Appendix 1

Country Name: Australia_____

Section 1	A brief outline of your country – demographics, population and career service provision (maximum 300 words)

Australia is a linguistically and culturally diverse nation with a population of 21.6 million spread over a land mass 1½ times the size of Europe. The population is primarily urban-based, with the majority living in cities on the East Coast. Since 1945, around 6.8 million people have come to Australia and their contribution to Australian society, culture and prosperity has been an important factor in shaping the nation. Today nearly one in four of Australia's 21 million people were born overseas.

Over the past few years good progress has been made in the development of career development services (particularly for those aged 13-19 years), and capacity building in the career development industry. myfuture.edu.au Australia's national on-line career development services, is recognised for its quality, access to career development offered in schools has improved, though the quality can vary, and the development of the Australian Blueprint for Career Development and the Professional Standards for Career Practitioners is improving the quality of career development services.

In 2008, Commonwealth and state and territory Governments agreed to reform the architecture of Commonwealth-State financial relations. This involves producing new national agreements for delivery of core government services including early childhood and schools and vocational education and training. These reforms will clarify roles and responsibilities, reduce duplication and waste and enhance accountability to the community.

The new agreements will focus on agreed outputs and outcomes, providing greater flexibility for jurisdictions to allocate resources to areas where they will produce the best outcomes for the community.

Australia faces ongoing economic and social challenges, particularly in the context of the global financial crises.

It is seen as essential that young people and workers in Australia strengthen their skills and that people who lose their jobs have access to opportunities to improve their skills to enable an early return into the workforce.

Much recent government policy in the area of career and transitions has been in this context, focussing on improving transitions for young people, ensuring they have the skills and qualifications that will allow them to find work as the economy improves. Ensuring they have the skills and knowledge to manage their education and work activities is a key element of the reforms.

The recent announcement of a pilot national telephone career advisory service aimed at those affected by the global financial crisis is a welcome addition to the range of on-line and face to face career services currently offered.

However, there is room to strengthen the capacity of the career development system to achieve important social and economic goals.

Section 2	Taking each of the four symposium themes (see below) describe no more than two strengths and two weaknesses relating to each theme in your country (maximum 100 words for each strength and weakness; therefore maximum 400 words per theme and 1600 words maximum in this section).

Theme: Transformational technology

Strength 1	Weakness 1
Australia has high levels of access to transformational technology, and policies in place to ensure access increases. Australian Bureau of Statistics data from 2008 notes that the number of Australian households with access to the internet has quadrupled since 1998[1]. 64 percent of Australian households now have access to the internet and 60.9 percent of people used the internet in last 12 months. The Government's Digital Education Revolution will prepare students for further education, training and to live and work in a digital world, and the National Broadband Network initiative will build a National Broadband Network delivering superfast broadband to Australian homes and workplaces.[2]	Access to transformational technology, particularly internet usage, for people in remote areas is not increasing at the same rate as for those living in urban areas. According to the 2006 Census, rates of household Internet access and Broadband connection decreased with increasing remoteness, with Major Cities having higher rates of Internet access (66%) and Broadband connection (45%), and Very Remote areas lower rates (42% and 24%). Transformational technology may also exclude some members of the population with low computer literacy, (such as mature aged workers, and parents) and in particular equity target groups.

Strength 2	Weakness 2
Australia has been an early adopter of transformational technology in relation to career development, and can build on existing initiatives. Myfuture.edu.au Australia's on-line	While transformational technology has the potential to change the way career advice is delivered, further understanding of the preferences of users of career services in relation to delivery is needed.

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[1] 4102.0 - Australian Social Trends, 2008
[2] Department of Broadband, Communications and the Digital Economy, National Broadband Network.

career information system continues to be popular receiving 232 million hits in 2008-09. The site also won the NetGuide Award for Best Government Site in 2009.

The Job Guide, a publication providing information on a range of occupations and other career information, is available on the web, and can also be accessed from mobile phones.

The Government also recently announced that the new national careers advisory hotline will utilise technology allowing career advisers staffing the hotline to work from home, broadening the opportunities for career advisers in regional areas.

A recent study in Australia found that while the internet is increasingly used for background research into careers and employment options, young people preferred to get detailed knowledge and information on their preferred career path face to face. Transformational technology should be used to complement existing services.

There are opportunities to increase career development engagement online via a range of Web2.0 technologies, such as WIKIs, forums, chats, e-counselling etc. However usage of web2 technology by career development clients can be limited due to firewalls in schools etc.

Theme: Prove it works

Strength 1	Weakness 1
There is acceptance from all levels of Government in Australia of the importance of career development in assisting people manage transitions. All States and Territories have jointly funded myfuture.edu.au and the Australian Blueprint for Career Development. The National Partnership on Youth and Transitions identifies Career Development as a determinant of effective transitions, and an area in which State and Territory Governments can make reforms. Under the NP states and territories will be implementing a number of reforms, which may include career development activity, mentoring and multiple learning pathways, which will be included in their jurisdiction Implementation Plans. These Plans are currently being negotiated with jurisdictions and will be finalised in November 2009. In additional, under the National Partnership, the Commonwealth Government will continue to provide national policy leadership through the National Career Development element. This provides $47 million over 4 year for initiatives that are best co-ordinated at a national level, for example the job guide, myfuture, and further research. This acceptance of the importance of career development allows research to focus on practical means of improving career development practices and delivery.	There are significant methodological difficulties in measuring the impact of career development on satisfaction, economic impacts etc. Further work needs to be undertaken to identify a rigorous methodology for demonstrating the benefits of career development, in isolation from other social, economic and cultural factors. Increased research is needed, particularly in relation to career development for adults. CICA, the peak industry body in Australia is exploring relationships with research organisations to progress further research.

Strength 2	Weakness 2
Career development research is integrated across a range of research agendas and is funded by both Commonwealth and State and Territory governments. In particular recent Longitudinal Studies of Australian Youth reports have included significant findings on usage and access of career programs	While career development research is integrated across a range of research agendas, the results of that research are not always shared effectively between policy makers, industry and other interested stakeholders. Improved communication and dissemination of research outcomes is required

While some research has been conducted, it is likely that further research will be needed to inform the development of government policy that is evidence based and outcomes focussed. |

Theme: Shifting services towards creative collaboration The importance of listening to current and potential users and purchasers of services cannot be under-estimated. Hearing what people are saying seems simple. The challenge is how we gather and use feedback to critically review and enhance what we are providing. Demands and expectations keep changing. To respond to these in a meaningful way requires policy and decision makers to engage with end users such as schools and students, parents and families, practitioners and individuals not only to extract information from them but to also actively involve them in the actual design, delivery and continuous improvement of career services.

Strength 1	Weakness 1
Recently announced Australian Government initiatives provide the opportunity for local communities to improve career development for young people in their areas. In particular, the School Business Community Partnership Brokers (Partnership Brokers) will create and improve partnerships between community, business and industry, parents and families and schools, to extend learning beyond the classroom, increase student engagement, improve career development, lift attainment and improve educational outcomes. The Partnership Brokers will ensure that users are involved in developing partnerships, and that successful career development partnerships at the local level are fed back into the policy development process.	While some groups, particularly larger business groups, have been active in forming links with schools to promote career development and enterprise learning, it remains difficult to engage with other key groups. Small businesses often do not have resources or time to build partnerships at the local level, and capturing their views on career development services can be difficult. As the largest group of employers in the country, they are a key demographic. While some publications have been developed to assist parents participate in the career development of their children, getting them engaged, and informed about career development issues remains an area where improvements can be made. This is one area that the Partnership Brokers will make a significant difference.
Strength 2	Weakness 2
Career development industry is well established with career associations active in all states and territories. Communication between industry groups is regular and ongoing, with the Career Industry Council of Australia able to represent their views	Collating the views of individuals about career development can be problematic when there are conflicting views about what career development is within the community. For the majority of the population, career development is considered primarily

to Government. Cooperation between Government and career practitioner bodies is ongoing. For example, the Career Industry Council of Australia recently worked with the Government to establish the careers advisor telephone service.	to be about labour market outcomes, rather than the gaining of skills and knowledge necessary to make informed decisions at key transition points throughout a person's life. Students often view career development as primarily about gaining information about courses they need to undertake to gain a job in a particular industry. Policy makers and practitioners will need to ensure they are working within the same conceptual framework when incorporating user views of career development into policy development and program initiatives.

Theme: Culture Counts Implications of diversity, migration and indigeneity

Cultures and subcultures are being created at a rapid pace, causing changes in demographics such as multiple ethnicities. Policies and delivery capability need to be flexible and responsive in order to better reflect changing populations and patterns. Ease in transnational migrations and the shrinking of borders through internet and international relations further exacerbate these growing trends. In some parts of the world, there is increasing recognition of the rights, needs and special place of indigenous people.

Strength 1	Weakness 1
There is a strong commitment from all levels of Government in Australia to improving career and transition outcomes for indigenous Australians and other cultural groups. In July 2009, the Council of Australian Governments agreed to work towards the development of an Indigenous Education Action Plan, which would include school and regional level strategies to improve transition from school to further education through education and training; and create high expectations for Indigenous young people. This will build on a range of career development initiatives aimed at indigenous students. Career resources for refugees have been developed by the Australian Government, and many universities are providing career development for overseas students.	In relation to indigenous Australians, there are other forms of social and educational disadvantage that will impact on the effectiveness of career development initiatives. Literacy and numeracy, nutrition, health, housing, teacher quality will all need to be addressed as part of a broader strategy to improve indigenous outcomes.

Strength 2	Weakness 2

Overall, rank your country's three biggest strengths and three biggest weaknesses (could be less but definitely not more).	
Strength 1	Weakness 1
Access to transformational technology through the Digital Education Revolution and National Broadband Initiative	The challenges of providing services to geographically remote areas, and indigenous communities. Social and educational reforms need take place to ensure that career development initiatives are able to be accessed by indigenous Australians
Strength 2	Weakness 2
Commitment to the importance of career development at both national and state level. For example, the Australian and state and territory governments have jointly funded enhancements to myfuture.edu.au, the national on-line career information system, to continue to build on transformational technologies. The commitment is also demonstrated by inclusion of national career development as an identified area of reform in the National Partnership on Youth Attainment and Transitions.	The current priorities of improving year 12 or equivalent attainment, and youth transitions has reduced the focus on an all ages approach to career development.
Strength 3	Weakness 3

A range of frameworks to support quality improvement have been developed by Government and industry, including the Australian Blueprint for Career Development, the Professional Standards for Career Development Practitioners, Guiding Principles for Career Services and Products, and the Certificate IV in career development. It is hoped that these frameworks will support career development reforms implemented as part of the National Partnership on Youth Transitions.	

Section 3	Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium. (1 = most important – 4 = least important)
Transformational technology	Priority **1** 2 3 4
Prove it works	Priority 1 2 **3** 4
Shifting services towards creative collaboration	Priority 1 2 **3** 4
Culture counts	Priority 1 **2** 3 4

Section 4	Thinking about the themes, describe up to three high-level key public policy and/or practice initiatives currently being advanced or considered in your country (write no more than 100 words on each).

High-level key public policy and practice initiative 1 – Digital Education Revolution

The aim of the Digital Education Revolution (DER) is to contribute sustainable and meaningful change to teaching and learning in Australian schools that will prepare students for further education, training and to live and work in a digital world. Through the DER, the Government is providing $2.2 billion over six years to:

- provide for new information and communication technology (ICT) equipment for all secondary schools with students in years 9 to12 through the National Secondary School Computer Fund

- support the deployment of high speed broadband connections to Australian schools

- collaborate with states and territories and Deans of Education to ensure new and continuing teachers have access to training in the use of ICT that enables them to enrich student learning

- provide for online curriculum tools and resources that support the national curriculum and specialist subjects such as languages

- enable parents to participate in their child's education through online learning and access

- support mechanisms to provide vital assistance for schools in the deployment of ICT.

High-level key public policy and practice initiative 2 – National Partnership on Youth Attainment and Transitions

The National Partnership on Youth Attainment and Transitions which will deliver the Youth Compact. The Youth Compact will support young people to gain skills through stronger engagement in education and training. It requires young people to complete Year 10 and then to be in full-time education, training or employment until age 17; offers a training entitlement to all 15 to 24 years olds; and provides improved support through career advice and better assistance with the transition through school to further training and work.

The NP will implement strategies for increased numbers of young people attaining Year 12 or higher qualifications; more young people engaged in education and training; and young people having the skills required to participate in the labour market as the economy recovers. Career Development has been a key area for reform as part of the National Partnership.

The NP is supported by $100 million in reward funding for increased participation and Year 12 attainment rates and $623 million over five years for youth attainment and transitions programs.

High-level key public policy and practice initiative 3 - Closing the Gap Indigenous Education Action Plan

The Australian and state and territory governments have adopted an *Indigenous Education Statement: Towards the Development of an Indigenous Education Action Plan*, including a commitment that States and Territories will implement specific strategies to meet the COAG Indigenous education targets in areas of concentrated Indigenous population. The Action Plan will progress better educational outcomes for Indigenous children in terms of enrolment, attendance and retention, literacy and numeracy. COAG agreed to at least halve the gap for Indigenous students in Year 12 or equivalent attainment rates by 2020.

COAG agreed that regional and local school level strategies:

- improve enrolment, attendance and retention rates and student engagement;
- improve literacy and numeracy attainment;
- enhance development of the Indigenous education workforce and up-skilling the teaching workforce to better support Indigenous students;
- improve parental and community engagement;
- improve 'wrap around' support, including through extended service school models;
- improve transition from school to further education through education and training; and
- create high expectations for Indigenous young people.

These strategies will be brought together in a National Indigenous Education Action Plan.

Section 5	Future Focus – what is your team's vision/mission for career policy, practice and research in your country? (write no more than 30 words).
Vision: Best practice, evidence-based, policies, resources and programs that assist all Australians manage learning and work activities in order to live a productive and fulfilling life.	

Country paper
International symposium 2009
New Zealand

Section 1)
A brief outline of your country – demographics, population and career service provision (maximum 300 words).

*Austria, officially the **Republic of Austria** is a country of roughly 8.3 million people in Central Europe. The territory of Austria covers 83,872 sqkm (32,383 sq mi). Austria is a parliamentary representative democracy, composed of nine federal states. The capital - with a population 1.6 million is Vienna. Austria has a nominal per capita GDP of $43,570. The country in 2008 was ranked 14th in the world for its HDI. Austria has been a member of the UNO since 1955, joined the European Union in 1995, and is a founder of the OECD. Austria adopted the European currency, the euro, in 1999. German, Austria's official language, is spoken by 88.6% of the population—followed by Turkish (2.3%), Serbian (2.2%), Croatian (1.6%), Hungarian (0.5%), and Bosnian (0.4%). The Austrian federal states of Carinthia and Styria are home to a significant indigenous Slovene speaking minority with around 14,000 members, the east-most state, Burgenland, about 20,000 Austrian citizens speak Hungarian and 30,000 speak Croatian. Since 1994 the Roma-Sinti (gypsies) are an officially recognised ethnic minority in Austria.*

Career service provision

At school:
*1st **offer** is a curriculum based subject "Vocational Orientation" on the seventh and eight grade. On the ninth grade there exists a unique school type with the core task to prepare young people for successful access to the next phases of education and career, especially to the so called "Dual Education" - apprenticeship training.*

*2nd **offer** is a system of school counsellors*

*3rd **offer** is a service of school psychologists,*

***Tertiary level:** At all places of universities in Austria exist so called "Career Centres"*

*In Austria the **"Labour Market Service"** has the legal mandate for this topic under the responsibility of the Federal Ministry for Social Affairs, the main task is effective placement of unemployed into job in combination with offers and measures for qualification and training,*

*For **special demands** exists additional offers and measures, e.g. for persons with disabilities, for women returning to the workforce migrants.*
Detailed information: National Report "Career Guidance Policies Austria" http://www.oecd.org/dataoecd/47/46/2505725.pdf and in the Country Note Austria of the OECD.

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Section 2)
Taking each of the four symposium themes (see below) describe no more than two strengths and two weaknesses relating to each theme in your country (maximum 100 words for each strength or weakness, therefore maximum 400 words per theme and 1600 words maximum in this section).

Overall, rank your country's three biggest strengths and three biggest weaknesses (could be less but definitely no more).

Transformational technology

- The digital age as a lens to shape policy, practice and research

    Strengths
    - *Curricula for ICT in all areas of LLL, especially in school, VET; investment into equipment of ICT, esp. in the VET sector, development of networks of innovative use of virtual LLL approaches in various areas of education and training*
    - *Services for guidance and counseling based on ICT at national and regional level, esp. at the interfaces between school and the world of work, for adult education etc.*

    Weakness
    - *No consistent policy to implement new technologies in all sectors of career services*

Prove it works

- Evidence of the impact of career information advice and guidance in a range of settings

    Strengths
    - *development of a consistent strategy for career development, especially career guidance, within a national LLL strategy, according to the national employment and labour policy approaches combined with nation wide activities to transfer good practice in career guidance / career development at regional and local level*

    - *nation wide activities for support of existing and implementing of new networks and platforms of relevant stakeholders and institutions concerning to the tasks of career development, carrier guidance etc. supported by surveys and analyses about national service and activities in the area of career guidance and career development, based on OECD and EU categories and policy fields, as a base for strategy development, governmental programs, budget and finances, at national, regional, local and institutional level*

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Weaknesses
- *no consistent documentation indicators and benchmarks in the field of career development and public policies, except some positive examples in several areas (school statistics / public employment service / large institutions for adult education etc.)*

Shifting services towards creative collaboration
- Role of the citizen in shaping future policy and practice

Strengths
- *voices of users as a principle in the most of activities in the field of career development, career guidance and public policy*
- *Centralization of citizens as a core element of all relevant strategy concepts (LLL, LLG, CD, etc.)*
- *Involvement of practitioners and users in all relevant platforms and networks ("national lifelong guidance forum", regional fora etc.)*

Weaknesses
- *No consistent strategy in this field in general*

Culture Counts
Implications of diversity, migration and indigeneity

Strengths
- *increasing awareness of the importance to reflect in depth the needs and demands concerning to aspects of diversity, immigration and etc.*
- *diversity as an value and potential, not (only) as a problem, accepted in several fields of career development and public policy supported by Innovative projects, pilot activities etc. (e.g. ESF ect.), dealing with issues of migration and diversity, social exclusion etc. (e.g. "inclusive VET"*

Weaknesses
- *No consistent strategy in this field of migration and diversity*
- *Not enough investment in the systems of education training career development guidance orientation etc. concerning with diversity in migration and not enough successful transfer of the effects and results of projects, pilots etc. into regular system*

Section 3)
Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium. (1 most important – 4 least important).

1 shifting services
2 culture counts
3 prove it works
4 transformational technology

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Section 4)
Thinking about the themes, describe up to three high-level key public policy and practice initiatives currently being advanced or considered in your country (write no more than 100 words on each).

To 1 shifting services
In common responsibility of the Federal Ministries for Education, for Economics and for Labor the Austrian government actually prepares a Lifelong Learning strategy with the main goals to improve the quality of education, qualification and training in all sectors, to arise the level of employability based on good education, qualification and training and to develop a consistent system of Lifelong Learning processes, including the development of a national qualification framework.

Two of the five main key strategic lines of the Lifelong Learning strategy are related to "shifting services" in career policy: the first key line deals with "centralization of citizens" and is targeted exactly to the real needs and demands of current and potential users of services in Lifelong Leaning, Career Guidance and Career Services.

The third keys strategic line deals with "Lifelong Guidance" and is related to all sectors and segments of education and training, including the support of people for smooth transition from initial education to working life and to develop there own career during the hole life span.

Methods and tools in this area are nationwide surveys about career development services, based on OECD and EU categories as an instrument to recognized strength and weaknesses in various areas and to improve a holistic system of career guidance and polic.

2. culture counts
To support people with migration background is one of the biggest challenges in Austria, especially in urban regions. In all policy programs this topic has a high priority, also in activity programs like the national program planning document for using resources from the European social fund.

3. prove it works

Based on common European surveys (CEDEFOP) Austria tries to improve the evidence and database regarding the topics of career information advice and guidance. A national project "Lifelong Guidance for Lifelong Learning" is collecting all relevant data, together with responsible persons in all Austrian regions and all sectors of education employment guidance and career development.

This is a long-term program, in some sectors (esp. the labor market service and some education institutions) exists a good base of data material, but this is not consistent enough for a common policy and strategy in the field of career service and development.

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To 4 transformational technology

In some sectors exists a consequent strategy to use new technologies for guidance and career service and development, e.g. in the field of adult education (BIB – Infonet), in school (key2 success) and in the labor market service (AMS).

It should be a goal to develop a consistent strategy and policy for common developments in this field, together with all relevant sectors and segments in the field of education and training and employment and labor.

Section 5)
Future focus –what is your team's vision / mission for career policy, practice and research in your country (write no more than 30 words).

Team vision

Common awareness of importance of career development,

effective national, regional, local communication, cooperation, coordination mechanisms in public policy,

learn form the best,

sufficient budgets,

binding strategic short-, mid-, long-term perspectives

Thank you for cooperation!

Austrian National Team
Peter Härtel   Austrian Association for Education and Economics
Gerhard Krötzl   Austrian Federal Ministry for Education, the Arts and Culture
Michaela Marterer   Styrian Association for Education and Economics

September 15, 2009

Country Name: **Canada**

Section 1	A brief outline of your country – demographics, population and career service provision – target groups and providers

Canada has a population of 34 million and two official languages, English and French and is also an extremely diverse, multi-cultural country. One quarter of the population speak French. Particularly in urban centres, language diversity is considerable. The country welcomes an average of 250,000 new immigrants per year. Just over 1.3 million people reported having at least some Aboriginal ancestry in 2001. This represents 4.4 % of the total population.

Career development services are mainly a provincial/territorial responsibility. Provinces and territories may differ with respect to service delivery. We can find career education and guidance counselling services in most K-12 educational systems. However, in several provinces, these counselling services are not principally focused on career development. Career and employment services are generally available in most colleges and universities.

For adult services, delivery is predominantly provided by provincial/territorial governments or third-party career/employment service providers funded by government.   In most cases, we observe complementary services where the initial intake and case management are done by government services centres and more in depth specialized services are provided by community organizations. In some provinces, there appears to be a growing private (for-profit) career/employment services delivery structure, including vocational evaluation and rehabilitation services, and assistance with re-integration into the workplace after illness or injury.

The federal government's role is to facilitate the coordination of exchanges on practices, to develop and maintain foundational databases supporting the production of labour market information, and to invest in research and innovative projects.

The FLMM Career Development Services Working Group was created in 2007 in recognition of the importance of career development services by FLMM Senior Officials. Governments play an important leadership role in the development, promotion and delivery of Career Development Services. Since the provision and coordination of these services are shared between Federal, Provincial and Territorial labour market ministries, strengthening the cooperation and collaboration between these jurisdictions, is one means of building effective career development services. The goals of this pan Canadian group are to: identify and promote best practices, increase the Career Development Services knowledge base through research, facilitate access to Career Development Services, enhance the quality and effectiveness of Career Development Services, and establish and strengthen domestic and international networking opportunities. The Career

Development Services Working Group is currently co-chaired by the Federal government (Human Resources and Skills Development Canada) and the Lead Provincial/Territorial government (Alberta Employment and Immigration).

In most provinces and territories, non-profit organizations have created organized networks of service providers and/or associations of practitioners. These organizations offer conferences and training opportunities to further the development of the career development sector. There are more than 40 organizations at the provincial and territorial levels, and four national associations of practitioners who have career services as part of their mandate. In 2009, the Canadian Council of Career Development Associations (CCCDA) was established. This group brings together associations and action groups with the over-arching goal of promoting stronger professional identity across the career development field.

Section 2	Taking each of the four symposium themes (see below) describe the two greatest strengths and two greatest weaknesses relating to each theme in your country (maximum 100 words for each strength and weakness; therefore maximum 400 words per theme and 1600 words maximum in this section).

Theme: Transformational technology

Strength 1	Weakness 1
Most Provincial/Territorial governments have developed career and labour market information websites. These sites are considered an essential element in the service continuum, because the population is widely distributed, and Canadians are already among the most active users of the internet.

The federal government is experimenting with the use of new technologies. The Working in Canada Tool designed to deliver integrated labour market information to potential immigrants has implemented a Facebook page and a twitter account. The National Occupational Classification provides career web sites with automated access to NOC content via web services. Jobbank.gc.ca provides users with RSS feeds of jobs advertised.

Service providers are increasingly using online resources to provide labour market information and to attract workers from other regions. There are very strong tools targeted to K-12, PSE and adult job seekers. Most websites offer career planning and job search tools. For some provinces, these websites also promote job opportunities; they may highlight local industries or employers; and they offer information about programs that are available, occupations that are in-demand, and links to training opportunities. (e.g. http://www.sasknetwork.gov.sk.ca/index.jsp)

The websites complement in-person services, such as career counselling, training for the development of essential and employability | Accessibility to online resources for all citizens remains a challenge. This is due to the non-availability of efficient internet access in remote and rural areas. In some cases, the speed (data transmission rate) or bandwidth capacity can limit access to multimedia or interactive features. Access to financial resources to develop new products and research labour market information at a jurisdictional level is a weakness.

Increased public policy alignment between knowledge and skills and digital strategies is another challenge.

Lack of user-friendly tools to help online users interpret and understand labour market information is also a challenge.

Broadly, increased attention is being paid to building the evidence base both in Canada and internationally. Still, |

skills, work-based training, job finding support and job maintenance services. There is work at the Pan-Canadian level conducted by the Forum of Labour Market Ministers, to assess the feasibility of a single portal/shared platform for labour market information. This work is a result of the recommendations from the Pan Canadian advisory panel on Labour Market Information.	however, not nearly enough is known regarding the effectiveness and impact of specific sites, nor regarding how online resources are best integrated into the broader service delivery system.
Strength 2	Weakness 2
Use of web information has increased and is a primary source for prospective immigrants, new arrivals as well as their family and friends who support them. In several jurisdictions, career resources such as a version of the Federal developed website "Working In Canada Tool" are available to newcomers to Canada. Interactive tools used by some jurisdictions, allow immigrants to enter their occupation and find related job opportunities. The tools also allow users to select their preferred location, and then provide a detailed, localized report with advertised jobs, job duties, skill and licensing requirements, wage rates and other information. Other support services available are also included. In some jurisdictions (e.g., Québec), clients living in remote areas, can receive a needs assessment interview through a videoconference kiosque. Nova Scotia developed "Career Opportunities and Related Information (CORI), an online interactive career planning tool. http://novascotiacareeroptions.ca/cori/index.html Québec has launched: www.toutpourreussi.com/fr/ and www.headingforsucces.com/en/), to encourage youth to pursue PSE.	Canadian jurisdictions are only beginning to use internet social networking to complement the scope of internet- based services. Very few career services providers have developed expertise to offer interactive career planning and job search assistance by telephone or online.

Theme: Prove it works	
Strength 1	Weakness 1
Current Federal/Provincial/Territorial work through the Forum of Labour Market Ministers Career Development Services Working Group focuses on the development of a framework (i.e., a logic model and theory of change) to demonstrate the value and benefits of career development services. The activities support a move beyond traditional services to the unemployed toward a more holistic and lifelong approach to career development. The framework for career development services will set a foundation for provinces and territories to use as they develop their own means to evaluate and monitor the impact of career development services. For more information (www.flmm-cds.ca).

