

# FRAMEWORK FOR CAREER GUIDANCE FOR YOUNG PEOPLE

A service document for careers professionals that offers guidelines for shaping and implementing career education and guidance policy at educational institutions.



euro | guidance  
Nederlands Loopbaankennispunt EU

[www.euroguidance.nl](http://www.euroguidance.nl)



# COLOPHON

## Framework for career guidance for young people

### TITLE

#### **Framework for career guidance for young people**

A service document for careers professionals that offers guidelines for shaping and implementing career education and guidance policy at educational institutions.

### COMPOSITION

This document was written in consultation with a large number of parties from professional practice and scientific experts, and was supported by the Netherlands Association of VET Colleges, the Dutch Secondary Education Council and the Ministry of Education, Culture and Science.

### EDITION

December 2017

© Euroguidance, the Netherlands

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without permission from the publisher.

Euroguidance is powered by CINOP Public programmes.

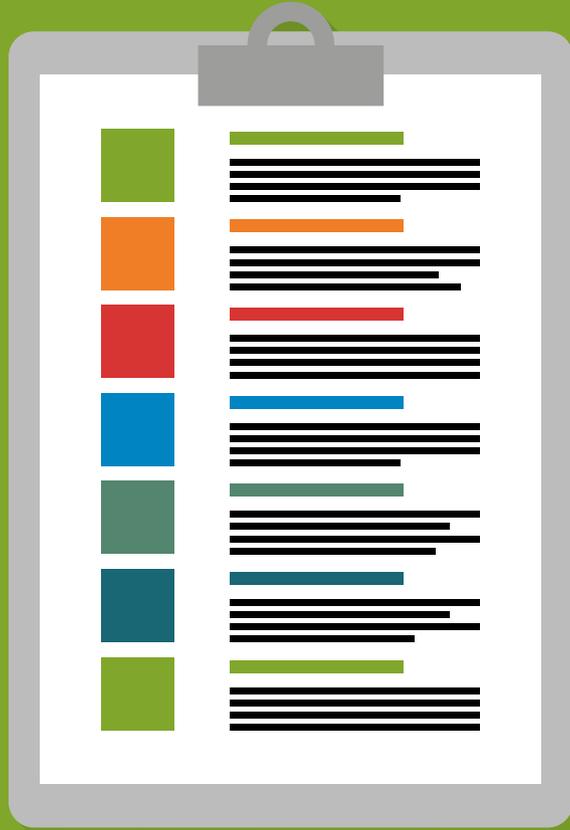


This publication was produced with the support of the European Commission. This publication is the sole responsibility of its author and the European Commission accepts no liability for the use that may be made of the information contained in it.

# INHOUDSOPGAVE

## Framework for career guidance for young people

	<b>INTRODUCTION</b>	4
	<b>VISION AND POLICY ADVICE</b> Description of career guidance roles for young people	10
	<b>EDUCATION AND GUIDANCE</b> Description of career guidance roles for young people	14
	<b>ORGANISATION</b> Description of career guidance roles for young people	18
	<b>COOPERATION</b> Description of career guidance roles for young people	22
	<b>REFERENCES</b>	26



# INTRODUCTION

Framework for  
career guidance  
for young people

# INTRODUCTION

1 The following educational and related organisations were consulted: Netherlands Association of School Guidance Practitioners, Association of Career Guidance Practitioners in Secondary Education, Netherlands Association of Career Guidance Professionals, Professional Association of VET Practitioners, Social Security Agency, Dutch National Union of Students, the Onderwijscoöperatie cooperative (a professional development organisation for teachers), National Information and Expertise Centre for Transitioning to Higher Professional Education, Association of Secondary School Students, Christian Trade Union for Young People, Association of Students in Higher Education, Association of Students in Senior Secondary Vocational Education, Convention of Directors of Teacher Training Institutions, the Master's programme Educational Needs, the Saxion programmes HRM and Applied Psychology, the National Convention of Applied Psychology Programmes, the Fontys teacher training programme and the Fontys/National Convention of HRM Programmes. The following scientists were consulted: Prof. Marinka Kuijpers (Open University),

**The present framework is a service document for careers professionals that offers guidelines for shaping and implementing career education and guidance policy at educational institutions. This document was written in consultation with a large number of parties from professional practice and scientific experts<sup>1</sup>, and was supported by the Netherlands Association of VET Colleges, the Dutch Secondary Education Council and the Ministry of Education, Culture and Science.**

**This non-binding framework supports the following objectives:**

- **To support the efforts of careers professionals to improve the quality of career development and guidance for young people in school<sup>1</sup>.**
- **To promote internal discussions at educational institutions: Do we all mean the same thing by career guidance? What are our expectations regarding the quality of careers professionals?**
- **To achieve better coordination between the training offered by career education and guidance institutions and the demands and preferences of the target audience.**
- **To support the HR policy of educational institutions and the professional development of careers professionals.**

**The term 'young people' covers students in secondary education, students in upper secondary vocational education and students in higher professional education. It may also refer to clients, customers or applicants in the context of getting young people into work<sup>2</sup>.**

## **Intended target audience of this framework**

In the first instance, this framework is intended for secondary education and upper secondary vocational education. However, it may also be used in higher professional education, provided the terminology is adjusted in a few places. This document has been developed for the following

three target groups:

- Supervisors of young people during the primary education process (teachers/tutors/coaches);
- Specialist guidance counsellors (career education and guidance counsellors/careers advisers/career teachers);
- Career education and guidance coordinators and policymakers (career teachers/career education and guidance counsellors/managers).

