

SESSION 3 – CAREER DEVELOPMENT FOR YOUNG PEOPLE

NOTES

TABLE 1

Question 1

- Discussed new approach to career development in Australian schools i.e. introduction of 230 local community partnerships in early 2006. Tendering system used and compliance with minimum professional standards a requirement. Objective is to join up services. All curriculum documents must make reference to employability skills

Question 2

- Training should focus on developing skills of collaborating / networking with in-school personal, business and higher education
- Need more focus on tracking of students' progress and importance in evaluating value of service

TABLE 2

Question 1

- Well structured career education programmes.
- How to support the diversity of young people's 'transition'
- Holistic approach to include all of community but still acknowledge importance of career practitioner
- Raise awareness of where everyone can access impartial information
- Buy-in from parents and a better link between schools (subject) advice, parental wishes / expectations and student interests –create an effective forum for this to occur
- How career, education can be introduced to schools? Separate curriculum / embedded within the curriculum / group work exercises?
- Careers Management skills training
- Youth work / summer work
- Educating parents and employers (create an effective forum)

Question 4

- Minimum qualifications and ongoing PD for career practitioners

- Extend 'career' training into other qualifications elective papers for youth workers / social workers / health workers.
- Focus on different delivery styles, eg. using ICT, group work as well as face to face.
- Recognising the need of young people
- Evidence of professional standards conduct
- Review qualifications

TABLE 3

- How would career development services need to be changed?
 - We need to teach the content in a way that is real for students
 - We need to ensure that teachers of career curriculum are trained
 - Can we think about ways to teach decision-making processes? It does not have to even be a career curriculum – e.g., teaching critical thinking skills.
 - Embedding career issues within the general curriculum of all subjects
 - Problem – teachers are being asked to add content to curriculum that they are not interested in and are not prepared for.
 - Issue: who in the school is responsible, and where is that housed?
 - Can the use of team teaching, using both career and subject experts assist?
- In Ireland trying to integrate LMI into teaching; translating LMI into a user friendly language.
- Use of a workplace certificate / training for students
- May need to change resourcing structure for specialist career service providers – currently guidance people doing too much personal / social counseling.
- Teachers should be trained in a variety of support areas in addition to their subject areas.

Key Points

- Career Services must be properly resourced - Cring-fenced money
- outputs and outcomes must be clearly identified.
- BOTH: of the above need a clear policy position

Selected questions

- If national guideline for career development services delivered at the school level (various types) exist and function properly?
- How to educate and prepare teachers and school leavers and more adjusted to demand side of the labour market?
- How to improve cooperation between educational sector and business, in the context of labour market challenges?
- How to develop work experience among school leavers before graduation- which is important for strengthen their starting position at the labour market?
- If we have in curricula some subjects connected with sociology, economy, entrepreneurship, to understand more the modern world of work?
- If the model of forecasting of future occupations exist as an important factor for employers and educational systems?

Question 2 the big issues

- Bridging the policy gap between education and employment departments- more innovative joint projects
- Teaching, research and evidence-base topics eg. identify, analyzing **and** using relevant materials that demonstrate impact and economic shifts/labour market trends
- Access to experiential learning in the workplace ie. employer alliances with schools, colleges, universities linking **career 'specialists'** with (employer) **business inputs**. (Use of media, influence attitudes, values and beliefs)
- National guidelines linked to service delivery requirements that are more closely 'tagged' monitored by funding agencies and professional associations.

Question 4

- Training to be taken out of the 'silos' eg. link education, psychology, economics and business (inter-disciplinary approaches)
- Embedding 'career modules' aimed specifically at key stakeholders eg. teachers, leaders, employers within professional programmes
- Flexible learning modules (accredited **and** non-accredited)

TABLE 5

Question 2

- Youth in exploration phase but not ready to make decisions, insufficient ability to make decisions that include demand side.
- Career development should be provided by more than the school. Career counsellors want to focus on individuals. Need to allow youth the opportunity to explore. Recognition of the demand side.
- Tension between career practitioners in schools and employers wanting a trained work ready young person.
- Employers can be encouraged to participate by appealing to profit motive of business getting the right person.
- Need increased information about labour market conditions and occupational information (not statistics). Employers have a role in providing information about industries/occupations. Need for careers expos to expose young people to occupations.
- Teach young people to access and interpret information but need employers to provide raw data.

Question 4

- Specialised training for career counsellors including accessing information and assisting young people to access and interpret information.
- Map of competencies practitioners need.
- Counsellor is the intermediary between student and employer.

Important Point:

- How can we improve relations between employers and professionals?