In addition a group of researchers (the Canadian Research Working Group on Evidence Based Practice in Career Development), has developed a draft framework to evaluate services. They are conducting research to validate their framework. (www.crwg-gdrc.ca).

Some provinces (e.g., Québec, Alberta) regularly evaluate through experimental designs with participants and controlled groups, the impact of active employment benefits and measures. | There is a lack of sufficient human and financial resources to carry out in-depth evaluations in the jurisdictions. Expanded measurement tools need to be put in place along with greater transparency and accountability.

Service interventions that have traditionally been focused on unemployed workers are more readily evaluated based on returns to work, the speed of transitions and the durability of new employment. Results of career development services tend to occur over an extended horizon but are expected to include improved school completion rates, greater workforce productivity, more intentional training/learning plans, improved career satisfaction, work-life balance, and a more resilient and flexible workforce.

While there are some examples of rigorous, longitudinal research projects, these are conducted in relative isolation. Canada has no strategic policy or associated mechanism for the collection of research data, no national repository of data and no body to examine data, identify patterns or trends and make policy recommendations based on widely collected data sets. |
| Strength 2 | Weakness 2 |
| The Canada Millennium Scholarship Foundation (http://www.millenniumscholarships.ca/en/research/index.asp) has conducted | While recent provincial/territorial training initiatives have explicitly integrated a strong emphasis on evaluation and accountability, more |

a series of longitudinal research studies of barriers to post-secondary attainment and the relative impact of policies and programs designed to alleviate these barriers. It is the first study of its kind to produce data collected over 7 years, rigorous analysis and empirical evidence. The research, carried out in 4 provinces, includes *Future to Discover, Making Education Work, AVID, LeNonet* and *Foundations for Success.* Each project has targeted specific groups identified as "at risk" with respect to academic progression.	is needed to build evaluation - and its integral role in project planning and delivery - into the formal preparation of practitioners.

Theme: Shifting services towards creative collaboration	
Strength 1	Weakness 1
The Career Development Services Working Group of the Forum of Labour Market Ministers (FLMM CDSWG) provides strategic leadership and a forum for Federal/Provincial/Territorial collaboration to strengthen career development policy and practice. Several provinces are at the phase of implementing (e.g. Connecting Learning and Work: Alberta's Commitment to Career Development Services) or developing Lifelong Career Development Initiatives/Strategies (e.g. Manitoba, Nova Scotia, Nunavut). Those initiatives have created inter-departmental committees and Advisory Committees made up of representatives from the school system, youth, persons with disabilities, parent councils, employers, practitioners, businesses and sector councils. Committee members bring forward the perspective of the group they are representing and provide feedback and advice on provincial Career Development Action Plans. In other provinces (e.g. Québec), the service delivery structure is supported by concerted efforts among major labour market partners (business, labour, education…), at provincial, regional and local levels. The Federal government conducts regular online consultations with citizens on topics related to the labour market.	The FLMM CDSWG has not been in place long enough yet to generate evidence of its collaborative efforts. An integrated system to support lifelong career development is still emerging. For example, post-secondary training for teachers does not include training on career development and graduate training for guidance counsellors outside of Québec tends to have a limited focus on career development or career counselling. Similarly, career development is not always part of the school curriculum for children and youth. Services to adults remain largely criterion-based, with very little available to employed or underemployed adults. As these are new models, there is still very little evidence (evaluation data) regarding the value added or cost-benefit arising from these collaborations.
Strength 2	Weakness 2

In several jurisdictions (e.g. Manitoba, Saskatchewan, Québec and Alberta) service providers create partnerships with employers, training institutions and other community stakeholders in order to tailor career development programs to the needs of special client groups (i.e., immigrants, persons with disabilities…), industry or business sectors. Many provinces offer programs specifically geared to reaching out to parents. For example, through the program Lasting Gifts, workshops are delivered by career consultants to assist parents in supporting the career development of their children. Nova Scotia delivers "Parents as Career Coaches (PACC)", a three-session program designed to equip parents to better assist their teens in making informed and successful education and career choices. Targeted PACC programs for Aboriginal and African-Canadian communities have also been developed. The Canadian Post-Secondary Access Partnership brings business, community-based organizations and government together to provide all-age career services, including workshops for parents of children from kindergarten onward. This and other projects sponsored by the Canada Millennium Scholarship Foundation have associated evaluation data.	There are limited evaluation data attesting to the effectiveness of such initiatives.

Theme: Culture Counts	
Strength 1	Weakness 1
Several provinces (e.g., Saskatchewan, Québec, Nova Scotia and Manitoba) have taken an active	Labour Force Development in Aboriginal and Inuit communities poses a challenge due to the

approach to inclusion of under-represented groups in the workforce. The approaches taken include building community capacity through programs such as those aiming to: o develop Essential Skills and Prior Learning Assessment and Recognition (PLAR) with Aboriginal Communities (e.g. Manitoba) o develop (e.g., Nunavut) a Community Skills Information System which enables work-seekers to assess the essential skills they have developed through traditional and non-traditional education and work and for local employers to profile the essential skills requirements of available positions o provide coordinated career development programming in the in areas of greatest need o support the early labour market integration of skilled newcomers (online and through employment agencies and qualifications recognition programming and in some provinces (e.g., Québec) to offer further training or financial support to get a first job. Employers also receive assistance in recruiting internationally skilled workers locally and through overseas initiatives o build career training opportunities for under-represented groups into large capital projects (e.g. Manitoba) o bring services to remote or rural areas through mobile assessment services, mobile training labs and distance learning opportunities o co-develop labour market development strategies for under-represented groups in collaboration with community representatives o deliver targeted literacy and apprenticeship programs for	remoteness of some communities, lack of access to local employment and training or lack of community economic development, as well as the persistence of significant socioeconomic challenges. Though training and educational opportunities may be provided (and/or funded) local economic development opportunities remain a barrier to sustainable employment in the home community.

Aboriginal and African-Canadian communities. Nunavut Arctic College is launching the first career development practitioners' Certificate Program grounded in Inuit culture and values.	

Strength 2	Weakness 2
Several provinces have strategies to assist immigrants into work that is appropriate to their experience, skills and training. Credential recognition assessment tools have been put in place for regulated occupations and designated trades within all jurisdictions. These strategies involved very often, concerted efforts from different departments.	Foreign credential recognition for regulated occupations still represents a challenge for newcomers. In general, Canada's professional regulatory bodies are still developing the capacity to create and implement assessments that will accurately assess foreign credentials and allow immigrants to work to their fullest capacity. Outside of regulated occupations, many Canadian employers also seek the knowledge and tools to assess foreign credentials. Unique short term educational programs are needed to meet pre-employment educational needs of immigrants. Further work is also needed to better identify and utilize the transferable skills of immigrant workers when their credentials or qualifications are not recognized in a regulated occupation. Finally, given our multi-cultural population, there is a very strong need for targeted research, policy support and service infrastructure to support the delivery of culturally-relevant career services.

From all of the strengths and weaknesses listed above, rank your country's three biggest strengths and three biggest weaknesses (could be less than three of each but definitely no more).	
Strength 1	Weakness 1
There is increasing recognition across Canada of the need to create coherent and coordinated career development systems that provide seamless service delivery to all Canadians and build the evidence base to demonstrate the impact of these services. The establishment of the Career Development Services Working Group of the FLMM is a significant step toward ensuring quality services to adults. Building on strong Provincial and Territorial practitioner associations and action groups, the establishment of the Council of Career Development Associations holds the potential to increase collaboration and coherence with respect to standards, terminology and certification, at the Pan Canadian level.	With respect to building the evidence base, we do not yet have mechanisms to collect impact data systematically and strategically. Nor do we have a national repository for such data with a mandate to examine for trends and formulate policy recommendations.
Strength 2	Weakness 2
Canada has several innovative examples of current and comprehensive practitioner training being delivered in post secondary institutions, on-campus (e.g. Québec, Alberta, Nunavut), via distance and in community-based settings (e.g., Alberta, British Columbia). Several in house training programs offered by governments are aligned with the Canadian Standards and Guidelines (e.g., New Brunswick; Alberta). Some training programs may provide practitioners with competencies that are recognized by certification bodies or associations where they exist (e.g.	Need to develop greater access to practitioner training and link to certification and recognition.

Québec; British Columbia; Alberta; IAEVG).	
Strength 3	Weakness 3
The increased use of technology in the delivery of career development services with a focus on accessibility and enhancing existing service delivery channels.	Capacity for access to on-line services due to bandwidth issues and individual competency for computer use.

Section 3	Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium. (1 = most important – 4 = least important) Depending on the jurisdiction, priorities will vary across the Country.
Transformational technology	Priority 1 2 3 4
Prove it works	Priority 1 2 3 4
Shifting services towards creative collaboration	Priority 1 2 3 4
Culture counts	Priority 1 2 3 4

Section 4	Thinking about the themes, describe up to three high-level key public policy and/or practice initiatives currently being advanced or considered in your country (write no more than 100 words on each). If it is possible, please say which of the themes each initiative is most closely linked to.
High-level key public policy and practice initiative 1	
Work is being undertaken to create evaluation frameworks that demonstrate the value and benefits of career development services for use and adaptation by the different jurisdictions within the country:	

- Career Development Services Working Group of the Forum of Labour Market Ministers (FLMM CDSWG) - Canadian Research Working Group for Evidence-Based Practice in Career Development Linked most closely to theme……Prove it Works

High-level key public policy and practice initiative 2
The development of policy frameworks articulating career development service delivery across the lifespan. Linked most closely to theme…… Shifting services toward creative Collaboration
High-level key public policy and practice initiative 3
Through the Forum of Labour Market Ministers, a Mapping of the Career Development Sector took place to start the creation of a comprehensive pan-Canadian database on the career development sector across Canada. The purpose was to gain a better understanding of hiring practices, human resource challenges, composition and needs of clients it serves. Also explored was the extent to which jurisdictions are applying competency profiles such as the Canadian Standards and Guidelines (S&Gs) for Career Development Practitioners. Linked most closely to theme……Shifting services toward creative Collaboration

Section 5	Future Focus – what are the key elements of your team's overall vision for career policy, practice and research in your country? (write no more than 30 words).
- Collecting and analysing impact data to inform policy and practice. - Creating policy frameworks for cohesive and coherent life long career services for all. - Continuing to develop practitioner competencies.	

Career Development Services Working Group (CDSWG) of the Forum of Labour Market Ministers Members

Members of the working group are selected by their respective jurisdictions for their knowledge of and responsibility for career development policy and program development.

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Cook Islands Country paper on Career Services and Public Policy

1. a) Country Background

The Cook Islands comprises 15 islands spread over 850,000 square miles (2.2 million square kilometres) of ocean smack in the middle of the South Pacific between Tonga to the west and the Society Islands to the east. The Cook Islands consists of two main groups, one in the north and one in the south. The southern group is nine "high" islands mainly of volcanic origin although some are virtually atolls. The majority of the population lives in the southern group. The northern group comprises of six true atolls.

The Cook Islands became a British protectorate at their own request in 1888, mainly to thwart French invasion. The Cook Islands was transferred from Britain to New Zealand in 1901 and in 1965 became a self-governing territory in free association with New Zealand.

Total estimated population for June quarter 2009 was 22,500, however, less than half is non-resident population. Total resident population is currently estimated at 12,000. On a positive note, there are more people being born than those dying. Birthrate is 5 to every thousand population and death rate is 1 to every thousand people. Sadly, population growth rate is -2.28 and this depopulation is attributed to outward migration.

Tourism is our biggest industry with 94,086 visitors visiting the Cook Islands in 2004, that number increased to 106,468 in 2008. The Cook Islands continue to be a popular wedding destination. Of the 200 marriages officiated, 96% (192) were for non-residents and only 4% (8) were Cook Islands residents.

So what does this mean for guidance counseling in the Cook Islands?

b) Guidance Services

Guidance counseling as we understand it today has evolved over time. In the Cook Islands parents used to take the role of guidance counseling and would have their children take on careers they perceive to be economically beneficial for them. Most parents would take a dictatorial approach to guidance counseling with their children and would depend on teachers in schools to ensure they provide guidance in terms of offering subjects that led to the achievement of the intended career. Parents involvement has been less dictatorial in most cases and more active in supporting their children's career choices. A few years ago, the Ministry realized the importance of career guidance counseling and recruited an Advisor for students in secondary schools across the Cook Islands.

Prior to the Advisor being recruited, the Ministry of Education started a "work experience" program for senior secondary students. Students would choose a career they may be interested in and through this program be placed in workplaces during school

holidays for a period of no less than two weeks and no more than a month. The purpose of this program is to give students the opportunity to have first hand knowledge about a particular profession, to make informed decisions about their future career path, and to allow them transition into the workforce. This program is in partnership with government agencies, the private sector and non-government organizations.

In 2003, careers day was started by the Ministry of Education. On this day, all sorts of professions, including the New Zealand Army and Navy would be invited to explain to students what they do and how students or any person in the Cook Islands can apply for a career in their organisation. Secondary school students from Rarotonga would be invited to attend this event, and southern group islands students would be sponsored by the local airline in partnership with the Ministry of Education to attend. Great interests have been shown by students and parents and this event now runs for two days with time provision for families to be included.

The National Human Resources also offer trade training programs for people already in the workforce or for students who cannot choose from an academic or university career path. This program is mainly demand driven from the private sector where workers are linked to Polytechnic institutes in New Zealand for courses that would ensure their skills are officially certified and create an opening for higher qualification of their career. Naturally, areas directly associated with Tourism takes priority.

The type of university scholarships available depends on the type of skills and careers government agreed to, in partnership with its stakeholders to grow the economy. Government is able to provide a limited number of awards and if students miss out, anecdotal evidence suggests that parents are very supportive in terms of funding their child to achieve their desired career.

2. a) Transformational technologies

Career guidance counseling is not a big area in the Cook Islands; there are no agencies or institutes dedicated to guidance counseling, however, it is done on an ad hoc basis by various institutes like the Ministry of Education in secondary schools, the University of the South Pacific Extension Centre and the Department of the National Human Resources Development. These agencies also provide information to anyone on a one to one basis.

Information technology has not yet been made use of in the delivery of career guidance because there is recognition that people's needs are different and career guidance will be better tailor made towards their needs. Given the size of the population, the Cook Islands can afford to take this approach.

Technology, however, is used in the achievement of careers. For example, there are an increasing number of people in the Cook Islands who participate in courses online provided for through New Zealand tertiary institutes like Massey, Victoria and AUT universities, the Open Polytechnic and others in Australia.

The Cook Islands people are New Zealand citizens and as such have equal rights and access to educational and career services in New Zealand. Students who attend education institutes in New Zealand access these services in ensuring they achieve their desired career.

b) Prove it works

No data has been collected with regards to the success of the programs outlined above, however, students at secondary school are aware of career options available to them. They are more able to make informed decisions about their education and if core subjects are not available in schools, alternative strategies like the New Zealand Correspondence School or the unfortunate option of migration to New Zealand is entertained. There is also awareness of more specialist career paths now than before. For example, sports, music, dancing and fine arts was always considered as a leisure activity and not a career paths; now it is one of the most lucrative and attractive careers to the younger generation. Secondary students in the Cook Islands are also more aware of specialist areas in Engineering, Medicine, Geology, Governance, Administration and others, and are now working towards achieving them.

c) Shifting Services towards creative collaboration

Collaboration between government, private sector and non-government agencies suggest that there is willingness to work together in progressing and achieving the skills based required to develop and grow the economy. With a small population base and consequently workforce, the issues are shared and owned and supported by all groups concerned. This relationship predominantly suggests that working together to achieve a common goal can be achieved if the issue is supported by all.

The Cook Islands economy is private sector driven and as such, one of the strategies to stimulate economic growth is to stimulate activities at the grassroots level. All islands are encouraged to join in and play their part despite the limited economic activities on the islands. Women in the outer islands, especially those in the northern part of the Cook Islands who live on coral atolls take responsibility in training their young in possible careers in pearl farming, fishing or crafts. These products are sent to markets in Rarotonga or internationally and contribute to economic growth.

The Cook Islands do not have enough local workers to service the local tourism industry and had to import foreign workers from the neighbouring Pacific countries of Fiji, Tonga, Samoa and the Phillipines. These workers are specially chosen for their skill and ability to perform specialist jobs in the tourism industry so they are not required to undertake training or career development while they are in the Cook Islands. The Cook Islands has a strict immigration policy that ensures these workers leave the country after every 3 years of service in the Cook Islands and their jobs are readvertised.

It is acknowledged that more creative collaborative efforts needs to be researched, sourced and piloted to ensure new and effective methods of achieving career guidance in the Cook Islands.

d) Culture Counts

Culture counts in many ways in the development and enhancement of career guidance. Career guidance has a cultural foundation from which cultural values have grown, evolved over time and shaped in ways that would benefit the economy and also individuals. Cultural values of "togetherness" and maintaining ones "integrity" in the community and in the region have ensured that Cook Islands people work together. The concept of carving ones path and using various tools to achieve a given goal has cultural meanings. Cultural ties between one tribe and another and between island and another suggests that our differences unique to ourselves are the factors that will bind us together and allow us to work as a nation.

The use of cultural ways of doing things and traditional knowledge to advance careers like the use of carvings, designs, dances, traditional medicines, and others are currently being used by Cook Islands people.   Many have developed their own little boutiques, tattoo shops, dance troupes touring the world to promote the Cook Islands and fine arts, all using Cook Islands culture.

When it comes to career guidance and development, the Cook Islands focus is on its homogeneous population. The Cook Islands government has a policy that ensures Cook Islands people have first priority to jobs in the Cook Islands and internal and external training programs.   While this policy may sound discriminatory, it is positive discrimination on the basis that Cook Islands people are well catered for in its own labour market.

3. a) Strengths of the service

1. Involvement of parents in career guidance for their children is a big advantage as parents are the pillar of support for their children in advancing their education.
2. Government support for programs that advance careers, especially those that would support economic development and growth;
3. Working in partnership between the private, public and non-government agencies suggests that all parties voices are heard and that all work towards a common goal;
4. Career guidance is tailor made to the needs of the individual rather than mass information being made available;
5. Cultural values bind the people of the Cook Islands in working together towards a common goal.

b) Challenges of the service

1. Programs are being carried out on an adhoc basis and no real research is done on what would really be effective;
2. There may be careers that may well grow the economy that is not yet known and supported by government;
3. Lack of the use of technology to provide information on career guidance and development;

c) Priorities

The Cook Island's priority for career guidance and development is identified in the National Sustainable Development Plan and they focus on the following groups of people:

a) secondary school students achieving higher and relevant education qualifications;
b) strengthening partnership with private sector agencies in the provision of trade training programs;
c) retraining people already in the workforce;

and skill areas directly related to Tourism.

Other priorities include:
a) offering career guidance and training programs for disadvantaged and vulnerable people like prisoners and people with disabilities;
b) offering second chance learning for people with low literacy, numeracy and workskills.

4. Key Public Policies

The National Sustainable Development Plan states in goal 1that:
1. "By 2010, 70% of students in the 15-17 year age bracket in all outer islands will either be enrolled at a school or will be continuing their education and/or training through a recognized provider";
2. "Increase the number of private sector partnerships with internship programs for strethening technical and practical skills of the graduates of Trades Training Centres";
3. Re-establish a national training program for civil servants in 2007, focusing on professional development within the civil service"

The awarding of scholarships and the provision of trade training programs are based on the needs of the economy and priorities listed by the government of the day. Funding for

training is specifically for local people rather than visitors to our shores. If foreigner workers were to be trained, employers would fund it.

There is a positive impact on people in the outer islands in terms of career development. While there are limitations with the kinds of development on coral atolls in the outer islands, it is acknowledged that people must not be limited with the possibilities of career paths they can take and the options available to them. All trade training programs has included and will continue to include people from the outer islands and government has made a concerted effort to ensure all necessary skills are obtained by at least one person on each island. On the other hand, people have

The Education Master Plan advocates for Life long learning at all stages of life. This means that the Ministry of Education will support education initiatives at all stages which includes primary, secondary, tertiary and community programs. The Ministry also has plans to allow community education, especially in the outer islands to be undertaken in schools.

The policy of employing skilled foreign workers is in the process of being legislated early next year. Having them work in the Cook Islands is deemed as stepping stone in their career path in terms of using their skills for specialist jobs. This approach reduces the need to provide career development for the whole population.

5. Future Directions for the Cook Islands

The Cook Islands has achieved some good work to date in terms of delivering career guidance to students and to its workforce. While anecdotal evidence suggest that its achieving its objectives, however, research needs to be undertaken to verify the effectiveness of those programs.

Ministry of Education as part of its outputs will continue to work to achieve policies set in the National Sustainable Development Plan and initiatives in its Master Plan. It will continue with its "Careers Day" and "Women in Science" programs. The Government will continue to work together with the private sector and NGOs to ensure students have all the necessary information available to them in making career choices.

The Ministry of Education has plans to deliver education services to isolated islands via Distance Flexible Learning mode. If this is possible career guidance and development could also be provided through this way rather than in person.

The Division of Youth and Sports is in the process of developing its National Youth Policy and have plans to be part of co-ordinating efforts to provide career guidance services for young people. The division intends to work in collaboration with the Ministry of Education, DNHRD, the private sector and NGOs.

Country Paper, Czech Republic

1. Demographics and Guidance Services

Czech Republic is a central European country bordering with Germany, Austria, Slovakia and Poland. The country occupies an area of 78 866 square km. The capital of the country is Prague. The population of the country numbers 10,28 million inhabitants. The majority of the inhabitants of the Czech Republic (95%) are ethnically Czech. Other ethnic groups include Slovaks, Germans, Roma, Hungarians, Ukrainians and Poles. After the 1993 division, some Slovaks remained in the Czech Republic and comprise roughly 2% of the current population.

Career guidance system includes organizations and providers in both the education and the employment sector.

Educational-psychological counselling centres provide services derived from a pedagogical-psychological diagnosis of the pupil's capacities, personal qualities, interests and other personal characteristics.
Special educational centres provide counselling to children and young people with sight, hearing, physical, mental or combined disabilities, and with communication disorders.
Guidance centres at higher education institutions operate at most of faculties and at some of HEIs they were established as a central body for the entire HEI.
The system of career guidance services under the Ministry of Labour and Social Affairs sets out and controls employment policy implemented by the network of 77 Labour offices.
Department of intermediation files unemployed expectants and available work positions, communicates with employers and intermediates jobs for expectants.
Labour office – department of guidance and professional re-qualifications provides a wide range of services from basic advices and information to specific guidance for solving complex problems (including professional assessments and psycho-social support).
Labour office – information and counselling centre (IPS UP) are self-serviced or counsellor-assisted information centres which collect information on education offers as well as on particular occupations and labour market. External balance assessments centres provide expert counselling services for labour office's clients.
Personal placement services intermediate work places for their clients (both employers and unemployed expectants).

2. Strengths and Weaknesses

Transformational technologies

Concerning the current use of the communication technologies a relatively broad access to Internet can be considered a strength especially taking into account favourable developments in this area. At the moment some 50% of the country population has a regular access to the Internet. This enables development of the web-based information, communication and assessment career guidance tools which can be accessed by a large share of the target population.
The second main strength of the technologies based part of the career guidance system can be observed in a range of existing and developing tools and systems, such as following:

- Software collaborative tools;
- Virtual office software service;
- Interactive networks and interactive knowledge systems;
- E-learning, online testing knowledge and personal assessment tools;
- Online information systems (www.gwo.cz, www.istp.cz, www.atlasskolstvi.cz, www.portal.mpsv.cz)

At the moment a substantial funding from the European Social Funds has been used for further development of the online information guidance services and theirs integration.

The main weakness concerning the use of technologies is the fact that there are still many potential users of career guidance services without access to the internet and without necessary skills for its use. This applies especially to vulnerable social groups, such as long term unemployed, socially excluded, Roma, or physically disabled persons. Further development of the guidance system needs to solve a major challenge of accessing those target groups creating targeted guidance strategies for them.

The next weakness relates to the access issue as well. There is a relatively low awareness of the existing online resources among potential users. Furthermore most of the online resources require a certain degree of assistance and users instructions. It can be said that the online resources serve well those with skills and abilities needed for a self-service. Securing of the smooth access and use of the online resources to less skilled and educated users still remains a challenged issue.

Prove it works

A relatively strong engagement of the NGO sector in guidance provision for the disadvantaged target groups is one of the characteristic features of the guidance system. Most of those providers conduct measures securing an evidence-based approach. In some cases tracking is applied providing information on the career development of the individual clients. A number of guidance providers undertake a case evaluation and analysis on a regular basis as well as a professional supervision aimed at an analysis of the single cases.

The main stakeholders in guidance sector cooperate within the National Guidance Forum which provides an institutional framework for coordinated activities including monitoring and evaluation of the system efficiency and impact.

The main weakness in this respect is a prevailing orientation towards a quantitative evaluation and monitoring of the services, especially in the state sponsored sector. Most researches and reviews created in the recent years emphasise quantitative figures such as numbers of services, practitioners, users and counselling interactions conducted. A well developed evidence-securing policy at the national level is still to be agreed upon and implemented.

Shifting services towards creative collaboration

The most recent survey of the educational counselling services in the education sector including career guidance services was created by the Institute of the Educational and Psychological Counselling (IPPP CR) in the first half of the year 2009. The survey includes a substantial set of questions aimed at the feed-back from users. The information acquired

encompasses a broad number of issues ranging from the expectations of the users and their previous knowledge of the services offers to proposals on the improvement of the services.

A similar approach has been applied by the most guidance providers in the NGO sectors. Generally it can be said that a users' feed-back has been recognised by most guidance providers as a valuable measure enabling a flexible shaping and targeting of the services.

The main weakness in this respect is again exclusion and lack of access of those most in need for a guidance support. Some specific groups of the potential users of the services, such as Roma, long term unemployed, foreign workers, or disabled persons remains out of the reach. This is mostly given by the fact that most of the well conducted surveys establishing the users' feed-back are being carried on within the institutional education settings. Securing a regular feed-back and opinions from those excluded from the mainstream services still remains a major challenge.

Culture Counts

Situation of the Roma minority belongs to the major challenged issues in the social policies area in the Czech Republic. These challenges range from the unsatisfactory results in education to housing, employment and the general social position of Roma.

A positive aspect of the current situation can be seen in an increase of awareness of the issue among the education and guidance professionals as well as among the policymakers. The more guidance professionals recognise a specific value of the flexicurity model in dealing with specific issues related to labour market policies on immigrant workers and disadvantaged minorities. There are a number of initiatives and on-going projects targeting issues related to education and employment of Roma in both state and the NGO sector. Some of them have been funded by the European Social Funds like the ESF project Centres for Inclusive Education Support carried on by the ministry of education and the Educational and Psychological Counselling Institute. Among other activities this project aims at providing methodological supports in career guidance to schools.

Educational support and guidance for Roma still encompass significant weaknesses. There is a lack of training of educational and guidance professionals in intercultural competencies. Many Roma are still out of reach and the state sponsored guidance services have not managed to define an efficient access approach. The same can be said about guidance for foreign workers. Most of these people are not aware about the very existence of the guidance offer and its benefits.

Three biggest strengths:

1. Dynamic development of the use of modern ICT-based information, communication and assessment resources and tools contributes to the overall quality of guidance.
2. A robust funding from the European Social Funds enables improvements in all major segments of the guidance system.
3. The National Guidance Forum provides conditions for an integrated national guidance policy.

