



International
Labour
Office
Geneva

Career Guidance



**A
Resource
Handbook
for Low-
and
Middle-
Income
Countries**

Ellen Hansen

**Skills and
Employability
Department**

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A resource handbook for low- and middle-income countries

Ellen Hansen

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Preface

The International Labour Organization (ILO) addresses the issue of career guidance at a time of resounding influences on world labour markets and social structures. In the last twenty years the need to adjust to rapid labour market changes is increasingly evident. Recent passage of a new ILO Recommendation, Human Resources Development: Education, Training and Lifelong Learning (No. 195), 2004 provides added stimulus for attention to career guidance. In addition, constituents in many countries are asking the ILO to assist them to promote youth employment. These factors have contributed to the decision to explore this issue, with an emphasis on the situation in low- and middle-income countries.

Research for this Handbook was approached differently in order to take optimal advantage of the knowledge of career guidance professionals around the world. First, a literature review was conducted to determine what research was available on the topic. Second, the contributions of key informants with specific experience on various aspects in career guidance in low- and middle-income countries were sought. Third, an extensive search was instigated for career information and guidance tools available on the Internet. Its purpose is to showcase the diversity of approaches already in place in a range of countries at different stages of development. Financial support for a portion of this research was provided by the Government of the Netherlands through the ILO-Netherlands Partnership Programme.

Chapter I benefited greatly from the research carried out by the Organisation for Economic Co-operation and Development, the World Bank, the European Centre for the Development of Vocational Education and Training and the European Training Foundation. Chapter III on Career Information Resources was based on an essay written by Bruce Mathews. Chapter V on the Organization of Service Delivery drew basic principles from an essay written by Lynne Bezanson and Michel Turcotte. The Tool Kit that comprises Part II was developed with the assistance of Paula Repo and the staff of LogosNet as well as Susan Gleason, Nicholas Mangozho, Silvia Sarazola and Tiina Eskola.

Comments on the overall content of the Handbook were provided by Catherine Casserly, George Gamerdinger, Thomas Ivory, Ronald Sultana and R nette du Toit. Additional comments have been provided by Girma Agune, Beate Andrees, Jean Duronsoy, Ragnar Gussing, John Hunter, John McCarthy, Gianni Rosas, Gregor Schulz, Amy Torres, Fernando Vargas, Tony Watts and Li Xiang Wei. Editorial assistance was provided by GERALDEEN FITZGERALD.

The Handbook was also enriched by a discussion of its main themes at a Round Table on School-to-Work Transition and Labour Market Intermediation in Developing Countries in May 2005, which was hosted by the Human Sciences Research Council (HSRC) in Pretoria, South Africa. Coordinated by Dr. R nette du Toit of the Council, participants included officials from the South African Departments of Labour and Education as well as career guidance professionals from Botswana, Brazil, India and Thailand. Also participating were South African higher education institutions, South African private employment service providers and other HSRC staff.

The audience for this Handbook is twofold. Part I is particularly targeted to those responsible for the national policy development and planning of career guidance activities in low- and middle-income countries – for staff in ministries of education, ministries of labour, public employment services, education institutions at all levels and the consultants assisting them. Part II will also attract a broader audience of those involved in the planning and delivery of career guidance services. The two parts of the Handbook are designed to complement each other, offering a comprehensive look at the present scope of career guidance worldwide.

While this Handbook incorporates the insights of a number of career development professionals and country experiences, the framework of six key elements proposed in Chapter I remains a suggested approach. It is intended to provoke discussion among career guidance policy-makers and professionals on its validity for low- and middle-income countries and the usefulness of the tools provided. This contribution to a significant topic emphasizes the increasing importance of making information on career guidance accessible when and where people need it most.

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List of abbreviations

CEDEFOP	European Centre for the Development of Vocational Education and Training
CV	Curriculum vitae or resumé
DANIDA	Danish International Development Agency
EEA	European Economic Area
ETF	European Training Foundation
EU	European Union
EURES	European Employment Services
FAWE	Forum for African Women Educationalists
IAEVG	International Association for Educational and Vocational Guidance
ICT	Information and communications technology
IEP	Individual employability development
ISCO	International Standard Classification of Occupations
NGO	Non-governmental organization
OECD	Organisation for Economic Co-operation and Development
PES	Public employment services
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
WAPES	World Association of Public Employment Services
WB	World Bank
WHO	World Health Organization

Purpose of this Handbook

The dual purpose of this Handbook is: (1) to focus the attention of policy-makers and programme administrators in low- and middle-income¹ countries (LMIC) upon the core issues in the reform of career guidance services in those countries; and (2) to provide programme planners and practitioners at the national and local levels with a wide variety of country examples and practical career guidance tools to use as models for possible adaptation and use. The Handbook is divided into two parts to address each of these objectives.

Part I first reviews current international trends in career guidance in high-income countries and comments on the relevance of these trends in low- and middle-income countries. Second, a framework is presented of six key elements to be taken into account in the development of a career guidance system. These elements are: (1) understanding the country context; (2) development of career information; (3) promotion of work choice, search and maintenance skills development; (4) organization of service delivery; (5) staff development to support service delivery; and (6) improvement of governance and coordination. Third, the Handbook integrates a number of illustrative country practices into the discussion of each of the six key elements. These practices also stand on their own as applicable lessons in real-life solutions to public policy challenges.

Part II of the Handbook indicates specific career guidance Internet web sites. These comprise: (1) an inventory of career guidance tools and resources available on the Internet from a variety of high-, middle- and low-income countries; and (2) more general references, such as international competency standards for career guidance professionals and standards for career information development. Career guidance information and skills development tools on the Internet have proliferated in the last ten years, and the accessibility to this information by an international audience provides a window on current practices worldwide. Particular attention is given to including resources currently in use in low- and middle-income countries.

In order to promote easier access to Internet sites, a searchable version of Part II of the Handbook is available at <http://www.ilo.org/public/english/employment/skills/index.htm>.

It should be noted that the emphasis on Internet tools in Part II is not intended to suggest that low- and middle-income countries should all develop Internet sites. However, the sites provided make a number of tools (interviewing guides, vocational assessment tools and competency standards for counsellors) accessible to readers throughout the world, sometimes in multiple languages. The models on these sites could be developed into print materials or teaching resources, for example. Use of the Internet in this way multiplies the power of the Handbook and directs readers to more detailed materials. It is a map to useful destinations.

It is beyond the scope of the Handbook to indicate every useful destination, given the extent of career guidance-related sites on the Internet. A number of excellent sites are only available in national languages that are inaccessible to a wide international audience. Most sites in the Handbook are in English, but Part II includes sites in French and Spanish. Many more sites from high-income countries could have been listed, but they have been limited to maintain the focus on low- and middle-income countries.

Finally, information on the Internet is perishable; sites come and go and are continuously being updated. This means that some of the links active at the time of publication of this Handbook may not be accessible to the reader at a later date.

¹ Low- and middle-income country: A country having a gross national income of US\$9,075 per capita or below.

Readers are encouraged to send their comments on the contents or the relevance of this publication to their specific case. Brief descriptions and Internet addresses of career guidance resources that illustrate country practices in other LMIC are especially welcome. If feasible, these descriptions and web addresses will be placed on the ILO web site to complement this text. Comments and information should be sent to the ILO at ifpskills@ilo.org.

Part I. A framework for career guidance in low- and middle-income countries

I. Career guidance in today's world

A. What is career guidance?

There are a number of variations in the definition of career guidance. The OECD Career Guidance Policy Review defines it as “services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers”.¹ This definition includes making information about the labour market and about educational and employment opportunities more accessible by organizing it, systematizing it and having it available when and where people need it. It also includes assisting people to reflect on their aspirations, interests, competencies, personal attributes, qualifications and abilities and to match these with available training and employment opportunities.

The term career guidance is replacing the term vocational guidance in high-income countries. Vocational guidance is focused upon the choice of occupation and is distinguished from educational guidance, which focuses upon choices of courses of study. Career guidance brings the two together and stresses the interaction between learning and work.

Career guidance activities in high-income countries are categorized into five specialties:

1. Career information – all the information necessary to plan for, obtain and keep employment, whether paid or voluntary. It includes, but is not be limited to, information on occupations, skills, career paths, learning opportunities, labour market trends and conditions, educational programmes and opportunities, educational and training institutions, government and non-government programmes and services, and job opportunities. It is the cornerstone to all of the other career guidance services.
2. Career education – delivered in educational institutions and sometimes in community organizations by teachers, guidance counsellors, and community resources. It helps students understand their motives, their values and how they might contribute to society. It provides them with knowledge of the labour market; skills to make education/training, life and work choices; opportunities to experience community service and work life; and the tools to plan a career.
3. Career counselling – helps people clarify their aims and aspirations, understand their own identity, make informed decisions, commit to action, and manage career transitions, both planned and unplanned.
4. Employment counselling – helps people clarify their immediate employment goals, understand and access job and skill-training opportunities, and learn the skills needed to look for and maintain employment (e.g. CV or resumé writing, interview skills).
5. Job placement – arranging for or referring people to job vacancies. This is often both a government and a private marketplace activity. Some colleges and universities also offer job placement services for their students.²

¹ OECD and European Commission: *Career guidance: A handbook for policy makers*, (OECD/European Commission, Paris, 2004), p. 10 (also available in French, *L'orientation professionnelle: Guide pratique pour les décideurs*).

² L. Bezanson and M. Turcotte: “Delivery of career guidance services”, unpublished ILO paper, 2004, available on request from ifpskills@ilo.org

B. What are the goals that career guidance promotes?

Recent research by the OECD, the World Bank (WB), the European Centre for the Development of Vocational Education and Training (CEDEFOP) and the European Training Foundation (ETF) confirms the importance of career guidance, counselling and information in helping to achieve three main goals:

- Lifelong learning goals: Combating early school leaving and ensuring an adequate knowledge and skills base to meet the challenges in creating knowledge-based societies in the context of economic globalization, and promoting adequate linkages between education, training and the world of work.
- Labour market outcomes: Reducing mismatches between supply and demand for labour, dealing with unemployment and improving labour mobility.
- Social equity and social inclusion goals: Promoting reintegration of marginalized and at-risk groups into education, training and employment and mainstreaming of excluded groups into general training programmes and labour market services.³

Based upon this research, the following ten criteria for lifelong guidance systems were identified:

- Transparency and ease of access over the lifespan, including a capacity to meet the needs of a diverse range of clients.
- Attention to key transition points over the lifespan.
- Flexibility and innovation in service delivery to reflect the differing needs and circumstances of diverse client groups.
- Processes to stimulate individuals to engage in regular review and planning.
- Access to individual guidance by appropriately qualified practitioners for those who need such help, at times when they need it.
- Programmes for all young people to develop their career management skills.
- Opportunities to investigate and experience learning and work options before choosing them.
- Access to service delivery that is independent of the interests of particular institutions or enterprises.
- Access to comprehensive and integrated educational, occupational and labour market information.
- Active involvement of relevant stakeholders.⁴

³ A.G. Watts and R.G. Sultana: "Career guidance policies in 37 countries: Contrasts and common themes", in *International Journal for Educational and Vocational Guidance*, Vol. 4, No. 2-3, 2004, pp. 105-122.

⁴ OECD and European Commission, op. cit., p. 64.

C. What approaches are recommended?

Career guidance is also an element of effective lifelong learning and active labour market policies. As national education and training systems are reformed to reflect changing skill requirements, career guidance becomes increasingly important. The challenge, however, is to deliver career guidance at a scale and quality that will address these goals while taking into account the cultural context, labour market structure and institutional capabilities of a country.

The OECD Career Guidance Policy Review recommends seven policy issues to be addressed by policy-makers in high-income countries:

- Prioritizing the development of systems that develop career self-management skills and career information, and ensuring that delivery systems match levels of personal help to personal needs and circumstances, rather than assuming that everybody needs intensive personal career guidance.
- Ensuring greater diversity in the types of services that are available and in the ways that they are delivered, including greater diversity in staffing structures, wider use of self-help techniques, and a more integrated approach to the use of information and communications technology (ICT).
- Facilitating or providing incentives to encourage the development of career guidance services within the private and voluntary sectors.
- Working more closely with professional associations and training bodies to improve education and training for career guidance practitioners.
- Improving the evaluation of career guidance services to meet clearly defined objectives.
- Developing better quality assurance mechanisms and linking these to the funding of services.
- Developing stronger structures for strategic leadership.⁵

The importance of career guidance in all countries was also highlighted by the International Labour Conference in the Recommendation concerning Human Resources Development: Education, Training and Lifelong Learning (No. 195), 2004. This Recommendation specifically outlines key tasks for career guidance and training support services in promoting human resource development. Article VIII, 'Career guidance and training support services', states:

Members should:

- (a)** assure and facilitate, throughout an individual's life, participation in, and access to, vocational and career information and guidance, job placement services and job search techniques and training support services;
- (b)** promote and facilitate the use of information and communication technology, as well as traditional best practices in career information and guidance and training support services;
- (c)** identify, in consultation with the social partners, roles and responsibilities of employment services, training providers and other relevant service providers with respect to vocational and career information and guidance;
- (d)** provide information and guidance on entrepreneurship, promote entrepreneurial skills, and raise awareness among educators and trainers of the important role of enterprises, among others, in creating growth and decent jobs.⁶

⁵ A.G. Watts and R.G. Sultana: "Career guidance policies in 36 countries: Contrasts and common themes", paper for Conference on Career Guidance and Public Policy: Bridging the Gap, European Centre for the Development of Vocational Training, Thessaloniki, Oct. 2003.

⁶ Recommendation concerning Human Resources Development: Education, Training and Lifelong Learning (No. 195), Article VIII, adopted by the International Labour Conference, 92nd Session, Geneva, 17 June 2004.

D. What is the relevance of career guidance in low- and middle-income countries?

The situation of people in LMIC is shaped, first and foremost, by limited economic, educational and social choices. These limitations in choice lead to different attitudes toward change and adaptability. On one hand, the need to survive demands an ability to adapt; on the other, the often slow pace of economic, political and cultural change that characterizes many LMIC, particularly in rural areas, may discourage personal initiative to evolve and progress.

In high-income countries, career guidance can expand choices for individuals and increase their potential for self-determination. The goal is to enable and empower individuals to break out of restrictive and oppressive stereotypes determined by gender, ethnicity, class, religion or disability. Theories of career guidance are founded on a model of rationality that presupposes an autonomous individual freely making choices from a wide variety of openly available opportunities. Often, these theories were based upon the work patterns of white, middle-class, urban, university-educated males in North America in the early twentieth century.⁷

But career guidance has been evolving in two fundamental ways that are critical to a discussion of its relevance in LMIC as well as in high-income countries. First, career guidance is moving away from its focus on assisting individuals to make education, training, and occupational selection decisions at the beginning of a working life and toward a more flexible focus on the continuous construction of choices about working life over a lifetime. Second, it is increasingly recognized that these work/life choices are made not only in the context of labour market factors but of human growth and development factors throughout a lifetime. Not only is the school-to-work transition of youth important, but also transitions that take into account family formation and support, ageing, and disability accommodation. In this perspective, individuals in every country make continuous choices about their working life, whether conscious or not. The range of freedom within which decisions can be made and the availability and accessibility of useful information upon which to base decisions are primary considerations.

In their summary of public policies for career development in developing and transition economies, Watts and Fretwell suggest that the decision of a nation to develop a policy and invest resources in career guidance should be guided by:

the extent that individuals are able to make independent career decisions and the degree to which key stakeholders (particularly public policy-makers in governments) wish to promote independent career decision-making.⁸

First, this implies that the major institutions of society need to condone, if not encourage, individuals to freely choose work options. Second, it implies that these work options are open to all members of society, regardless of sex, ethnicity, or other demographic or social factors. Third, individuals need to have some range of choice economically and culturally. In economies where work options are very limited and individuals operate at the survival level, where political and cultural values do not allow for equal access to work for all categories of citizens and where scarce public resources are focused elsewhere, career guidance would not be a priority for public investment.

⁷ C. Casserly: *Employment counselling, career guidance and occupational information provided through a public employment service*, ILO Labour Administration Branch Document No. 40-2 (ILO, Geneva, 1994), p. 4.

⁸ A.G. Watts and D.H. Fretwell: *Public policies for career development: Case studies and emerging issues for designing career information and guidance systems in developing and transition economies*, Discussion Paper (World Bank, Washington), Mar. 2004.

Nevertheless, for a variety of reasons a number of LMIC have made the decision to invest resources in career guidance. Some of these reasons are the same as those of high-income countries: the low- or middle-income country also recognizes that human resource development is an integral part of overall national economic development and the promotion of social solidarity. Employers in LMIC also increasingly recognize the need to encourage their workers, and youth, to develop new skills to meet rapidly changing skills demands.

Other reasons for investing in career guidance include:

- the country is moving from a planned (labour allocation) to a market economy;
- the country is making a transition to democracy and wishes to change its political and social patterns; and
- a country with a large migrating population either seeks to assist its citizens to make appropriate work choices in unfamiliar circumstances, or is striving to retain its labour talent in the country.

In terms of groups to be targeted for career guidance services in these countries, some logical priority might be given to:

- youth, who are faced with key work-life decisions and are also a very large proportion of the population in many LMIC;
- women, who are routinely restricted from a free choice of occupation in many countries. Women also have a strong influence on shaping the values of the next generation;
- more educated workers, who generally have more career choice, particularly in the formal economy, and in whom substantial educational resources have already been invested; and
- persons who are migrating, either domestically or abroad, because they are making major work and life decisions and are often in need of information to avoid exploitation.

It should be noted, however, that these target groups are not homogeneous and within each group individuals may face quite different specific barriers to employment.

Chapter II of this Handbook, Understanding the Country Context, provides a more detailed discussion of the contextual factors to be taken into account in the development of career guidance services in LMIC.

E. What might be the elements of an approach for low- and middle-income countries?

Part I of this Handbook presents a general approach for planning career guidance improvements at the national level. This approach recognizes fully that, in reality, innovation and reform often arise from more limited “bottom-up” rather than “top-down” initiatives. At the same time, high-level policy commitment to reform at the national level is often the catalyst for meaningful action.

Rather than presenting a planning process with sequential steps to be taken, six fundamental elements to be considered are presented. They address important issues that need to be tackled in order to develop career guidance services that are relevant, integrated and cost-effective. But grappling with these issues means taking a fresh look at how career guidance has traditionally been provided. The six elements are:

- 1.** understanding the country context;
- 2.** development of career information;
- 3.** promotion of work choice, search and maintenance skills development;
- 4.** organization of service delivery;
- 5.** staff development to support service delivery; and
- 6.** improved governance and coordination.

II. Understanding the country context

Chapter I explored the relevance of career guidance to low- and middle-income countries and suggest that the central issue is the degree to which choices about working life are possible in a LMIC context. The context in which career guidance is provided differs significantly between high-income and low- and middle-income countries in three important aspects, which the present chapter discusses. First, the social and political value structure can differ in ways that have a profound influence on receptivity to basic concepts of career guidance. Second, the labour market context of LMIC is characterized by weaker economies and informal economy activity. Third, the institutional infrastructure in these countries is weaker and public resources are often scarce.

A. Cultural values

How individuals make initial and continuing choices about their working lives is critical to the well-being not only of these individuals and their families but collectively to the viability of their communities and nations. But these choices, taken individually and collectively, are also political; they ultimately determine the allocation and rationing of wealth, power and status in societies. How assistance is given to improve this decision-making process becomes a critically important, complex and sensitive matter.

Central to the provision of career guidance are the basic values of a society towards work and the role of the individual in relation to work. The role of values, as well as information and skills, is often unexamined. But values, more than information, are what motivate people and shape the institutions that form societies. They are also the filter through which individuals process information.

High-income country values

What are the current values of high-income countries in the realm of career development?

- Career development motivates individuals to be proactive and determine their own role and contribution to society. Guidance is not designed to determine what people should do.
- Career development is an individual responsibility; people are expected to manage their own working lives.
- Career development is an ongoing process throughout working life – and not an activity people participate in once in their youth or only in times of job crisis. It is intended to assist people to adapt to changes in their life cycle and in economic cycles.
- Career development demands worker and learner flexibility and adaptability.
- Career development requires different kinds of tools and services at different points across the lifespan. Support is needed where people learn, live and work. It should be delivered more independently of the interests of participating institutions and enterprises.⁹

⁹ L. Bezanson and R. Kellert: "Integrating career information and guidance services at a local level", paper prepared for the European Commission and the OECD, Nov. 2001, p. 5.

How do these values contrast with those held about work in low- and middle-income countries?

First, there is a dichotomy of values regarding career guidance in many LMIC, where the educated middle and upper classes, and those who aspire to the middle class, often have values very similar to high-income countries. Many of these individuals were educated abroad or in educational institutions established by high-income countries and were exposed to such values. Others work in business environments, such as multinational corporations that transmit developed-world values, professional standards and management practices. These individuals, particularly youth, have high expectations for themselves.

In addition, in LMIC with well-developed education systems, the number of educated young people exceeds the capacity of the labour market to absorb them. In some of these countries, the higher expectations (either of educated youth or of their parents) mean that youth will only consider employment with sufficient professional or social status (“white collar”), regardless of whether there are vacancies in those occupations. This is frequently exacerbated because these youth have received little career guidance and may have no work experience; as a result, they often have unrealistic ideas about the labour market.

However, for most people in LMIC, values are more traditional and aspirations more modest.

Listed below are the main contrasts in values which influence a country’s perspective on career guidance.

Position of work in society

Traditional career guidance in high-income countries is predicated on the notion of a work-centred life, where a person gets most of his or her fulfilment from work. For most people in the developing world (as well as in underdeveloped parts of the developed world) work is what must be done to survive. Fulfilment is not the issue.

Attitudes toward change and mobility

The general attitudes toward change in a society provide the context for how people make fundamental decisions about work. Attitudes toward change are of course determined by the available opportunities, but societies with comparable circumstances may differ in their response – some are more rigid, some more flexible. Throughout history the most successful societies are those with the capacity to adapt to change. This is often related to a society’s orientation to the future: is it viewed as fixed or do people believe that they have the power to change or improve their lives?

Values regarding the importance of individual choice and toward openness to change can differ dramatically among countries and among different groups within a country or culture. The weight accorded to individual choice depends upon the power of the individual to shape his or her own life. Individual choice is closely related to the values toward authority – political, religious, and family.

Role of family and community

“Choice” of work is often heavily influenced by the family and community in LMIC. In a number of countries, prevailing values hold that the role of the individual is subordinate to the collective – the family or the community.

Family values are a decisive influence. In poor countries with limited opportunities, economic interdependence among family and community members is essential. In many LMIC, the influence of parents on the career choices of children may be profound. Opportunities for

girls, for example, may be routinely placed behind those for sons. Girls may also often be expected to assume the care of siblings or ageing parents. When a family owns a farm or small enterprise, the children, particularly sons, may often be expected to enter the family business. Older siblings sometimes lose out on further education owing to the pressure on them to become economically active, although this is not always the case. In addition, family networks and connections play a major role in securing positions or other opportunities.

Group affiliation and community identity may also be perceived differently in LMIC. Ties tend to be deeper and more extensive, defining relations in all spheres of life, including employment. Community leaders, for example, may have a considerable impact in shaping career beliefs in some parts of the world, and denominational schools may influence the vocational choices of their students.

Research conducted on the role of family and community influences upon career decision-making of youth has revealed the strong influence of family. For example, table II.1 compares the dominant influences on the career choices of a group of 650 youth in India.

Table II.1

Relative influence of “significant others” on career choices of 650 youth in India, 2003 (%)

Parents	46
Parents and youth together	24
Other relatives	15
Friends	11
Youth independently	4

Source: G. Arulmani and S. Arulmani: Career counselling: A handbook, Tata McGraw-Hill, New Delhi, 2004, p. 79.

Hierarchy of occupational status

In many LMIC (as well as high-income countries) the status and prestige accorded to different occupations strongly affects beliefs about work and also about educational preparation for careers. Prestige is accorded to occupations that have social status and that pay well. In particular, occupations that demand a university education are prized above those requiring vocational training. Often a specific hierarchy of prestige ranks various occupations: most prized are careers in the sciences, then commerce, then those in the humanities, followed by service-sector occupations not requiring university.

There are a number of reasons for the evolution of this hierarchy. In some parts of the world the legacy of a colonial heritage shaped the perception of different types of work. One example is British Commonwealth countries, where employment in the civil service was associated with status, since it brought people in contact with the colonizers. At the same time indigenous populations were directed toward primary sector work (agriculture, mining, forestry) that supplied the colonial powers with resources. This altered the division of labour and changed the traditional status of certain types of work.

Influence of socio-economic status (SES)

The socio-economic status (SES) of individuals affects their values regarding career choice, particularly their confidence in aspiring to a higher status. Research in India reveals that beliefs about the relative prestige of occupations, and the prestige associated with educational preparation for these occupations, was constant among different SES groups, including the gender appropriateness of various occupations. What differed among SES groups was the perception that higher status could be attained. Lower SES group individuals felt less control over their lives and saw less value in sacrificing for longer term goals. They were less interested in career planning or further education and were more likely to plan to enter the workforce directly. However, while individuals in lower SES groups generally had lower

expectations to pursue higher education, those with higher expectations had parents who were better educated and had steady employment.¹⁰

Reward structure

Individual choice is heavily influenced by a society's reward structure. Career guidance is based upon a belief in meritocracy, which drives people to aim beyond their origins. These ideas are less firmly entrenched in some LMIC, where individuals are more strongly contained by the social structures into which they are born.

A culture's rewards may also differ among the members of its community, and these differences may largely determine the distribution of opportunity. Opportunities may be open for some groups and closed for others and may be accorded along tribal, ethnic, religious or gender lines.

Gender inequalities are the most widespread and pervasive example of differences in a culture's values toward choice and change affecting the distribution of work opportunities. Family and community values determine whether it is deemed appropriate for women to be educated and to work outside the home. If it is condoned, these values may also shape what are considered to be appropriate occupations for women.

The following facts amply demonstrate gender imbalances in the world of work:

- Women continue to have less access than men to investments in skills, knowledge and lifelong learning.
- More and more women are entering wage employment but in high-income countries, most new employment has been in part-time jobs; women in low- and middle-income countries have gone mainly into the informal economy and home-based work.
- Half of the world's labour is in sex-stereotyped occupations, with women dominating those occupations which are lowest paying and least protected.
- Women continue to be mainly responsible for the "care economy". If the value of the unpaid, invisible work done by women (approximately US\$11 trillion per annum) is included, global output would be almost 50 per cent greater.¹¹
- More women are creating their own businesses, which are important sources of employment. But in LMIC the policy, regulatory and institutional environments are often unfriendly to entrepreneurs, especially women entrepreneurs.
- Women are increasingly migrating, both legally and illegally, and are vulnerable to exploitation and abuse. The international trafficking of women and children (boys and girls) is an escalating problem.
- The gender gap is greying into a poverty trap: women face a much higher risk than men of a drastic drop in living standards when they retire. Yet, women account for the majority of the over-60 population in almost all countries.¹²

Against this backdrop, career guidance policies and programmes have a role in redressing gender imbalances in the distribution of work opportunities and in promoting gender equality more broadly. A gender-aware approach means that the model of working life includes a variety of arrangements of equal value, suitable both to men and women at different stages of their life cycle. The following gender aspects in relation to career guidance need to be considered:

¹⁰ G. Arulmani and S. Arulmani: *Career counselling: A handbook*, Tata McGraw-Hill, New Delhi, 2004, p. 79.