## How to read this framework

### Target groups

The framework is divided along the lines of three target groups:

1. Supervisors of young people during the primary education process (teachers/tutors/coaches);
2. Specialist guidance counsellors (career education and guidance counsellors/study careers advisers/career teachers);
3. Career education and guidance coordinators and policymakers (career teachers/career education and guidance counsellors/managers).

Throughout the framework, the term 'career guidance' refers to both career education and guidance.

### Description of roles and expertise

The framework for career development and guidance professionals has been elaborated for each of these three target groups in terms of:

1. the description of expected roles;
2. the expected expertise.

In the description of roles and expertise, no distinction is made between different target groups of young people. Each young person deserves suitable career guidance, irrespective of their background, capabilities, personal characteristics or ambition.

This framework is limited to a description of the roles and expertise of guidance counsellors. The more general roles and expertise of teachers have not been included on purpose. Matters such as self-reflection among teachers, general teaching skills, ICT skills, etc. are considered self-evident.

Dr Mariëtte Lusse (Rotterdam University of Applied Sciences), Dr Peter den Boer (West Brabant Regional Training Centre), Dr Pieter Baay (Expertise Centre for Vocational Education and Training) and Ms Femke Bijker (University of Groningen). In addition, careers professionals at the following educational institutions were consulted: Central Netherlands Regional Training Centre, Buitenhout College, MBO Utrecht, Eckart College, Sint Lucas, Mondriaan Regional Training Centre, De Leijgraaf Regional Training Centre, Helicon, Wellant College and Rotterdam University of Applied Sciences.

- 2 Not all definitions have been elaborated in full. This is to promote internal discussions at educational institutions about their philosophy regarding what those terms mean.

### Focus areas

The framework consists of a description of the roles and expertise for the three target groups described above, specified by the four focus areas from the career education and guidance scan:

1. Vision and policy;
2. Education and guidance;
3. Organisation;
4. Cooperation.

### How to use this framework

This framework is intended to serve as a guide for internal discussions at educational institutions about career education and guidance. Many educational institutions already have a well-established careers policy in place, whereas at other institutions this is still in the early stages. This framework may be useful for all types of educational institutions. The description's point of departure is the *preferred* situation. To stimulate the personal growth of professionals, the bar for quality has been set intentionally high.

Depending on an educational institution's organisation, roles described in this document as intended for the second and third target groups may be reassigned to career education and guidance professionals involved in the primary process. The activities of the second target group (specialist guidance counsellors) are therefore complementary to those of the first target group (supervisors during the primary education process).

The description of roles and the distribution of expertise across the various roles described here is an example derived from professional practice. It is not intended as a blueprint. Educational institutions are free to shape roles in line with their own philosophy and may choose to add (regional) specialisations.

You will find boxes to the right of the role and expertise descriptions in the tables. You can tick these in order to obtain an insight into the career education and guidance you offer. Bear in mind, however, that this is not intended to be a box-ticking exercise for performance review or educational inspection purposes. The descriptions merely serve to guide the discussion about career education and guidance.

### How and why this framework came into being

In 2015, a needs analysis<sup>3</sup> was carried out to assess the need for additional tools for career guidance, followed by a field consultation to coordinate the outcomes of the analysis with the

3 Also in view of the career education and guidance letter sent by the Ministry of Education, Culture and Science to the Dutch House of Representatives on 28 September 2016.

main stakeholders. This revealed that it would be meaningful to conduct further research into whether a career guidance framework would be of use to young people, and if so, how. This document is based on a number of publications from the scientific and professional fields (see References, Sources, page 28). These publications served as input for the specific role and expertise descriptions for guidance counsellors. When writing these descriptions, we made a distinction between three separate guidance roles, acting on the advice of experts from professional practice.

