

POLICY POINTS

The Newsletter of the International Centre for Career Development and Public Policy

May 2009 Issue N° 8

IN THIS ISSUE

- OECD Findings Confirm the Key Role of Career Guidance in Education Policies 1
- AOTEAROA prepares 5th International Symposium on Career Development and Public Policy 1
- IAEVG: Upcoming Conferences in 2009 1
- USA: Penn State University Studies Public Policies for Career Development: Update 2
- CANADA: Alberta Links Learning, Work, and Career Development; Evidence-based Guidance Research Update 2
- REVIEW of the 4th International Symposium on Career Development and Public Policy 2007 3
- EUROPE: ELGPN Given a Political Mandate; Italy Develops a Guidance Strategy for the Education Sector 4
- LATIN AMERICA: Venezuela's New Strategy for a National System of Career Guidance 4
- ICCDPP Web Site News: Recent Publication Additions and Usage Statistics 5-6

OECD

OECD Findings Confirm the Key Role of Career Guidance in Education Policies

The importance of career guidance provision to support learning in schools and VET, and in tertiary and adult education is one of the key messages of *Education Today: the OECD Perspective* (2009). Drawing on OECD research reports and studies of the past decade, the publication focuses on key findings, conclusions, and orientations for policy or practice that are relevant across most OECD countries. The publication may be viewed at: <http://browse.oecdbookshop.org/oecd/pdfs/browseit/9609021E.PDF>

AOTEAROA

Aotearoa Prepares 5th International Symposium on Career Development and Public Policy

To date 23 countries and 5 international organisations have confirmed their participation in the International Symposium which will be hosted by New Zealand in Wellington, 15-17 November.

The themes of the Symposium are:

- **Transformational technology:** *the digital age as a lens to shape policy, practice and research*
- **Prove it works:** *evidence of the impact of career information, advice and guidance in relation to a range of policy settings*
- **Shifting services towards creative collaboration:** *the role of the citizen in shaping future policy and practice*
- **Culture counts:** *implications of diversity, migration and indigenouness*
- **Building on previous symposia:** *assessing progress since the 2007 International Symposium in the UK.*

IAEVG Conferences 2009

Coherence, cooperation and quality in guidance and counselling 3-5 June, University of Jyväskylä, Finland.

For details view: <http://ktl.jyu.fi/ktl/iaevg2009fin/call>

Transforming careers – unleashing potential 19-21 November, Wellington, New Zealand.

For details view: <http://www2.careers.govt.nz/conference2009.html>

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USA

Penn State University Studies Public Policies for Career Development: Update

A new entity, currently housed in the Department of Counsellor Education, Counselling Psychology, and Rehabilitation Services at the Pennsylvania State University, the Centre for the Study of Public Policy in Career Development has been officially recognized as a research centre by the University administration. Co-directed by Spencer G. Niles and Edwin L. Herr, the Centre is in its preliminary stages as it builds its archives of career related legislation and public policy. To date, it has received excellent support from the Congressional Research Service in acquiring legislation, policy papers of the federal government, career plans of individual states, and related information. These topical items are the content which the co-directors and doctoral students assigned to the centre will analyze, identifying their purposes, their impact, where it can be assessed, and the contexts which stimulated such legislation or policy statements.

Career development is broadly used by the Centre. It is intended to include such concepts and processes as unemployment, underemployment, relocation of workers, job training, workforce development, and related topics as they are reflected in legislation, and in public policy.

Much of the several months that the Centre has been getting underway has been devoted to identifying and getting access to the resources to be archived by decade back to the 1960's and perhaps earlier. As that time consuming and difficult process has been on-going, other elements of the Centre are also in process. For example, the Centre is now developing its own web-site and determining the content to be available there. In addition,

the Centre staff is currently working on a first draft of a bibliography of public policy articles and statements related to career development. In the next 12 months, the Centre intends to produce briefs on public policy issues, publish materials/articles from the analyses undertaken by the Centre relative to specific legislation, the degree to which public policy goals have been achieved in selected legislation, and the identification of ideas in legislation that have never been implemented but continue to be viable issues. As these processes mature, the Centre expects to provide ideas and analyses to federal and to state officials with responsibility for career development. In addition, the Centre intends to develop and to participate in nationwide networks and to host seminars on public policy issues. In its short life, it has become part of a major alliance on public policy in career development including the Centre itself, the Centre for Education and Work at the University of Wisconsin and the Institute for Educational Leadership.