¹¹ "Gender and legislation in Latin America and the Caribbean: An online book", Chapter III, Gender and family, United Nations Development Programme, see <http://www.undp.org/rblac/gender/legislation/index.html>

¹² ILO/ GENPROM web page, see <http://www.ilo.org/public/english/employment/gems/about/> .

- equal access to career guidance services by women and men;
- reduction of stereotyping of female and male roles and career aspirations in guidance services;
- discouragement of occupational segregation;
- promotion of work-life balance for both women and men; and
- gender-aware promotion of entrepreneurship.

Communication of values and information

Methods of communicating values and information vary widely in different parts of the world. In low- and middle-income countries, values are more likely to be transmitted among people living together in close social networks. Role models for making choices, including choices about work, are supplied by parental and community role models.

Improvements in education and communications media are changing this situation. Values and information were first communicated orally in societies; storytelling and folk tales remain powerful tools for transmitting values and knowledge in many societies. Skills transmission was done on an individual mentor or informal apprenticeship basis, as is still the case in many countries today.

The advent of written communication transmitted information and values more broadly, quickly and efficiently. The importance placed upon universal basic education in the United Nations Millennium Development Goals testifies to the centrality of literacy in human development. But written communication has been eclipsed in the past century by the explosive growth and domination of electronic communications media: telephone, radio, cinema, television and the Internet. Cable and satellite transmission technologies have made it possible to extend communications networks globally. Although access barriers (cost, adequate power supply and language) continue to be significant issues, nevertheless, these technologies allow people to communicate relatively easily (and inexpensively in some countries) compared to 20 or 30 years ago. Radio, movies and television can be especially effective media for reaching people with low levels of literacy. Radio, in particular, proves a simple, established and comparatively inexpensive communications medium in many poorer countries.

Part II of this Handbook, the Tool Kit of Career Guidance Resources, is a testimony to the extent to which the Internet is being used in low- and middle-income countries, as well as high-income ones, to transmit career information.

Against the pressures to maintain traditional cultural values and political power, countervailing forces are propelling societies towards change. Besides the economic and labour market changes noted earlier, improvements in ICT have brought many more persons in the developing world into contact with the values of the developed world. The expectations of people are changing more rapidly. This is particularly noticeable among youth and women. Political pressures are forcing increased democracy and transparency in the governance of both the public and the private sectors. In addition, donor countries are increasingly expecting better governance in LMIC as a condition of foreign aid.

B. Labour market characteristics

Prevalence of unemployment, underemployment and poverty

The most obvious factor in today's labour market is the prevalence of unemployment, underemployment and poverty. Nearly half of the almost 3 billion women and men workers in the world are unable to earn enough to lift themselves and their family members above the US\$2 a day poverty line. Of that total, 535 million working women and men are surviving on US\$1 a day or less.¹⁴

Although real wages and per capita incomes increased in most countries over the last 20 years, the disparity between the "top" and the "bottom" is accelerating in many of them. Significant growth in per capita incomes has helped lift hundreds of millions of families out of extreme poverty in India and the People's Republic of China, and as a result, has narrowed the gap between average incomes in poorer and richer countries. However, in most countries for which data are available, groups at the top of the social ladder have done much better than those at the bottom.

At the same time, job growth is not keeping pace with the growth of the labour force. Employment increased on average by 1.4 per cent a year in the 1990s, below the labour force growth rate of 1.7 per cent. In the last few years the global economy has created about 40 million jobs a year but almost 48 million new jobseekers. Of the increase in the world labour force over the next decade, nearly all will be in LMIC and fully 65 per cent in Asia.¹⁵

Where poverty and unemployment are pervasive, people take whatever work they can get. In LMIC (as well as in underdeveloped regions in more developed countries), the issue of career choice is often reversed: rather than people choosing jobs, jobs choose people. This calls into question the basic theories of career choice.

Sectoral structure

Although there is wide variation, low- and middle-income countries are often characterized by:

- a large agricultural sector;
- international economic advantage in labour- rather than knowledge-intensive industries; and
- concentration of formal economy jobs in the public sector which, in many cases, cannot be sustained due to structural adjustment policies or other economic pressures. Because of their security these public sector jobs continue to be valued, however.

Owing to their scarcity and attractiveness, access to formal economy jobs is carefully controlled through the educational system and other means.

¹⁴ ILO: *Working out of poverty*, Report of the Director-General, International Labour Conference, 91st Session (ILO, Geneva, 2003), p. 19.

¹⁵ ILO: *Global Employment Agenda* (ILO, Geneva, Mar. 2002), p. 7.

Dominance of informal economy activity

In LMIC, a large proportion of the economically active population find work in the informal economy, often in self-employment. Self-employment (which, for most LMIC is a proxy for the size of the informal economy) has increased in all developing regions except for East and South-East Asia. The proportion of non-agricultural self-employment to total non-agricultural employment is 48 per cent in Africa, 44 per cent in Latin America, and 32 per cent in Asia.¹⁶

The following key aspects of the informal economy need to be taken into account:

1. It characterizes a range of activity, from survivalist activities to successful small enterprises. At one end of the spectrum is employment activity which could lead to absorption into the formal economy while, at the other end, is employment activity that only allows people to survive on a day-to-day basis.
2. Many people in LMIC are active in both the formal and the informal labour market simultaneously. A common pattern is for a person to secure employment in the formal economy, but then earn extra money in the informal, often 'underground' economy, holding down one, occasionally more jobs that can make a significant difference to the family income. The formal economy job can also be used to develop work-related skills and networks which can contribute to success in the informal labour market.
3. Many small and medium-sized enterprises are family-owned. The range of choice for family members may be considerably limited because there are strong expectations on them to remain involved in the family business and also because these enterprises are unlikely to have the capacity to offer career development for their employees.
4. School-age children are often involved in the 'twilight economy' through after-school and holiday jobs. As a result children may have first-hand knowledge of the labour market, and these experiences can play a significant role in their orientation to work.
5. Students in higher education are also often also involved in part-time or even full-time work to offset the costs of their studies.

These factors challenge some of the traditional theories of career guidance practitioners in developed economies about how people gain information on the labour market and navigate it to advance their economic and other interests.

Demographic factors

Demographic changes are also having a wide-ranging effect on labour forces. By 2015, the world's working-age population is forecast to escalate to about 5.3 billion from the present level of 4.6 billion.¹⁷ Almost all of this increase will occur in the developing world. If labour force participation rates remain the same, this implies about 50 million more jobseekers every year for the next ten years. By 2015, East, South-East and South Asia will be home to nearly two-thirds of the world's total labour force. Africa is projected to increase its share of the global labour force from 11.5 to 13 per cent.

¹⁶ ILO: World Commission on the Social Dimension of Globalization: *A fair globalization: Creating opportunities for all* (ILO, Geneva, 2004), p. 42.

¹⁷ United Nations: *World population to 2300* (UN Department for Economic and Social Affairs, New York, 2004)

Women workers currently account for slightly over 40 per cent of the employed population, and that percentage is on a steady upward trend. By 2015, the youth labour force in the 15-24 year age group will total 660 million, over 7 per cent more than in 2003. Most of the increase will be in the countries with the highest numbers of working poor and the largest informal economies. At the same time, declining fertility and increasing longevity will first reduce the working-age population and increase the dependency ratio in high-income countries, then in LMIC. For example, the share of China's population that is of working age will start to fall shortly after 2030.

Besides demographic changes, other factors help explain these variations in the size of a country's labour force: whether women work outside the home, how many young people stay and for how long in full-time education, and the effective age at which older people withdraw from the workforce. Public policy, as well as cultural factors and the health status of workers, affect all these variables.

Impact of globalization

Globalization has intensified the mobility of capital, jobs and people. The increased mobility of capital means that opportunities rise and fall more rapidly, with subsequent losses and gains. As the economic mix changes, the skills demanded of workers are changing rapidly as well. Jobs may shift to locations that offer the best investment climate through outsourcing or offshoring; conversely, workers may move in search of better opportunities for work.

Advances in technology are dramatically lowering the cost of moving information, people, goods and capital across the globe, while global communication is cheap and instantaneous and becoming ever more so. This has vastly expanded the feasibility of economic transactions across the world. Markets can now be global in scope and encompass an intensifying range of goods and services.¹⁸

Migration

Cross-border flows of people were on the rise in recent decades, so that by 2000 there were 175 million international migrants – equivalent to the population of the world's fifth most populous country. Of these, 86 million were migrant workers.¹⁹ In addition to movements from South to North, immigration within the developing world is accelerating: It is estimated that flows of remittances sent by migrant workers back to their families now exceed those of official development assistance.²⁰

International migration is, however, only a fraction of internal migration. An estimated one million people move from rural areas to urban areas each week. In 2001, in China, for example, nearly 120 million people moved within the country, compared to less than half a million people who migrated internationally. In South-East and East Asia, urbanization and an expansion of manufacturing, especially for export, have led to substantial increases in both short- and long-term migration. In many countries, most landless rural families depend on at least one person outside their village working in a factory or service job. In sub-Saharan Africa, an estimated 50-80 per cent of rural households have at least one migrant member.

¹⁸ ILO: World Commission on the Social Dimension of Globalization, op. cit., pp. 24-5.

¹⁹ ILO: *Towards a fair deal for migrant workers in the global economy*, Report VI, International Labour Conference, 92nd Session, Geneva, 2004, p. 7.

²⁰ ILO: *ibid.*, p. 23.

Urbanization

The United Nations projects that by 2007, for the first time, more than half of the world's population will live in urban areas. Based upon current trends, by 2030 approximately 5 billion people, or nearly two-thirds of the world population, will live in cities, up from 3 billion in 2003. By contrast, the world's rural population will remain at just over 3 billion. Almost all of this urban growth will occur in LMIC, which will have 16 "mega-cities" of more than 10 million inhabitants each.²¹ Related to this spatial shift in population is the forecast that the share of agriculture in global employment will fall from about 44 per cent in 2004 to 35 per cent in 2015.

C. Institutional infrastructure

Career guidance is not a narrowly defined, easily categorized function or set of activities that can be compartmentalized in a single profession and overseen by a single government authority; it is a function provided by practitioners with a variety of training and credentials in a variety of organizational settings. The traditional approach taken in high-income countries was for specialized professionals to provide in-person services in settings that were largely unconnected to one another. This approach has proved inadequate. For LMIC, with far fewer financial resources and practitioners, it has even less applicability and attractiveness.

The relative weakness of public institutions is a limiting factor in many LMIC, this weakness stems from meagre public finances to weak democratic processes and sometimes the absence of the rule of law. In addition, in some LMIC the legacy of planned economies has left them poorly equipped to deal with the competitive forces of an increasingly globalized world.

One example is provided by Joseph Kofi Adda, the Minister of Manpower, Youth and Employment in Ghana. Describing the Ministry's efforts to promote decent work, he enumerated the following institutional weaknesses in his country:

1. marginalized Ministry of Labour and its related agencies;
2. inadequate resources;
3. weak institutional capacity;
4. unsuitable infrastructure;
5. lack of basic equipment;
6. inadequate quality and quantity of staff;
7. incoherent, if relevant, interventions; and
8. inability to assess the state of social well-being or improve it.

To underscore the extent of institutional weakness, he pointed out that there was not a single photocopy machine in the entire Ministry.

In the case of Ghana, however, the Ministry had just been given a significant budget increase. The Ministry's current priority is to find comprehensive and holistic approaches to institutional reforms. Among the specific improvements that have been prioritized are the modernization of labour market information and the establishment of career counselling and job placement centres for youth.²²

²¹ UNDP: op. cit.

²² Address to the ILO Employment and Social Policy Committee of the ILO Governing Body at its meeting in March 2005.

In relation to the Minister of Labour's remarks about where investment would be made in Ghana, the lack of labour market information for career information is a particular constraint. Three problems arise in generating the necessary labour market information for career information and guidance. First, the resources might not be available to generate the primary data upon which career guidance information is based. Second, information from a variety of government and private resources may not be shared among agencies. Third, the means may not be available to transform labour market information into career information and distribute it to all those who have to make work-life decisions. This information may therefore only be available to a small, exclusive group of clients.

The limited availability of technology is another constraint. In LMIC, few students have access to the computers that are increasingly used to make career information widely available in high-income countries. In addition, electricity supply can be erratic and the cost of Internet access prohibitive. Even where there are computers, it is often found that only teachers have access to them. For these reasons, even in countries where computers are in use, traditional printed material needs to be available in order to make relevant information accessible to technologically disadvantaged communities.

The improvement of government and service delivery infrastructure in LMIC is often dependent on external funding by international development aid organizations or other donors. While certainly valued, this assistance may result in piecemeal interventions that are not well integrated into the ongoing institutional infrastructure. Unless external interventions are designed to be integrated into national institutions from the beginning, they are unlikely to be sustainable.

When policy-makers in LMIC conduct an assessment of the value and feasibility of an increased national investment in improved career guidance by analysing their cultural values, labour market characteristics and institutional characteristics, five areas of priority for the improvement of career guidance may be identified. They are:

- 1.** the crucial importance of comprehensive educational and occupational information, which needs to be addressed as a matter of urgency;
- 2.** the need to exploit the potential of information and communication technologies, including help lines as well as the Internet, to increase access to services;
- 3.** the need to invest in self-help approaches rather than in those which are heavily labour-intensive and encourage dependency;
- 4.** the need to encourage more specific staff-training courses in career guidance, preferably on a cross-sectoral basis, designed to produce professionals who can manage guidance resources as well as be engaged in direct service delivery; and
- 5.** the need to invest in facilitating measures, including appropriate incentives, designed to encourage the development of career guidance services within the private and voluntary sectors.²³

The first two items are related to the improvement of career information; this topic is the focus of Chapter III. The fourth item is the subject of Chapter VI. The third and fifth items address service delivery issues, which are the focus of Chapter V.

²³ A.G. Watts and D.H. Fretwell: *Public policies for career development: Policy strategies for designing career information and guidance systems in middle-income and transition economies*, Discussion Paper (World Bank, Washington, August 2003).

III. Career information resources

Career information is the foundation for the provision of career guidance services. It includes all the information that assists people to make informed education, training and occupational choices throughout their working lives. In LMIC with large informal economies this needs (where possible) to include information about accessing both the formal and informal labour markets.

This information includes:

- economic sector and occupational trends;
- occupational content and competency demands;
- learning opportunities;
- formal economy jobs;
- self-employment opportunities;
- information for migrating workers (where appropriate).

The development of career information that is both informative and appealing to individuals making career decisions throughout their lives is a real challenge. One common problem is that there is little coordination among separate government ministries or agencies that provide information and statistics. This leads to gaps in information as well as difficulties in combining data to produce customer-friendly publications.

Career information publications should meet certain criteria. Information provided should:

- be up to date;
- be easily accessible, using community resources to distribute it when feasible;
- be available on a self-service basis wherever possible;
- be able to be reproduced inexpensively and in large quantities (written material);
- take the literacy level into account (even in advanced countries, a large percentage of the population does not read easily above a grade 8 level); and
- be accompanied by training for the career guidance practitioners who will be distributing it.²⁴

When information is gathered, serious consideration must be given to the format that is used to present this information. It needs to be recognized that many potential users may have limited reading skills. The format used in the formal economy for this type of information is not likely to be as effective as information presented in a graphical format which is: (1) easy to understand; and (2) lends itself well to a range of print formats, ICT and group presentations.

Part II contains a reference to a Canadian Internet resource, "Making Career Sense of Labour Market Information", which provides a useful guide on how to use labour market information to describe the world of work in a way that promotes improved career decision-making. In addition, standards have been established in the United States for the development of computer-based career information systems. These standards are found in Part II, the Tool Kit of Career Guidance Resources.

²⁴ C. Casserly, op. cit., p. 3.

Advances in ICT have substantially improved the quality and accessibility of knowledge resources in a number of countries, including some LMIC. Chapter V on service delivery shows how the greater availability of knowledge resources and other factors are reshaping the in-person (face-to-face) delivery of career guidance services and are making it possible to reach a broader audience by empowering more people to transmit this information in their communities.

The present chapter specifies the types of knowledge resource available and showcases some country examples.

A. National labour market structure and trends

General labour market information describes what is happening in the labour market.

It includes information on:

- economic sector and occupational trends;
- occupational content and competency demands;
- learning opportunities;
- formal economy jobs; and
- self-employment opportunities.

This information is largely descriptive, analytical knowledge of the dynamics of the labour market, in contrast to the work choice, search and maintenance skills development information (described below in Section B). The latter provides guidance on how to use labour market information to make career choices and gain employment. It is common, however, for both types of information to be combined in print or electronic products.

Economic sector and occupational trends

Where general information on economic sector and occupational trends is available in LMIC at the national and regional level, it can be used to gain an insight into medium- and long-term trends in the labour market.

For example, Jamaica has organized economic and occupational information and made it broadly available on the Internet since 2002. A description of this labour market information or human resource development system is provided in box III.1. It is also referenced in Part II.

Box III.1

Jamaica: Labour Market Information System

The Jamaica Labour Market Information System (LMIS) supports the operation of an efficient, well-functioning economy by improving the availability of labour market information and facilitating better coordination among data providers and between providers and users. The LMIS is a one-stop data and information source, including an efficient electronic labour exchange to link potential employees and employers. Beneficiaries include policy-makers, employment and education programme planners, prospective investors, employers, job-seekers, career counsellors and students.

The Ministry of Labour and Social Security is responsible for receiving and processing the data and maintaining the web site. Data providers include: the Statistical Institute of Jamaica, the Ministry of Labour and Social Security, the Planning Institute of Jamaica, the Ministry of Education, Youth and Culture, public and private training and educational institutions, employment agencies, trainers, educators, employers and jobseekers.

The system's effectiveness strongly relies on the timely availability of up-to-date data and the willingness and ability of data-providers to contribute.

LMIS capabilities are grouped under three main headings:

1. General information and data and analysis;
2. The Electronic Labour Exchange (ELE); and
3. Related services, including information on support services and educational opportunities such as career counselling, course offerings at institutions and sources of funding for studies.

Source: <http://www.lmis-ele.org.jm>, where more information is available.

Although it is useful to have general information on industrial and occupational trends in the economy, those involved in career guidance need detailed estimates of industrial and occupational changes in order to recognize evolving labour market opportunities. They need to be able to identify the industries and occupations which experienced high rates of growth, occupations where large numbers of jobs were created and industries and occupations that are beginning to decline in size and importance. Changes in employment broken down by industry, occupation, major field of study and location can be identified if enough basic data are available. The production of this type of information requires the gathering of detailed industry, occupation and field-of-study data using mechanisms such as population censuses, periodic labour force surveys and employer forecasts.

When industry, occupational and education and training data are gathered, analysed and interpreted, they are then coded and classified using industry, occupational and field-of-study classification systems. Occupational classification systems are a tool for organizing data on occupations in order to facilitate analysis and decision-making. The International Standard Classification of Occupations (ISCO) is one of the main international statistical classifications for which the ILO is responsible. It belongs to the international family of economic and social classifications. Additional information on the ISCO classification system is included in Part II.

Some low- and middle-income countries have tried to develop their own classification systems for this type of information but have found that such an approach is difficult and expensive. Other countries have used international standard classifications or systems from high-income countries and modified them as necessary. This is usually a far less expensive and more effective way to proceed during both initial development and subsequent update phases.

Occupational content and competency demands

In addition to quantitative information on the distribution of employment among sectors and occupations, descriptive information on the content of occupations and the competencies (skills and abilities) demanded for them has become a resource in high-income countries, and some LMIC, to assist individuals to learn about occupations in order to make appropriate career choices.

Occupational outlook handbooks that describe what workers do on the job, working conditions, the training and education needed, earnings, and expected job prospects usually categorize occupations into major groups or clusters. Just as some LMIC have used industry and occupational classification systems from other countries as a starting point in the development of their own systems, occupational outlook handbooks and Internet-based information from other countries can be used to develop information on occupational clusters. A significant amount of time and resources can be saved by taking this approach during both the development and updating phases.

In order to highlight the linkages and progression among occupations, the use of occupational clusters has been introduced. Occupational clusters are groups of related occupations that have similar job requirements, working conditions, physical or mental demands and require people with particular interests and attributes. Even though the type of work performed by those in the various occupations within an occupational cluster is somewhat similar, the education, training and work experience requirements are higher for those working in the more complex and challenging occupations within a cluster. This means that someone working in an occupation at one level within a cluster can move to a higher level by obtaining the right combination of additional education, training and work experience. In addition, people can move from an occupation in one cluster to an occupation with similar requirements in another occupational cluster.

Barbados, for example, includes industry and job/occupational profiles in its Internet-based Labour Market Information System, described in box III.2.

Box III.2

Barbados: Labour Market Information System

The Barbados Labour Market Information System is an online information system comprising an electronic labour and a labour market information resource. It is managed by the Manpower Research and Statistical Unit of the Ministry of Labour and Social Security and has four components.

Electronic labour exchange. This facility allows jobseekers to review vacancies by occupational area, by industry category or by job title and to apply online. Employers can also review jobseeker CVs online. A job-matching component assists jobseekers to locate the occupations for which they are most qualified, in order of relevance.

Industry profile. Cross-sectional profiles of various industries in Barbados, including: the types of technology used; associated occupations and required qualifications; occupation-specific wage and salary ranges; and industry prospects.

Job/occupational profiles. Contains selected job descriptions taken from the Dictionary of Occupational Classification for Barbados. Full job descriptions include job tasks, skills, knowledge and abilities needed and qualifications required. This information is intended to assist vocational trainers, guidance counsellors, employers and employees to better understand the job situation in the Barbados economy and what is required of the workers who perform these jobs.

Education and training. Provides information on local and overseas educational and training institutions, including summary overviews of courses of study and information on sources of finance for study.

Source: <http://labour.gov.bb/blmis2/default.asp>, where more information is available; ILO: Revision of the Human Resources Development Recommendation Database, ILO-IFP/SKILLS, (Geneva, 2002), available at <http://www.ilo.org/public/english/employment/skills/recomm/main.htm>

While the categorization of jobs into occupations with discrete job requirements and skills demands continues, technological development and changes in the organization of work have resulted in the need for workers to possess a more versatile and portable set of skills which can adapt to changing work demands. There is increasing recognition of the need to define non-occupation-specific skills that enable individuals to perform work in a variety of job situations.

A new categorization of skills is evolving to respond to these demands. This set of skills has been variously labelled as core work skills, key competencies or generic skills. While there are some variations among the formulations, these core skills are comprised of knowledge, skills and attitudes that prepare individuals to compete effectively in the labour market and integrate fully into economic and social life. Acquisition of these skills starts with basic education, moving on to initial training and continuing over the adult working lifespan. More is involved than the acquisition of a narrow set of job-related skills and the ability to carry out specific tasks in a single workplace.

The identification of the core work skills/competencies needed to succeed in the workplace has evolved over the past three decades. Research from the United States has indicated that when employers are asked what competencies job applicants are missing they most frequently mention the following skills:

- learning how to learn;
- competence in reading, writing and computing;
- effective listening and oral communication skills;
- adaptability through creative thinking and problem-solving;
- personal management with strong self-esteem and initiative;
- interpersonal skills;
- the ability to work in teams or groups;
- basic technology skills; and
- leadership effectiveness.²⁵

Similar formulations of core work skills or competencies are emerging in a number of countries. The recognition of key competencies or core work skills is not restricted to the developed world. Their use is spreading in Latin America, for example. The National Commercial Training Service (SENAC) in Brazil has identified key competencies in the framework of research entitled “XXI Century: The New Occupations”. The competencies identified in this research include: creativity, adaptability, initiative, leadership, autonomy, versatility, capacity to negotiate, oral and written communication, interpersonal relations, knowledge of computers, knowledge of English, and openness to possibilities to work in other places.²⁶

At the same time, a related categorization of skills called “life skills” has emerged, which are intended to equip a person to manage her or his own personal life development. Life skills are being increasingly recognized worldwide across a wide range of learning and development activities, although there are some differences in definition depending on the context.²⁷ They are prominent in the Dakar Framework for Education for All that supports the United Nations Millennium Development Goals, for example.

What is significant is that many categorizations of life skills are very similar to categorizations of core work skills. The context in which they are applied is the distinguishing factor. The same skills that are called core work skills as they relate to the work environment may be called life skills as they relate to the full range of human activity in the family, workplace and community.

As an example, the WHO defines life skills as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”. As defined by the WHO, life skills include:

²⁵ T. Riordan and G. Rosas: “Core work skills: ILO perspective and recent developments, in skills for life and work”, Paper 8, Working Group for International Cooperation for Skills Development, Bonn, Germany, Apr. 2003, pp. 17-18.

²⁶ F. Vargas Zuñiga: *Key competencies and lifelong learning*, Inter-American Research and Documentation Centre on Vocational Training (CINTERFOR/ILO, Montevideo, 2005).

²⁷ UNESCO: *Education for all: Global Monitoring Report 2003/4*, Chapter 2, ‘Towards EFA: Assessing progress’, box 2.8, p. 2; pp. 10-11 (also available in French and Spanish).

- problem-solving;
- decision-making (including goal-setting);
- critical thinking;
- creative thinking (including value clarification);
- communication skills;
- interpersonal relationship skills (including assertiveness);
- self-awareness;
- empathy;
- coping with stress; and
- coping with emotions.²⁸

The Government of South Africa has made a commitment to integrating life skills development into the national educational curriculum; this curriculum includes an emphasis on career decision-making and lifelong learning, as box III.3 shows.

Box III.3

South Africa: Life orientation in the national education curriculum

Education in Life Orientation has recently been adopted as one of eight elements of the national educational curriculum in South Africa, which is being implemented from 2004 to 2008, in grades 1 to 9. Learning outcomes for this educational element include:

- making informed decisions about personal, community and environmental health;
- demonstrating active commitment to skills development;
- using acquired skills to achieve potential;
- understanding and taking actions to promote physical health; and
- making informed choices and decisions to make further education and career choices.

By grade 9, all students will be expected to have developed a plan for lifelong learning.

Source: Presentation by the South African Department of Education at the Human Sciences Research Council (HRSC) Round Table on School-to-Work Transition and Labour Market Intermediation in Developing Countries, May, 2005, Pretoria, South Africa.

Learning opportunities

Information on learning opportunities to gain competencies and access opportunities is used by students, employed and unemployed workers, counsellors and others to find programmes that can be taken by those interested in expanding their knowledge and/or improving their skills. Most post-secondary education and training institutions publish information on their own programmes but often use different names for the same programme. For this and other reasons it can be difficult for users of this information to find and compare specific programmes offered by different institutions. Many high-income countries have attempted to address this problem by using a common classification system for both public and private post-secondary education and training programmes. The development of such a system requires a good deal of cooperation and coordination among institutions and usually requires a government agency to play a lead role.

²⁸ World Health Organization: *Life skills education: Planning for research* (WHO, Geneva, 1996).

Those involved in making career planning and career management decisions need to be able to use occupational information in conjunction with information on learning opportunities to identify the education or training programmes as well as the public or private institutions that offer these programmes. Some jurisdictions in high-income countries have established web sites that provide both types of information on the Internet. The occupational database provides descriptions of duties, working conditions, personal characteristics, educational requirements and salary levels for each occupation. Under educational requirements, the occupational database identifies the education or training programme required and the education or training institutions that offer the programme. The education information database identifies the name of each programme, the locations where it is offered, its length, credentials earned, entrance requirements, specializations, transferability and the availability of cooperative programmes, distance education or alternate delivery modes. In some cases these databases also include educational programmes that lead to a wide range of occupational opportunities, with some indication of the links in terms of generic skills acquired and of destination patterns.

