

**FOURTH INTERNATIONAL
SYMPOSIUM ON CAREER
DEVELOPMENT AND PUBLIC
POLICY**

COUNTRY REPORTS

**22ND - 25TH OCTOBER 2007
AVIEMORE, SCOTLAND**

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**FOURTH INTERNATIONAL SYMPOSIUM ON CAREER DEVELOPMENT AND PUBLIC POLICY
22ND - 25TH OCTOBER 2007
AVIEMORE, SCOTLAND**

SUBJECT:

Paper for submission to the IS2007 International Symposium on Career Development and Public Policy, Aviemore, Scotland, 22-25 October 2007

PREPARED BY:

Derek Osborn, International President

CONFERENCE THEME:

Growth, Groups and Geographics - maximising the value of career development for sustainable growth and social equity

TITLE OF THE PAPER:

CONTENTS OF THE PAPER

1. INTRODUCTION : Connecting career professionals internationally
2. BACKGROUND : Platforms for the world's voice on career issues
3. SUB-THEME 2 : Strategic leadership
4. SUB-THEME 3 : Harnessing diversity
5. CASE STUDY EXAMPLE : Collaborating on standards and competencies
6. CONCLUSIONS : Opportunities available to fully engage internationally
7. QUESTIONS : Outstanding questions to be discussed at the symposium

1. INTRODUCTION : CONNECTING CAREER PROFESSIONALS INTERNATIONALLY

This paper aims to demonstrate that the Association of Career Professionals International, alongside other international organizations, has a unique opportunity, through international strategic leadership and co-operation, to position the careers profession in a more robust and coherent way on the world stage.

The main thrust of this paper is to demonstrate a willingness and enthusiasm to collaborate and co-operate, as career professionals, between international organizations in order to promote the value, credibility and quality of the profession, together with the positive impact that the profession can have for individuals and organizations, across all sectors and age ranges.

By taking an inclusive approach to professional synergy we recognize the increasing diversity of talents, backgrounds and experience within the profession. Alongside full time professionals there are many others for whom aspects of career coaching or counselling may be just a part of their day to day role and they may just need access to resources, tools or expertise.

2. BACKGROUND : PLATFORMS FOR THE WORLD'S VOICE ON CAREER ISSUES

ACP International has evolved from an organization that was primarily focused on outplacement. Increasingly, it has embraced professionals who are active in many other contexts. Our current objective is to develop the value proposition so that it is one that appeals to a very wide range of career professionals across the world, offering connectivity, resources, tools, expertise, research, best practice and knowledge, primarily to support the professional development of people working in this broad field. Our strap line is "The World's Voice on Career Issues" which is our aspiration.

Reviewing the current platforms for the profession, key weaknesses have been identified that include a dichotomy between public and private sector provision, fragmentation through a large number of associations and organizations representing career professionals, different standards and accreditation regimes and overall a lack of strategic co-ordination. This analysis seems to be widely shared across the industry.

This paper will look primarily at the theme of strategic leadership with the focus on strategic co-ordination of professional representation internationally, leveraged by the collaboration and co-operation of the few organizations, including ourselves, that are operating internationally. Tangible outcomes of this could be some agreed equivalence and recognition of different accreditation schemes, co-operation on international professional development events and sharing of knowledge, ideas, best practice and other resources. If then our collaboration is sufficiently strong to give us much wider world-wide coverage, as well as embracing the range and diversity of the profession, then we can really be the world's voice on career issues and help to promote the profession and make it more accessible to individuals and organizations who need it.

3. THEME 3 : STRATEGIC LEADERSHIP

As identified in the opening paragraphs above, there is considerable scope for clearer leadership and strategic co-ordination at the international level.

ACP International is embarking on a course of developing many more inclusive and collaborative relationships with other career professional groups across the world in different countries and more broadly across the whole field of related professions, including coaching, HR, counselling, occupational psychology and so on. This will strengthen its claim to be the world's voice on career issues and build a stronger platform from which to represent the profession and help those in it with much broader professional and knowledge development opportunities. One other strand that should be mentioned is the plan to work closely with the multi-national or global corporate sector, reflecting strong engagement with issues like talent management, increasing global mobility of careers, cultural and demographic factors affecting different geographies.

For this reason, ACP International, as one of the leading international groups, sees itself as playing an increasingly strategic leadership role on the international stage and will seek to do develop this role, not acting alone, but in co-operation, wherever possible, with IAEVG and other major national and international groups.

There are few mechanisms or structures in place at the moment to enable this to happen but it is our hope that this paper and the discussions which take place at IS2007 can begin to create conversations and opportunities for more structured co-operation with tangible outcomes for the profession globally. In suggesting this approach, we believe that, by working together, we will be much more effective in our mission to link career experts, researchers and providers with the public and private market and in doing so to promote the value and impact of the profession.

As a first step, ACP International held a meeting in London on 18 May 2007, at which we agreed to set up a task force with ICG, IAEVG and ICC International to explore the possibility of accrediting each other's qualification methods. This is just one practical example of how the spirit of co-operation between groups could work for the benefit of the whole profession. This case study is described in more detail in section 5 below.

Finally, on strategic leadership at an international level, it is worth pointing out some of the other possible opportunities for tangible outcomes (in addition to the example mentioned above) that may be available through good co-operation between our groups:

- co-operation on any international professional development events which could range from a common calendar (to avoid date clashes), to sharing lists for distributing information and invitations, to sharing information and recommendations for speakers, to sharing the running and staging of major events.
- sharing of knowledge, ideas, best practice, books, studies, research and survey information, case studies, and other useful tools and resources.

- sharing of information about accessing groups, associations, companies and individual professionals - so that interested people and organisations from outside the profession can easily get the help or information that they need.

4. THEME 3 : HARNESSING DIVERSITY

At an international level, with increasing global mobility, one of the biggest challenges is to help career professionals to understand the different cultural contexts of the individuals and organizations that they are working with. Very often the meaning of what it is to have a "career" and the expectations of people in work and their employers, will vary considerably between regions, countries and cultures. Indeed the theme of this symposium, headed 'growth, groups and geographics' implies the challenges presented by growth and diversity across the world.

Understanding this kind of diversity is a pre-requisite to giving proper professional career coaching, advice or support, alongside the usual competencies required by career professionals. In this area, career professionals should be leading the way in harnessing this kind of diversity and integrating it into our professional approach. In order to do this we need to understand the issues, the different models and the impact of the different cultural contexts we are all working in.

This is where international career professional organizations can and should be playing a critically important role. In order to do this we need to be well informed and working closely with nationals in every different country. This requires a high degree of inter-country collaboration and effective practical co-operation at a working level. Our clients and the organisations they work for are increasingly mobile, and we need to be able to mirror that agility in our own thinking and understanding of the employment markets, public and private sector contexts and different cultures and opportunities.

This is one context in which ACP International proposes to work closely with multi-national corporations who share an interest in understanding the breadth and range of diverse contexts.

In addition to those opportunities identified in Section 2, this particular item of understanding and harnessing diversity is clearly a crucial factor that will either be a disabler or enabler for the profession in the future, depending on whether it is fully and effectively grasped.

Finally, whereas national groups need to be consider how best to relate to their governments and public policy, at the international level, we should be thinking about how best to relate effectively to the international agencies such as the UN and its many linked organizations, as well as other international bodies such as the World Bank, OECD and so on. This symposium could also be the opportunity for us to consider how best to engage world or international governmental and non-governmental organizations. This is a very practical imperative for an international strategic co-operation between international career professional organisations and associations.

5. CASE STUDY EXAMPLE : COLLABORATING ON STANDARDS AND COMPETENCIES

A prevailing view among many career professionals is that the marketplace is extremely complex from a customer's perspective. It appears that careers work is an intangible product and promoting the benefits to whatever audience is a challenge. As a profession our image ought to have clarity and, if we are going to raise our profile across society, our professional profile must have integrity and withstand scrutiny.

Across the career landscape we have developed a variety of vertical silos of specialisation in the many fields comprising our work, with little intra-country, inter-country or inter-organisational collaboration. This is productive to the extent that it creates deep functional excellence in specific areas. However, no matter how rigorous we are in each career specialism, the market reality is that we appear to be striving for excellence in isolation of one another. Each subset of careers work is competing for resources and funding and 'marketing' solutions designed to raise consumer awareness can be seen to confuse our customers due to the many signals transmitted from within a fragmented career sector.

As a result, the market has no clear perceptions of standards, credibility and professional qualifications. It is our belief that we would benefit greatly from a cross-pollination of techniques and approaches, especially in terms of standards and competencies.

A particular driver for co-operation in the area of standards in the UK has been a specific requirement to quality assure career practitioners in the UK and supply accredited professionals to satisfy a large scale Learndirect campaign in 2006. This helped to initiate consensus amongst organisations in the Federation of Professional Associations in Guidance (FedPAG) including the Institute of Career Guidance, the Association for Careers Education & Guidance, the National Association for Educational Guidance for Adults, the Association of Graduate Careers Advisory Services and the International Association for Educational & Vocational Guidance.

With the prospect of initiating collaboration through sharing best practice, cross-mapping and perhaps even cross-fertilising competency frameworks between such organisations as ACP International, ICC International, ICG, and IAEVG, a meeting was held in London on 18th May, with valuable contributions from Tony Watts.

This catalytic meeting acknowledged the many exciting projects taking shape world-wide to review and distil common relevant accreditation schemes, including such projects as the Australian Blueprint for Career Development and Dr Hazel Reid's WP1 Study on the Accreditation Schemes of OECD countries.

The outcome of the meeting was to set up a task force, comprised of two members from each of ICG, IAEVG and ICC International to look first at the possibility of accrediting each other's qualification methods as a first step towards common or equivalent professional standards and qualifications.

6. CONCLUSIONS : OPPORTUNITIES AVAILABLE TO FULLY ENGAGE INTERNATIONALLY

- a. There appears to be a real opportunity to position the careers profession, in all its diversity, in a more coherent and robust way on the world stage.
- b. There is a clear need to promote the value, credibility and quality of the profession across the world, in the public and private sectors, as well as with the range of international organisations and agencies.
- c. This will be more effective and credible if this is done by our organisations and associations working together in an inclusive and collaborative way so ensuring practical and effective co-operation at all levels.
- d. We then have an opportunity to be the world's voice on career issues
- e. Initial areas for tangible co-operation include:
 - Working together on accreditation, standards and qualifications
 - Collaboration on future international events
 - Sharing of knowledge, research, studies, ideas and best practice.
 - Sharing of information, lists of professionals, contact details for organisations and web-site links - with the aim of making access to the whole profession much easier
 - ACP International is prepared to take a strategic leadership role, with other international career organisations that share this vision, to initiate action and co-operative work to make this happen.
 - The Scottish Symposium IS2007 as a unique and timely opportunity to advance this discussion and make some rapid progress towards these goals.

7. QUESTIONS : OUTSTANDING QUESTIONS TO BE DISCUSSED AT THE SYMPOSIUM

- I. Do other career professionals and their organisations and associations share this analysis of the current situation internationally?
- II. If so, do they share the vision of how much more effective we could be through strategic co-operation and becoming more coherent in promoting our profession?
- III. Would other international and national organisations like to be part of this co-operative initiative?
- IV. If so, how can we most quickly and effectively advance these ideas in practical ways and with tangible outcomes?

Derek Osborn International President ACP International July 2007

FOOTNOTES

This paper was prepared by Derek Osborn and Duncan Bolam of ACP International who will participate in the Symposium

It has been shared with Annette Summers, Executive Director of ACP International, Mark Venning, Past President, of ACP International, Heather Turnbull, Executive Committee Member of ACP International, Dr Bryan Hiebert of IAIEVG and Professor Tony Watts.

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EXECUTIVE SUMMARY

Australia is a linguistically and culturally diverse nation with a population of 21 million spread over a land mass 1½ times the size of Europe. Like other nations, it is facing serious questions for a sustainable future. In relation to its people, Australia is committed to enhancing workforce participation and productivity by building the nation's human capital to achieve an effective knowledge-based economy.

Meeting social policy objectives through the achievement of outcomes against economic goals is a strong principle that guides public policy currently. Recent examples include support for greater flexibility in employment contracts, welfare reform focusing on improving participation in the workplace, migration programs, and incentives to encourage mature age workers to delay retirement.

Over the past few years good progress has been made in the development of career development services (particularly for those aged 13-19 years). However, recent issues of national concern, such as a shrinking labour force, low levels of labour force participation and the proportion of young people not engaged in learning or work, suggest that there are gaps in the current career development system and room to highlight its capacity to achieve important social and economic goals.

Recent Productivity Commission data suggests that providing access to effective career development services to all Australians is likely to result in substantial benefits to individuals and the nation. Australians are now expected to have higher level career management skills across key transition points in their lives yet; career development programs for children and adolescents are variable and not all are providing the foundational skills needed by young people; adult and mature age services are sparse; rural and remote communities have limited access to career development services; and, customised services for various culturally diverse groups are limited.

In responding to the three nominated theme areas - blending economic and social goals, strategic leadership and harnessing diversity - it became clear that first, more could be done to improve the evidence base that informs the development of services. An Institute for Career Development that includes an effective clearinghouse would add to the cohesiveness of the current system and strengthen practice. Second, access for all citizens could be improved with the implementation of a vehicle such as a national helpline and other technology-based initiatives. Third, greater effort is needed to facilitate a whole of government approach to career development and to stimulate leadership in this field. Fourth, the role of business and industry in developing the career management skills of employees is becoming increasingly important.

The potential contribution career development can make to national policy through the implementation of these steps is likely to be marginal in cost, but of significant benefit to individuals, communities and governments.

1. BACKGROUND

1.1 INTRODUCTION

The three themes selected for this paper, blending economic and social goals, strategic leadership and harnessing diversity, provide an opportunity to outline progress made toward the development of Australia's national career development system and the challenges which remain.

Australia has made good progress over the past few years but recent national issues highlight gaps in the current career development system and opportunities for greater involvement in broader national policy agendas. Examples of emerging issues that may impact on, and benefit from, improved access to career development services include:

- Improving productivity and participation through strengthening of Australia's human capital
- Structural reform of the Australian workplace relations system (WorkChoices) and the need to ensure parallel development of career management skills for individuals
- Managing a rapid decline in growth of the labour force (Department of Treasury 2002)
- Immigration and other programs to overcome skills shortages
- Welfare reform and its impact on sole parents, people with disabilities and indigenous communities
- Education system and curricula reform and its impact on retention and learning choices
- Changes in superannuation rules aimed at encouraging delays in retirement
- Drought and water resource management and the potential impact on rural and remote communities

These issues require that services are expanded (on a strong evidence base) to cater for a diverse population throughout their lives. The current focus on early transition, combined with the location and quality of services already in place, provides a solid foundation for further expansion.

1.2 AUSTRALIAN CONTEXT

Australia is an island country with more than 21 million people. It is the world's sixth largest country covering more than 7.6 million square kilometres including 8122 islands. It is about the same size as North America, or 1½ times the size of Europe.

Australia is a linguistically and culturally diverse nation. Currently, the Australian Bureau of Statistics (ABS) collects census information for approximately 280 countries of birth, 240 languages (including more than 60 Indigenous languages) and 120 religions (ABS, 2006). 23.8 percent of the population were born overseas and 2.3 percent are of Aboriginal and/or Torres Strait Islander origin. The Indigenous population is growing and, as a consequence, is relatively young with a median age of 20 years compared with 37 years for the non-Indigenous population (ABS). The population is increasingly mobile. Between 1996 and 2001, 6.8 million people aged 5 years and over (42.4 percent) changed their place of residence in Australia.

Constitutionally, Australia has a federal structure, with major governmental responsibilities divided between the federal government and six states and two territories. The states and territories have primary responsibility for education and training with additional funding provided by the Commonwealth, whereas public employment policy and service provision is a federal responsibility.

The Council of Australian Governments (COAG) is the peak intergovernmental forum. It is chaired by the Prime Minister and comprises State Premiers, Territory Chief Ministers and the President of the Australian Local Government Association (ALGA). Its role is to initiate, develop and monitor the implementation of policy reforms that are of national significance and which require cooperative action by Australian governments. COAG has recognised that future growth of the Australian economy is directly linked to improving productivity and participation and, in 2006, agreed to a new National Reform Agenda designed to deliver social and economic benefits. It identified human capital as one of three streams of the National Reform Agenda (COAG, 2006).

In 1993 COAG amalgamated a number of ministerial councils to optimise the coordination of policy-making across interrelated portfolios and created the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA). Membership of the Council comprises the relevant federal, state, territory and New Zealand government ministers, with Papua New Guinea and Norfolk Island having observer status.

Much of the momentum for national career development initiatives has been progressed through committees established by MCEETYA. Vocational education and training issues are considered nationally through the Ministerial Council on Vocational and Technical Education (MCVTE).

1.3 THE AUSTRALIAN CAREER DEVELOPMENT INDUSTRY

The Australian career development industry is diverse, serving different client groups in a range of settings including schools, transition programs, technical and further education (TAFE) institutes, universities, job network services, and the private guidance sector (Organisation for Economic Cooperation and Development, OECD, 2002). The private guidance sector is strong and has been boosted by "government policies to contract out public services which are free to the user" (OECD, 2002, p.12).

Leadership in this field principally rests with government - be that federal, state or territory - and with the Career Industry Council of Australia (CICA). The Council is a unique collaboration of twelve career practitioner associations which, between them, have over 4,500 members.

CICA is a not for profit entity, providing a voice for the industry and a focal point for government and other organisations interested in promoting a career development culture in Australia. Member associations work across the spectrum of sectors including education, commerce, industry, government, community, rehabilitation and private practice.

Recent projects undertaken by CICA include the development of the Professional Standards for Australian Career Development Practitioners; hosting the Third International Symposium on Career Development and Public Policy; coordinating Australia's first National Career Development Week; developing information and service delivery guidelines and commissioning research around key policy issues. These achievements are considerable given that the CICA representatives are volunteers who are also voluntary executive members of their own professional associations.

However, as career development becomes more critical for government policy, the career industry and policy-makers will need to look beyond voluntary structures for high quality advice (Allen Consulting, 2005). For this reason, in 2005 the federal government funded a feasibility study which recommended establishing a National Institute for Career Development to provide leadership in the field, strengthen national research and provide a stronger evidence base, a clearinghouse and to implement quality standards.

If Australia is to enact the vision put forward at the previous symposium then an institute or its equivalent is required. The three key points of the vision were:

- *To consolidate and sustain the momentum of career development in Australia to build an international best practice career development and guidance system for our nation.*
- *A system that provides access to quality career development support at multiple transition points across the lifespan; a system that includes existing and older workers; that is increasingly integrated and addresses the new health and financial education literacies; that builds bridges to our region; a system that embraces parents and industry as key stakeholders*
- *To position career development as part of the solution to the nation's human capital, Third Wave Reform agenda.*

1.4 RECENT DEVELOPMENTS

Since the Third International Symposium on Career Development and Public Policy in Sydney in 2006, further expansion of career development services has occurred with some indication being given to providing more effective services to adults and mature age populations.

1.4.1 PROGRESS SINCE THE THIRD INTERNATIONAL SYMPOSIUM

- Implementation of Australia's first National Career Development Week resulting in over 332 events being held across the country involving 15,000 participants and media coverage to more than 3 million Australians.
- Implementation of Skills for the Future initiative which includes funding support improving basic literacy and numeracy skills, mid career apprentices and engineering places at university.
- myfuture.edu.au, Australia's interactive, online career information service has been reviewed and improved and recently celebrated its 5th anniversary.
- Implementation of Career Advice Australia (CAA) across 200 local community partnerships. CAA aims to establish a national career and transition support network for young Australians from 13 to 19 years of age and in doing so, hopes to improve the career choices of young people and increase levels of student engagement. It provides support for schools rather than career advice to students.
- Development of a Certificate IV in Career Development is well underway.
- A National Skills Shortage Strategy involving partnerships between government and key industry groups is now in place.
- An Australia-wide trial of the Australian Blueprint for Career Development is due to be completed this year.
- Guiding Principles for Career Development Services and Career Information Products have recently been developed.
- The scholarship program for career advisers in schools has been expanded to include tertiary institutions.
- A review of Higher Education, TAFE and registered training provider career services began in July 2007.

1.4.2 EXAMPLES OF CONTINUING PROGRAMS

- Career Information Centres provide a free career information and resource service at 12 sites located in major centres.
- Rapid expansion of apprenticeship training initiatives, including for mature age workers.
- Specific websites focused on information for transition to work or further study (e.g. goingtouni.gov.au , gradsonline.com.au and year12whatnext.gov.au)
- Continuation of Australian Career Development Studies - three nationally available learning programs tailored to the needs of career development practitioners in a variety of professional settings.

- Ongoing implementation of Professional Standards for Australian Career Development Practitioners by CICA and all of its member associations (CICA, 2005). The Professional Standards will be phased in by 2012.
- Implementation of Pathway Planning initiatives for school students and other career initiatives in several state jurisdictions.
- Continuation of the Career Education Lighthouse Schools Project aimed at improving delivery and identifying and sharing best practice

The Symposium 2007 themes will be considered in this context.

2. THEMES

2.1 THEME 1 : BLENDING ECONOMIC AND SOCIAL GOALS

Well organised career development services have a significant contribution to make to the effective operation of Australian education systems, to the operation of its labour market and to the effective use of the nation's talents and skills (Sweet, 2007).

2.1.1 WHAT ARE THE MAIN ECONOMIC AND SOCIAL POLICY GOALS IN AUSTRALIA THAT ARE OR COULD BE IMPACTING ON CAREER DEVELOPMENT SERVICES?

- Improving productivity and participation through strengthening of Australia's human capital
- Structural reform of the Australian workplace relations system (known as WorkChoices) and the need to ensure parallel development of career management skills
- Managing a rapid decline in growth of the labour force
- Immigration and other programs to overcome skills shortages
- Welfare reform and its impact on sole parents, people with disabilities and indigenous communities
- Education system and curricula reform and its impact on retention and learning choices
- Changes in superannuation rules aimed at encouraging delays in retirement.
- Drought and water resource management and the potential impact on rural and remote communities

Comment

The Council of Australian Governments' new national reform agenda aims to enhance workforce participation and productivity by building the nation's human capital to achieve an effective knowledge economy (COAG, 2006a). This agenda

"will enable more Australians to realise their potential, and that of the nation. It will have a major impact on the living standards of Australians, and generate significant dividends for the Australian economy. It is an agenda that is both good for people and good for the economy" (COAG 2006b, p. 2).

The use of the term "human capital" places citizens as an economic resource and care needs to be taken to balance the economic agenda with the social agenda and ensure that the work, learning and welfare needs and conditions of citizens are not eroded.

While there is agreement between the federal, state and territory governments on the imperative to increase the skills of the population, there are differences in approach. At the federal level, there is a move away from long accepted practices that regulated industry wages and conditions towards individual agreements negotiated between employer and employee. This is a major change in policy and presupposes that individuals have a range of highly developed career management skills, including negotiation skills, available to them.

Welfare to Work reform goals are aimed at overcoming problems associated with an ageing workforce and ensuring that people who can work, do so for their own well-being and to contribute to the overall standard of living (2005-6 Budget). In 2007, far-reaching superannuation reform aims to improve incentives to continue working and increase savings for retirement.

The Skills for the Future program is focused on raising the skills of Australia's adult workforce (about one third of whom have no post-year 12 qualifications). It recognises the importance of upgrading skills over the course of an individual's working life and includes work skills vouchers, support for mid career apprenticeships and engineering places. There are a number of other financial incentives in place to provide child care places so that parents can return to work, and others aimed at increasing rates of child birth.

From 2014 (2009 in Tasmania), growth in Australia's working age population will fall from around 166,000 per year to approximately 19,000 a year for the following decade (Access Economics, 2006). Australia is seeking ways to maximise participation and productivity over this period to overcome this problem.

A picture of the future is already apparent. Australia is in the midst of a significant mining boom contributing to a more mobile labour force, but exacerbating skills and people shortages in many locations.

Migration strategies (around 50 percent of Australia's population growth is due to migration) are already in place. Foreign labour arriving on temporary visas has increased from 64,340 in 2005 to 83,618 in 2006 (Department of Immigration and Citizenship, 2006). Obtaining a permanent residency visa has become easier for many international students. Gaining access to the skills of Australians working overseas (currently about 900,000) is being given some attention (Hugo, 2004).

In response to a national trade skills shortage, the Australian government has directly funded the introduction of 25 Australian Technical Colleges and facilitated a rapid expansion of apprenticeship training initiatives. Estimates that over 60 percent of jobs will require technical or vocational qualifications (Robb, 2007), suggests further strategies will be needed including more incentives to motivate young people to take up occupations in demand, particularly in trades.

Signs of a growing interdependence between countries in the Asia-Pacific region and the need for a community response to economic growth, are apparent from this year's Asia Pacific Economic Cooperation forum (an Australian initiative) agenda. There is potential to develop an Asia-Pacific regional career development strategy in response to skills shortages and their impact on developing member nations.

2.1.2 WHAT IS THE BALANCE BETWEEN THESE ECONOMIC AND SOCIAL GOALS?

- Economic and social policy goals overlap and are interconnected
- Economic goals are being used to achieve social policy outcomes
- Opportunities also exist for social goals to inform economic goals

Comment

Inherent in the current focus is a belief that achieving economic goals also delivers social policy goal outcomes. Recent examples support greater flexibility in employment contracts, welfare reform that focuses on improving participation in the workplace and incentive programs to encourage mature age workers to delay retirement.

In a time of high economic growth the potential exists to bring otherwise marginalised groups into the labour force and Australia is taking up that opportunity. Career development services are positioned in this nexus between social and economic goals to provide these necessary transition support services.

Achieving a balance between economic and social goals remains a challenge. Career development services are underpinned by a social justice ethos and the industry is well placed to monitor and advise on social justice issues.

2.1.3 IF THERE ARE EXAMPLES OF POLICIES WHICH HAVE A BLEND OF ECONOMIC AND SOCIAL GOALS, WHAT ARE THEY AND WHAT DO THEY SEEK TO ACHIEVE?

- Welfare to work reform goals aimed at increasing participation
- Human capital development policies aimed at knowledge economy development
- Goals for a nationally consistent curriculum to assist with a mobile labour force
- indigenous policies

Comment

In relation to welfare reform, Australia has adopted a "job-first" rationale (Carney, 2007, p. 3). The aim is to increase the available pool of people to assist with problems associated with an ageing workforce and a strong labour market.

The welfare reform is aimed at people with a disability, principal carer parents, mature age people and very long-term unemployed. The new arrangements comprise tighter eligibility and participation requirements for new Disability Support Pension applicants with working capacity above 15 hours per week. For principal carer parents, the reforms involve part time participation requirements for those with a youngest child aged 6 years or over, changes to Parenting Payment eligibility and provision of additional employment and related services.

The OECD suggests there is scope for catching up with the best performing countries by increasing participation among welfare recipients, those aged over 55 years and women with families, and to increase participation further by extending these arrangements to existing recipients who are currently exempt (OECD, 2006).

The Cape York Institute for Policy and Leadership is also working on a welfare reform project for Indigenous communities in the Cape York region in Northern Queensland. There are four elements to the reform;

- Restoring social norms by attaching reciprocity to welfare payments.
- Addressing the welfare pedestal through changing the incentives so that people are encouraged to come off welfare (or not enter welfare) and join the real economy or undertake education or training opportunities.
- Supporting individual engagement in the real economy through converting welfare funded positions into real jobs, making communities more business friendly and introducing measures to support mobility for employment and education.
- Moving from welfare housing to home ownership (Cape York Institute for Policy and Leadership, 2007).

A potential impact of all reforms may be to further increase Australia's casualised workforce. ABS figures indicate that 27 percent of the Australian workforce are casual employees (that is, without leave entitlements) (ABS, 2006). This rate of casual employment is one of the highest amongst any OECD country. Ironically, many other workers are time poor, working long hours and facing significant work life balance issues. (Pocock, Skinner & Williams, 2007).

The task for all policy-makers is to ensure that reforms are fair and the dignity of the recipient is not undermined in order to meet economic outcomes.

2.1.4 HOW IS CAREER DEVELOPMENT CONTRIBUTING TO THE ACHIEVEMENT OF THESE GOALS?

- As a key catalyst for achieving policy outcomes and lifelong learning agendas
- Provision of services in school and tertiary settings; and for unemployed and some equity target groups
- Contribution to workforce development through workforce preparation, adaptability and reintegration programs
- Accurate and timely career and labour market information
- A foundation of good practice and professional standards on which to build further capacity
- Effective collaboration between government departments, agencies, employers and CICA
- The development of a three pronged national quality structure of Professional Standards for Australian Career Development Practitioners, trial and implementation of the Australian Blueprint for Career Development and development of Guiding Principles for Career Development Services and Career Information Products

Comment

Increasingly, policy-makers in Australia are recognising that career development services are an essential and inevitable part of a society and economy that is open and flexible, that offers wide opportunities to its citizens, that encourages them to make the best use of their talents, and that supports choice and self reliance (Sweet, 2007a).

A range of targeted career development services focusing on early career decisions, work preparation and rehabilitation services suggest that access to effective such services is not only valuable to clients, but a catalyst to achieve policy outcomes and an important risk management strategy for policy-makers. By encouraging informed choice, policy outcomes are not left to chance. In essence, career development acts as a bridge to opportunity and a fine tuner of strategy for individuals and policy-makers to maximise potential human capital.

Productivity Commission findings indicate a strong economic benefit from the implementation of effective transition programs. It found that improvements in transitions from school are likely to improve participation rates in the labour market by 0.37 percent and that productivity increases of around 0.45 percent (Productivity Commission, 2007). This equates nationally to increase in productivity of around 1 billion dollars. The Productivity Commission also found "that for every additional year of education, the earnings of an Australian worker increase by between 5.5 percent and 11 percent" (p. 297). A lifelong approach to career development is likely to result in far greater productivity gains and contribute to social goals, but further investigation by the Productivity Commission is required to determine how the benefit might be measured.

The rollout of a national career and transition support network for 13-19 year olds - Career Advice Australia - across 200 local community partnerships, has raised the possibility of career development services becoming more widely available. A widened footprint would provide further support for other economic and social goals. However, it is likely that some significant restructuring of CAA and an upgrading of skills amongst staff would be required.