Since the inception of the precursors to career development in the late 1800s and the early 1900s, career counselling, career education, career guidance and other career interventions, their purposes, the persons who received these services, and the qualifications of career practitioners have been shaped, promoted, and supported by government policies. The Centre for the Study of Public Policy in Career Development at Penn State believes that it is time to acknowledge the history and the significance of public policy in the evolution of career development, its theories and its practices. It is to that end, that the Centre is dedicated.

CANADA

Alberta Links Learning, Work, and Career Development

The province of Alberta has long been recognized as among the most visionary provinces in Canada with respect to career development. In response to the OECD international conference hosted by Canada in 2003, Alberta followed up with two provincial symposia bringing together policy makers, employers and career development leaders and practitioners. A strong Alberta Team participated in the first pan-Canadian Symposium in 2006 and a senior Alberta policy maker was on the Canada teams for the 3rd and 4th international symposia held in Australia (2006) and UK (2007). Influenced by exposure to policy developments in a range of countries, as well as the opportunity afforded by the Symposium to collaborate and develop action plans, Alberta initiated a cross government ministry project designed to develop an approach to address the career development needs of Albertans across the lifespan. They have recently published *"Connecting Learning and Work: Alberta's Commitment to Career Development"*. Of particular interest in light of the increased requirement for evidence-based practice and results, there are clear statements of intended outcomes, priority actions to get to these outcomes and performance measures to measure success and ensure accountability. The release is posted online at:

www.employment.alberta.ca/clw

Building the evidence base: update on the work of the Canadian Research Working Group on Evidence-Based Practice in Career Development (CRWG)

The CRWG has received major funding to develop and evaluate interventions focusing on increasing internal career mobility in small and

medium enterprises (SME) in a manner that will permit the validation of its evaluation framework. It continues to revise and elaborate its evaluation framework and is in the final stages of developing an assessment instrument that will collect data on learning outcomes and changes in personal attributes that will provide comparable results across different types of interventions tested. Data on the project as a whole is anticipated to be available in late 2009 or early 2010.

Several guidance delivery organizations across Canada have adopted the evaluation framework and are using it to generate better efficacy data, which is having a positive effect on the service providers and also on the program administrators. One project has been able to obtain data providing an explicit link between engagement in the program, the learning outcomes (knowledge and skills), some attitudinal change (optimism and self-confidence), and employment status. A second project which is currently in progress will be able to provide data on the engagement of service providers taking in-house training, learning outcomes of the service providers, degree of implementation of the training, and impact on clients.

A web site has been created that contains a list of published papers, Power Point slides of most of the presentations made to date, other official documents from the group (e.g., the 2005 survey of evaluation practices, the literature reviews that provide the foundation for the interventions described above), descriptions of the projects currently in progress, and a compendium of the data gathering tools updated in February 2009. Most of the documents can be downloaded from the web site, at <http://www.ccdf.ca/crwg/>

REVIEW

Fourth International Symposium on Career Development and Public Policy 2007

In response to a recent survey of attendees of the Fourth International Symposium on Career Development and Public Policy, hosted by the UK in October 2007, participants reported that in an increasing number of countries:

- career development is becoming an integral part of national skills and workforce development policies
- national and regional networks of policy stakeholders are being established
- policies for career development combine universal access with targeting for those at risk of exclusion
- attention is being paid to data collection to support policy and service development
- there is an awareness of the need for the development of world region policy networks for career development.

Many international and national challenges remain:

- in the development of tools and practices for quality assurance of career development services
- in the sensitization of guidance counselling student trainees to multi-cultural approaches to their work
- in countries using flexible forms of guidance delivery to take into account the variety of client needs and contexts
- in dialogue at national level between policy-makers and practitioners on appropriate data collection for career development services
- on engaging users and potential users of services in their design, development and delivery, and
- in building stronger national mechanisms for professional leadership in the career development field.

Participants found the symposium an excellent learning experience from many perspectives. They cited insights about other countries experiences and insights about particular issues such as service impact measurement. They praised the networking value of the symposium which gave them access to top-rated and inspiring individuals and to a wide range of expertise both during and after the symposium.

Many countries engaged in some form of follow-up action subsequent to the symposium.

In evaluating the process of the symposium, the following were reinforced: the value of the country paper, the plenary presentations with examples, and the work group discussions. Suggestions were made for improving the other aspects of the process.

The majority of respondents have used the ICCDPP web site subsequent to the symposium. They view ICCDPP as having a knowledge collection and sharing role, a networking function, and a support role to emerging world region policy networks.