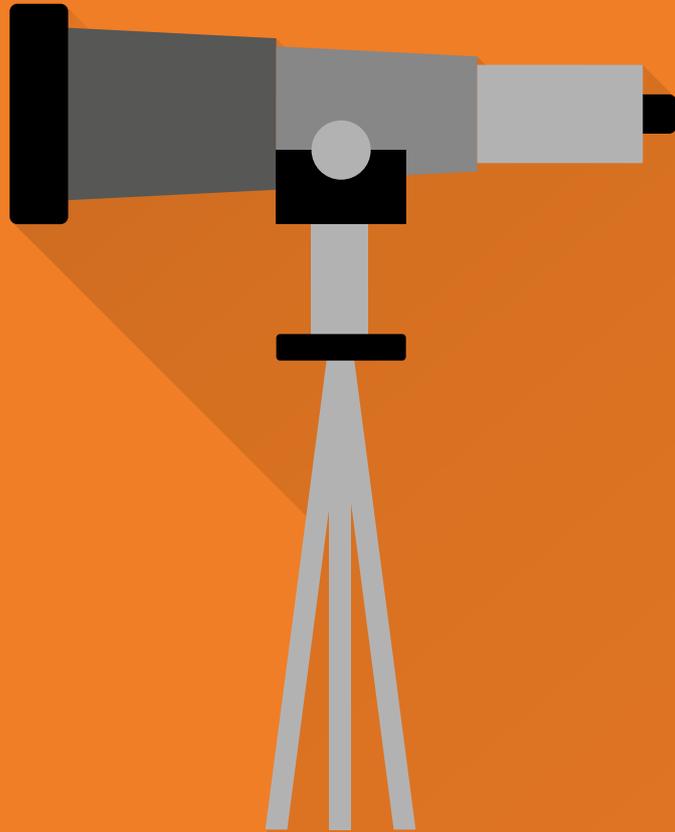
We used the focus areas from the career education and guidance scan for secondary education and upper secondary vocational education to add structure to the roles and the expertise described in the tables. A draft version of this framework was submitted to various stakeholders and experts (see References, Field consultation, page 30) for an extensive field consultation in November 2016. Further drafts were submitted to a variety of interested parties and experts in February, March and April 2017 through sounding board sessions, interviews and a questionnaire. The input thus obtained has been used to arrive at the present final version of the framework.

### **How the framework will be followed up**

This document forms the basis for a more concise version, including a guide, intended for various users in the educational sector. The cross-sector career education and guidance expertise centre will coordinate the development of a version for the public with the Netherlands Association of School Guidance Practitioners, the Association of Career Guidance Practitioners in Secondary Education, Euroguidance and the educational institutions themselves.

### **Euroguidance Netherlands**

This framework for career guidance for young people has been developed by Euroguidance Netherlands. Euroguidance Netherlands is the EU's Dutch centre of expertise for career guidance with regard to lifelong learning. Its objective is to gather and increase knowledge and expertise across both the Netherlands and Europe through knowledge sharing, tool development and research into better career guidance for all people of all ages, including target groups with special needs. In addition to improving the quality of career guidance through the professional development of guidance counsellors, Euroguidance promotes increased mobility and cooperation in terms of career development across both the Netherlands and Europe. The focal point of this approach is linking these objectives to developments in the Netherlands, in addition to broadening and deepening Dutch perspectives by learning from other European countries. More information, visit [www.euroguidance.nl](http://www.euroguidance.nl).



# VISION AND POLICY ADVICE

Description of  
career guidance roles  
for young people

## VISION AND POLICY ADVICE

### Key:

- A = Qualifications file for upper secondary vocational education teachers
- B = Career education and guidance: professional development in all its shapes and sizes
- C = Netherlands Association of Career Guidance Professionals requirements
- D = Generic Knowledge Base for grade-two teacher training programmes and addendum
- E = Proposal to readjust the standards of teaching competence (Onderwijs-coöperatie cooperative)
- F = NICE Handbook for academic training of career guidance and counselling professionals
- G = Programme Recognition Framework: Guidance Counselling (Ireland)
- H = Panorama – Professionalising Career Guidance
- I = Basic teaching qualifications (BTQ) of the Association of Universities in the Netherlands (2008)
- J = Saxion's study career counselling philosophy and requirements (April 2014)
- K = University job classification system (UFO) profile for study advisers



Supervisors of young people during the primary education process (teachers/tutors/coaches)



Specialist career education and guidance professionals (career education and guidance counsellors/study careers advisers/career teachers)

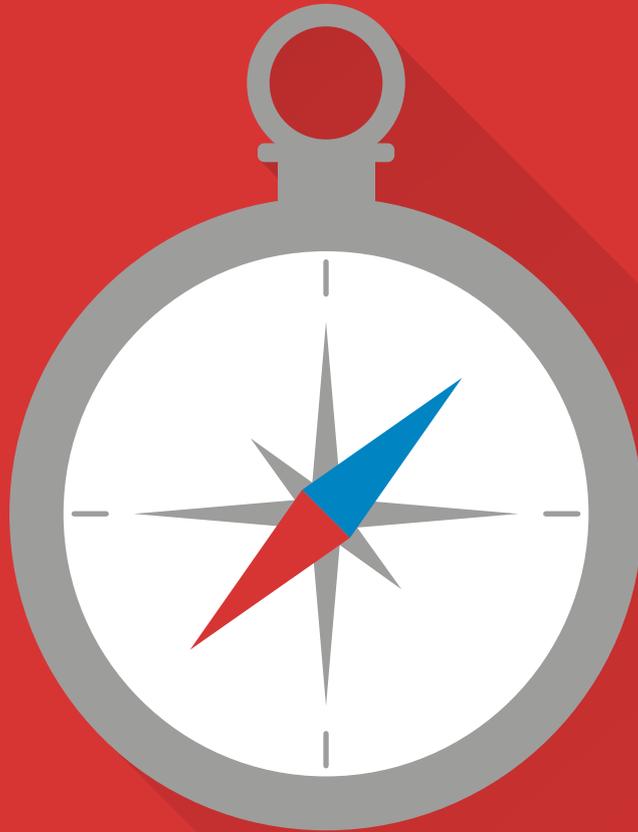


Career education and guidance coordinators and policymakers (career teachers/career education and guidance counsellors/managers)