TABLE 6

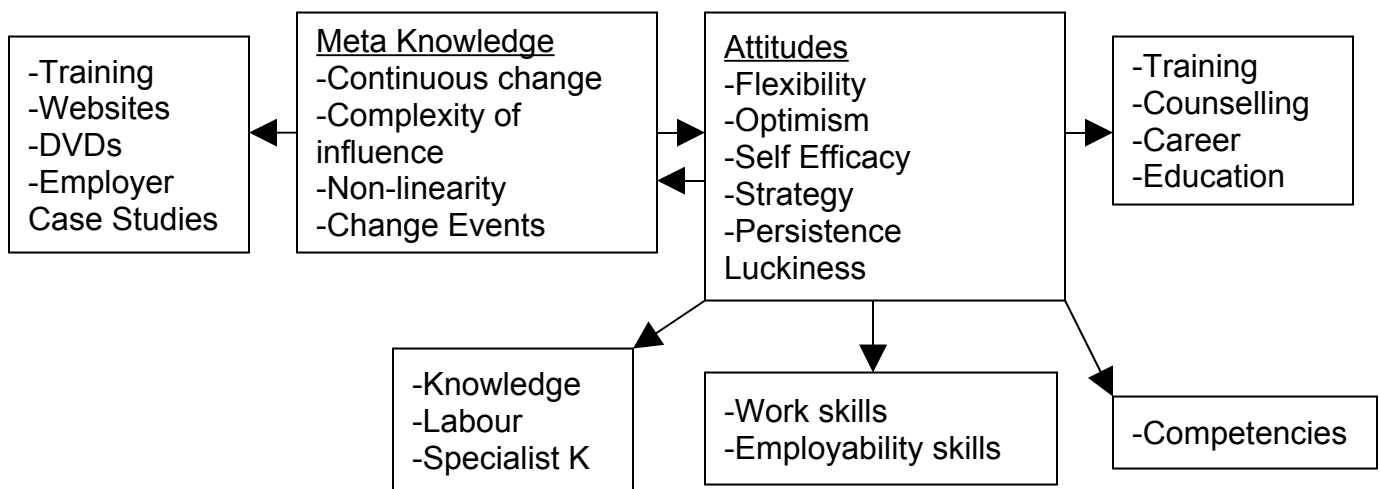
Question 2

- Supply and demand are intertwined
- Changes are inherent
- Participation of employer is critical
 - Visiting workplace

- Direct contact with practitioner and clients
- Any kind of work experience is valuable
- Need flexibility
- Role of parents is critical

Question 4

- Move to developing skill sets rather than providing advice / counseling
- Need to inculcate that new qualifications and flexibility are required eg. 5-10 years period.
- Concern re issues of having appropriately qualified trainers of practitioners into future



Key Points

- Shift from traditional approach to development of career management skills / competencies
 - Roles change (client and practitioner)
 - Credentialing (pre-service and in-service)
 - Role of parents critical
 - Role of employers critical

TABLE 7

- 2. Do we know enough about what we need to know on the demand side before we can develop appropriate services and responses (Donald Rumsfeld)
- 4. Need to rethink pre-entry training and relationship to ongoing CPD

- - new focus on self- management skills facilitation and evaluation with accountabilities. Ability to see the bigger policy picture. Negotiation skills for effective partnerships.
- 4. Career development for young people (workforce preparation)
- Is demand and supply mutually exclusive? We discussed the need for more sophisticated dialogue between the parties to pull this together and turn the tensions into an opportunity for a win/win situation
- However, tension exists due to a lack of trust and understanding eg. shareholder interest
- Can the supply side be seen by employers in the same way as corporate social responsibility in terms of the bottom line and business benefits
- What can employers get back in the market from the supply side
- What do we really know about the demand side- we need feedback about the movements in the labour market especially jobs compared to entry to HE/VET
- We need to ask for LMI as it is seen in economic terms rather than career planning purposes. We need high quality consistent LMI. In Australia there is a website by Dept workforce participation with LMI highlighting the movements.
- As a teacher I have a demand to know about career information to keep aspirations realistic. It can be accessed by students direct
- Industry produced information about pathways and opportunities available in Australia
- Short loop between supply/demand especially for adults. Can lead to continued mismatch in skills and job availability.
- How can we more actively engage the demand side to ensure well-informed career decisions which lead to action
- Need to equip individuals with skills to search for the LMI and understand how to apply it in career decision-making
- 4) Practitioner training
 - Need to refocus this to cover;
 - Self-management skills
 - Evaluating culture with accountability
 - See bigger picture
 - Negotiation skills for effective partnerships

Examples of progress

- New Zealand supporting new programs to retrain existing staff- muscle as consumers of the program
- Careers Scotland with a new approach to development of a new course with the organizations funding as a lever to change
- Botswana- moving to a more self-supervised method of training with regular assessment and feedback based on University of Michigan with input from other stakeholders as influencers on the content

Key points

- Statement of outcomes needed or trainers not held to key areas **and**
- how do we have more influence of public policy on training content?
- Need to have a more seamless approach to pre-entry training and work in CPD
- Need to review initial and continuous training

TABLE 8

Question 3

3 a)

- Major tasks / goals
 - develop personality of young people concerning needs and demands of labour market in general – also personal skills, entrepreneurial spirit, self-activity
 - learn content, knowledge & skills & **apply** – put learning into practice.
- Funding / mission dictates focus of service
- Must be high priority if government promotes life-long learning
- Partnerships needed

3 b)

- Regional / local differences
- Offering options – try out different workplaces (school manages)
- Serious long term process needed before choice / entry into post-secondary options

Question 4

- Change mindset & learning programs to move from one point in time to lifelong career development

- Change in delivery of education (teachers, all those offering services, including vocational content).
- Cooperation between teacher education and work environments – multiple disciplines = increased understanding and credibility by teachers for students.

TABLE 9

- In your training you should be trained to train others
- Career development needs to permeate the entire schooling system
- Use of mentoring at university
- Danish government has given money for program to follow up drop-outs individually
- USA -mostly classrooms counseling
- Yet, no policy from the government
 - Drop-outs mostly in the lower income groups (they need to get food on the table) survival related
 - Government closer to the career chooser reduce drop-outs
- In India the counselor is a linker between the career chooser and the government
- Career decisions take place without counsellors
- Looking at career services in a systemic way, not only as a career service

Question 4

- Social, career and personal counselling

TABLE 11

Question 3

- The priority should be early intervention. Multiple strategies required, involving shared responsibility. Career guidance should be embedded in curriculum.
- Convince higher education institutions of the need to provide more career guidance to students.

Question 4

- How to build networks to include: whole school community business community