Three biggest weaknesses:

1. Social exclusion and lack of access to guidance services of those most in need compromise overall effects of the services and their impact to the potential users groups.

2. A well developed evidence-securing policy at the national level is still to be agreed upon and implemented.

3. Educational support and guidance for Roma still encompass significant weaknesses ranging from the access to services to the lack of intercultural competencies of the educational and guidance professionals.

3. Priorities

Concerning the current developments of guidance in the Czech Republic all four themes are highly relevant. Thus the following priorities ranking does not necessarily imply an importance degree, but rather reflects a general order of the on-going policy formulated by the government bodies:

1. Further development of the web-based information resources and communication tools and enlargement of their use;

2. Taking into account cultural, ethnic and social aspects in guidance;

3. Securing an evidence-based policy at the national, regional and local levels;

4. Involvement of the citizens in shaping guidance policies and practices.

4. Key public policies

ESF project VIP-Kariera was carried on from 2005-2008 with some on-going activities in 2009. The project was implemented by the Educational and Psychological Counselling Institute of the Czech Republic (IPPP CR) and the National Institution of Technical and Vocational Education (NUOV). The main components of the project are:
- Introduction of one hundred school counselling and guidance services;
- Creation of an information system on the assertion of the school leavers at the labour market;
- Further education and training for teachers providing educational counselling and career guidance.

Currently a consecutive ESF project has been going on aimed at the further development of the school counselling and guidance services as well as at integration of the information resources.

ESF project Concept of Further Education is a recently introduced initiative of the ministry of education. Its main components include:

- Stimulation of the demand for further education for individuals, small and medium-size companies through various forms of incentives;
- Introduction of an qualifications needs anticipation system enabling a better matching of the further education offer and the labour market demand;
- Methodological assistance for creators of educational programmes and lecturers supporting development of the modular training courses and distant learning;
- Creation of the both external evaluation and self-assessment system for providers of further education including certification of lecturers and accreditation of the educational programmes;
- Integration of the existing information resources and enlargement of the guidance services for adults.

ESF project Minorities Integration Centres (SIM) and a consecutive project Centres for Inclusive Education Support (CPIV) both target issue of social inclusion in education, counselling and guidance. The project has been carried on by the Educational and Psychological Counselling Institute of the Czech Republic (IPPP CR). In the first implementation phase six multi-professional counselling teams were set up in the regions with a high level of social exclusion. General aim of the projects is to enhance chances of children and young people under the risk of social exclusion in education. The next implementation phase will be implemented during the next three years. During this period the work will shift from children and youngsters towards their teachers helping the latter in establishing adequate work methods and approaches. The main target group of the project are Roma and immigrant children. For this reason there is a strong emphasis on education and methodological assistance in intercultural competencies of teachers and guidance providers.

5. Future focus

The Czech career guidance system in the next years should secure high quality services including technology-based information, learning, communication and assessment resources and tools, accessible to all citizens regardless to their age, social or cultural background, provided by high qualified professionals. A special emphasis should be put on involvement of employers in guidance, especially concerning development of skills in accordance with the latest EU initiative New Skills for New Jobs.

Country report: Denmark

Section 1	A brief outline of your country – demographics, population and career service provision – target groups and providers (maximum 300 words)

In 2009, Denmark has a population of roughly 5.5 million inhabitants.

In June 2009, the unemployment rate was 3.8 pct., which equals a total of 105.000 persons.

Career service provision is divided into several subcategories.

Two different guidance institutions manage the guidance in relation to education. The 45 Youth Guidance Centres provide guidance related to the transition from compulsory to youth education as well as educational and vocational guidance for young people up to the age of 25. The centres are responsible for keeping contact with young people under the age of 25 who are not registered as being active in an education programme.

The 7 Regional Guidance Centres provide guidance services related to the transition from youth education to higher education. They provide quality information about all higher education programmes in Denmark and possible subsequent professions.

The 91 Jobcentres operate on a local level in the municipalities and manage the guidance of all groups of unemployed. This includes the citizens who are ready for employment on a short term basis and those, who have a reduced ability for work and are in need of support in their employment.

The primary task of the Jobcentres is to facilitate that unemployed get a job and that young people start an education. Furthermore, the Jobcentres help enterprises with finding labour and establishing contact with those, who are unemployed at the given time.

Section 2	Taking each of the four symposium themes (see below) describe the two greatest strengths and two greatest weaknesses relating to each theme in your country (maximum 100 words for each strength and weakness; therefore maximum 400 words per theme and 1600 words maximum in this section).

Theme: Transformational technology

- *The digital age as a lens to shape policy, practice and research*

From a career development perspective, how is technology shaping the way we live and influencing our future? Arguably, the growth of internet usage and social networking is increasingly shifting methods of acquiring knowledge

away from the traditional expert in educational institutions and giving the individual greater access and freedom to gather their own information, develop new skills and to reconstruct their own knowledge in a way that is more meaningful to them. The speed of the transformation is challenging social norms and behaviors. There is a need to get ahead of the digital wave and maximize the potential of the technologies to advance career policy, practice and research.

Strength 1	Weakness 1
In Denmark we have a national portal containing all relevant information about all educations, jobs, labour-market, and also containing helpful guidance tools targeted at three different groups; children, young people and adults when searching for educations or jobs. The portal is particularly strong in providing knowledge and information. The portal provides one it-entry point to guidance on the internet, which gives the individual easy access to information on educations.	Interactive communication have not been utilized to its fullest extent. There are still many possibilities of information technology that have not been applied in digital guidance in Denmark. The Danish system is strong on providing information and knowledge but not so strong in providing direct interactive communication. The initiatives on interactive communication are mainly local and differs from guidance centre to guidance centre.
Strength 2	Weakness 2
At guidance centre level there is much innovative force using different types of it-technology in order to facilitate guidance processes.	Use of the portal and other e-guidance tools presumes that the persons seeking information and guidance are self-reliant. Consequently, those who are less resourceful and have special needs for guidance could find it difficult to utilize the possibilities of guidance on the internet.

Theme: Prove it works

- *Evidence of the impact of career information advice and guidance in a range of settings*

We need continually to prove the positive impact of career development for people, and meet public policy goals including value for money. A number of significant developments over recent years have built a stronger evidence base. Proving the impact of career development, skill enhancement and lifelong learning on social, education and economic goals is critical. There is real potential for researchers, practitioners and policy developers to

consolidate thinking on impact indicators and measures of success.

Strength 1	Weakness 1
A quality assurance system has been introduced, which aims at contributing to the achievement of higher quality standards in guidance by making it possible to register all guidance activities and the outcome and effects of these activities. The collected data will serve as a scientific basis for evaluating the guidance centres and for improving their services. The guidance centres and the educational institutions are required to establish a quality assurance system, which can be used to document activities, quality and effect on clients and society. It will give the centres and institutions a comprehensive view of their guidance services and serve as a foundation for further development. The quality systems have been developed in cooperation with users and stakeholders. Developing a quality assurance system on a complex area such as guidance has been a learning process, which will continue in the years to come. The intention is to establish a quality assurance system that partly ensures accumulation of experience that contributes to developing the guidance provided by the actors and partly to give decision makers on all levels the possibility to get an overview over the extent of results and effects of guidance. Finally, it is an independent purpose to involve the users thus to create foundation for user-driven development.	Although the quality assurance systems have been developed in cooperation with users and stakeholders, the quality assurance system has been criticised for being a top-down process, mainly driven by the Ministry of Education. This is disputed by many, but if the perception continues to be that the quality assurance system is a tool only used by the Ministry, there is a risk that the resulting quality development will be very small.

Strength 2	Weakness 2
On a local level quality assurance and documentation have taken place for some years.	As with other quality assurance systems, there is a risk that you are not necessarily measuring, what you are expecting to measure. Many factors other than guidance influence young people's choice of and completion of education. An unambiguous connection can hardly be established between guidance services and the effect measured, such as, for instance, quick completion of an education. Moreover, the purpose of guidance is to make the young people self-reliant, which make the direct effect of guidance difficult to measure.

Theme: Shifting services towards creative collaboration

- *Role of the citizen in shaping future policy and practice*

The importance of listening to current and potential users and purchasers of services cannot be under-estimated. Hearing what people are saying seems simple. The challenge is how we gather and use feedback to critically review and enhance what we are providing. Demands and expectations keep changing. To respond to these in a meaningful way requires policy and decision makers to engage with end users such as schools and students, parents and families, practitioners, individuals and workplace partners, not only to extract information from them but to also actively involve them in the actual design, delivery and continuous improvement of career services.

Strength 1	Weakness 1
Most of the main stakeholders are represented in the National Dialogue Forum (eg. representatives from other relevant ministries, the guidance institutions, guidance counsellor organisation, schools, pupils, employers, trade unions etc.)	It has been difficult to actively involve end-users of the guidance services in the process.

Strength 2	Weakness 2
As part of the quality assurance system, annual user surveys are	The National Dialogue Forum does not convene often.

carried out, which measure the benefit of and satisfaction with the guidance services. The aim is that the responses from the pupils and students can be utilized by the guidance practitioners. Locally, the guidance practitioners are in touch with the users of guidance regularly and local user surveys evaluating local initiatives are carried out in schools etc.	

Theme: Culture Counts

- *Implications of diversity, migration and indigeneity*

Cultures and subcultures are being created at a rapid pace, causing changes in demographics such as multiple ethnicities. Policies and delivery capability need to be flexible and responsive in order to better reflect changing populations and patterns. Ease in transnational migrations and the shrinking of borders through internet and international relations further exacerbate these growing trends. In some parts of the world, there is increasing recognition of the rights, needs and special place of indigenous people.

Strength 1	Weakness 1
There is cooperation between Ministry of Labour and Ministry of Integration, which means that there are different initiatives and campaigns with focus on migrant groups and their ability to enter and complete education and labour market.	There is a dependence on private companies to have apprentices with migrant background. Specially when there is economic crisis it is difficult to have this support and understanding.
Strength 2	Weakness 2
There is a special taskforce working with initiatives to inspire schools and guidance centres to cope with issues of importance for better integration and inclusion of migrants	Guidance in the educational sector is not particularly aimed at migrants. The aim is that guidance should be targeted those with special needs for guidance – among those are many migrants, but they are not specified as a target group.

From all of the strengths and weaknesses listed above, rank your country's three biggest strengths and three biggest weaknesses (could be less than three of each but definitely no more).	
Strength 1	Weakness 1
The national portal containing all relevant information on education and jobs.	As with other quality assurance systems, there is a risk that you are not necessarily measuring, what you are expecting to measure. Many factors other than guidance influence young people's choice of and completion of education. An unambiguous connection can hardly be established between guidance services and the effect measured, such as, for instance, quick completion of an education. Moreover, the purpose of guidance is to make the young people self-reliant, which make the direct effect of guidance difficult to measure.
Strength 2	Weakness 2
Including guidance organizations and other partners in legislative processes means, that there often is a high degree of consensus on new initiatives	It has been difficult to actively involve end-users of the guidance services in the process.
Strength 3	Weakness 3
Including guidance organizations and other partners in quality development and -assurance processes and – systems means, that there often is a high degree of ownership amongst guidance providers	Interactive communication have not been utilized to its fullest extent. There are still many possibilities of information technology that have not been applied in digital guidance in Denmark. The Danish system is strong on providing information and knowledge but not so strong in providing direct interactive communication. The initiatives on interactive communication are mainly local and differs from guidance centre to guidance centre.

Section 3	Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium. **(1 = most important – 4 = least important)**
Transformational technology	Priority **2**
Prove it works	Priority **1**
Shifting services towards creative collaboration	Priority **4**
Culture counts	Priority **3**

Section 4	Thinking about the themes, describe up to three high-level key public policy and/or practice initiatives currently being advanced or considered in your country (write no more than 100 words on each). If it is possible, please say which of the themes each initiative is most closely linked to.

High-level key public policy and practice initiative 1

The government goal that 95 % of a youth cohort should complete youth education

Linked most closely to theme on Culture Counts

High-level key public policy and practice initiative 2

Increase use of e-guidance

Linked most closely to theme on transformational technology

High-level key public policy and practice initiative 3

Linked most closely to theme……

Section 5	**Future Focus – what are the key elements of your team's overall vision for career policy, practice and research in your country? (write no more than 30 words).**

There is a need to get evidence based research on the outcome of guidance practices – and which guidance tools have the highest effect.

There is a need for establishing a true life long guidance system including guidance for adult people in employment.

Appendix 1

Country Name: Finland

Section 1	A brief outline of your country – demographics, population and career service provision – target groups and providers (maximum 300 words)

Finland is situated in the Northern Europe. Finland's land boarder with Russia is the eastern boarder of the European Union. Total area of the country is consisted of 338, 000 square kilometres, of which 10 % is water and 69 % forest. There are 187,888 lakes, 5,100 rapids and 179,584 islands, and Europe's largest archipelago, including the semi-autonomous province of Åland. The distances in Finland are long, 1,160 km north to south and 540 km west to east.

There are 5.3 million inhabitants, that means 15.7 citizens per square kilometre. The population is centralised in towns where 71 % of people are living. About 1.25 million people live in the Helsinki metropolitan area.

Finland has two official languages. Finnish and Swedish, moreover 1,700 people have Sami (Lappish) as their mother tongue. Immigration has increased during the last 10 years but still only 2,7 % of the population are immigrants without Finnish citizenship (143,197) and 26,887 of them are from Russia and 22,509 from Estonia.

There are two established guidance and counselling systems in Finland, the functions and goals of which are mutually complementary: 1) guidance and counselling provided by education and training institutions, and 2) vocational guidance and career planning services, and educational and vocational information services, provided by employment and economic development administration. The public sector education, employment and economic development authorities and the education providers, normally municipalities, are the main actors responsible for guidance and counselling services.

Section 2	Taking each of the four symposium themes (see below) describe the two greatest strengths and two greatest weaknesses relating to each theme in your country (maximum 100 words for each strength and weakness; therefore maximum 400 words per theme and 1600 words maximum in this section).

Theme: Transformational technology

Strength 1	Weakness 1
In Finland, over 60 % of households have internet connections. Nearly all in age groups until 40 years of age can use computer and internet, and the number of those among older population has increased during the last four years.	There are people, most of them born before 1960's, who cannot use internet or do not have access to web-based services.

Strength 2	Weakness 2
In-service training programme for counsellors to improve their skills in using internet as a tool in counselling process. It has been launched several projects for improving the content of educational information and use of internet in counselling process. At present, on-line educational advice and guidance services are developed to meet the needs of the citizens.	There are many projects going on with similar aims and target groups. More coordination and cooperation is needed in national and regional level.

Theme: Prove it works	
Strength 1	Weakness 1
In Finland, projects for creating criteria for evaluation of guidance services have been launched in educational and employment sector.	The national strategies for organising guidance and counselling services in educational and employment sector need to be reconciled.
Strength 2	Weakness 2
A research and evaluation project of advice and guidance services. This research project includes a survey of the current situation producing national comprehensive quality criteria (quantitative and qualitative) for guidance provision, and a development of assessment tools and methods and feedback mechanisms.	The development work is made in separate projects. The coordination should be improved.

Theme: Shifting services towards creative collaboration	
Strength 1	Weakness 1
The users of the services have been involved in the development process more than earlier.	The participation of the users is dependent on the organisers and organisations. There should be a general agreement about procedures.
Strength 2	Weakness 2
The importance of the participation of the current and potential users has been recognised.	There are some groups of clients (young people, immigrants, etc.) who should be involved more in planning the services.

Theme: Culture Counts	5
Strength 1	**Weakness 1**
The integration services (ex. information-, guidance- and training services) for immigrants are integrated in the professional development services organised by the employment and economic development administration. Services are well connected to working life and labour market.	Finland has a short history in receiving immigrants – services have no tradition.
Strength 2	**Weakness 2**
Finland is originally a bi-lingual country and there are several national minorities: Swedish speaking, Roma and Sami minority.	Immigrant population is concentrated in the capital area and other bigger cities. It is challenging to organise the services so that they meet the different needs in different parts of the country.

From all of the strengths and weaknesses listed above, rank your country's three biggest strengths and three biggest weaknesses (could be less than three of each but definitely no more).	
Strength 1	Weakness 1
In-service training programme for counsellors to improve their skills in using internet as a tool in counselling process. It has been launched several projects for improving the content of educational information and use of internet in counselling process. At present, on-line educational advice and guidance services are developed to meet the needs of the citizens.	The national strategies for organising guidance and counselling services in educational and employment sector need to be reconciled.
Strength 2	Weakness 2
In Finland, projects for creating criteria for evaluation of guidance services have been launched in educational and employment sector.	The development work is made in separate projects. The coordination should be improved.
Strength 3	Weakness 3
The integration services (ex. information-, guidance- and training services) for immigrants are integrated in the professional development services organised by the employment and economic development administration. Services are well connected to working life and labour market.	Immigrant population is concentrated in the capital area and other bigger cities. It is challenging to organise the services so that they meet the different needs in different parts of the country.

Section 3	Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium. (1 = most important – 4 = least important)
Transformational technology	Priority 1 x 2 3 4
Prove it works	Priority 1 2 3 4x
Shifting services towards creative collaboration	Priority 1 2 3 x 4
Culture counts	Priority 1 2 x 3 4

Section 4	Thinking about the themes, describe up to three high-level key public policy and/or practice initiatives currently being advanced or considered in your country (write no more than 100 words on each). If it is possible, please say which of the themes each initiative is most closely linked to.

High-level key public policy and practice initiative 1

The Ministry of Education, the Ministry of Employment and the Economy, State Provincial Office of Southern Finland:
        Targeted and need-based information, advice and counselling services for adults. The national development programme 2007–2013.

        Objectives:
- **efficient and need-based information, advice and counselling services for citizens in education or working life and for unemployed people**
- **development of practitioners' competences: teachers and counsellors in education, psychologists and advisers in employment offices**
- **quality assurance and evidence base for development of guidance provision and policy**

Linked most closely to themes Transformational technology. Prove it works and Shifting services towards creative collaboration…

High-level key public policy and practice initiative 2

The Ministry of Education launched a development programme for guidance services in basic education 2008–2010

- **127 municipalities and 21 private schools**
- **For 6-9 grades in basic education**
- **Coordinator in each project, contact person to the FNBE and ME**
- **Evaluation of the programme**
- **Training programme for counsellors, teachers and cooperation groups in the regions**

Objectives of the development programme for guidance services in basic education
- **to develop career counselling services in basic education**
- **to guarantee a study place in second stage education – successful transition**
- **to strengthen the cooperation between school and home**
- **to increase knowledge of the teachers about educational opportunities and working life**

- **to develop cooperation between school and working life** - **to increase multiprofessional cooperation to prevent social exclusion**   Linked most closely to themes: Prove it works and Shifting services towards creative collaboration…
High-level key public policy and practice initiative 3
Ministry of the Interior: Counselling and guidance services for immigrants in Finland in early stage and development of immigrants' skills and competences – service design **Objectives:** **- Finnish language skills and degree (according to Finnish qualification framework) integration -> employment** **- service design in regions -> flexible modification for different needs** **- coordination of the services – national and regional level**   Linked most closely to theme Culture counts

Section 5	Future Focus – what are the key elements of your team's overall vision for career policy, practice and research in your country? (write no more than 30 words).

The future focus will be in implementation of the meta criteria and assessment methods and tools developed in the research project for information, advice and guidance services.

This requires that we will have a national forum where different authorities and stakeholders are represented in national and regional levels. Moreover the task of this forum will be to prepare national and regional strategies for organising, updating and evaluating information, advice and guidance services.

Appendix 1

Country Name: **Germany**

Section 1	A brief outline of your country – demographics, population and career service provision – target groups and providers

Population: 82 Million

Demographic trend:

2010: 18% under 20; 21% 65 plus;

2020: 17% under 20; 23% 65 plus;

2050: 15% under 20; 32% 65 plus
    (Bundesinstitut für Bevölkerungsforschung 2008, p.16)

Political system:

Federal constitution with 16 Federal States; the Educational Sector (school system and higher education) including career education in schools is under the sole responsibility of the 16 Federal States.

Career service provision:
- Career service is provided by a wide range of public and private institutions. The landscape of is very vivid, manifold, but also difficult to oversee even by experts.
- Legal responsibility:
    o Schools for career education of students
    o Higher education institutions for students and graduates (students' counsellors, career services etc.)
    o Public Employment Service (PES) with 178 Local Employment Agencies (LEA) for all youths and adults, unemployed and jobseekers including school leavers and students, for vocational guidance and counselling (most comprehensive law on career guidance); formal agreement on collaboration with schools re joint career guidance activities
    o Federal States and Local Municipalities (according to their own legislation or political decision, for different target groups; no general legal obligation)
    o Chambers of crafts, industry and commerce (guidance for vocational education and training for work force)
    o Special Integration Services for Disabled Persons (Integrationsfachdienste)
    o Youth Migration Services (Jugendmigrationsdienste)

- Apart from these guidance services appointed by law there are numerous private providers and non for profit institutions delivering guidance

services. The list below covers only the largest types of providers. Most of them are (fully or partly) publicly funded by government programmes, municipalities or by the PES (usually by paying for the training costs of course participants):

- o Municipal adult education institutions (Volkshochschulen)
- o Municipal "Competence Agencies" (for disadvantaged youth)
- o Women Career Services (Beratungsstellen "Frau und Beruf")
- o Vocational education and training institutes run by the Social Partners
- o Other private vocational schools
- o Self employed guidance practitioners, career coaches etc.

Section 2	Taking each of the four symposium themes (see below) describe the two greatest strengths and two greatest weaknesses relating to each theme in your country (maximum 100 words for each strength and weakness; therefore maximum 400 words per theme and 1600 words maximum in this section).

Theme 1: Transformational technology

Strength 1	Weakness 1
High general usage of ICT: In general, transformational technology is rather well-developed in Germany in comparison to many countries: In 2008 75% of the German population aged 16 to 74 years used the internet, while the EU-27 average was only 64%, (Onliner-Atlas 2008, p. 67)). Nonetheless, there is of course room for further improvement. The usage of ICT is supported by schools and other educational institutions to different degrees.	**No systematic usage of ICT in career guidance:** There is up to now no systematic use of internet or phone for direct person-to person career service and there is no national hotline for career services yet. There are many internet pages which deliver career information, but this information is only rarely connected to advice and guidance by the means of modern technology. Nonetheless, there have been in the past at least some pilot projects.
Strength 2	Weakness 2
Comprehensive nationwide databases for career information: The German PES provides several comprehensive online tools and databases for career information, all free of charge, on its website: www.arbeitsagentur.de :	**Lack of research on ICT in career guidance:** The German scientific community has not dealt very much with the usage of modern technology in career service. So far there have not been developed methods and tools for individual

• "occupational outlook" comprehensive nationwide database on all occupations (BERUFENET) • Comprehensive nationwide database on vocational and educational training courses and programmes including study programmes of all universities (KURSNET) • Several online self assessment tools and career choice tools, ("explorix", "occupational universe", "planet beruf", "abi online") • www.studienwahl.de comprehensive database for study programmes and all higher education issues (in collaboration with the governments of the Federal States) A nationwide database for higher education programmes is provided by the Secretariat of Higher Education Rectors (HRK): www.hochschulkompass.de There are many more smaller sized and regional databases sometimes connected to individual counselling services provided by local or regional guidance services ("Learning Regions programme")	counselling by internet. And most guidance practitioners are not trained for this kind of approach. Thus, initiatives cannot base their approaches on a well-developed stock of literature and evidence with recommendations and evaluation results.

Theme 2: Prove it works	
Strength 1	Weakness 1
PES: Hard indicators for guidance outcomes: Evaluation, quality assurance and evidence basis are issues which recently have gained importance in Germany. Measuring the impact however depends on the goals and objectives set by the government or	**Lack of transparency:** Despite the many efforts in recent years it is again difficult to oversee and to compare the wide range of activities in Germany. There exists no complete overview and common basis for these questions in ensuring a high quality and effective career

	service.

by the institutional providers of guidance services. And these differ substantially between the services.
• The German PES has successfully implemented 2 success indicators for their guidance services:
    o Percentage of customers integrated into jobs and/or vocational training
    o Customer satisfaction index based on a yearly survey
	The design of evaluation studies is very diverse and especially longitudinal and quantitative data is missing in order to assess the situation.

Strength 2	Weakness 2
Joint Project aiming at establishing a quality framework for career guidance: In the course of a recently started project on quality development and quality assurance in career guidance by the German National Guidance Forum (funded by the Federal Ministry of Education and Research) quality criteria and catalogues for external evaluation and self evaluation of guidance services will be developed and piloted. This project will be connected to the present ELGPN)* Work Package on Quality Assurance, Indicators and Benchmarks so that there will be mutual exchange of results. *) European Lifelong Guidance Policy Network	**Little consensus on outcomes and impact of guidance:** The discussion about how to evaluate career services among policy-makers, scientists and practitioners has just begun and there is no consensus yet on what the outcomes and the impact of guidance services should be among policy makers, service providers, stakeholders, and practitioners.

Theme 3: Shifting services towards creative collaboration	
Strength 1	Weakness 1
Several formal agreements for cooperation and collaboration in career guidance: • Formal agreement between the 16 Federal States and the PES on collaboration of schools and labour agencies re career	**Instability and little sustainability of networks due to temporary funding:** Many of the collaboration networks are temporary due to limited funding so there is only little sustainability of initiatives, services and networks.

guidance (1971/2004) including related agreements on the local level

- Joint agreement between the 16 Federal States, the Standing Conference of University Rectors and the PES on cooperation in upper secondary schools re career education (1992) and related agreements on the local level

Support of network building through national /European programs (adult education programmes, labour-market programmes, youth programs). Career guidance usually is just one element within the whole programme; Some examples:

- 76 educational and guidance networks in the framework of the "learning regions programme"
- Network of 10 Regional Training Centres for guidance practitioners (RQZ)
- 200 regional "Competence Agencies" to support disadvantaged youths by coordinating the various providers of youth services in the community
- Jobstarter-programme: one of the programme's focus is to support career education and transition from school to work by cooperation between enterprises, schools, labour agencies and other providers
- „IQ-Network: Integration by Qualification" – a network designed to support the vocational and social integration of persons with migrant background – funded by the European Commission: Within the network a variety of schemes and programs are in operation which support local cooperation of various actors and service providers.

Little user involvement in the design and management of guidance services:

In most services (public and private) the user involvement is restricted to customer satisfaction surveys which are carried out more or less on a regular basis; The German PES carries out on a yearly basis and publishes the results.

Strength 2	Weakness 2
Establishment of a German National Guidance Forum (*nfb*) in 2006 with members from all relevant actors and stakeholders enables and facilitates joint collaborative action: The German National Guidance Forum *(nfb)* has initiated with funding from the Federal Ministry of Education and Research an **open coordination process** involving all relevant actors and stakeholders in the field of career guidance aimed at developing common guidelines and standards for quality in guidance, a competence framework for guidance practitioners and recommendations for the education and training of guidance counsellors.	**Institutional fragmentation and separate funding systems:** Split up and fragmented funding of guidance services by different legal regulations and institutional settings make collaboration difficult – in particular the Federal structure and the split up responsibilities in the Federal Government between Department of Labour, Department of Education and Department for Youth.