2.1.5 HOW COULD THIS CONTRIBUTION BE ENHANCED?

- Link career development to lifelong learning policy agendas
- Utilise career services for the development of employability and career management skills
- Mainstream career development by policy-makers adopting a whole of government approach
- Improve access by establishing a national career helpline
- Provide funds, over a five year period to create a national research agenda
- Provide leadership and a focal point by establishing an Institute for Career Development

Comment

Currently, Australia has only limited evidence and research on which to base an expansion of services that is required to meet current and future policy demands.

Further, Australia needs a mechanism to record career development research as a discreet field rather than have it subsumed under broad categories. As Sweet noted, career development has no real priority in Australia's major research funding mechanisms. Indicative of its low profile is the fact that it finds no direct, or easy, reflection in the Australian Research Council's Research Fields, Courses and Disciplines (RFCD) classification codes (Sweet, 2007b).

Better processes are needed to share practice and improve quality. More attention has to be given to adapting existing career development services and developing new approaches for a rapidly changing work environment. For instance, mature workers face a complex range of decisions related to leisure, superannuation, hours of work, changes in role, health etc. in relation to their continuation in the workforce. Only incidental career development services are available to support policy agendas aimed at retaining mature workers and further research is required to understand how best to meet the expectations of policy-makers and individuals. In addition, retaining mature workers requires business and industry to take a key role in creating the flexible work environments desired by this increasingly large section of the workforce.

2.2 THEME 2 : STRATEGIC LEADERSHIP

Australia is developing an impressive and effective model of strategic leadership for career development. The three components of this career development infrastructure are a professional structure representing the needs of practitioners and clients; a policy structure linking career development to broader economic and social policy agendas; and a career industry structure linked strongly to the profession, to government and to other industry sectors. While good progress is being made on the first two components, an Institute or Centre for Career Development or its equivalent, is required to progress the third.

2.2.1 DESCRIBE THE STRATEGIC LEADERSHIP FOR CAREER DEVELOPMENT IN YOUR COUNTRY

- Development of the Career Industry Council of Australia
- A strong partnership between CICA and the federal government, principally through DEST
- Processes in place (MCEETYA, MCVTE and AESOC and working groups and task forces) for negotiation and implementation of support for career development between federal, state and territory governments
- Increasing support at the state and territory level
- Establishment by the federal minister of a think tank (National Youth and Career Transitions Advisory group) to provide advice on particular career issues
- Industry groups and employers increasing their focus on careerdevelopment issues
- Practitioners and researchers who develop exemplars of good practice and strengthen the evidence base

Comment

Underlying this strategic leadership structure is the development of effective relationships illustrated by a significant partnership between government (Department of Education Science and Training) and the Career Industry Council of Australia. Substantial quality improvements in career development services have occurred as a result.

Underpinning this partnership has been a willingness to understand the context in which each stakeholder operates and the perspectives that arise out of that context. The culture, environment and rules of engagement are different for ministers and their advisers, government officials, employer groups and career development practitioners. The ability of stakeholder representatives to interpret and communicate the context in which they operate on the one hand; and listen, understand and work within the context of other stakeholders on the other, has led to a climate in which effective dialogue and progress can take place.

As the Head of the Department of Prime Minister and Cabinet, Dr Peter Shergold has stated "it's vital in looking at policy development to take account of the experience of the people who are actually delivering the programs" (Malone, 2006). There is a new paradigm in policy development - one based on partnerships and shared intelligence. External organisations are now part of effective governance (Malone).

2.2.2 WHAT ARE THE STRENGTHS AND WEAKNESSES OF ANY MECHANISMS OR STRUCTURES?

- Strength- the implementation of the Career Industry Council of Australia has provided a cohesive voice for 12 Associations and more than 4,500 career practitioners
- Strength - sustained and respectful cooperation between government, CICA and other stakeholders
- Strength - MCEETYA as a valuable strategic vehicle for bringing all education, training and employment ministers together to discuss issues of concern to all jurisdictions
- Weakness - Progress has been reliant on the stability of the people within the current leadership structures. Succession processes are weak and formal structures to maintain continuity and cooperative relationships are not yet in place
- Weakness - an emerging risk associated with reliance on voluntary leadership within the career industry.
- Weakness - An increased role of employers and industry groups in career development warrants consideration

Comment

The current leadership structure has more strengths than weaknesses. However, a reliance on a voluntary structure within the career industry to progress the contribution of career development to public policy is inadequate.

The consequence is that the career industry often does not have the time to respond at all to many significant national issues (eg Work Choices, welfare to work reform) let alone make a substantial contribution.

A further constraint is that, outside of DEST, acceptance of career development as a strategic vehicle for policy makers is lagging behind the need for implementation of services.

Progress is too reliant on a capacity to get career development on national agendas for discussion at several key points during the annual cycle. For example, MCEETYA meets once per year and generally no more than twice. Important career issues have to compete for attention in a crowded agenda and are often heard out of session. The annual national budget discussions are another opportunity and a number of career programs are now part of recurrent funding. However, gaining traction for issues the career industry regards as important remains difficult.

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- Weakness - an increased role of employers and industry groups in career development warrants consideration
- Weakness - a lack of a national research agenda and insufficient training to develop new researchers

Comment

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2.2.3 WHAT STEPS MIGHT BE TAKEN TO IMPROVE IT?

- Establish a centre for Career Development
- Create links between existing research centres, industry and career practitioners
- Facilitate a whole of government approach to career development
- Increase undergraduate and postgraduate courses for career development practitioners

Comment

Recent reports by CICA and the Productivity Commission highlight a need for further research funding to investigate the impact of career development services. Currently there is no national research agenda and no thought has been given to replacing the current ageing cohort of career development researchers and practitioners.

Even with the implementation of Professional Standards; the knowledge, skills and experience of many career development practitioners may still leave a lot to be desired and their remains a lack of rigour and client accountability in career development services.

A central clearinghouse and focal point for maintaining and disseminating good practice is needed. Without it, many unique and outstanding examples are neither collected nor shared. As a result, pilots and trials of career development initiatives are destined to be repeated like "Groundhog Day".

The level of investment in career development and its links to the economic future of the country makes the expenditure in a National Institute for Career Development inevitable. With a focus on national policy and the involvement of key stakeholders, such a centre/institute would establish a solid base for the further development of a national system of career development.

Additional mechanisms are needed to facilitate greater use of career development by policy-makers. Further, the career industry needs to relate across all governments in a federated system - all of whom need to be convinced of the value of career development and all of whom implement services differently. Currently, there is very limited capacity within the career industry to provide the range of evidence and partnerships required for a whole of government(s) approach.

Despite the problems in the quality of delivery of career development services, Australia is punching well above its weight in international career development research. The Australian Journal for Career Development is an excellent demonstration of that quality

2.2.4 HOW WELL-KNOWN AND VALUED IS CAREER DEVELOPMENT AMONG THE GENERAL PUBLIC IN YOUR COUNTRY?

- Well known within the school sector
- Significant increase in awareness achieved through the implementation of National Career Development Week
- Improving media coverage of career development issues
- Limited awareness amongst adults outside of the tertiary and TAFE sector and job and rehabilitation services
- Increasing awareness amongst employers as labour and skills shortages bite

- Highly valued where comprehensive and targeted career programs are in place such as the Athlete Career Education program conducted by the Australian Institute of Sport

Overall, the level of public awareness is low but improving. There is a high level of awareness within education systems, services for the unemployed, in some areas of rehabilitation services, and with athletes. Employers are also adding to a higher profile for career development through the introduction of coaching, mentoring and other career development programs as part of staff development. Media exposure through regular newspaper columns, career television programs such as Ace Day Jobs, School Torque and a national video competition have all been successful and added to public awareness.

In June 2007 the Career Industry Council of Australia coordinated the inaugural National Career Development Week. Some 332 events were held and media coverage for the event reached over 3 million people.

Awareness of career development could be further improved by reducing the range of acronyms, program names and rules of access to career development services.

Career development services are generally valued by the large numbers of people who use them. Throughout Australia there are both formal and informal structures and networks for accessing career development services and advice. While the process of engagement with the formal components is good, increasing awareness to strengthen informal career structures (parents, peers, workmates and other networks) is required. This is a critical issue. While many Australians have excellent career management skills and make well-informed career decisions, a significant proportion of the population do not. Improved access to career development services could help adults make choices to remain in the workforce rather than opting out, or reducing their hours of work. Instead, some may choose to review their career and explore other occupational fields and settings including options for re-training and study. Without an institute and clearinghouse for national and international research, it is difficult to know what might motivate individuals in making these decisions.

2.2.5 HOW CAN THIS BE IMPROVED?

- Improve support to informal career networks by extending services to adults and parents
- Greater commitment to a more integrated model across federal and state jurisdictions
- Tax incentives for accessing private provider career services
- Ongoing funding for a National Career Development Week
- Greater use of interactive technology
- Establishment of a national helpline

Comment

The potential for linking the success of Australia's national online career information service, myfuture.edu.au, to a national helpline, would increase awareness and overcome many of the difficulties faced by rural and remote communities requiring access to career development services and advice. Since this suggestion was made by the OECD review in 2002, other elements such as SMS and game technology may also be included in a multi-media multi-streamed approach to helplines.

It is well known that children value their parents' career advice. Aside from a national helpline, there is potential in encouraging parents to access services to strengthen their own career management skills and understanding of the career development process. This in turn, would benefit their children. As part of the process, parents could also be offered additional skills as informal career helpers. The current services however, would need to be expanded to include all Australians of all ages, whether working or unemployed, primary school age or mature age.

Part of the solution also lies in allowing career counselling and other services as a tax deduction. In a restructured workplace relations system where responsibility for career management is with the individual, greater encouragement, either through subsidy or tax deduction, is needed.

2.3 THEME 3 : HARNESSING DIVERSITY

The key principles underpinning the approach to diversity in Australia are access, inclusiveness and cultural understanding.

2.3.1 WHAT ARE THE KEY CHALLENGES IN MANAGING CULTURAL AND OTHER SOCIETAL DIFFERENCES IN DEVELOPING POLICIES AND STRATEGIES FOR CAREER DEVELOPMENT?

- Build on the knowledge gained from successful initiatives
Services are accessible and inclusive
- Involvement of diverse groups in the development of services
- Instituting more effective processes to develop cultural understanding before commencement of programs; undertaking long-term funding commitment to initiatives and facilitating support to integrate with other programs and initiatives
- Supporting culturally specific career development research
- Expand cultural awareness training in career development courses and continuing professional development
- Recognising issues related to geographic diversity and the issues of isolation faced by citizens living in rural and remote Australia

Comment

The Professional Standards for Australian Career Development Practitioners require "career practitioners to recognise and respect diversity and conduct their work in culturally sensitive ways" (CICA, 2006, p. 26).

Although excellent examples exist of good practice, diversity training will need to be an ongoing component of continuing professional development to take into account and adjust to changes in Australian society. There is a case for broadening the focus on diversity and the needs of specifically identified groups, to a focus on social justice and the needs of all people. Such a focus would entail expanded roles for career development practitioners and different levels of intervention e.g. individual, community, workplace; to achieve social justice outcomes for clients.

This approach is reflected in the action areas identified in Australian Directions in Indigenous Education 2005 - 2008 (Ministerial Council on Education, Employment, Training and Youth Affairs, 2006), and aligns with five domains in which engagement is critical: early childhood education; school and community educational partnerships; school leadership; quality teaching; and pathways to training, employment and higher education.

The recommendations contained in this paper were informed by system knowledge of good practice and the extensive body of research on Indigenous education.

The action paper, which has been agreed by all Australian jurisdictions, notes community engagement in schooling rests, in part, on the cultural exchange of knowledge with most non-Indigenous educators having a limited understanding of, and qualifications in, Indigenous education.

The disability sector has long recognised that inclusive, accessible policies and practices are the ultimate aim because changes that impact positively on one group often benefit everyone. Inclusiveness is a key principle simply because many aspects of diversity are hidden. For example, 16 percent of Australian consumers do not speak English at home (Department of Immigration and Citizenship, 2007).

Family structures are also changing and becoming more diverse, further impacting on the perspectives through which information and advice is understood. From 1996 to 2006, couple families with children decreased from 50 percent to 45 percent of all families. Over this time, couple families without children increased from 34 percent to 37 percent and one parent families increased from 14.5 percent to 15.8 percent of families (Census 2006 cited in Pro Bono Australia, 2006).

An important approach in education is to ensure an inclusive teaching and learning environment that values diversity, supports the pursuit of academic excellence and produces high quality education and employment results for all students and staff.

2.3.2 WHAT ARE THE MOST IMPORTANT CAREER DEVELOPMENT ISSUES FOR PARTICULAR CULTURAL AND SOCIETAL GROUPS (INCLUDING REMOTE AND URBAN COMMUNITIES)?

- Involvement in the development of services to meet their needs
- Recognition of local specific solutions rather than one size fits all approaches are important for Indigenous communities and other groups
- Recognition that services should meet high expectations rather than be second best
- Awareness of opportunities and the skills and knowledge to access them
- Access to customised culturally and socially sensitive high quality career development services and resources
- Awareness-raising programs for employers of the value of diversity within their workforce
- Diversity and social justice training for practitioners (e.g. low SES, rural and isolated)

Comment

In an inclusive approach, the services that are provided to all do so in a form that recognises the needs of specific groups. In some cases, specific additional accommodations are required. For example, in rural and remote locations, very basic accommodations such as transport and poor connection to technology may need to be taken into account.

Funding has been provided for Indigenous youth to relocate to major regional centres to access education and training opportunities. In another example, the Willing and Able Mentoring (WAM) Program (Murfitt, 2002) matches job seekers or tertiary students who have a disability with mentors in leading organisations in the job seekers'/students' field of interest. These examples highlight the importance of understanding the accommodations required to support individuals from particular societal and cultural groups to gain insight and understanding to inform their career planning.

The Australian Directions in Indigenous Education 2005 - 2008 paper (Ministerial Council on Education, Employment, Training and Youth Affairs, 2006) notes that while most education systems have special support in place for Indigenous students, these generally do not provide specialised career advice. Initiatives addressing factors identified in the Career and Transition Services Framework (a framework agreed by MCEETYA in 2003), need to be implemented to prevent Indigenous students falling through cracks in mainstream pathways strategies.

The MCEETYA paper emphasised a need for high quality, culturally appropriate intervention strategies that address academic self-concept, motivation and career advice for Indigenous students. It also notes the over-representation (compared to the general population) of Indigenous youth in rural and remote regions where employment opportunities are limited. The breadth of existing mainstream pathways initiatives make it imperative that strategies be developed that aim specifically to improve transitions for Indigenous students.

2.3.3 HOW DO CAREER DEVELOPMENT POLICIES WORK WITH OTHER POLICIES ON SOCIAL INTEGRATION?

- Enhance social integration through links to employers and in relation to work, work culture, and education and training
- Development of specific research to inform practice
- Contribute to social justice, equity and the strengthening of social capital
- Assist individuals with pathways and plans, possibilities and options to inform their career decisions
- As a preventative solution to work stress, work life balance and mental health issues

Comment

As a multicultural multi-regional society, Australia has developed its current cultural direction on a foundation of diversity, and career development is a catalyst for the social integration needed to realise this goal. Culturally appropriate career development services contribute to an understanding of the diversity of work cultures and assist with entry and re-entry into the workplace for all citizens. In a sense, through work preparation activities, career development services can act as a cultural interpreter, assisting understanding on issues such as educational opportunities, accessing work and workplaces and other services.

For example, in a trial of the Canadian "Guiding Circles" model (Aboriginal Human Resource Council, 2007) with Indigenous students and youth in the north east of Tasmania, young people broke down barriers between: themselves and their families and communities; themselves and school and employers; and between their families and communities and the other stakeholders. The results included greater levels of engagement of young people with school and Indigenous adults who were engaged as mentors to assist the young people, gaining employment after limited previous labour market participation (Atelier Learning Solutions, 2006).

Career development services can significantly contribute to transitions to education for Indigenous communities and other groups in several ways:

- through information counselling and guidance from primary school through to technical and tertiary education
- as a vehicle for data collection to drive future improvement in educational outcomes
- and through services to assist with transitions to and from work to further study.

Career development interventions in relation to education are important. Those who are not fully engaged in employment or education may be at risk of becoming long-term unemployed, underemployed, or marginally attached to the labour force and low paid; or may lack skill formation that can assist them over the long-term in the labour market (Spierings, 2005).

3. SUB-THEME RATINGS

Below are Australia's ratings on a 0-10 scale for each of the 5 sub-themes in terms of (a) the adequacy of their present provision and (b) the level to which they would realistically hope to progress over the next two years .

3.1 THEME 1 - BLENDING ECONOMIC AND SOCIAL GOALS

- a) Adequacy of Australia's present position Rating: 5 (scale 1-10)
- b) The level to which they would realistically hope to progress over the next two years
Rating: 6
- Strengthen emphasis on social goals
 - Stronger links established between career development and lifelong learning policy agendas
 - Structures in place to provide a stronger evidence base
 - Greater strategic role for career development in the nexus between economic and social policy goals
 - A more consistent approach to career development policy across state and territories

3.2 THEME 2 - STRATEGIC LEADERSHIP

- a) Adequacy of Australia's present position Rating: 6 (scale 1-10)
- c) The level to which they would realistically hope to progress over the next two years
Rating: 7
- Implementation of a National Institute for Career Development with a focus on public policy
 - Strategy developed to facilitate a whole of government (s) approach to career development with a focus on a more consistent national approach.
 - Increased availability of services across the lifespan

3.3 THEME 3 - HARNESSING DIVERSITY

- a) Adequacy of Australia's present position Rating: 6 (scale 1-10)
- b) The level to which they would realistically hope to progress over the next two years
Rating: 7
- Greater involvement of diverse groups in the development of services
 - Expansion of services based on knowledge gained from successful initiatives
 - Implementation of a national helpline underpinned by a commitment to principles of inclusiveness and accessibility
 - Expand cultural awareness training as part of practitioner continuing professional development

3.4 THEME 4 - IMPACT EVIDENCE

- a) Adequacy of Australia's present position Rating: 5 (scale 1-10)
- b) The level to which they would realistically hope to progress over the next two years
Rating: 6
- Implement processes to measure awareness of career development and available services
 - Extension of the work of the Productivity Commission to model the effectiveness of transitions programs across the lifespan
 - Encourage inclusion of career development related performance indicators in COAG national reform agenda priorities

3.5 THEME 5 - CITIZENSHIP

- a) Adequacy of Australia's present position Rating: 5 (scale 1-10)
- b) The level to which they would realistically hope to progress over the next two years
Rating: 6
- Assessment undertaken of the contribution career development makes to citizenship
 - Australian Blueprint for Career Development recognised as a contribution to enhancing citizenship
 - Broad introduction of service-based learning as part of work integrated learning activities

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**FOURTH INTERNATIONAL SYMPOSIUM ON CAREER DEVELOPMENT AND PUBLIC POLICY
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**GROWTH, GROUPS AND GEOGRAPHIES:
MAXIMISING THE VALUE OF CAREER DEVELOPMENT FOR SUSTAINABLE GROWTH AND
SOCIAL EQUALITY**

THEME 1: BLENDING ECONOMIC AND SOCIAL GOALS

The new government of Austria stressed in their government programme for the next 3 years (2007-2010) several important goals according to blending economic and social goals.

SCHOOLS AND VOCATIONAL EDUCATION

Measures to avoid early school leavers and measures for young people who are risky to leave school or vocational education (guarantee for education at least to 18) to reduce the rate of youth without school leaving certificate or vocational education through guarantee the possibility to go the secondary school, get a vocational training or get an apprenticeship training position.

Realisation through e.g.:

- o Increase of integrative vocational training (cf. Box 1)
- o Increase of career guidance with intensify the involvement of companies and economy
- o Development of a coaching-model for youth

Integration of children with special needs and less language ability

Quality assurance in schools

Realisation through e.g.:

- o Education monitoring (cf. ESF Planning Document for 2007-2013).

Advancement of local school management

Realisation through e.g.:

- o On-Stop-Shop principles

ADULTS

Improve the conditions for persons who take leave of absence for education

Realisation through e.g.:

- o Get more flexible (time conditions) after used a career guidance service

Improve guidance and counselling for Adults

Realisation through e.g.:

- o Professionalism of counsellors and trainers.
- o Use of more methods in guidance and counselling (e.g. portfolio of competences etc.)

Measures for skills for life

Realisation through e.g.:

- o Enhance of measures for basic qualifications and basic skills

Increase systems for accreditation of informal and non-formal acquired competences (cf. LLL Strategy 4th core line LLL based on competences)

Quality assurance and evaluation of offers, measures, processes and structures of guidance and counselling

Improve the documentation of own knowledge and competences through sum up individual measures of further education (so called "national education passport")

Box 1: Good practice

Integrative vocational training for young people

In 2003 the Vocational Education Law was changed especially for young people with special needs.

The target group of young people" with special education needs, learning disabilities, social, physical, psychological or other disadvantages gets additional education opportunities by extended vocational training or partial qualification. In case of partial qualification they got individual curricula in school and company and special support.

Additionally so called "vocational education assistants" were introduced in 2003. Their role is to support young people with special needs concerning their carrier and guide the young people in their career development between all stakeholders (their parents, the company, the teachers in vocational schools and the related public services like chamber of commerce, social welfare office etc.).

Frameworks to serve special-needs students and further education for teachers in vocational schools where developed.

In this way the young people can have a self-determined life with vocational education.

Educational counselling contact point

Counsellors in local educational counselling contact point advice and inform people of offers different services of guidance and education like: offers for children, young people, unemployed people, employed people and retired people.

CHALLENGES:

Austria has a good economic and social situation.

The challenge is to continue the efforts to reduce dropout rates and improve graduation rates and enhance the cooperation between education, social partners and public services but also to reduce so called "social selection" within career choice (choice for further education in schools or vocational education - this "selection process" starts with 10 years (primary school to secondary school) in Austria.

THEME 2: STRATEGIC LEADERSHIP

EXCURSUS AUSTRIAN NATIONAL GUIDANCE STRATEGY

Remarks to the Austrian National Guidance Strategy

Follow up to the description of the Austrian National Guidance Strategy for the Career Development of Public Policy, April 2006 in Sydney. (<http://www.careers2006.qut.edu.au/is2006/Country%20Papers%20Received/AUSTRIA%20Country%20Paper.pdf>)

Continuing process developing next steps in Austrian policy and strategy with a focus:

- Information about international background and consequences for Austrian National Guidance Strategy
- Consequences and follow up of the Joint Actions project "European Guidance Forum", led by the Austrian partner Styrian Association for Education and Economics
- Participation in the European Expert Group for Lifelong Guidance
- Developing cooperation, creating synergy and innovative activities at national level, especially in the establishment of the Austrian national platform for Lifelong Guidance
- Development of and commitment about a national strategy for Lifelong Guidance as a part of a common strategy of Lifelong Learning.

Main steps in Austrian Policy Process

- Strategy workshop (November 2006)
- Report about status of the strategy for Lifelong Guidance by the Federal Ministry of Education, Science and Culture (January 2007)
- Program of the new government - Lifelong Guidance as a part of the common educational program of the new government (January 2007)
- Recommendations and conclusions of the Joint Actions project "European Guidance Forum" at national and transnational level (January 2007)
- Consultation process for a coherent national Lifelong Learning strategy for Austria until 2010 (process in autumn 2006, papers, hearings, workshops, conferences ...)

- Final version of the first phase of consultation
Core lines of the strategy:
 - Orientation on all phases of life
 - Centralisation of the learners
 - Lifelong Guidance**
 - LLL based on competences
 - Easy access to LLL for all citizens
- Participation on the process to prepare and to establish a new "European Lifelong Guidance Network", also based on the results and recommendations of the Joint Actions project "European Lifelong Guidance Policy Network"
- Participation as a full member in the new European network, cooperation in the steering group
- Austrian National Report 2007 about the implementation of the European working program "General and Vocational Education 2010" by the Austrian Federal Ministry for Education, Arts and Culture and the Ministry for Science and Research (June 2007, reference period May 2005 - April 2007) Lifelong Guidance strategy as a main part of the educational report
- Publication of a project book "Lifelong Guidance for Lifelong Learning" as a product and a result of the Joint Actions project "European Guidance Forum"

Further steps on national, regional and transnational level

- Preparation of a proposal for activities in dissemination of the Lifelong Learning strategy, including special measures to promote and disseminate Lifelong Guidance
- Lifelong Guidance as a main part of the program document for the new European social fund financing period 2007-2013
- Network projects on national and regional level for implementation of Lifelong Guidance measures and offers on regional and local level (one core partner in each province, platforms and networks on province level)
- Full participation in the new European Lifelong Guidance Policy Network (official start in autumn 2007)
- New activities to improve evidence base and data in the field of Lifelong Guidance
- Lifelong Guidance as a core element of new educational strategies and developments, especially concerning to the new approach for a far reaching reform of the school system
- Conferences, workshops and publication in the field of Lifelong Guidance

THEME 4: ROLE OF THE CITIZEN

The role of the citizen is discussed in Austria according to the European efforts in this field, but there are already several systematic surveys in the fields of guidance and counselling to enhance the role of the citizen.

In **schools** systematical feedback by the department of school psychology - careers counselling by questionnaires, structured interviews and feedback by students and families (and parents) information are collected about the concrete consequences of the counselling process and the further steps of development in education or special measures.

Frequency: Normally every year; some data every half year (semester)

In the **tertiary education** concrete effects of counselling, e.g. change of the field of study, success of access to job etc is collected.

Frequency: Normally every year, several special studies

In the field of **adult education** Learning motivation, goals concerning with the learning processes, positive and negative factors which provide or hinder learning processes, effects of counselling, satisfaction for personal life and professional development; are asked from users. With various tools and methodologies, depending on providers and institutions for adult education, they receive feedback with structured interviews and documentation in combination with the counselling process.

Frequency: It depends on the institution or providers who collects data; mostly every year; sometimes special studies and research concerning to special offers, pilot projects or regional platforms (project "Learning Region Styria", "Bildungsberatung Burgenland", "Biber Salzburg", National Platform bib - Infonet" etc.

In **public employment services** the systematically and detailed feedback of satisfaction of the citizen (unemployed, participants of measures etc) and enterprises as important customers and partners, is focused on effects of counselling e.g. access to job, training, special measures; personal feeling of the clients and the relevant factors and criteria for it, satisfaction of visitors and users of vocational information centers.

Frequency: reports in general every year; census with clients and enterprises every three months, additional specialized collection concerning to special projects and measures.

The in general in electronic systems collected data are accessible for responsible persons in institutions/ministries, some of the data are published in electronic/printed way e.g. special measures (year report "Clearing", Data Ware House - Public Employment Service etc) or special institutions (vocational information centers) or projects and partly the access is open in the internet

e.g. some data of the public employment service monitoring, Statistic Austria and show use of information about training offers by different groups, used offers for guidance, differentiated in kind of information offer, users by gender, educational level, age, nationality, geographical regions, urban-rural, profession, sector etc.

The using of the results of user feedback depends on ministry/institution/project which is responsible for interpreting and using the results and is arranged in different ways as a part of their own quality assurance system.

The role of citizen in guidance as stressed in many recent EU documents and initiatives, including the Resolution on Lifelong Guidance and highlighted in the European common reference tools for lifelong guidance 2005 (Citizen and user involvement 3.1 states) or outlined in the publication "Involving the users of guidance services in policy development", Helen Plant, 2004 or discussed in different conferences ("The Voice of Users", May 2007 Slovenia) supports the discussion in Austria and the ongoing development.

The situation of the role of citizen in the career development services in Austria regarding to the stressed documents is, beside the above mentioned situation, very similar to the European status quo and can be summarized as follows:

- Most of the services are measuring client satisfaction in a traditional exit-pole way (through a feedback questionnaire)
- Most of the services involves the citizen in an individual way like evaluate the service and product after planning the service and product (Helen Plant: Level1 and 2)
- There are some examples of involvement of citizen in workshops, focus groups in kind of forums of debate, just to improve their service (Helen Plant: Level 3)
- Involvements on a strategic level during the planning and developing services are very rare and only focussed on projects -(Helen Plant: Level 4 and 5).

In general the role of the citizen is more in evidence in guidance projects than in public services for guidance. A Euroguidance Conference in June 2007 "Bildungs- und Berufsberatung - eine andere Sichtweise" shows on the one hand these different approaches and strengths and on the other hand the common opinion to enforce the role of citizen in guidance services in Austria. Some good practices already exist:

Box 2: Good practice:

Nothing for us - without us! "Betroffenenmainstreaming" - "Persons Concerned Mainstreaming"

This slogan reflects the demand of persons concerned to be involved from the beginning of a process or project, in planning, developing and implementing to get measures and services customized for the persons concerned.

This method involving users/customers in the process and service design on a strategically level was developed in EQUAL project called "IBEA Integrative career guidance and vocational training".

The main principle is to involve persons concerned from the beginning of the project - the planning, the design, realisation and the evaluation etc. A team of persons concerned (women and men who dispose of competences because of their own situation, professionals and specialists of the project topic) supported the project managers and had voice in the project steering group. In this way they could make aware their knowledge, experiences and needs as well to the project practitioners as to the policy makers in the steering group and pointed out discriminated elements and passed in measures of changing.

The method could be used for services for different groups with their differing physical, social, political and economic contexts.

Open questions for this method:

- How to make sure that not only practitioners acting as the voice of users and citizens?
- How to find the right citizen for common development of guidance services in using their special knowledge?
- How to ensure enough resources to enhance the role of citizen in public services and projects?

Strategies on national level and further steps:

- The first Meta-Goal of the national LLG Strategy of Austria (cf. Country Paper "Shaping the Future", April 2006, Austria) is focussed on the needs of citizens.
- LLL Strategy: 2nd core line: centralisation of the learners by intensified cooperation between Learners and trainers/teachers
- The LLL strategy and LLG strategy is a part of the new government programme
- Dissemination of possible perspectives and good practices to the social partners, ministries, NGO to integrate the role of citizen in the strategic level as a national common process

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**MAXIMISING THE VALUE OF CAREER DEVELOPMENT FOR SUSTAINABLE GROWTH AND
SOCIAL EQUALITY**

KARMA TSHERING TSHERING DOLKAR KESANG CHODEN PHUNTSHO

INTRODUCTION

Bhutan is one of Asia's smallest nations, landlocked between India and China. The total area is 38,394 sq. km, with a population of 634,982 (Population and Housing Census 2005). Bhutan is currently undergoing major political changes as we are now heading towards democracy in 2008.