Role	Role description		
	Take note of the career guidance philosophy and objectives of their own institution (A, C <sup>a</sup> )	0	
	Take note of current career education and guidance theories (A, C)	0	
	Take note of a career-oriented learning environment and actively help shape it (D, F)	0	
	Evaluate the quality and effect of their own career education and guidance activities (F, G)	0	
	Investigate current career education and guidance theories (A, C)	0	
	Research and investigate career education and guidance challenges within their own organisation and engage in dialogue with primary process supervisors and the MT (G)	0	
	Evaluate the quality and effect of career education and guidance activities and actively involve young people in this (F, G)	0	
	Create awareness and a sense of urgency about career guidance among primary process supervisors and the MT	0	
	Request information, proposals and possible solutions from primary process supervisors and the MT and engage in dialogue with all parties involved about amending the philosophy/policy and its educational integration (C)	0	
	Monitor the quality of career education and guidance and propose improvements/innovations in consultation with all parties involved (PDCA cycle) (F, G)	0	

Expertise	
Know the career education and guidance philosophy and objectives of their own institution (D, F)	0
Develop their own philosophy or support the team's philosophy (derived from the institution's philosophy) regarding career education and guidance, with ownership as the point of departure	0
Recognise their own role within the career education and guidance system	0
Know the legal frameworks regarding career education and guidance	0
Know the career guidance literature and stay up to date (A, F, G)	0
Know current theories about the development of self-guided learning and keep their knowledge up to date (A, C)	0
Able to evaluate the quality and effect of career education and guidance activities and involve young people in this (F, G)	0
Make use of alumni experiences	0
Know which tools to use to monitor career education and guidance and are able to suggest improvements in accordance with the PDCA cycle (F, G)	0
Able to show the effects of thorough career education and guidance to primary process supervisors and the MT and demonstrate the consequences if this is neglected	0
Able to advise the MT regarding decision-making by supplying information, proposals and possible solutions to amend the philosophy/policy and able to involve career education and guidance professionals in this (C)	0
Able to develop careers policy on the basis of new insights and evaluation and research outcomes (F, G, H)	0
Able to use suitable research and inventory methods to investigate career education and guidance challenges (G)	0
Able to put research outcomes into practice by drawing up the right policy for career education and guidance professionals and the MT (G, H)	0

4 The letters in brackets refer to the documents (downloads) in which these role descriptions are described (both directly and indirectly and often in other words). See the key on page 28 and 29.



# EDUCATION AND GUIDANCE

Description of  
career guidance roles  
for young people

## EDUCATION AND GUIDANCE

### Key:

- A = Qualifications file for upper secondary vocational education teachers
- B = Career education and guidance: professional development in all its shapes and sizes
- C = Netherlands Association of Career Guidance Professionals requirements
- D = Generic Knowledge Base for grade-two teacher training programmes and addendum
- E = Proposal to readjust the standards of teaching competence (Onderwijs-coöperatie cooperative)
- F = NICE Handbook for academic training of career guidance and counselling professionals
- G = Programme Recognition Framework: Guidance Counselling (Ireland)
- H = Panorama – Professionalising Career Guidance
- I = Basic teaching qualifications (BTQ) of the Association of Universities in the Netherlands (2008)
- J = Saxion's study career counselling philosophy and requirements (April 2014)
- K = University job classification system (UFO) profile for study advisers