Theme 4: Culture Counts	
Strength 1	Weakness 1
National Integration Plan 2007: Political declaration and agreement between the Federal and the Regional Governments, PES and relevant Social Institutions on integration policy to improve the integration of people with migrant background. The Plan outlines concrete objectives and goals to be fulfilled in a defined time schedule.	**Little achievement so far:** Looking at the results, the integration of young migrants as compared to Germans has not improved much in terms of - School education - Vocational training - Unemployment rate
Strength 2	Weakness 2
Establishment of Special Youth Migrant Services Special provision for social integration	**Lack of transparency concerning acknowledgement and accreditation of foreign educational degrees derogates**

of migrant people especially young people of the second and third generation (Jugendmigrationsdienste)	**transnational mobility:** Migrants have to tackle with many different regional regulations in Germany when they want to have their educational degrees accredited which they acquired abroad. There is a lack of transparency about existing regulations and bureaucratic procedures. This applies even to career counsellors who find it difficult to oversee these regulations and to give good advice to migrant clients.

From all of the strengths and weaknesses listed above, rank your country's three biggest strengths and three biggest weaknesses (could be less than three of each but definitely no more).

Strength 1 + 2	Weakness 1 + 2
The Federal structure of the country and pluralism of service providers are both strengths and weaknesses of the German guidance system: - They enable and generate more creativity, diversity and exchange in career guidance programmes and activities. - At the same time in connection with split up legal responsibilities they impede a coherent political strategy for the implementation of a lifelong guidance system and - Lead to a lack of transparency about guidance services thus causing difficulties for easy access to the services.	

Strength 3	Weakness 3
Comprehensive career guidance provision by PES: German PES has a longstanding tradition (more than 80 years) and high level nationwide career guidance service for youths and adults. Even though the former monopoly of PES for career guidance was abolished in 1998, the PES is still the most important service provider for young people in the transition from school to work. The service is offered nationwide to all students and schools including the free use of a Career Information Centre (BIZ) at each local Labour Office	**Lack of common standards and guidelines for quality in guidance:** No commonly agreed quality standards for guidance delivery including the lack of common standards for the education and training of guidance practitioners (no regulations for their qualification); Increasing lack of transparency of counsellor's degrees. No national registers, quality standards and access limitations for counsellors. At the end, everybody can call herself/himself a counsellor.

(see: OECD Country Report 2002).	

Section 3	**Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium.** **(1 = most important – 4 = least important)**
Transformational technology	Priority 1 2 **3** 4
Prove it works	Priority **1** 2 3 4
Shifting services towards creative collaboration	Priority 1 **2** 3 4
Culture counts	Priority 1 2 3 **4**

Section 4	**Thinking about the themes, describe up to three high-level key public policy and/or practice initiatives currently being advanced or considered in your country (write no more than 100 words on each). If it is possible, please say which of the themes each initiative is most closely linked to.**

High-level key public policy and practice initiative 1

Launching a Telephone-Hotline and a Career Guidance Info-Portal (starting in 2009):

The Federal Ministry of Education and Research launched a pilot project to establish a nationwide telephone hotline for educational guidance – following the idea of the "Career Advice Service ("LearnDirect") in Great Britain. The conceptualization and realization of the project has to take into account the Federal structure and the different institutional and legal conditions in the 16 Federal States. After the conceptualization period pilot projects will be developed in three of the 16 Federal States. The idea is to establish regional service providers involving the PES and other relevant service providers from national and regional level and to provide links to already existing databases.

Linked most closely to theme 1 "Transformational Technology"

High-level key public policy and practice initiative 2
Joint Project aimed to establish a quality framework for career guidance (09/2009 – 11/2011): The German National Guidance Forum *(nfb)* with funding from the Federal Ministry of Education and Research has started an **open coordination process** involving relevant actors and stakeholders in the field of career guidance aiming at developing common guidelines and standards for quality in guidance and counselling, a competence framework for guidance practitioners and recommendations for the education and training of guidance counsellors. The result should be a quality assurance framework and tools for implementation, which could be piloted by a small number of service providers, and recommendations for a sustainable implementation of Quality Assurance Guidelines and Standards in career guidance in Germany. Linked most closely to theme 2: "Prove it works" and theme 3: "Shifting services towards creative collaboration"
High-level key public policy and practice initiative 3
Strengthening company based further training, especially in Small and Medium Sized Enterprises (SME) : There are several initiatives and programmes ongoing to strengthen and improve company based further training for employees in order to adapt to future demographic change and to maintain or improve the individuals' employability. Most of these programmes include guidance and counselling for employed persons who want to improve their knowledge and skills as well as information and advice for companies, especially SME, to meet the future qualification challenges of their enterprise. Some examples: - "Social Partners Programme" funded by the European Social Fund Programme to support social partners' joint initiatives designed to strengthen company based further training including the strengthening of guidance structures - Voucher Programmes for employed persons who wish to improve their vocational training and employability by participating in further training courses. Voucher Programmes are currently implemented by the Federal Government, and seven Federal States). Linked most closely to theme 3 "Shifting services towards creative collaboration"

Section 5	Future Focus – what are the key elements of your team's overall vision for career policy, practice and research in your country?

Key elements are:
- further professionalization of guidance counsellors,
- enhanced quality development of service,
- increased transparency for users and professionals,
- easier access to guidance services for clients.

Appendix 1
Country Name: **HUNGARY**
Country team
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Section 1	A brief outline of your country – demographics, population and career service provision – target groups and providers (maximum 300 words)

Geography

Hungary is located in Central Europe, in the Carpathian Basin surrounded by the Carpathians, the Alps and the Dinara Mountains, between northern latitudes of 45°44' and 48°35' and eastern longitudes of 16°07' and 22°54'. The territory of the country is 93,030 square kilometres.,. The total length of the borders of the country is 2,216.8 kilometres. Hungary has common borders with seven countries eg. Ukraine, Romania, Yugoslavia , Croatia, Slovenia, Austria, and Slovakia.

Demography

On 1 January 2009, the population of Hungary was 10 million 31 thousand, within that 4 million 761 thousand males and 5 million 270 thousand females. In the age composition of the population, the changes, having lasted for a long time, continued.
The age-tree illustrating the age composition is characterized by a male surplus under the age of 40, a gradual equalization in the age between 40 and 44 and an increasing female surplus over the age 45. The number of births sank below 100 thousand in 1998 for the first time, and has not reached that level since then.

Labour market

According to the data of the *labour force survey*, 4 million 167 thousand people aged 15–74 were present in the labour market in the 1st quarter of 2009, among them 3 million 764 thousand were employed and 403 thousand unemployed, so the economic activity did not change on the whole (54.1%). As an affect of the world economic and financial crisis, the employment rate of the population aged 15–74 years fell significantly (by 0.9 percentage point to 48.9%), while unemployment rate rose to 9.7%. In the 1st quarter of 2009, the average gross earning of full-time employees at budgetary institutions was HUF 195,800, in the private and HUF 205,000 in the public sector. In 2009, the central measures affecting the private sector were the 3.6% rise of minimum wage from HUF 69,000 to HUF 71,500-

Education

In 2008, 19% of the population aged 25–64 years had a college or university degree in Hungary. 30% had a GCSE as the highest educational qualification; a further 30% had a vocational qualification, while 20% only had a finished or unfinished elementary.
In 2008 within the adult education cca. half million people learned in the different formal learning programs outside the schools (eg. labour market training programs, language programs, etc.). Cca. two hundred thousand adult people learned at the universities, and colleges, and cca. one hundred thousand at the secondary schools. This adult education activity means cca. 11 % of the population aged 15-64.

National Career Guidance Service

In Hungary there is no central ownership of guidance issues. While guidance activities and development are overseen by the Ministry of Social Affairs and Labour, the Ministry of Education and Culture is also a key actor in the field. However, the

two ministries do not have a long term strategic agreement on the issue. On the other hand, neither the citizens, nor the employers have a clear idea of the aims, methods or the benefits of guidance, counselling and vocational orientation. In the Social Renewal Operative Programme *the development and the promotion of the national lifelong guidance network is an important, strategic element*. SROP Measure 2.2.2 was contracted in the value of HUF 2.08 billion (EUR 7.3 million) on 15 October 2008 and covers the period between 22 September 2008 and 21 September 2010

Since the establishment of the European Lifelong Guidance Policy Network (ELGPN) at EU level, national developments have pushed ahead. The Hungarian LLG Council (*Nemzeti Pályaorientációs Tanács, NPT*)[1] was founded in January 2008 and in September of the same year a new national programme was launched in the framework of the Social Renewal Operational Programme (SROP) of the New Hungary Development Plan 2007-2013 which includes the development of a new national LL guidance network. The National Development Agency Human Resources Governing Authority also plays a central role in the governing system as a fully responsible body for the national HR developments. According the law every citizen count and are identified as potential users of the career guidance services.

The major target groups that can use and benefit from guidance and counselling services include:
- pupils in elementary schools – in the early stage of choosing a future career/qualification;
- students in secondary schools – before choosing a BA or a vocational programme;
- parents of school children;
- career-starters;
- job-seekers;
- adults who need to be retrained;
- adults planning to participate in further vocational/professional training;
- adults who need career-affirmation or career support;
- inactive adults planning to return to the world of work.

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[1] http://internet.afsz.hu/engine.aspx?page=full_kulfoldi_palyaor_eu_magyar_llg_tanacs

Section 2	Taking each of the four symposium themes (see below) describe the two greatest strengths and two greatest weaknesses relating to each theme in your country (maximum 100 words for each strength and weakness; therefore maximum 400 words per theme and 1600 words maximum in this section).

Theme: Transformational technology

Strength 1	Weakness 1
Since 2004 a well developed career guidance portal is available in the country. (www.epalya.hu A new national LLG portal is under planning and will be updated till 2013. (see other parts of the national report)	There is no coordination and cooperation between the national/ regional and local web based guidance developments. Many portals were developed and there is no sufficient resources for maintaining
Strength 2	Weakness 2
There are several non-governmental or regional initiatives for web based career guidance services. These site very often serves the different customer groups. Eg. youth, Romas, 50+ etc.	Web based guidance services generally running under project financing since the project come its end there is no resources for the maintaining duties.

Theme: Prove it works

Strength 1	Weakness 1
Hungary is participating in the activities of the Work Package 4 of the ELGPN 2009-2010 action plan on elaborating evidence-based guidance and QA, which aims to develop a quality assurance system for the counselling services, together with elaborating indicators, as well as assess the social, economic and psychological impact of guidance. Parallel with this network activity the Hungarian LLG Council has launched a small desk research about the quality and impact of guidance services. This study as well as another one examining the development of a national competency matrix of guidance practitioners will be completed in 2010	There are no available data at national and regional levels. Guidance services works very segmented in the different sub-systems. No national data gathering at this field.
Strength 2	**Weakness 2**
NPT has launched a national research programme for evidence based guidance. The programme has two main parts: Part one is about the fiscal impact of guidance, part two is about the individual-social impacts. The programme will come to its end in mid-2010.	Because of this (Weak..1) fact career guidance policy development and implementation is very often based on "urban legends".

Theme: Shifting services towards creative collaboration	
Strength 1	Weakness 1
The new national LLG development programme has a part on the involvement of the practitioners and potential users. The first focus groups interviews done in June 2009, pointed out very significant facts: Respondents consider professional careers to be predictable (planable) only to a limited extent, particularly, if they compare the present situation to their past experience, 'past' clearly dating back to the period before the system change and in retrospect it is slightly idealised owing to its predictability providing security and reliability. The steady weakening of predictability to often unforeseeable changes in external conditions. In our view the primary cause of the uncertainty of planning is that opportunities have come to be restricted. Those choosing their careers today (primarily the first one) assert that they are forced to make decisions based on very little and uncertain information which has to be modified in many cases as early as during training, generating uncertainty	As the SROP 2.2.2. national LLG development programme has been launched a year ago there is significant uncertainty among the practitioners about the LLG goals and working mechanism. For a practitioner the differences between vocational orientation and LLG are not evidence based or clear for the first sight.
Strength 2	Weakness 2
NPT has started a cooperation process between the two main area (education and labour) and between the national – regional and local levels Regional development and Education Committees (7) and NPT have a long-term cooperation process A regional guidance practitioner gathering process started in June 2009. Workshops will be organised in the next one year for the practitioners as well.	LLG developments are still pretty much segmented within the employment or the education policy. There is no solution for the maintaining of the process after 2013, after the ESF founding will come its end.

Theme: Culture Counts

Strength 1	Weakness 1
Based on the registry of the Hungarian Ministry of the Interior (2006), which records a person's change of residence, the number of migrants moving within Hungary has totaled around 400,000 people annually, which includes both permanent and temporary migrants such as daily or weekly commuters. The proportion of internal migrants as a percentage of the entire population reached 1.4% in 2003. Permanent migration, which involves a change of residence and the take-up of a new job, usually accounts for around half of all migration in Hungary. For instance, in 2002, some 232,000 permanent migrants were registered, increasing to 242,000 migrants in 2003, while the number of migrants dropped to 219,000 and 217,000 people, respectively, by 2004 and 2005. International migration at the moment is not on the policy agenda in Hungary. *Around 1-1,5% (98 000 in 2008) of the country population are migrant.* Since the end of the Balkan wars there are even less migrant or asylum seeker in the country. Since our accession to the Schengen Zone more illegal migrant are hitting the borders and mainly use the country for transit to "Europe.	Hungary as a Central European state has a strong Roma minority (400 000 – 600 000 within of the 10 millions). Romas are undereducated and has much higher unemployment rate than the majority of the society. Since the social, political changes in (1989) billons of Forints were spent to this issues so fare there are no long term answers for the problem. Many ethnic schools or foundations offers career guidance for them but as the old semi-skilled or even unskilled traditional occupations were vanished from the Hungarian labour market many of them live as unemployed or inactive citizen.
Strength 2	Weakness 2
For the small number of migrants – especially under the Balkan wars – a strong professional service used to be offered. In a EU cooperation a brand new 2 years post graduate degree was developed, named "social integration counsellor"	No implemented national strategy for migrant counselling or Roma counselling services. Because of the lack of the language knowledge of the trained Hungarian career counsellor U. of ELTE, Budapest has never able to launch this special course so far.

From all of the strengths and weaknesses listed above, rank your country's three biggest strengths and three biggest weaknesses (could be less than three of each but definitely no more).	
Strength 1	**Weakness 1**
NPT has launched a national research programme for evidence based guidance. The programme has two main parts: Part one is about the fiscal impact of guidance, part two is about the individual-social impacts. The programme will come to its end in mid-2010.	LLG developments are still pretty much segmented within the employment or the education policy. There is no solution for the maintaining of the process after 2013, after the ESF founding will come its end
Strength 2	**Weakness 2**
SROP 2.2.2. as a national LLG programme offers a chance for the national LLG standards development, for "coordination and cooperation" Since 2004 a well developed career guidance portal is available in the country. (www.epalya.hu)

A new national LLG portal is under planning and will be updated till 2013. (see other parts of the national report) | As the SROP 2.2.2. national LLG development programme has been launched a year ago there is significant uncertainty among the practitioners about the LLG goals and working mechanism. For a practitioner the differences between vocational orientation and LLG are not evidence based or clear for the first sight. |
| **Strength 3** | **Weakness 3** |
| Since 2004 a well developed career guidance portal is available in the country. (www.epalya.hu)

A new national LLG portal is under planning and will be updated till 2013. (see other parts of the national report) | There are no available data at national and regional levels. Guidance services works very segmented in the different sub-systems. No national data gathering at this field. |

Section 3	Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium. (1 = most important – 4 = least important)				
Transformational technology	Priority				
	1	**2**	3	4
Prove it works	Priority				
	1	2	3	4
Shifting services towards creative collaboration	Priority				
	1	**2**	3	4
Culture counts	Priority				
	1	2	**3**	4

Section 4	Thinking about the themes, describe up to three high-level key public policy and/or practice initiatives currently being advanced or considered in your country (write no more than 100 words on each). If it is possible, please say which of the themes each initiative is most closely linked to.

High-level key public policy and practice initiative 1 – develop a LLG and cross-policy era within the country

In the Social Renewal Operative Programme the development and the promotion of the national lifelong guidance network is an important, strategic element.

SROP Measure 2.2.2 was contracted in the value of HUF 2.08 billion (EUR 7.3 million) on 15 October 2008 and covers the period between 22 September 2008 and 21 September 2010. The programme supports development in the areas of IT, education and methodology. In the area of IT development, the development of a new national guidance portal is envisaged, targeting the youth, adults and professionals/experts, with the aim of providing integrated, up-to-date, and user-friendly information related to education and the labour market. The webpage would also offer a portal for career guidance professionals with the information and tools regarding the project.

As part of the measure, a post graduate (Master) programme will be financed in the field of guidance for 85 professionals in 2 universities, together with a 2x3-day, free of charge training programme for 2,000 professionals already in the field (teachers, social workers, etc.) providing information on a wide range of related themes . The measure will support the development of a national LLG counsellor network of 50 professionals who provide career guidance and counselling services in 25 cities and towns. As part of the efforts at methodological development, a network of coordinators will be set up to ensure cooperation between the project and other

interested parties (employment offices, schools, higher education institutions, social institutions, NGOs), studies will be conducted to help counsellors work more efficiently, and various auxiliary materials will also be created
Linked most closely to theme……Theme 3 (shifting…)

High-level key public policy and practice initiative 2 – develop a real LLG based multiple access website

The new National Guidance Portal is to be developed in the "SROP 2.2.2 - Developing a National Lifelong Guidance Network" project (September 2008-September 2010). In this first two year period the new portal will be published (in September 2009), but additional new functions and contents are to be developed and integrated in the possible follow up development phases (till 2013). The most important aim of the new portal is to facilitate lifelong and lifewide learning (LLL and LWL) by helping individuals making decisions throughout their career and life - providing help for youngsters to choose and plan their careers, providing help for adults to modify their careers, facilitating lifelong learning by publishing information about adult education opportunities.

The new LL access opening site view (planed)
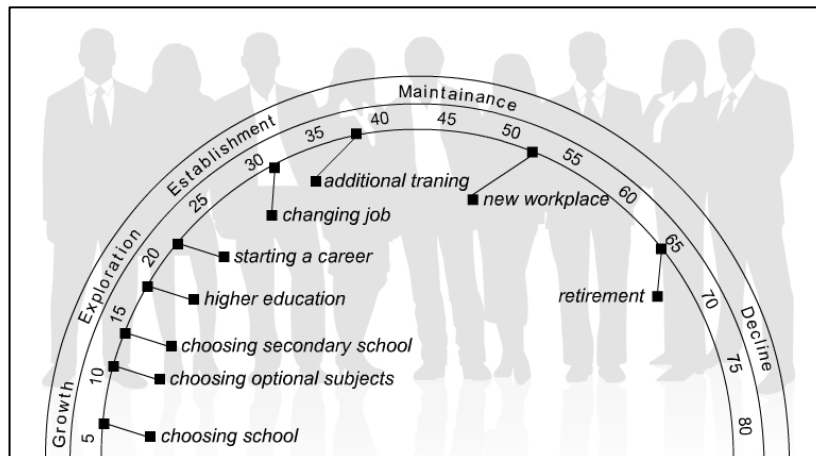
Linked most closely to theme……Theme 1 (technology)

High-level key public policy and practice initiative 3 – develop the legal and financial background of LLG

As the Hungarian LLG Council started its work last year for the coming years set up a very challenging agenda:
1.) survey the current "no real owner" situation of the career guidance services within the country
2.) develop a common professional protocol for guidance professionals (was issued August 2009)
3.) review the professional contact point in the country and register the practitioners develop a national policy document for multiple – financing (education, social affairs, labour at central and regional and county levels) before 2013 as the second ESF national development plan will come to it's end.
Linked most closely to theme…… Theme 2 and 3 shifting services… and prove it works

Section 5	Future Focus – what are the key elements of your team's overall vision for career policy, practice and research in your country? (write no more than 30 words).

MAIN TASKS AT NATIONAL LEVEL

The current Hungarian system does not connect LLG service providers with each other. The *service providers of the various policy subsystems* (public education, vocational training, higher education, public culture, labour etc.) *operate separately.* Therefore, important reforms are needed to implement the relevant EU – OECD recommendations (2004, 20052). The main focal points of the prospective reform measures can be summed up as follows:

1.) Gradual development of a system of a career counselling/life-course-building and support portfolio *designed to accompany the individual throughout their life course* (cf. lifelong guidance) in the foreseeable future. The policy reason for this measure is that, in the new open and knowledge-based society and economy which has emerged since the change of the economic and political regime, the career development model as well as the traditional mobility channels have changed considerably and new ones have been formed, while the members and groups of society and the actors of the economy cannot adapt satisfactorily to these without professional assistance (career counselling).

2.) *The services operated in the various sub-systems* shall be reviewed and their local-level *linkages* (at individual, local community and business organisation level, respectively) shall be established. In line with that, the relevant financing system ought to be transferred from the current fragmented one, which is governed by five or six legal regulations, to a unified platform, while preserving the service forms associated with specific life situations and institutions (school, higher education, employment provision system, adult training, public education/culture, health care, etc.) The main policy reason for this measure is that despite the codification of a high number of legal regulations to promote career choice, LLG and career counselling since the change of regime, these have not been aligned with one another and neither has the relevant competence system been clarified. The current legislation is not transparent, it is fragmented, the financing system is both defective and wasteful, there are many duplications, while local-level LLG tasks are often unaccomplished despite the existence of the necessary legislative framework. The guidance activity, which typically demands cross-policy co-ordination in the modern administration structure, can only be executed efficiently in a framework assigned to the joint competences of different policies and professionals.

3.) *A national network and co-ordination system* of Hungarian LLG/career counselling must be established. This task follows from the two previous points which aim at establishing co-ordination between policies and institutions and co-ordinating in a unified manner the national LLG/career pathway support service potential. Therefore, and in line with the relevant EU objectives, the Hungarian LLG Council was formed in January 2008, with the support of the National Vocational and Adult Education Council (Hungarian abbreviation: NSZFT), and it has operated since mid-June 2008 under the name of National LLG Council (Hungarian name and abbreviation: Nemzeti Pályaorientációs Tanács; NPT)

Appendix 1

Country Name: _____J A P A N_____

Section 1	A brief outline of your country – demographics, population and career service provision – target groups and providers (maximum 300 words)

Japan's population is estimated at around 127 millions in July 2009. Japan has one of the highest life expectancy rates in the world, 81.12 years of age, and about 22.2% of the population was over the age of 65 in 2009 (The World Facebook,2009). The Japanese population is rapidly aging due to the effect of a post-war baby boom followed by a decrease in births in the latter part of the twentieth century.

This change in the demographic structure and the globalizing economy have created a number of social issues, particularly a potential decline in the workforce population and increase in the cost of social security benefits such as the public pension plan, which leads to a risk of undermining the sustainability of the Japanese society and economy. It has also created a situation in which people are unable to fulfill their desires concerning marriage and childbearing.

Facing the current social issues with changes in demographic structure and decline in the workforce population, and the work environment problems including minimum wage workers, unstable employment forms, and long work hours for full-time employees, the government in cooperation with local governments, private companies and NPOs will take several measures to stabilize and facilitate employment of the youth, females, the elderly, and people with disabilities.

Particularly, in order to facilitate the appropriate matching between recruiters and job seekers and to promote them obtaining stable employment,
"Job Card System" (implemented in FY 2008) provides people with less experience as a regular workers and thus with limited opportunities for vocational ability development, including young job-hopping part-timers (Freeters), females who finished raising children, single mothers and new graduates, with career consulting and practical vocational training.

Section 2	Taking each of the four symposium themes (see below) describe the two greatest strengths and two greatest weaknesses relating to each theme in your country (maximum 100 words for each strength and weakness; therefore maximum 400 words per theme and 1600 words maximum in this section).

Theme: Transformational technology

Strength 1	Weakness 1
The rapid spread of ICT (information and communication technology) makes business-to-business networking and global cooperation easier. PC / ICT development lets people work without having to worry about location (working at home, SOHO, etc.). The development of microelectronics helps to mechanize (robotize) dangerous jobs, thus improving safety and reducing manual labour.	Dwindling domestic production sites (more offshore sites) means that there is less domestic employment. As more technical know-how is mechanized (systematized), there are fewer jobs for production engineers. Workers unable to keep up with advanced IT literacy have fewer employment opportunities (especially the elderly and women who want to return to work after childbirth). There is greater income polarization.

Strength 2	Weakness 2
Computerization (digitalization) in the household provides people with more and more options, such as internet and TV shopping, which help make life more convenient. Likewise, distribution regions are growing quickly with digitized books, music, and other commodities. Accompanied by the development of communications and digital technology, sophisticated gaming technology (Nintendo DS, PlayStation) is being used in more and more households.	Beset by falling sales, existing companies such as department stores and supermarkets have seen drops in jobs. (Distribution disintermediation) Personal information is at a greater risk of being leaked.

Theme: Prove it works

Strength 1	Weakness 1
The "Youth Independence / Challenge Plan," completed in 2003, has boosted employment support and aims to find permanent employment for 250,000 "freeters" (job-hopping part-time workers) "Job cafes," centres that provide counseling, training, and other one-stop services for young people, have been established at 46 locations nationwide.	The growing proportion of young people in irregular employment makes it harder for young people to develop job skills. Tough economic times have forced some companies to reduce the amount of educational investment for employees. 30 percent of college graduates leave their jobs within three years of graduation (50 percent of high school graduates).

Strength 2	Weakness 2
The "Plan for Promoting Career Education," created in 2007 to improve and accelerate career education, is helping young people develop the skills and attitudes needed to make choices about their future. Non-profit organizations, together with schools and area businesses, are working on ongoing, systematic career education that draws on the energy of the private sector.	There are few corporations that actively embrace internship programs. Career education, which is difficult to apply to developmental stages, is divided into primary/secondary, high-school, and university levels.

Theme: Shifting services towards creative collaboration

Strength 1	Weakness 1
There are more NPOs and regional support systems that help NEETs (young people Not in Education, Employment, or Training) achieve better self-reliance. As a part of these efforts, 20 "Wakamono Jiritsu Juku" (Young People Independence Schools" started offering classes in 2005. Solving the employment problems faced by young people requires the combined efforts of economists, educators, the mass media, regional communities, and the government. There is now a "National Movement towards Improving Youth People Power" that aims to show young people the significance of work.	Emphasis on academic performance and the desire to obtain advanced degrees remain strong among high school teachers and parents, but have yet to make an impact on young people as career progression strategies.
Strength 2	Weakness 2
There are university-supported seminars to promote the self-awareness students need to make suitable employment choices. Efforts are also being made to build corporate support for internships.	With so many government agencies involved in employment support measures for college students, overall efficiency is low (the Ministry of Health, Labour and Welfare, the Ministry of Education, Culture, Sports, Science and Technology, the Ministry of Economy, Trade and Industry, etc.).