Some LMIC have set up web sites that provide this information, usually in its more basic forms, and their counsellors and employment service centres help users learn how to use it to make career decisions. The Barbados example (box III.2) includes this type of information. As box III.4 outlines, Sri Lanka has begun to make training opportunities from a number of institutions available in a systematic way. The Sri Lanka JobsNet initiative is a system that includes a job bank for job search and presents training opportunities and self-employment assistance. It has also initiated a JobsNet accreditation process to control the quality of training offerings listed. JobsNet registrants also receive priority access to accredited courses.

Box III.4

Sri Lanka: National Employment Sourcing and Delivery System (JobsNet)

JobsNet provides local and foreign jobseekers in Sri Lanka with referrals to jobs, training, information, advice, and career guidance in Sinhala, Tamil and English. JobsNet is an online and service centre-based employment delivery network providing a user-friendly interface between people seeking employment and potential employers and at the same time guiding jobseekers to re-skilling or training opportunities. It also supports people who choose to employ themselves by starting their own business.

JobsNet is comprised of a computerized interactive database network combined with a network of staffed centres. Partners are: (1) employers from all sectors of the economy and sources abroad; (2) skills/professional training and retraining organizations, and job counselling and recruitment centres; and (3) non-governmental organizations delivering social and employment services.

JobsNet operates an electronic labour exchange which matches jobseekers with vacancies identified by employers. Individuals interested in self-employment can receive assistance through various support techniques and facilities, such as financial, training and advisory support packages.

A novel feature of JobsNet is the Training Institution Accreditation and Registration programme. JobsNet provides guidance to further training and education opportunities in any field or profession available in the country. In addition, direct access is provided for JobsNet registrants to approved training courses given by the Department of Technical Education and Training. JobsNet registrants can enter these courses on a priority basis. Training institutions may register to become "JobsNet Approved". JobsNet staff evaluates the institution and then assist it to become accredited.

Source: <http://www.jobsnet.lk>, where more information is available.

Formal economy job opportunities

At the micro-level, labour market information consists of information on up-to-date job vacancies as well as currently available workers. Information on jobs can be obtained from employers, newspapers, public employment service centres, private employment agencies, business associations, employee associations, help-wanted surveys, and establishment-based surveys.

Nevertheless, in both high-income and LMIC, employers use informal networks to find workers for most job vacancies that arise within their establishments. Workers are usually aware of upcoming openings and recommend their friends, relatives and acquaintances for these positions. Many employers post vacancies on office bulletin boards at various locations throughout their organizations and in internal newsletters or other in-house publications.

Employers also use newspapers to announce vacancies by placing advertisements for entry level, trade and technical positions in the classified sections and for professional and managerial positions in the career sections of these papers.

In recent years, an ever-increasing number of employers have begun to post current and upcoming vacancies on their web sites. These web sites are often designed to allow jobseekers to fill out an online application form, submit an electronic CV or resumé or send it in hard copy to the human resources department of the organization.

In addition, many business organizations encourage members to advertise their job vacancies in the publications these associations produce and distribute. In some cases, business associations operate electronic labour exchanges that match qualified jobseekers with current job vacancies available in member firms. Similarly, various employee associations operate job-matching services that link appropriately qualified association members with current employment opportunities available at organized worksites.

Most public employment service centres gather job vacancy information directly from individual employers. They may also compile help-wanted advertisements from local newspapers. Public employment services in virtually all developed and transition countries and increasing numbers of LMIC operate computer-based job banks, which are usually accessible on the Internet to both jobseekers and employers. This practice began in the mid-1990s and has now spread to at least 43 countries, based upon a 2003 survey by the World Association of Public Employment Services (WAPES).²⁹

All of the country examples cited in this chapter and many of the examples included in Part II include an Internet job bank/electronic labour exchange.

These electronic labour exchanges allow employers to post vacancies and jobseekers to post their CV using an Internet-based system. Some of these web sites help jobseekers develop resumé, prepare cover letters, learn about the latest available jobs and see their online applications. In some countries, registered employers can easily log into the system to post jobs directly or look at the CVs of jobseekers that fit the requirements of the jobs they have posted. These systems serve as virtual meeting places for employers and jobseekers and speed up the job-matching process. This reduces the length of time employers have unfilled vacancies and jobseekers are unemployed.

²⁹ Available at <http://www.ilo.org/public/english/employment/skills/empserv/public/>.

Private employment agencies in low-, middle- and high-income countries play a role in linking employers who have unfilled employment opportunities with both unemployed and employed jobseekers, who are usually recruited by such agencies to fill (a) unskilled, semi-skilled, trades and technical positions or (b) high-level technical, professional, and managerial positions. In some cases, specialized private professional search agencies are used to find candidates for executive level openings and difficult-to-fill professional positions. Most private employment agencies in high-income countries now use the latest technology to register and match vacancies listed by employers with available and appropriately qualified jobseekers.

In some countries, the Internet is being used to recruit jobseekers on an international basis by such organizations as international staffing agencies and overseas placement agencies. Very large commercial job banks such as Monster and international public sector job banks like the European EURES have been established to assist jobseekers to access employment opportunities outside their home countries. Although these large Internet-based job banks have significantly improved transparency in the international labour market for employers and jobseekers, some caution is advised. These job banks are largely unregulated. Buyers and sellers of labour on the Internet must be vigilant just as buyers and sellers of merchandise must be.

Self-employment opportunities

Information on overall economic and business trends is equally pertinent both to informal and formal economy workers. It is important for both the employed and the self-employed in the informal economy to understand the changes taking place in the economy and the underlying reasons for these changes. Understanding the difference between seasonal variations, cyclical changes and long-term trends is especially relevant for those involved in short-term employment situations or operating small businesses. These variations, cycles and trends can have a very significant impact on the demand for the goods and services produced in the informal economy. If those involved appreciate the reasons behind changes in demand they are in a better position to deal with their impact. Staff working in community development can use this information in working with local communities.

More specific information on current business opportunities in the informal economy in LMIC is available from a variety of sources. In some of these countries the employment service centres help their clients identify business opportunities in the informal economy. In addition, some non-governmental organizations (NGOs) that provide training and employment counselling for youth, women and unemployed adults also help their clients to locate business opportunities. In several countries, senior secondary technical schools include an entrepreneurial training course in their technical training programmes to help students find business opportunities.

Additional examples are found in Part II.

B. Local labour market structure

It is very difficult to develop a career guidance programme in a country without accurate and relevant national labour market information. Yet a scarcity of this information is a reality in many LMIC. For this reason, the promotion of improved labour market information is a key recommendation for building career guidance capacity.

In the absence of useful national labour market information, regional or local government agencies and community resources have found ways to collect local information more informally for local purposes. Various community economic development or human resource development projects often conduct labour market surveys or assessments upon which to

base their activities. These surveys may be conducted by the local employment office or others. Valuable information can also be gained by scanning newspapers and networking with influential business and community organizations.

Where national labour market information does exist, it can be put at the disposal of local agencies in ways that make it more accessible and useful for local service delivery. For example, in Peru, labour market information distribution by the Ministry of Labour/Public Employment Service has been strengthened to support career guidance not only in local employment service offices but also in a wide range of community agencies providing career guidance-related services, as box III.5 shows.

Box III.5

Peru: The CAPLAB labour training programme

CAPLAB is a programme which responds to the new realities of the labour market and the need for demand-driven training and employment services. Established in 1997 by the Ministry of Education and the Ministry of Labour and the Promotion of Employment, two of its components involve improvement of the labour information and placement system and training of directors and teachers in Occupational Education Centres.

Improvement of the labour information and placement system

This component is directed by the Ministry of Labour and Promotion of Employment (MTPE). The objective is to improve local labour exchange activities by establishing Labour Information and Placement Centres (CILS) in participating Occupational Education Centres as well as in local government offices, churches, NGOs and other organizations.

These Labour Information and Placement Centres serve students and graduates from training courses, enterprises and the community in general. They process and disseminate labour market information, make connections between enterprises and students, provide employment counselling for jobseekers and conduct follow-up on students who have graduated and on those who have found employment.

The labour market information system (SIL), which is maintained at the central headquarters of the MTPE, provides the following information support and coordination functions to the CIL-PRO Employment Network:

1. labour exchange/job bank software (SILA);
2. occupational classifier (COIL), describing 1,100 occupations in the Peruvian labour market;
3. labour information bulletins for workers and enterprises; these publications provide workers and young people with labour market information, often from a sectoral perspective;
4. counselling methodology for job-search workshops for jobseekers;
5. standardized personnel evaluation tests which are used to screen jobseekers for vacancies; and
6. follow-up of training programme graduates to measure both job placement and the relation between employment and the training received by students.

Training staff in the occupational education centres

Staff in Occupational Education Centres are trained to use strategies which will make it easier for the students to learn employment-related competencies. This includes training in improvement of specific vocational, educational techniques, management training, and practical exposure to the labour market. One of the main achievements is that directors, teachers and students gain programmed experience in enterprises.

Source: Unpublished information, CINTERFOR, 2005; see also information in English and Spanish available at http://www.ilo.org/public/english/region/ampro/cinterfor/ifp/nta/dev_tviet.htm and <http://www.cinterform.org.uy>

C. Information for migrating workers

The preceding discussion assumes that an individual's work life takes place in her/his current location. However, as noted earlier, hundreds of millions of persons every year look to migration, either within a country or overseas, as the rational response to a lack of local labour market opportunities. In making the decision to migrate there is a conscious or unconscious career-planning process going on, entailing an assessment of labour market opportunities, personal interests, skills and available resources. Where insufficient or inaccurate information exists, poor employment choices can result, sometimes with very harsh consequences.

While intermediaries to facilitate this process have existed for centuries, there has been a proliferation of intermediaries that now work in this area. These range from international staffing agencies to overseas placement agencies to small private employment agencies to informal networks that facilitate the placement of workers across borders. Electronic resources range from huge commercial Internet job banks to international public-sector job banks such as the European Union EURES, which was established to facilitate mobility of labour among EU member states.

Empirical research has shown that potential migrants make the decision to leave their country only gradually. First, workers consider migration as one among several options, and then decide ultimately to migrate. Specific jobs, living conditions and moving procedures are then actively sought and organized. Workers are looking for information on:

- general conditions of work and life in the new location;
- wages and benefits;
- housing;
- procedures for immigration – documents, fees, processing times;
- schooling;
- transport;
- channels and transfer charges for cash remittances;
- trade union organization;
- facilities to learn the language ; and
- migration opportunities for family members.

As specific job opportunities emerge, the information needed includes specific work duties, specific wages and benefits, reliability of the employer, working conditions, access to training and social supports (trade unions, migrant organizations), and precise fees to be paid to the intermediary.

While the more general types of information are often obtained informally through personal networks, job-specific information is most often gathered and delivered by the intermediary between the employer and the migrant worker. An intermediary might be the State Migration Authority, the Public Employment Service (PES) or a private employment agency.

Box III.6 shows in detail how the Philippines, with a very large overseas worker population, implemented a far-reaching programme to educate citizens on employment opportunities and conditions abroad.

Box III.6

Philippines: Programme for migrant education and orientation

Because the Philippine economy relies heavily on overseas employment, the government developed an extensive migrant education and orientation programme, including:

1. pre-employment orientation programmes;
2. pre-departure orientation programmes;
3. issue-based seminars;
4. post-arrival orientation; and
5. post-employment debriefings.

The Pre-Employment Orientation Program is a voluntary, community-based, multi-media advocacy programme conducted through community forums, mass-media outlets and career guidance seminars by schools and public employment service offices. It provides briefings on overseas employment for the general public so they can make informed decisions about working abroad. The programme consists of: (a) pre-application briefings, (b) career guidance or employment counselling; and (c) community forums or a nationwide caravan on jobs advisory issues and an anti-illegal recruitment/anti-trafficking campaign.

In the pre-application briefing activities, recruitment agencies and public recruitment facilities brief on procedures of recruitment, fees, country- and workplace-specific situations, company-specific personnel policies and benefits, and information on specific vacancies, job descriptions, qualification requirements and hiring schedules. For most recruitment agencies, this is the most efficient way to locate appropriate applicants.

It is the responsibility of the governments both of sending and receiving countries to ensure that workers are provided information on the terms and conditions of employment in the migrant workers' country of destination. In the Philippines, employment counselling is provided to share information on relevant laws, national and international as well as the standards of employment. Standards are important since they not only protect the value of the work of migrant workers but also facilitate decision-making and negotiation between workers and their employers. They also discourage an environment where contract substitution and profit-driven brokers and fixers exist.

The Pre-departure Orientation Program provides a post-selection briefing for migrant workers before they leave for overseas. This is a compulsory and certificated activity for all workers going abroad. It is designed to educate workers about travel procedures, necessary documents, rights and obligations in the employment contract, crisis management, health tips (including HIV/AIDS orientation), remittance procedures, reintegration goals, available government services and family support and communication programmes.

Issue-based seminars provide continuing information on government policies and programmes and also serve as a feedback mechanism for migrant workers and their families. Information is provided through symposia, seminars, web site information updates and other multi-media publications.

Post-arrival Orientation is provided to migrant workers by their corporate employers in some host countries. In addition, the Philippine Overseas Labour Officers may provide post-arrival orientation in some countries. This is sometimes a challenge because workers may not be allowed or may have difficulty in leaving their workplaces.

Post-employment Debriefings on reintegration options are provided by the Philippine government shortly before or upon return from overseas. It is important that these returning workers are able to assess their skills and /or are able to enrol in skills training, upgrading or retooling as options both for wage and self-employment. Reintegration orientation covers opportunities at home, investment and financing options, registration requirements, business process orientation, values reorientation, family orientation and skill training opportunities.

Source: Ministry of Labour, Philippines, 2005.

The European Employment Services (EURES) network is another sophisticated public-sector mechanism developed specifically to facilitate trans-national mobility. This information initiative assists persons to make more informed migration decisions in advance, as box III.7 outlines.

Box III.7

European Employment Services

A number of European countries cite the European Employment Services (EURES) as the primary means of recruiting non-national workers and of coordinating regional recruitment policies. EURES is a European labour market network aimed at facilitating the mobility of workers in the European Economic Area (EEA). It brings together the European Commission and the Public Employment Services of the countries belonging to the EEA. EURES operates through EURO advisers stationed throughout the European Union countries.

The objectives of EURES are to provide information, counselling and assistance in relation to placement and recruitment to nationals of EEA countries. Potential migrants and interested employers are provided with information on living and working conditions, legislation, administrative formalities, advice on how to find a job and access to the public employment services of other EEA countries. EURES has established two databases, the first deals with job vacancies for EEA nationals, and the second contains general information on living and working conditions in EEA countries. Further information on EURES, in 20 languages, is available at <http://www.europa.eu.int/eures/index.jsp>.

Source: <http://europa.eu.int/eures/index.jsp>, where more information is available ; ILO, General Survey on Migrant Workers, Report III (1B), International Labour Conference, 87th Session, Geneva, June, 1999, p. 63.

Non-governmental initiatives to assist migrant workers include a programme developed by the Verité Center and local educators in Southern China's Pearl River Delta, with funding from the Timberland Company. Box III.8 summarizes how the programme provides migrant workers with useful information on arrival in their destination country.

Box III.8

People's Republic of China: Life skills programme provides women workers with needed skills

The process of moving from the countryside to take jobs in the city is a salient change for migrant factory workers in China. In Southern China's Pearl River Delta, 70 per cent of migrant workers are young women under age 25, who are particularly vulnerable as they face new living arrangements without adequate education or life skills. Migrant workers are rarely aware of their rights under Chinese law and are often uninformed of the health and safety issues that they will encounter in the workplace. Factories are reluctant to invest time and money to train these workers, because most of them will work only a few years before returning home, often to start families and small businesses. The result is that migrant workers have few opportunities to improve their skills and may face potentially exploitative working conditions without the resources to defend themselves.

In response to these needs, in May 2002 Verité established a workers' resource centre to provide factory workers in Guangdong Province with training on labour rights, as well as vocational and life skills training. The Verité Labor Center developed in partnership with local educators and funded by the Timberland Company, serves migrant factory workers in the Pearl River Delta. The programme focus is on training workers in the following areas:

- Basic education – literacy, basic math (for wage calculation), women's health, and basic computer and office skills;
- Chinese labour law – local minimum wage regulations, overtime payment calculation and legal working hours;
- Health and safety training – fire safety, safe chemical handling and disposal, and first-aid training;
- Educational enrichment – cooking and nutrition, music and dance, garment design and tailoring, among others.

The success of the programme encouraged Verité to create a pilot Peer Education programme designed to extend the curriculum to a larger number of workers, taking advantage of informal non-classroom time in the workplace and/or in dormitories after working hours. Sixty workers have been trained as peer educators, with each educator committed to teaching two or three workers on such topics as the Timberland Code of Conduct, wage calculations, personal health and interpersonal communication skills

Source: Verité Labor Centre at <http://www.verite.org/news/Verite's%20China%20Labor%20Center.htm>

Another example of services to support the development and integration of migrating workers is the programme of the Careers, Education & Training Advisory Board (CETAB) of the World Federation of Khoja Shia Ithnaasheri Muslim Communities. This organization, based in Britain, promotes the education and career development of young Muslim women and men through information provided on their web site and a number of community programmes. A reference to their web site is included in Part II, Section 1, Miscellaneous Sites.

IV. Promotion of work choice, search and maintenance skills development

As labour markets become more dynamic and complex, individuals need skills to help them navigate through the maze of education, training and employment options that are available to them. In high-income countries, career guidance has often been provided in a series of steps: career education in schools, interest and aptitude testing for youth at various levels of education followed by the selection of further educational opportunities, and later by training in CV or resumé development and job-search interviewing techniques. However, taking into account the realities of lifelong learning and the need for greater labour market adaptability, it has become necessary to take a longer term view of skills development for career planning and management.

Chapter 1 presented five areas of specialization in career guidance:

1. career information;
2. career education;
3. career counselling;
4. employment counselling; and
5. job placement.

Career information has been addressed in the previous chapter. This chapter briefly reviews the focus of the other four areas of specialization and continues with a review of two additional areas critical to work choice, search and maintenance development in LMIC:

6. labour market adjustment/employment programmes; and
7. skills development for self-employment.

A. Career education

In contrast to personal guidance counselling that takes place in school settings, career education promotes an understanding of the world of work through the classroom curriculum. It can take various forms. Career information and career guidance activities can be integrated into subject areas by teachers. Classroom learning activities can also be enriched by input from a guidance practitioner. In either case, acquisition of employability skills is integrated into the classroom curriculum, including basic life and career management skills to support life, learning and work transitions. In addition, school student activities can support career guidance goals and take advantage of contributions from parents and employers in the community.

Career education can be integrated into the curriculum in different grades. In OECD countries, it is most often offered during lower secondary education, in preparation for the career decision-making of students toward the end of secondary school. But in a few countries, career education begins in primary school. For example, Canada has pioneered the concept of guidance-oriented schools where personal and career planning is one of five broad areas of learning that underscore all primary and secondary school curricula. In Denmark, students begin developing their own career portfolios or individual education plans in primary school and continue to develop them through secondary school.³⁰

³⁰ OECD: *Career guidance and public policy: Bridging the gap*, EDC/EC(2003)5, (Paris, 2004), pp. 44-46.

Career education has also been a tool to help reorient youth to new local economic opportunities in a province of Canada which was undergoing rapid economic change. In 1992, a moratorium was placed on cod fishing in the province of Newfoundland and Labrador. A career guidance specialist and an economist collaborated to find a means for youth to become aware of work opportunities in their own regions or communities. Teachers worked with economic and community developers to create a learning module which built awareness of work opportunities within the regional economy, including entrepreneurial activity. Growth sector learning modules were developed for high-end technology within the remaining fishery industry: e-commerce; manufacturing and robotics, and aquaculture. Finally, the learning modules were shared among regions of the province so that students could gain exposure over time to opportunities in other parts of the province as well as their own region.³¹

In the 2004 World Bank report³² on career guidance in middle-income countries, several examples are presented. In Turkey, career education is included as part of class guidance programmes in all levels of schools, integrated with personal and social education but also integrated into academic subjects. Teacher handbooks were introduced in 2000/01 to guide teachers through in-class activities; support is also offered by the school's guidance counsellor(s). In addition, vocational and technical education fairs are organized annually in all cities to promote vocational and technical education more widely to the public.

In the Philippines, career education is now commonly integrated into "values education". In Poland, it is being incorporated in a new "entrepreneurship" course in secondary vocational schools. In South Africa, it is being integrated into a new course in "life orientation", which also covers personal development, study skills, citizenship and physical education. In Romania and South Africa, all subject teachers are encouraged to make connections between their subject and aspects of career education.³³

In some countries, career education taking place in a school setting is combined with work-based learning experience and other activities to support the transition from school to work, as summarized in box IV.1.

Box IV.1

United States: Career guidance to facilitate the school-to-work transition

In the United States, school-to-work transition systems integrate career orientation and academic and occupational orientation with high- and post-secondary schooling, work-based learning and skills development. These systems are developed through partnerships between schools, employers and trade unions and are decentralized at the community level. Their three main components are:

School-based learning:

- teaching in high school that meets national standards;
- career exploration and counselling;
- initial selection of a career path by students;
- instruction that includes both academic and occupational learning;
- coordination between education and training;
- constant evaluation of students' progress, personal goals and additional learning requirements.

³¹ L. Bezanson and M. Turcotte: op. cit.

³² A.G. Watts and D. H. Fretwell: Public policies for career development: Case studies and emerging issues to designing career information and guidance in developing and transition

³³ *ibid.*

Work-based learning:

- on-the-job training and work experience recognized and certified;
- broad instruction in all aspects of industry;
- workplace mentoring.

Connecting activities:

- activities to encourage employers and trade unions to participate in this transition system;
- matching students with work-based learning opportunities;
- assistance in integration between school- and work-based learning;
- liaison among students, parents, employment offices and employers;
- assistance to graduates in finding appropriate jobs or additional on-the-job training;
- monitoring progress of participants;
- linking youth development activities with employers and skills development strategies for young workers.

Source: V. Corbanese, G. Rosas: Employment counselling and career guidance: A trainer's guide for employment service personnel (ILO, forthcoming).

B. Career counselling/employment counselling/job placement

The other three categories of career guidance activities are career counselling, employment counselling and job placement. In reality it is often difficult to separate these specializations because while they are conceptually different, they overlap in practice. Often the type of counselling required is determined by the urgency of the need for employment and the number and types of barriers that must be overcome to find employment.

It is now becoming more common to think in terms of the following three stages of career management:

Initial career planning includes an initial assessment of interests and competencies, participation in career exploration and work experience activities, development of an initial CV or resumé and development of an initial employability development plan.

The purpose of vocational assessment or testing is to increase an individual's self-understanding by providing accurate, objective and relevant information about him- or herself, in order to make realistic and satisfying work-life decisions. The primary tests used by guidance practitioners are for aptitudes, interests and abilities. Aptitude tests are used to predict whether or not an individual has the potential to do specific tasks, jobs or training. Achievement tests can measure levels of functioning in areas such as reading, numeracy, written expression, science and mathematics. Interest inventories and tests of work values are used to measure an individual's occupational and work preferences. In addition, some clients may also need to use diagnostic services to identify the impact of physical, social, intellectual and psychological factors which affect a person's ability to participate in the labour market.

Vocational testing is an extensive professional specialty in some high-income countries; a wide variety of tests are available. It is advisable to consult a specialist in test design and measurement to evaluate and recommend appropriate instruments. Particular attention should be given to the cultural context and translation of concepts when applying tests in different countries. It is also important that guidance practitioners administering and interpreting tests be trained in these functions.

Several inventories of vocational assessment instruments available in English on the Internet are provided in Part II.

Career exploration and career decision-making activities can be used to broaden an individual's awareness of his or her interests and abilities as well as the opportunities that exist. Games, such as *The Real Game*[®], were developed and successfully introduced in a number of countries to teach skills in career development for youth of various ages as well as adults. In Brazil, a game called *Profissiogame* has been developed for the same purpose. Work experience opportunities, including those organized through an educational institution, a labour market programme or organized independently, can also be a vehicle for career exploration.

Once the individual has identified his/her aptitudes, interests and abilities and has acquired educational competencies, he or she will have a better understanding of their relevance for career planning. It will also help them to better prepare a CV. This process also enables individuals to identify the learning gap between qualifications required for occupations the individual would like to fill and his or her particular qualifications.

The jobseeker can consult career information and/or guidance staff to determine the experience, knowledge, skills, education and personal attributes required to work in the occupation of choice and compare these to the experience, knowledge, skills, education and personal attributes he or she has. Once any gaps are identified between the qualifications required and those possessed, an employability development plan can be developed to address the deficiencies. This approach is now being widely adopted in a number of countries and is often a prerequisite for entry of jobseekers into government-sponsored training programmes or for continued unemployment benefits.

Job search includes successfully learning and employing job search, interviewing and negotiation techniques. Those looking for work need to do their research on where the types of job they are seeking are likely to be found; design tailored CVs or resumés; prepare customized cover letters; and develop a network that will help them find employment. Interviewing and negotiating techniques involve convincing a potential employer you are the right person for the job and deserve to be compensated appropriately.

Jobseeking can be a very challenging exercise: skill, initiative and persistence are required. The main source of organized assistance for those searching for jobs in low- and middle-income countries is usually employment services centres. The range of resources that exist is more fully described in Chapter V on service delivery.

Ongoing career management includes the regular review of career plans and the management of both labour market and life-cycle transitions. A career plan provides guideposts for individuals to aim for throughout their working life. These guideposts can change as circumstances evolve over time and life-cycle transitions come into play. However, the fundamental objective of a regularly reviewed and regularly revised career plan should be to help people make career choices that are consistent with their abilities, competencies, interests and aspirations and lead to a continuous improvement in their employability.

Information technology is making it easier to develop and maintain these plans. As schools, training centres, employment service centres and non-profit organizations in LMIC acquire and learn to use modern ICT, they will be able to provide more assistance to those interested in managing their careers on an ongoing basis. (Part II of this Handbook offers a wide range of web sites that present career information and work choice, search and maintenance in a variety of formats.)

Box IV.2 is just one example of a career planning information system which includes resources that can be used to facilitate career planning, job search or ongoing career management. These information tools are designed for all categories of persons planning and

managing their work lives. The Internet-based Job Tiger illustrates the job-search tools available to jobseekers in Bulgaria; it includes a section to provide special information for Bulgarians who have emigrated and might be interested in returning to their home country.

Box IV.2

Bulgaria: The Job Tiger

Job Tiger is an Internet-based searchable database for jobs in Bulgaria, as well as a source of career information.

The *Search Jobs* Section of the Job Tiger web site helps jobseekers build and manage up to three CVs and three cover letters, informs them of the latest jobs by e-mail and lets them view and update their online applications.

The *Advice Centre* Section provides jobseekers with information on preparing CVs, writing cover letters, interviewing techniques, assessing an offer of employment, and developing references.

The *More Information* Section contains information on education and training opportunities, featured companies; a career library, calendar and other items.

Additional features include information on the Job Tiger Scholarship; the *Ima nachin* ("There's a way") television show, a co-production of JobTiger and NCTV Evrokom, which focuses on the labour market and is broadcast every Saturday at 5.45 pm; a Careers Forum; and Coming Home (to attract skilled workers to return to Bulgaria).

Source: <http://www.jobtiger.bg//home.asp> , where more information is available.