The unemployment rate as per the 2006 Labour Force Survey is 3.2%, which has been increasing over the years. It has increased from 1.4% in 1998 to 1.8% in 2003 and to 3.1 % in 2005. Unemployment levels have traditionally been the highest for those youth aged 15-19, most of them are early school leavers and are seeking work for the first time. The unemployment rates for older youth-i.e., those between 19-24-are lower as they become more employable with added experience and skills. This exponential increase in the unemployment rate over the years has caught the attention of the Monarch and all policy makers. Career development services in the country thus came about as a result of the many changes taking place in the labour market. Therefore, career development is a fairly recent concept and therefore, areas of discussion are very limited. Nevertheless, this paper discusses some of the efforts of the Royal Government towards enhancing school education and, vocational and technical skills which is aimed at career development.

The two themes that we will discuss in this paper are; blending social and economic goals, and strategic leadership.

THEMES 1: BLENDING ECONOMIC AND SOCIAL GOALS:

Bhutan has embraced human development as a noble and worthy goal that is wholly compatible and in harmony with the country's own development paradigm and overarching objective of Gross National Happiness (GNH), which includes the four pillars of development namely sustainable and equitable socio-economic development, conservation of the environment, preservation and promotion of cultural heritage and good governance.

The development ideals of GNH and human development are broad, comprehensive concepts that encompass a wide spectrum of human-fulfillment, choices, opportunities and needs. They both comprise issues of profound concern and are, explicitly or implicitly, the long-term goals of all societies. Gross National Happiness embodies all aspects of human development of which, career development has been accorded high priority in recent years.

In Bhutan, the economic growth and human development have been mutually reinforcing and positively interlinked. Even as economic growth has been strong, the overall human development progress has been even more rapid. As with most developing countries, Bhutan has a youthful demographic profile. About 59% of the country's population is currently younger than 25 and the population is growing rapidly at an annual rate of 2.5%. On the basis of this growth rate, it is envisaged that the youth population will double in 25 years. Given the distinctive pyramidal structure of the Bhutanese population, with the largest sections of the population below ages 5, 10 and 15, the proportion of the working-age population has risen rapidly. This explains the growing numbers of youth entering the labour market and the increase in unemployment levels.

Even as unemployment among the youth is gradually rising, there has been a strong demand in Bhutan's labour market for skilled workers and those with market-relevant education attainments. This presents a paradoxical situation where youth unemployment co-exists with chronic labour shortages. Recognizing this mismatch, the Royal Government has introduced several reforms in the education system and initiated numerous vocational and skilled based training programs to enhance youth employability. This is expected to provide youth with suitable opportunities to develop skills and aptitude essential in the workplace.

An overview and analysis of the ongoing education, vocational and skill development activities geared towards career development and improving the employment prospects for youth is provided below:

EDUCATION

It is widely accepted that Bhutanese youth, even while lacking the skills or sufficient educational attainments, strongly desire high-quality employment that pays reasonably well, is regarded with dignity in Bhutanese society, has career growth and training prospects and enjoys some degree of security. This is not in anyway unusual or unreasonable and reflects an aspiration of youth around the world. If these aspirations are to be realized, however, they must be realistically matched with higher, qualitative and market-relevant education. Moreover, education has a defining role in preparing young people for the workplace through inculcating good values and attitudes and

imparting a broad range of essential life and workplace skills; all have an enormous bearing on employability and employment. Research in many other countries has shown that education level have a strong relevance to the ability of youth to obtain and retain full-time employment., which translates into higher incomes, more training opportunities and overall career prospects, including promotions. In Bhutan as well, the rise in income and reduction in poverty have a strong correlation to educational attainment. Thus, higher educational attainments and the reduction in early school dropouts are important determinants for young people's success in the labour market.

IMPROVING THE QUALITY OF EDUCATION

More than ever, a good education constitutes an essential condition to improve prospect for youth employment and boost productivity. While the royal Government's core education priority is to enhance access to basic education for all, the education strategy now includes a much stronger emphasis on qualitative improvements at all education levels. Of the six strategic objectives enumerated in the education sector strategy, three are directly concerned with the raising the levels of education quality, with two more indirectly linked.

Development of a highly motivated, competent teaching cadre is seen as a vital step that will eventually contribute to significant improvements in the quality of education. To a large extent, quality education depends on the quality of teaching and of teachers. To this end, Royal Government regularly appraises the qualification standards for those who undergo teacher training. Pre-service teacher training and education programs are periodically revised to include pertinent subject such as IT, Agriculture, Career guidance and Counseling, and to incorporate appropriate new teaching techniques. Under the Teacher Learning Programme, the skills, knowledge and qualifications of in-service teachers are upgraded constantly through in-country and overseas training and distance education modules.

Innovative, relevant teaching methods are being further incorporated where necessary to improve the quality of instruction. For instance, a multi-grade strategy has been adopted to address the shortage of teachers in schools, particularly those in remote areas that usually have low enrolments. Such measures are intended to ensure that education quality does not suffer unduly and is not neglected in distant areas, where a considerable educational disadvantage already exists.

Simultaneously, the objective of quality education is being pursued through increasing the number of teachers in schools to bolster the teacher-student ratio, and through quantitative and qualitative improvements in school infrastructure and education facilities. The shortage of teachers remains a critical problem, particularly in rural areas. Besides, informal interaction between parents and teachers, engagement of parents and the community in improving education standards is also carried out through institutional arrangements including the parent -teacher association and school management board. Such interaction among relevant stakeholders must continue to be strengthened and promoted.

REDUCING THE NUMBER OF SCHOOLS LEAVERS:

Students dropping out of school early remain a significant challenge for education in Bhutan. This has implications for potential declines in functional literacy level, the loss of scarce resources and, notably, premature introduction into the workforce without proper skills. As the annual labour force surveys constantly reveal, jobless is especially acute among early school leavers.

The overall drop out rate has been increasing gradually, from 3.8% in 1995 to 4.29% in 2004. The highest % of school leavers occurred at class X, with more than one third of students in this grade dropping out. The academic reasons appeared to be that many students fail in the X standard examinations or are unable to acquire sufficient academic marks to continue to higher secondary education. On the positive side, student's survival rates to at least class VIII have been improving, from 48% in 1996 to 67% in 2003. Furthermore, indications are that girls have better chances to complete their lower secondary education compared to boys. However, both these developments need to continue to middle and higher secondary education. Various students study provides students insights into causes of school dropouts, some of which lie outside the school system. According to a study by the Ministry of Education, status of access to primary education of the girl child in Bhutan, the most wide spread reasons for dropping out at the primary level for both boys and girls were failure in examination and refusing to go to school. For boys, the most frequently cited reason was to join monastic schools. For girls the most important reason appears to be that their help was needed at home. The study notes that a marginal gender difference in the drop out rates existed, with slightly higher dropouts for girls.

LIFE SKILLS DEVELOPMENT AND CAREER EDUCATION:

To complement the programs in the schools as well as to meet the national objective of wholesome education, the present youth program targeting youth in and outside the schools will be strengthened. In particular, the counseling program (both career and personal counseling) and the scouts program will be fully institutionalized and consolidated at the school level.

The formal curricula in schools are being changed to promote the acquisition of a broad range of life and job skills. A life skill education, promoting life long learning and imparting basic vocational skills and knowledge through vocational clubs have already been introduced and being strengthened. These are additionally supported by career counseling services now available in many schools.

THEME 2. STRATEGIC LEADERSHIP

The Royal Government of Bhutan plays a vital role in providing strategic leadership towards meeting the career development needs of citizens. The Ministry of Education and the Ministry of Labour & Human Resources are the focal agencies responsible for providing career development services. While the two ministries have similar roles in providing such services, yet it is different because of the target groups. The Ministry of Education is responsible for implementing Career Education Programmes in schools while the Ministry of Labour & Human Resources is responsible for providing career and employment services to out-of-school youth including the general public. The Ministry of Labour & Human Resources is also responsible for providing vocational training in different trades, delivered through Vocational Training Institutes under the Ministry. Although it is preferred that leadership is also provided by other stakeholders, it is only the students and the job seekers that have a close association with the Government providers. However, the Ministry of Education through their School Based Parenting Education, is trying to rope in parents as major stakeholders in career development of their children. Private training providers and employers do not really have a significant role in providing career development services in the country.

Career Education and Counseling Programme

The 25th Education Policy Guidelines and Instructions (2006) states that, "each secondary school is required to have one male and one female counselor to cater to the individual counseling needs of the students." Thus, the focus on career development is evident from the Ministry of Education's overall policy guidelines. This is further supported by the Royal Decree, passed in 1995 to the then Ministry of Health & Education that states:

1. To develop positive outlook towards life, schools are directed to promote effective youth guidance and counseling programs to develop positive outlook in life.
2. To provide relevant education for youth employment, students are to be provided school-based career education, guidance and counseling programs related to the world of work.

The guidance and counseling program was initiated in 1996 and has since then grown and diversified into 5 programs, namely Career Education Program, Counseling Program, School Based Education and Awareness Program for Parents on Youth and Adolescent Issues (SPEA), School Based Vocational Education Program (SBVE) and Comprehensive School Health Program (CHSP). These programs will be further consolidated and strengthened in the 10th Plan. This will involve enhancement and institutionalization of its existing programs as well as introduction of other relevant programs.

The career education program will be strengthened in the 10th Plan by appointing career education focal persons with basic level counseling in all secondary schools. This will be complemented by enhanced professional interaction amongst career focal teachers through cluster level workshops led by senior and master teachers. Other activities under this program include establishment of career education resource corners in school libraries through the provision of information/reference materials and consolidation of Looking Ahead Magazine to be published as a Career Digest twice a year.

The counseling program shall be strengthened with the placement of 438 counselors with school level counselor training in all lower secondary, middle secondary and higher secondary schools. The Career Education and Counseling Division will seek to ensure that there are equal numbers of male and female counselors in every secondary school. A system of referral in counseling services will also be piloted.

School Based Vocational Education program has strong potential for promoting interest in skills and steering talented students into skilled and semi-skilled occupations as well as self-employment. During the 10th Plan, the program will be consolidated and strengthened to provide orientation to vocational and technical education.

A review of the school based vocational education program is envisaged during the plan period. Based on the recommendations of the review, vocational clubs will be expanded in middle secondary and higher secondary schools.

In order to make the program relevant and useful, handbooks and manuals for various vocational skills will be developed in line with the Bhutan Vocational Qualification Authority (BVQA). Vocational teachers and instructors will be provided with in-country trainings to upgrade their skills leading to certification by BVQA. Students who demonstrate aptitude in any skills will be encouraged to take skills tests and will be certified accordingly. They will be encouraged to take vocational jobs by tying up with employment agencies and industries to further develop their vocational skills.

Efforts are being made in schools to augment the learning of valuable life skills through integration with academic subjects as far as possible and through the scouting program, career counseling, vocational clubs, games and sports and other activities.

As the Bhutan 2020 vision document articulates, educational institutions need to imbue students a natural curiosity for learning and acquisition of new knowledge and skills that will help in them in the world of work. This will depend to a great extent on how effectively education can promote a culture of life long learning and provide continued access to learning resources and opportunities, particularly for those who may have drop out or never enrolled. The Royal Government of Bhutan has initiated several activities intended to support life long learning, including promoting reading programs in schools, strengthening and expanding Non Formal Education, and introducing continuing education programs. Continued support and improvements for these and other innovative programs must be provided in order to enhance life long learning.

In addition to life skills education, basic skills education is being carried out in schools through the school agriculture program, basic skills training through the vocational clubs, and temporary winter employment. These are intended to provide students with an orientation to the world of work and allow for an easier transition from school to work. While it is too early to assess the impact as many of these programs have just been introduced, certain difficulties are already evident.

Vocational education and training:

The skills endowment of the Bhutanese labour force is particularly weak. Between, 2001 and 2004, about 56% of the labour force had no education, including non formal education or religious education. Even for youth, close to half of those employed were uneducated. In addition, a common complaint about young job seekers in the private sector concerns their lack of appropriate skills. While no data exists on the share of the life skills having skills of the vocational, it is considered to be very low, particularly among youth.

The mismatch between youth skills and labour market demand is partly related to the preference for general education over vocational education and training among youth. Traditionally, vocational education and training did not enjoy sufficient prestige in Bhutanese society and was widely regarded as a lesser option. Now, however, the limited intake capacity of vocation training institutes is increasingly becoming a bottle neck, with institutes not being able to accommodate the growing numbers of youth seeking vocational training. Questions have arisen in the private sector on the quality of vocation training courses, as to whether or not they sufficiently reflect market demand.

SOME OF THE EXTRACTS OF THE VOCATIONAL EDUCATION AND TRAINING POLICY DOCUMENT OF THE MINISTRY OF LABOUR & HUMAN RESOURCES STATES THE FOLLOWING:

1. An increasing choice of vocational education and training programmes will be made available, so that every school leaver and every adult, keen to create or improve their occupational competencies and employability, will find an opportunity that fits to their abilities, personal living conditions and preferences. More and more of these programmes will be based upon occupational standards to ensure they are in line with the requirements of the economy in terms of suitable skills, knowledge and attitudes. Emphasis on acquiring core competencies will ensure occupational mobility, so that graduates from the programmes have greater chances to adapt to change, to climb up the ladder of an occupational career and be safeguarded against unemployment.
2. Young candidates for vocational education and training, as well as their parents and teachers in schools, will have access to career guidance, counseling and job information. Such services will be made available by most training institutions and supported by publications and electronic media on a country-wide basis. Career guidance and counseling at schools will continue jointly with the Ministry of Education. Career guidance will improve the esteem of craftsmanship and promote jobs and career avenues in the private and corporate sectors.
3. As supporting instruments towards proper career choices and training decisions, the Ministry will commission the edition and regular updating of the comprehensive "Bhutan Vocational Education and Training Directory", and the "Career and Occupational Dictionary (2004)."

These important issues are at the heart of the Royal Government's efforts to expand, diversify and improve vocational education and training under the 10th plan. The recognition of the gravity of the youth employment situation, vocational education and training has received a much higher priority under the current plan period than in the past. It is increasingly viewed as a critical instrument through which youth employability and productivity can be significantly enhanced.

CONCLUSION

Amongst the general public, very little about career development is well-known and valued. Even amongst the civil servants, very little was known until a few years ago. Now, with the introduction of the Position Classification System in the Civil Service, people are aware of their needs such as, up-gradation of knowledge and skills through trainings and continuing education.

The concept of career development is in its infancy and therefore, the need to bring it in the forefront of our national policy agenda is now inevitable. Assessing the impact of the career development services initiated so far is difficult at this stage as it has been stated that, career development services is still in its infancy. With very few professional counselors in the civil service and an increasing demand for services, it is increasingly becoming very difficult to deliver effective career services. The government needs to train more people formulate appropriate policies in order to ensure that career development takes place across all societies. In a knowledge based world, career development services delivery becomes a must if we are to keep up with the changing technology.

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RATINGS

Theme 1:	7
Theme 2:	5
Theme 3:	5
Theme 4:	4
Theme 5:	5

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**FOURTH INTERNATIONAL SYMPOSIUM ON CAREER DEVELOPMENT AND PUBLIC POLICY
22ND - 25TH OCTOBER 2007
AVIEMORE, SCOTLAND**

**GROWTH, GROUPS AND GEOGRAPHIES: MAXIMISING THE VALUE OF CAREER
DEVELOPMENT FOR SUSTAINABLE GROWTH AND SOCIAL EQUITY**

THEME 2 : STRATEGIC LEADERSHIP

This section describes Strategic Leadership for Career Development in Botswana. It explores the strengths and weaknesses of mechanisms in place and attempts to improve it.

The key leader for career development within Botswana is the Guidance and Counselling Division of the Ministry of Education. However, there are other key players within government, parastatal and the private sector. The work of the Division is guided by a government policy, the 1994 Revised National Policy on Education (RNPE) which is the current policy that directs Botswana's Education. The policy emphasized the need for the education system to encourage learners to consider a wide range of occupational choices. As a guiding document for the education system, the RNPE recommendations were used as a reference point for drafting the Policy Guidelines on the implementation of Guidance and Counselling in the Education System of Botswana. These recommendations include;

- Recommendation 33 a - At the level of the school, the Career Guidance Teacher should be given a special responsibility for the coordination of the career guidance programme as part of their job description.
- Recommendation 33 b - Special in - service training should be provided to Career Guidance Teachers including exposure to commerce and industry
- Recommendation 33 c - Careers classes should be introduced in the school timetable
- Recommendation 33 d - Career guidance in schools should encourage pupils to consider a broad range of occupational choices
- Recommendation 42 - The world of work relevance of every subject should be drawn out in the curriculum of every subject taught by every teacher whose training must include guidance and counselling
- Recommendation 123 - The Guidance and Counselling Division within the Department of Curriculum Development and Evaluation should utilize consultations with commerce and industry as well as the community in order to produce simple descriptive information and projections on job and training opportunities for school leavers which is updated and issued annually.

The above developments indicate that there is a clear cut policy and strategic leadership for career development within government.

The Guidance and Counselling Division was established in 1987 to coordinate guidance and counselling activities including the development of Career guidance materials. It provides career services through the curriculum from primary to tertiary levels of education. Class room teaching, career fairs, learner placements in work places known as job shadowing for secondary school learners and take a child to work for primary schools are some of the strategies used by the division. To achieve its objectives, the Division works with critical partners such as the University of Botswana, Botswana College of Open and Distance Learning, Junior Achievement Botswana, UNESCO, UNICEF, Ministry of Labour and Home Affairs, Department of Culture and Youth Department of Student Placement and Welfare, Ministry of Agriculture, Citizen Entrepreneurship Development Agency (CEDA), DEBSWANA and International Financial Services Centre (IFSC) and the rest of the private sector to deliver comprehensive services.

The Department of Student Placement and Welfare: coordinates and selects students for government sponsorship and has officers specifically for career guidance. The department also has a policy known as the Grant Loan Scheme to direct the issuing of government sponsorship.

The Department of Vocational Education and Training: has a policy known as the Equal Opportunities Policy which is to encourage girls and people with disabilities into technical education.

The Department of Non - Formal Education: goes beyond literacy programmes to the provision of entrepreneurship skills for out of school youth and adults.

Department of Culture and Youth: Provides information at career fairs on the available youth grant and encourages youth to start their own businesses.

Ministry of Labour and Home Affairs: Runs apprenticeship programmes

University of Botswana: Visits senior secondary schools to provide information on programmes offered. Further, the University has a fully fledged Careers and Counselling Centre that supports the career development of students and the general public. The centre also produces career related materials. The University has also been in partnership with the Guidance and Counselling Division to encourage girls into science based careers. Female role models were identified and girls from across the country were brought together in a workshop. This culminated in the production of a video and science career booklets.

Junior Achievement Botswana: This organization works with in and out of school youth with the purpose of empowering them with skills to succeed in the world of work. It teaches business skills and helps learners to appreciate business, self reliance as well as develop a positive attitude towards work.

DEBSWANA: It offers scholarships, apprenticeship programmes, attachments and presents at various career fairs across the country on careers in the mining sector.

IFSC: It offers attachments and job placements for graduates within the accounts and finance careers

CEDA: Offer loans and train people on business management skills. The agency as a scheme to encourage young people into agricultural careers known as the Young Farmers Fund

Ministry of Agriculture: Runs short causes for farmers and runs several funds to uplift the welfare of the poor farmers.

BOCODOL: This is a distance learning organizations that offers junior certificate, O'level and tertiary level causes. It reaches out to people around the country and enables rural area dwellers to advance their education.

National Development Plan 6 indicates government leadership in career development stipulating that there be the development of widely ranged career guidance and counselling services closely linked with employment services and social community services. It also proposed a nine year basic education programme whose curriculum would "help students be able to assess their achievements and capabilities in pursuit of appropriate employment and / or further education. It further reflects the country's desire to prepare Batswana for useful and productive lives; with emphasis on training to meet manpower needs of the economy (page 123). NDP 9, the current operational plan, envisages the establishment of Career Resource Centres across the country.

The strengths of Botswana in strategic leadership for career development are the guiding policies which are well articulated. However, the major challenge lies with policy implementation. Currently, the Guidance and Counselling Division which is the lead agency continues to network with critical stakeholders and review documents guiding implementation. The Division started the review of the Policy Guidelines on the Implementation of Guidance and Counselling in May 2007. The Division also held a meeting in June 2007 to interrogate the recommendations of a Feasibility Study on the Establishment of Career Resource Centres. Simultaneously, in June 2007 the University of Botswana conducted a needs assessment to guide the establishment of a Job Placement Centre.

Lately, there has been a positive awareness of career development since parents refer children for career counselling. However, there is concern that most people seek help after their O'level results rather than view career development as a process. Further those in the remotest parts of the country are left out suffice the occasional school trips to some organizations that learners undertake.

ATTEMPTS TO STRENGTHEN CAREER DEVELOPMENT ARE THOUGH;

- Media
- Seminars
- Establishment of the envisaged Career Resource Centres and
- Training of more teachers in guidance and counselling
- Envisaged decentralization of the Guidance and Counselling Division
- Strengthening of the Botswana Guidance and Counselling Association and other professional associations

THEME 3 : HARNESSING DIVERSITY

WHAT ARE THE KEY CHALLENGES IN MANAGING CULTURAL AND OTHER SOCIETAL DIFFERENCES IN DEVELOPING POLICIES AND STRATEGIES FOR CAREER DEVELOPMENT?

One of the key challenges in managing cultural and other societal differences in developing policies and strategies for career development in Botswana is the vast expanse of land and the sparsely distributed population. Botswana occupies a surface area of approximately 581 730 square kilometres and is completely land-locked with South Africa, Namibia, Zambia and Zimbabwe as its neighbours. This creates a challenge in that it becomes difficult to reach all the areas with ease. This has resulted in huge differences between remote areas and major rural and urban areas.

Botswana has a population of approximately 1.85 million people and over fifty percent (50%) of these are settled in urban areas, where most developments can be found. Poverty is as such a major challenge especially in rural areas. According to the Botswana Household Income and Expenditure Survey of 2003, the proportion of people living below the poverty line was around thirty percent (30%) in 2003. Related to poverty, is the challenge of unemployment, which is estimated at twenty-four percent (24%) and is prevalent among youth especially secondary school drop-outs. In more recent years, graduate unemployment has also been on the increase.

The most notable challenge facing Botswana is the HIV/AIDS pandemic. The 2000 Study on the 'Macro-Economic Impacts of HIV/AIDS in Botswana' by the Botswana Institute for Development Policy Analysis, indicates that HIV/AIDS poses a great threat to continued economic growth in Botswana, mostly because of its impact on the labour force, savings and investment. The study forecasts that AIDS will have the effect of shifting the labour force to a slightly younger generation by 3 years, thus negatively impacting on work experience, particularly for the skilled labour force (National Development Plan 9, 2003). HIV/AIDS has affected mostly the economically active age group of 15-49 who have an HIV/AIDS prevalence rate of 29.8% while the prevalence rate among pregnant women and men with sexually transmitted diseases stood at 38.8% in 2001. This exacerbates pre-existing skills shortages especially among economically active age groups, challenging the education sector to produce new and well qualified graduates to fill the gap.

WHAT ARE THE MOST IMPORTANT CAREER DEVELOPMENT ISSUES FOR PARTICULAR CULTURAL AND SOCIETAL GROUPS (INCLUDING REMOTE AND URBAN COMMUNITIES)?

Generally, it has to be noted that in Botswana career development is not a major area of concern at policy level. This is despite the fact that there are some policy statements that emphasize the need for provision and strengthening of career development services. The few services that are available are offered mostly in public schools and availed the barest minimum of time and other resources. Within the education system in general, the most important career development issues include availability of resources. These include facilities and qualified practitioners.

In urban communities, there are career guidance services provided in schools. Employers are supportive of initiatives such as career fairs, job shadowing and other career development programmes. Schools in urban areas are thus more able to provide relevant services to the students. The major concern however is how to avail services to out-of-school young people and adults, since there are no providers targeting these specifically.

There is generally a shortage of teachers and career guidance in the hard to reach areas. Given the high rate of unemployment and the scarcity of higher education opportunities, career choice is thus dictated more by need (to get a job or any place of training). This means therefore that when young people make career decisions, they are driven more by the job market.

HOW DO CAREER DEVELOPMENT POLICIES WORK WITH OTHER POLICIES ON SOCIAL INTEGRATION?

There are policies which draw attention to career development issues. The Revised National Policy on Education calls for a strengthening of provision of career guidance at all levels of education. The national Vision 2016 plan envisages an education system that will 'empower citizens to become the best producers of goods and services; producing entrepreneurs who will create employment'. There is also a policy on remote area dweller programme aimed at provision of support services to remote area dwellers. This calls for a multi-sectoral approach to service provision in order to reach the remote communities promoting equity.

THEME 4 : IMPACT EVIDENCE

This section outlines some of the expectations of career development services as per the country's national documents, the impact evidence experienced as well as the challenges.

The Policy Guidelines on the Implementation of Guidance and Counselling in Botswana's Education System (1996) points out that, the programme was put in place to address the fast disappearing extended family system that did not only address the social development but the career development of an individual.

The career service in this regard is expected to compliment and supplement other educational programmes as well as being developmental and preventative in its approach. The total development of the learner is the bottom line as it provides for personal, social, educational and vocational needs of the learner.

Guidance and Counselling (G&C) in schools is expected to take cognisance of the socio-economic and cultural changes and realities of the Botswana society. It is expected to provide its services to the out of school youth and the general public.

The main objective among others is to develop a well grounded person at all levels in career awareness, exploration and decision making. It also hopes to produce a person who can fully participate in social and occupational roles in an informed way.

The National Development Plan 9 for the years 2003/4 to 2008/9 and the Revised National policy on Education (1994) expect provision of quality education and training. The emphasis is on equipping learners with skills to enable them to enter into self -employment and create opportunities for jobs.

Increase in access by learners to senior secondary schools is a priority. According to the Education Statistics (2003/ 5), access has increased to more than 60%.

Outlined in the policy documents above is the opportunity for lifelong learning and Long Distance education.

Vision 2016 is a country's vision which aspires for everyone to learn throughout their lifespan in order to meet the challenges of the rapidly changing world. One of its principles states that "All Batswana will have the opportunity for continued and universal education. Education must be made more flexible, so that people can enter and leave the education system at different times in their lives".

EVIDENCE OF IMPACT AND ITS USE

From the impact studies made, policy reviews and improved training opportunities by policy makers, positive changes in the workforce and other sectors of the economy, it is evident that career development services are making an impact on individuals on different societal groups and on the economy and wider society. Evidence is used to inform reform processes and advocacies. An evaluation of the guidance and counselling programme in the Botswana education system by Montsi M. R. et al (2000) and Mokgolodi (2001) recommended some reforms that should take place in order to effectively address issues on careers. For instance, Montsi pointed out a lack of career awareness at primary schools (pg 39) which is now being addressed by Take a Child to Work Programme.

According to the National Employment and Manpower Study (2001), total formal sector employment increased in thousands since 1993. This was done periodically over intervals of 3 years. Citizen employment in the formal sector increased drastically by 1999. The opposite is said for non-citizen employment in the formal sector at the same period. This goes to show that more Botswana were developed career wise such that there continually is decrease in the need of importing manpower skills. To date, there is a high rate of localisation of job positions within government, parastatal and private sector.

The Education statistics (2003/5) and study on Gender Equality and Equity in Botswana schools (2006) show that there is an increase in the number of girls/boys taking careers originally associated with a particular sex. Women empowerment in both politics and business spheres is evidence that career development services are making a difference.

The different ministry of education departments including the University of Botswana (UB) report a minimal increase in the interest of private organisations to support career related activities such as interviews, learner placements on job attachments. Students are going into new careers previously not known. More and more students can resist the pressure of parents to take up careers of their choices.

THE BEST PRACTISES ARE OBSERVED AS FOLLOWS:

- The National Life Skills Framework developed to guide anyone, government or private, wanting to offer life skills at any level.
- The Ministry of Education partnering with private organisations on programmes such as Take a Child to Work programme, which exposes primary school learners to the field of careers; Junior Achievement Botswana (JAB) to provide entrepreneurship skills in schools and UB on Girls in Science projects
- Non-Formal Education has moved beyond literacy to entrepreneurship.
- BOCODOL working with JAB to provide hands on business skills as well as life skills to the hard to reach areas in Botswana.
- Development of videos and booklets of local women in science career fields
- Youth Forum Mini - Expos
- Career Fairs

KEY CHALLENGES IN THE IMPACT EVIDENCE INCLUDE:

- Providers of career development that are not skilled
- Lack of structures and coordination in the implementation processes across all levels
- Policies taking forever to be implemented and then becoming outdated (Alao 1998 Feasibility study on the establishment of Career Resource Centres in Botswana, a report of consultancy) .
- Ineffective data capturing and monitoring and evaluation methods
- Lack of consistency in running programmes or projects.

WAYS TO ADDRESS THEM

- Although it is still a challenge, there is a noticeable effort in stakeholders working together towards common goals.
- Structural changes across government to align jobs and allow for effective implementation.
- Advocacy to work towards common goals and
- Consultative meetings.

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BOTSWANA RATINGS :

Botswana can be rated as follows:

THEME 1: 6 / 10 since there is a lot done relating to citizen economic empowerment and economic diversification. Manpower Planning tries to match supply and demand of labour hence shape careers towards a certain direction.

THEME 2: 7 / 10 given the numerous positive policies and strategies in place for career development are in place. It is the implementation that seems to be taking forever.

THEME 3: 5 /10 there is need to reach out to the rural population with culturally sensitive and tailored programmes. Social diversity is limited in the area of careers although BOCODOL and JAB and Non-formal education are involved.

THEME 4: 8 / 10 a lot is being done to ensure efficacy and partnerships are enhanced.

THEME 5: 5/10 More outreach programmes need to be done. Although the career component when it comes to consultation is not that strong, there is a lot of community consultation in coming up with policies that affect them.

Progress on each theme is likely to stay the same or progress by 1 in the next two years.

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FOURTH INTERNATIONAL SYMPOSIUM ON CAREER DEVELOPMENT AND PUBLIC POLICY 22ND - 25TH OCTOBER 2007 AVIEMORE, SCOTLAND

INTRODUCTION

Canada has participated in all International Symposia to date and in the OECD Study. In addition, Canada hosted its own pan-Canadian Symposium in 2003. Three issues have consistently emerged as important for career development in Canada. These are:

- Developing a comprehensive vision for a coherent delivery system which includes those now excluded (employed and underemployed adults for example);
- Positioning career development services as pivotal in education and workforce development strategies; and
- Situating career development in the context of social, economic and community development rather than dominantly in the context of social and individual development.