Theme: Culture Counts	
Strength 1	Weakness 1
Although the number of foreign workers in Japan is growing (legal workers: 750,000 [2006]), the percentage of native (Japanese) workers is higher than corresponding rates in other countries, and, for better or for worse, there is little diversity.	Since 1989, Brazilian workers of Japanese descent and other foreign workers have been brought in to combat labour shortages at manufacturing sites in the auto industry and other fields. Many of these workers are particularly vulnerable to the effects of the current global economic crisis, leading to layoffs, discontinued dispatch contracts, and generally unstable employment conditions. There have been cases of cultural friction in areas where there are many foreign workers.
Strength 2	Weakness 2

From all of the strengths and weaknesses listed above, rank your country's three biggest strengths and three biggest weaknesses (could be less than three of each but definitely no more).	
Strength 1	**Weakness 1**
The rapid spread of ICT (information and communication technology) makes business-to-business networking and global cooperation easier. PC / ICT development lets people work without having to worry about location (working at home, SOHO, etc.).	The growing proportion of young people in irregular employment makes it harder for young people to develop job skills. Tough economic times have forced some companies to reduce the amount of educational investment for employees.
Strength 2	**Weakness 2**
The "Youth Independence / Challenge Plan," completed in 2003, has boosted employment support and aims to find permanent employment for 250,000 "freeters" (job-hopping part-time workers) "Job cafes," centres that provide counseling, training, and other one-stop services for young people, have been established at 46 locations nationwide.	There is greater income polarization. The issue of "working poor" has become a social problem.
Strength 3	**Weakness 3**
The "Plan for Promoting Career Education," drawn up in 2007 to improve and accelerate career education, is helping young people develop the skills and attitudes needed to make voluntary choices about their future.	Workers unable to keep up with more advanced IT literacy have fewer employment opportunities (especially the elderly and women who want to return to work after childbirth).

Section 3	Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium. (1 = most important – 4 = least important)
Transformational technology	Priority ① 2 3 4
Prove it works	Priority ① 2 3 4
Shifting services towards creative collaboration	Priority 1 ② 3 4
Culture counts	Priority 1 2 3 ④

Section 4	Thinking about the themes, describe up to three high-level key public policy and/or practice initiatives currently being advanced or considered in your country (write no more than 100 words on each). If it is possible, please say which of the themes each initiative is most closely linked to.

High-level key public policy and practice initiative 1

The 250,000 Freeter Permanent Employment Plan

A comprehensive policy to support NEETs and young people (senior freeters aged 25-34) who became freeters (part-time workers) because especially unfavorable graduate recruitment conditions made it difficult to find permanent employment.

Linked most closely to theme…Prove it works…

High-level key public policy and practice initiative 2
Introduction of the Job Card System Job cards - career formation support tools that let people coordinate their occupational skills and job awareness – are used widely in the job application process and other areas.   Linked most closely to theme…Shifting services towards creative collaboration
High-level key public policy and practice initiative 3
The "Plan for Promoting Career Education," drawn up in 2007 to improve and accelerate career education, is helping young people develop the skills and attitudes needed to make voluntary choices about their future.   Linked most closely to theme…Prove it works…

Section 5	**Future Focus – what are the key elements of your team's overall vision for career policy, practice and research in your country? (write no more than 30 words).**
There is an urgent need for development of comprehensive educational programs directed at lifelong career progression (and related research), as well as the training of specialists to help promote career development for young people. In Japan, there are no career counselors or comprehensive programs that train practical professionals.	

Section 1) BRIEF COUNTRY OVERVIEW

The Netherlands has a population of about 16.500.000 people, concentrated on an area of 41,526 km². Even though the Netherlands is so densely populated; there are no cities with a population over 1 million in the Netherlands. Between 1900 and 1950 the population had doubled from 5.1 to 10.0 million people. From 1950 to 2000 the population increased from 10.0 to 15.9 million people, making the relative increase smaller.

The Dutch population is ageing. This has created a demographic challenge with consequences in health care and social security policy. E.g. the possible decrease of the potential labor force may result in extending the age of retirement As the result of immigration, the Netherlands has a sizeable minority of non indigenous peoples. There is also considerable emigration. With the enlargement of the European Union during the 2000s, the Netherlands has seen a rise of migrants coming from recent EU member states.

The public career service provision is targeted at students in secondary, VET and University. Career service provision for unemployed are locally bought in the private market. There is a huge private Career service market in the Netherlands, also for employed people

In the educational sector the MoE established 4 Councils (primary, secondary, VET and Higher education) that are representing their sector (Boards, employers and employees) . These sectors decide on the national policy reg. CEIG in their sector.

	Transformational technology	Prove it works	User collaboration	Culture counts
Section 2: Strengths and weaknesses	Weakness 1. There are many portals, initiated, providing comparable information on education, training and occupations for individuals . 2. These governmental and private/public portals aren't linked. 3. The portals are 'a window' only.	Weakness 1. There is no governmental tradition of longitudinal research, also not in this area. and a lack of (international) knowledge insights and views on what could be measured, why and how in this area. Research on career provisions quality in the	Weakness 1. User collaboration is superficial, a ceremony, only on the level of consulting users.	Weakness 1. There is no explicit policy or practice relating to multicultural career services. 2. In Public Policy, mainly focused on EU issues like dropouts, raising educational level, social challenges etc., a distinction is being made between (non) immigrants to get an indications on who or what causes these challenges. 3. "We- they" thinking is strong. Discrimination by employers and colleagues is considered an important issue that prevents immigrants in taking part in the

		private market isn't available. 2. In Higher education a 'study choice conversation' at the start of a study must prevent drop-outs.		labor market .
	Strenghts 1. There are portals on national level providing information on educational opportunities, vocational information. 2. A portal is initiated with information for career guidance semi-professionals containing information on educational sector, work and intermediary sector, in line with life long learning. However others may initiate a similar portal. No or hardly links to similar portals abroad. 3. A electronic MIS on	Strenghts 1. In VET research has being done on effectiveness of career guidance and the conditions for effective career guidance. 2. In PES (UWV Werkmaatschappij) quality assurance is established successfully. 3. In the educational sector CEIG Quality assurance is part of the general Quality Assurance: which	Strenghts 1. Real involvement of user organizations (e.g. clients, unions, employees) is to some extend part of Dutch traditional policy/political practice (Poldermodel) on any level.	Strenghts 1. In the educational sector schools with any background (Christian, Islamic, Waldorf etc.) are public funded, (including the mandatory CEIG). 2. Diversity programs include PLAR and policy to get accustomed to the Dutch society.

	educational progress of every student has been established.	consist of self-assessment and governmental inspection afterwards.		
3 biggest strengths / weaknesses	**Strengths**		**Weaknesses**	
	See section above, no specific ranking can be applied here.		See section above, no specific ranking can be applied here.	
Section 3: Priorities	**Priority : 3**	**Priority : 1**	**Priority : 2**	**Priority : 4**
Section 4: Public policy	Establishing the national portal and integrate existing information / websites in it.	No priorities in this section.	Not too much, no progress.	Its implicitly part of public policy.
Section 5: Future focus	1. Reorganize and harmonize the existing sites and data. The Project Directorate Learning and Working (a joint initiative of the MoE and the Ministry of Social Affairs and Employment) is taking initiatives in this. 2. Moving from 'window' to	No initiatives yet, but question is emerging. It has to happen but needs more body. Departments and other stakeholders) underestimate the complexity of the research and needed resources. There has to be focus on exactly what will be proved and how.	It deserves much more attention. Is not developed yet, but it is a very important theme. The Scotland Symposium was an eye-opener.	There is no indigenious minority group or First Nation issue in the Netherlands. Culture diversity is an important but hidden theme, proceeded with caution, as it's politically sensitive: "integration: what' does that mean?"

	'a Wiki-concept' 'approach would a challenge. 3. LMI available regionally and user-friendly.			

Appendix 1

Country Name: **New Zealand**

Section 1	**A brief outline of your country – demographics, population and career service provision – target groups and providers (maximum 300 words)**

New Zealand has a population of just over 4 million spread out over two major islands. Over three quarters (76%) of the population live in the North Island with nearly one third (32%) living in the Auckland region

New Zealand has a culturally diverse population with five main ethnic groups: European (77.6%), Māori (14.6%), Pacific (6.95%), Asian (9.2%) and Other (0.9%).[1] New Zealanders are largely urban-based with 86% of the population living in urban areas. Though 16% of both Māori and European people live in rural areas only 2% of Asian and 3% of Pacific people live in rural areas.[2]

Twenty three percent of 25–64 year olds hold a tertiary level qualification at bachelor's degree or higher, above the OECD average of 19%. Employment rates are also high by international standards, with 75% of 15–64 year olds employed in 2008, well above the OECD average of 67%.

New Zealand's unemployment rate is still well below the OECD average of 8.3%, only increasing since the economic recession began in 2008. The unemployment rate rose from 4% in the June 2008 quarter to 6% in the June 2009 quarter.[3] New Zealand industries most vulnerable to the recession include manufacturing, retail and agriculture, forestry and fishing.

Career services are provided by a range of participants within diverse settings. These settings include vocational rehabilitation, private practice, secondary and tertiary education, organisational career development, and government directed.

Career Services is New Zealand government's agency for providing independent career information and advice. In 2008, the UK Skills Commission noted that: "

"…*the all-age service is the preferred model amongst experts. It was pointed out to us that there is an all-age service in New Zealand, and this is widely regarded as the best service in the world.*"[3]

While face-to-face interaction is important, technology has also become a key feature of Career Services' suite of integrated services. The investment in technology has meant that a diverse group (including young people, migrants and refugees) can access Career Services through the website, phone, texting, web-chat and online tools. These methods have both increased cost-effectiveness and enabled information to reach more people at a time, place and medium appropriate to them.

Career education is also available in schools (Ministry of Education)[4] and tertiary institutions (Tertiary Education Commission)[5]. Monitoring of career education in schools is conducted by the Education Review Office.[6]

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[1] http://www.socialreport.msd.govt.nz/people/ethnic-composition-population.html. Figures do not sum to 100% as people reporting more than one ethnic group are counted in each applicable group.
[2] http://www.socialreport.msd.govt.nz/people/distribution-population.html
[3] Statistics New Zealand (2009) Household Labour Force Survey: June 2009 quarter, Tables 1 and 13

Section 2	Taking each of the four symposium themes (see below) describe the two greatest strengths and two greatest weaknesses relating to each theme in your country (maximum 100 words for each strength and weakness; therefore maximum 400 words per theme and 1600 words maximum in this section).

Theme: Transformational technology

Strength 1	Weakness 1
Integrated career services Technology is transforming our country and providing opportunities for our government and industries to develop systems that meet 21st century skills, learning needs and labour market demands. For Career Services, technology has become the main vehicle for achieving a fully-integrated service that is considered world-class. One of Career Services' strengths is its comprehensive website, which hosts extensive tools targeted to a variety of audiences and needs. Internally, and across government departments, phone and video conferencing is becoming the norm. It is also a means for reducing costs and travel time.	**Lack of access – digital divide** Access to the internet is lower for Māori and Pacific people, sole parent families, and people over 65 years. (Social Report 2008). There is also evidence that rural areas are underserved. Trends in access to telephones, cell phones and internet connections at home have improved over the last five years (Social Report 2008)[7] and significant government investment is being made in broadband infrastructure.[8] New Zealand is actively working to close the digital divide through investment in rural broadband and driving the use of digital approaches in health and education.

Strength 2	Weakness 2
Leading change Technology in many regards is leading the change in how we live and work. This includes new jobs in the information technology sector that previously did not exist in the labour market. The introduction of social networking sites like *Bebo* and *Facebook* have become a cost-effective means of reaching a large number of people at lower cost. In recognition of technology's role in driving productivity and economic growth, Government is actively investing in ultra-fast broadband infrastructure.[9]	**Impersonal** Some clients will always need face-to-face services rather than technology-based services. While technology may be the way of the future, effort still needs to be made to ensure that people feel that the careers advice and guidance they are receiving is right for them and is not just generic information.

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[4] http://www.minedu.govt.nz/
[5] http://www.tec.govt.nz/
[6] Education Review Office (Career Education and Guidance)
[7] http://www.socialreport.msd.govt.nz/social-connectedness/telephone-internet-access.html
[8] http://www.beehive.govt.nz/release/ultra-fast+broadband+investment+proposal+finalised
[9] http://www.beehive.govt.nz/release/budget+kick+starts+broadband+investment

Theme: Prove it works

Strength 1	Weakness 1
Evidence-based models Assessing and evaluating what career models work best is done through: o external evaluation of services provided by Career Services on an annual basis, and o targeted research on pilot projects - client feedback on the 2007 phone guidance pilot has meant phone-based guidance has been incorporated into the integrated suite of services. The Career Development Association of New Zealand (CDANZ)[10] facilitates an annual Career Research Symposium, which assists the dissemination of best-practice approaches. Other organisations that have conducted career research include the New Zealand Council for Educational Research,[11] Ministry of Education[12] and Education Review Office.[13]	**Long-term impacts of career information and advice** There is a shortage of information around the long-term impacts of career information and advice on people's education or employment over time. This is partly due to difficulties in attributing individuals' success to a specific career initiative, or advice, as well as the high cost of conducting longitudinal studies. Developing robust indicators and measures of success would enable agencies and evaluators to clearly identify the impact of career information and advice on clients. This would assist in the shaping of initiatives and the development of new strategies to improve career services.

Strength 2	Weakness 2
Value for money Gathering evidence to prove that career development has measurable benefits enables policy makers, governments and agencies to determine the value of services and estimate the return on investment. The evidence-based approach of Career Services has enabled consistent result to be demonstrated. Ensuring value for money is crucial as the Government looks to optimise every dollar in a time of fiscal restraint.	**Cost associated with measuring long-term impact** Measuring the long-term impacts of career education is costly, and while without it the real value of career education is difficult to quantify, investing in it might not get high priority. Being able to demonstrate the long-term implications of both neglecting careers guidance and investing in quality services is important to ensuring career services are appropriately resourced and targeted.

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[10] Formerly known as the Career Practitioners Association of New Zealand (CPANZ) http://www.cpanz.org.nz/
[11] http://www.nzcer.org.nz/default.php?cPath=76&products_id=1844
[12] http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/Initiatives/CPaBLCreatingPathwaysAndBuildingLives/ReportOnImplementationCPaBL/Summary.aspx
[13] http://www.ero.govt.nz/ero/publishing.nsf/Content/C80BAC5D34FA2569CC25722C000BC125?Open

Theme: Shifting services towards creative collaboration	
Strength 1	Weakness 1
Existing structures of engagement New Zealand is well connected. There are existing structures that enable organisations and communities to communicate and engage with each other on career development issues. In Government, external working groups provide an opportunity for agencies and organisations to work together on issues, establish common ground and find solutions. Research methodologies that engage communities, as key participants, are also improving collaboration and work towards achieving shared goals. Working closely with communities provides access to new information sharing pathways. This includes church groups, marae and whānau groups and schools.	**Meaningful engagement** The growing diversity of people in New Zealand is creating challenges for Government and organisations to find appropriate and meaningful ways to reach different communities. The pace of change can mean that due to the limitations of cost, capacity and time, it is not always possible to engage groups in the way they would like, or make best use of their insights. As a result, some communities can feel excluded or pressured when engaging with Government on key issues or initiatives.
Strength 2	Weakness 2
Co-construction Working towards shared outcomes is one way of minimising costs and using complementary skill-sets to address the issues faced by career practitioners and policy makers. Co-construction also provides the opportunity for key influencers (such as parents) to contribute to the development of school-based and "agency-informed" career initiatives for their sons and daughters.	**Managing expectations** While consultation with different groups and clients is often beneficial, there are risks associated with raising community expectations. Over-consultation can also be a problem. The negative side of over-consultation is that communities may become cynical and withdraw from full participation.

Theme: Culture Counts	
Strength 1	Weakness 1
Treaty of Waitangi New Zealand is acknowledged for its partnership approach to working with indigenous peoples. The *Treaty of Waitangi*[14] is part of our constitution and recognises the special place of tangata whenua/indigenous people in New Zealand. Both Māori language and culture are woven into the fabric of society, it is a core part of the school curriculum, and Te Reo Māori is an official language of New Zealand. Legislative requirements have also been put in place to ensure Māori representation in various organisations, boards, and in parliament.	**Disparities for Māori and Pacific** Disparities for Māori and Pacific people occur across all sectors. In education, while New Zealand 15 year olds overall score higher than the OECD average across all disciplines, a large proportion of Māori and Pacific students still score below the OECD average.[15] The average household incomes for Māori and Pacific people remain lower than the New Zealand average[16] unemployment rates are higher[17] and there are large inequalities in health expectancy.[18] These disparities pose challenges for New Zealand to ensure that the needs of groups who are disproportionately represented in the negative statistics are met.
Strength 2	Weakness 2
Diversity One of New Zealand's strengths is the growing diversity of people. This is reflected in the implementation of policies that support and provide opportunities for all people in New Zealand. The shift in electoral systems from the First Past the Post to Mixed Member Proportion came about as a result of New Zealanders recognising the need to acknowledge the growing diversity of voices in society. Government has also made some gains in establishing frameworks for consulting with diverse groups. This is done especially through agencies such as Te Puni Kōkiri (Ministry of Māori Affairs) the	**Measuring impacts** Diversity poses challenges and issues for policy makers including balancing universal access and targeted initiatives. Government has focused on ensuring equity of opportunity and actively monitoring the proportions of population groups who have negative life outcomes including education, health, unemployment, welfare and justice sector interactions. While areas of disparity are clear, initiatives to reduce the gaps have been harder to identify.

[14] http://www.nzhistory.net.nz/category/tid/133
[15] The 2006 Programme for International Student Assessment (PISA) looked at the performance in science literacy (main focus) and reading and mathematics literacy (both minor focus areas) of almost 5,000 New Zealand 15 year-old students.
http://www.educationcounts.govt.nz/__data/assets/pdf_file/0005/16637/FINAL_web_file.pdf
[16] The Social Report (2008) Household incomes by ethnic group
http://www.socialreport.msd.govt.nz/economic-standard-living/population-low-incomes.html
[17] The Social Report (2008) Unemployment ethnic differences http://www.socialreport.msd.govt.nz/paid-work/unemployment.html
[18] The Social Report (2008) Health expectancy ethnic differences
http://www.socialreport.msd.govt.nz/health/health-expectancy.html

Office of Ethnic Affairs, the Ministries of Pacific Island Affairs, Education, Justice, Social Development and Youth Development.	

From all of the strengths and weaknesses listed above, rank your country's three biggest strengths and three biggest weaknesses (could be less than three of each but definitely no more).	
Strength 1	Weakness 1
Transformational technology New Zealand is considered as having the best all-age fully integrated career services in the world. Technology is increasingly being used in New Zealand to allow more people to access career services at a time and place suitable to their needs. This is balanced by the face-to-face services for those that benefit from this approach to career education.	**Measuring the impact of career information advice and guidance** It has been difficult to measure the direct impact of career education on people's educational and employment success or to attribute ongoing success to careers interventions. Sustaining government support is increasingly dependent on demonstrating value for money and impact on people and the economy.
Strength 2	Weakness 2
Creative collaboration There are existing frameworks in New Zealand for engaging with different communities, agencies, indigenous people and minority groups. While these frameworks are not always perfect, they do provide opportunities to reach different communities, build stronger relationships, and inform the improvement of career services and its resources.	**Digital divide** There are groups within New Zealand society for whom the digital divide will limit their ability to benefit socially and economically from the opportunities that technology can offer. In recognition of this, the Government is taking action to ensure that the introduction of broadband infrastructure provides affordable access to digital opportunities for all New Zealanders, particularly isolated and rural communities.[19]
Strength 3	Weakness 3
Diversity The diverse nature of society is a benefit to New Zealand. These benefits include exposure to other languages and world-views. This improves our ability to adapt and innovate. It also increases our ability to appreciate the strengths that different people bring. This improves individual understanding and tolerance of 'difference' which improves relationships between individuals, communities and the world at large.	**Meaningful engagement** Meaningful engagement is difficult in a diverse society and when the pace of change limits the money, capacity and time available for consultation. There is no single model of consultation and balancing the views and expectations of communities can prove difficult.

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[19] http://www.beehive.govt.nz/release/govt+announces+targets+rural+broadband

Section 3	Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium. (1 = most important – 4 = least important)
Transformational technology	3
Prove it works	1
Shifting services towards creative collaboration	4
Culture counts	2

Section 4	Thinking about the themes, describe up to three high-level key public policy and/or practice initiatives currently being advanced or considered in your country (write no more than 100 words on each). If it is possible, please say which of the themes each initiative is most closely linked to.

High-level key public policy and practice initiative 1

Information Communication Technology (ICT)
ICT policies such as the National Digital Strategy[20] and the Broadband Investment Initiative[21] are in place to ensure effective tools and knowledge is developed to help young people, workplaces and adults gain skills needed to actively participate in the knowledge economy.

Actions arising out of the ICT strategy in schools include the ICT professional development project and software for schools. For Career Services, its website, text, web chatting and phone guidance are being introduced into our suite of online services to meet client needs.

A boost in government funding to introduce ultra-fast broadband will impact on schools, hospitals and 75 per cent of homes over the next 10 years.

Linked most closely to theme……Transformational technology

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[20] http://www.digitalstrategy.govt.nz/
[21] http://www.beehive.govt.nz/release/ultra-fast+broadband+investment+proposal+finalised

High-level key public policy and practice initiative 2

Youth Guarantee – (initiative to encourage young people to continue with their education to gain relevant skills and worthwhile qualifications)

This is aligned with the education priority of: "Every young person has the skills and qualifications to contribute to their and New Zealand's future".   The Ministry of Education in collaboration with Career Services and the Department of Labour contributes to this goal by ensuring that young people have the information and skills to make good education and training decisions that lead them toward sustainable employment and productive careers.

Other policies that link to this priority include:
- Ka Hikitia - Māori Education Strategy;
- the Pacific Education Plan; and
- the Tertiary Education Strategy

These include engagement strategies with families and communities such as the Whānau Decision Making project conducted by Careers Services and supported by Te Puni Kōkiri (Ministry of Māori Affairs) and Ministry of Education as a means of improving student and community outcomes.

Linked most closely to theme…… Culture Counts and
Shifting services towards creative collaboration

High-level key public policy and practice initiative 3

Collaboration
One of government's key goals is, "Developing the skills to enable citizens to reach their full potential and contribute to the economy and society".

In response to this goal, Ministries and other stakeholders across the sector have embarked on initiatives including:
- Collaborative work between Career Services, Ministry of Social Development and others to ensure that information about occupations and local labour markets are updated regularly.
- Improvements in the self-help services provided through Career Services such as web-based services and good practice career education resources provided to schools.
- Close collaboration between agencies to ensure the success of initiatives such as Trade Academies, School-based apprenticeships and other projects that promote young people and their influencers having the right information to help them navigate their way through subject choices, tertiary training, work and study options.
- Community-based career months through the collaboration of agencies and other stakeholders such as local governments, professional bodies, training and education providers, and business enterprise.

Linked most closely to theme…… Shifting services towards creative collaboration.

Section 5	**Future Focus – what are the key elements of your team's overall vision for career policy, practice and research in your country? (write no more than 30 words).**
All New Zealanders use lifelong learning skills to achieve better social and economic outcomes, influenced by career policies and evidence-based practice.	

International Symposium 2009

Country Paper - Niue

Section 1: OUTLINE

Niue is a small parliamentary democratic island state located in the South Pacific Ocean with a land mass of 259 sq. km. It has a total population of 1,625 enumerated in the 2006 Census, reduced from about 5,000 in the 1960s and down by 10 percent from the 2001 census. The expatriate Niuean population in New Zealand during its 2006 census was 22,500.

Niue's fragile economy and scarce resource base faces many constraints: restricted access to an ongoing reliable air services; shortages of skilled professionals and entrepreneurial expertise; limited arable land; and poor soil quality. Natural disasters, especially cyclones, have a long lasting impact. Its economic difficulties are exacerbated by, and reflected in, the long-term decline of its population. Causal factors of emigration are a result of social and economic pressures, lack of employment and educational opportunities, lack of natural resources, and Niuean's easy access to the New Zealand labor market.

The Public Service Commission is mandated to be the employing authority for the Niue Public Service, and has general oversight and control of its organization and management. It is responsible for reviewing the efficiency and economy of all departments and offices of the executive government.

Job creation is dependent on the needs of the Public service alluded to in the Niue Constitution Act Article 62. This clearly states that *"[t]here shall be a Niue Public Service comprising such employees as may be necessary to assist the Cabinet in exercising the executive authority of Niue and to perform such other functions or exercise such powers as may be described by law."*

Section 2: SYMPOSIUM THEMES

> ***Theme 1: Transformational technology***
> *The digital age as a lens to shape policy, practice and research*

Strengths

1. *Accessibility*

Telecom Niue is a 100% State Owned Enterprise and is mandated under the Telecommunications Act 1989. Its mandate is to provide national and international telephone services for the entire country. Telephone services are available to almost every household in Niue. The revenue generated allows the entity to be self sustainable including support for the national budget.

In addition to telecommunication services, Telecom Niue also operates Niue's maritime radio station, which maintains watch on all international maritime frequencies and is Niue's full time point of contact for search and rescue operations.

The Communication and Information Technology systems in Niue range from telephony, radio, television, and internet services which can be accessed with relative ease. This aspect has enabled the three sectors of the Niue community being the civil, private and public sectors to take advantage of the available services to enhance their service delivery and improve the quality and level of social services for the education department, health including the tourism industry and infrastructure such as water, power and heavy machinery.

2. *Internet Services*

Niue currently has only one Internet Service Provider (ISP), the Internet User's Society Niue (IUSN). It was established in 1999 and provides Internet services via dial up, WiFi and broadband connectivity. Internet service coverage is available to approximately 80% to the island with the main access being via WiFi services, which was launched by IUSN in 2003. For a WiFi internet connection, customers pay NZD$25 to a local IT company to register the MAC address of their WiFi card before they are provided with a password to login to the WiFi network.

August 2008 was an historical milestone for Niue as the small island country was connected to the Rural Internet Communication System (RICS), where communications (telephony and internet services) is accessible for those in rural areas. This satellite bandwidth utilized for the RICS network was generously funded by AusAid.

At the same time, Niue became the first country in the world to have every single student owning a laptop. This was made possible via the One Laptop per Child (OLPC) project. The RICS and OLPC projects were promoted under the auspices of the Secretariat of the Pacific Community (SPC).   The project provided every student in Niue with a free laptop. This project doubled the number of internet users on the island i.e. close to 1,000. The project also aligns itself with one of the national ICT policy objective i.e. to drive for a 100% 'computer literate economy'.

Both Niue Primary and Niue High School have designated RICS VSATs (Very Small Appeture Terminals) and internet services are available through both RICs and the gWAN (Government Wide Area Network) broadband internet services.

Weaknesses

1. *Bandwidth*

With the increase in the number of internet users, it is not unusual to experience slow internet access during peak hours as a result of internet bandwidth saturation. Requests to increase bandwidth have been submitted to the ISP however it is important to take into consideration that satellite bandwidth for this part of the region remains quite expensive.

2. *ICT Policy*

The Niue ICT Development Council (NiDC) is a Cabinet appointed council, tasked with spearheading national ICT development for Niue. ICT development includes infrastructural, networking, policies, regulations and legislations.

It is evident that the technology and applications are well advanced of the current ICT policies and legislations. This applies to telecommunications (telephony) and more importantly internet services for essential and important reasons of security, illegal content, fraudulent use and protection of both service providers and users.

The NiDC has received technical assistance for the formulation of essential and appropriate ICT regulations, policies (especially for students and government employees) and legislations, e.g. Cyber Security and Anti Spam to name two. Another important requirement is the policing of these polices and legislations which Niue continues to advocate towards.

> ### Theme 2: Prove It Works
> *Evidence of the impact of career information advice and guidance in a range of settings*

Strengths
1. *Emergence of new information and technology*
Career's counseling with a view to guide students at Niue High School is not a new concept. However, over recent years, this aspect in career information has taken on a new dimension as appreciation of this concept has taken root and is increasingly becoming more prominent also in the work place.

