



# Career Guidance and TVET

Belgrade, September 2015



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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...

Assumption that choice has already been made...

# Why CG in TVET?

- **Social profile** of TVET student: open up options.
- Educational profile of TVET student: APEL
- Mobility between educational and training pathways – and modular curricula – present:
  - more **flexible** options
  - more **complex** transitions
- **Progressive specialisation** within same family of skills.
- **Non-linear** career pathways, multiple lifetime occupations
- Many TVET graduates take up occupations in **non-course related areas**

# 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<sub>d</sub> often biased in favour of general tracks**

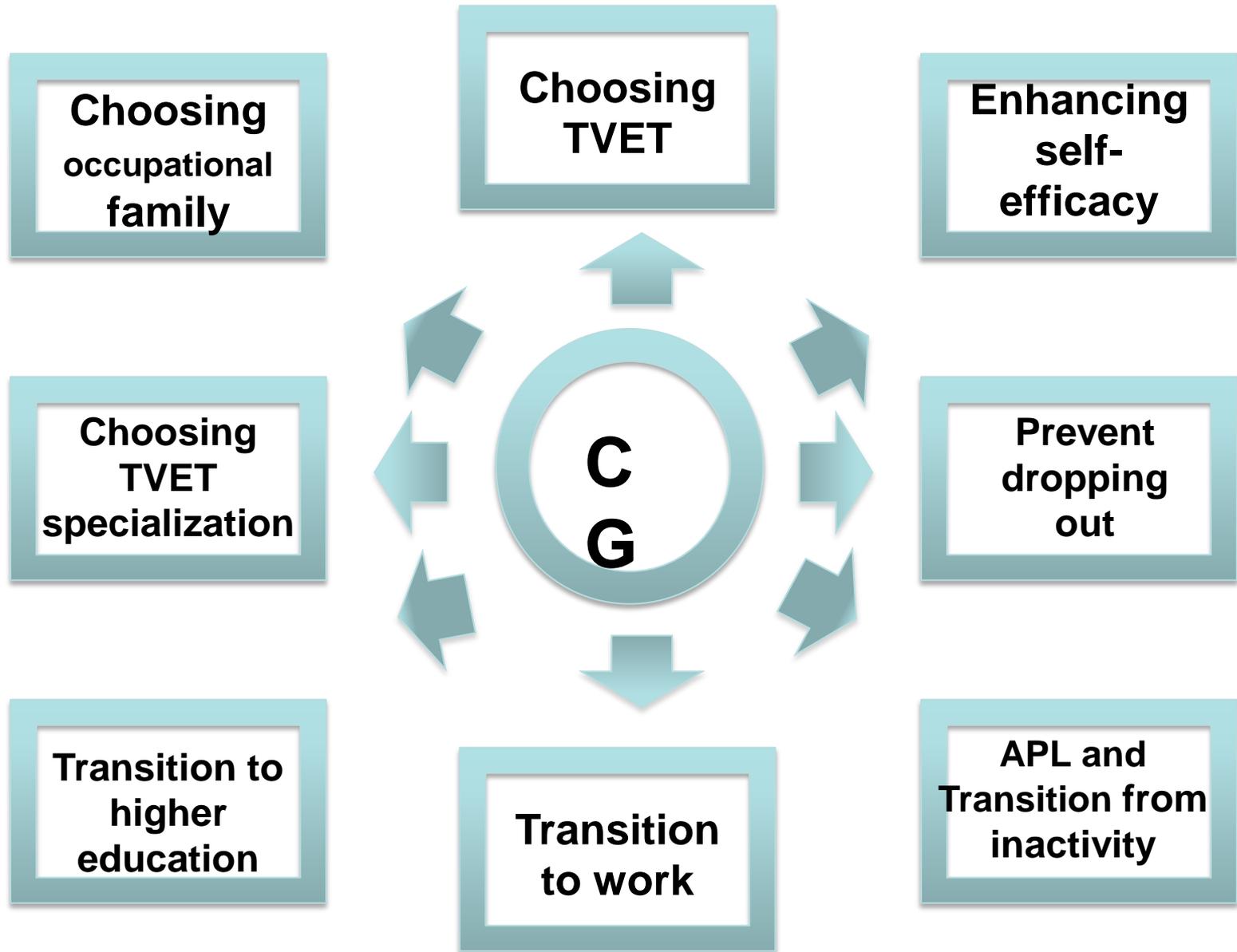
## During:

- CG should be available at all relevant **decision points**, and on **exit**.
- CE<sub>d</sub> 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**

# CG in TVET



# 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.

**But CG must be IMPARTIAL**

# 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