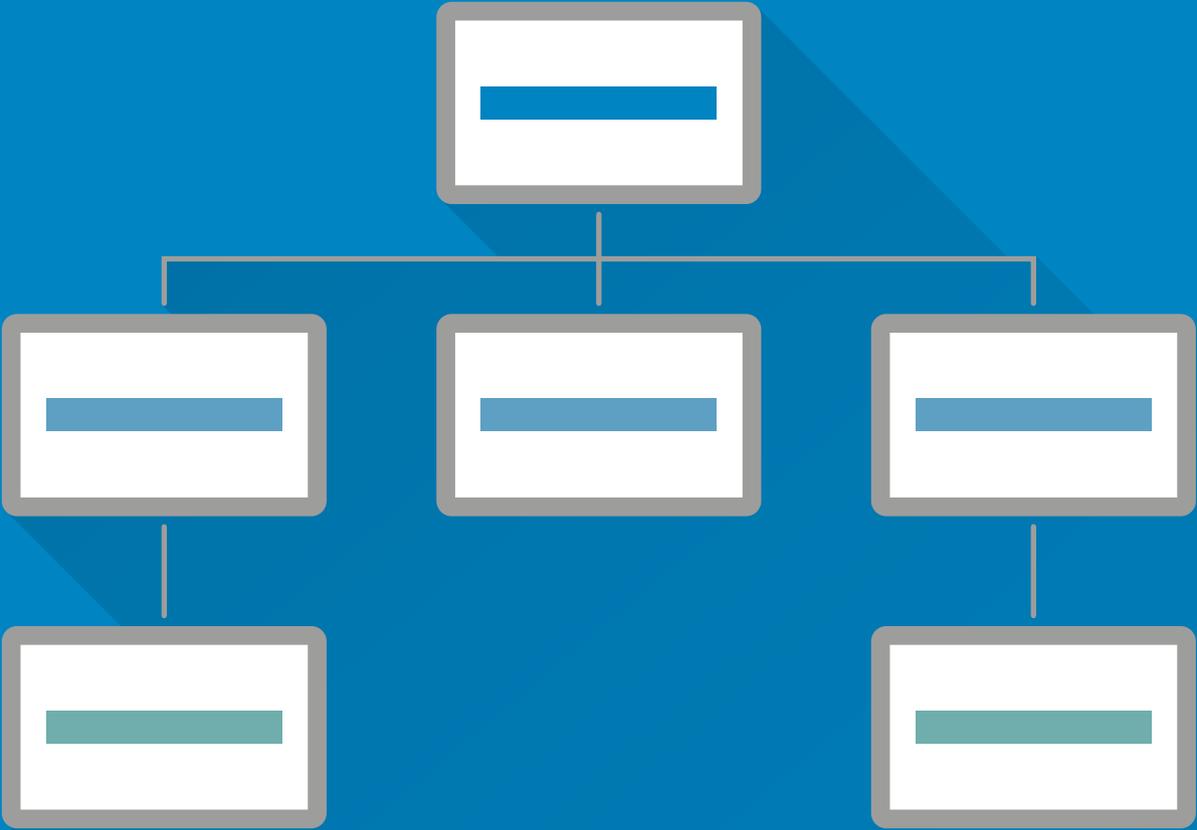
Role	Role description	
	Provide guidance during (formative) experiences aimed at developing career competences and obtaining an insight into future educational, work or labour market perspectives, and during reflection on these experiences (A, B, D, E, F, G, K <sup>3</sup> )	0
	Supervisors of young people during the primary education process (teachers/tutors/coaches)	0
	Monitor the progress of young people's career processes (A, B)	0
	Take action in case of difficulties during the career process and refer young people to specialist guidance counsellors (D, G, J, K)	0
	Specialist career education and guidance professionals (career education and guidance counsellors/study careers advisers/career teachers)	0
	Provide specific information (about study or career choices) for the benefit of young people's transition to further education and/or the labour market, organise specialist career education and guidance activities	0
	Design the primary career guidance process, assignments, etc. in consultation with guidance counsellors	0
	Career education and guidance coordinators and policymakers (career teachers/career education and guidance counsellors/managers)	0
	Advise primary process supervisors about the development or judicious purchase of more in-depth career education and guidance assignments and tests that match the institution's philosophy, in consultation with primary process participants (A, F, G)	0

Expertise	
Able to use the five career competences <sup>6</sup> when conducting and supervising career education and guidance activities and career discussions	0
Possess some knowledge about further education and the labour market (A, C, F, G)	0
Support young people during the process of positive reflection on their own actions and experiences (F)	0
Able to supervise and stimulate young people on the road towards a self-guided discovery of their talents, ambitions and suitable next steps and to link this supervision to experience-oriented practical assignments, which can be formative experiences (C, D, H, J)	0
Be mindful of signs of procrastination, choices unduly influenced by parents or peers, loss of identity, etc. and able to make these a topic of discussion (D)	0
Able to communicate effectively (both verbally and non-verbally) by listening actively, asking open and closed questions advisedly, giving and receiving future-oriented feedback in the sense of 'feedforward' <sup>7</sup> and using appropriate discussion techniques (e.g. giving space, confronting, advising) (C, D, F, G)	0
Able to encourage young people to view their ideas in a wider context and monitor feasibility and realism (C)	0
Able to supervise young people while they develop a professional identity through (formative) experiences (J)	0
Able to prepare young people for the labour market	0
Able to stimulate young people to develop and use their social networks (D)	0
Able to monitor the progress of the career process (A, B)	0
Possess extensive knowledge about further education, study choice, financial aid, professional skills, job requirements, the professional field and the labour market and use these for career guidance and in discussions with primary process supervisors	0
Know about motivational theories, working systematically, personal characteristics, switching and dropping out (D)	0
Able to hold in-depth career discussions (F)	0
Know a variety of coaching and supervision techniques	0
Know the right tests to administer and the added value of such tests on top of the information gleaned through discussions with young people (F, G, H)	0
Able to select the right methodology and one that matches the institution's philosophy in a systematic fashion and in consultation with career education and guidance professionals (A)	0
Able to design career education and guidance activities	0
Able to monitor the quality of the career-oriented learning environment or the career education and guidance curriculum (integrated into the whole of young people's education)	0

5 The letters in brackets refer to the documents (downloads) in which these role descriptions are described (both directly and indirectly and often in other words). See the key on page 28 and 29.