The Public Service has two leading agencies in this area. This is offered by the Department of Education and the National Training and Development Unit (NTDC) functioning under the Department of the Administrative Services. Evidence of this interest is in the growing number of public servants taking measures to advance their skills and knowledge base through correspondence courses to meet the challenges of their job requirements. These courses are either taken through studies at the University of the South Pacific, Niue Campus or via on-line courses offered by both Niue Computer Society and other international learning institutions.

2. *Multi-skilling Public Service*
Niue's unique economic composition has meant that public service including other sectors is rather industrious and continually engages in up-skilling employees to address the shortage of manpower. An example is the Niue Hospital where a Physiotherapist undertook basic training in radiology as a cross discipline to address the gap when the trainee for radiology was still undertaking studies. This demonstrates an aspect of flexibility within the public sector structure to respond to a need. Career advice and guidance in this case is illustrated by using similar jobs with common underlying principles as a means to addressing a need until the specified trainee returns with a fully fledged qualification.

Classic examples also existed in a commercially driven State Owned Enterprise (Telecom Niue) where an radio operator's role is not simply to handle telephone and maritime customers, but multi-trained to singularly manage the station in the provision of customer inquiries which includes front counter services, maritime radio services, international calling assistance, cash payments and receipting etc. The benefit in training employees to be multi-skilled is immensely rewarding.

The need to continually prove the positive impact of career development for people, and meet public policy goals is value for money. A number of significant developments over recent years have built the evidence base. Proving the impact of career development, skill enhancement and lifelong learning on social, education and economic goals is critical. There is real potential for researchers, practitioners and policy developers to consolidate thinking on impact indicators and measures of success.

Weaknesses
1. *Lack of published Information on Careers Information and proper career development*
There is a need for the Public Service Commission to strengthen its service delivery systems in order to develop its employees. Employment incentives should also be included as one motivating factor. Succession planning is also essential as a means to a smooth transition during retirements.

2. *No incentives*
The ever continuing problem of losing Niue's trained professional's to New Zealand, Australia and beyond remains a major concern. The Government of Niue could not offer trained professionals salaries offered abroad e.g. by New Zealand. As a consequence, qualified trained professionals will look for jobs in NZ or Australia. Whilst this being the case, the Government of Niue is committed in continuing to provide training for its young people.

There is a serious need for the Public Service Commission to review its employment policies in order to allow young people opportunity to move up in the departmental organizational chart, e.g. for CEO, CFO positions to be limited to two or three terms, for the retiring age to be lowered and for government to develop the private business sector, thereby attracting government employees to migrate and work in the private sector etc.

Theme 3: Shifting services towards creative collaboration
Role of the citizen in shaping future policy and practice

The importance of listening to current and potential users and purchasers of services cannot be under-estimated. Hearing what people are saying seems simple. The challenge is how we gather and use feedback to critically review and enhance what we are providing. Demands and expectations keep changing. To respond to these in a meaningful way requires policy and decision makers to engage with end users such as schools and students, parents and families, practitioners and individuals not only to extract information from them but to also actively involve them in the actual design, delivery and continuous improvement of career services

Strengths
1. *Voice of the Youth is Important*
    Whilst in the past three decades the situation in Niue could be described as, 'youth could be seen but not heard', today, young people's voices are important to be heard and youth has a place where consultation and discussion regarding national development is concerned.

    In September 2009, Niue had its first ever Youth Parliament. The Youth Representatives were able to learn about Niue's Constitution, the legislative process, general elections and other matters of the parliamentary process. Additionally they went through the parliamentary elections of members, swearing in and to have the Youth Parliament in session for two days unlike the normal General Assembly session. They were also able to submit motions to the House and ask Ministers numerous questions on issues of concern to the youth.

    The Youth Parliament has been assessed as most successful and had generated much interest in Niue's youth where politics and becoming future members in Parliament is concerned. The Youth Parliament project and the positive interest it has generated will retain youth parliamentarians as role models in leading Niue's youth in and outside of government in the various youth and community projects.

    The Niue Youth Policy Plan forms an important part of Niue's Strategic Development Plan as it is incorporated into Niue's national HRD plans; planning for the future.

2. *Freedom of Expression*
    One of the strengths in Niue is the freedom of expression of one's views and opinions. Citizens could express their views on radio (talk back) and can and will question government (Minister's) on various developments. Ministers are often invited to be on radio or television to respond to people's questions. Government will take these opportunities to not only listen to the people but to shape its policies and decision making on public views and advise; if not totally, there will be compromise in order to obtain a win-win situation.

    The Government policy of transparency and accountability has been widely acknowledged by the people and this is captured in the weekly government paper (Tau Tala Niue – Niue News) where Cabinet decisions on various developments, Ministerial and government official travels

etc. are being reported. Assembly meetings are broadcasted 'live' on radio, repeated in the evening and have a lot of television coverage.

The people of Niue have a lot of opportunity to express themselves to government and there is little fear of intimidation. Frankly people's views are not being suppressed and this is healthy for our society, especially where shaping our future is concerned.

Weaknesses
1. Whilst there is ample opportunity for nationals to express their views and opinions on Government policies etc., there is also a concern of people depending and expecting government to do or carry all costs and responsibilities i.e. some people will directly access Ministers and seek preferential treatment. At various times, decisions made by the Ministers and/or Cabinet will not be in favor of some (for essential reasons) and when these occasions arises, it leaves an unhappy end result, which ultimately means that the person affected will find fault in government.

Theme 4: Culture Counts
Implications of diversity, migration and indigeneity

Cultures and subcultures are being created at a rapid pace, causing changes in demographics such as multiple ethnicities. Policies and delivery capability need to be flexible and responsive in order to better reflect changing populations and patterns. Ease in transnational migrations and the shrinking of borders through internet and international relations further exacerbate these growing trends. In some parts of the world, there is increasing recognition of the rights, needs and special place of indigenous people.

Strengths
1. Society today is made up mixed cultures, Niue with its small population being no exception. Whilst Niuean cultural and traditional performances have seen much contemporary inclusions, Niue however recognizes and values the importance of retaining its culture which includes the Niuean language. In order to maintain the language, the education curriculum teaches Niuean language, arts and culture (weaving and carving etc.) in both Niue Primary and Niue High School. Niuean speech competition has been highlighted as an important methodology of teaching students not only to be good Niuean orators but building confidence in public speaking.

2. Niue's current Immigration Laws is identified as very flexible for it allows immigrants windows of opportunities to becoming permanent residents in as little as three years living in Niue or sooner if immigrant is married to a Niuean. This allows for free education, free health care and welfare assistance. Although there has been a strain on the government's annual national budget, regarding matters of culture and heritage with the growing ethnicities present on the island, this is kept to a minimum as the non-Niuean population has been able to contribute strongly to the overall development of Niue.

3. The close partnerships that are created between local Niueans and the overseas based Niueans has meant that the Niuean culture and heritage is able to develop and is considered as living. Numerous overseas Niuean groups have been able to create ties with Niue and are able to draw on the developments of the culture and heritage on the island to absorb into their own activities. Sporting codes, business entrepreneurs and various non-government organizations have managed to establish and cultivate strong links with local counterparts that will enable them to progress the issues regarding Niuean culture and heritage. The government has recognized this aspect of Niue's development regarding culture and heritage

and has established a government department, Taoga Niue to effectively manage the diverse issues regarding Niuean culture and heritage.

Weaknesses
1. The influx of other ethnic groups to Niue coupled with the growing migration of Niueans overseas has meant that the Niuean culture is diluted with extrinsic factors. The Niuean language has fought hard to be able to maintain its uniqueness without too many influences from other ethnic identities. However this fight has undergone many obstacles due largely to the lack of a comprehensive legislation protecting the Niue culture and heritage especially the language. This shortage has been addressed only recently with funding from UNESCO and NZAid, but there is still a long way to go before the legislation comes into force and its provisions are institutionalized by the Niuean people residing either on the island or overseas.

2. There is a shortage of culture and heritage experts ('*tupunas*') currently living on Niue. These are the elders that have had great life experiences in Niuean culture and traditions. Over the years, they have passed on without passing on their knowledge to the younger generations. At times it is difficult to capture these and pass them on when the shortages of manpower has meant that the younger generation are preoccupied with economic development for the country or even personally. A few of these 'tupunas' have also migrated overseas for health reasons and have lost or diluted their extensive knowledge of Niuean arts and crafts with more modern materials that they find easily accessible in the country they reside in now. This has meant that the use of traditional materials is seen as too outdated and the younger generations view the modern materials as easier to get and therefore better for arts and crafts.

Section 3: THEMES IN ORDER OF PRIORITY TO LEAST IMPORTANT
1. Theme 1: Transformational technology
2. Theme 4: Culture Counts
3. Theme 2: Prove It Works
4. Theme 3: Shifting services towards creative collaboration

Section 4: THREE HIGH-LEVEL KEY PUBLIC POLICY PRACTICE INITIATIVES BEING ADVANCED

1. National Energy Policy
Niue's National Energy Policy represents the Government's vision for the development of its national energy sector over the next 10-15 years. It officially documents briefly and precisely Government's policies or goals for the planning and management of each of the sub-sectors that make up Niue's energy sector. Importantly, it provides a predictable and explicit framework within which public and private energy sector participants can make informed planning and investment decisions and manage their operations in the long term.

2. National Bio-safety Policy
The National Biosafety Policy was developed within this overarching policy framework. It aims to ensure that Niuean people can make informed decisions in relation to modern biotechnology. This should be done in a way that supports sustainable development for the environment, economic growth and health standards, while not diminishing cultural and traditional values. The National Bio-Safety Policy puts in place a structure to enable the development of an implementing legal regime and technical and administrative systems. It aims to ensure an adequate level of protection in the safe transfer, handling and use of Living Modified Organisms (LMO) resulting from modern biotechnology that may have adverse effects on sustainable use of biological diversity.

3. ***The Sustainable Coastal Development Policy***

The overall intent for the policy and is to cultivate a safe, productive and sustainable coastal environment for Niue. Based on lessons learnt from previous disasters such as those caused by cyclones Ofa and Heta and to ensure consistency with existing legislation and resource management plans; the scope of this policy covers all coastal areas of Niue from the edge of the upper terrace cliff as the land-ward boundary to the sea-ward boundary of the Territorial waters.

The major challenges faced in Niue's integrated coastal management related to the segmented responsibilities that are resource based; the lack of zoning policies and the lack of a 'strong agency' with the legislative support to drive management and development coordination.

Section 5: FUTURE FOCUS

A prosperous Niue with a focus on establishing a clear and practical career policy, practice and research as a way forward to advancing career development and increasing productivity all round.

Appendix 1

Country Name: **SLOVENIA**

Section 1	A brief outline of your country – demographics, population and career service provision – target groups and providers (maximum 300 words)

Slovenia is a small country (2 million inhabitants , 20.000 km) in Central Europe which gained independence from former Yugoslavia in 2001.

The principal providers of career guidance services in Slovenia are schools and Employment Service of Slovenia (ESS). In both settings professional counsellors are employed. <u>Guidance in schools</u> is provided by school counsellors who work in school counselling services. Guidance counsellors are employed in primary schools (age 6-15) and secondary schools (age 15-19). They provide broad range of guidance services (personal, social, vocational). Schools have at least one school counsellor, bigger schools have two counsellors.

<u>Guidance in ESS</u> is carried out by career counsellors working in local and regional office throughout Slovenia and is co-ordinated by the Department for Vocational Guidance at ESS Central Office. First Vocational Information and Counselling Centre (CIPS) was established 1999. Nowadays few CIPS are operating in the frame of Employment Service Slovenia. Career counsellors in ESS and CIPS provide guidance service mostly to unemployed but, to some extent, also to students.

In Slovenia we have 14 small <u>adult educational guidance centres</u> which are located in adult training centres are emerging. They provide information and advice to adults before they enrol adult education and during the education process. They are co-ordinated by Slovene Institute for Adult Education (SIAE) and provide guidance to adults during and after the educational process.

There are some other stakeholders which should be mentioned. <u>Chamber of Craft</u> is responsible for apprenticeship system (craft). The <u>Centre for Vocational Educational and Training</u> (CPI) also became active in the field of guidance, providing information materials on vocational occupations, vocational training. CPI is promoting a number of guidance projects. In 2008 they established, in close cooperation with other stakeholders, national career guidance web-portal "my choice" (http://www.mojaizbira.si/).

Career guidance is higher education is modest.

Section 2	Taking each of the four symposium themes (see below) describe the two greatest strengths and two greatest weaknesses relating to each theme in your country (maximum 100 words for each strength and weakness; therefore maximum 400 words per theme and 1600 words maximum in this section).

Theme: Transformational technology

Strength 1	Weakness 1
The example of good practice is the national career guidance website "my choice" which brought the synergy between the national institutions which provide information on education programmes, education and training providers, job-descriptions, counselling, employment information etc. There are also other guidance websites and CD-based applications available like the Slovene version of Adult Directions (CASCAiD, UK).	In spite of the synergy between the stakeholders in design and production of 'my choice' web site, as described in Strength 1, the main weakness is that it is not enough integrated in the school guidance programmes. Teachers and counsellors can't use this tool in the classroom since no time in the curriculum is dedicated for career gu*i*dance. This is common weakness which refers also to other ICT tools which are in use (see Strength 1). Such resources and tools are more often used on stand-alone basis instead being integrated into school curriculum. Such use does not maximise the potential of technology in guidance.

Strength 2	Weakness 2
One of the strength of main recent guidance websites in education and employment sector is that they are constructed around the needs of the users (this was not the case in past). The latest "e-counselling" website which is a part of the main website of the Employment service of Slovenia, also encourage the users to use other forms of guidance services like individual counselling, career development workshops etc.	The second main weakness is that at present education policy is not enough aware of the problem described in Weakness 1 and has no plan to improve the situation. This example shows that just developing ICT resources and tools in guidance is not enough. This development needs to be incorporated in broader guidance provision in schools.

Theme: Prove it works

Strength 1	Weakness 1
According to our information we only have one research which is focused on measuring the impact of guidance programme on the level of participants' career management skills. This study was done in the frame of ICTEM project (Integrated Counselling, Training and Employment Method). The project was financed by the EU Leonardo da Vinci programme in 2004. The results of the study showed that the level of participants' career management skills was higher at the end of the four months guidance programme compared to the beginning of the programme.	In the Slovenian education sector there is a lack of studies, research and reporting procedures which would provide some evidence on the impact of guidance services. We only have few studies which are mostly trying to find out to what extent is guidance provided in school rather than what are the effects of guidance programmes and services. Government should launch relevant research to get more information on these issues. Situation in the employment sector is little better but evaluations do not capture all aspects of guidance impact (see Weakness 2).

Strength 2	Weakness 2
Employment Service of Slovenia delivers, in cooperation with external private providers, diverse training and career guidance programmes and workshops for unemployed. At the end of these programmes providers usually collect feedback from participants on their satisfaction with the programmes). This could be seen as a modest example of good practice. However, providers usually do not ask participants to specify other outcomes of these programmes (what did they learn, how do they rate learning outcomes and other potential benefits).	In Employment sector effectiveness of guidance programmes is much higher on the agenda compared to education sector. However, mostly two indicators of the impact are used: • the number of unemployed persons which find jobs as a result of guidance, • the number of unemployed person which enrol in vocational training. Career counsellors argue that other important aspects are not included: learning outcomes, client satisfaction, and different preventive aspects: personal support, keeping unemployed active, motivation, enhancing employability skills etc.

Theme: Shifting services towards creative collaboration

Strength 1	Weakness 1
There are some examples of good practices in our country. Perhaps most known example is PUM (Porjektno učenje za mlade). This is partly training partly guidance programme for young people (16-19) who dropped out of the secondary education. In PUM there is no prescribed programme which the participants should follow. After some time participants choose the project. This can be for example producing the newsletter. Participants do most task on their own: writing articles, taking photos, design, distribution, coordination etc. They also agree on the work plan and who will do what. By doing this they actively create their own programme. The programme lasts one year and is successful. Most of participants continue their education after finishing the programme.	Though we have few examples of good and creative collaboration of participants this is not a part of guidance policy. In some schools such practice is the initiative of school counsellor. In employment sector programmes are more and more designed on the basis of the participants' needs but examples of creative involvement of participant in the design of the programme are very rare.
Strength 2	Weakness 2
Wide use of guidance ICT tools offers potential opportunity to the user to develop "his/her own guidance programme" but in our country there is no evidence whether this really happens and what form does it take. According to the research data users use ICT resources (only) as main source of information about education, training, vacancies etc.	The idea of active involvement of the citizens in the design, delivery and improvement of guidance services is not known to many users and policy makers. Active involvement and creative collaboration of participants is at present not clearly embedded in guidance policies. We can expect some changes in near future particularly among the university students who are very open to such ideas.

Theme: Culture Counts	5
Strength 1	Weakness 1
-	The Slovenian policy welcomes and respects the diversity and in some areas pays attention to minorities and other groups for example Roma (special kindergartens, support for integration in the society etc.). However no special activities exist in the field of guidance. Cultural differences are also not included in the guidance policies.
Strength 2	Weakness 2
-	-

From all of the strengths and weaknesses listed above, rank your country's three biggest strengths and three biggest weaknesses (could be less than three of each but definitely no more).	
Strength 1	Weakness 1
Experience with creative collaboration of participants in guidance programmes	The transformational technology is not yet included in broader career guidance policy
Strength 2	Weakness 2
National guidance website - experience of good cooperation between stakeholders	Lack of research and evidence on the impact of guidance
Strength 3	Weakness 3
-	Lack of guidance programmes which are built by creative collaboration of the users

Section 3	Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium. (1 = most important – 4 = least important)		
Transformational technology	Priority **1** 2 3 4		
Prove it works	Priority 1 **2** 3 4		
Shifting services towards creative collaboration	Priority 1 2 **3** 4		
Culture counts	Priority 1 2 3 **4**		

Section 4	Thinking about the themes, describe up to three high-level key public policy and/or practice initiatives currently being advanced or considered in your country (write no more than 100 words on each). If it is possible, please say which of the themes each initiative is most closely linked to.

High-level key public policy and practice initiative 1

The main public policy initiative in Slovenia can't be directly linked to any of the four themes of our symposium. In 2009 the guidance policy in Slovenia is dealing with other topics (priorities). The policy makers are discussing how to use effectively national financial resources of the European Social Fund which will be available in the period 2009-2013. Main theme is how to develop guidance services in the sectors where such services are weak (low access): higher education, primary and secondary schools etc. At present our policy is focused on how to improve the gaps in guidance provision. There are also other themes for example how to co-ordinate the national guidance policy (which was in past not coordinated) to prevent the gaps in provision and to achieve synergies between different policy makers and institutions. The National guidance policy is discussed by the Inter-ministerial Working group for guidance.

High-level key public policy and <u>practice</u> initiative 2
<u>Practice initiative: Introducing ICT guidance resources (CD bases, Internet based</u>) In Slovenia, like all other countries, ICT guidance tools develop fast particularly websites and web portals. Also the use of these sites is growing very fast. The challenge is therefore how to link this trend with the mainstream guidance provision. For this reason some institutions offer training for school counsellors and other career counsellors on how to use the ICT in guidance. The example of such practice is the obligatory training course offered by the Employment Service of Slovenia for all organisations (i.e. counsellors) who buy Slovenian version of Adult Directions. The second example is the training for schools counsellors on the use of national guidance website (training provided by Centre for Vocational Education and Training). Linked most closely to theme Shifting services towards creative collaboration
High-level key public policy and <u>practice</u> initiative 3
- Linked most closely to theme……

Section 5	**Future Focus – what are the key elements of your team's overall vision for career policy, practice and research in your country? (write no more than 30 words).**
- Coordinated national policies - Guidance should become priority in schools - Introduce specialised training for career counsellors - Develop career education programmes - Develop evidence based research	

Appendix 1

Country Name: **SOUTH AFRICA**

The colonial and apartheid history continues to influence the constraints and opportunities for career guidance in South Africa.. This legacy must be addressed in terms of understanding the diversity of career guidance needs in the country. Ironically, from the late 1970s to the early 1990s, the limited information and guidance services for other than white people stimulated an innovative NGO careers guidance sector and network focused on outreach and social and political change. Primarily due to lack of funding, these NGOs eventually closed but they demonstrated the vitality, relevance and innovative possibilities of NGO provided careers guidance outreach. Some satellite careers centres have survived and innovative practices introduced by these centres have been adopted by government and private initiatives today.

South Africa is a middle income country, where 'first and third world communities' live alongside one another; where there is one of the highest disparities between the rich and poor in the world; high levels of poverty, high unemployment, a large informal sector, an oversupply of unskilled workseekers, an under-supply of skilled people, and state institutions without the capacity to deliver adequate services to all. Over half the population is under 25 years old. There is a highly developed economic sector, alongside the vast informal sector.

The career guidance landscape in South Africa comprises many players, diverse and devolved information sources and services, and a policy and personnel infrastructure that suggests the situation has improved over the last few years. A range of "thundershower" initiatives exist for pockets of people. Tertiary students enjoy good career guidance services in their student counselling centres, while a few small private companies are playing a significant leadership role in the broader field. The South African Department of Labour is also paying increasing attention to career guidance needs.

Section 2	Taking each of the four symposium themes (see below) describe the two greatest strengths and two greatest weaknesses relating to each theme in your country (maximum 100 words for each strength and weakness; therefore maximum 400 words per theme and 1600 words maximum in this section).

Theme: Transformational technology

Strength 1	Weakness 1
There is a **technological and human resource infrastructure that represents a potential for reaching more learners with navigational tools.** Technological advances in internet-based and satellite-based services are revolutionising the ways navigational tools can be conceptualised and delivered in the field of careers guidance. In South Africa there is already a burgeoning of web-based careers guidance sites, call centres for specific guidance-related services (though not careers guidance related) and the use of cellphone technology to communicate information to learners. Cell phones are used by over 80% of the population in both rural and urban areas.	**The vast majority of learners do not receive adequate, or any, careers information and guidance**. While there is an enormous variety of information, some of it considered good quality, in printed, CD- based and web-based formats, this information reaches only those who can afford it. Printed information is not affordable to many poorer families, and schools without computers cannot take advantage of the increasing numbers of careers websites. Much of the information is fragmented, with no central, quality-assured and comprehensive source. Most of it is not independent, being produced as it is for agendas such as recruitment to study institutions, to particular industries and specific companies.

Strength 2	Weakness 2
Government and municipal mainstreaming of internet and cellphone access brings huge possibilities for access to navigational tools. Systems in other countries are exploiting the new technology for comprehensive, accessible careers guidance services that can serve as pointers for innovations in South Africa, in addition to the increasing numbers of South African initiatives bubbling up.	An evolving technological infrastructure in South Africa is changing the potential for delivery of information and support to far broader numbers than ever envisaged, providing information options to those with Internet access. However **other technologies for information dissemination, such as telephone and cellphone, have not been adequately exploited**. Access to the internet and telephone

	charges are high.

Theme: Prove it works	
Strength 1	Weakness 1
Most higher education institutions offer good careers counselling services; many have a high number of contacts in industry and offer effective graduate placement services. Recent research into graduate unemployment identified graduates who are African and from previously disadvantaged universities[1] as being the most likely to be unemployed among graduate cohorts. Psychometric testing services are available to students for free and for outsiders, including high school students, usually at a fee. In contrast to other learners, students at tertiary institutions in South Africa have the best chance of accessing navigational tools to help them in their career journey.	**There is no comprehensive and independent careers information that is accessible to all South Africans.** Support is needed in helping the learner to access, make sense of, and integrate information. The range of support actually needed by most learners to help bridge from school to further study or work is often complex, time- and resource-consuming and extends beyond the bounds of a traditional model of careers guidance and tools. This form of assistance requires a personnel infrastructure, which exists least where it is most needed. Without this support, information is not accessible in any useful way to the majority of learners.
Strength 2	Weakness 2
Human capacity resource exists in the form of current and past dedicated and visionary careers guidance professionals and Life Orientation teachers. **Models of leading practice**, some deriving from the former national network of careers guidance outreach NGOs, are a further resource in the field.	In South African schools, **Life Orientation teachers are often untrained, overwhelmed by other aspects of the curriculum and students' personal needs, and have little know ledge of, or connection to, the world of work**. Many described the changes in the education system as adding new difficulties in explaining a more complicated system of information to the learner.

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[1] "Previously disadvantaged universities" refers to universities in South Africa that were set up by the apartheid regime (pre-1994) mainly to cater for the black population. These universities were in most cases under-funded and often located in remote parts of the country.

Theme: Shifting services towards creative collaboration	
Strength 1	Weakness 1
There is significant consensus between South African stakeholders that comprehensive, coherent, impartial, accurate, up-to-date, searchable information about work and study paths linked to self-assessment and decision-making support is vital and should be free and government-funded. It is agreed that the information must be accessible and available to all who need it. Importantly, stakeholders are of the view that national strategic leadership should address this provision.	There are many **constraints on delivery capacity** within the personnel infrastructure for support (schools, community organisations, workplace, departmental offices and resource centres). However, training for Life Orientation teachers, a pilot training programme for departmental office site staff, and the SAQA-developed certification for the development of career practitioners all point to an increasing capacity to provide support.
Strength 2	Weakness 2
The **private sector is a dynamic realm of outreach services and small and big initiatives**, most of which are not developmental, careers fairs being a prime example.	Desperate for advice, **poor parents pay expensive fees for psychometric testing by private-sector educational psychologists** – often of little value, as these tests are discredited in terms of their applicability to a South African population. Also, many educational psychologists have little careers guidance training in terms of world-of-work know ledge or know ledge of community outreach.

Theme: Culture counts	
Strength 1	Weakness 1
Careers, study paths and jobs have been and are major sites of contestation around gender equity in South Africa. **Gender audits and criteria are proposed as an explicit dimension of all careers guidance services**. If they are not, the legacy of gender stereotyping will be transmitted through careers guidance services. Studies and services should be gender-disaggregated to ensure specific learner needs are understood and addressed. Linking girls' education, AIDS awareness and careers guidance seems an obvious and effective strategy. It is also strategic in terms of hooking into international funding agendas in which youth, AIDS and girls' education feature prominently. There is developed affirmative action legislation and regulation to enhance equity in terms of race, gender and disability.	Most **information is not being designed from the standpoint of the diverse range of learners**. For the many that have little in their environment to socialise them into big-picture concepts about the formal world of work or further study, the material can be confusing and bewildering. Material that appears well-packaged and graphically interesting may be hopelessly irrelevant to many. 'Good-quality' information is often an effective tool for those with many complementary careers resources in their environment, such as those in more middle class schools (12% of all schools in South Africa). In this sense it provides further relative advantage to the privileged.
Strength 2	Weakness 2
A conducive policy environment exists in South Africa within which the value of careers guidance is gradually being prioritised. A radical rethink of careers guidance in a developing country such as South Africa is underway, including a review of the models and legacy from the careers guidance outreach NGOs of the 1980s and 1990s. Added to the existing policy values of "access", "flexibility", "portability", and "redress", there is an emerging consensus that "support" must be added in the	**Current provisioning further advantages those at the higher end of the economic scale.** The disparity between the top and bottom ends of the household income ladder is very extreme in South Africa, while currently available navigational tools are most effective as complementary services to a well-resourced education system that serves people socialised into formal work and study cultures before encountering the information. This is generally not the context for the almost 80% of people who

form of careers guidance.	are not eligible for further study after school in South Africa.

