacting donors.

## Deadline for application

**05 March 2014**

The final confirmation on acceptance and award of fellowships will be communicated on Monday, March 10th 2014



## The ILO Turin Centre's facilities

Located in an attractive park on the banks of the River Po, the Centre's campus provides a congenial environment in which to live and study.

- It contains 21 pavilions with fully equipped modern classrooms, conference halls and meeting rooms fitted out for multilingual simultaneous interpretation, and a computerized documentation centre linked to various data banks.

The campus has 287 study/bedrooms, all with private bathroom, telephone, free access to internet and cable television. It also has:

- a reception desk open 24 hours a day;

- a restaurant, a self-service canteen and a coffee lounge, all catering for international dietary needs;
- a bank;
- a travel agency;
- a laundry service;
- a post office;
- an internet point;
- a recreation room;
- facilities for outdoor and indoor sports;
- medical service.

Social events are regularly held both on and off campus, so that participants from different cultural backgrounds can make the most of a stimulating international environment.

## For further information, please contact

International Training Centre of the ILO  
Programme on Employment Policies and Skills Development (EPSD)  
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## Career Guidance Policy and Practice: A strategic tool for Planners and Decision Makers

### Training and Knowledge-Sharing Course

jointly organised by

The ILO's International Training Centre (ITC-ILO) and  
The European Training Foundation (ETF)

This course is being co-financed by the Italian Ministry of Foreign Affairs and the Ministry of Health,  
Labour and Welfare of Japan

Turin, Italy  
07 – 11 April 2014



# Career Guidance Policy and Practice: A strategic tool for Planners and Decision Makers

## Why a course on Career Guidance?

Career Guidance in its life-long guidance's concept is relatively new. This concept conveys that choosing a career which matches the interest, skills and values of a person, significantly increases the chances for success and fulfilment in their professional life and in the same time will avoid the waste of human talent and resources through wrong career choices. It is widely acknowledged that career guidance is beneficial not only for the individual's empowerment and choices for the future, but can also contribute to achieving public policy goals in the labour market, as well as to a more pertinent and effective education and vocational training.

A sound career guidance system can have multiple benefits for improving labour-market dynamics. It can:

- Help to prevent or reduce unemployment;
- Enhance labour mobility;
- Improve the match between supply and demand;
- Ensure better labour supply and address skills shortages;
- Contribute to the development of human resources;
- Help to improve the efficiency of education and training systems;
- Increase the match between education and the labour market.

Career guidance can also contribute to achieving social equity goals, such as increasing the social inclusion of disadvantaged and marginalized groups, such as migrant workers ethnic minorities or persons with disability. Much the same way, it is a way to increase gender equity, for example to address gender segmentation, tackle gender-based stereotypes or to support a higher labour force participation of women.

There is an increasing demand for career guidance and related capacity building services worldwide. In particular, developing and middle-income countries are experiencing the effects of globalization. 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.

And thus perceive a need to developing their capacities to increase the employability of their work force and to conceive and implement modern career guidance.

This training course relies on the international state-of-the-art definition of career guidance:

*"... the provision of services such as:*

- *career information*
- *career education*
- *guidance and counselling*

*intended to assist people of any age and at any point in their lives, to make education, training and occupational choices and to manage their careers".*

(European Union Council 2004, 2008; OECD 2004).

Against this background, the International Training Centre of the ILO (ITC-ILO), in collaboration with the European Training Foundation (ETF) is offering a joint training and knowledge-sharing course on career guidance policies and practices. This course represents a 'niche' which currently is not covered either by national or international organisations and professional associations in the field.

## What are the learning objectives of this course?

The course will enable participants to increase their capacities in improving, planning and implementing career guidance services.

By the end of the course, participants will be able to:

- Assess the need for Career Guidance at national or regional level, possible models of service provision and decide on appropriate approaches and models;
- Plan for the 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;
- Plan for career guidance staff and practitioners' training compatible to accepted international standards.