C. Labour market adjustment/employment/workforce development programmes

In addition to career resources designed for all population groups, most countries have target group employment programmes (also known as labour market adjustment programmes, labour market insertion programmes or workforce development programmes). These combine career information, work choice, search and maintenance skills development activities, life skills development activities and support services with a major difference: they are explicitly tailored to the special circumstances of groups of individuals who have characteristics that cause them to be viewed as less valuable workers in their societies. The circumstances are often related to the normal human growth and development cycle: youth, reproduction and child rearing, possible disability and ageing. They can also be related to the less valued position accorded to certain social, ethnic, racial or religious groups in a society. Finally, they can be related to groups of individuals facing particular transitions in the labour market, such as migrants, retrenched workers or demilitarized soldiers.

These programmes can also incorporate occupation-specific vocational training, work experience (paid or non-paid), subsidized on-the-job training, and support services such as child care and transportation.

To give one example, since the 1970s the ILO has been a pioneer in advocacy for rights and services on behalf of workers with disabilities. In the past few years, it has developed several generic tools to assist disabled jobseekers to overcome employment barriers. These tools combine generic work choice, search and maintenance skills development with life skills development information tailored to the specific needs of persons with disabilities (box IV.3).

Box IV.3

International Labour Organization: Tools to promote the employability of persons with disabilities

The ILO has produced two guides that were specifically designed to assist Employment Service placement officers to assist jobseekers with disabilities to find work. The guides are:

- *Placement of Job-seekers with Disabilities: Elements of an Effective Service*; and
- *Assisting Disabled Persons in Finding Employment: A Practical Guide*.

These two guides have been customized for the Caribbean, Latin American and Asian-Pacific regions.

In addition, the ILO has also developed a simple job-search guide for disabled jobseekers, *entitled Getting Hired: A Guide for Jobseekers Who Face Barriers to Employment*. The main topics addressed include:

- Assessing Yourself
- Learning About Jobs and Employment Practices
- Setting Your Job Goal
- Preparing Job-Seeking Documents
- Finding and Responding to Job Openings
- Interviewing for a Job
- Organizing the Job Search.

Specific advice is given to assist disabled jobseekers to handle sensitive issues, such as discussing their disability during an interview.

This Guide was originally developed for the Asian region, but adaptations have been made for jobseekers in the Caribbean region and in Africa. It is available online at:
http://www.ilo.org/public/english/region/asro/bangkok/ability/ghiredaguide_content.htm

The other two guides are available from the ILO Employment Documentation Centre at EDEMPDOC@ilo.org

Targeted programmes that promote skills development and social inclusion are prominent in many countries. In response to social, demographic and political or civil events, political pressure can arise in support of increased services for different target groups at different times and places. However, Part II of this Handbook includes a sample of national web sites that provide career information customized to support the employability development of youth, women and persons with disabilities. Some of these sites have been developed as part of labour market adjustment programmes.

A number of countries are increasing efforts to mainstream the delivery of services and consolidate separate categorical target group programmes into single employment service delivery systems. This is evident with the adoption of the one-stop job centre concept in high-income and LMIC, along with the implementation of standard individual employability development (IEP) or needs assessment plans for persons across a range of target groups. It is also a consequence of the significantly greater cost-effectiveness of administering consolidated programmes.

D. Skills development for self-employment

The business planning and management stages for self-employed persons are roughly equivalent to the stages of career planning and management used by individuals in the formal economy.

Development of an initial business plan requires a potential entrepreneur to develop and present a clear description of the business, the market it will serve, the current status of the product or service it intends to offer to customers, a sales and marketing strategy, how the business will be managed and the way it will be financed. While developing a business plan, entrepreneurs often decide to modify their original business idea as a result of the information and understanding they gain during this planning process.

Most self-employed entrepreneurs in the informal economy in LMIC do not have a sophisticated business plan with a clearly articulated mission statement, a well-defined production strategy, sophisticated sales and marketing strategies, a human resource development policy, and a well-developed finance plan. However, they need to have a fairly clear idea in mind of the products or services they are going to sell and the customers who are likely to buy these products or services.

Mobilization of resources is one of the biggest challenges the self-employed in the informal economy face when they try to start a small business. Obtaining financing for their business during the initial stage of development is especially difficult because few organizations want to provide financing for someone who does not have a proven track record. New entrants often have to work as a subcontractor with an established small-business person until they are able to save enough money to establish their own operation. Another option for those looking for financing for a small business in the informal economy is to obtain assistance from other family members. This is probably the most common source of support for young entrepreneurs in this sector.

Management of the business through economic and life-cycle transitions is critical to the survival of a small business because many small enterprises do not survive beyond the first few years of their existence. As mentioned in Chapter III, those operating small businesses must anticipate and be able to deal with the impact of seasonal, cyclical and long-term changes which can affect the demand for their goods or services. They also need to be aware of the impact changing technology can have on the market segment in which they operate. Last but not least, owners of small businesses need to think of how they are going to continue to operate their businesses as their personal situations change.

Information on the knowledge and competencies needed to create successful businesses in LMIC is available through secondary schools, employment services centres, business associations and NGOs. Some secondary schools provide their students with information on career planning that includes a description of the competencies required to be successful in a business. These schools sometimes bring in successful business people to talk to students about what it takes to be an entrepreneur. Business associations often publish material concerning the qualities required to be successful in a small business and sometimes make public presentations on this topic.

Employment services centres have information in their career libraries on the knowledge and competencies needed to be successful in business. In some LMIC this information is now available on the Internet. Some employment services have extended their efforts to promote self-employment and provide specific self-employment training. For example, in Kiev, Ukraine, a suburban employment office was restructured to house a functioning business enterprise – a travel agency. The business was used by staff as a training site for prospective entrepreneurs who were identified among their clients.

Another valuable source of information on the subject of the requisite knowledge and competencies for a successful entrepreneur are the non-governmental organizations in LMIC that provide counselling and advice to youth, women and unemployed adults. These organizations are the most likely to reach workers and potential entrepreneurs in the informal economy. They often deal with people at the local level and are able to provide information in a way that their clients understand. Very often this information is communicated verbally either through presentations to small groups or one-to-one counselling sessions. These organizations also develop easy-to-use print information which is tailored to the clients they serve and some are now developing information which can be shared using the latest ICT.

Part II of this Handbook includes a very small sample of the many Internet sites that have been developed to assist persons to become entrepreneurs.

In most low- and middle-income countries, one or more international agencies, including the ILO, have established programmes to assist people to set up small businesses. Programmes cover preparing a basic business plan, locating financing for the business and developing the business into a going concern. The agencies that fund these programmes often have companion programmes which make financing available for those who have developed a viable business plan. Box IV.4 indicates how the ILO provides assistance for enterprise development.

Box IV.4

International Labour Organization: Resources for small-business development

For many years the ILO has actively supported small-business development as the main engine of employment growth. Well-developed tools have been devised and tested, including:

Boosting Employment through Small Enterprise Development (SEED) works with governments, social partners and communities to craft new policy tools, invigorate entrepreneurship and management training and involve small business in new markets. Start Your Own Business training is a prominent part of this programme.

A detailed description of the programme and the services it offers is available at:

http://www.ilo.org/dyn/empent/empent.Portal?p_prog=5

Social Finance Programme promotes innovation and knowledge-sharing about financial products such as micro-leasing, micro-equity and mutual guarantee systems. Risk-sharing mechanisms play a key role in bringing banks closer to small and medium enterprises. For a detailed description of the programme and its services, see :[http://www The.ilo.org/public/english/employment/finance/job/index.htm](http://www.The.ilo.org/public/english/employment/finance/job/index.htm)

Chapter V now looks at how various countries around the world organize their career guidance service delivery. It also illustrates how these trends in service delivery are being adapted in LMIC and high-income countries.

V. Organization of career guidance service delivery

In high-income countries the traditional delivery of career guidance consisted largely of skilled professionals working in different levels of educational institutions and more generalist staff working in the Public Employment Service (PES). Training for counsellors in educational institutions stressed educational and psychological testing techniques and counselling, and these counsellors concentrated upon assisting students with decision-making about further education. On the other hand, counselling in the PES was oriented toward swift placement into the labour market.

In the past few decades, however, several external factors have influenced the delivery of career guidance services in high-income countries. These include:

- an expansion in the demand for services, recognition of the need for lifelong learning and continuous adjustment to the labour market and the need to address a broader range of target groups facing different life-cycle issues as well as work-life issues;
- a shift in public policy toward demanding more individual responsibility for labour market decision-making;
- vast improvement in ICT, which has both enriched the content of information and expanded the means of transmitting information and skills development tools; and
- constraints on public spending.

What are the consequences of these influences? They include:

- a greater emphasis upon career education in school curricula;
- the development of self-service information resources, often provided through the more effective use of ICT;
- an evolution toward tiered-service delivery, where different intensities of service are provided in response to differing levels of user need; and
- the development of more diverse networks of practitioners providing in-person services.

While self-service career guidance information and skills development tools are proliferating, their introduction has not replaced the need for professional staff. Making the best use of the many excellent self-service career guidance resources is essential, but it is not in itself an effective response, even when resources are limited.

Instead, what is beginning to emerge in many countries is a more integrated mobilization of a spectrum of career guidance practitioners who work:

1. with different levels of professional training and preparation;
2. in different organizational environments;
3. with different target groups; and
4. with different levels of resources.

This more integrated network of career guidance practitioners is accompanied by the development of tiered service delivery. In a tiered system, customers receive services better tailored to their personal needs and interests. It offers a way of differentiating between the services needed by self-reliant users who can take advantage of self-service tools on the one hand and those in need of greater support on the other. Thus it helps ensure that scarce resources are allocated as efficiently as possible, with those in need of the greatest support receiving the most assistance. It also takes advantage of the efficiencies provided by new ICT tools.

Similar trends in service delivery are beginning to be observed in some low- and middle-income countries. The dense web of government and educational agencies that exists in many high-income countries is often much weaker in LMIC. Alternatives are needed to communicate information and teach work choice, search and maintenance skills. But finding and developing these alternatives demands a more creative view of service delivery methods in order to link to other community human resources.

The following sections illustrate how these trends in service delivery are being adapted in LMIC as well as high-income countries.

A. In-person services

As already noted, the rapid growth of self-service career information and guidance tools has not eliminated the necessity to have career guidance staff guide people in their career development. Instead, these tools have changed the role of the guidance staff and have also made it possible for staff working in different institutions with different orientations and different levels of professional training to benefit from each other and work together more cooperatively.

This often involves looking more broadly at the existing staff working in organizations – who may or may not be formally classified as guidance staff – and finding ways to deploy and support these staff differently to create added value. These staff can be working across a diverse set of organizations. In high-income countries, these organizations may include:

- schools, colleges and universities;
- public employment services;
- public and private sector training agencies;
- private placement agencies;
- workers' compensation and vocational rehabilitation offices;
- enterprises;
- community agencies;
- libraries;
- trade unions;
- correctional institutions; and
- military bases and foreign service offices.

The distribution of career guidance professionals across institutional settings differs widely. In addition, it is often difficult to get an accurate count, in part because career guidance activities are often integrated into other functions. Information collected by the OECD national career guidance questionnaires illustrates variances in four countries, as table V.1 shows.

Table V.1
Distribution of career guidance professionals in four OECD countries, 2003 (%)

Country	Primary/secondary school	Tertiary education	Adult education	Public employment services	Community organization	Other
Australia	69	18		– ^a		12
Austria	47	4	9	39		
Canada	17			28	55	
Ireland	46	4	2	46		

Note: ^a The number of professional who provide career guidance in the publicly funded employment service cannot be estimated with any precision due to the decentralized nature of subcontracted services.
Source: OECD: *Career guidance and public policy: Bridging the gap*, EDC/EC(2003)5, (OECD, Paris, 2004), p. 26

In low- and middle-income countries, the organizations may include:

- schools, colleges and universities;
- public employment services;
- community organizations;
- religious organizations;
- donor-funded development programmes;
- enterprises;
- trade unions; and
- overseas employment agencies.

While staff providing career guidance services are found throughout the above organizations, three main types of institution have a primary role to play: (1) educational institutions; (2) public employment services; and (3) community organizations.

Educational institutions

Outside the family, schools are the first and most universal institutions that can be mobilized to inform youth about the world of work. In primary and secondary education, career guidance activities include both individual counselling provided by counsellors and career education which is integrated into the educational curriculum. Ideally these resources work together. For example, staff guidance counsellors assist new teachers to incorporate career education in their own subject areas and provide tools to assist them. (A more detailed description of career education is provided in Chapter IV.)

Career guidance reforms undertaken by educational institutions in the Republic of Korea are highlighted in box V.1.

Box V.1

Republic of Korea: Career guidance reforms in the educational system

Throughout the 1990s, the Ministry of Education took a number of initiatives to improve career guidance in the Republic of Korea. In 1990, Departments of Research in Career Guidance were established for the first time in research branches of all municipal and provincial offices of education. In 1994, the student guidance departments in schools at all levels were renamed "Career Counselling Department", with broadly reorganized functions. Next, textbooks for career guidance were revised.

In 1996, the Ministry issued a directive to municipal and provincial offices of education to strengthen career guidance education. The following core items were stressed:

- promoting lifelong career guidance and career information;
- undertaking vocational aptitude testing for students at all grades in middle and high schools;
- establishing an office of career information;
- strengthening research on the teacher of career guidance; and
- managing a model school for career guidance education.

Further improvements have been made in research on career guidance, training career guidance teachers, disseminating career guidance material and improving the management of "career days".

Source: ILO, Revision of the Human Resources Development Recommendation Database, ILO-IFP/SKILLS, (Geneva, 2002), available at <http://www.ilo.org/public/english/employment/skills/recomm/main.htm>.

Career guidance in tertiary or post-secondary education tends to be quite varied. It is usually provided in one of four ways:

- integrated into personal counselling;
- integrated into student welfare services;
- focused on job placement; or
- established as a specialized careers service.

In a few high-income countries, performance contracts are being used by Ministries of Education to enforce standards on the provision of career guidance services in tertiary education institutions.³⁴

Public employment services

In many countries the PES is the main government provider of career guidance services to individuals who are no longer enrolled in educational institutions. The quantity and quality of these services, however, varies widely from country to country. Unlike the career education and guidance provided in educational institutions, which is often oriented toward making further educational choices, career guidance in the PES is much more directly focused upon job-search assistance and job placement.

The PES career guidance services are one of a range of activities offered to assist jobseekers to find work. The four main PES functions are:

- providing labour market information;
- conducting the labour exchange (registering jobseekers and job vacancies and matching workers to vacancies);
- administering active labour market programmes; and
- administering unemployment insurance programmes.³⁵

Other PES roles may include the registration of applicants for social assistance programme or the registration and approval of work permits.

The overall provision of career guidance is a critical PES role. In some countries, as part of the labour market information development function, they are the government agency responsible for developing print or computer-based career information. This material is then distributed to educational institutions, community agencies and consumers directly, whether or not they are PES clients.

There is a wide variety of models of career guidance activities in public employment services around the world. Most PES have at least a small self-service resource centre where clients can review various materials on local occupations and employment trends. For example, Germany, a country with a long tradition of strong employment services, has developed modern, well-equipped Employment Information Centres (BIZ). Box V.2 gives an outline of how this model functions.

³⁴ OECD: *op. cit.*, pp. 52-54.

³⁵ T. Phan, E. Hansen and D. Price: *The public employment service in a changing labour market.* (ILO, Geneva, 2001).

Box V.2

Germany: Employment information centres

Providing customers with available information relating to employment and various occupations has always been a key function of the German Employment Service. In the beginning of the 1970s, the Federal Institute of Labour (Bundesanstalt für Arbeit) recognized that the volume of information relating to careers, employment and training was becoming increasingly inaccessible to users. At the same time, opportunities emerged to utilize modern methods of ICT to improve the access to and distribution of information and to make more effective use of public resources.

In response to this situation, 180 Employment Information Centres (Berufsinformationzentren, BIZ), were established to publicize job vacancies and offer careers advice, based on the principle of self-service information for users. The system was created to assist PES clients to carry out their own research while enabling staff to provide specific information more rapidly. The system was first tested in a few large cities and was gradually extended to the rest of Germany.

These centres now employ a total of 700 people. The BIZ are generally organized throughout the country in a similar manner, with:

- media library with free access to documents, slides, films and online resources
- computer access to the Employment Office Job Bank and vocational training database, as well as information on training and job opportunities throughout Europe
- group activity rooms for school classes, or groups of students, parents or teachers, and
- a documentation centre providing additional in-depth information material.

Since 1988, triennial surveys of the BIZ Centres have been carried out with sample groups of users. Results of the 1997 survey of 10,000 users nationwide revealed that one-third of users visit to obtain more information about a specific profession or type of training. Another one-third are interested in the information available relating to training and the job market. Most on-site consultations last between 1 and 3 hours; 75 per cent of users report that they found the information they were seeking. A total of 78 per cent of users are under the age of 20; the most preferred documentation resources are the computer facilities and teaching-related materials.

The survey also found that the BIZ staff received high ratings, reaffirming the importance of personal contact for client satisfaction.

Source: ILO: "Information for job-seekers relating to job opportunities and vocational training: The German experience", ILO Social Dialogue, Labour Law and Labour Administration Department, Geneva, 2002. Full article available at <http://www.ilo.org/public/english/dialogue/ifpdial/la/gp/germany.h>

China, which only started developing modern employment services in the 1980s, has also made the development of employment services, including career guidance, a priority, as box V.3 shows.

Box V.3

People's Republic of China: The role of public employment services in the delivery of career guidance

China's public employment service system was established in the 1980s to support the transition from a planned to a market-oriented economy. Job Centers are the local services-delivery agencies which provide consultation on labour and social security policies, laws and regulations to jobseekers and employers. Job Centers also offer the unemployed vocational guidance and job placement services. At the end of 2004, there were 23,300 public Job Centres nationwide, with an additional 10,500 Job Centres run by other agencies.

In 2002, the Government established a framework of active employment policies, identifying nine challenges. Two in particular were critical in the improvement of career guidance services. They are:

1. To strengthen construction of a labour market information network and to provide information service for workers and training institutes.

In 1999, the Chinese government instigated labour market information modernization programmes in 100 large and medium-sized cities and a national "from-the-bottom-up" labour market information network was launched. City area information networks were set up in most major cities in China. In addition, China's labour market portal web site (<http://www.lm.gov.cn>) was established. It provides information on labour market demand and supply, labour, social security and social insurance programmes, vocational training and occupational qualification certification. This web site also provides a framework for the national labour market information network.

2. To strengthen vocational guidance and set up professional teams for vocational guidance
China's vocational guidance programme aims to:

- assist jobseekers to analyse occupational changes and labour market trends;
- conduct testing of jobseekers' skills, abilities and interests and assess employment capabilities;
- help jobseekers understand job-search methods and employment conditions; and
- counsel jobseekers on training opportunities.

In order to improve the quality of vocational guidance, China began to implement a certification system for vocational guidance officers. To date, nearly 23,000 successfully passed the training and testing and were awarded occupational certificates. Of this total, over 1,800 are senior vocational guidance officers.

Source: Professor Chen Yu, Director-General, China National Centre of Technical Guidance for Employment and Training, for the World Association of Public Employment Services (WAPES), 2003; updated by the China Ministry of Labour and Social Security, Oct. 2005.

Examples of other countries whose PES support similar services include Poland, where 52 provincial Labour Offices have centres for career information and planning. In Turkey, 43 Career Information Centres complement the 81 provincial employment offices; information visits are organized for primary and secondary school groups to these Career Information Centres. In addition, PES staff provides individual counselling sessions and meet with parents to assist them to adopt more conscious strategies for helping their children with career choices. In the Russian Federation, clients with difficult or special career needs are referred to Career Information, Guidance and Counselling Centres. In Romania, 227 Career Information and Counselling Centres are linked to county employment offices.³⁶ (See also the role that PES may also have in labour market/career information development, in Chapter III.)

The PES guidance services discussed above are all community resources. In countries without these resources, or where they are insufficient to meet the needs of a community, other organizations may play a similar role. These community organizations may be linked to other functions and/or targeted to a specific group in the community.

³⁶ A.G. Watts and D.H. Fretwell: op. cit.

Community organizations

Community organizations may also provide career guidance services, either as stand-alone services or as part of a range of other services. They may work in cooperation with an educational institution or the PES. Community organizations have advantages because they are often knowledgeable about the dominant norms, values, interests, beliefs and assets of the community and may also be more accepted by the community. They can also be effective in leveraging local support and in-kind contributions and in building community capacity.

In LMIC, external donor resources are often provided through these non-governmental organizations where the relevant government agencies are not well developed. In particular, a number of donor-funded projects include career guidance as part of a package of services made available to empower various target groups: women, disabled persons, youth, migrants and demobilized soldiers.

Like the PES counselling centres, these community organizations have two functions: to provide direct services and to link with other career education and guidance resources in the community.

Taking advantage of existing community organizations as conduits of information and advice for the improvement of work-life choices is a very realistic option in many countries where a formal professional staff is not plentiful. Staff in these organizations may not receive the extent of professional preparation that is demanded of other career guidance professionals, but they do require appropriate support in order to produce quality results.

A number of examples of community career guidance resources can be found in Part II of the Handbook, particularly in the sections devoted to specific services for women, youth, persons with disabilities and the self-employed.

While community organizations are often private non-profit agencies, other community resources can be mobilized to provide career guidance services. A notable example is Argentina, where Buenos Aires University faculty collaborate to support the work of local town councils to provide counselling services to youth (box V.4).

Box V.4

Argentina: A community-university career guidance partnership

The Psychology Faculty of Buenos Aires University and a local county (partido de Avellaneda, provincia de Buenos Aires) support youth through a unique collaboration. The objectives of the initiative are to work closely with educational and community organizations to develop programmes for young people, children, and families and to provide training for teachers and guidance assistants. Intervention is focused on vocational and occupational guidance in order to help young people develop personal projects for their work, studies and life.

Activities are carried out in town councils, local social clubs, and schools. To support local schools, programmes are delivered to elementary and high school counsellors, faculty in kindergartens in underdeveloped neighbourhoods, and parents in the poorest neighbourhoods. Support is also given to directors and school counsellors. Discussions about social differences and cultural diversity are a focus of the teacher/counsellor programme as are tools to prevent school leaving, vulnerability, and social exclusion.

A “Reflection Workshop on Vocational Guidance” gives young people, under the coordination of a psychologist or teacher, the opportunity to reflect and talk among peers about their vocational and transitional conditions, what work they hope to do in the future, their expectations, and their personal interests. Possible jobs, activities, and roles they aspire to are carefully reviewed. The purpose is to encourage self-confidence, promote trust in their capabilities, identify and develop personal strengths and resources, and widen their scope of possible alternatives.

In addition, an Educative and Work Opportunities Fair has been held annually for several years, with around 15,000 youth, faculty, and parents participating every year. Local public and private educational institutions as well as local public organizations, businesses and unions are represented. This is an opportunity for young people to be exposed to different work and educational opportunities, gain information, widen their choices, and strengthen their sense of direction.

Source: R nette du Toit: "Career guidance in a developing country context", unpublished background paper for the ILO, 2004, available on request from ipfskills@ilo.org.

The Singapore CareerLink and the Associates Network is a particularly sophisticated example of how community networks can be linked and supported by high-quality, accessible career information that is more customized to the needs of individuals. Box V.5 shows that in addition to electronic linkages, members of the network meet and share information and experiences.

Box V.5

Singapore: CareerLink and the Associates Network

In July, 2001, the Ministry of Manpower (MOM) signed a 12-month Memorandum of Understanding with 13 organizations to establish a distributed CareerLink Associates Network to support the Careerlink information system, for one-stop electronic information on careers. The objective of this network is to give the public easier and more efficient access to employment and training services and information. The Network is a group of organizations whose common mission is to serve their members/clients/communities by providing career-related services and/or helping to meet their training and development needs. Members of the network share experiences and expertise in the provision of career and related services, as well as exchange information on the latest labour developments and staffing needs.

The distributed Careerlink Network is composed of a range of organizations involved in various capacities in labour market issues:

- Association of Muslim Professionals;
- Central Singapore Community Development Council;
- Chinese Development Assistance Council;
- Eurasian Association;
- National Trades Union Congress;
- North East Community Development Council;
- North West Community Development Council;
- Singapore Indian Development Association;
- Singapore National Employers Federation;
- Singapore Professionals' and Executives' Co-operatives;
- South East Community Development Council;
- South West Community Development Council;
- Yayasan Mendakii.

This network provides:

Self-Help Resources: A wide range of career resources such as books, publications and multimedia materials on job search, CV writing, career management, HR perspectives, labour market trends, various training opportunities and training incentive schemes. Computer stations are available to access the Internet for job and learning opportunities, try out the career assessment tools online, and prepare a resumé.

Enhanced Job Assistance: This service is for jobseekers who are unable to make use of the self-help facilities and require personal assistance. Career Officers provide career and training advice through various job channels including iJOBS (the MOM's Internet job bank).

Career Coaching: This service is offered to clients who are planning their career paths. Using a licensed methodology, Career Coaches guide individuals to formulate an action plan for career search. Training options may be part of the action plan.

Source: <http://app.wda.gov.sg> , where more information is available.

Employers

Employers play a number of key roles in relation to career guidance. First, they have a role concerning their own staff. Employers who invest in training and coaching their staff are investing in the development of the enterprise. Second, employers may act as a career education resource to their community. By working in partnership with local labour-market authorities, schools and community organizations, enterprises can help educate the local community about what job opportunities exist and what skills are necessary. In Canada, for example, employers participating on Sector Councils assist in developing career awareness materials and other classroom materials to be used by teachers in classrooms.

School career days, career fairs and job fairs are all ways in which local employers can support community guidance practitioners. Enterprises can also provide cooperative education or internship opportunities to expose youth to the world of work. Part-time work during secondary school or university is a popular opportunity for young people to gain practical experience and work skills. These work experiences are sometimes organized through educational institutions, through various youth/work-experience programmes, or by young persons on their own initiative.

Third, in some countries there is a private-sector service delivery industry that sells career guidance services or products. This market is segmented and different services are provided to different groups of customers; demand is largely determined by customer interest and ability to pay. Five areas where there is a private market for services are:

1. private counselling and placement services for higher-skill workers who are willing to pay for them or whose potential employers are willing to pay for these services;
2. staffing services which provide a whole range of human resource development functions to an enterprise; these services may include staff counselling, particularly employee assistance programmes, or outplacement counselling in the event of staff retrenchments;
3. international recruitment services to expedite the international hiring of workers at all levels of the economy;
4. private counselling services under contract to public institutions, in particular to provide counselling services to disadvantaged populations; and
5. private firms that develop counselling materials for guidance practitioners.

Box V.6 provides an example of an enterprise in the Philippines that offers consulting services in career development.

Box V.6

Philippines: A private firm provides career guidance services

In the Philippines, Career Systems, Inc. established in 1983, is recognized as a pioneer in career guidance services. It provides a wide range of career development consulting services and training programmes. These include: designing and installing career development systems, mentoring, coaching and succession development programmes; and conducting training programmes which include life/career planning, career coaching, career counselling and facilitation skills. It also conducts life/career transitions programmes for retrenched employees to prepare them for a different corporate career, for self-employment or for career in private enterprise after the closure of a public company.

Source: A.G. Watts and D. H. Fretwell: Public policies for career development: Case studies and emerging issues to designing career information and guidance in developing and transition economies, Report No. 28598 (World Bank, 3 Jan. 2004), available at <http://www-wds.worldbank.org/>.