6 Who am I? What do I want? What kind of work suits me? What do I want to be? Who can help me with this? Kuijpers, M., F. Meijers & J. Bakker (2006a). *Krachtige loopbaangerichte leeromgevingen in het (v)mbo: hoe werkt het? (Powerful career-oriented learning environments in intermediate and upper secondary vocational education: how do they work?)*. Driebergen: HPBO.

7 Explanation of 'feedforward' in Frans Meijers (2015). *Loopbaanreflectie en docenten* (Careers reflection for teachers).



# ORGANISATION

Description of  
career guidance roles  
for young people

**Key:**

A = Qualifications file for upper secondary vocational education teachers

B = Career education and guidance: professional development in all its shapes and sizes

C = Netherlands Association of Career Guidance Professionals requirements

D = Generic Knowledge Base for grade-two teacher training programmes and addendum

E = Proposal to readjust the standards of teaching competence (Onderwijs-coöperatie cooperative)

F = NICE Handbook for academic training of career guidance and counselling professionals

G = Programme Recognition Framework: Guidance Counselling (Ireland)

H = Panorama – Professionalising Career Guidance

I = Basic teaching qualifications (BTQ) of the Association of Universities in the Netherlands (2008)

J = Saxion's study career counselling philosophy and requirements (April 2014)

K = University job classification system (UFO) profile for study advisers

**ORGANISATION**

Role	Role description		
 Supervisors of young people during the primary education process (teachers/tutors/coaches)	Participate in working groups in order to develop a career education and guidance programme for the benefit of an optimal development of and choice for young people (F, G <sup>a</sup> )	0	
	Take part in professional development activities (B, C, F)	0	
	Base decisions regarding the design of career education and guidance on the institution's policy and explain these decisions using valid arguments	0	
 Specialist career education and guidance professionals (career education and guidance counsellors/study careers advisers/career teachers)	Support primary process supervisors when they conduct and supervise career education and guidance activities and discussions (G)	0	
	Organise activities to improve the expertise of all parties involved in career education and guidance (primary process supervisors and business/organisation partners) (C, F)	0	
	Ensure an adequate exchange of information between the student tracking system and primary process supervisors insofar as relevant for career guidance	0	
 Career education and guidance coordinators and policymakers (career teachers/career education and guidance counsellors/managers)	Write clear role and task descriptions for all parties involved in career education and guidance <sup>a</sup> in consultation with these parties and the MT (A,B)	0	
	Coordinate and communicate a career education and guidance curriculum for all years of study in addition to the usual career education and guidance programme (G)	0	
	Organise activities to improve the expertise of all parties involved in career education and guidance (primary process supervisors and institutional/business partners) (C, F)	0	
	Design a career education and guidance programme that avoids fragmentation and can be embedded in a lifelong learning strategy	0	

Expertise	
Able to use the institution's career education and guidance philosophy to explain his/her decisions and how they fit the development process of young people (D)	0
Able to contribute to the development of career education and guidance	0
Able to evaluate and monitor career education and guidance	0
Work continuously to keep their basic knowledge of further education and the labour market up to date (C, H)	0
Able to support guidance counsellors during the primary process and help them out if they encounter problems	0
Able to organise an adequate exchange of information between the student tracking system and guidance counsellors (I)	0
Able to build networks within the institution (G)	0
Able to write clear role and task descriptions for career education and guidance professionals in consultation with the MT	0
Able to supervise the design, implementation and evaluation of career education and guidance programmes (F, G, H)	0
Able to coordinate the career education and guidance programme and curriculum <sup>10</sup> and engage in an ongoing dialogue about them with both career education and guidance professionals and young people (F, G)	0
Able to organise professional development activities for career education and guidance professionals and external parties based on the institution's career education and guidance philosophy (F, G, I)	0

8 The letters in brackets refer to the documents (downloads) in which these role descriptions are described (both directly and indirectly and often in other words). See the key on page 28 and 29.

9 Primary process supervisors, specialist teachers, parents, practical supervisors, institutions for previous and further education.

10 Please note that a career education and guidance programme is merely an addition to the career education and guidance curriculum.