At the Australia Symposium held in 2006, the Canada Team committed to an action plan to address the following issues:

- Take specific steps to raise the profile/awareness of a career development culture;
- Find mechanisms to continue the pan-Canadian dialogue started in the first pan-Canadian Symposium;
- Secure a professional home for the Canadian Standards and Guidelines for Career Development Practitioners (S&Gs) and complete a mapping exercise of the Career Development sector, its composition, qualifications training requirements of existing career practitioners, and human resource challenges; and
- Take leadership in developing a strong evidence base for career development practice.

Each of the initiatives in the Australia action plan links directly to progress on the three pan-Canadian priority issues. A stronger sense of a career development culture, a comprehensive mapping of the sector and a professional home for the S&Gs are important components in building a coherent delivery system; pan-Canadian dialogue between educators, policy makers, employers and the career development community is essential to positioning career development services as strategic contributors to workforce development; and a stronger evidence base for the impact of career development services is necessary to influence social, economic and community development policy.

This paper for the Scotland International Symposium concentrates on Strategic Leadership (theme 2) and Impact Evidence (theme 4).

The paper also includes a brief section which provides some examples of Blending Economic and Social Goals (theme 1). References are made within the discussion on Strategic Leadership to The Role of the Citizen (theme 5) as well as a single reference to Harnessing Diversity (theme 3). While focusing on Themes 2 and 4, the paper also make references, where appropriate, to progress toward Canadian priorities in order to ensure that the paper also serves as a useful Canadian roadmap.

CANADIAN CONTEXT

The Canadian career development system is multi-faceted and highly decentralised. In policy terms, it reflects the division of responsibilities between federal, provincial/territorial and municipal governments in the areas of education, training and labour market matters. Constitutionally, education comes under the jurisdiction of the ten provinces and three territories. There is no federal ministry of education. Co-ordinating initiatives in education are through the Council of Ministers of Education, Canada (CMEC). In practice, many decisions relating to career development services are made at school board or institutional level. The federal government plays a more significant role in labour market matters, but here too, funding and responsibilities have been devolved to most provinces/territories or are currently in process of devolution. Federal co-ordination in relation to labour-market matters is managed through the Forum of Labour Market Ministers (FLMM). In Canada, action and progress in career development, with very few exceptions, occurs at the provincial/territorial levels.

This paper has been prepared in consultation with the Forum of Labour Market Ministers Career Development ad hoc Working Group (discussed later). In the interests of respecting the length of paper requested, it has not been possible to include examples from all provinces and territories. A number of illustrative examples have been selected in accordance with the themes of the paper. There are many more examples which could have been included. Readers are advised to treat the examples as examples only. No comparison is intended if a province/territory is not included and/or if several pertinent examples are chosen from a select number of provinces/territories only.

The paper has been written and illustrative examples selected in accordance with the OECD definition of career guidance which follows:

"Career guidance refers to services intended to assist people, of any age and at any point throughout their lives to make educational, training and occupational choices and to manage their careers. Career guidance helps people to reflect on their ambitions, interests, qualifications and abilities, understand the labour market and educational systems, relate this to what they know about themselves and plan and make decisions about work and learning" (Bridging the Gap, 2004).

THEME 2: STRATEGIC LEADERSHIP

POLICY; PROFESSIONAL: PARTNERSHIPS; INFRASTRUCTURE:

STRATEGIC LEADERSHIP: POLICY

One of the issues consistently raised in previous Canadian papers has been the relative "invisibility" in policy of career development services. The Canada Paper (Australia, 2006) stated, "It is often the case that government documents will describe the importance of career development outcomes but will not explicitly credit or name career development services and programs as the mechanism through which such outcomes are achieved." This year, there are encouraging indications that this is beginning to change. This is seen as a very important foundation for developing a career development coherent delivery system (priority 1).

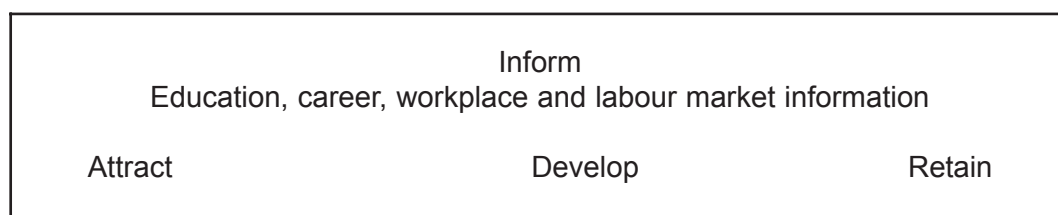
ALBERTA:

The Alberta Government (Education, Advanced Education and Technology and Employment, Immigration and Industry) has issued a consultative paper on "Connecting Learning and Work: Alberta's Career Development Strategy". The strategy states explicitly that in order for Alberta to remain globally competitive, Alberta requires a "coordinated, integrated, intentional learning and career development system". Three goals are stated:

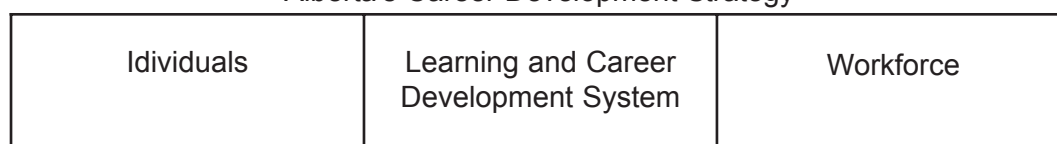
- Providing better access throughout life for individuals to engage in career and employment programs and services so they can acquire career planning and management skills;
- Creating an interconnected and integrated learning and career development system; and
- Enabling Alberta's workforce to be adaptable and productive.

These goals address the needs of individuals, the learning and career development system, and the workforce.

The "visibility and naming" of career development programs and services is significant. In their document, they present the connection visually as follows:



Connecting Learning and Work:
Alberta's Career Development Strategy



The strategy sets out a plan of action for each department as well as a number of explicit concrete actions to be undertaken.

Again with reference to "visibility and naming", it is noteworthy that the document provides two definitions of career development:

"the life-long participation in and interaction among numerous life-roles"; and

"the life-long process of managing learning, work leisure and transitions in order to move to a personally determined and evolving preferred future". It also references three skill building blocks of career development: career literacy (knowledge, skills and attitudes to design preferred futures); career balance (managing personal, social, economic and community factors); and career gumption (the confidence to act on decisions and plans).

The Alberta Government is currently conducting an online consultative survey with its citizens on the Strategy. The survey requests responses to questions such as:

- What priority should government give to the actions identified in the strategy?
- Do you agree with the vision, principles and plan of action?
- In your opinion, why is a career development strategy needed?

This example speaks also to Theme 5: The Role of the Citizen and how end-users can be involved in the design of career development policies and programs.

Additional examples relevant to Theme 5 are briefly referenced. Four provinces, Alberta, Saskatchewan, Manitoba and New Brunswick undertook a study to gather, directly from students, data on high school experiences and reasons for not pursuing post-secondary education (PSE). In addition, the New Brunswick Post-Secondary Education, Training and Labour Department conducts periodic client surveys to identify and clarify client needs. Results are used to make revisions in service provision. The same department conducted a client barriers research project in which 2295 individuals in receipt of social assistance participated in a telephone interview to discuss their barriers to education, training and employment. This led to a number of recommendations which have been approved by senior management and implemented province-wide.

With reference to the four- province survey, close to 5000 individuals completed the survey. 38% of respondents cited indecision about a career or lack of interest as a barrier. Other significant barriers were financial barriers and low grade levels. Alberta also hosted a high school completion symposium with current high school students, their parents and other stakeholders. Key causal factors influencing the decision to pursue PSE identified by the students included:

- " Home environment;
- " Students' behavioural problems; and
- " Positive school climate and the provision of social and psychological support.

Each of these speaks to the importance of career development support as seen by end-users.

Traditionally, end-users have not been consulted on any wide scale in Canada with respect to career services. It remains unclear what impact their input will have on policy and program formulation but the examples indicate a very promising and innovative trend.

MANITOBA:

Three departments in the province of Manitoba (Education, Citizenship and Youth, Advanced Education and Literacy and Competitiveness, Training and Trade) have developed a Manitoba Career Development Framework which again places career development as the explicit link between Education and work as follows:

LEARNING ENVIRONMENT	CAREER PLAN/LEARNING PLAN	LABOUR MARKET
K-12	Assessment and Counselling	Business and Industry
Post Secondary	Career Exploration and Work/Volunteer Experience	Government and Non-Profit Organizations
Workplace and Community	Information and Access to Funding	Community and non-profit Organizations

Five specific goals have been established for 2006-2009 with a detailed action plan which begins to address directly many of the shortcomings outlined in both the OECD Study (Career Guidance and Public Policy: Bridging the Gap, 2004) and a subsequent study completed on the Role of Guidance in Post-secondary planning (CCDF, 2003). Shortcomings included Ministry of Education policies in career development but no accountability process for implementing the policies; weak evaluation of programs; limited career programming in workplaces; and difficulty in accessing information and support services.

Manitoba framework goals include:

- Including career development in the priorities and strategies overview, the K-12 agenda and strategic planning process;
- Requesting school divisions to submit for review their current career development policies and practices;
- Preparing a handbook to support evaluation of the effectiveness of career development programs;
- Providing sectors and SMEs with best practices related to workplace career development programming; and
- Developing and promoting web and telephone points of contact to direct and respond to individual inquiries related to career development.

STRATEGIC LEADERSHIP: PROFESSIONAL TRAINING AND PRACTICE:

NEW BRUNSWICK:

New Brunswick is implementing a province wide training strategy with exemplary features. New Brunswick was one of the first provinces to have a devolved Labour Market Agreement (LMDA) with the federal government (1997). Since that time, services have been provided by provincial employment counsellors but without any systematic training. In response to consistent demands for more professional development, the province made strategic use of the Taking Charge on-line competency assessment process which is a component of the Canadian Standards and Guidelines. All staff were required to complete an anonymous self-assessment on competencies selected as most relevant to service quality. The competency framework for delivery of its services and also the levels of competencies required of its staff were established. A gap analysis was then completed. A requirement for seven modules emerged, four compulsory and three optional. These are currently being developed and will be delivered across the province over the next three years. Management has been consistent and transparent about this process being about professional development and not about personal performance evaluation. Each module requires a written test upon module completion which is anonymous so that the department can track training progress as a whole. Between modules, counsellors repeat Taking Charge so that records can be kept of pre-and post levels of competency across the full department. This program is expected to set a new state-of-the-art standard for employment counselling practice. The process adopted by the department is an example of training and professional development leadership through developing trust, a transparent process and implementing high standards.

SASKATCHEWAN:

The need for access to state-of-the-art training for career practitioners was further highlighted in the Saskatchewan Career Development Sector Study which was undertaken in 2006. Saskatchewan is the only province to have undertaken a province-wide mapping of the entire career development sector.

The study pointed out that the career development community in Saskatchewan is a highly educated one (over 65% have university qualifications; 24% have certificate qualifications), but an under-specialized one (36% had no formal specialized courses in career development). It is also a province which offers no specialized career development training programs at either the college or university level. The study was commissioned by the Industry Education Council of Saskatoon which in itself is noteworthy as this group plays a coordinating role between industry and education and has a focus on building the Saskatchewan labour force by slowing down out-migration from the province, especially by youth. The study and consultation process which accompanied it resulted in four priorities and a three year action plan to move forward. Priorities include:

- o Professional Training and Development
 - An action plan re access to specialized training and building professional standards
- o Central hub for current information and support
 - Provision of information and access to current research, tools, and promising practices
- o Professional Identity
 - Increased credibility with stakeholders and the public as well as an increased sense of personal professionalism among practitioners
- o Advocacy and Accountability
 - Regular mechanisms to bring stakeholders on side.

Similarly, the province of **Nova Scotia** is undertaking completion of an inventory of its current services and service providers. Service gaps will be analyzed as will areas of overlap and duplication. It is intended that this will lead to improvements in the quality and accessibility of career and employment services in the province.

As has been pointed out in previous international Symposia papers, the province of **Québec** is an exception where one occupation in the field of career development, career counselling, is a recognized profession and has been regulated for more than 40 years. University programs have been developed to meet the requirements of the occupation (Bachelor and Masters combined). The professional association of career counsellors in Québec, l'Ordre des conseillers et conseillères d'orientation et des psychoéducateurs et psychoéducatrices du Québec has over 5000 members and has a principal mission to assure protection of the public. The career counselling field is not only well mapped; its members are professionally inspected and monitored. Regulation has had a positive influence on the competency requirements for other occupations in the field, namely, employment counselling, career information and career education. There are many good practice examples in the Québec experience.

STRATEGIC LEADERSHIP: STAKEHOLDER PARTNERSHIPS:

Québec: A feature of employment services in Québec is strong stakeholder partnerships. The Commission des partenaires du marché du travail (CPMT), includes representatives from employers, unions, educators, community organizations and government departments. The Commission is a senior policy body which works collaboratively to improve the effectiveness of public employment services, including the development and recognition of learning and the provision of career development services.

Parallel regional councils of labour market partners exist across the province. They examine workforce problems in their respective regions and submit a regional plan of action to the Commission. In addition, Emploi-Québec supports 29 sector council committees made up of representatives of employer and union partners. The primary role of a sector-based committee is to identify sector needs and propose measures to the Commission to stabilize employment, reduce unemployment and develop lifelong learning.

STRATEGIC LEADERSHIP: INFRASTRUCTURE:

Forum of Labour Market Ministers (FLMM) Career Development ad hoc Working Group:

The Canadian Team action plan developed at the Australia Symposium in 2006 included a recommendation to establish an FLMM Career Development Working Group, modelled on the FLMM Labour Market Information (LMI) Working Group which has been in existence for some years now and is a representative provincial/federal government forum with a specific pan-Canadian mandate and budget for labour market information. The LMI Working Group has been very successful in initiatives from training for practitioners in LMI, supporting evidence-based research and promoting promising practices. Having no parallel organization with a specific mandate in career development has been a major shortcoming in Canada. In March, 2007, Senior Officials approved its creation as well as a three-year action plan.

The FLMM Career Development Services Working Group has the following structure:

- Representation from Provinces and Territories and Human Resources and Social Development Canada (HRSDC);
- One Provincial/Territorial representative and one Federal representative who co-chair the Working Group; Alberta is the first Co-Chair (Co-Chairs will rotate every two years);
- A collaborative and consensus driven approach to decision making;
- Consultation activities will occur with a wide variety of stakeholders in order to fulfill the Working Group's mandate.

The goals of the Working Group are to:

- Identify and promote best practice.
- Increase the Career Development Services knowledge base through research.
- Facilitate access to Career Development Services.
- Raise the quality and effectiveness of Career Development Services.
- Establish and strengthen domestic and international networking opportunities.

The Group's three year action plan includes:

- A follow-up pan-Canadian Career Development Symposium to sustain the work begun in 2003;
- Developing criteria for effective service delivery models;
- Contributing to building the evidence base for practice;
- Supporting a public awareness strategy;
- Maintaining national and international linkages and sustaining vehicles for sharing information and best practice.

STRATEGIC LEADERSHIP CHALLENGES:

All Canada papers preceding this one have lamented the paucity of mechanisms for pan-Canadian stakeholder collaboration and government leadership in career development broadly. The formation of the Career Development Working Group is a very significant step forward for the future of career development in Canada.

Challenges remain. Canada still has no pan-Canadian professional association for career development practitioners and counsellors. As a result, there is no permanent home for the Standards and Guidelines or for the Blueprint for LifeWork Designs(Blueprint). A professional association is the logical home for foundational initiatives such as these. There are strong provincial associations, most notably in Québec and Alberta. Each of these association and several smaller provincial associations have adopted both the S&Gs and the Blueprint but the fact remains that there is no pan-Canadian mechanism to ensure their currency, to respond to concerns and to coordinate and disseminate good practices.

HRSDC ceased funding in 2006 for the annual National Consultation in Career Development which has been held every year in January for over twenty years and was the single pan-Canadian forum bringing together career researchers and practitioners from across the country and internationally. Again, there are strong and vibrant provincial conferences which bring together their own provincial members and highlight research and good practice. Start-up funds to continue NATCON were awarded to the Conference Board of Canada whose mission is to build leadership capacity by creating and sharing insights on economic trends, public policy and organizational performance.

The Board is expert in running conferences and also at conducting, publishing and disseminating research, as well as specialists in economic trends, organizational performance and public policy issues (CBoFC website), but they are not yet specialists in career development. The Board hosted its first NATCON in 2007. The future of NATCON as a pan-Canadian forum specifically focused on career development research and practice is still uncertain.

A new initiative has come from the Counselling Foundation of Canada which is a private, charitable, non-profit non-governmental organization (NGO) located in Toronto which has had for many years an explicit career development mandate and has funded a number of career development initiatives, research and forums of practice including the website, Contact Point (www.contactpoint.ca). In 2007, they hosted, for the first time, three regional career development conferences specifically focused on innovative research, policy and good practice in career development. There is optimism that this may prove to be a sustaining vehicle and/or additional important professional forum to continue pan-Canadian career development dialogue and sharing across the professional community.

OUTSTANDING QUESTIONS RELATED TO THE THEME OF STRATEGIC LEADERSHIP WE WOULD LIKE THE SYMPOSIUM TO ADDRESS:

What categories of career development practitioners are formally recognized by other country's main career development associations?

What plans do other jurisdictions have for developing and implementing formal professional development strategies for its employed employment/career development professionals?

THEME 4: IMPACT EVIDENCE

CANADIAN RESEARCH WORKING GROUP ON EVIDENCE-BASED PRACTICE (CRWG):

The Canadian Research Working Group on Evidence-Based Practice (CRWG) was formed in 2005 in response to the consistent complaint from policy makers that the "case" for results from career development programs and services had not been adequately made. The CRWG consists of lead career development researchers, Francophone and Anglophone, from six universities across Canada, coordinated by the CCDF.

The CRWG conducted a national survey (2004-2005) to assess the current state of evidence-based practice in Canada (see www.ccdf.ca for The State of Practice in Measuring Career Service Impact: A CRWG Report). A similar study was conducted in the UK in 2006 and an international forum of researchers from the UK, Finland and Canada has formed and is continuing to collaborate.

The CRWG is developing and validating a basic framework consisting of three elements: Inputs, Processes, and Outcomes. Outcomes refer to the specific results of an intervention, including changes in client competence (knowledge and skills), changes in client personal attributes, changes in client situation, and/or broader changes for the client and/or community.. Personal attributes include three broad categories: (a) attitudes (e.g., belief that change is possible, internal locus of control), (b) intrapersonal factors (e.g., confidence, motivation, self-esteem), and (c) client independence (e.g., client self-reliance, client initiative, independent client use of tools provided in career services). These personal attributes speak to a client's willingness (ability) to put learning into action. Impact outcomes are ultimate, hoped-for end results of an intervention. They include things such as: employment status, placement rates, participation in training, engaging in job search, client ability to fit in at the workplace (resulting in increased job stability), societal impacts (such as reduced crime, or reduced substance abuse), relational impacts (e.g., better relations with co-workers, or spouse), and economic impacts.

Field testing is currently in progress with a number of agencies and reports on the adequacy of the framework will begin to appear in the near future. For example, the New Brunswick Post-Secondary Education, Training and Labour Department has been working for the last year to develop evaluation processes and tools for the internal and external career development programs/services using the CRWG framework.

Meeting Workplace Skills Needs: The Career Development Contribution:

The CRWG has been awarded a three-year applied research agreement with HRSDC under its Workplace Skills Initiative Program (WSI). The WSI is designed to provide funding to promote awareness around workplace skills issues and to make workplaces more competitive, productive and highly skilled.

The research project titled "Meeting Workplace Skills Needs: The Career Development Contribution" will test the impact of three different career development interventions in workplaces on employee motivation, engagement, participation in workplace learning and work satisfaction. One intervention will be delivered by trained managers/supervisors; a second intervention will be delivered by professional career counsellors; and a third intervention will be a self-managed worker intervention. The subjects will be followed at 3,6, and 12 month intervals to assess impacts over time. The CRWG will be further developing the evidence-based framework as the framework for gathering and analyzing impact data. The OECD Report noted the absence of career development support for employed workers and this project presents an opportunity to both develop different support methodologies and to track the impacts and sustainability of impacts.

NEW BRUNSWICK COUNSELLOR TRAINING PROGRAM:

A select number of CRWG members are contributing to the New Brunswick province-wide employment counselling training program described earlier. Again, the CRWG framework is being incorporated into the training and an orientation program will be developed for managers and supervisors to assist them to complete with their staff a mapping of what outcomes are reasonable for the services being offered and how to gather data consistent with the framework.

It is the plan of the CRWG members, individually and collectively, to exploit opportunities to include field testing of the model in any appropriate research project it undertakes. In this way, over time, the model will become more robust and solid. Canada is demonstrating significant leadership in developing the evidence base and ways to continue to strengthen it.

CANADA MILLENNIUM SCHOLARSHIP FOUNDATION:

Another lament which is connected to the evidence-base is the lack of longitudinal controlled research studies in the career development field. A 60 million dollar social research program is currently underway, under the auspices of the Canada Millennium Scholarship Foundation. This may be among, if not the single largest social research agenda currently active internationally.

The overall mandate of the Canada Millennium Scholarship Foundation is to administer scholarships and bursaries to promote post-secondary participation. As a secondary mandate, they have undertaken a very ambitious research agenda.

Six pilot projects are underway. Two of these pilot projects are directly relevant to career development. These pilot projects are using a research design using random assignment which provides for both control and experimental groups. This is rare in social science research and extremely rare in career development research.

FUTURE TO DISCOVER (K-12): 51 SCHOOLS IN MANITOBA AND NEW BRUNSWICK:

Research Question: What intervention or combination of interventions (financial incentive; career development programming; information, both web and school, and PSE ambassadors) results in greater participation and successful completion of Year 1 of any post-secondary education program (university, college, vocational, apprenticeship, on-the-job training) particularly for students who come from families with no history of PSE education and/or whose family income is below the provincial median?

Groups were randomly divided into four quadrants:

1. Learning Accounts: guarantee of \$8000.00 at the end of successful completion of grade 12 and enrolment in a PSE opportunity;
2. Explore your Horizons: Career Development programs in each of grades 10, 11 and 12;
3. Both Learning Accounts and Explore your Horizons; and
4. Comparison Group: regular curriculum only.

The groups will be followed from grade 10 until the end of their first year in post secondary education.

Foundations for Success (college students):

A second pilot project is targeted at first year college students who test as being at risk of not completing their college program based on one or more factors (low levels of English language skills; ambiguity in choice of program and career; and/or difficulty integrating into college life).

The research question is: What combination of academic support, career development advice, mentoring, and financial incentives will increase the likelihood that students at-risk of dropping out of college will persist and successfully complete their programs?

Again, the groups were randomly divided as follows:

1. Academic, mentorship and career exploration support;
2. Academic, mentorship and career exploration support and financial incentives;
3. Comparison Group: regular services only.

Students will be followed for four years. Three colleges in Ontario are participating in this project.

MAKING EDUCATION WORK:

Also of significant interest to informing the approach to strengthening the evidence base and encouraging multiple perspectives are two research projects focused on Aboriginal students, one in secondary school and another in university. Aboriginal and Inuit peoples are very under-represented in PSE institutions. For example, 3% of First Nation people hold university degrees as do 1.3% of Inuit people compared with 14% of Canadians; 34% have completed secondary school compared to 79% for non-Aboriginal. The secondary school project has a specific career development component.

Again, random assignment has been used but the outcomes which are being tracked and which are considered success outcomes differ in flavour from those in the non-Aboriginal projects. They also are qualitatively different from the CRWG framework in its current development.

Holding that Aboriginal people have a unique way of knowing and viewing the world, the Aboriginal research design is holistic, attempts to investigate the ripple effect of programs on the student, family, school and community as well as the impact the community and the school have on the program and the students. The outcomes which they investigate are both quantitative and qualitative. At the secondary school level, outcomes which are being tracked include:

- Levels of self confidence and perseverance;
- Signs of healthy lifestyle;
- Effective personal goal-setting processes;
- Respect, appreciation and acceptance of cultural identity of self and others;
- Explore and gain understanding of philosophies, cultural knowledge and practices of the Aboriginal society.

This project is underway in six schools in the province of Manitoba

At the university level (University of Victoria, British Columbia), examples of what are considered success outcomes include:

- Signs of strengthened or maintained cultural integrity;
- Returning home to work with Indigenous peoples;
- Serve as role models to others.

Both approaches and models present opportunities to further build the evidence-base and the framework. One of the great challenges of this kind of research design is how long it takes to get results; on the other hand, it is exactly this kind of longitudinal research which allows for comparisons in outcomes achieved in which the career development field has been particularly lacking.

The investment in building the evidence base for career development practice in Canada is very strong and includes an infrastructure of key career development researchers and leaders from across the country as well as significant research dollars from major government departments and from the Millennium Foundation which is funded by government.

For additional information on the WSI, see www.hrsdc.gc.ca.

For additional information on the Canada Millennium Scholarship Foundation, see www.millennium-scholarships.ca.

OUTSTANDING QUESTIONS RELATED TO THE THEME OF THE EVIDENCE-BASE WE WOULD LIKE THE SYMPOSIUM TO ADDRESS:

THEME 1: BLENDING ECONOMIC AND SOCIAL GOALS:

RESPONDING TO ECONOMIC AND SOCIAL CHALLENGES:

Canada faces economic and social challenges in the coming decades - low birth rates, an aging population, demand for a highly skilled workforce, and skilled labour shortages. As part of addressing these challenges, provinces and territories need to ensure access to all types of post-secondary participation in order to remain globally competitive. By world standards, Canada's overall rate of PSE participation is already high although it has been stagnant for several years. Any real increase must come from those currently under-represented who face particular barriers to PSE participation.

THE CANADA MILLENNIUM SCHOLARSHIP FOUNDATION:

The Canada Millennium Scholarship Foundation is hosting an international comparative conference in 2008 on early interventions and PSE transitions programs designed to increase participation of under-represented groups. Conference outcomes and recommendations will provide the basis for a one-day policy summit for senior policy-makers across Canada and hopefully contribute to a long-term strategy to increase access and participation.

Four themes are being addressed:

1. Institutional strategy and practice;
2. Role of business, labour and communities in partnership with PSE institutions;
3. Role of career development in facilitating transitions to PSE and into the workforce;
4. Linking government and institutional policy.

The career development questions to be addressed are:

What are the useful ways in which higher education institutions and businesses can work together to support career development activities within or beyond the school context? What are innovative policies and practices regarding the use of career development, in both schools and post-secondary institutions as well as in community and workplace settings for citizens of all ages? How are the successes of such programs reported? What precise role can career development play in improving the effectiveness of the links between education and work? What ingredients support successful transition? Are career development practices an underused instrument to increase participation rates and achieve post-secondary qualifications?

A steering group of international contributors will prepare the career development paper to be presented at the Symposium, some will attend the conference where the paper will be presented to senior policy makers and a national plan of action will be crafted. Undoubtedly there will also be international follow-up.

QUÉBEC:

Since its inception, Emploi-Québec has invested heavily in implementing a career development service approach. Career development is the basis for evaluating employability, identifying employment needs and developing plans to achieve employment. Services are individualized according to the resources and limits of the work seeker and follow-up support services are provided where needed. Implementing this approach has necessitated developing a strong team of professional trainers and delivering training in some 150 local employment offices to service providers. Service providers most often have college diplomas in related disciplines.

From the social and economic perspectives, Québec has also initiated several programs targeted to those marginalized in some way from full and active participation in the workforce. Examples of these programs include the following:

Québec pluriel:

Québec pluriel is designed to help visible minority youth (16-24) as well as new immigrants (16-35) build the skills and autonomy needed to find employment. Coaching, mentoring and individualized intervention are the approaches to service.

Solidarité jeunesse:

Solidarité jeunesse provides young people aged 18 to 24 who are on social assistance with supports to reshape their future. In collaboration with specialized youth agencies, the program offers opportunities for training, returning to school, or work search. Young people receive support and follow-up for a full year. Even young people who have a job can participate in the program.

Ma place au soleil:

Ma place au soleil is targeted for single mothers less than 25 years of age who have not completed secondary school, are receiving employment benefits and have a child or children under 5 years of age. Courses leading to secondary completion as well as diplomas of vocational studies are given at an adult education centre. The program's objectives are to support the development of personal autonomy and the acquisition of permanent employment, thereby interrupting the intergenerational cycle of poverty.

ONTARIO:

Ontario has a hugely diverse population and has recently established a toll-free hotline to provide services to callers in the language of their choice. People who speak little English or French can call the toll-free hotline and tell staff which language they wish to use. A certified interpreter is linked to the call to interpret for both caller and staff person. This is part of the province's efforts to make it faster and easier for newcomers to access training and obtain job counselling. This initiative is one which responds to both social and economic goals and harnessing diversity (theme 3).

OUTSTANDING QUESTIONS RELATED TO THE THEME OF BLENDING ECONOMIC AND SOCIAL GOALS WE WOULD LIKE THE SYMPOSIUM TO ADDRESS:

How does investing in a client-centered approach to employment counselling sustain economic development compared to investing in a strategic approach?

CONCLUSION: WHERE ARE WE NOW?

The international symposia, OECD study and the pan-Canadian symposium have all contributed significantly to establishing priorities in Canada for the advancement of career development policies, programs, services and professionalism and focusing on action in relation to each priority. Canadian priorities were listed at the beginning of this paper.

While of course more remains to be accomplished and what has been reported in this paper is not in place in all provinces and territories, nonetheless definite progress is evident and encouraging in:

- The need to articulate a comprehensive vision for a coherent delivery system which includes those now excluded;
- Positioning career development services as pivotal in education and workforce development strategies;
- Find mechanisms to continue the pan-Canadian dialogue started in the first pan-Canadian Symposium; and
- Take leadership in developing a strong evidence base for career development practice.

Of continued great importance to sustaining professionalism in the career development field is the need to secure a professional home for the Canadian Standards and Guidelines as well as complete a mapping exercise of the sector, its composition, qualifications, and human resource challenges. Ways to achieve this in the near future need to be found.

In addition, the profile/awareness of a career development culture remains weak in Canada. However it is encouraging to note that this is in the three year plan of action for the FLMM Career Development Working Group. The formation of this federal-provincial forum is a major step forward for career development in Canada.