From all of the strengths and weaknesses listed above, rank your country's three biggest strengths and three biggest weaknesses (could be less that three but definitely no more).	
Strength 1	Weakness 1
There is significant consensus between South African stakeholders that comprehensive, coherent, impartial, accurate, up-to-date, searchable information about work and study paths linked to self-assessment and decision-making support is vital and should be free and government-funded.	**There is no comprehensive and independent careers information that is accessible to all South Africans.**
Strength 2	Weakness 2
A conducive policy environment exists in South Africa within which the value of careers guidance is gradually being prioritised.	**The vast majority of learners do not receive adequate, or any, careers information and guidance.**
Strength 3	Weakness 3
There is a technological and human infrastructure that represents a potential for reaching more learners with navigational tools. There are some useful databases.	**There are many constraints on delivery capacity in South Africa. Data sources need to be developed further.**

Section 3	Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about the symposium. (1 = most important – 4 = least important)
Transformational technology	Priority **1** 2 3 4
Prove it works	Priority 1 **2** 3 4
Shifting services towards creative collaboration	Priority 1 **2** 3 4
Culture counts	Priority 1 2 **3** 4

Section 4	Thinking about the themes, describe up to three high-level key public and/or practice initiatives currently being advanced or considered in your country (write no more that 100 words each). If it is possible, please say which of the themes each initiative is most closely linked to.

High-level key public policy and practice initiative 1:

Establishment of a national, comprehensive, independent career development helpline to support the implementation of the National Qualifications Framework, the National Skills Development Strategy and the National Human Resource Development Strategy

The intended beneficiaries of the proposed career development helpline includes students, workers, designated groups, unemployed people (specifically women as two out of three job seekers in South Africa are women), the informal sector of the economy and individuals not normally reached by existing services, such as disabled people for whom physical access to a career centre may be challenging. The following specific objectives are planned:

- database of learning opportunities.
- database of occupational information.
- website as a central portal for all information
- telephony system as integral part of the helpline service
- social marketing campaign

Linked most closely to theme: **Shifting services towards creative collaboration**

High-level key public policy and practice initiative 2:
The Accelerated and Shared Growth Initiative for South Africa (ASGISA) & Joint Initiative on Priority Skills Acquisition
ASGISA was launched in 2005 and JIPSA in 2006 in response to the government's goal to halve poverty and unemployment by 2014. JIPSA addresses priority skills acquisition in an integrated manner by coordinating all organisations addressing the skills shortage. The special target group is youth and women as they are proportionally over-represented in unemployment numbers. Careers guidance in the form of information and advice is being integrated into these programmes in slender, and yet nonetheless encouraging, threads. Linked most closely to theme: **Shifting services towards creative collaboration**

High-level key public policy and practice initiative 3: **Further implementation of the South African National Qualifications Framework (NQF)**
The South African NQF is now understood as a system of co-ordination, collaboration and communication; a system wherein different sectors are able to follow sector-specific approaches but continue to be guided within a nationally coherent framework. Included within this national initiative, and with support from stakeholders in the area of career advise services, SAQA is championing the development of a national career advice centre where individuals (ranging from learners to the unemployed) can be assisted in navigating not only the South African education and training system, but also the world of work, and most importantly, also the links between training and employment opportunities. Linked most closely to theme: **Shifting services towards creative collaboration**

Section 5	Future Focus – what are the key elements of your team's overall vision for career policy, practice and research in your country? (write no more than 30 words).
	The current South African policy environment is conducive to developing a careers guidance model that is both affordable and reaches the hard-to-reach. SAQA is the best-positioned organisation to take the lead in this initiative.

Career Development and Public Policy in Wellington

14-21 November 2009

International Symposium 2009: Country Papers

Section 1)
A brief outline of your country – demographics, population and career service provision (maximum 300 words).

The South Pacific Board for Educational Assessment (SPBEA) comprises eleven member countries but serves nine of those. Australia and New Zealand are members of SPBEA but as donor partners. SPBEA's main area of focus is educational assessment and the development of a Pacific Qualifications Register. Further information on SPBEA can be obtained from its website www.spbea.org.fj.

	Country	Capital	Land	Population	Career service
1	Fiji	Suva	18 272 km^2	831 263	Ministry of Education's Careers Advisory Division and Ministry of Labour
2	Kiribati	Tarawa	726 km^2	93 706	Ministry of Labour
3	Nauru	Yaren	21 km^2	10 131	Information not available
4	Samoa	Apia	2 934 km^2	185 234	Public Services Commission and Ministry of Labour
5	Solomon Islands	Honiara	28 000 km^2	487 2370	Information not available
6	Tonga	Nukualofa	688 km^2	99 298	Ministry of Education and Ministry of Labour
7	Tuvalu	Funafuti	26 km^2	9 652	Information not available
8	Vanuatu	Port Vila	12 190 km^2	221 417	Ministry of Education, Ministry of Labour and the National Training Council
9	Tokelau	Each of the 3 atolls has its own administrative centre	10 km^2	1 416	Information not available

Section 2)
Taking each of the four symposium themes (see below) describe no more than two strengths and two weaknesses relating to each theme in your country (maximum 100 words for each strength or weakness, therefore maximum 400 words per theme and 1600 words maximum in this section).

Overall, rank your country's three biggest strengths and three biggest weaknesses (could be less but definitely no more).

1

	Theme	Strengths	Weaknesses
1	**Transformational technology**	For job-seekers in the Pacific, two main online sources of information are available. One is Dev Zone Development Work Update from New /Zealand and the other is www.ecoconsultpacific.com which is based in Fiji.	Investment in technology by small island states into a career advisory system is yet to be a priority. Costs are high and the job market is small. Countries have other more pressing priorities they are addressing.
		The use of technology in commerce and other fields is increasing at a very high level.	For any educational initiative in schools and educational institutions to be successful, Teacher/tutor professional development is a basic prerequisite.
2	**Prove it works**	The Pacific Qualifications Register now being developed by SPBEA complements country initiatives in the development of National Qualifications Frameworks that brings coherence to the plethora of qualifications awarded and quality to the design and delivery of education and training services.	A small job market, small private sector and the current economic downturn has not spared the predominantly subsistence Pacific economies.
		Education and training now focusing on job creation in terms of self-employment instead of the normal careers development through the public or private sectors	Need to explore how a regional organization can strengthen national agencies in careers advisory and work placement where desirable.
3	**Shifting services towards creative collaboration**	SPBEA uses various forums (workshops, consultations, meetings etc) in soliciting stakeholder views and guidance on all its development work.	In some cases, country representatives may not have the proper authority to progress various initiatives or mobilize country action.
		SPBEA is a partner in some of the regional development programmes that address PIC needs. Consultation and decision making at the highest levels become the mandate for progressing most of such activities.	Not all regional initiatives suit country needs. Such must be informed by each country's state of readiness where regional initiatives support and complement country developments.
4	**Culture Counts**	The rich diversity of cultures is one of the most prized inheritances of the PICs. The Pacific Arts Festival is an opportunity to recognize this.	In the growing Tourism Industry, Pacific culture is commoditised and traded. Contemporary art forms can distort the presentation and hence value of traditional art forms
		Pacific Educational Institutions such as the University of the South Pacific is closer to formalizing the packaging of cultural dances and other forms of expressive arts into creditable areas of study. The work of the Wanangas in NZ is being studied closely for adaptation and adoption by PICs.	Packaging Traditional knowledge and Indigenous skills into formal units of study is yet to be considered let alone offered as components of recognised qualifications.

Section 3)
Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium.
(1 most important – 4 least important).

Order of Priorities:

    a. Transformational technology   1

    b. Prove it works   1

    c. Shifting services towards creative collaboration   1

    d. Culture counts   1

All the four areas are priorities from a regional perspective.

Section 4)
Thinking about the themes, describe up to three high-level key public policy and practice initiatives currently being advanced or considered in your country (write no more than 100 words on each).

Through national and regional educational initiatives, Pacific Island Countries have improved aspects of Basic, Primary, secondary and post school education and training. Although there is still a long way to go, the awareness of critical issues and commitment to planning to continue to address such issues has grown.

Accessing the global labour market by an educated, skilled and well informed population will be the economic lifeline for both Pacific countries and Pacific individuals and their families.

The identification of skill gaps in each economy and facilitation of mobility of Pacific workers through the Pacific Island Countries Trade Agreements (PICTA) can fast-track economic growth without waiting for "growing one's own crops".

Developing professional and occupational standards is basic and will better define what a "professional worker" is will enhance the mobility of Pacific workers in the global labour market.

Section 5)
Future focus –what is your team's vision / mission for career policy, practice and research in your country (write no more than 30 words).

    a. SPBEA will need to be sensitive to developments at the country level and provide advice and technical support to strengthen country initiatives, and coordinate, share successes and prevent duplication of unsuccessful and costly practices.
    b. Expeditious development of the Pacific Qualifications Register will enhance mobility of Pacific learners and workers in accessing external resources that will supplement each country's efforts without much investment in costly infrastructure.

Country Name: TONGA

SECTION 1: BACKGROUND

Section 1	A brief outline of your country – demographics, population and career service provision – target groups and providers (maximum 300 words)

Tonga is the remaining Kingdom in the South Pacific. The 2006 Census records that 50.8% of the total population are male and 49.2% are females. Seventy One percent (71%) of the total population was recorded to reside in Tongatapu with the remaining twenty nine (29%) percent scattered amongst the remaining 5 main outer islands. About more than half of the Tongan population (54%) are between the age of 15 to 59. The working age in Tonga starts from age 15.

The 2006 census recorded that twenty seven percent (27%) of females age 15 years and older had a secondary educational qualification compared to twenty five (25%) for males within the same age category.

Beyond Secondary High Schools, various Institutions in Tonga contributes to some extent to providing career service to mainly school leavers. There are about 8 Technical and Vocational Institutes in Tongatapu whereby students are able to pursue a career in various areas ranging from Hospitality, Cookery, Carpenty, Maritime, Plumbing and many more. These providers have courses delivered at different level whereby students can start off at the very basic level in one Institute and later on complete a much high level qualification in the same area in another Institute.

SECTION 2 PART A: STRENGTHS AND WEAKNESSES

Theme 1: Transformational technology	
Strength 1	**Weakness 1**
• TRAINING MAY BE MINIMAL The level of exposure for younger generation into the development in IT is moderate and may need minor training.	• NO PROPER LEGISLATIVE FRAMEWORK FOR OPERATION The main weakness in Tonga is the lack of proper legislation and policy in place to control the use of information especially through the fast nature of the internet. While accessibility to information proves useful for development of various researches, it is a concern if the materials are copied and used without proper acknowledgement. Plagiarism can not be properly traced yet, and piracy is a concern that must be addressed.

Strength 2	Weakness 2
• CONTROLLED PACE OF DEVELOPMENT While limited accessibility can be seen as a weakness, it can be also seen as a strength for Tonga especially in dealing with the outer islands. Considering that no proper policy is in place to handle the quick development in the technological world, the limited accessibility by outer islands is seen as a strength as this allows Tonga to control properly the way by which information can be used and handled in those outer islands.	• LIMITED RESOURCES There is still limited resources in Tonga compared to the advance technology in development countries. Speed and pace of accessing information is still very slow and this is a concern as Tonga tries to keep up with the fast changes in the technology world.

Theme 2: Prove It Works	
Strength 1:	Weakness 1:
• TONGA IS SMALL The size of Tonga is seen as strength as we strive to prove that certain initiative ultimately achieves the goals set out in the beginning. The recognition that public policy must be checked to ensure that it is good value for money means that there is a need to trace and put forth impact indicators for certain areas. Tonga being small means that any success or otherwise is easily seen, heard and communicated across the country. This will make it easier for those at decision making level to see whether things are working or not working.	• CULTURAL VIEWS Social networking is a key component of the Tongan culture. Respect and keeping your relationship with the neighbor and community is important. As such, such strongholds may inhibit the attempts to properly determine the effectiveness of certain policy. Respect for others may take over the need to admit or report correctly on how some projects or policies are impacting the nation.
	Weakness 2: • Lack of evidential information in place The shift to computerized systems brought challenges Tonga especially to the collecting and storage of information from previous years. Some information may be needed as baseline data but is not available.

Theme 3: Shifting services towards creative collaboration

Strength 1	Weakness 1:
• Strong Communal Network The need put forth by this theme for creative collaboration amongst key players in career services provision can be facilitated successfully if build upon the existing strong communal network at different levels in Tonga. Existing network amongst churches, parents and communities means that any matters perceived to be of benefit to the society can gain their support and leading such work may be much easier.	• Overlapping and Duplication of services One weakness in Tonga is the existing overlapping and duplication of certain services resulting in resources not being maximized.

Theme 4: Culture Counts

Strength 1	Weakness 1:
• Homogeneous Population resulting in a culture being very strong. Tonga is a homogeneous population making penetration into the traditional culture and values quiet difficult. This is perceived as a strength for Tonga during times of ensuring that culture is not put aside and is considered in policy making	• Lack of Cultural Diversity There is a lack of cultural diversity in Tonga and this may inhibit the ability of the country to enhance business and economic development.
Strength 2 • Cultural Change to modern universal values is slow The change of cultural values to modern universal values is slow thus giving Tonga the opportunity to be able to protect its values and not lose it in the process of current fast changes across the Pacific.	• Cultural Values While it is an advantage to have strong cultural values, some of the cultural values in Tonga have a strong emphasis on social development. These same cultural values may inhibit or does not encourage economic development.

SECTION 2 PART B: RANKING OF STRENGTHS AND WEAKNESSES

Strength 1	Weakness 1
STRONG COMMUNAL NETWORK	NO PROPER LEGISLATIVE / POLICY FRAMEWORK
Strength 2	Weakness 2
HOMOGENEOUS CULTURE MAKING IT A VERY STRONG CULTURE	LACK OF CULTURAL DIVERSITY

SECTION 3: PRIORITISE OF THEMES

THEME	PRIORITY
TRANSFORMATIONAL TECHNOLOGY	2
PROVE IT WORKS	1
SHIFTING SERVICES TOWARDS CREATIVE COLLABORATION	3
CULTURE COUNTS	4

SECTION 4: HIGH LEVEL KEY PUBLIC POLICY AND PRACTICE INITIATIVES

1. **PUBLIC POLICY AND PRACTICE INITIATIVES 1   NATIONAL ICT POLICY:**

THIS POLICY IS IN EXISTENCE NOW ADDRESSING ISSUES AND CHALLENGES REGARDING THE USE OF ICT IN TONGA. THIS POLICY WOULD RELATE TO THE THEME TRANSFORMATIONAL TECHNOLOGY.

2. **PUBLIC POLICY AND PRACTICE INITIATIVES 2:   NATIONAL SPORTS STRATEGY – PARTNERSHIP DEVELOPMENT COMPONENT.**

IN THIS PARTICULAR COMPONENT, THERE IS AN ATTEMPT TO IMPROVE PARTICIPATION AND PERFORMANCE THROUGH WORKING IN PARTNERSHIP WITH EXISTING SPORTS FEDERATION AND SCHOOL COMMMITTEES. THERE IS ALSO PARTNERSHIP WORKS WITH COMMUNITIES. IN THIS SENSE, THERE IS A STRONG ATTEMPT TO CONTINOUSLY INCLUDE THE PUBLIC IN SHAPING THE ACTIVITIES THAT WILL ULTIMATELY DEVELOP OVERALL SPORTS IN TONGA. THIS STRATEGY WOULD RELATE TO THE THEME OF SHIFTING SERVICES TOWARDS CREATIVE COLLABORATION.

3. **PUBLIC POLICY AND PRACTICE INITIATIVES 3: NATIONAL YOUTH STRATEGY**

IN THIS STRATEGY PART OF THE OBJECTIVE IS SKILLS DEVELOPMENT. THIS IS WHERE GOVERNMENT THROUGH MY MINISTRY WORKS TOGETHER WITH KEY STAKEHOLDERS TO DEVELOP RELEVANT TRAININGS IN TVET AREAS THAT WILL INCREASE THEIR CHANCE OF BEING EMPLOYED IN THE FUTURE. THIS PARTICULAR STRATEGY MAYB E LINKED TO SOME EXTENT TO THE THEME OF PROVE IT WORKS. WORK IN THE SKILLS DEVELOPMENT STRATEGY INCLUDE THE ATTEMPT TO LINK THE TVET TRAINING FOR YOUNG PEOPLE WITH THE EMPLOYMENTS THEY HAVE AFTERWARDS. THIS IS EVIDENCE BASED AND CAN BE USED TO DETERMINE THE EFFECTIVENESS OR OTHERWISE OF SUCH STRATEGY.

SECTION 5: FUTURE FOCUS

The overall vision for career policy in the future is to ensure that policy is implementable and that there is strong evidence of the success or otherwise of career development policies.

Paper prepared by Dr. Deirdre Hughes on behalf of the UK Country Team

Fifth International Symposium on Career Development and Public Policy, New Zealand: November 2009

Country Name: United Kingdom

Section 1	A brief outline of your country – demographics, population and career service provision – target groups and providers (maximum 300 words)

With a population approaching 61.5 million, the UK is one of the larger countries in the OECD, and its GDP per capita is the 18th highest in the world at US$ 32,798[1]. The unemployment rate was 7.9% in mid-2009 – higher than since November 1996[2]. Of the total population, around 84% live in England, 8% in Scotland, 5% in Wales and 3% in Northern Ireland; children aged under 16 represent around one in five of the total population, around the same proportion as those of retirement age[3]. Since the late 1990s an increasingly important factor has been net migration from abroad including, more recently, migration from the new EU member states.

By legislation, careers service provision is free to all young people throughout the UK; more generally, this is widely accessible to young people and adults through a variety of sources including schools, colleges, universities, local authorities, careers companies, community-based organisations, employers, and national online and telephone helpline services. There are a number of differences, as well as similarities, in the arrangements for providing careers services across the four constituent countries of the UK, partly reflecting their geography, culture, and relative population sizes, and also the differences in the constitutional responsibilities that apply to the devolved administrations.

For example, in Northern Ireland, Wales and Scotland[4], there are publicly-funded all-age careers services, accountable to the appropriate devolved administration; whereas in England, the equivalent services are organised and delivered separately for young people and for adults. In England and Wales much of the provision is contracted out to careers companies, mainly non-profit. In addition, the delivery of information, advice and placement services aimed primarily at unemployed adults in England, Scotland and Wales is the responsibility of the Department of Work and Pensions and is managed across the three countries by Jobcentre Plus; in Northern Ireland similar, but separate, arrangements apply.

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[1] United Kingdom. International Monetary Fund. Retrieved 22.09.09

[2] National Statistics Online Retrieved 22.09.09

[3] National Statistics Online Retrieved 22.09.09

[4] In September 2007, the Cabinet Secretary for Education and Lifelong Learning announced that Careers Scotland, Scottish University for Industry, and key skills elements in Scottish Enterprise and Highlands and Islands Enterprise would be brought together to form a new single skills body to take forward and deliver on the vision set out in the Scottish Government's skills strategy 'Skills for Scotland'. Skills Development Scotland was established as a legal entity on 1st April 2008.

Section 2	Taking each of the four symposium themes (see below) describe the two greatest strengths and two greatest weaknesses relating to each theme in your country (maximum 100 words for each strength and weakness; therefore maximum 400 words per theme and 1600 words maximum in this section).

Theme: Transformational technology

Strength 1	Weakness 1
The variety of user-friendly and multi-faceted web-based and telephone helpline facilities established which include *personalised services* such as:	A more co-ordinated approach to IT developments could make a wider range of services more accessible and cost-effective.

Strength 1:

The variety of user-friendly and multi-faceted web-based and telephone helpline facilities established which include *personalised services* such as:

- The *Careers Advice Service*, offering a wide range of information, advice and guidance on careers and learning provision. http://careersadvice.direct.gov.uk/

- *Connexions Direct*, offering advice on education, careers, housing, money, health and relationships for 13-19 year olds primarily in England. http://www.connexions-direct.com/

- *Careers Wales, Careers Scotland, Careers Service Northern Ireland*, offering all-age careers services. http://www.careersscotland.org.uk/home/home.asp http://www.careerswales.com/ http://www.careersserviceni.com

In general, these sites include a variety of databases, resources, diagnostic tools, web chat facilities and email support with signposting to complementary face-to-face and telephone services. For example, central to Careers Wales' national award-

Weakness 1:

A more co-ordinated approach to IT developments could make a wider range of services more accessible and cost-effective.

Different IT platforms across agencies limit the ability of government and community-based organisations to share data. Also, differing systems are in place for 'learner identifiers', reducing the ability to track and monitor individuals' transitions and progress. However, ICT isn't only factor when considering sharing information. Data protection and client confidentiality - what can and needs to be shared between organisations - are crucial factors. [5] Plans to develop an all age careers strategy should help to address some of these issues in England.

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[5] The government is taking steps to address the latter through new legislative measures designed to achieve greater synergy in data sharing, e.g. the Apprenticeships, Skills, Children and Learning Bill currently making its way through Parliament.

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winning online services is an e-portfolio, designed to enable users to record, review and reflect on their career and learning journey over time. Telephone helpline and web-based services are on the increase. The popularity of web-based and telephone helpline services is evidenced by annually around 12 million website sessions,100,000 email enquiries, and 600,000 telephone calls to the Careers Advice Service. This is on top of the nearly half a million face-to-face interventions delivered each year by nextstep services across England. http://nextstep.direct.gov.uk/ Multi-media linkages and social networking developments are currently being extended.	
Strength 2	Weakness 2
The progressive and continuing expansion of practitioners' skill-sets and competencies designed to embrace e-guidance and telephone helpline services. This includes recognition of the development of e-guidance skills which feature in a variety of company-devised and nationally accredited schemes in the UK. For example, Careers Advisers in Northern Ireland are trained to deliver e-guidance support within newly-established high-street Career Resource Centres. Also, the Careers Advice Service in England has invested in training Career Coaches to become 'Advanced Practitioners' within a UK-wide recognised professional association's formal register of advanced professional practice. In Scotland, 'My Learning Space' and 'My Coach' include the services formerly provided under Learndirect Scotland (including the National Learning Opportunities Database - NLOD) and The Big Plus brands as well as the	Career guidance qualifications and continuing professional development arrangements in the UK must reflect the need for advisers to effectively integrate the use of all available technologies into information, advice and guidance practice.

former Careers Scotland website and helpline. This offers significant opportunities for joint training and staff development activities across agencies.	

Theme: Prove it works	
Strength 1	Weakness 1
All the key deliverers of careers-related services have well-established systems of performance management and reporting. Various indicators are used such as: volumes of service delivery (including the targeting of priority groups), levels of customer satisfaction, and service outcomes with funding related to 'immediate' and 'intermediate' impact measures such as destination information and progression into education/training and employment. For example, in England evolving performance indicators operate within new frameworks of local and regional government arrangements and national quality standards that place greater emphasis upon self-regulation, locally negotiated targets, the customer voice including young people, adults, parents/carers and employers. Also, in Wales the Welsh Assembly Government have agreed performance indicators linked to inspection and accountability frameworks that apply to all Careers Wales companies. In Scotland an evidence-based approach to customising skills and learning programmes is identified within 'Skills Development Scotland: Corporate and Operational Plan' as a strategic priority to meet current and future employer demands for skills. In Northern Ireland, a dedicated adult client tracking system is in place to formally follow up clients over time in order to assess the impact of guidance-related interventions.	Lack of agreed national impact indicators that could be applied across all four constituent home countries.

Strength 2	Weakness 2
A network of well-established research organisations offer independent expertise including: evaluation services, impact assessment, market research, and capturing the users' voice. For example, mystery shopping approaches continue to be used to inform youth and adult guidance provision and the achievement of national quality standards. A number of major studies into the impact of services have been commissioned by government departments and the Learning & Skills Council.	There is a need to raise the profile of the research evidence on impact of careers provision to better align with government's Treasury priorities and the comprehensive spending review process. Other factors which need to be taken into account include: the impact of raising the participation age in education and training for young people to 17 by 2013 and to 18 by 2015; rising unemployment at 18+; and addressing the UK skills deficit, particularly in science, technology, engineering and mathematics.

Theme: Shifting services towards creative collaboration	
Strength 1	Weakness 1
New 'entitlements' for access to high quality careers services are emerging within government legislation, policy guidelines, inspection and other accountability frameworks. For example, Sections 68 and 69 of the Education and Skills Act 2008 ('an impartial careers education and advice service') gives Local Authorities in England a statutory obligation to commission and monitor information, advice and guidance (IAG) services for young people. Involving young people, parents/carers in planning, delivery and evaluation of IAG services is a key priority supported by the introduction of a 'pupil guarantee' and 'parent/carer guarantee'. New statutory guidance is also being introduced for schools and colleges linked to their statutory responsibilities for ensuring impartial careers education.	Current careers information, advice and guidance provision in the UK is considerably varied. A number of partners involved in providing information, advice and guidance have different interests which can be a barrier to collaboration. Within youth services in England, this is being addressed in different ways including through new legislative arrangements.

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[6] This involves more systematic referral and signposting to nextstep advisers including more co-location. The IES has been trialled in 13 Jobcentre Plus districts since September 2008.

A new 'adult advancement and careers service' in England is due to be established by autumn 2010, involving close partnership with Jobcentre Plus. This major initiative sets out a universal offer for those in and out of work, detailing how services should work together to continue the integration of employment and skills (IES)services[6], alongside 'Skills Accounts' (an online personalised account for individual learners) and 'Skills Health Checks'.

In Scotland, 'Building the Curriculum 3' sets out the broad principles and entitlements of the government's 'Curriculum for Excellence' policy. Roll-out of these entitlements is to be achieved through closer partnership working with education providers. In addition, 'Building the Curriculum 4 – Developing the Skills for Learning, Skills for Life and Skills for Work' provides a framework for more creative collaborations between differing agencies.

In Northern Ireland, the need for an independent all-age strategy for Careers Education, Information, Advice and Guidance (CEIAG) is highlighted in both the 'Revised Curriculum and Entitlement Framework Programme (DE) and Success through Skills - The Skills Strategy for Northern Ireland' (DEL). In 2009, the Department for Employment and Learning (DEL) and the Department of Education (DE) published a joint strategy 'Preparing for Success: Careers Education, Information, Advice and Guidance'.

In Wales, the Welsh Assembly Government has made a commitment to ensure every young person in Wales has access to independent, specialist careers advice and guidance, as one of ten entitlements, in order to enable them to participate in education, training and employment and in the lives of their communities. The Learner Support Good Practice Framework provides guidelines on strategies to inform coherent and holistic support services for young people

aged 14-19.	
Strength 2	Weakness 2
A move towards more 'integrated universal support services' for young people and adults, in and out of work, features predominantly across all four home countries in the UK.	There is no formal mechanism in place for co-ordination and co-operation between the policymakers and key stakeholders in lifelong guidance provision across the UK. The Council for Industry and Higher Education (CIHE) has recently identified this as an issue.