Trade unions

Trade unions are not involved in the delivery of career guidance services on a major scale. Where they are involved, it is most likely to be in the provision of outplacement counselling and re-training in the event of mass lay-offs or displacements of their members. Some trade unions have taken a more active role. One example is Comisiones Obreras (CCOO), the main trade union in Spain, which offers information, guidance, active employment-seeking and assistance for self-employment for jobseekers. It has also begun to provide information and guidance services for workers taking part in its continuous training courses. Information is provided in a number of areas, including identification of labour market opportunities, personal assessment, training opportunities, and job-seeking techniques.³⁷

B. Self-service delivery of career guidance

Self-service delivery of career information and guidance services did not originate with the Internet. For many years there has been a flourishing commercial market in print publications on career guidance topics. Most of these publications adapt government statistics and industrial sector and other information into more user-friendly products that are attractive to various age and interest groups.

Self-service delivery of career information on the Internet, as well as other labour market intermediation services (such as job banks) have exploded in popularity. This was certainly facilitated by advances in ICT, but was also propelled by other influences. Given the expansion in the demand for services at the same time as greater constraints of public resources have emerged in many countries, it has been necessary to look for more cost-effective ways to reach more individuals. Hand in hand with a greater expectation that individuals take responsibility for their working lives is the expectation that “self-service” tools should be used, in an era when the world is becoming increasingly accustomed to self-service in other facets of life (banking, restaurants, gas stations).

In the labour market, these self-service resources can significantly support career guidance staff in six ways:

1. quickly providing the client or colleagues with appropriate, comprehensive career information;
2. supporting the staff in the process of “diagnosing” the client (through tests and questionnaires);

³⁷ ILO: Revision of the Human Resources Development Recommendation Database, ILO-IFP/SKILLS (Geneva, 2002), available at <http://www.ilo.org/public/english/employment/skills/recomm/main.htm> .

3. creating and maintaining client documentation;
4. generating information in the form of statistics and reports;
5. freeing staff from time-consuming administrative tasks; and
6. freeing staff from providing clients repetitively with the standard basic information.

While the trend toward self-service delivery is most pronounced in high-income countries, it is increasingly common in LMIC. (Note that Chapter III highlights a number of career information resources available on the Internet in low-, middle- and high-income countries.)

Part II of this Handbook, the Tool Kit of Career Guidance Resources, provides references to many additional career information resources that are available on the Internet, divided into three categories of comprehensive career information web sites: (1) from a variety of high-income countries; (2) from a variety of low- and middle-income countries; and (3) from commercial sites. The first group of sites illustrates how far the trend toward self-service delivery of career information has progressed. These sites, such as the Career One Stop Electronic Services in the United States, My Future in Australia, Kiwi Careers in New Zealand and Job Futures in Canada, showcase some of the most sophisticated Internet self-service career information systems. Sites from LMIC, as well as some commercial sites, illustrate the extent to which this trend toward self-service delivery of career information has spread to other countries.

Box V.7 describes the Counselor 2000 programme in Poland, an example of how self-service technology was incorporated into labour offices in Poland and is also available to clients on the Internet.

Box V.7

Poland: Computer-based career guidance support system

“Counselor 2000”, a multimedia computer programme, supports the work of career counsellors in the labour office (public employment service) system. It is used in all offices (over 400) in Poland. Programme development began in 1997; the third and current version is available on the Internet.

Designed for use by counsellors, but also for direct use by clients themselves, “Counselor 2000” contains four basic modules:

1. The Navigator module is a guide to using the system and includes frequently asked questions and a dictionary.
2. The Client module takes information supplied by the client directly or through the counsellor and uses it to propose occupations which meet his/her criteria.
3. The Occupations module provides information on specific occupations and on the labour market in text, graphic and multimedia presentations.
4. The Education module is a database of educational institutions, including information by type of educational institution, type of course, educational routes to particular careers, work practice opportunities, scholarship opportunities and accommodation facilities.

The information included in these modules replaces approximately 30,000 pages of printed text. Instead, the system provides an interactive and motivating tool for clients and assists them systematically to reflect on the world of work, while broadening their awareness of occupational options.

Source: R. Sultana, informal paper, June, 2005; W. Kreft and A.G. Watts: Public policies and career development: A framework for the design of career information, guidance and counselling services in developing and transition countries, Country Report on Poland, World Bank, May 2003, available at http://www1.worldbank.org/education/lifelong_learning/pdf/Poland%20country%20report%20_final_.pdf.

In addition to the Internet, there are other self-service tools that are available. Self-service systems can also be made available on computers through proprietary software that is available on a subscription basis to institutions or to individuals through private companies.

C. Tiered services

In some countries labour market or employment services, including career guidance, are increasingly being organized in a tiered service-delivery approach, in which services are organized according to the level of intensity of service that is needed.

Services are organized so that:

- Assessed individuals with a high level of work readiness are referred to self-help services, largely resource rooms and web sites with access to some staff support on how to use specific material. Delivery is largely self-directed.
- Assessed individuals with a moderate degree of work readiness are referred to a menu of available services, some of which may be delivered in group settings. The delivery of “skills clinics” which instruct in the skills of job search and work-life management is common. In addition, personalized telephone counselling is being introduced in some countries as an intermediate level of service delivery.
- Assessed individuals with a low level of readiness are provided access to more intensive individual career-management services.

For example, group counselling activities have long been practised in public employment services as a way to efficiently meet client needs with available services. Job clubs are a group technique that is used in many countries. With job clubs, the mixture consists of group activities (that can include self-confidence building, job-search skills (writing CVs/resumés, self-presentation skills, interview techniques) and attention to individual needs. Group participants can also help each other out, sharing job leads that might be suitable to colleagues. When the groups work well, each participant (and not just the group leader or mentor) is a resource for other group members, and they also help break the social isolation that unemployment sometimes imposes.

Variations of this group approach can be developed that often target specific client groups who share similar barriers to employment. For example, in Slovenia, the PES has contracted with a private agency to provide more intensive group and individual counselling services to a group of unskilled youth aged 18-25 who do not want to go back to school or training. The six-month programme consists of an initial orientation meeting followed by an intensive three-week workshop followed by 21 weeks of group and independent work twice a week. After this six-month period, follow-up support is available for an additional three months based on need.³⁸

In a few high-income countries, a relatively recent trend has been the addition of a different form of intermediate level of service – the telephone assistance call centre. The United Kingdom programme, learndirect Advice pioneered this service. Persons seeking career assistance can access extensive resources on the Internet, but they also have the option of telephoning a call centre to receive free individual assistance by trained staff over the telephone. This approach has also been adopted in the Employment Service in the Flanders region of Belgium, in parts of Canada, in the United States and is under way in Sweden.

³⁸ Informal communication from R. Sultana, July, 2005.

Box V.8

United Kingdom: Learndirect advice for adults

The learndirect is a network of more than 2,000 online learning centres in England, Wales and Northern Ireland providing access to a range of e-learning opportunities. Developed by the Ufi (University for industry) with government support, the network provides high-quality post-16 learning.

Ufi also runs a free, government-funded advice service, learndirect Advice which offers impartial information, advice and guidance, either over the phone or via its web site, for adults looking for confidential and impartial information and advice on careers and training courses. Over 700 career profiles, plus learndirect Futures, a skills diagnostic tool, are available by visiting the web site.

In addition, 200 qualified advisers can give information on around one million courses, plus advice on funding, planning your career, apprenticeships or writing a CV. Advice conforms to equal opportunities practices and is delivered in accordance with the Guidance Council's Code of Principles. Advisers are available to provide information in Gujarati, Punjabi, Somali, Sylheti, Urdu and Welsh. In addition, Typetalk users are welcome.

Since its launch in 1998, learndirect Advice has taken more than six million calls and there have been more than 12 million hits on the web site.

Source: <http://www.learndirect-advice.co.uk/>, where more information is available.

New Zealand provides an excellent model of a tiered career service delivery system called "Career Services rapuara". This integrated system is composed of three parts: (1) the Kiwi Careers career information resource on the Internet; (2) the Career Point free career information telephone advisory service; and (3) the Career Centre network of 16 offices where career information and advice are available on a walk-in basis. Together these three options provide comprehensive access to information and advice.

In addition to the career planning services on offer to the public, Career Services also offers a range of specialized products and services to schools, tertiary institutions, businesses and community groups. These include training workshops to support teachers in their role as careers advisers and educators in schools as well as seminars for parents to equip them with the skills to help their children plan for the future and prepare for the world of work.

At the community level, the programme works with employment and social assistance programmes to help their clients develop work-readiness skills and reintegrate into the workforce. A range of services is available, including one-on-one career planning, work-readiness seminars, job-search programmes and work trailing.

Career Services also provides businesses and corporations with career development programmes for staff. Additional information on these services is provided on their web site <http://www.careers.govt.nz/> and is also referenced in the resources in Part II of this Handbook.

Chapter VI now explores how career guidance staff development could be improved.

VI. Training and staff development to support service delivery

Professionals in career guidance draw their knowledge and competencies from a number of academic disciplines: psychology, education, sociology and labour economics. Psychology is the discipline that has dominated, however, and remains the main entry route into the profession in many countries. Heavy emphasis is placed upon instruction in testing and interviewing techniques.³⁹

Chapter V described the evolution of a network approach to the delivery of in-person career guidance services that links staff in various institutions providing career guidance. This evolving network demands a rethinking of professional competencies and professional training opportunities and support. Staff in community organizations may not receive the extent of professional preparation that is required of other career guidance professionals, but they do require appropriate support in order to produce quality results.

This chapter outlines a direction for the improvement of career guidance staff development to better support the needs of this evolving network.

A. Initial training of guidance practitioners

Wide variations are found both between and within countries in the extent and nature of training required for guidance practitioners. There are clear differences in the training and development of staff which are dependent upon the organizational placement of practitioners: teachers, guidance counsellors in schools, employment programme counsellors, psychologists and community programme staff. In general, requirements are more formal in the education domain than that of the labour market.

Several high-income countries promote the competency of professionals through formal training programmes. Countries offering specialized university programmes in guidance at the undergraduate and/or graduate levels include Canada, France, Finland, Switzerland, the United Kingdom and the United States.

An analysis of guidance practitioner training in a number of countries (mainly in Europe) demonstrates wide variation in staff training.⁴⁰ In the education domain, training varies from several weeks to five years. The main differences are based on the location of guidance services and the other roles that the guidance practitioner is expected to play. Qualifications for guidance staff in higher education are not as uniform as in secondary education. In contrast, in the public employment services the range of duration of training is similar across European countries, but there is less emphasis on educational or vocational psychology. Short-term training given on-the-job is more common, and these training courses tend to be job- and task- focused and non-accredited.

For guidance practitioners in community organizations, skills are often learned on the job with little foundation in educational or vocational psychology. In the private sector there are usually no formal training requirements.

Denmark, for example, recognizing the diversity of qualifications of career guidance practitioners and the differences in competencies required in different settings and at different levels of specialization, provides a variety of counsellor training opportunities. The Danish approach is outlined in box VI.1.

³⁹ OECD: *op. cit.*, p. 19.

⁴⁰ OECD and European Commission, *op. cit.*

Box VI.1

Denmark: Education and training courses for guidance counsellors

Educational and vocational guidance is not regarded as a profession in itself in Denmark, but instead as a set of tasks and responsibilities that the (usually) related professions practice. Consequently, the educational background of Danish guidance counsellors differs greatly, although the majority tend to be teachers and social workers or others with experience from the social, the educational and/or the labour market domain.

It is not possible to study educational and vocational guidance at university or college, but once a person has been appointed as a guidance counsellor it is common practice that he or she completes a guidance course on a part-time basis alongside his or her job responsibilities. Courses for the most part can be characterized as further education and training for people who are employed as guidance counsellors.

Education and training courses for educational and vocational guidance counsellors are divided into basic courses and further or continuing education and training courses.

The basic guidance counsellor courses vary widely in terms of contents, duration and type of training institution providing the training. Most basic courses cover the following five main themes to some extent:

- guidance theory and methodology;
- guidance activities in relation to the guidance counsellor's function;
- legal framework and the organization of the Danish guidance system;
- educational, vocational and labour market conditions;
- other themes, including communication, ICT and theoretical aspects of project work.

Further or continuing education courses play an important role in relation to the qualifications of counsellors. These courses vary in terms of length, target group and contents. Some courses are offered as a supplement to basic guidance courses. Others are aimed at a particular group of guidance counsellors. All courses are proposed on a regular basis and usually more than once a year. Some are offered all over the country; others may take place in only one region.

In addition, several guidance counsellor organizations arrange such courses for their members. The wide variety of courses makes it possible for guidance counsellors to acquire theoretical input, to improve their guidance skills, and to expand their network of guidance professionals. There is also a regional guidance committee (VFU) in each region. The VFUs offer courses in order to support and develop the network of guidance counsellors in their particular region. In turn, these networks constitute an essential part of the coordination of guidance activities throughout the country.

Source: ILO: Revision of the Human Resources Development Recommendation Database, ILO-IFP/SKILLS, (Geneva, 2002), available at <http://www.ilo.org/public/english/employment/skills/recomm/main.htm>.

More broadly, the following set of recommendations to improve the training of guidance practitioners in OECD countries has been suggested:

- training should not only be grounded in theoretical and philosophical perspectives but should be tied to public policy goals;
- create pathways from non-professional to professional;
- develop skills/competencies profiles for guidance workers, which could lead to a more flexible qualifications structure with opportunity to progress from first-line guidance provider to expert status;
- develop alternance (alternating between work and study) training;
- train professionals to work with and through non-professionals;
- train the guidance profession to harness the potential of "significant adults and peers" to reach the "hard to reach";

- provide targeted training for linked professionals and non-professionals, teachers, youth workers, community organization staff, social workers.⁴¹

B. Continuing staff development

The need for continuing staff development is being recognized across most knowledge-based occupations, including career guidance. At the same time it has been observed that the strongest barriers in the continuing development of guidance practitioners appear to be attitudinal or behavioural rather than technological. Whether or not practitioners have access to technology tools may be much less important than their willingness to learn new approaches and skills. This lack of willingness may be directly tied to lack of time and lack of access to training opportunities.

The issues related to the ability or capacity to take ownership of the available tools and to integrate them into daily usage include:

- **Time:** Employers of guidance practitioners must allow time to acquire skills and for the related learning curve before actually beginning to use new resources.
- **Assistance/training:** It is not sufficient to provide tools (including online resources) and expect that they will be used by practitioners. Training or assistance must be provided as well.
- **Relevance:** Perceived relevance is the most important element in ensuring that practitioners and educators adopt new skills and integrate new resources. The tools must be seen as capable of addressing concrete issues, otherwise they will be seen as irrelevant. Related to this is the possible need for both an issues-based and regional focus to the tools.
- **Technological capabilities and skills of practitioners and educators:** Many practitioners and educators simply lack the competencies to use online resources and do not have the opportunities to gain the skills. This barrier can be addressed in a variety of ways.⁴²

One strategy for upgrading counselling quality is the development of a process of accredited continuing education which stimulates guidance practitioners (government and community agencies, and educators) to continue to learn. These modules should be short (maximum 2 weeks, but usually one day), delivered face-to-face and at minimal cost. The professional certifying bodies in a country can make such ongoing training a requisite for employment.

Several approaches support continuing career guidance practitioner staff development, as explored below.

National career guidance professional and technical support centres

Since career guidance practitioners in a number of countries have entered their work through other professional routes they may not have a great deal of academic preparation for developing the requisite skills. One route for continuing development has been the establishment of national career guidance professional and technical support centres which support staff in educational institutions, PES offices and community organizations providing career guidance services. These centres already exist in a number of countries, notably in Europe.

⁴¹ J. McCarthy: "The skills, training and qualifications of guidance workers", in *International Journal for Educational and Vocational Guidance*, Vol. 4, Nos. 2-3, 2004.

⁴² C. Casserly, unpublished background paper for the ILO, 2005.

The activities of such centres may include some or all of the following:

- package and disseminate career and labour market information (printed or ICT) to schools and community organizations;
- ensure that each delivery point has access to a minimum-quality career and labour information kit containing at least occupation, education and training information;
- provide training and coaching to service providers throughout the system;
- act as a key resource to teachers in schools, PES staff and practitioners in community organizations;
- provide expert advice on resources, web sites and tools which are appropriate for different populations and different types of delivery points;
- provide advice and training on the use of quality assurance tools and their use;
- manage the career guidance delivery system communications strategy; and
- coordinate major national career guidance events aimed to be delivered in the community.

Box VI.2 notes how Ireland delivers these specific activities.

Box VI.2

Ireland: The National Centre for Guidance in Education

The National Centre for Guidance in Education (NCGE) is an agency of the Irish Department of Education and Science. Its main roles are to support and develop guidance practice in all areas of education and to inform the policy of the Department in the field of guidance. The NCGE provides support to the Department, relevant organizations and agencies, and guidance practitioners in education. It does not, however, provide a one-on-one guidance service to the public.

Specific activities of the NCGE include:

- promoting and supporting strategies for the provision of guidance and counselling in the context of lifelong learning;
- developing and evaluating guidance resources, including ICT resources;
- providing support of innovative guidance projects;
- providing opportunities for continuing staff development for guidance practitioners;
- providing technical advice and information on guidance practice;
- promoting, developing and disseminating good practice in guidance;
- participating in, and providing support for, research into guidance practice and needs; and
- managing national and European initiatives and projects in the field of guidance for the Department of Education and Science and those sponsored by the European Commission.

Source: <http://www.ncge.ie> , where more information is available.

Another example is Romania, where the Educational and Vocational Department of the Institute for Educational Sciences is the “methodological authority” for the Ministry of Education’s guidance and counselling network. Research projects completed in recent years include activity analyses of human resources, staff qualifications, ICT resources, tests, questionnaires, and beneficiaries in psycho-pedagogical assistance centres; career counselling for adults; and computerized career guidance programmes. Similarly, centres within universities are beginning to emerge in Poland and in Turkey.⁴³

⁴³ A.G. Watts and D.H. Fretwell: op. cit.

In Asia, the role of the Republic of Korea's Research Institute for Vocational Education and Training (KRIVET) has evolved from that of research on career guidance to programme support and limited service delivery. Research projects included the development of psychometric test instruments, career education curriculum programmes, and support for training programmes for career guidance professionals in other organizations. It now includes the development and management of CareerNet, an extensive online career information and guidance system. The centre also provides a limited in-person counselling capacity, which is intended as a model resource centre for future replication in the provinces.⁴⁴

Professional organizations

Many countries have national and sometimes regional associations that promote continuing professional development of career guidance practitioners; in fact there may be multiple associations reflecting different disciplines or venues for professionals. These associations can play a significant role in the sharing of good practices and the development of professional standards or competencies.

Other initiatives

A different method for supporting career guidance services for young people throughout Canada is illustrated in box VI.3.

Box VI.3

Canada: Career Circuit and the Circuit Coach training initiative

Career Circuit is a national Canadian initiative geared to strengthening partnership and capacity within the youth career services domain. It integrates career and community development and is a notable example of effective community-based guidance in action. Not-for-profit community based agencies provide a large proportion of career development and employment services for out-of-school youth and young adults. Traditionally, however, the non-profit field was fragmented, under-resourced, and with limited access to structures, supports, and professional training. Career Circuit provides a strategic response to each identified need.

After four years of intensive development, pilot testing and refinement, the following resources are now available free of charge to agencies serving youth across Canada:

Network. A virtual community of approximately 5,000 community-based youth-serving member agencies, connected to each other and a wealth of current, regionally tailored, and sector-specific information via <http://www.thecircuit.org>.

Resources. Career Circuit's Virtual Resource Centre (VRC) is a database on current programmes, tools, and services related to youth career/future-building. A searchable database of thousands of targeted resources (www.vrcdatabase.com) and the Virtual Resource Centre CD-ROM offer access to hundreds of resources (PDF format) organized by theme, media type, and young people's questions answered. The database is designed to jump-start counsellors' knowledge of Youth Service Agencies' resources and then connect them with the people and information spaces that can make a substantial difference in their work.

Training. Circuit Coach is a fully self-instructional training programme to provide front-line workers with some grounding in career development and prepare them to use a wide range of innovative interventions to address specific youth issues. Circuit Coach is supported by a network of trainers across Canada who provide coaching and learning supports at the community (non-institutional) level. The training is beginning to be recognized at college and university levels for credit purposes, representing another innovation and a break from tradition.

Assistance. Key to the ongoing success of Career Circuit is the engagement of Field Liaison Officers (FLOs) in each province/territory. These officers are recruited for their links to the community, their experience with organizational change, their connections to business and employers, and (secondarily) their career develop-

⁴⁴ OECD: *Review of career guidance policies: Korea Country Note*, (OECD, Paris, Sep. 2002), p. 10, available at <http://www.oecd.org>.

ment expertise. Half of the FLOs have career development qualifications, but half do not. All FLOs are strong in community development experience. Their unique role has been to promote the initiative “from the ground”; to work with community stakeholders in planning tailored implementation; and liaise between regional interests and national coordination. They also act as resource persons for practitioners completing Circuit Coach training. The diverse multidisciplinary backgrounds of the FLOs are crucial to their capacity to have impact at the community level.

Source: <http://www.vrcdatabase.com>, where more information is available; L. Bezanson and M. Turcotte: “Delivery of career guidance services”, unpublished ILO paper, 2004, available on request from ifpskills@ilo.org.

C. International professional development initiatives

At the international level, the International Association for Educational and Vocational Guidance (IAEVG) is the chief professional organization in the area of vocational and educational guidance. This organization sponsors regular conferences and other activities.

One noteworthy recent activity was a project to identify the International Competencies for Educational and Vocational Guidance Practitioners, which were approved by the International Association for Educational and Vocational Guidance (IAEVG) General Assembly in September, 2003. The full set of competencies is listed in Part II, Section 2.

Regional initiatives

The most developed regional model for international career guidance information exchange is the Euro guidance Network in Europe, explained more fully in box VI.4.

Box VI.4

European regional cooperation: Euroguidance network

Euroguidance is the working title for the Network of LEONARDO National Resource Centres for Vocational Guidance (NRCVG). Established by the European Commission, the NRCVG is a network of resource and information centres, promoting mobility throughout Europe. This network of 65 specialist centres throughout 31 European countries supports the guidance community and promotes good guidance practice and developments.

The NRCVG, which exist in all EU and EEA Member States and many Central and Eastern European Countries, act as a link between the guidance services of each country, exchanging information about work, study and training opportunities throughout Europe. Individual NRCVG represent the various Ministries of Education, Training, Labour and Youth across their respective countries.

Current projects of the Euroguidance network include:

1. PLOTEUS.NET: PLOTEUS, the Portal on Learning Opportunities throughout the European Space, provides information on education and training available throughout Europe.
2. TRANSIT: This project develops materials to support European mobility schemes. One example is a set of training modules for persons responsible for welcoming and advising young people undertaking a placement or traineeship in another country as well as teachers and administrative staff who manage mobility projects.
3. GUIDENET: A transnational network project that seeks to identify new and innovative guidance practices.
4. EURODIME provides training in the European Dimension of Guidance and ESTIA provides a gateway to existing national web sites to assist with the delivery of the European Dimension within Guidance.
5. FIT FOR EUROPE: This project offers information on vocational training and work in all EU countries in seven languages, important addresses and links and a language test in 11 languages.

6. RAINBOW: In-service training course on intercultural communication in educational and vocational guidance.
7. On the Move: An interactive programme designed to be used by young people considering mobility in Europe.
8. EUROSTAGE: A web site for work experience and student placements in Europe.
9. ACADEMIA: ACADEMIA provides two-week placements for Guidance Counsellors in other European countries.

Source: <http://www.euroguidance.org.uk/>, where more information is available.

Both the Irish National Centre for Guidance in Education and the Romanian Institute for Educational Sciences (mentioned in the preceding section) are a part of the Euroguidance Network.

In the mid-1990s, African Ministers of Education noted the growing number of social problems affecting the lives of young Africans, particularly girls, and determined that their education systems must play a much more active and positive role in promoting the growth and development of young people. They organized a regional effort to work cooperatively to develop a guidance and counselling curriculum for use in schools across the continent, which box VI.5 summarizes.

Box VI.5

African regional cooperation: Training materials on guidance and counselling for girls' and women's education

In April 1997, a Board of Governors, consisting of African Ministers of Education, was established to oversee the development of a Guidance and Counselling Programme that would benefit from the best of African expertise. An "African Guidance Counselling and Youth Development Centre" was established in Malawi. Participating countries organized national workshops in order to train more trainers-of-trainers. Thus, the programme has a multiplier effect. Other activities were also organized in order to raise awareness among different groups. Establishment of the Centre brings young people, particularly girls, closer to realizing their full potential and contribute more effectively to development.

A Training Package on Guidance and Counselling has been prepared by African specialists from various countries in consultation with other competent persons. It consists of eight training modules – Guidance, Counselling, Social Work, Behaviour Modification, Gender Sensitivity, Guidance and Counselling Programme Development, Adolescent Reproductive Health, and Workshop Administration and Conduct Guidelines. Supporting materials are also drawn from relevant programmes being implemented in the respective countries. While this programme was intended for use with boys and girls, its content and organization pay special attention to the needs and requirements of girls.

Assistance for this effort was provided by a number of international and regional agencies such as UNESCO, UNICEF, UNFPA, FAWE (the Forum for African Women Educationalists), DANIDA, the Rockefeller Foundation and from countries such as Finland and the United States.

Source: <http://www.unesco.org/education/mebam/governors.shtml>;
<http://www.unesco.org/education/mebam/centres.shtml>.

Other initiatives

Continuing staff development can now also be supported online. While the majority of the computerized career guidance knowledge resources described in Chapter IV are also practi-

cal online resources for practitioners, there are some resources more specifically developed for that purpose. For example, the Counsellor Resource Centre was developed by the Canadian government in cooperation with the International Association for Educational and Vocational Guidance. This international resource is outlined in box VI.6.

Box VI.6

International cooperation: Counsellor Resource Centre

The Counsellor Resource Centre (CRC) is an online international resource for career development and employment counselling specialists. It is maintained in partnership by Human Resources Development Canada (HRDC), the national skills and human resources development agency and the International Association for Educational and Vocational Guidance (IAEVG). The site was developed to provide a forum for career development and employment counselling specialists throughout Canada and for other countries to share best practices and exchange information.

In 1996, HRDC assembled a team of counsellors to create a reference site for practitioners in the field of career development and employment counselling, based upon interviews and focus group meetings in Canada and a survey of web sites in Canada and abroad.

After the needs analysis and the survey of existing web sites were finished, the development team designed two draft designs for the site. An advisory group reviewed the options and made recommendations on the final design.

In 1999, the IAEVG and the HRDC agreed to create a working partnership to expand and maintain the CRC for the benefit of career development practitioners. The site now has English, French, German, Finnish and Spanish language versions. For more information, see <http://www.crccanada.org/crc/>.

Source: ILO: Revision of the Human Resources Development Recommendation Database, ILO-IFP/SKILLS, (Geneva, 2002), available at <http://www.ilo.org/public/english/employment/skills/recomm/main.htm>.

Most recently, a new international resource for career development was established as a follow-up to the career guidance reviews conducted by the OECD, European Commission and the World Bank (box VI.7).

Box VI.7

International Centre for Career Development and Public Policy

The International Centre for Career Development and Public Policy (ICCDPP) was established to promote, strengthen, support and sustain international dialogue, collaboration, research, and knowledge transfer between policy developers and the career development field. Support for the establishment of the ICCDPP was reinforced in the recommendations of the OECD international review of policies for career guidance, which were disseminated at an international conference on career development and public policy in Toronto in 2003.

Following that conference, the OECD, the European Commission, the World Bank, and the IAEVG expressed institutional support for the establishment of a centre. In November 2004, the ICCDPP was established on a pilot basis at the offices of the European Centre for the Development of Vocational Education and Training (CEDEFOP), Brussels. CEDEFOP is a research and knowledge transfer agency of the European Commission in the field of vocational education and training.