The mandate of the Canada Millennium Scholarship Foundation expires in 2010. Efforts are underway among stakeholders, including many provinces to lobby the federal government to renew their mandate. It is noted that support is not forthcoming from all provinces given that education is a provincial responsibility under the Canadian constitution. However, the financial support the Foundation is able to provide to PSE students supports Canadian workforce development. They have also broadened their support to PSE of all kinds in recognition of the requirement for some form of PSE in order to qualify for the majority of emerging jobs. Additionally, their social research agenda is very strong and they provide one of the few mechanisms available in Canada which can bring provincial ministries of education together in partnership on cross-province research initiatives. This is an important social and economic contribution and it is the hope of many stakeholders that it will not be lost to Canadians and internationally.

Draft 2: Prepared by Lynne Bezanson, CCDF, August 30, 2007

COUNTRY RATINGS BY THEME:

<p>Blending Economic and Social Goals Give a rating from 0-10 (0=non-existent; 10=outstanding):</p> <ul style="list-style-type: none"> To what extent are career development services included as a strategic component in social and economic policy and goals in your jurisdiction? In Canada? <p>Provide a brief comment:</p> <ul style="list-style-type: none"> What progress, if any, is realistic over the next two years on this issue? Be specific. 	<p>In your jurisdiction:</p> <p>In Canada:</p> <p>Comments:</p>
<p>Strategic Leadership Give a rating from 0-10 (0=non-existent; 10=outstanding):</p> <ul style="list-style-type: none"> How would you rate the overall effectiveness of career development strategic leadership in your jurisdiction? In Canada? <p>Provide a brief comment:</p> <p>What progress, if any, is realistic over the next two years on this issue? Be specific.</p>	<p>In your jurisdiction:</p> <p>In Canada:</p> <p>Comments:</p>
<p>Harnessing Diversity Give a rating from 0-10 (0=non-existent; 10=outstanding):</p> <ul style="list-style-type: none"> To what extent are career development services addressing diversity challenges/issues in your jurisdiction? In Canada? <p>Provide a brief comment:</p> <ul style="list-style-type: none"> What progress, if any, is realistic over the next two years on this issue? Be specific. 	<p>In your jurisdiction:</p> <p>In Canada:</p> <p>Comments:</p>
<p>Impact Evidence Give a rating from 0-10 (0=non-existent; 10=outstanding):</p> <ul style="list-style-type: none"> How would you rate the state of evidence-based career development practice in your jurisdiction? In Canada? <p>Provide a brief comment:</p> <p>What progress, if any, is realistic over the next two years on this issue? Be specific.</p>	<p>In your jurisdiction:</p> <p>In Canada:</p> <p>Comments:</p>
<p>Role of the Citizen Give a rating from 0-10 (0=non-existent; 10=outstanding):</p> <ul style="list-style-type: none"> To what extent are end users involved in designing career development policies and services in your jurisdiction? In Canada? To what extent do citizens know about and value career development services? <p>Provide a brief comment:</p> <p>What progress, if any, is realistic over the next two years on this issue?</p>	<p>In your jurisdiction:</p> <p>In Canada:</p> <p>Comments:</p>

FOURTH INTERNATIONAL SYMPOSIUM ON CAREER DEVELOPMENT AND PUBLIC POLICY 22ND - 25TH OCTOBER 2007 AVIEMORE, SCOTLAND

The country report from Denmark includes three themes: Theme 3: Harnessing diversity, Theme 4: Impact evidence and Theme 5: Role of the citizen. The report is based on contribution and consultation with the Danish Ministry of Education.

THEME 3: HARNESSING DIVERSITY

Key challenges in managing cultural and other social differences in developing policies and strategies for career development

In Denmark a number of national goals for education and career guidance have been pointed out within the last 2 years. The Danish government established different important and influential commissions (Regeringen 2006) with the purpose of formulating recommendations on the basis of analyses of needs of specific educational and guidance arrangements, efforts and tasks. In short their focused challenges and recommendations are as follows:

The major challenges pointed out concerning cultural and social differences connected to career development are:

- In youth education the rate of dropouts is much too high, especially in vocational colleges
- One fifth of one years' youth population does not get a youth education and similarly half of one years' youth population with foreign ethnic background does not get a youth education
- A large percentage of adults lack sufficient basic skills in literacy, and lacks motivation to participate in formal adult education

Recommendations and strategies suggested by these commissions and committees are:

- Earlier language (e.i. Danish) stimulation and training in preschool and in basic school
- Obligatory participation in doing home work for pupils with special needs
- Courses for parents of foreign origin about the Danish Educational system
- Placing responsibility on local municipalities concerning goals for youth education (85 % in 1020 and 95 % in 2015 - it is 80 % today)
- Actions to improve guidance about youth education with special focus on young people with special guidance needs
- Improvement of guidance support concerning search for practical training places
- Motivation for participation in adult education and recognition of prior learning
- Actions to strengthen basic skills among low skilled and vulnerable groups, incl people with language problems in Danish
- Actions to improve the attraction and flexibility of adult education and to make it more adaptable to the needs of the individuals and the companies
- Actions to support a more extensive activity in adult education through managerial and financial frames

Another important source of recommendations comes from an extensive evaluation of the Danish Guidance Reform (EVA 2007), that is an evaluation of the practice and effects of guidance in Youth Guidance Centres (UU) and Regional Guidance Centres (Studievalg).

The evaluation report points at some significant challenges here:

- The problem of defining and limiting the group of young people with special guidance needs, which leads to an incoherent and inefficient guidance effort
- Lack of prioritisation of guidance efforts towards the ones with special guidance needs
- Lack of evidence (research) of the effect of guidance efforts

The report strongly recommends common definitions of special guidance needs, and focussing/targeting guidance efforts towards those with social, educational or vocational difficulties.

IMPORTANT CAREER DEVELOPMENT ISSUES FOR PARTICULAR CULTURAL AND SOCIAL GROUPS

The challenges and development issues that are focused in these surveys and reports can be summed up in the following issues:

- Reducing the dropout from youth education in order to enhance equal opportunities for both young people with foreign and with Danish background concerning further education
- Reducing the differences in educational level between young people with a privileged social background and those with foreign or a poor social background (lack of social, educational and cultural capital)
- Making it attractive and economically attainable to participate in adult education for the group of adults within and outside the labour market who are low skilled or have language problems, and subsequently are excluded from further education and/or a wider choice of vocation
- Setting up standards, procedures and settings for recognition of prior learning for adults

GUIDANCE EFFORTS AND CAREER DEVELOPMENT POLICIES AIMED AT SOCIAL INTEGRATION

A number of projects and development activities have been initiated as a result or follow up of the above mentioned reports and recommendations. A few of them should be mentioned here:

- Law (L559) from the Ministry of Education: Identification of pupils with special guidance needs from grade 6 in primary schools; study plans for all pupils; mentors for pupils with little contact to and support from adults
- Initiatives targeted at young people with special needs: Mentor arrangements for specific groups of young people connected to the transition from grade 9 in primary school to vocational education and training; systematic reaching-out activities concerning drops-outs from youth education; interviews with pupils in youth education with a risk of dropping out.

- A great number of development and research projects have been funded by the Danish Ministry of Education, the Ministry of Integration and/or EU. These projects include one about gender, ethnicity and guidance aiming at including ethnic minorities in the strategy of breaking gender segregation at the labour market (Sørensen et al. 2007), and mentor pilot projects involving nine Youth Guidance Centres aimed at transition from secondary school to youth education (Ministry of Education 2005).
- In the spring of 2007 the government and The National Association of Local Authorities launched 'Project Youth Education for All'. 17 'model municipalities' have been appointed to initiate actions to rise the percentage of youth education participation from 80 to 95 %. The project runs until 2010.
- In the summer of 2007 a cross-ministerial group launches a project aimed at low skilled adults - 'reinforcement of adult career guidance and counselling'. The initiative is a follow-up of the recommendations from The Commission on Social Welfare, and includes adult guidance networks, 'education ambassadors', company networks and a national research centre for recognition of competencies (prior learning).

QUESTIONS TO BE DISCUSSED CONCERNING THESE CHALLENGES AND INITIATIVES

- Which elements and criteria's should a definition of 'special guidance needs' contain and how could it become operational?
- What effect will the above mentioned initiatives have on social integration in education and on the labour market - and which indications are we looking for? Methods to measure it?
- Apart from educational and guidance initiatives which changes in the field of economic, social and housing policies are necessary to meet the very complex challenges of social integration?

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THEME 4: IMPACT EVIDENCE

QUALITY ASSURANCE

The requirements concerning quality assurance are stated partly in the new act on guidance (Act on Guidance in Relation to Choice of Education, Training and Career, Act nr. 298 of April 30, 2003. <http://eng.uvm.dk/guidance/guidance.doc>), and partly in the executive orders covering the Regional Guidance Centres (Studievalg) and the Youth Guidance Centres (UU).

MEASUREMENTS TOOLS

The Ministry provides the guidance centres with a set of quality assurance tools to ensure that they reach the act's main targets through continuous evaluation of their activities. This includes tools to report quality level, user satisfaction and results and effects of the activities. The quality assurance system works at two levels:

- at centre level through the individual centres' annual activity plans and reports, self-evaluation etc.
- at national level through the monitoring carried out by the Ministry of Education and through the knowledge and resources collected and disseminated to the centres by the Ministry's Centre of Expertise for Guidance.

QUALITY ASSURANCE MANUALS

The manuals outline the systematic milestones which the centres have to reach to improve their services. They also provide guidelines for how to report the outcome and effects of their activities to the Ministry of Education. The reports have to contain a list of the activities carried out (production statistics), possible outcome of the activities (user satisfaction), and the long-term effects of the guidance services.

In general, the Ministry's concept for development of the quality of guidance services involves three interdependent factors:

1. Methods and tools
2. Guidance practitioners' qualifications
3. Organisation and networks

By improving these factors and making them more tangible, the individual centres' ability to assure and further develop the quality of their own guidance services will be strengthened. The work related to quality assurance is a task for each of the municipal or regional centres. However, annual reports and developments will be discussed at yearly reviews with the municipal councils and the Ministry.

THE MONITORING SYSTEM

The monitoring system contains the following elements:

PRODUCTION STATISTICS

Every three months each centre makes production statistics, which contain the number of personal guidance interviews, and the number of group sessions and information events; both divided into different sub-categories.

MONITORING OF EFFECTS

A set of key figures is selected to evaluate the transition pattern in the geographically divided areas.

The key figures are:

Percentage of young people, who have completed a youth education programme, moving on to higher education or employment immediately, one year or two years after completing their youth education programme.

Graduation- and dropout-rates and percentage of students changing education 1, 2, 3... years after graduated youth education.

The percentage of pupils continuing in the education system after compulsory school; i.e. moving on to the 10th form, general upper secondary education, or vocational education and training; 3, 15 and 27 months after graduation, respectively.

The number of pupils is divided into categories of 9th and 10th form and type of school (public or private basic school or boarding school).

In order to have a clear picture of the possible shift in transition patterns, the years before the reform have been evaluated (2000, 2001 and 2002). The Ministry is aware of the fact that other factors than guidance, influence young people's pathway through the education system. We do, however, consider transition trends to be an indicator of the effects of the guidance services.

DISCUSSION

The effect of guidance is primarily measured in qualitative parameters, which can be used in evaluating the objectives of the government as described in theme 1 and 2. Guidance is one among several initiatives being implemented to achieve the goals of the government, and for that reason the effectiveness of the measurements cannot only relate to an effect of guidance but will presumably be influenced by several initiatives.

This is confirmed by the centres of guidance which find that the impact evidence that the Ministry of Education provides, are problematical as an indicator of the effect of the guidance. The impact evidence does not show which kind of guidance that gives cause for an expedient outcome.

Likewise, evaluation of user satisfaction is not necessarily synonymous with good guidance. Evaluation of user satisfaction provides a sense of how guidance is experienced, but it does not tell if the guidance have had an influence on the considerations on education of young people. In that way, it is not clear, if the guidance has a satisfactory effect and therefore, the centres of guidance ask for methods for measuring the effect of learning of young people.

Guidance may be seen as tool to achieve the financial goals of the government. In this case, the existing methods of evaluation are sufficient. If, on the other hand, guidance is seen as a process in which the beneficiary of guidance learns how to make informed choices and perhaps to see choices in a new perspective, then new ways to measure the effect the learning aspects of guidance are required.

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THEME 5: ROLE OF THE CITIZEN

The primary beneficiaries of guidance are the direct users. At which level should they be involved? This report points to levels of involvement that go beyond satisfaction surveys and into democratisation.

Danish quality assurance systems in guidance include a number of issues, one of which is the users. Thus, two sets of quality manuals (Undervisningsministeriet 2004 a; 2004b) spells out three quality levels:

1. Activities (what kind of guidance activities?)
2. Results (are the users satisfied?)
3. Effects (at a societal level)

On this basis, the statistical results of user-satisfaction surveys in, for example, the seven Regional Guidance Centres are benchmarked nationally and yearly (see http://www.uvm.dk/vejl/studievalg_bruger.htm?menuid=7570). They show little regional diversity and a high degree of user satisfaction. These surveys are limited to the aspect of information in guidance in posing two simple questions:

'Do you have sufficient information on educational options to make an informed choice?'. And if not: 'Do you know where to find additional information?'

The Resolution on Lifelong Guidance (EU, 2004), however, takes this further and states as one of its central principles that the users are the focal point of guidance, also in relation to the design of guidance activities:

'The centrality of the beneficiaries of guidance in both the design and evaluation of guidance provision for both young people and adults.'

Further, CEDEFOP (2005) spells this out in greater detail regarding the principles that must underlie the provision of guidance:

CENTRALITY OF THE CITIZEN

- Independence : the guidance provided respect the freedom of the career choice and personal development of the citizen/user
- Impartiality: the guidance provided is in accordance with the citizen's interests only, is not influenced by provider, institutional and funding interests, and does not discriminate on the basis of gender, age, ethnicity, social class, qualifications, ability, etc.
- confidentiality: citizens have a right to the privacy of personal information they provide in the guidance process

- equal opportunities: the guidance provided promotes equal opportunities in learning and work for all citizens
- holistic approach: the personal, social, cultural and economic context of a citizen's decision-making is valued in the guidance process.

ENABLING CITIZENS

- empowerment: the guidance provided assists citizens to become competent at planning and managing their learning and career paths
- active involvement: guidance is a collaborative activity between the citizen and the provider and other significant actors, e.g. learning providers, enterprises, family members, community interests.'

Clearly, this text emphasises the involvement of the users in guidance, but only as far as being precisely a user. As demonstrated below, this is only one or two steps on the way to a much more profound and inclusive guidance policy-making agenda.

DANISH EXAMPLES

Vuorinen (2005) argues that stronger links between guidance research and policy making are needed. This research basis will benefit greatly from the active involvement of guidance users, as demonstrated in the action-research project Eurocounsel (see <http://www.eurofound.europa.eu/publications/1997/27/en/1/ef9727en.pdf>) which over a period of 5 years in the 1990 highlighted the importance of user involvement, in co-designing guidance offers (Hurley, 1994). One such Danish example, from Maribo in Southern Denmark, depicted the case of empowerment where a self-governing group of unemployed people made use of a meeting room at the local employment office, with free telephone and fax, and, importantly, access to guidance resources when and if they requested the guidance officer to be present in their group. They stated their needs. Thus, the power was with the unemployed, not with the employment service. This approach showed a way out of clientism (Plant, 1994; 2005).

One further and more recent example is the Association of People on Welfare Benefits, which is located on the easternmost Danish island of Bornholm. This remarkable activation project (supported by the EU Social Fund) for long-term unemployed people, which in fact is focused on excavation fossils of Danish dinosaurs, has become a tourist attraction in itself. It is based on a number of principles which all concern the importance of user involvement, apart from the fact that an enthusiastic leader is essential:

- Participation is voluntary - this is seldom the case in other activation projects
- Self-government and self-responsibility - the participants have formulated the framework and rules of the project
- The project has a clear goal and is of use to others
- Personal peer networks and thus peer-guidance are crucial to the success of this kind of bottom-up approach.

The project was evaluated by Pless (2000), who followed and interviewed the participants over a longer period of time, finding that the key to success of this project of long-term unemployed people, many of whom had drug and alcohol problems, lay in the genuine sense of ownership and commitment. This is also seen in the fact that the project has produced a children's booklet on the findings as part of a dissemination strategy (Benthien, 2003). Few activation projects would have this kind of impact.

TAXONOMY

Thus, user involvement can be taken even further, at three levels:

- Individual level - Individuals are involved in shaping their own experience of using the service.
- Service level - Service users and other interested parties suggest how to improve the operation of the service, set priorities, identify gaps, address unmet needs, and so on.
- Strategic level - Participation and consultation at the wider strategic level of planning, developing and reviewing services.

Moreover, as part of the European Joint Actions project, Developing National Forums for Guidance in Six Member States ('MEDSUI', in which Denmark took an active part), Plant (2006) developed a five step taxonomy based on Arnstein (1969), to illustrate the potential power of involving users, not only as consumers or clients, but as co-designers of guidance services at several levels (see Fig 1, below):

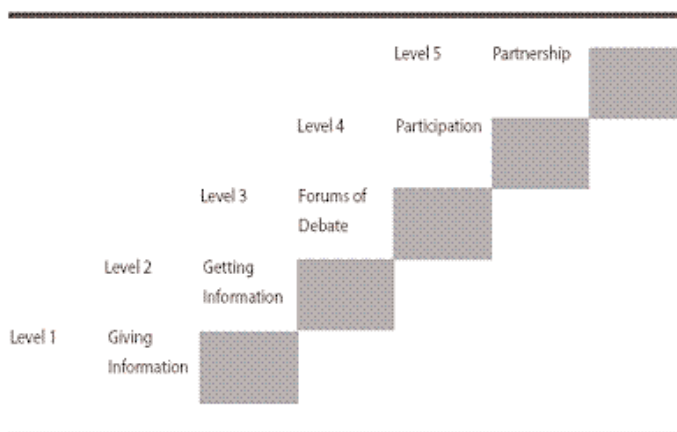


Figure 1. Levels of engagement with service users
(model adapted from DAAT (2005), after Arnstein (1969))

As this model indicates, involving service users at the level of policy and strategy development means moving well beyond the provision of 'customer service'-style feedback or the rubberstamping of ideas that are already fully developed. Genuine user involvement implies discussion, negotiation, capacity building and partner-like arrangements between professionals and ordinary people in the interests of developing sustainable, 'bottom-up' approaches. This is social inclusion, community cohesion, active citizenship and participatory democracy in practice (Plant, 2006).

Examining the above-mentioned model in greater depth unfolds the potential depth of the involvement of users (see Fig 2, below):

Level Based on Arnstein	Type of involvement	Example of involvement	Level
Level 1	Getting information	Being told what is available	Individual
Level 2	Giving information	Telling services what it is like to use them	Individual
Level 3	Forums of debate	Workshops, focus groups, consultations	Service
Level 4	Participation	Involved in shaping policies and strategies	Strategic
Level 5	Partnership	Deciding with others what policies and strategies need reshaping	Strategic

Figure 2. A model for understanding types and purposes of user involvement (DAAT, 2005)

Engagement on this basis aims to be empowering, and has the potential to ensure that policies are developed that are consistent with the needs and interests of service users - from a bottom-up perspective, rather than a top-down one. In essence, involving the users as co-designers, is an agenda of democratisation.

Likewise, evaluation of user satisfaction is not necessarily synonymous with good guidance. Evaluation of user satisfaction provides a sense of how guidance is experienced, but it does not tell if the guidance have had an influence on the considerations on education of young people. In that way, it is not clear, if the guidance has a satisfactory effect and therefore, the centres of guidance ask for methods for measuring the effect of learning of young people.

Guidance may be seen as tool to achieve the financial goals of the government. In this case, the existing methods of evaluation are sufficient. If, on the other hand, guidance is seen as a process in which the beneficiary of guidance learns how to make informed choices and perhaps to see choices in a new perspective, then new ways to measure the effect the learning aspects of guidance are required.

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**FOURTH INTERNATIONAL SYMPOSIUM ON CAREER DEVELOPMENT AND PUBLIC POLICY
22ND - 25TH OCTOBER 2007
AVIEMORE, SCOTLAND**

For thousands of years, Egypt used to be an agricultural country with some related industries. In the mid 1950s, an ambitious industrialization plan was endorsed introducing heavy industries. Developing technical and vocational education and training, including career guidance has been an integral part of these plans. Political turmoil and several wars in the region negatively reflected on realizing these plans and getting its fruits. The last three decades witnessed liberalization and diversification of the economy and attraction of foreign investment. Massive internal migration from rural areas to major cities is overloading its already humble infrastructure, including schools, and weakening the traditional agriculture sector. Education and training expanded but quality remained an issue.

In present, total population amount to 71.348 million, with a majority residing close to the Nile on only about 5% of the 1.2 million square kilometer area of the country. Pre-university education cater for about 16 million student in about 40,000 school run by about 1.7 million employee (2) . The school ladder is now back to the 6-3-3 model, after about 20 years of 5-3-3 model. Shortage of school buildings is still forcing many buildings to operate in two daily shifts with over-crowded classes, particularly in basic education (grades 1-9). Pre-schooling, kindergarten, enrolment of girls especially in rural areas, quality and relevance of education are high on the Government's agenda, but rigidity of the system, conflict of interest between private tutoring by school teachers and their role at school, unmotivated teachers and staff (limited salaries and promotion opportunities) and lack of appropriate funding hinder the reform attempts. Illiteracy rates (3) are still high, total for the age bracket 10+ is about 25.8% and a higher female rate of 41.23%. Numbers of dropouts, especially in basic education, are still a venue feeding illiteracy. Technical and vocational education track enroll about 60% of the intermediate school graduates, but quality and relevance of education and training are questioned.

The Country Team discussed available information on the Symposium on the one hand and the current emerging attention to career guidance in Egypt on the other, provoked by the European Training Foundation study. The team opted to focus the country paper on the first sub-theme of the symposium namely, blending economic and social goals.

1. For more details kindly see: (Aboubakr A. Badawi, "Towards Strengthening and Articulating Career Information, Guidance and Counselling Services in Egypt", ETF, www.etf.eu)
2. Ministry of Education (May 2006), "Mubarak and Education", p.66
3. Ministry of Education (May 2006), "Mubarak and Education", p.26

THEME 1 : BLENDING ECONOMIC AND SOCIAL GOALS

In 2006 Egypt's economy continued to grow robustly with real GDP increasing by more than 6%; one of the best growth performance in decades. Prospects for sustaining this growth rate remains a challenge for policy-makers and the need for a number of structural reforms, including career guidance, are well known to all. Meeting the employment challenge continues to top the development priority list in Egypt where three out of every four unemployed persons are fresh graduates of the educational system, and two of them are young females. The capacity of income growth and generating new job opportunities could not be secured without enhancing workers' productivity, that in turn require better match between the labour market needs and those graduating from education and training as well as ensuring high level of skill acquisition. Improving efficiency and ensuring quality of products and services in the public as well as the private sector along with controlling the growing size of the informal sector are among the main goals. Last but not least, Egypt could not afford any further delays in establishing a knowledge economy with all what it means including, but not limited to, learning workplaces, properly qualified workforce and life long learning for all. These human resources-related policies are crucial for the success of other economic policies (attracting foreign investment, enhancing exports, promoting the private sector, enhancing competitiveness and developing SMEs)

With a long history of social coherence and a widely recognized strong social textile, social policy-makers put equity and inclusion of youth high on their agenda. High rates of unemployment, in particular for youth and even harder for young females, result in considerable delays in the ability to form new families and cause social difficulties. Programmes to enhance education, e.g. education for all and life long learning, did not have the anticipated impact on employment. Job opportunities in the oil producing countries of the Arabian Gulf are slowing down making it harder to mitigate unemployment. Efforts to open foreign markets to Egyptian workers; e.g. in Italy, Libya and Saudi Arabia; are slowly progressing.

Current economic and social goals (such as, but not limited to, those mentioned above) are expected to have a significant impact on career guidance. So far, student grades in public certificates' examinations are used as the sole criteria for selection of educational tracks, with few exceptions in admission to some university programmes. Career guidance would take into consideration individuals' interest and aptitude leading to informed decisions by the students and more appropriate choices. Most importantly, it will return responsibility for individuals' fate to the individual, rather than the educational institution. In doing so, a new generation of self-reliant youth would be encouraged to carve their own track in life with a spirit of independence. Such mentality would positively impact on individuals' involvement in decision making and on their productivity. Individuals would be in a better position to select their occupation and employer, including establishing a small business/ a cooperative or being self-employed, thus minimizing unnecessary failure in the labour market.

Limitations of the available public budget force policy-makers to prioritize the development programmes. High-ranked officials in the ministries of Education, Higher Education and Manpower are fully convinced of the benefits of introducing a comprehensive career guidance scheme. Yet, magnitude of the work needed is a huge one. Current laws of education and employment must be amended, quality enhanced and the millions of students, and their families, be educated to follow their interest and aptitude rather than being certificate-bound. So far, the call for change is not strong enough to mobilize necessary resources. A voluntary task force has been established comprising high-ranked officials from concerned ministries, academics, practitioners and national experts. The main objective of the Task Force is to keep the momentum created by the ETF study and assist the ministries identify and implement actions that do not require changing the laws and within the available funding. In present, the Task Force is working on a concept paper that will be widely discussed to raise awareness and identify possible action plans.

The Government adopted several policies to blend economic and social goals and established necessary bodies to implement these policies. A very important institution for this blend is the Social Fund for Development (SFD) established more than 15-years ago. The Fund main objective is to compensate the less-privileged groups for increases in the cost of living resulting from economic restructuring policies. The role of the SFD in the area of education and training as well as SMEs became a land mark in Egypt. The Fund also support developing the public employment offices, including introducing career guidance services for job seekers, with technical assistance from the Canadian CIDA. Economic impact of supporting entrepreneurs is documented with tens of thousands of individuals able to create their own employment opportunities, as well as opportunities for others. Percentage of sustained SMEs and rates of re-payment of loans are within the internationally recognized limits. The Fund's success attracts donors from other Arab countries as well as the international donor society to generously provide with grants and soft loans.

The role of career guidance in Egypt could be enhanced through a better institutionalization and articulation of the efforts and services. Current segmented efforts focusing once on job seekers and other on students at a specific level of schooling need to be integrated and enhanced. Life Long career guidance based on reliable information on the labour market needs and trends necessitate building a national career guidance scheme and policy. This is not to say that a new institution, bureaucracy, should be established; but to build mechanisms for articulation and coordination. The role of interested groups of the civil society, e.g. the Task Force, is crucial in supporting the movement towards the anticipated change. Technical assistance from the international community would help in planting the seeds for a well designed career guidance services' system in Egypt. Meanwhile, it would assist in mitigating the pressure of youth migration for work on neighboring countries, including the EU.

Egypt, as well as many developing economies, is faced with unprecedented set of challenges; politically, economically and socially. Policy-makers are facing difficulties in combating all these challenges. To help policy-makers introduce a career guidance system in Egypt we should provide answers to a number of basic questions including:

1. Until the lengthy process of amending education and employment laws is completed, what could be done to promote career guidance and increase awareness?
2. Introducing career guidance services for more than 16 million student and about 5 million job seekers could not be done in one shot, so practically speaking what are the appropriate phases for this introduction?
3. Introducing career guidance necessitate the availability of well trained and motivated specialists, so how would it be possible to build the necessary national capacity, in particular regarding the counselors' education and training?
4. What about the physical resources needed? Financing?
5. What media-campaigns would be effective in overcoming a long tradition of white-collar and certificate-bound mentality?

WHERE EGYPT STANDS ON THE FIVE SUB-THEMES

Sub-theme	(a) Adequacy	(b) Hope	Comments
1. Blending social and economic goals	4	7	The ground is already there
2. Strategic leadership	2	5	Centralization is badly hurting
3. Harnessing diversity	N.A	N.A	Difficult to assess
4. Impact evidence	2	2	Bureaucracy hinders attempts to change
5. Role of the citizen	3	7	Already voluntary work is on the ground

COUNTRY TEAM :

1. Mr. Fadhl Saber Bayoumy, Director General, Agriculture Education, Ministry of Education and member of the ETF Regional Network and Virtual Community on Career Guidance;
2. Ms. Redha Abu Ali, Senior Specialist, Career Guidance Unit, Ministry of Manpower and Migration and member of the ETF Regional Network and Virtual Community on Career Guidance;
3. Dr. Aboubakr Abdeen Badawi, Consultant and member of the ETF Regional Network and Virtual Community on Career Guidance

INDIVIDUALS CONSULTED:

During the last year or so, members of the country team have had the opportunity to widely discuss matters related to career guidance and possibilities of enhancing its services in Egypt. Many of the valuable views received during these discussions are reflected in this paper. Among contributors to the discussion are:

1. Dr. Ibrahim Shabaka, Adviser to the Minister of Education;
2. Dr. Nabil , First Undersecretary for Technical Education, Ministry of Education;
3. Dr. Mohamed El-Fateh, Adviser to the Minister of Manpower and Migration,
4. Dr. Mohamed Naguib, University Professor; and
5. Dr. Sawsan , University Professor.

Where as it may be essential to initiate a wide-spread awareness campaign to introduce more factions of society to career development concepts, families would still be hard to reach on a personal level, in terms of the relevance of career development services to their own lives. This makes school-based forums and activities the most effective way to access and involve parents in more meaningful career development. This is due to several reasons the most significant being the MOE's pool of counselors being a substantial platform from which to begin shaping a 'culture' of career planning. The MOE has an abundance of counselors with the professional knowledge and background to share, as well as have earned the trust of parents to offer genuine guidance to their children (whether that be educational or otherwise).

It is essential to recognize and utilize this advantageous position. Al-Manar Project/ NCHRD funded by CIDA has done just that. Al-Manar conducted several focus groups with parents to find out how best to involve them in career development processes starting from school.

It was found that all parents expressed a keen interest in participating in a career development framework. Most recognized a need to be informed and made aware of current economic changes, labour market trends, and the wider domain of career choices and planning. There was a firm agreement amongst parents that career development was of great relevance to their children's lives and that school counselors should play a central role in providing opportunities for students to explore their strengths and interests.

Based on this Al-Manar/NCHRD in conjunction with the Canadian Career Development Foundation (CCDF) is developing a parent resource tool kit, to involve parents in their child's career development as allies in a meaningful way. School counselors will be trained on applying a career exploration classroom module with 9th and 10th grade students (a focal point at Jordanian high schools) as well as building partnerships with parents as allies in their children's career development process.