# COOPERATION

Description of  
career guidance roles  
for young people

**Key:**

A = Qualifications file for upper secondary vocational education teachers

B = Career education and guidance: professional development in all its shapes and sizes

C = Netherlands Association of Career Guidance Professionals requirements

D = Generic Knowledge Base for grade-two teacher training programmes and addendum

E = Proposal to readjust the standards of teaching competence (Onderwijs-coöperatie cooperative)

F = NICE Handbook for academic training of career guidance and counselling professionals

G = Programme Recognition Framework: Guidance Counselling (Ireland)

H = Panorama – Professionalising Career Guidance

I = Basic teaching qualifications (BTQ) of the Association of Universities in the Netherlands (2008)

J = Saxion's study career counselling philosophy and requirements (April 2014)

K = University job classification system (UFO) profile for study advisers

**COOPERATION**

Role	Role description		
 <p>Supervisors of young people during the primary education process (teachers/tutors/coaches)</p>	Take note of information provided by institutions for previous education and use it to customise career guidance (D <sup>11</sup> )	0	
	Maintain contact with and inform parents/guardians about young people's career processes (B, D, G)	0	
	Supervise young people during work placements/field trips/company assignments and maintain contact with practical supervisors and the professional field (A, B)	0	
	Ensure exchange of information with further education	0	
 <p>Specialist career education and guidance professionals (career education and guidance counsellors/study careers advisers/career teachers)</p>	Coordinate with intake interviewers and work placement supervisors about how to provide career education and guidance during intakes and work placements	0	
	Coordinate the transition from previous and to further education (in the region) by exchanging information and organising joint activities in the interest of transitioning and suitable education	0	
	Integrate the career education and guidance curriculum into the parent discussion cycle (CIS <sup>12</sup> )	0	
	Maintain contact and cooperate with businesses/organisations (in the region) in order to be able to organise sufficient work placements/field trips/company assignments (B,G)	0	
	Organise information sessions in consultation with the regional labour market	0	
	Uses the training and employment help desk, service point for employers, VMBO On Stage, etc.	0	
	Refer young people to and maintain contact with external care providers	0	
	Coordinate cooperation with external specialists (F)	0	
 <p>Career education and guidance coordinators and policymakers (career teachers/career education and guidance counsellors/managers)</p>	Coordinate regional cooperation regarding transitioning	0	
	Network with partners in the regional labour market	0	
	Tackle mobility challenges in the region	0	
	Maintain contact with national career education and guidance organisations (C,G)	0	

Expertise	
Investigate (career) guidance information provided by institutions for previous education (D)	0
Possess some knowledge about other educational institutions, the framework for transitioning to further education, levels, learning pathways, the labour market, etc. (D)	0
Able to inform parents about young people's career education and guidance (G)	0
Able to coordinate with intake interviewers and work placement supervisors	0
Know the supportive role played by parents and are able to inform primary process supervisors about the hows and whys (G)	0
Integrate the educational institution's career education and guidance curriculum into the parent discussion cycle (CISC <sup>13</sup> )	0
Able to engage in active networking relationships with stakeholders (in the region) and cooperate with them (C, F, G, H)	0
Able to make and maintain contact with institutions for previous and further education (in the region), for instance regarding ongoing learning pathways and suitable education (G)	0
Possess extensive knowledge about the complexity of the framework for transitioning to further education, levels, learning pathways, the labour market, etc. and provide information to primary process supervisors	0
Able to refer to external care providers and maintain contact with them (F)	0
Able to maintain contact with regional and national career education and guidance organisations (C, G)	0
Able to refer career education and guidance challenges from their own practice/educational institution to institutions for further education (G)	0
Able to promote regional cooperation (e.g. regarding transitioning or getting young people into training/work)	0

<sup>11</sup> The letters in brackets refer to the documents (downloads) in which these role descriptions are described (both directly and indirectly and often in other words). See the key on page 28 and 29.

<sup>12</sup> CISC: Contact, Inform, Support and Cooperate with parents regarding career education, Lusse, M. (2015). See the introduction to this framework for career guidance.

<sup>13</sup> CISC: Contact, Inform, Support and Cooperate with parents regarding career education, Lusse, M. (2015). See the introduction to this framework for career guidance.



# REFERENCES

Framework for  
career guidance  
for young people

# REFERENCES

## Sources

- CEDEFOP (2019). Panorama. Professionalising Career Guidance.
- Department Education and Skills (2016). Programme Recognition Framework Guidance Counseling (Department Education and Skills, Ireland).
- GKB (2013). Generic Knowledge Base (GKB) for grade-two teacher training programmes and addendum.
- Hughes, D., Meijers, F. & Kuijpers, M. (2015). Testing Times: careers market policies and practices in England and The Netherlands. *British Journal of Guidance and Counselling*, 43 (2), 183-201.
- Kuijpers, M., F. Meijers & J. Bakker (2006a). *Krachtige loopbaangerichte leeromgevingen in het (v)mbo: hoe werkt het?* (Powerful career-oriented learning environments in intermediate and upper secondary vocational education: how do they work?). Driebergen: HPBO.
- Kuijpers, M., Meijers, F. & Gundy, C. (2011). The relationship between learning environment and career competencies of students in vocational education. *Journal for Vocational Behavior*, 78 (1) 21-30.
- Lusse, M. (2015). *Van je ouders moet je het hebben. Met ouders samen werken aan het toekomstperspectief van de jeugd in Rotterdam-Zuid* (With parents like these: working with parents to improve the prospects of young people in Rotterdam-Zuid). Rotterdam: Rotterdam University of Applied Sciences.
- Netherlands Association of VET Colleges (2015). Qualifications file for upper secondary vocational education teachers.
- Meijers, F. (2015). *Loopbaanreflectie en docenten* (Careers reflection for teachers).
- Meijers, F., Kuijpers, M., & Gundy, C. (2013). The relation between career competencies, career identity, motivation and quality of choice. *International Journal for Educational and Vocational Guidance* 13 (1) 47-66. DOI: 10.1007/s10775-012-9237-4.
- Netherlands Association of Career Guidance Professionals (NOLOC). Assessment frameworks for the Dutch professional register of career guidance professionals and Dutch professional register of career guidance professionals. Netherlands Association of Career Guidance Professionals website (May 2016).