Theme: Culture Counts	
Strength 1	Weakness 1
Increased emphasis on community learning and development, with individuals and groups in local communities being consulted on their needs, using a range of formal and informal methods. For example: In Scotland, the 'Community Learning and Development strategy team' has moved from Communities Scotland into the Lifelong Learning Directorate of the Scottish Government. In Northern Ireland, the 'Enhanced Careers Service Project' is helping to reshape career service provision to make this culturally relevant to the indigenous and non-indigenous population. In England, the Careers Advice Service has a dedicated 'language line' which offers enquirers at least nine languages other than English and trained Career Coaches deliver these services. Also, the Learning & Skills Council commission a bi-annual 'National Adult Learners Survey' and have established a 'National Learners Panel' to capture the voice of end-users. In Wales, national Careers Wales standards have been developed on a variety of professional issues. These include: the Welsh language, the	Less than half the UK population believe there are fair rewards for skills, lower than in many other countries[7]. Greater equality and more social mobility are two current major policy drivers.

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[7] http://www.cabinetoffice.gov.uk/media/227102/fair-access phase 1 report.pdf (p.26) - Retrieved 22.09.09

Careers Wales Quality Award, and staff training and development. Guidance Standards have also been developed, to provide a recognised Careers Wales model of careers guidance relevant to all users of the service.	
Strength 2	Weakness 2
New initiatives are under way to reshape public services, with the customer/client positioned at the centre of the planning and design process. For example, in England, the National Learning & Skills Council in association with the Department for Business, Innovation & Skills and the Department for Work and Pensions, have commissioned the UK Design Council to produce design principles and structures for reshaping adult guidance provision within the context of a new 'adult advancement careers service' by autumn 2010 so that services are robust and culturally relevant.	Occupational segregation is at the very heart of stereotyped careers choices and has shown a stubborn resistance to change in the UK labour market. The Women in Work Commission (2009)[8] highlighted requirements for greater attention to be given to reducing occupational segregation and increased investing in strategic approaches to workforce development. This has particular relevance to the STEM policy agenda. In England, addressing this problem is a key theme of forthcoming statutory guidance for schools.

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[8] http://www.equalities.gov.uk/pdf/Shaping%20a%20Fairer%20Future%20report.pdf – Retrieved 22.09.09

From all of the strengths and weaknesses listed above, rank your country's three biggest strengths and three biggest weaknesses (could be less than three of each but definitely no more).	
Strength 1	Weakness 1
Politicians and policy-makers have identified improved and high-quality career information, advice and guidance as key mechanisms for supporting the achievement of the UK skills strategy.	Current careers information, advice and guidance provision in the UK is considerably varied.
Strength 2	Weakness 2
New legislative and statutory guidance have emerged designed to strengthen and support career provision in the UK.	Lack of agreed national impact indicators that could be applied across all four constituent home countries.
Strength 3	Weakness 3
A combination of e-guidance and face-to-face career provision has been identified by policy-makers and service providers as key elements within a modern 21st century UK lifelong learning and lifelong guidance strategy.	Less than half the UK population believe there are fair rewards for skills, lower than in many other countries[9]. Greater equality and more social mobility are two current major policy drivers.

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[9] http://www.cabinetoffice.gov.uk/media/227102/fair-access.pdf (Phase 1 Report p.26) - Retrieved 22.09.09

Section 3	Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium. (1 = most important – 4 = least important)
Transformational technology	Priority 4
Prove it works	Priority 2
Shifting services towards creative collaboration	Priority 1
Culture counts	Priority 3

Section 4	Thinking about the themes, describe up to three high-level key public policy and/or practice initiatives currently being advanced or considered in your country (write no more than 100 words on each). If it is possible, please say which of the themes each initiative is most closely linked to.

High-level key public policy and practice initiative 1

The new 'adult advancement careers service' in England[10]. This major new initiative fully embraces all four conference themes, with particular emphasis on combining e-guidance and face-to-face services within a universal framework, including the closer relationship with Jobcentre Plus and the consequentially improved opportunities for its unemployed customers. Ten prototype initiatives have been rolled out across England: each has a unique approach to testing out the efficacy of career provision within employer, training provider and/or community outreach activities in differing settings. The introduction of 'Skills Accounts' and the 'Skills Health Check'*,* and the requirement to produce 'impact data' linked to outcome related funding, are significant features within this new and emerging service.

Linked most closely to themes..... 1, 2, 3 & 4.

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[10] Current working title – the Learning & Skills Council has commissioned work to produce a recognisable brand name.

High-level key public policy and practice initiative 2

Closer integration of service channels within differentiated service delivery arrangements, including customer segmentation and national marketing of career provision. In the UK differing and complementary strategies are being developed to achieve this main objective.

For example, in Scotland the formation of a new skills body 'Skills Development Scotland' brings together four partner organisations to drive forward Scotland's skills performance. Through this merger the Scottish Government plans to develop integrated information, advice and guidance for careers and learning as well as extensive support for skills development.

Linked most closely to theme….1, 2, 3 & 4.

High-level key public policy and practice initiative 3

Implementation of new legislative and statutory guidelines designed to strengthen career education in schools and colleges. In Northern Ireland, the Department for Employment and Learning (DELNI) and the Department of Education (DE) joint strategy 'Preparing for Success: Careers Education, Information, Advice and Guidance' is strengthened by a new inspection framework for schools and careers guidance providers.
In England, the Education and Skills Act (2008) places new statutory responsibility on schools, colleges and Local Authorities to improve career provision. The national quality standards and forthcoming introduction of 'entitlements' is designed to improve quality and increase access to provision.[11]

Linked most closely to theme ......1,2, 3 & 4

Section 5	Future Focus – what are the key elements of your team's overall vision for career policy, practice and research in your country? (write no more than 30 words).

To create services delivering improved equality and access to high quality provision, with effective impact measures and agreed shared priority areas for UK-wide co-operation.

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[11] In 2001, the Welsh Assembly Government introduced a requirement that schools and colleges should provide programmes of careers education for all students aged 16-19 – Education (Extension of Careers Education) (Wales) Regulations 2001.

Country Name: **United States**

Section 1	A brief outline of your country – demographics, population and career service provision (maximum 300 words)
	The United States consists of 50 relatively autonomous state governments. The current population of the United States is approximately 307 million, which makes it the fourth largest country. The median age is 36.7 years old. With regard to race/ethnicity, approximately 80% are "White/Caucasian," 15% Latino/a, 13% African American, 4% Asian, and less than 1% Native American Indian and Native Hawaiian. ("Latino" refers to many racial/ethnic backgrounds so the sum exceeds 100%.)
	National bias emphasizes college preparation over career and technology education. School dropouts constitute a major concern. Technology, exorbitant executive pay, and declining labor union influence contributed to the gradual development of a "two-tier labor market" wherein those at the bottom lack the education and professional/technical skills of those at the top and fail to get comparable pay raises, health insurance coverage, and other benefits. Since 1975, most income gains have gone to the top 20% of households.
	The federal government supports coordination for activities such as occupational supply and demand and other labor market information services. Other federally funded programs support career development for specific adult populations (e.g., the National Institute of Corrections' Offender Re-entry Program).
	States determine their own career development policies and practices within schools and the community. In many instances

| | they tap into the resources of organizations such as the National Career Development Association, the American School Counselling Association, and the American Career Resource Network, which have been leaders in supporting professionals in the field and have created standards of career practice and policy. Yet more could be achieved through more coherent federal strategies.

Many states have enacted legislation related to high school youth developing an individualized learning plan (ILP) that describes the secondary and post-secondary coursework students will complete to achieve a defined career goal. Many states have also incorporated career development curricula into ILPs. |
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Section 2	**Taking each of the four symposium themes (see below) describe no more than two strengths and two weaknesses relating to each theme in your country (maximum 100 words for each strength and weakness; therefore maximum 400 words per theme and 1600 words maximum in this section).**

Theme: Transformational technology	
Strength 1	Weakness 1
Career related Information and communication technologies (ICT) can be classified into three categories: a) career information systems, b) professional development systems, and c) social links. The O*NET system continues as an open	New websites proliferate the market place. Most are not comprehensive and many contain assessments lacking psychometric evidence to support their use. There often is also a lack of attention addressed to the creation of curricula for guiding users

system and some states continue to coordinate career information systems. Examples of such systems include the Oregon CIS (oregoncis.uoregon.edu), Virginia Career View (vaview.vt.edu/), and WISCareers systems (CEW.wisc.edu). The Association of Computer-based Systems for Career Information (ACSCI) continues to serve as an accrediting organization for career information systems, which includes the need for such systems to be comprehensive, offer validated assessments, provide current occupational information and workforce development resources.	in the use of web-delivered career systems. Because many potential consumers do not understand the value of ACSCI standards, it is likely that schools and organizations may make uninformed decisions to invest in less effective systems.
Strength 2	Weakness 2
Information and communication technology (ICT) is being incorporated into traditional courses and on-line courses. In addition, it is increasingly easier to conduct face-to-face interactions using video attachments (e.g., Skype, MSN). Webinar technologies (e.g., Adobe Connect, Goto Meeting) allow for group interactions in audio and chat formats that facilitate national and international conversations. Web and	One issue in using ICT to communicate across the web is that rural populations in the United States may have less access to high-speed internet sources that offer the bandwidth necessary to engage in the resources. Additionally, individuals without the economic resources to access ICT are often excluded from the benefits derived from the use of technologically based career assistance.

podcasting continue to offer promising opportunities for learning specific skills, strategies, and/or career theories that can be accessed worldwide. Many career information systems allow individuals to create an electronic portfolio of their workforce development skills that can then be shared electronically.	

Theme: Prove it works

Strength 1	Weakness 1
Meta-analyses by Whiston, Sexton, and Lasoff (1998) and Brown and Ryan Krane (2000) replicated and extended previous meta-analytic approaches that support the effectiveness of career development interventions (Spokane & Oliver, 1983, 1988). Whiston et al. (1998) found that career interventions produce meaningful and moderately strong improvements in career development and that classroom-based and computer-based interventions were the most cost-effective methods. Brown and Ryan Krane (2000) found	A recent report by the U. S. Department of Labor (Wills & Mack, 2009) points out that the United States has yet to establish a strong evidence base regarding the value of receiving quality career development activities. There is also no governmental policy framework that promotes the value of career guidance services as critical to meeting the economic and national security needs of the United States. Such a framework is not likely to exist until: a) career guidance services are found to have an impact on valued indices and b) there is a documented high return on investment for the

that five career development components - written exercises, individualized interpretations and feedback, world of work information, modeling opportunities, and attention to building support for choices within one's social network – were most effective.	costs associated with offering career services.
Strength 2	Weakness 2
Nationally, a number of states are moving to establish statewide accountability that links school and college information. Such systems allow for the ability to evaluate the impact of career guidance activities on later economic indices such as post-secondary placement, retention, skills, and graduation. In addition, the U.S. Department of Labor has established accountability guidelines within the Workforce Investment Act that include a number of impact measures that must be collected.	Our central challenge is to create a comprehensive yet flexible accountability strategy that prescribes the methods and metrics to be used by all organizations offering career guidance services. We need to establish accountability standards that are aligned with current federal legislation. Such accountability systems could require organizations offering career guidance services to evaluate the quality of career guidance services being provided; the fidelity and efficiency with which the services are being offered; and the impact of the services on areas such as placement, retention, skill improvement, earnings, and return on investment.

Theme: Shifting services towards creative collaboration	
Strength 1	Weakness 1
Dominant work ethics value doing one's best, deferred gratification, and equal opportunity. These are core elements of the mainstream American Dream that promotes self-determination and individual stewardship in career development. This predisposition has potential for the majority of citizens in these turbulent times of massive shifts in the world of work. Career practitioners have expertise for collaborating with educators and others to enhance the career development of majority as well as underserved citizens across the lifespan. Worker competencies, identified as necessary for current and future workforce preparation and sustainability, and life-long learning, have potential for empowering all citizens.	Workforce policy accountability criteria focus almost exclusively on employment (first job/next job) and similar macroeconomic foci on the workforce in general rather than long-term career preparation, sustainability and resilience for individual workers. Citizens are often excluded from service design and delivery. Major technological and economic resource gaps are increasing and public funding is minimal. Transnational corporate outsourcing, off-shoring, "temping" of the workforce, private and public sector ethical vacuums each impact the work experience for many with little attention given to how these trends impact workers. Socio-economic, "chance or accident" theories describe the career development experience for many people.
Strength 2	Weakness 2
Creative collaborations are occurring between schools, colleges, and	Collaboration and feedback strategies need to incorporate parents more

businesses as ways to align educational course work with desired occupational goals. Federal legislation has mandated that schools and community colleges collaborate with businesses to articulate career pathways that foster economic development in their region. Some states have launched technologies designed to help businesses and schools more effectively collaborate in creating job fairs, internships, and summer job opportunities. Additionally, some states have launched computer-based systems whereby individuals in businesses can respond directly to students about career related questions.	directly. Strategies in Washington state, for example, include students sharing with parents their individualized learning plan (electronic portfolio) and Wisconsin has moved to encourage the same opportunities to occur when students are juniors in high school. Expanding this process from middle through high school grades is one way to facilitate feedback and sharing with parents about the career directions of their children. There are no such feedback mechanisms in place for involving adults in the design and delivery of career services.

Theme: Culture Counts	
Strength 1	Weakness 1
The United States' indigenous cultures include Native American Indians and Mexican Americans, groups that represent a relatively small percentage of the entire population. Unlike many countries, the United States was founded on the proposition that it would become a	Although the number of workers continues to decline in the United States, migration and undocumented workers have not been perceived as a source of economic support leading many political opponents to focus only on the education and health care costs associated with this population.

melting pot of individuals from diverse racial, national, and ethnic backgrounds. While recent border issues related to the size of undocumented workers living in the United States continues, other efforts to grant immunity from paying out of state tuition for undocumented high school graduates continues to gain support in some states.	
Strength 2	Weakness 2
Career Development is a focal point for isolated projects pulling together entities from federal, state, and local organizations and focusing on societal issues and recognition of the rights and needs of specific populations. Projects such as Career Development Facilitator training, older worker initiatives and the Offender Workforce Specialist (OWDS) training are examples. The Offender Re-entry program through the National Institute of Corrections (www.nicic.org) has increased the skill level of individuals working with individuals in all stages of the criminal justice system. This program directly impacts individuals, families, and communities while providing measurable data to direct the implementation of services.	As with all programs, funding and rising costs become the focal point rather than the populations being served. As programs designed to train those with limited resources, education and career advancement opportunities become increasing successful, the financial burden begins to exclude those most needing the training while attracting those with more resources.

Overall, rank your country's three biggest strengths and three biggest weaknesses (could be less but definitely not more).	
Strength 1	Weakness 1
History of being at the forefront of career development theory and practice, thereby, creating opportunities for developing evidence evaluating the effectiveness of career interventions.	A lack of evidence-based data supporting the return on investment for career guidance interventions.
Strength 2	Weakness 2
Professional associations addressing the career development needs of citizens across the lifespan have a long and venerable history in the United States. These associations are viewed as leading voices for advancing the profession (e.g., through creating career counselling competencies, ethical standards, practitioner preparation curricula, and consumer guidelines).	Absence of a national framework and entity advancing policies and practices to foster positive career development across the lifespan.
Strength 3	Weakness 3
The United States has been a leader in the development of computer-based career delivery systems.	The absence of a unified collaborative voice among career development-related professional associations, thereby, severely limiting the capacity for effective advocacy related to career development services for all

	citizens.

Section 3	Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium. (1 = most important – 4 = least important)
Transformational technology	Priority 1 2 **3** 4
Prove it works	Priority **1** 2 3 4
Shifting services towards creative collaboration	Priority 1 **2** 3 4
Culture counts	Priority 1 2 3 **4**

Section 4	Thinking about the themes, describe up to three high-level key public policy and/or practice initiatives currently being advanced or considered in your country (write no more than 100 words on each).
High-level key public policy and practice initiative 1	

The *Workforce Investment Act* represents an attempt to induce business to participate in the local delivery of workforce development services. This legislation reformed federal employment, training, adult education, and vocational rehabilitation programs by creating an integrated "one-stop" system of workforce investment and education services for adults, dislocated workers, and youth.

Additional federal legislation is needed to promote new forms of collaboration among education and workforce development institutions to ensure that the most vulnerable populations receive the support they need to manage their own career development.

Policy initiatives are also needed to provide financial support for the professional development of staffs in all career development programs.

High-level key public policy and practice initiative 2

No Child Left Behind Act (NCLB): federal legislation based on the belief that high standards and measurable goals improve individual outcomes in education. NCLB requires states to develop assessments in basic skills to be given to all students in certain grades, if those states are to receive federal funding for schools. Standards are set by each individual state. The act does not address career development needs. Thus, career development outcomes should be infused into the re-authorization of NCLB. Accountability systems must include career guidance measurements and the collecting and reporting of equity, achievement, and access outcomes to policy makers.

High-level key public policy and practice initiative 3

The *Carl D. Perkins Career and Technical Education Act* provides an increased focus on the academic achievement of career and technical education students, strengthens the connections between secondary and postsecondary education, and improves state and local accountability by building on the efforts of states and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or high demand occupations in current or emerging professions.

As with other initiatives, there is the need for a common career development research agenda to identify best practices and promote continuous improvement of services.

Section 5	Future Focus – what is your team's vision/mission for career policy, practice and research in your country? (write no more than 30 words).
We envision a federal framework and accountability system that fosters career development across the lifespan for all citizens; and a working collaboration among career-related professional associations that strengthens the profession.	

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Appendix 1

Country Name:
Samoa_____

Section 1	A brief outline of your country – demographics, population and career service provision – target groups and providers (maximum 300 words)

Samoa's inhabited islands comprises of the 2 main islands of Upolu and Savaii and the 2 smaller islands of Manono and Apolima. The total land area is 2,820 km2 for the 2 main islands and seven smaller islands, with 43 percent arable land.

The Government is a Parliamentary Democracy with a Legislative Assembly of 49 members, 47 of who are matais (chiefly title holders), elected by citizens aged 21 years and over, and 2 of whom represent the part- and non-Samoan population. The 1990 Village Fono Act gives the village councils of chiefs the authority over village law and order as well as health, economic and social issues.

The Report of the Population and Housing Census 2006 for Samoa recorded a total population of 180,741 with 76 percent in Upolu island and 21 percent in the capital city of Apia. This is a population increase of 3 percent when compared to the 2001 Population and Housing Census population of 176,710 persons.

The Ministry of Commerce, Industry and Labour (MCIL) is the Government Body mandated for the coordination and implementation of Career Services in Samoa. The Division of Apprenticeship and Employment spearheads this with various initiatives such as the Job Seekers and Placement Programme and the Apprenticeship Programme.

There is no specific Non Government Organization coordinating career service provision but some NGOs such as the Samoa Chamber of Commerce, Marist Second Chance Education Centre, Women in Business Foundation and METI are all providing some form of career service development.

Career Service Provision is also coordinated by the Ministry of Women, Community and Social Development (MWCSD) through its role in promoting economic development for villages and communities. That is, the Division For Internal Affairs, Division for Women and the Division for Youth coordinates and implements various initiatives through their respective development activities for men, women and young people in partnership with key stakeholders, such as the National Career Day for all Colleges in Samoa. The Institute of Technology of the National University of Samoa also offers Career Services programmes such as Job Placements for their Trades students.

Section 2	Taking each of the four symposium themes (see below) describe the two greatest strengths and two greatest weaknesses relating to each theme in your country (maximum 100 words for each strength and weakness; therefore maximum 400 words per theme and 1600 words maximum in this section).

Theme: Transformational technology

Strength 1	Weakness 1
• Infrastructure Samoa has 5 Telecommunication Centres around Upolu Island, 5 for Savaii Island and 1 for Manono coordinated by the Ministry of Communication, Information and Technology (MCIT). The Ministry of Education, Sports and Culture (MESC) has a School Net Programme for most Districts in Samoa. MESC has recently received a mobile Telecommunication Centre under the same Project. 2 more Telecommunications to be run by Youth Groups in Upolu and Savaii are being processed under the TALAVOU Programme (A joint initiative of the Government of Samoa and the UN System)	• Slow The main weakness identified by the Community Telecommunication Centres was the slow internet connection. Broadband has been recommended and is still to be implemented.

Strength 2	Weakness 2
• Access Most of the Community Telecommunication Centres are managed and operated by the Womens Committees, with 2 operated by Church Youth Groups. They charge minimal fees for services such as using the internet, passport photos, photocopying, school projects, entertainment, etc. The School Net Programme is coordinated through District Colleges and High Schools and could be accessed by students and teachers. The 2 new Youth Telecommunication Centres is a result of popular demand	• Maintenance There is a lack of capacity building opportunities for members of the community in utilising new technology in order to "ride the digital wave and maximise the potential of the technologies to advance career policy, practise and research" No doubt the tragic Tsunami that devasted some parts of Samoa especially the coastal areas, is a major set back for Samoa. The current Tsunami has wiped out 1 Tele-Centre in Upolu Island and 1 Tele-Centre in Manono Island.

from the communities especially for young people who are more computer literate than older people.	

Theme: Prove it works

Strength 1	Weakness 1
• Strategy for the Development of Samoa (SDS) 2008-2012 There is great potential for the development of career services provision given the supportive environment. Samoa's National Development Plan acknowledges the impact of career information advice and guidance in relation to its theme of "ensuring economic and social progress." "Priority Area 1 : Economic Policies : Goal 2 : Private Sector Led Economic Growth and Employment Creation" "Priority Area 2 : Goal 5 : Community Development : Improved Economic and Social Wellbeing and Improved Village Governance"	• Collaboration There is still room for improving the collaboration of Government, the Private Sector and Communities. The plan looks good on paper but we need to "walk the talk." Synergies between the various organizations could be improved for the successful delivery of career services.
Strength 2	Weakness 2
• Achievements Performance Measures and Indicators are recorded annually for all activities implemented by Government. Achievements are documented as best practises and justification for sustainability.	• Data Coordination There is a lack of data and information coordination amongst key stakeholders. A central National Data Base for Career Services is required to be accessed by all Stakeholders.

Theme: Shifting services towards creative collaboration

Strength 1	Weakness 1
• Consultations A framework of social networks already exists at the National and Local Government level. Samoa's SDS was formulated on a basis of an extensive consultative process involving Government Ministries, the Private Sector, Civil Society Organisations, Church Leaders and Community Groups. This is the practise for all public policies in Samoa.	• Funding This a major weakness which leads to the lack of public consultation processes.
Strength 2	Weakness 2
• Ownership People in the communities are acknowledging with appreciation their involvement and participation in the planning and implementation processes of public policies.	• Coordination There is still a lack of coordination for public and community consultations. The Ministry of Women, Community and Social Development (MWCSD) is the gateway for all community development initiatives in Samoa through the village Mayors, Government Women Representatives and Youth Leaders.

Theme: Culture Counts	
Strength 1	Weakness 1
• Matai System The "aiga"(Samoan family) is the foundation of the Samoan culture. It is through the proper functioning of its members that the social and economic well-being of the family is assured. At the head of a "aiga" is the "matai" who is elected by family members and is responsible for maintaining the family's dignity and well being by administering family affairs, settling family disputes and providing for an equitable allocation of family resources. The matai is also the family representative in the village fono or council of chiefs which is the judicial authority of each village. Family members are expected to render their services to support their matai and to meet the social obligations of their family and community.	• Migration Heavy migration from the rural areas to the urban areas has caused the increase of social issues especially for young people in the urban area. Emigration has led to the loss of good people in the labour force, but it was also realized as a reliable and faster source of income via remittances for many families in Samoa and a major factor that helped to reduce the high population growth due to high fertility.
Strength 2	Weakness 2
• Flexibility The Samoan culture has maintained its foundations and has been very flexible in accepting some of the new changes brought about by globalization.	• Subsistence Lifestyle Efforts are being pursued to change the mentality of Samoan people from subsistence living and interdependency within the culture, to a more income generated approach.

From all of the strengths and weaknesses listed above, rank your country's three biggest strengths and three biggest weaknesses (could be less than three of each but definitely no more).

Strength 1	Weakness 1
Infrastructure	Maintenance
Strength 2	Weakness 2
Strategy for the Development of Samoa	Collaboration
Strength 3	Weakness 3
The Matai System	Funding

Section 3	Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium. (1 = most important – 4 = least important)
Transformational technology	Priority 1 2 **3** 4
Prove it works	Priority 1 **2** 3 4
Shifting services towards creative collaboration	Priority **1** 2 3 4
Culture counts	Priority 1 2 3 **4**

Section 4	Thinking about the themes, describe up to three high-level key public policy and/or practice initiatives currently being advanced or considered in your country (write no more than 100 words on each). If it is possible, please say which of the themes each initiative is most closely linked to.

High-level key public policy and practice initiative 1

Access to affordable telecommunications services has increased dramatically in recent years. The SDS states that "in 2008-2012, the Government will focus on consolidating these gains by strengthening the new regulatory framework administered by the Office of the Regulator and assisted by the Ministry of Communications, Information and Technology (MCIT).
Issues to be addressed include the development of interconnection agreements, the regularization of licensing procedures, the management of international gateway access and the establishment of a compensation regime for Samoa Tel's community service obligation. Domestic connectivity infrastructure will be improved through a connection to the proposed regional submarine fibre optic cable network. Privatization of Samoa Tel and associated reform of postal services will also be addressed with World Bank technical assistance.

Linked most closely to theme……Transformational Technology

High-level key public policy and practice initiative 2
Samoa's private sector is the source of most domestic production and employment, and supports public service delivery through the provision of taxation revenue to government and donations to the churches and voluntary organisations. In 2006, the private sector accounted for about 58% of GDP and two thirds of formal employment. In addition to providing the private sector with a stable macroeconomic environment, the government will promote private sector development by : (1) investing in economic infrastructure; (2) improving the enabling business environment through legal and regulatory reform; (3) facilitating the development of financial markets; (4) facilitating beneficial international trade through outward-oriented trade policies; and (5) investigating development potential (natural resource surveys, scientific and market research). Government will seek to offset job loses associated with any curtailment of the manufacturing sector activity due to Yazaki downsizing, and/or with the adverse effects of closure of the American Samoa fish canneries, by endeavouring to secure employment opportunities in overseas seasonal workers' programmes. **Linked most closely to theme……Prove it works**
High-level key public policy and practice initiative 3
Community development remains a priority area in the SDS 2008-2012, and is underpinned by promoting good governance in local communities, strengthening community economic development and enhancing social development and service provision. To achieve this improvement, the government will coordinate closely with the Village Council of Chiefs in light with the recommendations of the Cabinet-appointed commission that has reviewed the Village Fono Act 1990. In areas where there is no Village Council, churches will be requested to intensify their involvement in the community. Particular emphasis in both cases will be placed on promoting Samoan culture, strengthening the family unit as the core of village society and addressing tensions between customary law and traditional authority structures, on the other hand, and modern law and the court system on the other. To ensure the maintenance of public security in village communities, MWCSD will continue its mediation role in facilitating resolutions in community disputes through consultations with the village mayors, women's government representatives and youth leaders to identify emerging issues and effective responses. In identifying their priorities, rural communities give special emphasis to credit facilities, support for agricultural development, improved access to basic services and infrastructure, access to quality education and market access for identified disadvantaged communities. Government will continue to support community development through a cross-cutting approach by providing budgetary support to the 3 main utility service providers for the fulfilment of community service obligations. Therefore, more

collaboration among service providers is anticipated.

Linked most closely to theme…… Shifting services towards creative collaboration & Culture Counts

Section 5	Future Focus – what are the key elements of your team's overall vision for career policy, practice and research in your country? (write no more than 30 words).

A well coordinated approach, through a simple framework that could be equally accessed by all citizens of Samoa. Roles and responsibilities of key stakeholders are to be clear and easy to follow, and Information should be readily available through a Central Agency to be shared by the general public.