Once completed this program will be implemented as a pilot in agreement with the Ministry of Education. The impact of this will be recorded and studied to track changes in student and parent's changed insights into the world of work.

It is believed this will achieve an impact that can greatly shape people's perception of career development services and the integral role these will play in shaping our economy.

However it remains a demanding task and without sufficient campaigning, visual banners, information brochures, media messages, radio and television ads- that will reach larger crowds, the process will indeed be trying.

JORDAN

Rating Jordan on a scale of 0-10 with regards to the 5 sub themes, in terms of

- a) adequacy of present provision
- b) level to which we hope to realistically progress over the next two years

Theme 1: Blending social and economic goals

- a) 6
- b) 7

Theme 2: Strategic leadership

- a) 6
- b) 8

Theme 3: Harnessing diversity

- a) 4
- b) 7

Theme 4: Impact evidence

- a) 4
- b) 6

Theme 5: Role of the citizen

- a) 4
- b) 5

Resources and Consultations:

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- The Education Law, 1994
- Al-Manar project/NCHRD website: www.almanar.jo
- National Center For Human Resources Development website: www.nchrd.gov.jo
- Ministry of Labour website: www.mol.gov.jo
- "Career Guidance in the MEDA Region", European Training Foundation, 2006
- "Public Policies and Career Development: A Framework for the Design of Career Information, Guidance, and Counseling Services in Developing and Transition Countries", Dr. Nader Mryyan, 2006

**FOURTH INTERNATIONAL SYMPOSIUM ON CAREER DEVELOPMENT AND PUBLIC POLICY
22ND - 25TH OCTOBER 2007
AVIEMORE, SCOTLAND**

**MAXIMISING THE VALUE OF CAREER DEVELOPMENT FOR SUSTAINABLE GROWTH AND
SOCIAL EQUALITY
ENGLAND COUNTRY PAPER**

**DEIRDRE HUGHES
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INTRODUCTION

Throughout the UK recent changes in ministerial leadership have resulted in new and evolving policy structures and strategic priorities across all four constituent countries. England has a population of 50.4 million compared to 60.2 million for the UK as a whole: the number of people in employment in England has reached 29 million¹ and this is highest figure since comparable records began in 1971. However, although registered unemployment rates are low, there are labour and skills shortages, with pockets of very high levels of unemployment or economic inactivity in particular geographical areas and social groups. Unemployment remains high for teenagers, older workers, people lacking educational and vocational qualifications, disabled people, minority ethnic groups and residents of deprived and poor neighbourhoods. There has been a marked increase in non-activity among men aged 50 and over, whereas women are becoming more economically active as a group, though their increased participation in the labour market is predominantly in low paid, low status, part-time employment². England has a growing, if ageing, population: an increasingly important factor in population growth has been net migration from abroad, including, recently, migration from new EU member-states.

Closing the gap between the 'skills rich' and the 'skill poor' is a high priority for government and local / regional agencies. Compared to other nations, results from the OECD³ show that England is ranked 18th for low skills, 20th for intermediate skills and 11th for high skills. The Government's 'Leitch Implementation Plan' (2007)⁴ makes explicit how best to achieve the optimal skills mix in order to maximise economic growth, productivity and social justice. This emerged from the Leitch Review of Skills (2006)⁵ commissioned by the Chancellor of the Exchequer (now Prime Minister) and the Secretary of State for Education and Skills which emphasised the concept of 'career', linked to aspiration and progression, with recommendations for a new universal careers service for adults.

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1. National Statistics Office - <http://www.statistics.gov.uk/CCI/nugget.asp?ID=6>.
 2. Equal Opportunities Commission (2006). Facts about women and men in Great Britain. - http://www.eoc.org.uk/pdf/facts_about_GB_2006.pdf
 3. Organisation for Economic Co-operation and Development (2006). Education at a Glance. Paris: Organisation for Economic Co-operation and Development.
 4. Department for Innovation, Universities and Skills (2007). World Class Skills: Implementing the Leitch Review of Skills in England. Cm.7181. London: The Stationery Office. Available from: <http://www.dfes.gov.uk/skillsstrategy/uploads/documents/World%20Class%20Skills%20FINAL.pdf> {Accessed 21 July 2007}
 5. Leitch Review of Skills (2006). Prosperity for All in the Global Economy - World Class Skills. London: The Stationery Office. Available from: http://www.hm-treasury.gov.uk/media/6/4/leitch_finalreport051206.pdf [Accessed 21st July 2007]

Within this dynamic and rapidly changing context, England has a range of institutional arrangements that apply to careers services⁶ for young people and adults. These include, in particular: school careers programmes; Connexions services; learndirect; nextstep services; further education and higher education careers advisory services; and Jobcentre Plus. The Government is committed to supporting an all-age strategy for careers/IAG work, in contrast to other parts of the UK which have adopted an all-age careers service. Plans are now underway to integrate learndirect and nextstep providers working closely with Jobcentre Plus, including co-location and integrated information systems. The Department of Innovation, Universities and Skills (DIUS), the Department for Work and Pensions (DWP) and the Learning & Skills Council⁷ are major players in funding careers provision for adults. The Department for Children, Schools and Families (DCSF) currently has specific responsibility for youth support services; by April 2008 responsibility for careers/IAG services for young people will have been transferred from 47 Connexions partnerships to the 150 Local Authorities in England, moving from sub-regional to more devolved local arrangements.

More broadly, government is focussed on building a demand-led learning and skills system within which employers are provided with a brokerage service that helps them identify their business needs and secure the training they require to meet business goals. Employers through Sector Skill Councils (SSCs) will have an influence on the qualifications in their sector and the system overall will be led by a new employer-led Commission for Employment and Skills. Government has introduced a new 'Skills Pledge' whereby employers are encouraged to sign up and make a public commitment to support their employees to become more skilled and better qualified. 'Train to Gain' is a service at the heart of the Government's Skills Strategy. It offers employers free training for employees to achieve up to level 2 (including Skills for Life) qualifications. There will be an expectation that employers and individuals will contribute to learning at higher levels, where there is more likely to be a business benefit for the employer and a pay premium for the individual. Government has also announced a new entitlement for free training for those aged 19 -25, in order to help more people in that target group achieve their first level 3 qualification. The emphasis of policy and of the public funding is to support economically valuable skills.

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6. In England, the term "information, advice and guidance" (IAG) is normally used to describe a range of careers services that elsewhere are often collectively known as "guidance"; in the UK, "guidance" is often (but not always) reserved to describe the more intensive support element of IAG. The term "counselling" is normally used within a therapeutic or clinical context. Those delivering counselling services are generally viewed as a specialised profession separate to those delivering career guidance. The term 'career development' is used intermittently.
 7. The Learning and Skills Council currently spends £55m per annum on providing discrete adult IAG services in England; the figure rises significantly when the IAG is embedded in other funded programmes, including funding through European Social Funds.

THEME 1: BLENDING ECONOMIC AND SOCIAL GOALS

The Government recognises the impact of global change on the demand for skills and the need to improve the skills of its workforce⁸. Policy-makers in England highlight intensifying international competition, accelerating technological change and changing patterns of consumer expectations as increasing the demand for higher-level skills. This is consistent with human capital theory⁹ which emphasises the importance of increasing individuals' knowledge, creativity and innovative flair as a critical means of gaining competitive economic advantage. Current policies focus both upon developing human capital and upon promoting innovation and entrepreneurship.

In addition, a policy of social inclusion is dominant through a process of welfare to work. Public employment services have a particular focus upon those who are unemployed and/or those with low educational attainment. The main UK-wide public employment service, Jobcentre Plus, brings together the Employment Service and parts of the Benefits Agency that deliver services to working age people. Jobcentre Plus aims to help more people into work and employers to fill their vacancies, and to provide people of working age with the help and support to which they are entitled. It also offers a national Jobseekers website designed to encourage access to a wide range of services, including career development information and advice, located within a centralised ICT resource base¹⁰. More recently, in partnership with the Learning and Skills Council, it has extended the initial pilot for 'skills coaching' designed to support unemployed adults into education and/or work, with a specific emphasis on helping those with intensive support needs back into employment. In late 2006 the Leitch Review and a cross-government review of information, advice and guidance arrangements for adults found that in order to improve skills and employability and progress in their careers, people need to be informed of the choices they have as the customer. For people who are out of work and have low skills, the careers service will play a crucial role in helping them get the right balance of work and training to help them into sustained employment and to progress in their career.

In "World Class Skills" the government announced plans to reinforce support for individuals to improve their skills and progress in work. A new, universal careers service for adults will provide labour market focused advice on learning, work and careers for all adults and be fully operational in 2010-11.

LearnDirect are trialling a new service giving customers the opportunity to receive consistent, in depth guidance and ongoing personal support over the telephone. It is targeted at adults looking to gain skills for jobs typically requiring a Level 3 qualification, or who are aiming to return to the labour market, perhaps after a break to bring up a family. Over 110,000 people have used the service since it was launched in January 2006.

The expansion of this service creates opportunities for policy-makers and Ufi developers to test out the feasibility of service delivery using an ICT-mediated solution. However, an important issue is the extent to which ICT-mediated delivery can be optimally blended with face-to-face interventions,

8. <http://www.hm-treasury.gov.uk/media/A72/61/81.pdf>

9. Becker, G. (1975). *Human Capital Theory: a Theoretical and Empirical Analysis with Special Reference to Education*. Chicago: University of Chicago Press.

10. www.directgov.uk

taking into account individuals' varied needs and preferred learning styles¹¹. An extensive TV marketing campaign was launched by learndirect, followed by a campaign launched by the Learning & Skills Council to promote the concept of up-skilling.

A recent Government Draft Legislative Programme (July 2007) proposes a new Education and Skills Bill which will raise to 18 the minimum age at which young people can leave education or training. Prior to this, a Government White Paper 14-19 Education and Skills (DfES, 2005)¹² set out new educational reforms designed to move towards providing 'a tailored programme for each young person and intensive personal guidance and support' (p.7). This paved the way for a new framework for fundamental vocational reform within the education system. The legislation standards for information, advice and guidance for young people will be launched by the Minister in September 2007¹³. Other new mechanisms designed to integrate economic and social policy goals include the transfer of 14-19 funds from Learning & Skills Councils to Local Authorities and proposed revisions to the national curriculum. The introduction of specialised Diplomas to be developed in fourteen broad sector areas at levels 1 (foundation), 2 (intermediate) and 3 (advanced) by 2013 will necessitate a renewed focus on how young people best manage choice and transitions. The Diplomas are designed to combine the best of vocational courses with A levels and GCSEs; the Advanced Diplomas will provide an alternative gateway to higher education or high skill employment. Alongside this, *Every Child Matters*¹⁴ states that 'every child whatever their background or their circumstances should have access to the support they need to: be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being'. Organisations providing services to children, schools and families, including those providing information, advice and guidance services, must work closely and share information to help protect children and young people from harm and to help them maximise their full potential. Local Authority Children's Trusts will now become 'commissioners of services' and a new set of national quality

Government economic and social policy goals are frequently interwoven, underpinned by the philosophy that social justice and social equity cannot be fully achieved without economic prosperity both for the individual and for the nation as a whole. Most new developments in relation to career guidance services in England are typically contained within strategies and programmes focusing on learner engagement and workforce participation. These include supporting individuals to achieve their ambitions through better information, advice and guidance, tackling the obstacles that people face in accessing training and jobs, and encouraging the role that employers and trades unions¹⁵ play in addressing skills and training needs. The targets specified in the Skills Strategy White Paper¹⁶ for England include those relating to increasing qualification levels, increasing participation in post-compulsory education, and increasing participation in workforce development.

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11. Watts, A.G. & Dent, G. (2006). The 'P' word: productivity in the delivery of career guidance services. *British Journal of Guidance and Counselling*, 34(2), 177-189.
 12. Department for Education and Skills (2005a) 14-19 Education and Skills. Cm 6476. London: The Stationery Office. <http://www.dfes.gov.uk/publications/14-19educationandskills/pdfs/14-19WhitePaper.pdf>
 13. These quality standards will reflect the Secretary of State's statutory duty to secure careers services for young people (ref. Employment and Training Act 1973, as amended by the Trade Union Reform and Employment Rights Act 1994).
 14. Department for Education & Skills (2003). *Every Child Matters*. Cm 5860. London: The Stationery Office.
 15. The role of union learning representatives (ULRs) in the workplace provides a significant new source of expertise and engagement in promoting the learning agenda at work. There are currently 18,000 ULRs in England and Wales.
 16. Department for Education and Skills (2005). *Skills: Getting On In Business, Getting On At Work*. London: DfES.

THEME 3: HARNESSING DIVERSITY

In England some of the key challenges in managing cultural and other social inequalities in developing policies and strategies for career guidance include: (i) difficulties in reducing the level of young people not in education, employment and training (NEET); (ii) differential levels of educational achievement linked to gender and ethnicity, resulting in occupational segregation; (iii) changes in migration patterns impacting on local communities, social support services and employment opportunities; (iv) increases in the offender/prison population; and (v) high levels of discrimination experienced by older workers.

The most important career development issues for disadvantaged groups include: -

- . access to appropriate services, particularly for those 'hardest to reach', e.g. rural communities, disaffected young people, teenage mothers¹⁷ and non-English speakers;
- . brokerage and support, particularly relevant for individuals who require specialist and/or generic help via intermediaries who can signpost and refer in an informed way to a variety of relevant services;
- . culturally relevant personalised services, particularly for individuals for whom English is their second language, delivered by highly trained staff who can apply differing strategies and techniques in response to individuals' circumstances; and
- . high quality labour market information, particularly relevant given the need to fill the 'skills gap' and to increase economic participation and well-being amongst disengaged and/or disadvantaged groups such as asylum seekers, migrant workers and offenders.

However, recent research suggests that more needs to be done particularly in relation to the need to ensure that careers professionals are better informed about the various forms of financial support available, in particular to support 14-19 learning¹⁸, cultural diversity issues¹⁹ and labour market information²⁰.

A recent report published by the Joseph Rowntree Foundation²¹ identified the demographic and socio-economic factors associated with low achievement in schools. It concluded that much low achievement is linked to social and economic disadvantage but also points to other significant factors such as ethnicity (nearly half of all low achievers are white British males); gender (low achieving boys outnumber girls by three to two); and schools (some 14% of low achievement can be attributed to "school quality"). These findings emphasise the need to regard disadvantage as multi-dimensional and not linked to a single dimension of inequality (e.g. ethnicity, gender, age, etc). Increased ethnic diversity in society is reflected in more diverse patterns of family formation. For example, young Muslim adults are more likely to be married than young people from any other

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17. The conception rate for under 18s is declining (as are overall conception rates), but by the end of 2005 there were still around 50,000 mothers under 20 in England with a total of 64,000 children. Although births to mothers under 20 only accounted for 7% of all births in 2005, young parents and their children have a disproportionately high risk of poor outcomes. (Source: Every Parent Matters, DfES, 2007).
 18. Hughes, D. (in press) Advisers' Awareness of the National Learner Support Programme. Coventry: Learning & Skills Council,.
 19. Rolfe, H. & Nadeem, S. (2007). Opening up Opportunities through Advice and Guidance. Manchester: Equal Opportunities Commission. http://www.eoc.org.uk/PDF/WP49_Opening_up_opportunities.pdf
 20. Bimrose, J. ((in press) Guidance with women, in J. Athanasou & R. Van Esbroeck (eds) International Handbook of Career Guidance. Springer Science.
 21. Cassen, R. & Kingdon, G. (2007). Tackling Low Educational Achievement . York: Joseph Rowntree Foundation.

cultural background²², and those from Indian and Pakistani backgrounds tend to have significantly larger families than those from white backgrounds²³. Black women often remain in full-time employment throughout family formation, whereas white and Indian women are more likely to be in part-time employment²⁴. There have also been campaigns building on earlier recommendations from numerous stakeholders representing science, technology, engineering and mathematics institutions calling for better awareness of careers available, including harnessing diversity in the workplace.

Careers services must develop and adapt to meet a diverse range of needs and this has implications for enhanced recruitment and continuing development of careers professionals in England. Career education programmes in early years' schooling and national literacy strategies aimed at young people and parents offer new possibilities for the careers community to anchor their work and achieve impact on both sustainable growth and social equity. Findings from the National Evaluation of Sure Start (NESS)²⁵ suggest that some of the most disadvantaged families (for example, some minority ethnic groups, drug users, those involved in criminal activities, teenage parents, low income families) are not accessing services and/or may not benefit from them. Outreach provision targeted on excluded groups is a key mechanism for improving access to relevant services. Other policies such as reducing re-offending in the community have prompted significant investment in improving the quality and quantity of offender education, supported by appropriate information, advice and guidance. It is anticipated that even closer working links will be established between statutory and other community and voluntary organisations. The concept of policy makers and practitioners gaining a better understanding of 'the learner journey' to facilitate improved arrangements between and across agencies is a process being applied within the Offender Learning and Skills Service (OLASS) and transferred to other economic and social integration policies. There is a need to strengthen the links between professional associations and employers' groups so that innovative approaches to career development can be fostered, with attention to how this relates to the training of careers professionals.

22. ONS, 2004 from 2001 census. <http://www.statistics.gov.uk/cci/nugget.asp?id=960>.

23. Lambert, P. & Penn, R. (2002). Attitudes Towards Ideal Family Size of Different Ethnic/Nationality Groups in Great Britain, France and Germany: Results of an international survey of integration by children of international migrants in their host society Population Trends, no 108, pp 10. ISSN: 0307-4463.

<http://www.statistics.gov.uk/CCI/article.asp?ID=567&Pos=4&ColRank=1&Rank=176>.

24. Dale, A., Dex, S., & Lindley, J.K. (2004). Ethnic differences in women's demographic, family characteristics and economic activity profiles, 1992 - 2002: Descriptive analyses of minority ethnic women's demographic, family characteristics and economic activity differences and changes over time using Labour Force Survey data. Labour Market Trends, Vol 112, no 4, pp 13. ISSN: 1361-4819.

25. Tunstill, J. et al. (2005). Implementing Sure Start Local Programmes: An integrated overview of the first four years. London: DfES.

THEME 5: ROLE OF THE CITIZEN

Public service reform in the UK as a whole has, in recent years, featured an increasing emphasis upon the involvement of citizens as a means of both strengthening the democratic process and of ensuring that all public services better meet the needs of the communities they serve. A discussion document published in January 2005 sets out the Government's ideas to enable people to help shape the local public services they receive, and to become more involved in the democratic life of their community²⁶. In England, the 2006 Further Education White Paper set out such an agenda for post-16 education, including the establishment of a National Learner Panel²⁷ and the direct involvement of learners in national and local agencies to increase their potential to influence policy.²⁸

Recent educational reforms in England set the agenda and framework for change. Following ratification of the Education Act, a White Paper was published (October 2005) entitled Higher Standards, Better Schools for All²⁹. This sets out plans to improve the educational system by ensuring that parents and children are the key drivers of change and that schools do not suffer from restrictions which would prevent innovation. Proposed reforms focus on raising standards in the school system through greater autonomy for schools, diversity of provision, more innovation and choice. The value of effective partnership working is emphasised.

In England, as elsewhere in the UK, there is no shortage of customer feedback to help inform the development of the delivery of career development services. All key providers of career guidance services regularly record and report feedback from service users, including consumer reactions and levels of satisfaction with the service³⁰. The importance of securing the active involvement of young people in the development and delivery of the Connexions service was highlighted by policymakers and service managers, who were given a range of tools and strategies to help achieve this.³¹ The involvement of young people is considered to be particularly important for those "hardest to reach": demonstrating the Connexions service's commitment to, and valuing of, such groups is a high priority³². Nor is there any lack of research into the characteristics, attitudes and perceptions of those "hardest to reach" and recommendations as to how to use this to support their participation³³.

A national review of performance indicators and benchmarks in career guidance³⁴ highlighted that providers collect a wealth of information covering all of the main aspects of the services they provide. This information is particularly rich in capturing aspects of delivery, including volumes of service interventions and penetration of services in targeted population groups. Data on service outcomes is also collected, usually in terms of work and education/training outcomes and/or user satisfaction ratings.

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26. ODPM/Home Office (2005). Citizen Engagement and Public Services: Why Neighbourhoods Matter.
 27. http://www.direct.gov.uk/en/EducationAndLearning/AdultLearning/DG_068290.
 28. DfES (2006). Further Education: Raising Skills, Improving Life Chances. London: The Stationery Office Ltd.
 29. Department for Education and Skills (2005b). Higher Standards, Better Schools for All - More Choice for Parents and Pupils. Cm 6677. <http://www.dfes.gov.uk/publications/schoolswhitepaper/pdfs/DfES-Schools%20White%20Paper.pdf>
 30. Hughes, D. and Gration, G., (2006) Performance Indicators and Benchmarks in Career Guidance in England. Derby: Centre for Guidance Studies, University of Derby.
 31. Department for Education and Skills (2001). The Active Involvement of Young People in the Connexions Service. London: DfES.
 32. http://www.connexions.gov.uk/partnerships/publications/uploads/cp/1651_managers_guide_SLATS.pdf
 33. <http://www.connexions.gov.uk/partnerships/publications/uploads/cp/ACFD1AA>.
 33. RBA Research Ltd (2004) Experiences of Young People who are NEET. Report from research carried out on behalf of Wiltshire and Swindon/Learning and Skills Council. (Examines experiences and attitudes of NEETs and influences on NEETs).
 34. Ibid.

Yet despite the steer from the UK Government to involve end-users in the development of all aspects of publicly funded services, and despite the fact that customers' views are systematically fed back into mechanisms to quality assure career guidance delivery, there has been no significant involvement of users of adult guidance services in policy development and it is only recently that proposals have begun to emerge as to how such involvement might be achieved. A key strand within the UK National Guidance Policy Forum (NGPF) was involving guidance service users in policy development, but the future of this work is at present unclear³⁵.

Earlier work by the Guidance Council³⁶ makes clear that involving service users at the level of policy and strategy development means moving beyond the provision of 'customer service' feedback and should include discussion, negotiation, capacity building and partner-like arrangements between professionals and ordinary people in the interests of developing sustainable 'bottom-up' approaches. It proposes that such involvement should employ a variety of mechanisms including making use of the opportunities offered by providers and partners' existing consultation mechanisms to ask specific policy-related questions. Examples include learner champions, learning ambassadors, trades union learning representatives, nextstep networks, professional associations and others.

35. A progress report on the development of EU National Policy Forums is available via the Institute of Career Guidance website at: <http://www.icg-uk.org/article156.html>

36. Involving The Users of Guidance Services in Policy Development.
<http://iccdpp.org/PolicyResearch/Parentsandcareerguidance/tabid/97/articleType/ArticleView/articleId/24/Default.aspx>

RATINGS OF YOUR COUNTRY³⁷ ON A 0-10 SCALE FOR EACH OF THE 5 SUB-THEMES BASED ON THE ADEQUACY OF PRESENT PROVISION

THEME 1- BLENDING ECONOMIC AND SOCIAL GOALS

Over the next two years, it is anticipated that economic and social policy goals will be further interwoven within central and local delivery plans. A key challenge will be how the roll-out of devolved responsibility from central to local government will impact on local services, particularly in relation to integrated youth support services. In both a youth and adult guidance policy context, it is widely recognised that individuals could benefit more from using Labour Market Information (LMI); however, there is uncertainty about (i) the level of information required and in what form; (ii) who collects it and how is it disseminated; (iii) how currency of information is maintained; (iv) what the relationship is between national, regional and local LMI; (v) how best to develop practice in local areas to ensure accurate and up-to-date local LMI; and (vi) the role of practitioners in the mediation of LMI.

THEME 2 - STRATEGIC LEADERSHIP

At present England is experiencing a period of anticipation and uncertainty regarding strategic leadership of integrated youth support services at a local level. This also applies to the formation of a new adult careers service in England, including the relationships between the two. Progress over the next two years is difficult to predict accurately given the changing structures and plethora of new developments. There is also a need to strengthen the links between professional associations and employers' groups so that innovative approaches to career development can be fostered, with specific attention to how this relates to the training of careers professionals.

THEME 3 - HARNESSING DIVERSITY

There is existing evidence of innovative policies and practices that reach out to disadvantaged groups but that there remain difficulties in: reducing the level of young people not in education, employment and training (NEET); closing the gap between differential levels of educational achievement linked to gender and ethnicity, resulting in occupational segregation; addressing changes in migration patterns which are having a significant impact on local services; providing relevant and timely careers provision to the offender/prison population; and responding to the continued high levels of discrimination suffered by older workers. There is a need to assess the extent to which existing qualification frameworks of career practitioners reflect the skills and knowledge required to work in increasingly diverse communities and flexible labour markets.

THEME 4 - IMPACT EVIDENCE

Organisations already collect a wealth of information covering all of the main aspects of the services they provide. This information is particularly rich in capturing aspects of delivery, including volumes of service interventions and penetration of services in targeted population groups. One area where little evidence is available is on the unit costs of information, advice and guidance

37. Following consultation with key contributors it was noted that the original request to provide a specific rating on a scale of 0-10 for each of the key themes is highly subjective i.e. this will differ depending on each of the respondents' perspectives. It is anticipated this will form part of the discussion and debate at the International Symposium.

delivery; there is even less evidence of systematic reporting on the relationship between the costs of delivery and the outcomes of delivery.

THEME FIVE - THE ROLE OF CITIZEN

In recent years, youth policy has focused on involving young people in the design and delivery of services. So far, there has been no significant involvement of users of adult guidance services in policy development. There is a growing recognition of the need to move beyond the provision of 'customer service' feedback to include discussion, negotiation, capacity building and partner-like arrangements between professionals and members of the public.

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APPENDIX: GLOSSARY OF KEY PUBLICLY-FUNDED CAREERS SERVICES IN ENGLAND

Connexions: Connexions is the government's support service for all young people aged 13 to 19 in England. It aims to provide integrated advice, guidance and access to personal development opportunities for this group and to help them make a smooth transition to adulthood and working life. Connexions services have until recently been delivered through local partnerships covering the same geographical areas as the Learning and Skills Councils (LSC). From April 2008 onwards, all Connexions services will operate within a Local Authority framework with services commissioned to 'preferred suppliers' of youth support services.

Jobcentre Plus: Jobcentre Plus was launched in April 2002, across the whole of the United Kingdom, to bring together the Employment Service and parts of the Benefits Agency that delivered services to working age people. Jobcentre Plus aims to help more people into work and employers to fill their vacancies, and to provide people of working age with the help and support to which they are entitled.

Further education colleges: Further education (often abbreviated to FE) is the term used to describe education and training that takes place after the normal school leaving age of 16, but below degree level. As a result of recent educational reform, some young people aged 14 and above are now enrolled at these institutions. In this context, careers advisory services operate primarily, though not exclusively, within Student Services departments; their work is supported by local Connexions services.

Higher Education Careers Advisory Services: Higher Education Institutions (HEIs) have no statutory responsibility to provide careers advice and guidance. Nevertheless, delivery of career education, information and guidance is seen as an important role for a contemporary university or college. Almost all HEIs have their own dedicated Careers Service, and the new QAA Quality Framework has a separate Code of Practice covering this area of work.

Learndirect: The University for Industry (Ufi) learndirect helpline is marketed nationally, has a single telephone number, and is subject to a four-nation agreement to offer minimum common standards of service. It was established in 1998 as an information and advice service; since then, it has operated within an integrated service delivery model linking with local information, advice and guidance providers. The number of calls taken has averaged close to one million annually, and satisfaction levels have remained consistently high (at more than 90%). The associated website serves over 2 million people each year.

Nextstep: Nextstep is the brand name for local face-to-face information and advice (IA) services funded by the Learning and Skills Council (LSC). There is a nextstep service in each of the 47 local LSC areas in England, with a total of 592 subcontractors who are responsible for managing the delivery of IA services and targets through the co-ordination of a network of sub-contractors. These networks typically include: colleges of further education, voluntary and community organisations, trades union representation, and some employers.

**FOURTH INTERNATIONAL SYMPOSIUM ON CAREER DEVELOPMENT AND PUBLIC POLICY
22ND - 25TH OCTOBER 2007
AVIEMORE, SCOTLAND**

**MAXIMISING THE VALUE OF CAREER DEVELOPMENT FOR SUSTAINABLE GROWTH AND
SOCIAL EQUALITY**

**TEIJA FELT, MINISTRY OF LABOUR
HELENA KASURINEN, THE FINNISH NATIONAL BOARD OF EDUCATION
RAIMO VUORINEN, UNIVERSITY OF JYVÄSKYLÄ**

INTRODUCTION

In Finland careers information, guidance and counselling services are provided mainly by two established public service systems: student counselling within the public school system, and the information, guidance and counselling services run by the public labour administration. There is a clear division of labour between these two systems. Schools have the main responsibility for student counselling, with the guidance and counselling services of the employment offices complementing school-based services, being mainly targeted at clients outside the education and training institutions. The national educational and labour market policies are emphasising individual learning programs from lifelong learning perspective.

After the elections in March 2007 the new government (blue-green policy) is implementing historic changes in the ministry structure. Finland's new government decided in the government formation talks to establish a new ministry of employment and industries. Ministerial duties related to public administration and local government will be brought under the roof of the Ministry of Finance. Immigration and integration issues will go to the Ministry of the Interior. The new organisation is to enter into force on 1 January 2008. The new ministry structure has been taken into account in the division of duties among ministers in the new government. This new structure might have impact on the guidance policy development.

This country paper has been prepared in co-operation among the representatives of the Ministry of Education, National Board of Education, Ministry of Labour and National Centre for Lifelong Guidance expertise in University of Jyväskylä. This paper builds upon already existing new policy programme for employment, entrepreneurship and worklife. The national strategy for education and research 2008-2012 was introduced for nationwide consultation at the end of June 2007. The strategy for the ministry of employment and industries was not published yet by the dead line of distributing this country paper. After the national consultations on the main strategies there might be some changes in the guidance policy statements and the initiatives described in the following chapters.

THEME 1: BLENDING ECONOMIC AND SOCIAL GOALS/FINLAND

A SKILLED LABOUR FORCE - THE MOST CENTRAL CHALLENGE FOR THE LABOUR AND EDUCATIONAL POLICY

In the new millennium, the Finnish economy has developed favourably, resulting in a considerable increase in the demand for labour. Economic development was speeded up by the rapid increase in the productivity of labour. In the 2000's, the unemployment rate has gone down from 10% to 7.7%. However, the problems in the availability of labour are already visible, as roughly one employer out of ten is experiencing a labour shortage.