- Runhaar, P., Brinke, D. ten, Kuijpers, M., Wesselink, R., & Mulder, M. (2013). Exploring the links between interdependence, team learning and a shared understanding among team members: The case of teachers facing an educational innovation. *Human Resource Development International*, DOI: 10.1080/13678868.2013.856207.
- Schiersmann, Katsarov (eds) (2012). NICE framework for the Academic Training of Career Guidance and Counselling Professionals.
- Dutch Secondary Education Council (2011). *LOB en professionaliseren in verschillende vormen en maten* (Career education and guidance: professional development in all its shapes and sizes).
- Winters, A., Meijers, F., Kuijpers, M., & Baert, H. (2012). Can training teachers stimulate career learning conversations? Analysis of vocational training conversations in Dutch secondary vocational education. *Journal of Vocational Education & Training*, DOI:10.1080/13636820.2012.691536.
- Winters, A., Meijers, F., Harlaar, M., Strik, A., Kuijpers, M. & Baert, H. (2013). The Narrative Quality of Career Conversations in Vocational Education. *Journal of Constructivist Psychology* 26(2), 115-126.

### Relevant links

- Career education and guidance scan: <http://scan.lob-vo.nl/>
- Career education and guidance service point (2012): <http://www.lob4mbo.nl/>
- Careers box: <http://www.lob-vo.nl/loopbaanbox>
- Parents and career education and guidance: <http://www.helpmeebijjob.nl/>

## Field consultation

### Participants, November 2016

Netherlands Association of VET Colleges, Dutch Secondary Education Council, Career Education and Guidance Service Point for Upper Secondary Vocational Education, Ministry of Education, Culture and Science (secondary education and upper secondary vocational education directorate), Netherlands Association of School Guidance Practitioners, Association of Career Guidance Practitioners in Secondary Education, Netherlands Association of Career Guidance Professionals, Professional Association of VET Practitioners, Social Security Agency, Dutch National Union of Students, the Onderwijscoöperatie cooperative (a professional development organisation for teachers), National Information and Expertise Centre for Transitioning to Higher Professional Education, Association of Secondary School Students, Christian Trade Union for Young People, Association of Students in Higher Education, Association of Students in Senior Secondary Vocational Education, Convention of Directors of Teacher Training Institutions, the Master's programme Educational Needs, the Saxion programmes HRM and Applied Psychology, the National Convention of Applied Psychology Programmes, the Fontys teacher training programme and the Fontys/ National Convention of HRM Programmes.

In addition, careers professionals at the following educational institutions were consulted: Central Netherlands Regional Training Centre, Buitenhout College, MBO Utrecht, Eckart College, Sint Lucas, Mondriaan Regional Training Centre, De Leijgraaf Regional Training Centre, Helicon, Wellant College and Rotterdam University of Applied Sciences.

The following scientists were consulted: Prof. Marinka Kuijpers (Open University), Dr Mariëtte Lusse (Rotterdam University of Applied Sciences), Dr Peter den Boer (West Brabant Regional Training Centre), Dr Pieter Baay (Expertise Centre for Vocational Education and Training) and Ms Femke Bijker (University of Groningen).



### **Euroguidance the Netherlands**

P.O. Box 1585

5200 BP 's-Hertogenbosch

The Netherlands

[euroguidance@cinop.nl](mailto:euroguidance@cinop.nl)

[www.euroguidance.nl](http://www.euroguidance.nl)



# CINOP

### **CINOP**

P.O. Box 1585

5200 BP 's-Hertogenbosch

The Netherlands

[info@cinop.nl](mailto:info@cinop.nl)

[www.cinop.nl](http://www.cinop.nl)





# FRAMEWORK FOR CAREER GUIDANCE FOR YOUNG PEOPLE

**THE FRAMEWORK IS A SERVICE DOCUMENT TO SUPPORT AND COORDINATE CAREER ORIENTATION AND GUIDANCE IN EDUCATION. THE FRAMEWORK CONTRIBUTES TO THE PROFESSIONALISATION OF CAREERS PROFESSIONALS AND ENSURES BETTER COORDINATION AND ALIGNMENT BETWEEN EDUCATION AND THE LABOUR MARKET.**

Euroguidance Netherlands is the EU's Dutch centre of expertise for career guidance with regard to lifelong learning. The activities are focused on gathering and increasing knowledge and expertise.

Euroguidance Netherlands promotes professional guidance counsellors, better mobility and collaboration in terms of career education and guidance both in the Netherlands and Europe.