The full report may be downloaded from the ICCDPP web site.

EUROPE

ELGPN Given a Political Mandate

The Resolution of the Council of European Ministers of Education (October 2008) invited Member States to strengthen the role of lifelong guidance within national lifelong learning strategies in line with the Lisbon strategy and within the strategic framework for European cooperation in education and training. It noted the establishment by the Member States of a European Lifelong Guidance Policy Network (ELGPN) whose aim is to increase the opportunities for the Member States to learn from each other and to cooperate on developing policies, systems and practices in the field of lifelong guidance. The activities proposed for the network include:

- sharing information on policies and practices and on their evaluation of both so that each may benefit from the successes of others
- monitor national and European implementation of activities in the four priority areas (access, quality assurance, stakeholder involvement, career management competency development) using surveys, studies, reports, and peer learning activities including case studies and EU conferences
- ensure that lifelong guidance is more consistent and more tightly dovetailed with a range of EU policies, in particular with employment and social inclusion
- develop evidence-based policy on guidance.

Italy Develops a Guidance Strategy for the Education Sector

L'Orientamento per il Futuro was the theme of a four day seminario nazionale recently hosted in Abano Terme by the Ministero dell'Istruzione, dell'Università e della Ricerca which was attended by regional, provincial and education institution representatives. The preparation for the conference included the establishment of five thematic working groups who used internet forums to consult with teachers, parents, students and other actors in order to progress the development of a national strategy. Among the issues raised by the forums were the great variations in guidance provi-

sion and practice between the regions, initiatives being undertaken without any links to each other, and the lack of a systemic or global approach to driving the education process from a career guidance perspective. The conference considered issues of the role of the teachers (and their guidance training), the school's council and education plan, involvement of families in the guidance process, inter-institutional cooperation especially with labour market actors, building local networks, and continuity and transitions to higher education and to work.

LATIN AMERICA

Venezuela's New Strategy for a National System of Career Guidance: las políticas y la estrategia del Sistema de Orientación Nacional

The Peoples Power ministries for education and higher education have just finalised a paper on a national guidance system in the education sector. Drawn up by university experts with representation from the ministries, the paper outlines the mission and management of the national system, its legal basis, its vision of guidance and of those who practice it. It can be viewed on the ICCDPP web site.

ICCDPP WEB SITE NEWS

www.iccdpp.org

ICCDPP WEB SITE STATISTICS (Q4 2008 AND Q1 2009)

ASPECTS MEASURED	Q4 2008	Q1 2009
No. of Hits per Day	3117	3368
No. of Visits per Day	327	316
Average Visit Duration	34 minutes	33 minutes
Repeat Visitors	38%	34%
Average Visits per Visitor	5.4	5
Most Visitors from this Country	USA	USA
Most Popular Publication Downloads	<i>Navarre Estudio Diagnostico: 1161</i>	<i>Career Guidance: a Handbook for Policymakers (Portuguese version): 1442</i>
	<i>Career Guidance: a Handbook for Policymakers (Portuguese version): 836</i>	<i>Navarre Estudio Diagnostico: 1097</i>
	<i>Career Development at Work (CEDEFOP): 444</i>	<i>Public Policies for Career Development (World Bank) 447</i>
	<i>Policy Points Issue 7: 303</i>	<i>Career Guidance Resource Handbook (ILO): 422</i>
Top Countries for Visits (number of visits according to search engines)	USA 2108	USA 1762
	UK 389	UK 487
	Spain 358	Spain 247
	Brazil 173	China 225
	China 168	Portugal 189
	Portugal 152	France 182
	Australia 149	Germany 152
	Germany 136	Brazil 135
	France 123	Australia 131
	Canada 122	Canada 129
	India 93	Sweden 128

OTHER COUNTRY VISIT STATISTICS FOR ICCDPP WEB SITE

COUNTRY	Visits October-December08	Visits January-March 09	COUNTRY	Visits October-December08	Visits January-March 09
Ireland	87	43	Taiwan	20	22
Philippines	83	120	Malaysia	19	20
Sweden	80	128	Finland	19	19
Russian Federation	70	73	Hong Kong	19	27
Italy	65	77	Norway	18	-
Netherlands	46	41	Argentina	18	-
New Zealand	44	-	Latvia	17	-
Korea	39	54	Thailand	17	-
Saudi Arabia	37	-	Singapore	-	43
Romania	37	43	Czech Republic	-	21
Ukraine	33	67	Slovakia	-	23
Venezuela	31	24	Switzerland	-	22
Mexico	29	32	Greece	-	26
Israel	28	32	Turkey	-	26
Japan	25	43	India	93	115
Belgium	24	-			
Denmark	24	-			
Colombia	23	23			
Poland	20	-			

- denotes that the figure compiled is lower than the lowest figure provided in the table above: 17 for Q4 2008 and 19 for Q1 2009.