The mission of the Centre is to promote career development for citizens worldwide, through supporting governments, international institutions, and work and other organizations in developing policies, systems and practices for career development.

Source: Personal communication from John McCarthy, ICCDPP coordinator at the European Centre for the Development of Vocational Education and Training (CEDEFOP), May, 2005.

Chapter VII considers governance, stakeholders and the coordination of career guidance activities.

VII. Governance and coordination framework

For reasons already well chronicled, the coordination of career guidance activities is a challenge. First of all, service delivery is fragmented and stretches across a number of service delivery systems – primary and secondary education, tertiary education, public employment services, community agencies and, in some cases, trade unions and private-sector businesses. Second, in most countries there is no strong professional establishment that unites practitioners across the various organizational settings where services are provided. Third, government leadership in the area of career guidance is often bifurcated: it comes from a Ministry of Education for educational institutions and from a Ministry of Labour for the employment services. Fourth, because services are so fragmented and dispersed it is difficult to build visibility and support.

Who are the stakeholders of career guidance? In terms of beneficiaries, almost everyone who expects to be in the labour market at some point is a potential candidate for career guidance. Persons in a personal or professional transition are the most obvious candidates: this includes youth and their parents, jobseekers, and the unemployed. Employers are stakeholders because they benefit substantially from skilled workers who are well suited to the work they are doing; in contrast, the economic costs of high staff turnover are considerable. But the most motivated stakeholders are often those who provide various career guidance services. This includes educational institutions, government agencies such as the employment service, as well as NGOs, community agencies, private-for-profit vendors and trade unions. Governments are also stakeholders as the source of financing for most career guidance activity, whether services are actually provided by the private or the public sector.

Strategic leadership results most often when a person or group of persons establishes a priority to improve career guidance and brings together the main stakeholders to address the issue. This leadership comes most often from government because: (1) most of the funding for career guidance services is public funding; and (2) governments bear the collective responsibility and cost for their citizens who are not successful in the labour market. Given the competition for scarce public resources that exists in all countries, but particularly low- and middle-income countries, a main strategy of these leadership initiatives is to find ways to restructure existing resources/services differently to add greater value.

It is sometimes possible that strategic leadership can take advantage of a pressing political demand for a solution to a problem where career guidance could play a useful role. One urgent issue in many LMIC today is youth employment. While career guidance is not exclusively a service for youth, young people are clearly one of the crucial target groups for service. Persons or organizations desiring to improve career guidance could make common cause with others advocating for better youth employment opportunities.

What possibilities exist for developing or strengthening the governance and coordination framework for career guidance? Two avenues are presented here:

- strengthening career guidance at the national level; and
- service delivery-level coordination.

A. Strengthening career guidance at the national level

The five main means through which services are created or strengthened at the national level are: (1) legislation; (2) public funding; (3) programme planning, monitoring and evaluation; (4) national coordination mechanisms; and (5) regulation or standard-setting.

Legislation

Not many countries adopt specific national legislation on career guidance. Denmark has done so, but is a rare example. More often, legislative references are to career guidance as one of the services that is mandated to be provided in educational institutions and/or public employment services. In addition, other legislation defining client entitlements can also establish a basis upon which the development and funding of career guidance services can be justified.

Definition and funding of services

The most direct and powerful way to make career guidance services available is to fund them, and fund them in such a way that resources are earmarked for that purpose and cannot be diverted to other uses. Funding tied to specific legislative authority or services can help maintain the integrity of allocated resources.

In Finland, for example, the mandate for service delivery and the roles of government authorities for career guidance are clearly established and funded along traditional lines, as box VII.1 shows. The involvement of other partners is also nurtured.

Box VII.1

Finland: Definition of career guidance service delivery

Career information, guidance and counselling services are mainly provided by two established public service systems: student counselling within the public school system, and the information, guidance and counselling services run by the public labour administration. There is a clear division of tasks between these two systems. Schools have the main responsibility for student counselling. The guidance and counselling services of the employment offices complement school-based services and are mainly targeted at clients outside the education and training institutions.

Government partners

The Ministry of Education is responsible for the organization of guidance and counselling services in comprehensive and upper secondary schools and in higher education. The National Board of Education is responsible for the establishment of national curriculum guidelines for the various school subjects, including rules for guidance and counselling in comprehensive and upper secondary schools. In higher education, the polytechnic institutions and universities are themselves responsible for their career services.

The vocational guidance and career planning services offered by the Employment Offices of the Finnish labour administration are divided into employment services for job-seeking clients and labour-seeking employers and vocational development services. The latter includes vocational guidance and career planning, educational and vocational information services and vocational rehabilitation.

In addition to these two major actors, the Ministry for Social Affairs and Health is responsible for services through educational advice and family counselling centres which support and promote the positive development of children and families. The work of the personnel in these centres includes counselling and advising parents and families, who have an increasing need for counselling in health education and life management skills.

Other partners

National student organizations in Finland have traditionally been active in developing guidance services. In higher education it was the student organizations who suggested a national evaluation of guidance services. Additionally, they train peer tutors both nationally and locally. Upper secondary education student organizations arrange national career fairs in cooperation with key stakeholders. Student organizations are also represented in key national working groups involved in guidance.

Private employment agencies also offer outplacement, career counselling and job-seeking services. Their services are increasingly available over the Internet.

In low- and middle-income countries, external funding by foreign donors is often a major source of funding for the improvement of education, social and labour market services. These services may be provided through NGOs in countries where the government infrastructure is not well developed. In the case of career guidance services, a variety of programmes to promote youth employment, gender equality, reduction of child labour, health promotion and entrepreneurship/self-employment may include career or life skills development activities in the services offered. Funds provided to governments for the improvement of national labour market information can also be harnessed to tailor labour market information to develop improved career information. It should be noted that external donor resources are time-limited, and strong efforts have to be made from the project design onward to plan for the sustainability of services when donor funding is no longer available.

Although governments play a key role in developing career guidance services, they should not be the sole providers and should not underestimate the power of efficient public-private partnerships.⁴⁵ Linking the benefits of effective career guidance to other public policy goals and using either regular government or extra-governmental funding to finance them is becoming more common.

Programme planning, monitoring and evaluation

Effective programme planning and the use of performance measures to evaluate progress helps organizations to establish a strategic direction, communicate expectations, and measure progress. The cyclical process of strategic planning using performance measures should provide decision-makers with timely, accurate, and clear information regarding project and programme performance so that necessary modifications can be made or successes rewarded with continued or increased funding. Since most funding sources have outcome requirements, incorporating meaningful measures is a significant part of the ongoing resource mobilization process. If such a plan is in place and additional resources (external donor funds or unanticipated internal funding) are received, a rational decision can be made to see that the additional resources fit with a country's overall strategy.

These monitoring and evaluation measures and procedures should be established during the initial planning of a programme. However, even if no performance measurement system existed prior to implementation, benchmarks can be established and standards developed.

For example, Canada has incorporated programme evaluation into its career guidance efforts for a number of years. In the Canadian experience, millions of dollars were spent during the 1980s and 1990s on the assumption that career awareness materials were reaching their target audience and having their presumed impact. In reality, relatively cursory evaluations demonstrated that much of the print material distributed to secondary schools was unused, generally because teachers and counsellors did not have the competence and confidence to use the materials. Secondly, when online systems (including free software on CDs) were introduced, teachers and counsellors often did not have access to computers, and even less so to Internet services. As a result, they did not encourage their students to use such systems. They had been trained to use print materials, and it was difficult to change or modify this reliance.⁴⁶

Improvements in services were subsequently made. However, a recent evaluation of one major career counselling support programme for youth service workers concluded that while stakeholders are generally pleased with programme results, additional work should be undertaken to monitor the relevance and actual use of information tools provided. Some of the same barriers in the use of career tools by youth workers were identified as in earlier

⁴⁵ R. du Toit: "Career guidance in a developing-country context", unpublished background paper for the ILO, 2004, available on request from ipfskills@ilo.org.

⁴⁶ C. Casserly, op. cit.

programme evaluations. It was decided that efforts should be concentrated upon maintaining and fine-tuning existing tools rather than developing new ones.⁴⁷

National coordinating mechanism

A common form of political leadership involves the formation of a national advisory group or mechanism to formulate improvements in the assessment of needs, policy development and organization of services. Advisory groups are usually composed of representatives of ministries of education, employment or labour, employers, trade unions, associations of career guidance practitioners, and consumers of services (youth, parents, unemployed, employed and self-employed). These groups can plan an important coordinating and evaluation role; they can also play a key advocacy role, particularly if “bottom up” pressure for improvements can be channelled to secure policy approval and financial support.

There are a number of examples of these councils. In Poland, a National Forum for Vocational Guidance was established in 2000. Its main tasks are:

- to identify the needs and national priorities relating to vocational guidance and counselling, in line with government policies;
- to present the opinions of vocational counsellors in matters relating to guidance;
- to exchange experiences and allow integration of staff involved in guidance; and
- to expand cooperation of Polish vocational counsellors with their European colleagues.

Conferences and seminars have been organized to carry out these goals.⁴⁸

In Norway, the Public Employment Service was made responsible for setting up a working group to propose ways to ensure a better coordination of career guidance services across the lifespan. The Board of Education, universities, career centres of universities and social partners were invited.

Other examples of coordination of national approaches to lifelong learning are found in Canada, Germany, Luxembourg, the Republic of Korea and the United Kingdom.⁴⁹

Employers and trade unions have valuable roles to play in national policy development in the area of career guidance. They provide important guidance on the needs of the economy, in particular the skill needs of businesses. In some countries, in Europe in particular, the social partners play an active role in labour market programme (including career guidance) policy-making. Box VII.2 gives an example of this perspective.

⁴⁷ EKOS and Phoenix Strategic Perspectives, Inc: Assessment of Youth awareness Program: Research regarding youth awareness, Career Circuit and Skills Canada (Mar. 2004). See also the Human Resources and Skills Development Canada (HRSDC) web site, <http://www.hrsdc.gc.ca>.

⁴⁸ A.G. Watts and D.H. Fretwell: Public policies for career development: Policy strategies for designing career information and guidance systems in middle-income and transition economies, op. cit.

⁴⁹ OECD: Career Guidance and Public Policy: Bridging the Gap, op. cit., pp. 125-126.

Box VII.2

Finland and Luxembourg: The role of the social partners

In Finland, the social partners are represented in national, regional and local advisory bodies, concerned mainly with the main labour market policy and with employment issues in general (at the national and regional level) or unemployment security (local level). Evaluations of vocational and professional education needs were accompanied by discussions about the future development of working life with employer organizations, trade unions and the labour administration. The interest of employers and trade unions in these questions has increased because in the near future Finland will face a lack of qualified employees. Their discussions very rarely focus on issues linked with information, guidance and counselling services. However, in the production of information materials supporting vocational guidance, there is some national-level networking and some participation in joint working groups between the central employer organizations and the Ministry of Labour.

In Luxembourg, the social partners have always played an important role in the provision of guidance services. This begins with the development of apprenticeships, where the various professional organizations have a statutory role to play both in the apprenticeship training programme and in the associated guidance services. This statutory relationship ensures that both government departments and the social partners remain in dialogue over labour market needs and thus play a valuable part in the provision of guidance.

Source: ILO: Revision of the Human Resources Development Recommendation Database, ILO-IFP/SKILLS (Geneva, 2002), available at <http://www.ilo.org/public/english/employment/skills/recomm/main.htm>.

Regulation or self-regulation?

A final means of legitimatizing services is through regulation or licensing. Private career counselling services which are provided under contract with government funds are controlled according to the framework of public accountability standards to regulate quality and processes. Regulation is more critical where private services are not funded by the government.

If services are provided by private agencies on a fee basis to customers, the market sets the standards unless there is some government regulation or licensing mechanism or industry self-regulation. Private fee-charging career guidance services are found in only a few countries (Australia, Ireland, the United Kingdom and the United States); they are rare in LMIC. However, the growth of private employment agencies around the world and their diversification into a variety of human resource development services means that there is a market for a cluster of work choice, search and maintenance skills development services. The operation of overseas placement agencies is a particular area where regulation may be needed to protect the interests of migrating workers.

In addition, a growing number of commercial services on the Internet now provide testing and assessment and perhaps other services for a fee. A sample of these services is provided in Part II.

B. Service delivery level coordination

The traditional approach to promote the coordination of services is for one government agency at the national level to take a “top down” leadership role and bring actors together. This is the approach described in the previous section. On the other hand, there are also “bottom-up” methods to coordinate programmes that may or may not rely on national government leadership.

Box VII.3

Turkey: Coordination between the National Employment Service and schools

Within the framework of a formal protocol established between the National Employment Service (ISKUR) and the Ministry of National Education in 1993, visits are organized for primary and secondary school groups to ISKUR Career Counselling Centres in areas where such centres are available. The ISKUR staff gives students detailed explanations about the importance of choosing a career, the relationship to educational choices, and the sources from which career information can be obtained. Explanations are supplemented by videotapes and films. The Career Counselling Centres also have a variety of career files and other information sources.

In addition, ISKUR staff visit both general and technical/vocational secondary schools to conduct class and group discussions. In some cases individual counselling sessions may be offered. Another activity is meetings with parents, aimed at enabling them to adopt more conscious strategies for helping their children make career choices.

Working groups were set up to implement the protocol, and their reports are reviewed biannually by a Follow-Up, Evaluation and Implementation Committee. It was observed that ISKUR is not currently equipped to provide these career counselling services on an extensive basis. Its network of Career Centres is not easily accessible for many schools and does not offer materials that students can take with them (i.e. brochures or handouts on career and educational opportunities).

Source: A.G. Watts and D.H. Fretwell: Public policies for career development: Policy strategies for designing career information and guidance systems in middle-income and transition economies, Discussion Paper, (World Bank, Washington, Aug. 2003).

Chapter V noted a broad-based trend across many countries toward a more integrated mobilization of the spectrum of career guidance resource practitioners who work in different organizational settings, serving different client groups. It described how networks of service delivery practitioners are being developed so that scarce resources are allocated as efficiently as possible, with clients in need of the greatest support receiving the most assistance in career guidance. This trend is further illustrated by initiatives in Turkey (box VII.3), Chile (box VII.4) and Poland (box VII.5).

Box VII.4

Chile: The ChileCalifica programme

In 2002, an agreement was made between the Ministry of Economy, the Ministry of Education and the Ministry of Labor and Social Security to initiate the national ChileCalifica programme. Supported by a World Bank loan, it is primarily designed to strengthen articulation between grades 11-12 of technical/vocational secondary schools and technical and vocational education within the post-secondary education system, including their links with the labour market.

It includes more broadly based components designed to develop a new web-based career information system, plus related training and support for strengthening the place of career guidance both within the role of school counsellors and within the work of the OMILs (municipal offices for employment) and other employment intermediation agencies.

Part of the strategy of the ChileCalifica Program in its career guidance component is to form networks of school counsellors from at least five neighbouring schools plus local adult education centres, who meet every two months and engage in joint development work. This work includes, but is not confined to, designing a work plan on how to make best use of the career information system being developed by the programme.

The network development process was initiated with a pilot course on career guidance which was run for 240 school counsellors during 2002. In 2003, a total of 91 such networks were established in six regions; by end 2005 a projected 318 networks will cover the entire country.

The functional collaboration initiated by the programme has now been institutionalized in the form of a Lifelong Learning and Training Steering Policy Board (Directorio) which is chaired by the Minister of Economy and includes the other two ministers.

Source: A.G. Watts and D.H. Fretwell: Public policies for career development: Policy strategies for designing career information and guidance systems in middle-income and transition economies, Discussion Paper, (World Bank, Washington, Aug. 2003).

These three examples target primary and secondary school groups (Turkey); grades 11-12 of technical/vocational secondary schools (Chile) and higher-education students and graduates (Poland).

Box VII.5

Poland: Network of Career Bureaus in higher education institutions

The first Career Bureau was established in 1993 and expanded to a network of 135 bureaus by 2003. This growth was aided in 2002 by a grant scheme set up by the Ministry of Economy, Labour and Social Policy to offer set-up support for equipment, resources and staff training (though not salary costs) for establishing Career Bureaus.

Most Career Bureau staff are employed by the higher education institution where they work, but some may be employees of provincial labour offices. The most important task of Career Bureaus is job placement services for students and graduates. Other tasks may include: individual guidance; workshops on job interviews, self-presentation, communication skills, stress management; meetings and training sessions in faculties; databases on job vacancies, job descriptions, information on studies abroad, vocational courses, seasonal jobs; organizing work practice periods, and voluntary and temporary work.

Career Bureaus cooperate with employers in handling job offers, arranging companies' presentations, organizing job fairs, and facilitating access of students to employers. They also communicate information on employers' requirements to the university authorities, allowing them to consider modifying their curricula accordingly.

Many belong to a Polish Network of Career Bureaus. Formed in 1998, its activities include information exchange, in-service training, cooperative arrangements for exchange of job-vacancy information and other services, and representing the bureaus in relevant policy forums.

Source: A.G. Watts and D.H. Fretwell: Public policies for career development: Policy strategies for designing career information and guidance systems in middle-income and transition economies, Discussion Paper, (World Bank, Washington, Aug. 2003).

Chapter III on Career Information Resources describes how information can be pooled and then shared by a variety of service providers. Improving the development and dissemination of career guidance information is an objective that can be used to unite different agencies. Good career guidance depends on information from a variety of sources. Because accurate, up-to-date labour market and occupational information for career guidance can be expensive to produce and difficult to locate, it is logical that agencies pool knowledge and resources. Developing shared information bases benefits clients and improves the professionalism of the career guidance staff. This information-sharing is greatly enhanced with the development of career guidance resources on the Internet which, in turn, has been stimulated by the vastly improved access to labour market information stemming from the advent of computers.

Three factors need to be taken into account:

1. alternative methods for flexible and equitable access, including: self-service access to the Internet in public free facilities; free telephone call centre counselling; and access to print material, including newspaper and magazines in information centres, community centres, mobile services, availability at times and days which are accessible to the majority of users;
2. a communications strategy making clear what services are available and where the available services are; and
3. consistent branding of career guidance services so they are recognizable.⁵⁰

The Singapore CareerLink and the Associates Network highlighted in Chapter V (box V.5) is a particularly good example of how these principles have been realized to unite and strengthen community career guidance services.

Besides the development of networks of practitioners and the development of shared career information, a third way of stimulating coordination is through the professional development of career practitioners. Chapter VI describes how professional and technical support centres, professional associations and other initiatives can significantly support career guidance efforts.

C. Basic steps for system improvements

To promote career guidance system improvements, either at the national level or the service delivery level, six general steps are suggested.

1. **Identify stakeholders.** Determine who might be interested in improving the system and is willing to work to mobilize people or other resources on behalf of change.
2. **Map delivery resources and create a simple coordination mechanism.** Identify all the current and potential service providers and begin the process of identifying synergies for working together. Consider non-traditional service providers, in particular, community organizations which can build linkages to individuals from disadvantaged or special-need populations that are difficult to reach through other means.
3. **Map information resources.** Identify potential sources of career information and also alternative forms of media for distributing information. Traditional and non-traditional sources of information and methods should be investigated.
4. **Plan and implement incremental action steps.** Develop a realistic plan that can be implemented in phases and update the plan as circumstances change.
5. **Monitor and evaluate what works best.** Build in feedback and accountability mechanisms to determine what is working best, and build upon lessons learned as implementation proceeds. These mechanisms should include feedback from clients.
6. **Promote positive results and develop political support.** Use positive results to strengthen support of stakeholders and mobilize additional resources.

Chapter VIII presents a summary and conclusion of main points to consider in furthering successful career guidance.

⁵⁰ L. Bezanson and M. Turcotte, op. cit.

VIII. Conclusion

The conclusions presented here summarize the main points discussed in detail in Chapters 1-7 of this Handbook. They encapsulate the concerns raised and focus on the most significant issues to be considered. These insights are intended to provide guidance to policy-makers and programme planners, but also to provoke discussion and further research.

Context

- While there are similarities in the career guidance reform challenges faced by high-income countries and LMIC, there are significant differences as well. Considerable differences also exist among LMIC, based upon cultural values, labour market structure and institutional infrastructure.
- The feasibility of making successful improvements in career guidance in any country relies on the extent to which its citizens have free choice in making career decisions and the degree to which key stakeholders (particularly public policy-makers in governments) wish to promote independent career decision-making.
- There is a dichotomy of values regarding career guidance in many LMIC. The educated middle and upper classes of these countries, and those who aspire to the middle class, often have values very similar to high-income country values regarding careers and work. These individuals, particularly youth, have high career expectations for themselves. In contrast, for the majority of the population in LMIC, values are more traditional and aspirations much more modest.
- The key considerations to take into account in reforming career guidance in LMIC revolve around: (1) understanding the country context; (2) development of career information resources; (3) promotion of work choice, search and maintenance skills development; (4) organization of service delivery; (5) staff development to support service delivery; and (6) improvement of governance and coordination.

Career information resources

- Information resources to support career guidance include information on the national labour market structure and trends, economic sector and occupational trends, occupational content and competency demands, learning opportunities, formal economy job opportunities and local labour market structure.
- Career information in LMIC with large informal economies needs to stress information to assist persons to become self-employed.
- Career information in LMIC also needs to include information to assist persons to make decisions about migrating, either domestically or abroad. Providing guidance to migrating individuals demands the mobilization of additional governmental and private organizations.
- Strong similarities exist between life skills and core work skills, but the context of their application is different.
- Internet technology is being used to transmit career information in some LMIC, though not to the extent that it is used in high-income countries. Self-service delivery of information is being increasingly stressed. However, the greater use of self-service career information and related resource material cannot replace the need for personal guidance.

Promotion of work choice, search and maintenance skills development

- Career guidance is moving away from a focus on assisting individuals to make education, training, and occupational selection decisions at the beginning of a working life toward a more flexible focus on assisting them to make effective choices and decisions about working life over a lifetime.
- It is increasingly recognized that career decisions are made not only in the context of labour market factors but of human growth and development factors. Viewed in this way, women and men in every country make continuous decisions about their working lives, whether conscious or not.
- Targeted employment programmes (for youth, women, persons with disabilities or older workers, for example) are very often a combination of career information, work choice, search and maintenance information, and life-skills information and training customized to meet the specific needs of members of the target population.

Service delivery

- Career information and guidance is provided in a web of educational, governmental and community organizations. Improved service delivery should be based upon coordination of staff working:
 - with different levels of professional training and preparation;
 - in different organizational environments;
 - with different target groups; and
 - with different levels of resources.
- These networks of practitioners are increasingly bound by common information resources, with services provided in a tiered arrangement where self-reliant individuals can use self-service tools, while scarce in-person resources are concentrated upon those needing more intensive assistance.
- Taking advantage of existing community organizations as conduits of information and advice for the improvement of work-life choices is a very realistic option in many countries where a formal professional staff is not plentiful. Staff in these organizations may not receive the extent of professional preparation that is required of other career guidance professionals, but they do need appropriate support in order to produce quality results.

Staff development to support service delivery

- Given the wide variation in the initial training of career guidance practitioners and the evolution of labour markets, continuing education of practitioners is an important feature of any national guidance system.
- Professional and technical support centres are emerging in addition to professional organizations as a means to provide support and staff development to a more diversified network of career guidance practitioners.

Coordination and governance

- While reforms in career services can be led “top down” at the national level, they are often made in a more ad hoc manner from “the bottom up”.
- General steps for promoting improvements in career guidance include:
 - identifying stakeholders;
 - mapping delivery resources and creating a simple coordination mechanism;
 - mapping information resources;
 - planning and implementing incremental action steps;
 - monitoring and evaluating what works best; and
 - promoting positive results and developing political support.

Part II of this Handbook showcases the variety of approaches that are being taken around the world to provide career guidance information and tools. It offers specific examples of and models for career guidance tools (information resources, work choice, job-search techniques) now in use in these countries and easily adaptable for use by other countries.

Part II. Tool kit of career guidance resources on the internet for low- and middle-income countries

This second part of the Handbook provides specific examples of and models for career guidance tools (information resources, work choice, search and maintenance tools (such as job-search techniques) from government, education and private service providers throughout the world. An effort was made to include examples from as many low- and middle-income countries as possible; examples from high-income countries are also provided. While most sites are in the English language, sites in French and Spanish are included.

The purpose of this Tool Kit is to showcase the variety of approaches now being taken by organizations around the world to provide career guidance information and tools. It is intended to be a “window on the world” of available current tools that are suitable models for adaptation. Examples are given of very specific tools (how to develop a CV or resumé, how to prepare for an interview) which could easily be adapted for use in other countries. Some web sites provide comprehensive examples of how labour market and other information can be organized and communicated in an integrated manner to support career guidance objectives. Other sites demonstrate how organizations in a country work together cooperatively to coordinate their activities. In doing so, these online resources provide additional, concrete illustrations of the six elements of the career guidance system proposed in Part I.

Section 1 of the Tool Kit, with links to the national career guidance sites, is found on the ILO Skills and Employability Department web site at:

<http://www.ilo.org/public/english/employment/skills/>

Part II is arranged in two sections:

Section 1. National career guidance resources

Most entries in English (EN), with some entries in French (FR) and Spanish (ES).

- A. Comprehensive career information – high-income countries
- B. Comprehensive career information – low- and middle-income countries
- C. Commercial
- D. Targeted web sites:
 - Youth
 - Women
 - Disabled persons
 - Self-employment
- E. Practitioner training and development
- F. Miscellaneous sites

Section 2. General references

- A. Information resources:
 1. ILO occupational classification standards
 2. Computer-based career information systems: Core standards checklist
 3. Making career sense of labour market information
 4. Career information pack for parents

- B.** Practitioner resources
 - 1. IAEVG counsellor competencies
 - 2. Inventories of vocational assessments
 - 3. Career guidance practitioner processes
 - 4. Employment counselling, career guidance and occupational Information
Provided through a public employment service
- C.** Policy guidance
 - 1. OECD Career guidance handbook for policy-makers

Section 1. National career guidance resources

The sites are in English unless coded FR for French and ES for Spanish.

A. Comprehensive career information – high-income countries

Australia

Myfuture

<http://www.myfuture.edu.au/>

Myfuture is designed for all Australians wishing to explore their skills and interests, identify possible career paths, develop their career plan and research options for further study and training. It is a “one-stop-shop” which brings together wide-ranging yet easy-to-follow information on the labour market, education, training and jobs in Australia. One of *myfuture*’s unique features is that users are able to create an individualized profile. Users can match their interests, values, skills, aspirations and abilities to possible occupations and can re-enter the site at any time to access and update their profiles as their skills develop or their interests change. While particularly useful for young people making decisions about subject choice, vocational pathways and employment, *Myfuture* will also assist adults returning to the workforce or changing career direction.

Canada

Training and careers

<http://www.jobsetc.ca>

EN, FR

This is a comprehensive government web site on training/learning, working and careers. The Career Exploration section offers guidance on identifying and researching career options, and making career decisions. It provides information on career counselling, employment trends, employment prospects, salary ranges and skilled trades. The web site contains a job bank, a CV or resumé builder and interactive quizzes and tests on the individual’s abilities, skills and professional interests.

Job Futures/Emploi-Avenir

<http://jobfutures.ca>

EN, FR

Job Futures is a comprehensive, national career tool designed to provide Canadians with information on current and future labour market conditions to help them make informed education, skills and career planning decisions. It gives information on about 226 occupational groups and describes the work experiences of recent graduates from 155 programmes of study.

In addition to this general labour market information, *Job Futures* provides links to a wide variety of labour market skills navigation or employability development information, including: career exploration tools, job search techniques, workers’ rights and benefits, trade union information, training and learning resources and resources for teachers and professionals.