## Who is this course aimed at?

This course aims primarily at planners and policy makers in developing and emerging economies. It addresses both experts and technical staff working in the field of employment as well as professionals working in the education/training sector, notably:

- Employment, TVET and education planners and counsellors at national, regional and local Government levels;
- Leaders in Guidance professional societies and unions;
- Representatives of employers and workers' organizations involved in education decision making and TVET;
- Members of Boards of Trustees of educational and training institutions and bodies, or similar committees;
- Staff of public and private employment services, job centres, schools, vocational training centres and other institutions working in the area of Career Guidance.

End beneficiaries of the course would include the wide range of individuals and groups receiving career guidance services at different stages of their life / career (including e.g. job seekers form 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.

## What you can learn in this course:

This one-week course will reflect learning contents related to career guidance for TVET centres and other educational institutions, as well as career guidance by Employment services (public or private) and other labour market related institutions and programmes.

It will consist of:

- An exercise that participants will need to fill in before the course
- Five (5) technical learning units

### Pre-course exercise

Participants will be asked to do some preliminary reading and to fill out a pre-course exercise, which should be sent to the course organisers by e-mail before the course.

During the first day of the training, the exercise will be shared and discussed in the classroom

### UNIT 1: The need and rationale for Career Guidance (CG)

- Why should Governments invest in career guidance?
- The role of career guidance in improving labour markets, education and training systems: Improving the mismatch between supply and demand, addressing unemployment and skills shortages; tackling school drop-out and the poor image of TVET;
- Country examples and case studies of career guidance policies and implementation – what are "Career Guidance Pioneers" doing?
- Empowerment of the individual: Basics of career psychology and career concepts, individual career plans and choices, the role of formal and informal career guidance, culture-resonant theories and methods;
- Reflection on the need, rational and the adopted concepts of career guidance in participants' home countries.

### UNIT 2: The crucial role of labour market and career information

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

### UNIT 3: Key elements of effective career guidance

- Career management skills as a new approach in career guidance;
- Professional development of qualified career guidance staff (i.e. enhancing qualifications, professionalization, training) – bottlenecks and proposed solutions;
- Resource materials and tools for career guidance;
- Governance, leadership, possible administrative arrangements and cooperation mechanisms for career guidance (National Guidance Policy Forums, National Authority, etc.).

### UNIT 4: Delivery models of Career Guidance – finding the optimal career guidance-mix

- Overview and assessment of various career guidance models curriculum-based, centre-based, individual, specialist, semi-specialist, virtual- or web-model; identifying the optimal service-delivery mix for a given country/context; case studies from different countries;
- Cost-efficient and effective approaches to widen the access to career guidance: career education, self-help facilities, national career information, other approaches;
- Methods of career guidance: information and advice services, interviews, self-assessment tools, tests, etc.

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

- Ensuring common understanding of Career Guidance concepts, public policy goals at national/sector level;
- Ensuring leadership, co-operation and co-ordination in career guidance: National Guidance Policy Forums and other arrangements;
- Promotion of career guidance 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 career guidance.

The course will attach special attention to contextual specificities that developing and emerging countries need to address when developing career guidance services: such as the informal economy, informal allocation mechanisms and the phenomenon of informal guidance, academic orientation and negative stereotyping of TVET, specific meaning of 'career' and individual choices.

## How you will learn with us

In line with the "Turin Learning Approach" used by the International Training Centre of the ILO, the course will be highly participatory and allow for discussions, explorations and knowledge exchange with experts and fellow participants. The methodology will be based on a combination of different learning methodologies, alternating presentations by recognized subject-matter specialists with interactive and participatory exercises and spaces for knowledge sharing and reflection. A study visit to a local career guidance provider will complement the programme.

Participants are encouraged to bring with them any document they deem interesting to share, in particular career guidance plans, programmes, curricula, policy statements, assessment concept papers or other Career Guidance-related information and any other relevant documentation.

By the end-of-course participants will be asked to fill-in an evaluation to help us to assess the relevance and quality of the learning sessions.