Uncertainty in working life has increased, and as a result, managing one's life, skills and career has become more challenging for the individual. Repeated and continuous participation in training has become part of the individual's career development, and this is also required for labour and industrial political reasons, as all labour resources must be used. The educational standard of the unemployed, which is lower than the standards of the rest of the population, must be improved. Young people without vocational competence must be guided to educate themselves and to improve their vocational capacities before moving on to the actual working life. The growing share of the immigrant population and cultural diversity are increasing challenges.

In order to secure a sound basis for economic growth, employment and the welfare society, it will be necessary to improve productivity and the standard of quality of the working environment over the next few decades, with productivity playing an increasingly important part as people are ageing. A new Finnish modus operandi will be worked out to create greater harmony between job security and flexibility. Promoting these objectives side by side will help respond to the needs of both the employer and employees. These same challenges have impact on the national policy development also in education. Most of these policy programmes blend the economic and social goals in a concrete manner.

New strategy of ministry of employment and industry

The current Government aims to boost labour supply and to create a better balance between labour supply and demand. At the same time, the importance of foreseeing labour and training needs is underlined. The Government will endeavour to make graduation periods shorter and especially to reduce the percentage of young people without vocational qualifications. Educational opportunities for immigrants and people at risk of exclusion will be developed. A comprehensive reform of professionally oriented adult education will be launched in collaboration with collective organisations. Moreover, improved measures and incentives to keep older workers employed will be provided. The aim of new social security reform is to provide more incentives for people to work, to reduce poverty and ensure an adequate level of social protection in all life situations.

To improve the match between jobs and jobseekers, better conditions for occupational and regional labour mobility will be promoted. Special emphasis will be placed on regional policy measures particularly in areas undergoing difficult structural change. Additionally, the quota for further apprenticeship training will be increased.

THEME 1: BLENDING ECONOMIC AND SOCIAL GOALS/FINLAND

A SKILLED LABOUR FORCE - THE MOST CENTRAL CHALLENGE FOR THE LABOUR AND EDUCATIONAL POLICY

In the new millennium, the Finnish economy has developed favourably, resulting in a considerable increase in the demand for labour¹. Economic development was speeded up by the rapid increase in the productivity of labour. In the 2000's, the unemployment rate has gone down from 10% to 7.7%. However, the problems in the availability of labour are already visible, as roughly one employer out of ten is experiencing a labour shortage².

Uncertainty in working life has increased, and as a result, managing one's life, skills and career has become more challenging for the individual. Repeated and continuous participation in training has become part of the individual's career development, and this is also required for labour and industrial political reasons, as all labour resources must be used. The educational standard of the unemployed, which is lower than the standards of the rest of the population, must be improved. Young people without vocational competence must be guided to educate themselves and to improve their vocational capacities before moving on to the actual working life. The growing share of the immigrant population and cultural diversity are increasing challenges.

In order to secure a sound basis for economic growth, employment and the welfare society, it will be necessary to improve productivity and the standard of quality of the working environment over the next few decades, with productivity playing an increasingly important part as people are ageing. A new Finnish modus operandi will be worked out to create greater harmony between job security and flexibility. Promoting these objectives side by side will help respond to the needs of both the employer and employees. These same challenges have impact on the national policy development also in education. Most of these policy programmes blend the economic and social goals in a concrete manner.

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1. In 2006, production went up by nearly 6%.
 2. In January - September 2006, 35% of places of business already were afflicted by recruitment problems - in the construction industry, as many as one half of those having looked for labour force experienced recruitment problems. In the industries, this share was 41%, and in public services 35%.

NEW STRATEGY OF MINISTRY OF EMPLOYMENT AND INDUSTRY

The current Government aims to boost labour supply and to create a better balance between labour supply and demand. At the same time, the importance of foreseeing labour and training needs is underlined. The Government will endeavour to make graduation periods shorter and especially to reduce the percentage of young people without vocational qualifications. Educational opportunities for immigrants and people at risk of exclusion will be developed. A comprehensive reform of professionally oriented adult education will be launched in collaboration with collective organisations. Moreover, improved measures and incentives to keep older workers employed will be provided. The aim of new social security reform is to provide more incentives for people to work, to reduce poverty and ensure an adequate level of social protection in all life situations.

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THE POLICY PROGRAMME FOR EMPLOYMENT, ENTREPRENEURSHIP AND WORKLIFE.

The previously described strategies of the new ministry will be implemented according to a specific policy programme for employment, entrepreneurship and worklife in consultation jointly with the labour market and entrepreneur organisations. The policy programme foresees reforms across administrative divisions and institutional changes. Central positions are as follows:

- . In order to improve productivity and support a higher employment rate, an extensive survey will be carried out to explore the reasons why new jobs are not created and, in particular, why the threshold for employing the first new employee is so high. At the same time, an attempt will be made to identify the factors which affect the employability of individuals. Steps will be taken to remove such obstacles without compromising the security of employees.
- . To promote the availability of labour, steps will be promoted to shorten the time required for completing degrees, extend work careers, increase the incentive aspect of social security, and promote work-based immigration. Projects to reconcile work and family life will be promoted. At the same time, the programme will need to find ways of improving job satisfaction and well-being at work.
- . Admission rates to education will be adjusted to respond to the demand of labour. A project will be launched to identify fields of activity suffering from a shortage of labour, and steps taken in the context of a project involving a range of actors to improve the situation. Foresighting resources, to predict the need of labour and its implications for training and education, will be evaluated.

In the face of on-going change, steps will be taken to address the discrepancy between jobs and job-seekers; this is partly due to regional discrepancies or the incompatibility of the required qualifications and employee skills. Professional and geographical mobility will be increased. Apprenticeship, supplementary and post-qualification training (also involving universities) will be expanded and made more responsive to demand.

As in the past, a permanent employment relationship will remain a guarantee for job security and productivity. However, the new *modi operandi* call for greater flexibility in the labour market. The goal is to strike a balance between sound business environments, various forms of employment, and job security. At the same time, steps will have to be taken to improve the position of people holding atypical jobs and positions.

Additionally, the political programme will support the measures undertaken in the individual administrative sectors to encourage entrepreneurship and to remove the impediments to the growth of firms and companies. Entrepreneur training will be promoted, tax incentives increased and the social security of entrepreneurs improved. Additionally, inputs will be made to promote management and business skills in support of innovations.

The high-quality professional and career development services offered by Employment Offices respond to the Government targets as regards safeguarding the availability of skilled labour. Professional skills of the customers are enhanced by offering them career planning services, working life and educational information, and labour market training and vocational rehabilitation services, while they also are encouraged to apply for jobs in the open labour market. Free services that are open for all help customers find answers to those questions relevant to working life and their own career development which all of us will have to face in various stages of our lives. This is why the services are used not only by jobseekers but also by pupils, students, those planning a return to working life, those at work and people changing professions.

Creativity, skills and a high standard of education are preconditions for the success of Finland and the Finnish people. This also applies to professional and regional mobility, which are promoted e.g. by offering high-quality information, advisory and guidance services. Labour market training must be made more business-oriented, at the same time improving its quality and effectiveness. The number of those in need of vocational rehabilitation has gone up, and it is expected to increase further. For these reasons, the significance of professional development services will be further highlighted as a means for safeguarding the availability of skilled workforce in the labour market.

National strategies in Education and Research

In educational sector, the Ministry of education has produced publication Education and Research 2007-2012. Development Plan (draft, not public in June 2007). This publication includes the objectives and principles for the development work in educational sector in Finland. The changes in the operational environment - globalisation, ageing of people, changes in working life and cultural changes in the society - form the basis for the planning of educational services.

The focus of the development is on offering equal opportunities to have education, quality of education, producing capable labour force, higher education and staff training in educational sector. The challenges in producing capable labour force are caused by the change in age structure of the population. There is a need to re-train adult people and to accelerate young persons' entering to working life. There is also need to modify the educational structure more flexible to meet the needs and changes of working and economic life. There is an emphasis on efficiency in producing new labour force for labour markets. At the same time there is aim to raise the quality of skills and human resources among the Finnish population.

The aim is to promote equality between genders in all educational stages. At the same time the different possibilities to get education caused by geographical location will be decreased. One central goal in the development of the education system is to improve the educational opportunities open to the adult population. Finland's international competitiveness entails access to competent labour force and a constant effort to raise the level of education, all the while taking care of social coherence, equality and good prerequisites for civil society. Meeting the educational needs of the adult population requires close cooperation between administrative sectors.

When it comes to career guidance and counselling services in educational settings the importance of these services is recognised. Career guidance and counselling services are seen as a tool to prevent social exclusion. It is stressed that the penetration through educational paths should happen faster and the possible drop-outs should be noticed by follow-up systems. The aim is to improve the quality of career guidance and counselling services. Moreover, the goal is to train more qualified student counsellors.

During the recent years a lot of effort has been made to improve the overall service system for immigrants in Finland. The national guidelines for the curriculum for integration training were published during the year 2006 by the Finnish National Board of Education. The guidelines included also the validation of former competencies as well as goals for vocational guidance. Finland has also been one of the pioneer countries in developing the competence-based vocational qualifications. More than 350 vocational qualifications can be taken within the national qualification system. There are a lot of development work going on in Finland concerning the personalisation of the preparatory training and the testing the competencies especially for adult immigrants. A guidebook for the experts organising the qualifications includes special instructions concerning the immigrants.

THEME 2: STRATEGIC LEADERSHIP/FINLAND

1 INTRODUCTION

In addition to interdisciplinary interaction in lifelong guidance the recent international evaluations indicate also an increasing need for collaboration between various sectors of guidance provision (including schools, VET, tertiary education, public employment services and community-based services). These parallel interdisciplinary and cross-sectoral processes are needed both in guidance service delivery and guidance policy development. A new challenge will be the future changes in the ministry structures.

NEW GOVERNMENT - NEW MINISTRY

At the beginning of 2008 a new Ministry of employment and industries will be formed of the current Ministry of Trade and Industry, the Ministry of Labour and the units responsible for regional development in the Ministry of the Interior. The new ministry will have two ministers.

By incorporating business and regional development and industrial and labour market policy into a single ministry, their level of influence can all be enhanced. Businesses can be provided with services as a single entity. Job applicants can be served more effectively. This comprehends government programme reforms to labour policy. These reforms are designed to address unemployment at as early a stage as possible and prevent alienation. Resources are directed at the most influential measures geared toward employment. These government policies are supported by a policy programme, which is drafted in co-operation with labour market and entrepreneurial organisations.

In innovation schemes the goal is to considerably enhance the measures taken, which allows for the creation of new government programme policies and an extensive supplementation of resources for these measures. Technology and labour organisation innovations are integrated into a single entity. Employment development initiatives headed by the current Ministry of Labour and Ministry of Social Affairs and Health are combined in co-operation with the current Ministry of Trade and Industry Technology Department and Tekes - the Finnish Funding Agency for Technology and Innovation.

The currently fragmented and heavy administration of the EU structural funds can now be integrated in a single ministry. Matters at the ministerial and central administration levels concerning both the European Regional Development Fund (ERDF) and European Social Fund (ESF) will be consolidated in a single Ministry unit. This will allow for considerable coordination and influence benefits.

The new ministerial structure will simplify regulatory matters related to regional development and the Employment and Economic Development Centres. The reform will eventually also have an impact on the internal organisation of Employment and Economic Development Centres.

The objective of organisational reform is to introduce new, modern operating approaches and management organisations. The comprehensive reform of the ministry organisation will be realised

quickly, flexibly and in cooperation with personnel. Existing personnel will retain their positions. When writing this country paper there was not data available on explicit new ministerial structures from career guidance policy development perspective.

RECENT MEASURES TO ENHANCE THE STRATEGIC LEADERSHIP

Since 1980's there have been joint ministerial thematic working groups in guidance policy development. Currently the two main groups are focusing on guidance for young people and guidance for adults.

In 2005 the Ministry of Education nominated a national workgroup to develop career guidance and counselling services for young people who are in transition phases of their study path or entering to working life. The members of the workgroup represented administration in educational, social and health sector. Moreover there were representatives from Ministry of Labour and employment offices, student counsellors' trade union, vocational education and students' union.

The goal of the workgroup was to promote cross-sectoral and regional cooperation in delivering guidance and counselling services. The task set for the workshop was to prepare a proposal how to guide young people who have finished comprehensive education to further studies. The workshop concentrated on young people, age 15 to 17, who are in danger of social exclusion, who have not got a study place in second stage education or who have dropped out from vocational or upper secondary general education. The last task given to the workgroup was to promote the good practices developed in development projects for career guidance and counselling services.

THE WORKGROUP MADE SIX PROPOSALS TO MINISTRY OF EDUCATION HOW GUIDANCE AND COUNSELLING SERVICES COULD BE IMPROVED CONCERNING THE TARGET GROUP.

1) The regions are required to provide a strategic and operational plan for the guidance provision. The guidance and counselling services in different educational settings are seen as a process which prepares students for transitions and the future's society and gives students tools for life long learning. This means that the whole study path from comprehensive school to the secondary education and to working life or further education should be taken into consideration when writing these local strategies for guidance and counselling services. These strategies should include descriptions of cooperation between educational stages and different stakeholders. The local curricula should define the organisation of different follow-up systems. As a whole, these strategic plans promote regional and institutional networks.

2) New low threshold guide and advice points are to be set up in bigger cities in Finland. In smaller municipalities there should be made a contract of delivering guidance and counselling services between different stakeholders. When producing guidance and counselling services in guide and advice points the possibility for easy access and variety of produced services and professional skills of employees should be taken into consideration.

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- 3) New projects should be established to secure fluent study paths also in transition phases, to shorten the time used in studies and to decrease the number of drop-outs. In-service training for counsellors, advisers and other staff should be organised and prepare the criteria for qualifications needed in different vacancies.
- 4) The flexible routes from comprehensive education to further studies should be developed. The workgroup suggests that the occupational start -extra year before vocational education continues and that it becomes permanent part of the Finnish educational structure.
- 5) The effectiveness of the used action models and sufficiency and availability of guidance and counselling services are to be evaluated.

In the spring 2006 the Finnish Ministry of Education and the Finnish Ministry of Labour launched a national joint ministerial development plan for adult guidance for 2007-2013. A joint ministerial steering group was mandated in November 2006. The development plan consists of national projects focusing on technology assisted services, recognition and validation of prior learning and work place guidance. These initiatives will be supported by training programmes for guidance providers in different settings. Additional funding will be allocated to training for certified counsellors. Research activities will be focusing on the evaluation of the effectiveness of different delivery modes and linkages of career development with labour force development. A long term goal is to develop a sustainable national feedback mechanism for both ministries

A MODEL FOR STRATEGIC DESIGN OF CROSS-SECTORAL GUIDANCE PRACTICE AND POLICY DEVELOPMENT

In order to support the strategic development of the cross-sectoral guidance provision The National Board of Education launched a CHANCES-project with the aim to develop services for young people at risk in Finland. One of the sub-projects focused on developing a framework which can be used in strategic design, implementation and evaluation of guidance services. It helps to identify key features and components of institutional or regional guidance interdisciplinary networks using strategic learning loops. The model illustrates separately guidance services visible for clients and the strategic dimensions which are needed for policy makers. The implementation of the model is supported with a set of strategic questions for different actors in interdisciplinary and cross-sectoral guidance networks. It provides also tools for initial and in-service training of experts involved in interdisciplinary guidance provision. The model includes key components of the European common reference tools for lifelong guidance.

THEME 4: IMPACT EVIDENCE/FINLAND

As a result of the national and international evaluations lifelong guidance has been included in the key documents of educational and labour market policies. A requirement for life-long learning is that the citizens have access to sufficient guidance and advisory services for their selections of education, training and careers. The social inclusion and equality of the citizens can be enhanced by making the guidance services efficiently available for all population groups in all phases of their lives. However, the evaluations revealed that there is a need to develop a more sustainable evidence base to support the policy development.

According to the joint ministerial group in adult guidance research in the field and international co-operation within the European Union in particular has developed in a positive direction e.g. in the Universities of Jyväskylä and Joensuu. On this basis, it would be appropriate to develop a strong co-operation network of Finnish and foreign universities and research institutes for the needs of the educational and labour administrations, which will also be able to activate researcher training in the field and continued education for the teaching and guidance staff. Research will also be needed for the purposes of quality assurance of the overall arrangements of guidance in particular and for assessments of cost-effectiveness. Enhancing research also concerns information and advisory services.

In 2007 a cross-sectoral working group has been preparing a proposal for the ministries for developing a national feedback mechanism for lifelong guidance. This would be built on existing data collection procedures taking into account the interface with parallel international initiatives. Currently there are differences in the feedback mechanisms between the ministries.

The information and evidence base for career guidance services at the Finnish PES consists mainly on systematic client and careers guidance database and statistics derived from the database, systematic customer and quality feed back surveys and occasional studies on outcomes of services, results and productivity. All client and career guidance service processes data is entered in the labour administration database in connection with the client service. This data has been gathered since 90's and it provides the main information resource on career guidance services at PES. However, the details gathered during the interview with the psychologist are - if recorded at all - are only accessible to other psychologists. Customer feedback surveys on main PES services, including guidance services have been carried out every second year since the end of the 90's. The main feedback system of labour market training is an online Internet based tool (OPAL), which provide the management and Ministry of Labour with easily readable graphics on feed back responses, ie. distributions, means and deviations, the profile of quality summing up the results by means of summative variables and combining with other information (utilisation rate of training provider, expenditure of training, a.s.o.). In co-operation with the employers the Ministry of Labour provided cyclical and seasonal information and forecasts on employment and recruitments. Occasionally, the Ministry of Labour conducts follow-up studies evaluating career guidance in general and on the outcomes and effects on the services.

Within educational settings the evidence base is more fragmented. Due to the more decentralized administration there is little national comprehensive data available in addition to the individual national evaluations. The local school authorities are required to evaluate their guidance services in connection the overall evaluation of the services. The National Board of Education has developed tools for evaluate the guidance services, but there is not a comprehensive national reference data-base available.

Due to this fragmented situation the joint ministerial working group in adult guidance has proposed a national initiative to develop a national framework for feedback mechanism in lifelong guidance in co-operation with the new ministry structure and research institutes. The development work is scheduled in phases during the years 2007-2013. The goal is to avoid adding another layer to what is. Instead, the development of the feedback mechanism will be embedded in the design and implementation of the pilot projects in the service delivery.

The overall goal of the feedback mechanism is to focus on both the general factors of lifelong guidance and some specific context related factors of guidance. The goal is to provide the service providers tools for their self-evaluation. While using these tools the service providers would document their work and provide evidence for the national reference database. The aim is to support both the practice and policy development. Thematically the national initiative is focusing on three major themes: 1) Linkages between career development and labour force development, 2) Linkages of guidance in the design and implementation of educational system and 3) Evaluation of the quality and effectiveness of different service delivery modes.

The development work for the sustainable evidence base has already started. The Ministry of Labour has commissioned a study to define the role and position of vocational counselling services to other services (like vocational rehabilitation, educational information, labour craft service centres, immigrant integration etc.) within the PES. During the last year both the Ministry of Education and the Ministry of Labour have invested on staff development programmes on guidance. The task of the new study includes now a proposal for a quantitative and qualitative analysis on cost-effectiveness of the employment education oriented counselling/guidance.

A LONG TERM GOAL IS TO CONDUCT THE DEVELOPMENT WORK OF THE FEEDBACK MECHANISMS IN PHASES IN CO-OPERATION WITH PARALLEL TRANSNATIONAL INITIATIVES (E.G. THE EUROPEAN LIFELONG GUIDANCE POLICY NETWORK AND CANADA). THE LAUNCH OF THE PROJECT IS IMPLEMENTED IN THE FOLLOWING PHASES:

1. Analysis of the expected outcomes of guidance. The data would be collected from guidance providers, policy makers and relevant stakeholders.
2. Analysis of the existing data collection frameworks. What data is collected and how it is used in relation to the expected outcomes.
3. A final report would include a summary of the existing feedback mechanisms and description of the future challenges based on the findings. The data would be reflected also from the European lifelong guidance policy development perspectives. Based on the findings there would be recommendations for further steps.

As a whole, Finland does not have an explicit answer to this question, but the recent joint ministerial working groups have provided an opportunity to invest on the research and development of the evidence base while redesigning the service delivery modes. The implementation of the research is supported by the new research and development centre for lifelong guidance at the Jyväskylä University. The goal is to create a research & training network that focuses specifically on career guidance issues in order to strengthen the evidence base required to inform policy development. The centre focuses on the challenges identified in national educational and labour market policies and in the Resolution of lifelong guidance adopted by the EU ministers of education in 2004. The centre comprises of the existing guidance expertise from different disciplines and research units of the university and regional institutions. The steering group of the centre has representatives of the network members and relevant national ministries.

RATING OF THE SUB-THEMES/FINLAND

A valid rating from each theme using a scale 0-10 is extremely difficult. After the major national and international evaluations Finland has included guidance in key educational and labour market policy documents. The emphasis has also been in staff development programmes in both ministries. The implementation has been supported by means of comprehensive national joint ministerial pilot projects. There has been progress in joint ministerial strategies especially in adult guidance. Within educational settings a major progress has been achieved in comprehensive education, vocational secondary level education and in polytechnics. The major challenges still remain in upper secondary level general education, adult education and in universities. There are also needs to develop specific legislation for guidance. The cross-sectoral networks are taking their first steps regionally. In PES sector there has been follow up on the guidance services and the political and strategic value of lifelong guidance has been emphasized. The next challenge is the evaluation on the impact of different service delivery modes. An overall challenge is to merge the current thematic cross-sectoral working groups into a sustainable national expert forum on lifelong guidance.

Based on the previous description we would rate the current provision and policy development on a scale 8. This score includes the current well established service provision and the recent cross-sectoral policy development initiatives. The current challenge is in implementation of these major policy initiatives.

Within the next two years we realistically aim to progress up to a score 9. This includes the implementation of the first phase of the development program for adult guidance. The regional cross-sectoral networks have reached more sustainability. The emphasis in service delivery development is in general secondary level education and in higher education. Also guidance in work places will be enhanced. The first draft of the national feedback mechanisms will be piloted.

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THEME 2: STRATEGIC LEADERSHIP

HISTORICAL BACKGROUND

The support system, institutions and practice of career development in Hungary have seen dramatic changes as a result of the social, political and economic upheavals of the late 1980s. In the socialist era the national economy was commanded by a centrally planned system. At that time career choice assistants helped the youth to become familiar with the available occupations mostly through factory and plant visits. People then tried and also were forced to remain at the same place of work as long as possible and loyalty was rewarded in many ways.

The institutional network designed to assist choice of school, career choice and counselling within the framework of career choice institutes of the counties was set up in the 1960s. Psychological and pedagogical counselling services were introduced from the seventies. As a result of the collapse of the old centrally planned economy and emergence of a huge unemployment in the nineties, the meaning of individual careers has been greatly revalued.

THE CURRENT HUNGARIAN MODEL

The aim of career orientation, guidance and counselling is to develop human resources, increase the effectiveness of education, co-ordinate between education and the labour market, mobilize the workforce and support the integration of the disadvantaged. As far as the individual is concerned, the main purpose of the counselling is to develop his self-knowledge, social and communication skills; help him become familiar with his own personality, skills and capabilities and use this information in his career choice and conduct of life. According to the modern concept career development, guidance and counselling in the knowledge-based society should accompany lifelong learning: counselling cannot be a single intervention any more: it should be accessible for everyone at every age and every situation of life!

Counselling for primary school, vocational school and secondary school students

Career orientation begins in form 7 of primary school and continues in form 9 of vocational schools and vocational secondary schools within the framework of different subjects (vocational preparation and foundation subjects; vocational orientation, preparation and trade group training). In addition, pedagogical institutes of the counties and professional pedagogical services provide career choice counselling for both primary school and secondary school students.

Counselling for students in higher education

At universities and colleges Student Career Offices provide wide range of services for their students. There are several institutions offering career building counselling and helping their students with finding a job by personal counselling, preparation for job interview, preparation of their CVs and organisation of job fairs.

Public Employment Service

The Public Employment Service consists of the National Employment and Social Office (NESO), the 7 regional labour centres and the 9 regional training centres. Regional labour centres and their agencies operate the employment promoting supports and deal with job placement and other labour market services. The regional retraining centres organize adult training courses to help people acquire skills and qualifications needed in the labour market.

The PES also hosts the Hungarian PLOTEUS contact point, the National Guidance Centre (Nemzeti Pályainformációs Központ; www.npk.hu). In addition, the PES provides job and training fairs every year in all regions. During the school year it also offers school guidance for the institutions of the compulsory education.

EMPLOYMENT INFORMATION AGENCY

It was set up to provide general career choice information, information on training courses, further training courses, employment information, as well as custom-tailored counselling for both young people and adults.

The abovementioned services are free of charge but there are some for profit career guidance services as well.

IMPROVEMENT OF THE LEVEL OF SERVICES

In the past years Hungary has made steps forward in several questions to elaborate a well-functioning career guidance system. Besides the four acts on education, three considerable government resolutions were adopted in 2004-2005, which describe elaboration of important career guidance elements.

Development of the career guidance system also figures in the National Development Plan II. (2007-2013). The Social Renewal Operational Programme contains measures according to which Hungary has to carry out an overall survey on the national guidance system and afterwards to develop it. The development will mean: system development, maintenance and methodology development at national level, gathering of information at regional level and provision of services at local level.

In recent years the EU Lifelong Guidance Expert Group has produced some good outputs: e.g. common reference tools as well as criteria for assessing quality, which can be useful tools when carrying out the development of the Hungarian system.

In 2007 the European Commission has launched a voluntary European Lifelong Guidance Policy Network having the objectives to promote the use of the existing common reference tools and disseminate the policy lessons from collaborative projects. Hungary also joined this network in late Spring this year.

CONCLUSION, MAIN ISSUES

However, the independently functioning services, although representing a good professional level, are unable to work really efficiently as they are not integrated into a uniform system.

The objective is, therefore, to establish an integrated national strategy and system of requirements so that quality is assured at every place providing services and that the different systems will complement and help each other.

As for career orientation at schools, although it is defined by law, there are considerable differences between the activities of the institutions. In order to ensure the high quality standard at every school, training and further training of teachers and consultants of how to use the new methods and technologies is indispensable.

There are only limited national surveys dealing directly with career counselling and development. However, the available employment research analyses, follow-up studies and ongoing measurements may be used also in this field. The indicator system just under preparation will enable its future users to make even more sophisticated analyses and international comparisons.

THEME 4: IMPACT EVIDENCE

EXPECTATIONS

State provided career guidance/counselling services have a long history in Hungary. Under the communist era a unique National Vocational and Career Centre for secondary school-leavers (with countrywide branch offices from 1971 to 1981) worked under the supervision of the Ministry of Labour. Since the rebuilt of the services, after the changes, in the mid-nineties measuring the impact of the services is a questionable point, even so there is no national monitoring and measuring system on guidance. The national service providing strategy divided between the Ministry of Social Affairs and Labour and the Ministry of Education and Culture. Till the late 90's the state and local authorities were the main, and almost the only providers. (Sultana-Zelloth ETF 2003) This historical status quo has been changing slowly in the 2000's. More NGOs set up services, even so building up service agreements with the local authorities, PES regional offices or schools.

Under the "New Hungary" Development Plan (NHDP) from 2007 to 2013 the renewed guidance policy strategy contains new elements on impact evaluation of the services. From among the sectoral operational programmes, the Social Renewal Operational Programme pays special attention to the development of the new set of roles of evaluation. In the near future two new career pathway follow-up systems will be introduced. One independent system for the higher education (for 71 colleges and universities) and a general one for vocational education, within these new systems the impact of guidance activities might will be more traceable. Both systems will use data warehouse technology. This technology has a capability for cross-analysis.

According to the renewed European Social Model and Lisbon Strategy the Hungarian Republic uses applied human services to improve social inclusion and cohesion. Under the different guidance programmes some evaluation were carried out so far. Most of them showed strong correlation between the integrated services providing and effectiveness. In these programmes impact was read as the low level of drop-out during the programme. Most of the time there are no further follow-up activities only a minor professional counsellor use personal follow-up diaries. Occasionally public authorities also order one-shot studies, but these quests mainly concentrate on the effectiveness of vocational education or professional training. Any evidence on the real effectiveness of guidance is only a positive side effect of these studies. Building up a professionally harmonized monitoring and evaluation standing-points will be a question of the near future. It highly depends on the number of private providers and the relation of public and private services. This also means that the need for real cost-effectiveness analyses and guidance policy evaluations hang on the size and development of the guidance 'market' of the country.

GOOD PRACTICES

As we pointed it out among the Hungarian professionals and policy makers a further discussion would be fruitful on the techniques of impact evaluation. The Hungarian PES's - which is the biggest state provider on guidance activities - launched its own statistic database system in 2005. We are briefly going to introduce this system

The so called "HUSZ" (Human Services Registry and Statistical System) collecting not only the PES own service data but also the non-governmental providers' data. The development of the system started in 2004 and it was introduced in January 2005. The new statistical system is based on the co called PSTAT's (Programmes and ALMP tools Statistics) original version which was also specially designed and developed for the PES. PSTAT collects all service takers and all type of services offered by the PES. It covers a wide range of activities from information providing via Job Clubs activities to professional trained counsellors' duties. The programme uses the PES database for inquiries. It has a standard monthly statistical query screen, but it could be modified any time. The PES employment clerks and counsellors, staff are involved in data uploading, professional staff could categorize the type of guidance activities (i.e. individual or group guidance, psychological based counselling, professional counselling, job search advising, employment rehabilitation guidance etc. see Annex n02).