PUBLICATIONS PLACED ON THE SITE SINCE November 2008:

Adult Guidance

- Avenir Professionnel: Les Français Parient sur la Formation
- Réflexions sur un Service Public d'Orientation Tout au Long de la Vie (AFPA, France)

Career Management Competency Skills

- The Australian Blueprint for Career Development
- Developing Skills for Career Management (UK)

Education and Labour Market Coordination

- Connecting Learning and Work (Alberta, Canada)
- Arrimer Les Etudes et le Travail (Alberta, Canada)

Education Sector

- School Dropout Prevention: The What Works Clearing House (USA)

Evaluation Studies

- Examining the Impact and Value of the Education Guidance Service for Adults (EGSA) to the North of Ireland Economy
- Telephone Guidance Pilot Evaluation (New Zealand)
- Telephone Career Guidance: Evaluation Highlights
- Rapport Guégot: Conclusions des Travaux de la Mission sur la Formation Tout au Long de la Vie (France)

Expanding Access to Guidance Services

- Career Guidance by Telephone: A Research Report on a Pilot Trial in New Zealand

National Strategies for Career Guidance

- Preparing for Success: Northern Ireland Strategy and Implementation Plan for Career Guidance Services
- Shaping the Future: A New Adult Advancement and Careers Advice Service for England

Public Policy

- Managing People in a Changing World: Key Trends in Human Capital – A Global Perspective

Quality Assurance

- Quality Standards for Young People's Information, Advice and Guidance(UK)
- Careers Scotland Quality Standards, Impact Measures, and Evidence of Standards Being Met

Tertiary/Higher Education

- South African Association for Career Development in Higher Education: Newsletter

World Region Country Comparative Studies of Policies for Career Guidance

- Career Guidance in the Mediterranean Region – Comparative Analyses (ETF)
- Review of Career Guidance in 11 Acceding and Candidate Countries (ETF)

World Region Strategies for Career Guidance (European Union)

- Council Resolution on Better Integrating Lifelong Guidance into Lifelong Learning Strategies
- Integrar melhor a orientacao ao longo da vida has estrategias de aprendizagem ao longo da vida
- Incluir mejor la orientacion permanente en las estrategias permanentes de educacion y formacion permanente
- Résolution mieux inclure l'orientation tout au long de la vie dans les stratégies d'éducation et de formation tout au long de la vie
- Einer Besseren integration lebensumspannender beratung in die strategien fur lebenslanges lernen
- Om bedre integration af livslang vejledning i strategierne for livslang laering

ACKNOWLEDGEMENTS

The ICCDPP acknowledges the 2008/9 financial support of the Irish Ministry of Education and Science, the Australian Ministry of Education, Employment and Workplace Relations, Careers Services Rapuara, New Zealand, The Ministry of Education, Denmark, the Ministry of Education and Vocational Training, Luxembourg, Skills Development Scotland, and the National Career Development Association, USA.

Languages of the Web Site:

At present we have material in Danish, English, Finnish, French, German, Hebrew, Portuguese, Slovak and Spanish. **Policy relevant reports, studies and proposals/strategies in all languages are welcome for publication on the ICCDPP web site.** Send to jmc@iccdpp.org

Informants for this issue

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HAVE YOU GOT NEWS FOR US?

ICCDPP is setting up a network of national correspondents to enable the international sharing of policy related news. If you wish to become involved in this network, please let me know at : jmc@iccdpp.org

Let us know of:

- research of public policy interest on the effectiveness of career guidance interventions and services
- tools for the collection of data on usage of services, customer satisfaction, and measurement of outcomes
- marketing strategies
- tools for reviewing the provision of services
- national/regional policy developments
- national/regional policy co-ordination mechanisms

Please send a one-paragraph description in English including how to access the full text to jmc@iccdpp.org. The description, duly acknowledged, will be edited for insertion on the ICCDPP website and in the ICCDPP Newsletter.

If you are aware of studies and publications on guidance policy issues in your country, could you please send a brief description in English as above plus details of how it can be accessed to: jmc@iccdpp.org