France

Agence Nationale pour l'Emploi

<http://www.anpe.fr/index.jsp>

FR

The French Employment Service maintains a comprehensive career development service including self-service (CV, job search), consultation and information services.

New Zealand

Career services Rapuara

<http://www.careers.govt.nz/>

This very comprehensive government site contains information and services. Information includes:

1. KiwiCareers and associated electronically based products;
2. local up-to-date labour market information; and
3. industry information dissemination – via electronic, web page and paper-based media.

Services include:

- (a) careers workshops for senior and junior Maori and Pacific secondary school students;
- (b) Parents as Career Educators workshops (PACE) for Year 7 and 8 secondary parents;
- (c) Teachers as Career Educators workshops (TACE) for Year 7 and 8 teachers, knowledge enhancement workshops, including a focus on Maori roles;
- (d) work capacity assessment and vocational assessment procedures for workplace injury clients;
- (e) induction training for new careers advisers;
- (f) schools consultation visits; and
- (g) community outreach visits.

KiwiCareers

<http://www.kiwicareers.govt.nz>

KiwiCareers is an information resource on jobs, careers and training, with links to relevant national and international web sites. It provides various links to resources offering advice on identifying suitable career options, finding work and developing at work. This web site also offers hundreds of job outlines. Pathfinder, an online programme of *KiwiCareers*, helps people to identify their career needs and generate a personal profile based on a questionnaire, to review career suggestions and make a career plan.

Spain

Red Araña Webempleo

<http://www.webempleo.org/Principal/Inicio.htm>

ES

This Spider Net Web Employment is an inclusive career development site maintained by non-profit making organizations which promote labour market integration of target groups with specific needs, such as young people, women, inmates, immigrants, or drug abusers. The site includes guides for searching for a job, telework, and creation of an enterprise. It also has links to web sites that have an online employment exchange.

United Kingdom

Careers Scotland

<http://www.careers-scotland.org.uk/careersscotland/Web/Site/Home/home.asp>

This government web site has three main sections: career ideas, learning and work. Each section has a very comprehensive list of topics.

United States

CareerOneStop Electronic Services

<http://www.careeronestop.org>

CareerOneStop, formerly known as America's Career Kit, is a suite of electronic tools including: America's Job Bank, America's Career InfoNet, and America's Service Locator. The tools were developed and are maintained by the United States Department of Labour in partnership with state workforce agencies, local workforce service delivery providers and education and training institutions and private sector organizations.

America's Job Bank (AJB) is the largest and one of the busiest job banks on the Internet. America's Career InfoNet (ACINet) helps people make better, more informed career decisions. ACINet is ideal for jobseekers, employers, human resource specialists and workforce development specialists to: learn more about typical wages and employment trends across occupations and industries; check education, knowledge, skills and abilities against requirements for most occupations; search for employer contact information nationwide; obtain cost of living data; call up state profiles with labour market conditions; and find more than 4,000 external links to the most extensive set of career resources available on the Internet. America's Service Locator (ASL) is the newest part of America's Career Kit. It helps individuals locate public service offices with information on finding a job, planning a career, locating training, dealing with job loss and recruiting employees.

JobStar

<http://jobstar.org/index.cfm>

The web site of this federally funded project has two sections:

- Get Ready, which gives "how to" information for jobseekers: CV/resumés, career and salary information, hidden job market etc.; and
- Get to Work, which includes online job banks, job fairs, career centres and libraries.

B. Comprehensive career information – low- and middle-income countries

Barbados

Labour Market Information System

http://labour.gov.bb/blmis2/WEBDOC/careerinfo/careerinfo_ginfo.asp

The career information section has the following topics:

- Job profiles
- Industry profile
- The interview
- Resumé writing
- Hot jobs
- Profiles (overseas)
- Local scholarships
- Jobs for disabled

Bulgaria

The Job Tiger

<http://www.jobtiger.bg//home.asp>

Job Tiger is an Internet-based searchable database for jobs in Bulgaria, as well as a source of career information. The Search Jobs Section web site helps jobseekers build and manage up to three CVs and three cover letters, informs them of the latest jobs by email and allows them to view and update their online applications. The Advice Center Section provides jobseekers with information on preparing CVs, writing cover letters, interviewing techniques, assessing an offer of employment, and developing references. The More Information Section contains information on education and training opportunities; featured companies; a career library and calendar and other topics. There is additional information on the *Job Tiger* Scholarship; the Ima nachin ("There's a way") television show; Careers Forum; and Coming Home (to attract skilled workers to return to Bulgaria).

China (Hong Kong)

Careers Advisory Service of the Hong Kong Labour Department

http://www.careers.labour.gov.hk/2000/cas/web_gui/eng/main/index.htm

The web site has the following sections, all of which carry an extensive amount of information:

- Choosing careers
- Training house
- Job kaleidoscope
- Careers chat
- Education and careers expo
- Handbook for F5 students

Careers and Guidance Services Section of the Hong Kong Education and Manpower Bureau

<http://www.emb.gov.hk/index.aspx?nodeID=235&langno=1>

The web site provides career education for students in primary and secondary school and advice for parents for helping their children develop career paths. It also offers a Careers Guidance Handbook.

Jamaica

Labour Market Information System

<http://www.lmis-ele.org.jm/>

Besides job search and CV or resumé posting, this web site offers:

- Career counselling
- Resumé writing
- Job-search technique
- Job interview techniques
- Financial assistance
- Entrepreneurial training
- Technical assistance
- Occupational profiles

Career Development and Employment Facilitation (CARDEF)

<http://www.cardef.org/home.HTM>

This web site is HEART Trust/NTA's (statutory agency of the Ministry of Education), one-stop site for career development and employment facilitation. It offers online career counselling and information and advice on:

- training, up to tertiary levels
- small business creation
- funding agencies and sources providing scholarships

Jordan

Al Alamar: The Human Resources Development Information System Project

<http://www.almanar.jo>

The National Center for Human Resources Development (NCHRD) initiated this project in 2000. The project is designed to assist government officials, including education and training institutions, to better understand labour market trends and to enable employers and work seekers, or those planning to join the labour market, to make informed decisions.

The project comprises the following components:

- basic data (statistics and indicators) on labour force, human resources, supply and demand;
- a business database;
- counselling tools, including demand occupations, skill requirements, and study programmes; and
- an electronic labour exchange (job bank), which provides a search service through matching the jobseeker's skills with available job opportunities.

Malaysia

Career

<http://www.career.edu.my>

This public-services project is designed to give an insight into the working world. Its web site offers:

- career descriptions and the qualifications needed;
- interviews with real people working in various careers;
- various courses offered by various colleges;
- selected Career Counsellors to answer questions on careers;
- salary information; and
- articles related to career development.

Mauritius

Employment Service of the Ministry of Training, Skills Development and Productivity

<http://www.gov.mu/portal/site/emperservice>

Among other tasks, the Employment Service deals with the management of Employment Information Centres, registration, counselling and placement of jobseekers in employment. The web site has a jobseeker's guide, jobseeker's bank, job bank and other related resources. The jobseeker's guide gives advice in writing a letter of application for a job and facing an employment interview.

Singapore

Education, Learning and Employment @ eCitizen
<http://ele.ecitizen.gov.sg/>

This Internet portal is by the Ministry of Manpower, Ministry of Education and the National Library Board. It caters for students, parents, jobseekers, employees and employers by giving a wide variety of information on education, employment and human resources. The portal also has a library resources site.

The Education section covers all levels and types of schooling and education, including scholarships. The Employment section includes labour market information, online career assessment resources, career planning resources with advice on CVs and interviews, as well as information on salaries, work passes and employment guidelines. It also offers a job search function. The Skills Upgrading section advises on training incentives and grants, training courses and skills assessments.

Sri Lanka

National Employment Sourcing and Delivery System (JobsNet)
<http://www.jobsnet.lk>

JobsNet provides local and foreign jobseekers in Sri Lanka with referrals to jobs, training, information, advice, and career guidance in Sinhala, Tamil and English. *JobsNet* is an online and service centre-based employment delivery network providing an electronic interface between people seeking employment and potential employers, at the same time guiding jobseekers to re-skilling or training opportunities. It also supports people who are starting their own businesses, by providing financial, training and advisory support packages.

JobsNet offers guidance on further training and education opportunities in any field or profession available in the country. A novel feature of *JobsNet* is the Training Institution Accreditation and Registration programme through which training institutions may register to become "JobsNet Approved" training institutions.

Uruguay

Centro de Orientación y Colocación Laboral
<http://www.mtss.gub.uy/orientacion/intro.htm>
 ES

This Labour Market Guidance and Placement Center is a comprehensive career development web site developed by the Ministry of Labour and Social Security. It offers guidance, online counselling, self-administered personal assessments and virtual classrooms. It provides information about training options offered by the Ministry in relation to different target groups. Job-search and entrepreneurial skill training information is also provided.

C. Commercial career information

Argentina

Emprendedoras
<http://emprendedorasenred.com.ar>
 ES

This commercial web site for women entrepreneurs has a comprehensive guide and training and employment opportunities. It offers articles related to enterprising, including business plans.

Brunei

wHeRe2KERJA

<http://www.where2kerja.com/>

This commercial web site offers resumé building and posting, job search and career resources (Interviewing Tips, Resumé Advice, Negotiation/Salary, Work-Life Balance).

France

Go

<http://www.go.tm.fr/>

FR

This commercial portal is the job and training site for young graduates and young managers. It offers a wide variety of services, particularly:

- job offers;
- placement opportunities;
- information on graduate opportunities (what employers want, recruitment processes, addresses for sending speculative applications, etc.);
- a “Recruitment News” section plus practical advice (how to draft a CV, covering letter, etc.) on jobseeking;
- information on training courses and particularly on post-graduate courses; and
- links with other useful sites, such as headhunter agencies or “Grandes Ecoles” and universities (web directories).

India

IndiaEducation

<http://www.indiaeducation.info/>

The web site of this national network for education has a career centre with:

- Career options
- Top ten careers
- Interview tips
- Resumé tips
- Group discussion
- Mantra for success
- Career forum
- Career FAQs
- Top ten colleges

Japan

CareerCross

<http://www.careercross.com/en/>

This commercial web site offers job search, CV/resumé posting, resumé writing guides, cover letter tips and interview advice.

Panama

MasTrabajo

<http://www.mastrabajo.com/>

ES

This commercial web site is a free electronic employment exchange, for jobseekers offers the opportunity for resumé posting and job search and, for self-employed persons, the opportunity to display their services. The web site includes a counsellor section on various activities related to job search and news and articles related to the labour market.

Spain

CanalTrabajo

<http://www.canaltrabajo.com/>

ES

This commercial web site WorkChannel provides a comprehensive set of vocational guidance services and extensive information on the labour market, labour relations, telework, job security and governmental authorities. It includes an orientation questionnaire and provides guides on curriculum, interview, etc.

South Africa

Careers.co.za

<http://www.careerinfo.co.za/>

Careers.co.za focuses on information, tools and products for the individual, for counsellors and for institutions which assist people in the choice of a career and in decisions about what and where to study; information to assist with general personal development; and where to find a job and available vacancies.

D. Targeted career information

(a) Sites designed to assist youth

Argentina

Guía Joven

<http://www.i.gov.ar/guiajoven/>

ES

Guía Joven is a youth portal of the City of Buenos Aires. It offers career planning and development resources in three of its sections: Trabajo, Orientación Ocupacional and Orientación Vocacional. The resources include advice on job search and information on labour laws and contracts, institutions offering vocational education programmes and career development.

Australia

Make a Noise – Youth Voice Portal

<http://makeanoise.ysp.org.au/life.asp>

This collaborative initiative between New South Wales Health and the NSW Department of Education and Training has online information on job applications, apprenticeships, finding a new job, job interviews, exam skills, studying at home, study skills and educational institutions.

Source

<http://www.thesource.gov.au/>

The careers section of this government youth site gives information on new apprenticeships, getting a job (resumés, interviews etc.), career advice, job search and starting a business.

Belgium

Dreamit

<http://www.dream-it.be>

FR

This career development web site for youth includes comprehensive information and tools for identifying a suitable course of action in career promotion and taking the necessary steps to realize one's chosen career path.

Canada

nextSteps.org

<http://www.nextsteps.org/>

NextSteps.org offers young Canadians step-by-step guidelines, from career planning through career-seeking to career maintenance.

The resource features hundreds of career profiles, including some demonstration videos. It also has an extensive frequently asked questions site on choosing a career and finding work, as well as online discussion boards.

Youth.gc.ca

<http://www.youth.gc.ca>

EN, FR

Youth.gc.ca is a government web site aimed at young people between 15 and 30. Its extensive section, Jobs, provides guidelines on:

- looking for a job;
- summer jobs;
- career information;
- working abroad;
- getting working experience;
- job listings; and
- starting a business.

The Education section contains an interactive tool, the Student Planner, to help discover one's occupational interests and plan a career. The web site also has a Youth Employment Strategy section, which provides information on this national strategy, implemented under three programmes. One of the programmes, Skills Link, is intended for young people who face specific obstacles in finding work and targets groups which include First Nations youth or persons with disabilities. Online publications/toolkits on career planning, self-employment etc. are also available on this web site.

Singapore

Experience Youth

<http://fcd.ecitizen.gov.sg/TeenageNYouth/ExperienceYouth/>

This government web site has a career page and extensive information on educational and job opportunities.

Spain

5Campus.org

<http://www.5campus.org/empleo>

ES

5Campus.org gives guidance on how to write cover letters, build CVs, prepare for job interviews, create a business and find work.

The web site also provides an extensive list of Internet resources on career development and job search.

South Africa

Umsobomvu Youth Fund

<http://www.youthportal.org.za>

Umbosomvu Youth Fund aims at promoting the job creation and skills development and transfer among young South Africans.

The web site provides the following resources to facilitate career development:

- information and exercises for self-exploration and career planning;
- detailed description of occupations and their skills/educational requirements;
- comprehensive step-by-step guidance on starting a business;
- labour market information and online guides on finding work and other workplace issues;
- a job bank and an internship bank;
- a separate portal for youth development practitioners offering online information resources on supporting self-employment, youth employment and career development programmes.

United Arab Emirates

Career Services of Zayed University

<http://www.zu.ac.ae/cs/index.html>

Career Services offers extensive career development resources for students and, for employers, provides information on how to participate in various career programmes. Resources include a Graduate Recruitment Opportunities Web site (GROW). It helps students to build online CVs; connects students and employers by listing jobs and introducing student CVs to employers; and provides online guides, articles, and information on finding a job.

United Kingdom

Connexions

<http://www.connexions.gov.uk/>

This web site gives career advice, support and information for 13-19 year olds.

Big Trip

<http://www.shell-livewire.org/thebigtrip/>

This is one of the Shell United Kingdom's community investment programmes, helping young people who consider the option of starting their own business. The site is organized in three sections, as cited below:

- Finding yourself – Think about the skills you have developed throughout your life, and create your own personal profile.

- Plan your route – Planning ahead will help you focus on your priorities, whatever you want to do.
- Action planner – Create your own personal action plan! Use the form on this page to set targets for yourself.

An online mentor provides individualized assistance to provide guidance on career planning.

Young Scot Enterprise

<http://www.youngscot.org/channels/trainingwork/>

This Scottish youth portal has a number of sections with career information and guidance:

- Thinking of leaving school?
- Training options
- Looking for work?
- Starting work
- Leaving work
- Self employment
- Who can help?

United States

National Collaborative on Workforce and Disability

<http://www.ncwd-youth.info/>

The NCWD/Youth web site offers resources for administrators, employers, front-line workers and policy-makers serving persons with disabilities and youth. It includes advice on how to facilitate the career development of young people with disabilities.

Resources for the youth and their families include material on work-based learning programmes, support services, youth development and leadership and preparatory experiences. The preparatory experiences section provides information on:

- how to learn about one's interests, strengths and abilities;
- about informational interviews and their advantages;
- types of skills needed to find and keep a job; and
- the role of parents in helping youth prepare for their future.

The web site contains various online publications and guidelines, promising practices and success stories.

(This site is also listed in section 1(c), "Sites designed to assist persons with disabilities".)

Uruguay

Projovent

<http://www.projovent.gub.uy/index2.htm>

ES

This is a government programme for capacity building and the labour market integration of young people. Its web site introduces the three components of the programme: Youth and Employment, World of Work, and Capacity Building for Work.

(b) Sites designed to assist women**Latin America**

*Inter-American Research and Documentation Centre on Vocational Training (CINTERFOR):
Gender, Training and Work web site*

[http://www.cinterfor.org.uy/public/spanish/region/ampro/cinterfor/temas/gender/em_ca_eq/
mod_gra.htm](http://www.cinterfor.org.uy/public/spanish/region/ampro/cinterfor/temas/gender/em_ca_eq/mod_gra.htm)

ES

This web site presents a model for enhancing employability and gender equity and integrates vocational guidance as a component. The site includes a labour exchange system with gender perspective as well as a training and counselling methodology to support employability and equity. The site also provides online publications and successful experiences presentations from a variety of Latin American countries; it offers a toolbox with materials and applications for policy-makers and practitioners.

South Africa

Women's Net

<http://www.womensnet.org.za>

This web site has resources on job and study opportunities, access to new information and communication technologies and on starting and improving small and medium-sized businesses.

United States

Design Your Future

<http://www.autodesk.com/dyf>

Design Your Future is based on a project hosted by the Autodesk Inc. software company between 1997 and 2003. The main purpose of *Design Your Future* is to inspire young women to enter into mathematics-, science- and technology-based occupations. Its web site introduces profiles of women working in technology-related occupations, provides information and knowledge resources on education, and includes a variety of math, science and technology links.

DYF online toolkit (registration required) advises interested employers or businesses on how to start similar career programmes.

Work4Women (by Wider Opportunities for Women)

<http://www.work4women.org/>

Work4Women, by Wider Opportunities for Women (WOW), caters to both women and girls, and professionals and educators. Its web site offers a wide variety of tools and strategies to help women and girls enter occupational fields which are considered "non-traditional" for women. The resources include occupation descriptions, information on training for non-traditional occupations and finding work, and skills self-assessment tools. For women already working in non-traditional occupations, it also provides support resources on how to advance in their careers. Career professionals and educators are advised on how to train, place and support women in non-traditional occupations.

(c) Sites designed to assist persons with disabilities**Australia**

Choosing your path

<http://sites.uws.edu.au/rdlo/disclosure/>

This online resource is aimed at students and employees with disabilities, and employers, educators and support services. It provides information on:

- the options and pathways that persons with disabilities have when deciding to disclose their disability in post-secondary education and employment, and
- the rights, roles and responsibilities of all parties when deciding about disclosing a disability in post-secondary education and employment.

The resources on Education and Employment include guidance for all stages of education or career.

Canada

WORKink

<http://www.workink.com/>

WORKink is a Virtual Employment Resource Centre for persons with disabilities by the Canadian Council on Rehabilitation and Work. This resource centre caters for jobseekers, employers and career professionals by providing online articles, tools and services.

Jobseekers are advised on finding work and on employment programmes for persons with disabilities. An extensive section, *YOUTHink*, specifically addresses the needs of young jobseekers with disabilities.

WORKink also offers innovative online services for jobseekers, such as an employment counsellor online (ECO) responding to questions, and the possibility to create an online profile for job applications. Another online feature is *Divers.I.T.ink*, a recruitment tool that enables employers to post job openings to target qualified jobseekers with disabilities. *Divers.I.T.ink* also links the employers and career practitioners who work with persons with disabilities.

China (Hong Kong)

Interactive Selective Placement Service

<http://www.jobs.gov.hk/isps/default.asp?RunMode=English>

This service of the Hong Kong Labour Department is for persons with disabilities. The web site has three zones: general, employer and jobseeker. The jobseeker zone has job search and resumé-building facilities. The general zone has the Employment Resources Corner, which provides the necessary resources and assistance that disabled jobseekers may need in seeking jobs and preparing for job interviews, as well as newsletters and publications.

Spain

Discapnet

<http://www.discapnet.es/Discapnet/CAstellano/default.htm>

ES

This web site has comprehensive information, guidance and counselling related to employment and training of persons with disabilities. It includes an electronic employment exchange for workers and entrepreneurs. It has links to sites related to training sources regarding orientation, information, jobs and the training of trainers. It contains information about telework and provides a guide to integrate people with disabilities in this modality. It offers a good practices guide, informing enterprises about the benefits of integrating people with disabilities.

United States

National Collaborative on Workforce and Disability
<http://www.ncwd-youth.info/>

The NCWD/Youth web site offers resources for administrators, employers, front-line workers and policy-makers serving persons with disabilities and youth. It includes advice on how to facilitate the career development of young people with disabilities.

Resources for young people and their families include material on work-based learning programmes, support services, youth development and leadership and preparatory experiences. The preparatory experiences section provides information on:

- how to learn about one's interests, strengths and abilities;
- about informational interviews and their advantages;
- types of skills needed to find and keep a job; and
- the role of parents in helping youth prepare for their future.

The web site contains various online publications and guidelines, promising practices and success stories.

(d) Sites promoting self-employment

Chile

RedSercotec
<http://www.redsercotec.cl>
 ES

This government web site, SercotecNetwork, gives guidance in starting and managing a business. It presents support on micro, small and medium-sized enterprises management, through online training, keys of management, online counselling, self-diagnosis tests and tools of management. It offers a virtual documentation centre, with archives, audio-visual material, presentations and publications. It raises opportunities, offers networking possibilities and contacts between those who have business ideas and those who have capital, alternatives of financing, and advice on formulating projects. It also provides relevant information on enterprise communities. It allows options of accessibility for people with disabilities and promotes alternatives for women.

Jamaica

Jamaica Business Development Centre
<http://www.jbdc.net>

This government web site provides support services for Jamaican businesses; it features a business opportunity guide, free online tools, business tips, suggestions and contact information.

Peru

PromPYME
<http://www.prompyme.gob.pe/>
 ES

This government web site for the promotion of small and medium-sized enterprises gives advice in starting a business (practical, legal, technical) and managing one. It offers online training courses, diagnosis tools (to evaluate and certificate) and financial tools for PYMES (small and medium-sized enterprises).

South Africa

Business Referral and Information Network

<http://www.brain.org.za/>

The *Business Referral and Information Network* (BRAIN) programme was initiated by the Department of Trade and Industry. Any individual or small business that needs business information may call the National Centre for assistance. Queries may vary from quite basic ones, for example, "Who can help me finance my business?" to very complex ones concerning manufacturing processes, international markets and patent infringements. Online resources include information and guidance in starting a small business and managing it; growing your business; support for small businesses; business opportunities; and a "Business starter kit".

United States

EntreWorld

<http://www.entreworld.org/Channel/SYB.cfm>

EN, ES, FR, Mongolian

This public service provided by the Kaufman Foundation has online information on business start-up (entrepreneurship as a career, assessing the idea, entry strategies, business plan, etc.), on market evaluation, product/service development, finances, marketing and sales, a legal and taxes feature and technology issues.

My Own Business / Mi Propio Negocio

<http://www.myownbusiness.org/>

EN, ES

MOBI operates as a 501(c)(3) charity and provides an online, 12-session business course for starting and operating a business:

- Deciding on a business
- The business plan
- Basic computer and communication tools
- Organization
- Insurance
- Location and leasing
- Forums and chat
- Accounting and cash flow
- How to finance your business
- E-Commerce
- Buying a business or franchise
- Opening and marketing
- Expanding and handling problems.

E. Practitioner training and development

European Regional Cooperation: Euroguidance Network

<http://www.euroguidance.org.uk/>

Euroguidance is the working title for the Network of LEONARDO National Resource Centres for Vocational Guidance (NRCVG). Established by the European Commission, the NRCVG is a network of resource and information centres, promoting mobility throughout Europe. This network of 65 specialist centres in 31 European countries supports the guidance community and promotes good guidance practice and developments.

The NRCVG, which exist in all EU and EEA Member States and many Central and Eastern European Countries, acts as a link between the guidance services of each country, exchanging information about work, study and training opportunities throughout Europe. Individual NRCVG represent the various Ministries of Education, Training, Labour and Youth across their respective countries.

International Cooperation: Counsellor Resource Centre (CRC) web site at:

<http://www.crccanada.org/crc/>.

The Counsellor Resource Centre (CRC) is an online international resource for career development and employment counselling specialists. It is maintained in partnership by Human Resources Development Canada (HRDC), the national skills and human resources development agency and the International Association for Educational and Vocational Guidance (IAEVG). The site was developed to provide a forum for career development and employment counselling specialists throughout Canada and other countries to share best practices and exchange information.

In 1999, the International Association for Educational and Vocational Guidance (IAEVG) and Human Resources Development Canada (HRDC) agreed to create a working partnership to expand and maintain the CRC for the benefit of career development practitioners. The site now has English, French, Finnish, German and Spanish language versions.

Canada

Canadian Standards and Guidelines for Career Development Practitioners

<http://www.career-dev-guidelines.org/>

EN, FR

The Canadian Standards and Guidelines for Career Development Practitioners is a national initiative, coordinated by a volunteer multi-jurisdictional steering committee, to create and implement standards and guidelines for career development practitioners.

The Standards and Guidelines, available on the web site, are organized into ten documents and include chapters for different specializations, such as Facilitated Individual and Group Learning, Career Counselling, and Work Development. Other online material is also available, including a practical guide on applying the Standards.

Career Circuit

<http://www.vrcdatabase.com/>

EN, FR

Career Circuit is a joint initiative by The Canadian Foundation for Economic Education, the Canadian Youth Foundation, the Canadian Career Development Foundation, and Human Resources Development Canada. It aims at creating a network of youth service sites and supporting them in their efforts to provide youth services in the following areas: career information and planning; training opportunities; internship activities; mentoring opportunities; employment readiness; self-employment readiness; future studies; and personal financial affairs.

The web site includes a Virtual Resource Centre to support the participating youth service agencies. This database is organized around themes, such as Career and Life/Work Exploration and Planning, Education and Training, Work Skills, and Workplace Realities.

Greece

National Centre for Vocational Orientation
<http://www.ekep.gr/english/default.asp>

This government web site is a gateway to counselling and vocational guidance resources and organizations.

Ireland

National Centre for Guidance in Education
<http://www.ncge.ie/>

The National Centre for Guidance in Education is an agency of the Irish Department of Education and Science. The NCGE supports and develops guidance practice in all areas of education. Its web site serves teachers, guidance counsellors, practitioners and people working in other relevant organizations and agencies in the field of education.

The web site has a variety of publications and resources, including a Guidance Counsellor Handbook.

Romania

National Resource Center for Vocational Guidance/Centre National de Ressources pour l'Orientation Professionnelle de Roumanie
<http://www.cnrop.ise.ro>
EN, FR

The centre is part of the European network in vocational guidance. The web site offers the capability to search for educational opportunities in post-compulsory education, to manage data obtained from clients in the counselling sessions and to test students' abilities in choosing a profession. It also includes a set of 27 training modules in the field of guidance and counselling for teachers residing in disadvantaged areas.

United States

National Career Development Association (NCDA)
<http://www.ncda.org/>

The NCDA provides service to the public and professionals involved with or interested in career development, including professional development activities, publications, research, public information, professional standards, advocacy, and recognition for achievement and service. Its web site has an International Career Development Library, which is a free, online collection of full-text resources for counsellors, educators, workforce development personnel, others providing career development services, and a web magazine.

F. Miscellaneous career guidance references

Australia

JobGuide 2005
<http://jobguide.dest.gov.au/>

The *Job Guide* by the Australian Department of Education, Science and Training is aimed at school students preparing for further education and training or entry-level employment. It includes sections on building a career; looking for work; learning pathways; apprenticeships; vocational education and training in schools; and transitions in study, work and career. This web site also includes hundreds of occupational profiles.

One feature is a downloadable Career Information Pack for Parents, informing parents of possible career pathways for their teenagers and advising how they can help their teenagers' careers.

Cayman Islands

The Cayman Islands Chamber of Commerce

<http://www.caymanchamber.ky/employment/self.htm>

The web site offers guidance in the following topics:

- Self-assessment
- What is a resumé?
- The first steps in writing a resumé
- Elements of a resumé
- Resumé do's and don'ts
- Field research
- Writing a cover letter
- The interview
- Types of interviews
- Avoiding the pitfalls
- Searching for a job

United Kingdom

Careers, Education & Training Advisory Board (CETAB) of the World Federation of Khoja Shia Ithnaasheri Muslim Communities

<http://www.world-federation.org/CETAB>

The World Federation of Khoja Shia Ithnaasheri Muslim Communities, established in 1976, supports the educational needs of Muslim communities through its Careers, Education & Training Advisory Board. CETAB's aims are to make quality education available at all educational levels; to prepare and place all 18 year-old boys and girls in institutions of higher learning or vocational training centres; to identify and assist gifted children, outstanding students, and children with disabilities in their educational needs; to provide career counselling for students; provide information on job opportunities; and promote training.

Based on a programme originally implemented in Tanzania, CETAB provides online career counselling for female and male students, adults and professionals. The sessions include identifying personal strengths and weaknesses; skills and interests and possible career paths. They also offer advice on post-secondary degrees, universities, financial aid resources, e-learning degrees and assistance in writing university applications.

United States

Job Hunter's Bible

<http://www.jobhuntersbible.com>

This site, an extension of a classic American book on career development, *What color is your parachute*, offers a Net Guide of information and resources available on the Internet. The guide is organized into:

- tests and advice sites;
- research and information sites;
- contacts sites;
- job-listings sites, and
- resumé sites.

It also has a library consisting of brief articles written for people looking for work or changing careers.

Section 2. General references

This section presents general references of international significance. Because of their broad applicability, several of these references are presented in detail, along with web references.

A. Information resources

1. ILO Occupational Classification System – ISCO 88

The purpose of ISCO-88 is described in Chapter III. ISCO-88 is available to users in English, French and Spanish, and is available as printed volumes, on diskette, and in a Russian version. These references are found on ILO Bureau of Statistics web pages:

- <http://www.ilo.org/public/english/bureau/stat/isco/index.htm> (English)
- <http://www.ilo.org/public/french/bureau/stat/class/isco.htm> (français)
- <http://www.ilo.org/public/spanish/bureau/stat/class/isco.htm> (español)

Other related ILO reference documents:

Introduction to occupational classifications, available at:

- <http://www.ilo.org/public/english/bureau/stat/isco/intro.htm>

Whither the International Standard Classification of Occupations? ILO – 2003, available at:

- http://www.ilo.org/public/english/bureau/integration/download/publicat/4_3_225_wp-09.pdf

2. Association for Computer-based Systems of Career Information (ACSCI) Core Standards for Career Information Systems (US)

These core standards are included in their entirety here and are also found on the ACSCI web site at:

- <http://www.carolinacareers.org/cgm/about/ACSCIStandards.html>

Core Standards Checklist (United States)

- 1. Core information standards:** Career information comprises educational, occupational, industry, financial aid, job search and related information for career development. Career information should be accurate, current, developmentally appropriate, relevant, specific, unbiased, understandable, and valid for intended audiences.

- 1.1. Accuracy**

Information is based upon empirical sources that can be validated or checked for consistency.

Data resources and methodologies are available to users.

Factual information is clearly distinguished from advice or information based on anecdotal reporting.

Information is free from grammatical and spelling errors.

1.2. Currency

Information is reviewed annually and updated at an interval appropriate to ensure currency.

Data resources used are the most current available.

Non-current data is purged or, at a minimum, identified as not current.

1.3. Developmentally appropriate and relevant career information

Intended audiences are identified, and the information is developmentally appropriate and relevant.

1.4. Specificity

Career information includes concrete details.

Career information is realistic.

1.5. Understandable

Information uses language appropriate for the intended audience(s).

Information avoids, as much as possible, the use of jargon and technical language.

The volume of detail is appropriate for the intended audience(s).

1.6. Unbiased

The content is free from stereotypes relating to age, disability, ethnicity, gender, immigration status, nationality, occupation, physical characteristics, poverty level, race, religion, sexual orientation, and social class.

The entity should annually review career information and services to ensure that they are non-discriminatory, unbiased, and free from stereotypes.

Statements are impartial (that is, free from evaluative terms, not biased toward or against one kind of work, education, or user).

The career information serves the interests of end users in their individual career development and does not include or omit information in order to serve the vested interests of the entity, its sponsors, its customers, or any party other than the end user.

- 2. Core delivery standards:** For components to be useful, entities should deliver them so that users will be able to access the components, use or navigate them, and know when linked entities or third parties are providing content or processes to the user.

2.1. User support

Entities provide appropriate contextual guidance that enables use of the product.

Entities identify components for which use requires the assistance or oversight of a trained professional.

2.2. User interface

The interface is appropriate for use by the intended audience.

The interface is accessible to persons with disabilities in accordance with applicable laws.

2.3. Links

The entity has a publicly stated policy for the inclusion of linked components and third-party components.

The entity scrutinizes linked sites to ensure that content is audience-appropriate.

The entity ensures that off-site links are in working order and continue to meet the criteria for inclusion.

Users receive an indication upon leaving the system site and instructions or navigational aids for returning.

- 3. Core support standards:** Entities should provide support, technical assistance, and a method of communicating with users to ensure that the needs and concerns of those using the component(s) are being met. Some examples of support methods include documentation, help files, email, toll-free numbers, letters, and on-site visits.

3.1. Processes

Documentation and methodology is available for all major components of the product or system, including assessments, planning, search/sort, and career management processes.

3.2. Content

Assistance is available upon request to help users understand the information being provided.

3.3. Technical assistance

Assistance is available upon request to aid in the operation of any component(s).

3.4. Access for persons with disabilities

Assistance is available to help users with disabilities to access the information or services being provided.

- 4. Core evaluation standards:** Evaluation is the comparison of performance against standards to determine discrepancies between intended and actual results. The ongoing processes of review and revision should service to improve career information and how it is delivered, methods of meeting customers' needs and organizational goals and objectives.

4.1. Evaluation plan

The entity has an evaluation plan for the product(s) and service(s) it provides.

4.2. Use of feedback

The entity has a process for incorporating feedback from users.

4.3. Research

The entity validates the effectiveness of career information and services through ongoing research and evaluative functions that assess usability, navigability, and appropriateness for specific audiences.

- 5. Core disclosure standards:** A variety of entities develop, manage, and distribute career information components and systems. These entities should clearly and publicly disclose who they are, why they provide career information, for whom their information is intended, and what data sources they use.

5.1. Purpose

The entity clearly identifies its purpose or mission in providing career information.

5.2. Vested interests

The entity discloses any vested interest in the decisions or plans of users.

5.3. Intended audience(s)

The entity clearly identifies intended audiences and makes this information easily available to users.

5.4. Provider contact information

The entity provides contact information to enable users to address questions and feedback to the entity.

5.5. Major sources of information

The entity identifies the major sources used in preparing its career information.

5.6. Appropriate use

The entity describes appropriate use of its career information content and processes.

5.7. Finances

The entity discloses major sources of financial support for its career information development, management, and distribution.

5.8. Data collection and use

The entity discloses what data, if any, are collected about the user and how such data are used.

6. Core confidentiality standards: The entity should strive to maintain the utmost confidentiality and privacy of client data and records.**6.1. Data collection and release**

No data is collected on any individual or shared in any way without the individual's informed and explicit consent.

6.2. Rationale for data collection

For any processing in the programme that is based on client data (for example, name, address, test scores, interests, personal preferences), the programme explains to the user how the data are being used.

6.3. Data security

Client records, records of individual delivery system use, or any other personal data obtained or used by the system for whatever purpose are secure and confidential. There is a provision for erasing client data after services are no longer being provided to that individual.

6.4. Secure processing of confidential data

All transmission and storage of confidential data are through secure processes that maintain the privacy of client data and protect such data from any unauthorized use.

6.5. Research

Any use of data for research purposes excludes any personally identifiable data, except when clients authorize their data to be used for research purposes.

3. Making career sense of labour market information

This publication by Elaine O'Reilly, supported by the Canadian Career Development Foundation, Human Resources Development Canada and the British Columbia Ministry of Advanced Education, provides useful advice about how labour market information can be adapted for career guidance purposes. The publication is located at:

– <http://www.makingcareersense.org>

4. Career information pack for parents

The Jobguide 2005 web site of the Australian Department of Education, Science and Training includes a Career Information Pack for Parents, which presents information that can be used by parents to discuss career issues with their children. This publication is located at:

– <http://www.jobguide.dest.gov.au>

B. Practitioner resources

1. International competencies for educational and vocational guidance practitioners

These competencies are included in their entirety here and are also found on the International Association for Educational and Vocational Guidance (IAEVG) web site at:

– <http://www.iaevg.org/IAEVG/>

Competency framework

(Approved by the General Assembly, International Association for Educational and Vocational Guidance, Bern, Switzerland, 4 September 2003.)

Core competencies

- C1 Demonstrate appropriate ethical behaviour and professional conduct in the fulfilment of roles and responsibilities
- C2 Demonstrate advocacy and leadership in advancing clients' learning, career development and personal concerns
- C3 Demonstrate awareness and appreciation of clients' cultural differences to interact effectively with all populations
- C4 Integrate theory and research into practice in guidance, career development, counselling, and consultation
- C5 Skills to design, implement and evaluate guidance and counselling programmes and interventions
- C6 Demonstrate awareness of client's own capacity and limitations
- C7 Ability to communicate effectively with colleagues or clients, using the appropriate level of language
- C8 Knowledge of updated information on educational, training, employment trends, labour market, and social issues
- C9 Social and cross-cultural sensitivity
- C10 Skills to cooperate effectively in a team of professionals
- C11 Demonstrate knowledge of lifelong career development process.

Specialized competencies

1. Assessment

- 1.1. Accurately and thoroughly conceptualize and diagnose clients' needs based on different assessment tools and techniques
- 1.2. Use the data derived from assessment appropriately and according to the situation
- 1.3. Identify situations requiring referral to specialized services
- 1.4. Facilitate effective referral by means of initiating contacts between referral sources and individuals
- 1.5. Maintain up-to-date listings of referral sources
- 1.6. Conduct a needs assessment of the clients' contexts.

2. Educational guidance

- 2.1. Demonstrate concern for students' potential and the skills to facilitate its achievement
- 2.2. Guide individuals and groups of students to develop educational plans
- 2.3. Assist students in their decision-making process
- 2.4. Assist students to improve their self-awareness
- 2.5. Assist students in their course selection
- 2.6. Assist students to overcome learning difficulties
- 2.7. Motivate and help students to take part in international exchange programmes
- 2.8. Consult with parents on their children's educational progress and development
- 2.9. Assist teachers to improve teaching methodologies
- 2.10. Assist teachers to implement guidance within the curriculum.

3. Career development

- 3.1. Knowledge of career developmental issues and the dynamics of vocational behaviour
- 3.2. Demonstrate knowledge of pertinent legal factors and their implications for career development
- 3.3. Plan, design and implement lifelong career development programmes and interventions
- 3.4. Knowledge of decision making and transition models to prepare and plan for transitional stages: School-to-work transition, Career shifts, Retirement, Job dismissal, Downsizing.
- 3.5. Identify influencing factors (family, friends, educational and financial opportunities) and biased attitudes (that stereotype others by gender, race, age and culture) in career decision-making
- 3.6. Assist individuals in setting goals, identifying strategies to reach them, and continually reassess their goals, values, interest and career decisions
- 3.7. Knowledge of state and local referral services or agencies for job, financial, social and personal issues

- 3.8.** Knowledge of career planning materials and computer-based career information systems, the Internet, and other online resources
- 3.9.** Skills to use these career development resources and techniques appropriately
- 3.10.** Skills to use career development resources designed to meet the needs of specific groups (migrants, ethnic groups and at-risk populations)
- 3.11.** Help clients to build their career and life project.

4. Counselling

- 4.1.** Understand the main factors related to the personal development of clients and the dynamics of their individual behaviour
- 4.2.** Demonstrate empathy, respect and a constructive relationship with the client
- 4.3.** Use individual counselling techniques
- 4.4.** Use group counselling techniques
- 4.5.** Address the needs of at-risk students
- 4.6.** Assist clients in:
 - 4.6.1. Prevention of personal problems
 - 4.6.2. Personality development
 - 4.6.3. Personal problem-solving
 - 4.6.4. Decision-making
 - 4.6.5. Sexual identity
 - 4.6.6. Social skills
 - 4.6.7. Health education
 - 4.6.8. Use of leisure time
- 4.7.** Help clients to develop a personal life plan
- 4.8.** Detection and referral of cases to other specialized services.

5. Information management

- 5.1.** Knowledge of legislation, pertaining to education, training, and work at local, national and international level
- 5.2.** Knowledge of equivalence of degrees and professional qualifications obtained in different countries
- 5.3.** Collect, organize, disseminate and provide up-to-date career, educational and personal/social information on:
 - 5.3.1. Education and training
 - 5.3.2. Occupational information
 - 5.3.3. Employment opportunities
 - 5.3.4. Others (health, leisure ...) (Specify): _____
- 5.4.** Use information technologies to provide educational and occupational information (Databases, computer-based educational and career guidance programmes and the Internet)
- 5.5.** Assist clients to access and use educational and occupational information in a meaningful way.

6. Consultation and coordination

- 6.1.** Consult with parents, teachers, tutors, social workers, administrators and other agents to enhance their work with students
- 6.2.** Demonstrate interpersonal skills needed to create and maintain consultation relationships, goals, and desired behavioural change
- 6.3.** Demonstrate skills in working with organizations (universities, business, municipalities and other institutions)
- 6.4.** Interpret and explain concepts and new information effectively
- 6.5.** Coordinate school and community personnel to bring together resources for students
- 6.6.** Use an effective referral process for assisting students and others to use special programmes, services, and networks
- 6.7.** Skills to coordinate and stimulate students' creativity to build their own programmes (studies and work)
- 6.8.** Skills to build up a good image as a professional.

7. Research and evaluation

- 7.1.** Knowledge of research methodologies, data gathering and analysis techniques
- 7.2.** Promote research projects in relation to guidance and counselling
- 7.3.** Use presentation methods to report the outcomes of the research
- 7.4.** Interpret the results of this research
- 7.5.** Integrate the results of this research into the guidance and counselling practice
- 7.6.** Evaluate guidance programmes and interventions, applying up-to-date techniques and programme evaluation models
- 7.7.** Keep up-to-date with current research findings.

8. Programme/Service management

- 8.1.** Identify target populations
- 8.2.** Conduct needs assessment
- 8.3.** Inventory resources relevant to programme planning and implementation
- 8.4.** Knowledge about relevant current literature, trends and issues
- 8.5.** Promote community awareness of the programmes and services
- 8.6.** Manage (design, implement, supervise) programmes and interventions
- 8.7.** Evaluate effectiveness of the interventions
- 8.8.** Use results to effect programme enhancement by recommending institutional/ agency improvements
- 8.9.** Skills to organize and manage the educational, counselling, guidance and placement services
- 8.10.** Manage and supervise personnel
- 8.11.** Promote staff development.

9. Community capacity building

- 9.1.** Skills to develop relationships with key community partners
- 9.2.** Conduct analysis of human and material resources
- 9.3.** Conduct needs assessment of the community
- 9.4.** Work with the community to effectively use these resources to meet their needs
- 9.5.** Work with community to develop, implement, and evaluate action plans to address economic, social, educational and employment goals
- 9.6.** Work with local, national and international resource networks for educational and vocational guidance (for example, IAEVG).

10. Placement

- 10.1.** Coach clients in job-search strategies
- 10.2.** Use of the Internet in the job-search process
- 10.3.** Present work opportunities to clients and facilitate their appropriate job selection
- 10.4.** Liaison with employers and with education and training providers to obtain information on the opportunities they offer
- 10.5.** Consult with policy-makers
- 10.6.** Follow-up on placement suggestions
- 10.7.** Match individuals to particular vacancies in employment, education or training
- 10.8.** Support clients with employment maintenance.

2. Vocational assessment inventories

- 1.** Support for learning (<http://www.support4learning.org.uk/jobsearch/assess.htm>).
This United Kingdom site provides an extensive inventory of links to vocational assessment tests, including several that can be taken online.
- 2.** Minnesota ISEEK (Internet System for Education and Employment Knowledge-United States) <http://www.iseek.org/sv/81002.jsp>
This American site provides an inventory of links to a variety of vocational assessment tests, including several that can be taken online.

3. Career guidance practitioner processes

The following model processes (by Catherine Casserly of the Department of Human Resources and Skills Development, Canada) provide steps for career-practitioner interventions with clients as well as the framework for a counsellor's manual. These processes and the manual outline could be adapted for use by front-line career guidance practitioners (schools, agencies, government services) on a day-to-day basis.

- A.** The counselling assessment and problem-solving process
- B.** The individual needs determination process
- C.** The client action plan
- D.** The case management process
- E.** Outline for a counsellor's manual.

A. The counselling assessment and problem-solving process

Purpose:

The process assists the counsellor or employment specialist to fully understand that their role within the total delivery of services leading to the effective employment of clients is to be based upon the unique employment-related needs of each client.

Description:

The model describes the 12 tasks of the assessment component of employment counselling as well as the counsellor actions within each of the 12 tasks. Tasks are described in four phases.

Phase 1: Identification of the employment difficulty

Step 1. Establish a collaborative relationship

- Mutual respect and genuineness
- Agreement as to the nature of the work to do together
- Free sharing of information
- Respect for the privacy of the client.

Step 2. State the employment challenge, obstacle or difficulty

- Usually remains very global at this point
- Obtain the client's perspective on the issue.

Step 3. Formulate the constraint statement

- Use the client's words
- Delineate the cause of the employment difficulty from the client's perception.

Step 4. Establish the purpose of the interview

- Introduce the purpose of the interview and verify client's motivation to the process
- Pay attention to signs of resistance manifested by the client.

Phase 2: Clarification of the employment difficulty

Step 5. Clarify the cognitive, affective, behavioural and contextual aspects of the difficulty

- Identify the client's thoughts, perceptions and assumptions
- Determine the client's feelings and emotions resulting from the difficulty
- Identify the actions which clients have undertaken in order to resolve their difficulty
- Define the impact of the difficulty on the client's life.

Step 6. Clarify personal and environmental resources and limitations in relation to the employment difficulty

- Identify who the client is (i.e. education, aptitudes, motivation, interests, abilities, challenges)

- Define the client's environment (resources, support, available services, etc.).

Step 7. Clarify the client's values in relation to the employment difficulty

- Help clients to identify their values and define the impact on their employment situation.

Phase 3: Development of an action plan

Step 8. Formulate a counselling goal and generate options

- Transform the revised constraint statement into an action statement, for example, "If I want to then I must ..."
- Brainstorm possible solutions.

Step 9. Validate and prioritize options

- Analyse the pros and cons of each option, considering the client's resources and limitations
- Choose the most appropriate option to resolve the employment difficulty.

Step 10. Establish the Action Plan

- Translate the priority options into mutually agreed upon concrete actions
- Validate client motivation and commitment.

Phase 4: Implementation and evaluation

Step 11. Verify the achievement of the counselling goal

- Encourage, support and guide the client
- Verify if action plan activities are completed
- If goal is not achieved, examine the situation and modify the actions or goal, if required
- Record and document.

Step 12. Determine client self-sufficiency

- Both the counsellor/employment specialist and the client assess if they can independently pursue a goal in any of the four employability dimensions.

B. The individual needs determination process

Purpose:

To help counsellors with a client-centred approach to identifying, in a collaborative way, any employment needs that could be addressed by referral to an appropriate intervention provided by the employment counselling service or a community partner, and to identify and provide the support and follow-up required to ensure positive outcomes.

Description:

The individual needs determination interview is a three-phased, eight-phased process that has the four employability dimensions: (1) Career decision making; (2) Skills enhancement; (3) Job search; and (4) Employment maintenance as its basis.

Phase 1: Needs determination:

- Open interview
 - Greet the client and make the introduction
 - Establish client objective
 - Establish the purpose of the interview (collaborative process)
 - Confirm target (i.e. eligibility for available programmes and services)
 - Refer non-target to other available services or resources
- Gather information
 - Gather data on employability of client
 - Determine client's occupational goal (may require research on the part of the client)
 - Determine whether client meets occupational requirements (including qualifications, certifications, and licences)
 - Determine client's ability to look for work (for example, transportation, child care, clothes)
 - Determine client's ability to maintain work (for example, health, child care arrangements, transportation, housing)
 - Gather data on eligibility for available income support programmes
 - Gather data on personal and financial needs
- Determine needs
 - Summarize the information obtained and confirm with client
 - Identify need(s) of client
 - Obtain client's agreement on identified need(s)
- Examine eligibility
 - Summarize information and compare to programme eligibility requirements, for example, age, citizenship, gender
 - Confirm client understanding
- Examine options and interventions
 - Describe and link appropriate and available options to the identified need(s)
 - Assist client in choosing the options relevant to identified need(s)
 - Confirm selection for further services
 - Review rights and obligations as needed
 - Agree on option:
 1. Referral, if appropriate, to another service or organization
 2. Develop action plan.

Phase 2: Action planning

- Develop Action Plan
 - Discuss and develop action plan steps
 - Conduct financial assessment (if appropriate)
 - Finalize action plan
 - Establish dates for follow-up meetings
- Obtain client commitment to Action Plan
 - Outline follow-up and time frames
 - Ensure financial commitment (if appropriate)
 - Ensure action plan commitment
 - Identify counsellor, employment officer or case manager
 - Close interview.

Phase 3: Documentation completion

- Complete documentation (paper, forms, e-forms).

C. The client action plan

The client's action plan is a series of steps or activities developed by the client and the service provider (counsellor, employment specialist) to assist clients in overcoming their employability needs and to support the achievement of their employment goals.

Employability needs include:

- 1.** Career decision-making includes the skills and knowledge related to making career choices or to being able to come to one or more decisions regarding a career choice.
- 2.** Skill enhancement includes the generic or essential skills associated with most occupations, and the specific skills required for a specific occupation.
- 3.** Job search skills are skills required for effective job search or for independence in job search.
- 4.** Job maintenance skills deal with the competencies related or conducive to an individual's jobs stability, i.e. ability to maintain or retain employment.

The client's action plan includes the options and interventions that the client decides are the most appropriate to address his/her need.

The action plan must contain the following:

- clear agreement on what the intervention consists of
- clear statement of responsibilities of client and of service provider
- clear agreement of planned date of completion of intervention
- clear agreement of where the intervention will be completed
- statement of what the action is intended to achieve or address.

D. The case management process

Purpose:

To provide counsellors and employment officers with a process that ensures clients (who are involved in activities designed to meet identified employment needs) receive the ongoing support and follow-up necessary to promote successful completion and positive results.

Description:

The Case management model is an eight-stage process that is a combination of client-centred support activities and timely documentation of clients' progress up to and including recording outcomes and results of clients' efforts to resolve their employment and career problems (i.e. find decent work or return to school).

1. Review client action plan

(prepared as part of the Individual needs determination process)

- Prior to meeting with client, review all existing documentation and notes and ensure that all documentation is clear and complete
- Gain clear understanding of client's needs, resources, issues, opportunities and plans
- Identify any inconsistencies, inaccuracies or potential problems
- Review financial aspects (for example, did client receive any promised financial assistance).

2. Contact client for follow-up

- Contact client in person or by telephone
- Explain purpose of client follow-up as part of case management, i.e. to record successes and addresses challenges and problems
- Clarify client's expectation of the follow-up intervention as part of the agreed-upon action plan
- Identify any inconsistencies, inaccuracies or problems
- Verify client's understanding as compared to written documentation
- Revise records with any new or changed information
- Confirm next follow-up date.

3. Confirm commitment

- Validate client's commitment to action plan
- Confirm the counsellor or employment specialist's support of the action plan
- Confirm commitment of counsellor or employment specialist to follow through on their component of agreed upon activities, for example, obtain labour market information or financial support.

4. Coordinate intervention activities

- Liaise with service providers, for example, a training institution, a community health facility or specialized counselling services
- Confirm start and finish dates for client's intervention
- Ensure that service provider can meet expected service standards to meet identified needs
- Monitor client's progress (in-person, phone)
- Record information on client's file.

5. Support client progress

- Throughout the process, support client by providing encouragement and reinforcement
- Determine continued suitability of intervention(s)
- Identify and address any problems/concerns as they arise
- Recommend remedial action if necessary
- Ensure that client is aware of consequences of actions
- Document any changes
- Verify if needs are met, i.e. problems resolved satisfactorily.

6. Reassess or adjust action plan

- Work with client to adjust action plan as necessary, i.e. record progress or problems and how resolved.
- Ensure that client is fully aware of content of action plan and expresses commitment to it.

7. Choose action plan

- Confirm completion of action plan (in part or in whole) with client
- Determine outcomes/results
- Record outcomes/results.

8. Follow-up

- If possible, follow-up with client at predetermined times, for example, at one month, and at four months, to identify client success or need for further interventions.

E. Outline for a counsellor's manual

A sample table of contents could include:

1. Vision statement for the organization and the service, which varies if it is education system or employment services
2. Contact points – who to call for help. May include main office, and community resources
3. Organizational directives including budget-related requirements
4. Organizational objectives, deliverables and accountabilities: for example, an action plan for the short and medium term for the organization as a whole and this office in particular. Short term: this calendar year, for example, the goal is to place 70 per cent of all clients in jobs which they keep for a minimum of three months; and to have 90 per cent of all students complete applications for post-secondary training. Long term: to improve placement rate by 20 per cent over three years, to increase number of programmes and services offered by a factor of 3 over three years. To complete an evaluation of programme success at the end of three years, i.e. degree to which goals achieved.
5. Programme names, descriptions, eligibilities
6. Information on income assistance programmes and how to get them
7. Related programme information, for example, how to apply to a post-secondary institution, possible available financial help available
8. Reference materials, for example, if a catalogue is available to order materials
9. How to search for and interpret labour market information, for example, use of news papers
10. Record-keeping requirements, including tabulation of results and how to aggregate them
11. How to promote their services with clients – workers, employers, students
12. Privacy issues – how to respect client information, especially when sharing files
13. Internet references that are useful – categorized by whether they are for counsellor training, information for students, information for worker clients or assessment tools
14. Counsellor competencies and how to achieve and retain them
15. Community resources for problems and issues that are not strictly speaking employment issues, for example, health issues, addictions, need for housing
16. How to prevent personal and professional burnout.

All materials are dated so that out-of-date information can be discarded when no longer relevant.

4. Employment counselling, career guidance and occupational information

Provided through a public employment service.

This ILO Guide by Catherine Casserly provides a useful framework for the provision of in-person counselling through the public employment service. It is located on the ILO web site at:

– <http://mirror/public/english/employment/skills/empserv/public/publ/index.htm>

C. Policy guidelines

1. Career guidance: A handbook for policy makers

This Organization for Economic Cooperation and Development (OECD) Guide summarizes the findings of national reviews of career guidance policies that were conducted in 2001/03 in 36 OECD and European countries and three non-European middle-income countries. It is located on the OECD web site at:

– <http://www1.oecd.org/publications/e-book/9104021E.PDF> or from OECD Publications.

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