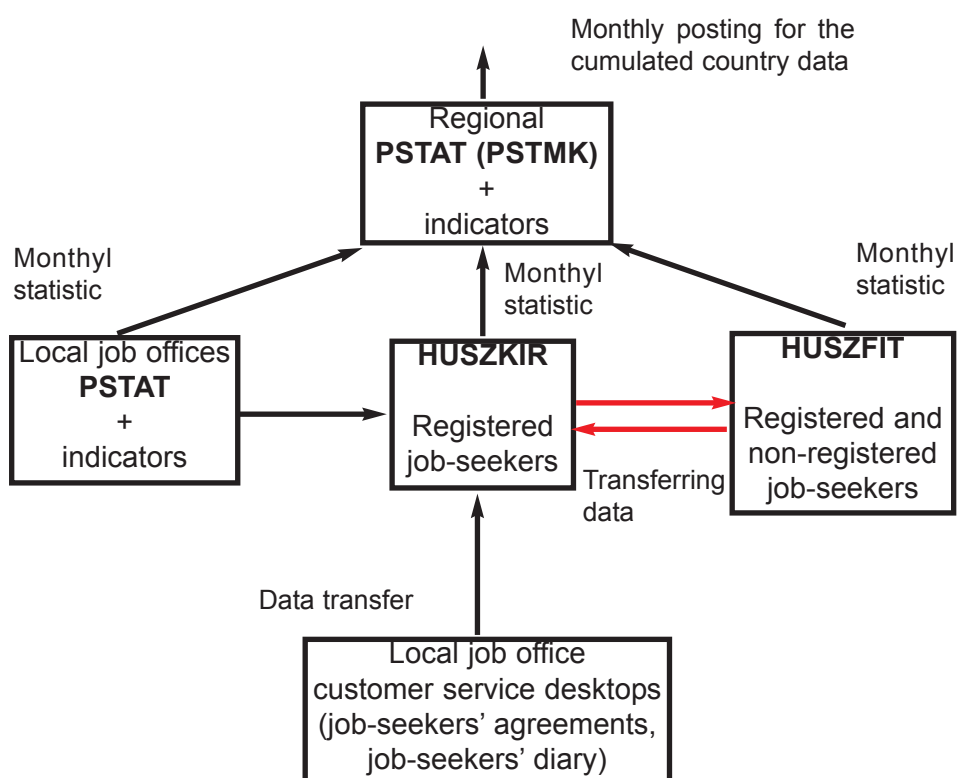
The more developed (but also Debase based) HUSZ has a capability for gathering guidance activities from non-governmental providers (this programme part called HUSZ-CIV). (see Annex n01) And also register non registered job-seekers, whose are not officially unemployed by the Unemployment Act, but customers of the PES guidance activities. At the early stage of the system introduction (between December 2004 to June 2005) 268 277 customer/ job-seekers were registered. Thousands of them were pupils, college students or parents.

CONCLUSION

As we discussed impact based career guidance policy evaluation is in an early stage in Hungary. There are some professional or professionally designed programmes which not only have a huge impact, but their further effectiveness is also monitored. We introduced a good example from the PES and also pointed out the additional exertion of this database or the further cross sectoral development of it.

ANNEX 1

STRUCTURE OF THE APPLIED HUMAN SERVICES (GUIDANCE) STATISTICAL SYSTEM WITH- IN THE HUNGARIAN PES



Sources: NESO, Budapest 2006

ANNEX 2

THE HUSZ'S (HUMAN SERVICES REGISTRY AND STATISTICAL SYSTEM) QUERY SCREENS

PSTMIN 1.43 KIR. HUM?NSZOLG?LTAT?SOK STATISZTIKA 2005. Május	
Időszak: 2004.12.21 - 2005.05.20 Országos összesítés	
	1. oldal
Megnevezés	Össz.
1. Az időszak érintett létszáma *	32473
2. Életkor *	
2.1. 16 év alatt	1
2.2. 16-20 év	12752
2.3. 21-25 év	37244
2.4. 26-35 év	64801
2.5. 36-45 év	51676
2.6. 46-50 év	26998
2.7. 51-55 év	26367
2.8. 56-62 év	12585
2.9. 62 év felett	46
3. Nem *	
3.1. Férfi	21885
3.2. Nő	110588
4. Státusz *	
4.1. Pályakezdő	22165
4.2. Megváltozott munkaképesség?	16232
4.3. Tartós ***	29874
5. Egyéni tanácsadás **	
5.1. Munkatanácsadás	19571
5.2. Pályatanácsadás	932
5.3. ?lláskeresési tanácsadás	9656
5.4. Pszichológia tanácsadás	1430
5.5. Rehabilitációs tanácsadás	3212
6. Információ nyújtás **	323496
7. Csoport-foglalkozás **	
7.1. Pályaválasztással kapcsolatos	2157
7.2. ?lláskereső klub (3 hetes)	763
7.3. ?lláskereső klub (3-5 nap)	3654
7.4. Egyéb munkaerőpiaci integrációval kapcsolatos	1054
7.5. Önismereti, személyiségfejlesztő tréning	2042
8. Összes esetszám **	367967
Megjegyzés: * = Egy személy csak egyszer vehető számításba	
** = Egy személy a vizsgált időszak alatt többször is érintett lehet	
2005.06.10 *** = Vizsgálatkor a regisztráció hossza az esemény hónapjának 20-i zárónapi állapota	

(C:\PSTMIN\LST\UM200505.TXT)

Sources: NESO, Budapest 2005

COUNTRY RATING

1. Blending social and economic goals
 - (a) Adequacy of our present provision (0-10): 5
 - (b) The level to which we would realistically hope to progress over the next two years (with brief explanatory comments if necessary) (0-10): 6
2. Strategic leadership
 - (a) Adequacy of our present provision (0-10): 8
 - (b) The level to which we would realistically hope to progress over the next two years (with brief explanatory comments if necessary) (0-10): 8
3. Harnessing diversity
 - (a) Adequacy of our present provision (0-10): 6
 - (b) The level to which we would realistically hope to progress over the next two years (with brief explanatory comments if necessary) (0-10): 7
4. Impact evidence
 - (a) Adequacy of our present provision (0-10): 7
 - (b) The level to which we would realistically hope to progress over the next two years (with brief explanatory comments if necessary) (0-10): 8
5. Role of the citizen
 - (a) Adequacy of our present provision (0-10): 5
 - (b) The level to which we would realistically hope to progress over the next two years (with brief explanatory comments if necessary) (0-10): 7

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**FOURTH INTERNATIONAL SYMPOSIUM ON CAREER DEVELOPMENT AND PUBLIC POLICY
22ND - 25TH OCTOBER 2007
AVIEMORE, SCOTLAND**

**GROWTH, GROUPS AND GEOGRAPHIES
MAXIMISING THE VALUE OF CAREER DEVELOPMENT FOR SUSTAINABLE GROWTH AND
SOCIAL EQUITY**

BACKGROUND

The IAEVG was formed in 1951 to provide an international forum for professionals working in educational and vocational guidance and related fields. Membership includes individuals as well as national and regional associations on all continents. All members must pledge to uphold the IAEVG Ethical Standards and also accept the United Nations Universal Declaration of Human Rights. The IAEVG publishes Newsletters in English, French, German and Spanish, as well as a professional journal, the International Journal for Educational and Vocational Guidance (IJEVG), which are both distributed to members free of charge. The Association is governed by a Board of Directors consisting of 13 people, and an Executive Committee consisting of a President, Secretary General, Treasurer and three vice-presidents, each with strategic roles for advancing educational and vocational guidance and enhancing the quality of services available to individuals seeking assistance with managing their education, training, and work experiences.

In 2001, on the occasion of the 50th anniversary of the founding of the IAEVG, a Declaration on Educational and Vocational Guidance was officially adopted by the Board of Directors. The Declaration makes clear that the focus of educational and vocational guidance is on helping individuals understand their talents and potential, and make decisions about learning and work that will lead to personal, educational, economic and social advancement for the individual, family, community and nation. Quality educational and vocational guidance is a regular and continuous process, not a single intervention, that accompanies and enhances lifelong and life-wide learning. Thus, a central goal of the Association is to enhance the services that individuals receive, and the Association pursues this goal by working with professionals and professional associations to promote research guided and practically oriented services, as well as the establishment of appropriate supports for the provision of such services.

This paper contains an outline of the role that the IAEVG has played and is playing in three strategic areas: leadership, diversity, and impact evidence. We also outline our vision for needed future direction in these three strategic areas.

The Mission of IAEVG is to:

- advocate that all people who need and want educational and vocational guidance and counselling can receive it from a competent and recognised professional
- recommend a basic quality standard of service to be provided to students and adults
- promote training and continuing education programs for counselling and guidance practitioners
- assist in the preparation of appropriate and effective methods and materials for guidance
- develop methods of evaluation of counselling and guidance

THEME 2: STRATEGIC LEADERSHIP

IAEVG has a strong track record of inter-professional collaboration and leadership. Members of IAEVG have participated in the first three International Symposia on Career Development and Public Policy and IAEVG was involved in the establishment of the International Centre for Career Development and Public Policy. In 2003 IAEVG, in partnership with the International Association for Counselling (IAC), completed for UNESCO, a monograph entitled, *Technical & Vocational Education & Training in the 21st Century - New roles and challenges for Guidance & Counselling*. This continued our work with UNESCO: previous publications included, a study of *Vocational Guidance for Equal Access and Opportunity for Girls and Women in Technical and Vocational Education*, published as Number 6 in the UNEVOC/UNESCO series of studies on Technical and Vocational Education, and *Policies and Programs for Educational and Vocational Guidance*, written by Stuart Conger a then Vice-President of IAEVG, published as Number 1 in the series. In policy, research and service delivery matters, the guidance sector needs to interface with the international bodies affiliated to the United Nations, and IAEVG is the recognized international NGO for this purpose. The formal members of international bodies are typically national governments who bring large agendas to the table. NGOs have a special role in promoting sectoral interests in a non-governmental and non-partisan manner.

IAEVG was part of the initial concept development group in the study of career guidance in 37 countries completed recently by the Organisation for Economic Co-operation and Development, the World Bank, and the European Union. IAEVG has been officially involved with the Life-long Guidance Expert Group under the EU-Commission, which prepared the 2004 EU Resolution on Lifelong Guidance, developed four major documents as reference and self-development tools for dealing with quality improvement guidance, and also produced the joint OECD-EU publication *Career Guidance Handbook for Policy Makers*.

As a means for enhancing the quality of services provided to individuals, IAEVG conducted an international study from 1999-2003 to identify the competencies practitioners need in order to perform their jobs effectively. The study involved participants from 41 countries who identified the competencies required for educational and vocational guidance practitioners to deliver quality services to clients. The resulting competency framework was officially ratified by the General Assembly in 2003 and are now available in four languages. In November 2002, IAEVG and the National Board for Certified Counselors - International (NBCC-I) created a joint task force to develop a process for achieving an international credential in Education and Vocational Guidance Practice (EVGP) that reflected the competencies adopted by IAEVG. The resulting process was endorsed by the IAEVG Board of Directors in 2005 and 2006, and in March 2007 the Educational and Vocational Guidance Practitioner was opened to applications by individuals or training organizations wishing to have their credentials or training programs officially recognized by IAEVG.

Most recently, IAEVG is part of a task force (along with the Institute for Career Guidance, the Association of Career Professionals International and the Institute of Career Certification International) to explore a means for reciprocal recognition of the qualification processes developed by these organizations, as a first step towards creating a common, or equivalent, method for professional recognition. This will add to previous work done by IAEVG in partnership with NBCC-I to identify the common competencies in the EVGP and the Global Career Development Facilitator credentials. Given that career guidance services are part of the mandates of many professional organizations whose members come from diverse backgrounds, it likely is not realistic, and perhaps also not advisable, to attempt to develop a common system for acknowledging professional competence in the career guidance field. However, working towards a system that permits reciprocal acknowledgement of professional credentials is an important first step in that direction.

Inter-professional collaboration is important because career guidance services are provided by professionals from diverse backgrounds (including counselling, psychology, education, social work, human resource management, etc.) working in many fields (including education, government, community agencies, not-for-profit organizations, out-placement, work-force integration, etc.). IAEVG remains committed to working with other organizations to create a united voice for career guidance and mutual recognition of professional education.

IAEVG makes a particular contribution in supporting initiatives that encourage the development of career guidance services in areas of the world where they are not yet well established. Support was offered to the formation of an association for career counselling in the continent of Africa, and specific projects have been delivered in African countries (in partnership with UNESCO and the IAC) and through task groups of the International Labour Organisation (ILO). The IAEVG has learned from the early experiences of countries where guidance services are being newly established, and there is also a crucial task to be performed by IAEVG, and other professional associations, regarding the role that can be played by recognized NGOs, in helping such countries access existing knowledge, standards (e.g., ethical standards or competency standards), and resources that exist in the more developed world. IAEVG notes that in China there remains a substantial and as-yet little explored challenge with regard to the development of career guidance, within political, social and cultural structures that differ distinctively from other countries.

THEME 3: HARNESSING DIVERSITY

The Paris 2001 IAEVG Declaration on Educational and Vocational Guidance states: Each person, regardless of gender, education, race, religion, age or occupational status, should have free and easy access to educational and vocational guidance so that their individual capabilities and skills can be identified and developed to enable them to undertake adequate education, vocational training and employment, to adapt to changing individual and social life situations and to participate fully in the social and economic life of their community. Thus, respecting diversity and meeting diversity challenges is a central part of the mission of IAEVG.

IAEVG has addressed issues of diversity in most of its recent international conferences, and provides an important, open forum for the exchange of views and experiences in relation to policy, research and practice regarding diversity. Many countries have national initiatives to address issues arising from migration, whether for economic reasons or as refugees and asylum seekers. It is useful also to have an international forum where underlying and transnational issues of migration (either through choice or through displacement) can be explored, key issues raised at an international level, and appropriate action plans can be developed at service delivery and policy levels. Almost all migrants will wish to engage with learning and work structures, and guidance has a key role to play in fostering smooth and successful transitions.

Policy is a key driver of professional practice. Realising this, IAEVG has been working with UNESCO and the IAC to develop basic training in career-life planning for administrators involved in technical and vocational education and training institutions. The goal of the training is to develop an awareness of the importance of integrating career-life planning into curriculum and provide a basic level of knowledge and skill needed to do this. The training serves as a capstone experience for TVET in developing countries and has been piloted in Nigeria. In communities where this type of integration has occurred there typically has been increased school retention and students report greater satisfaction with their school experiences as well as greater perceived relevance of their learning experiences. Sometimes such initiatives can be instigated administrators or project coordinators, as UNESCO did in Nigeria; in other cases the role for IAEVG may be to support practitioner groups and researchers in raising policy questions in their home countries.

The EVGP Competency Framework contains a section on inter-cultural competencies, which provides a further indication of our commitment to addressing diversity issues. IAEVG members are involved in developing proposals for addressing the career-related needs of seniors, approaches to facilitating career transitions for mid-career adults, and inter-cultural practices of career practitioners. In all such cases, our publications, conferences and networks provide an important means of dissemination and cross-fertilisation.

THEME 4: IMPACT EVIDENCE

The Paris 2001 IAEVG Declaration on Educational and Vocational Guidance states: The effectiveness of guidance services should be monitored through regular evaluation and relevant research studies. In pursuit of this goal, IAEVG members have been active nationally and internationally in what is perceived as a topic which needs substantial further development. The IAEVG supported the hosting of a working group on evaluation in career guidance held at the IAEVG conference in Copenhagen, in 2006. The meeting was chaired by John McCarthy, the Director of the ICCDPP and created an initial step in identifying current promising practices pertaining to demonstrating the value of career guidance services. This was a logical follow up step to discussions held at the International Symposium in Australia in 2005 and was supported strongly by IAEVG.

Members of the IAEVG Executive Committee are playing a lead role in the Canadian Working Group on Evidence-Based Practice in Career Development (CRWG). The CRWG has developed a framework for evaluating career development services and is in the process of validating that framework in several field trials. The work of the CRWG has been shared internationally via professional networks spawned by the IAEVG and we see that these sorts of initiatives an important part of strategic plan looking forward to 2010.

Demonstrating the value of career guidance is an issue where IAEVG sees a particular relationship between the Symposium theme (Growth, Groups and Geographies) and the contribution that it can make as an international NGO. Each country team will have its own concerns with growth, groups and geographies within its own borders. IAEVG is positioned to take a global view, and can contribute to questions of global growth, of groups across all continents, and to questions of global geography, including the very largest issues, such as the impact from climate change on the ways that people are able to pursue their legitimate life/work agendas.

CONCLUSION

IAEVG is one of several professional associations that has career guidance as a central part of its mission or at least an adjunctive important component of its work. Participation in forums such as this symposium helps the associations to be responsive to policy issues that are looming on the horizon and also helps to inform policy makers of professional contexts that need to be considered in order to maximize the effectiveness of services to clients. One important realisation arising from the Second International Symposium states this succinctly: Increasing quality services to clients can be most effectively achieved by policy makers and professionals working together towards their shared goals.

**FOURTH INTERNATIONAL SYMPOSIUM ON CAREER DEVELOPMENT AND PUBLIC POLICY
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THEME 1: BLENDING ECONOMIC AND SOCIAL GOALS

India does not have a fully functioning career guidance system. However we do have services aiming at ensuring gainful employment. Promoting full employment has been a basic priority of economic and social policies of our country and has been considered an effective method of eliminating poverty and promoting social integration. Policies have been formulated to expand work opportunities, particularly through economic growth, investment in human resource development, promotion of employment-generating technologies and encouragement of self employment, improving access to land, credit and other assets. There has been a thrust on enhancing employment opportunities for groups with special needs, particularly the disadvantaged ones like women, children, disabled, socio-economically backward communities, tribals and so on.

While these are well intentioned economic and social goals, the fact remains that of the 90% of Indian children who enter the school system, most drop out before finishing high school and enter the job market, the vast majority of them being poor and disadvantaged. Only 9% enter higher education¹. India is rich in human capital but poor in human development. The challenge is to reduce this gap and the responsibility lies with the three major stakeholders: government, the education system and the labour market.

The responsibility of government is to develop the country, that of education to develop human capacity and that of the labour market to develop productivity. These three circles are interlocked and overlapping, with shared responsibility and benefits. But so far, in India, these stakeholders have demonstrated little intention to synergise their efforts.

THE STATE OF EDUCATION

Most children who drop out are from disadvantaged families and failure in school draws them deeper into the 'nexus of disadvantage'. The last few decades have seen a rising tide of educational aspirations, especially from the poor and disadvantaged. However their hopes of quality education are massively frustrated. Longitudinal research conducted by the Promise Foundation echoes this sentiment. This study points out that disadvantage accumulates over the developmental spectrum.²

The situation in higher education is as dismal. The higher education establishment has failed to reach out to industry, and is therefore out of touch with market realities. The reform of higher education is one of the three "high priority areas" listed by the All India Management Association in order for India to become an economic powerhouse.³ The report bemoans the fact that in spite of numerous committees and commissions, very little has been done to align university education with national economic development.

THE STATE OF THE LABOUR MARKET

Informal sector workers dominate the Indian labour market. India's unorganized sector is one of the largest, if not the largest, in the postindustrial world; in 2000 it comprised 252 million or 92% of the work force. The estimated number of unemployed is 50-100 million; this includes 5 million graduates.

The average annual rates of growth in this sector are much higher than the rate of growth of employment in the organised sector, in which the matriculates and college graduates seek to be absorbed. 4 The "educated" seek non-manual work opportunities, particularly in the non-agriculture sector.

HIGHER EDUCATION AND THE NEW ECONOMY

The New Economy addresses only a small segment of the labour market, but it has grabbed much of the present-day media attention. Measures of human capital now focus on scientific and technical manpower which form hardly one per cent of India's total human capital, a clearly skewed approach.

VOCATIONAL EDUCATION

A major attempt by the government to increase employability and address the needs of the labour market is vocational education, emphasized in the National Policy on Education, adopted in 1986. By 1994, almost 0.91 million were enrolled in 16,450 vocational sections in 5,701 schools. 5 However, the quality of these vocational courses is a cause for concern. According to a Planning Commission report the progress was considered sluggish and the links with industry were weak. 6

CAREER DEVELOPMENT POLICY

There is little if no policy on career development in the country at present. The Planning Commission's Working Group on Adolescents (2001) made the following comment about career and vocational guidance: "Schools must be able to provide career and vocational guidance through various means such as career melas (fairs), booklets, discussions etc. Efforts are needed to generate awareness among policy makers and school authorities about the career guidance needs of adolescents." 7 Prof R Govinda, Senior Fellow, National Institute of Educational Planning and Administration, remarked, "I could not find policy statements of any kind coming out of the extensive number of documents that I looked at. The National Policy on Education 1968 and 1986 and the program for action does not hold any serious discussions on the matter and I could not find anything that we could call a policy perspective on the matter." 8

RECOMMENDATIONS / THE ROLES OF THE MAJOR STAKEHOLDERS

Industry and educationists should cooperate in developing curricula, in offering practical training and in conducting research in applied aspects, including testing for employability. Career guidance, career management and lifelong learning should be an area of shared responsibility.

All stakeholders need to find ways to include youth who are outside the school system. Literacy is basic, but more important than a formal education would be technical training in improved agricultural practices, small-scale industries and entrepreneurship.

QUESTIONS

The majority of the labour force is in the unorganized sector. How can a career counseling service address the career development needs of these individuals?

What are the career development needs of the new economy labour force?

What are the career development needs of the 'educated' unemployed?

How are career counselling services relevant within the broader national priority of providing full employment in order to eliminate poverty and promote social integration?

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THEME 2: STRATEGIC LEADERSHIP

The enthusiasm for career counselling services amongst a certain cross section of society, namely, the urban, relatively privileged classes, is vibrant and growing. However the vast majority of potential career aspirants are unaware of career counselling as a service and hence the orientation to being 'counselled' for career choices is almost absent. While it is true that career counselling interventions are most effective for individuals who have a degree of choice, as economic development progresses, choice increases and the array of work options widens for the entire labour force.

CURRENT AVAILABILITY OF SERVICES: GOVERNMENT STRUCTURE

Policy formulations resulting from the recommendations of national commissions and committees, have provided an organisational structure for the delivery of career counselling services through government agencies such as the Central and State Bureaux of Guidance¹. The Directorate General of Employment & Training in the Ministry of Labour² has been mandated to provide guidance and employment counselling services to job-seekers through its network of 938 Employment Exchanges which function under the administrative control of the respective States/Union Territory Governments. Personnel who have been trained are expected to deliver 'specialised services' through 360 Vocational Guidance Units set up in the District Employment Exchanges. 82 University Employment Information and Guidance Bureaux are said to be functioning on university campuses. Despite the tremendous demand for career counselling services, Government sponsored guidance bureaux have not been able to make much headway. The reasons cited are the paucity of funds and the lukewarm attitude towards guidance on the part of state and central educational authorities³.

CURRENT AVAILABILITY OF SERVICES: PRIVATE INITIATIVES

In contrast to Government services, programmes offered by private organisations and individual counsellors have been received with great enthusiasm. The demand for these services is much sought after and is growing rapidly.

LIMITATIONS OF SERVICES OFFERED BY THE PRIVATE SECTOR:

- At the popular level career counselling has almost become synonymous with obtaining information about different careers. The majority of services presently available fall into this category.
- Most of the services are restricted to specific geographical and urban areas and have not been able to expand to a national scale.
- Services offered by private organisations are concentrated almost exclusively in the cities and most often target the higher socioeconomic status groups.
- The career development needs of young people from rural or less privileged backgrounds are poorly understood and most often left unaddressed.

- Most often, the curriculum is a direct replication of Western ideas of career counselling with almost no inputs on the socio-cultural and socioeconomic influences on career decision-making behaviour as it occurs in the Indian context.
- NGO initiatives for livelihood and vocational skills are concentrated almost exclusively on enrolling the adolescent to a set of limited training options, with little focus on personal aptitudes and interests.

CURRENT CAREER COUNSELLOR TRAINING PROGRAMMES

- The National Council for Educational Research and Training (NCERT) offers a one-year postgraduate diploma in guidance and counselling.
- A few university departments of psychology and education offer graduate and postgraduate level training within which Career Counselling is a module.
- Private organisations offering training in counselling skills sometimes include career counselling as one of the topics to be covered.

POLICY :

Sharma and Sharma (2004)⁴ in their review of the history of education in India point out that the importance of career counselling has been emphasised in India from as early as 1938 when the Acharya Narendra Dev Committee⁴ underlined the importance of guidance in education. Various committees and commissions (e.g. The Mudaliar Commission, 1952⁴; the Kothari Education Commission, 1964-66⁴) have subsequently made recommendations for the formalisation of guidance and counselling services at a national level. The National Council for Education, Research and Training⁵ - the apex government body in India that is concerned with education during its recent curriculum reform activity highlighted that although these recommendations are decades old, their recommendations are yet to be implemented.

RECOMMENDATIONS:

While the need for career counselling is a pressing one, capacity to meet this need is almost non-existent⁶. The development of a comprehensive career counselling service must be addressed both at the levels of policy and practice. Capacity building has to occur at multiple levels, such as:

RESEARCH, MODEL BUILDING AND CURRICULUM DEVELOPMENT

India is urgently in need of a model for career counselling - a model that has been derived from systematic research and interpreted within a valid theoretical framework. It is also essential that this model is a dynamic one and constantly remains pertinent to labour market trends. It is also important that research is able to demonstrate 'Impact evidence' of careers services.

TRAINING AND SERVICE DELIVERY

Career counselling could be practiced as a role or a profession. In a context where trained counsellors are few, adults who work with youth (e.g. teachers, college lecturers) could be a resource for a careers service. They could be trained as careers facilitators in the basic skills of career counselling through short term programmes. Training must also focus on building capacity for careers counsellors; i.e. individuals for whom career counselling will be a profession (e.g. counsellors, psychologists, social workers). A useful first step would be a postgraduate course in Work, Livelihoods and Career Counselling.

STRENGTHEN EXISTING SYSTEMS AND ORGANISATIONAL STRUCTURES

Central and State Bureaux of Guidance: The functioning of these organisations could be reviewed, their infrastructure strengthened and the skills of personnel upgraded. Provisions could be made for the forging of links between these organisations and the educational system for the delivery of career development services. Careers services must become an integral part of the organisational culture of educational systems, just as sports and cultural activities are 'time tabled' activities.

POLICY ACTION

If a national career counselling service is to become a reality, policy action is vital. Some of the crucial issues pertaining to policy that must be kept in mind are:

- Counsellor qualifications and best practice
- Accreditation of career counsellors and the professionalisation of career counselling
- Direction of resources to support research and development in the field
- Equity in access to career counselling services
- Ethics of guidance and counselling.

QUESTIONS:

- Who should take leadership roles in career development; with regard to research, content, training and delivery?
- Should an expert council be set up to set standards for, recommend and monitor career counselling services?
- Is there a via media between private career counselling service providers and government structures that would ensure up scaling of service delivery to a national level?

SOURCES:

1. Work Orientations and Responses to Career Choices: Indian Regional Survey, WORCC-I RS. (2006). The Promise Foundation, Bangalore, India
2. Directorate General of Employment & Training, Ministry of Labour, Government of India (source-<http://www.dget.gov.in/dex/vgec.htm>)
3. Bhatnagar, A., & Gupta, N. (1999). Guidance and counselling: a theoretical perspective (Volume 1). New Delhi, India: Vikas Publishing House.
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5. National Council of Educational Research and Training (2006), Minutes of meeting of Committee for Consultation with States for National Curriculum Framework Review, New Delhi, India.
6. Arulmani, G., & Nag-Arulmani, S. (2004). Career Counselling: A Handbook. New Delhi, India: Tata McGraw Hill.

THEME 3 : HARNESSING DIVERSITY

In a recent survey of 7000 adolescents and young adults (WORCC-IRS, 2006),¹ the young person's socioeconomic status (SES) was found to have significant influence on orientations to work, livelihood and career. The interactions of three variables namely, career path orientations, perceptions of career barriers and social cognitions in the form of career beliefs with SES throw some light on how privilege and disadvantage could impact career development trajectories. 1

ORIENTATIONS TO CAREER PATHS:

Young people from disadvantaged backgrounds seem to be more strongly oriented toward finding work as soon as possible. Young people from more privileged backgrounds grow up in an environment where going on to full time study is expected, approved and supported.

The impact of SES is seen when questions of dignity and social status are raised (Occupational prestige). Higher SES groups almost unanimously express the belief that occupations such as farmer and carpenter are of low status and require 'no formal training' or 'qualifications'. These participants felt that they would not be respected if they opted for 'such careers'. The possibility of seeking further education through the polytechnic-based vocational stream is rejected by those from more privileged backgrounds. Social class and not personal ability seems to be the driving force behind the orientation to career paths.

PERCEPTION OF BARRIERS:

The lower SES group reported a higher level of barriers to their career development; with financial difficulties being expressed as the most significant barrier. Young people from lower SES homes are expected to bear a significantly higher level of family responsibilities while those from higher SES groups seem to be shielded from these responsibilities. Further, almost one-fourth of the lower SES young people reported that their personal capacities are such that they would have difficulties with career success.

CAREER BELIEFS:

Career beliefs are a conglomerate of attitudes, opinions, convictions and notions that seem to cohere together to create mindsets that underlie people's orientation to the idea of a career. 2,3 The higher SES groups recorded the most positive beliefs about planning for the future through career development while the opposite was true for the lower SES group. The lower SES groups seem to experience difficulties in believing that they can take control and direct their lives toward future goals.

LOW CASTES AND OTHER BACKWARD GROUPS:

Attitudes of cynicism, fatalism and negative career beliefs were observed more in those belonging to socially backward groups.

CAREER DEVELOPMENT DISCONTINUES - WHEN PRIVILEGE TURNS TO DISADVANTAGE:

Making effective career choices and developing a career plan that would optimally use the family savings is an important concern for middle class families. Also, career success is an important mechanism available to these families to ensure that they keep moving higher up along the SES continuum. The middle classes are at high risk to choosing careers based on what the career offers in terms of social prestige. Thus privilege could bring with it, the burden of making career choices that are socially acceptable - pushing the personhood of the individual to the background. In such situations a even person from a privileged background could enter the world of work from a position of disadvantage.

CAREER DEVELOPMENT AS AN INTERFACE WITH OTHER PPOLICIES ON SOCIAL INTEGRATION:

We would like to cite an example. There exist 20 'coaching-cum-guidance' centres for scheduled castes / scheduled tribes ('lower' castes) throughout the country.

The main objectives of these centres are to identify available educated manpower amongst these socially disadvantaged groups and 'channel' them into appropriate vocations; to increase their employability through coaching/training; to provide them vocational guidance and career information at the appropriate stages. The main objective of such schemes is to achieve social integration of the disadvantaged and marginalised through economic empowerment.

CONCLUSION/CHALLENGES

As indicated above, every group within the broader matrix of 'Indian culture' has its own needs and issues. While in remote areas access to information is the issue, an overload of information almost overcomes the young person in a city. Within this context a service that would help a person identify his or her potentials and at the same time have access to valid careers information is perhaps the most fundamental challenge.

Ours is a country where services to support the career development of our youth are bereft of the consideration of policy makers, researchers or practitioners. It is urgent that greater attention is directed toward this aspect of education in order to bring to full flower our youthful human resource.

- Career counselling needs are present, albeit in different forms, irrespective of SES.
- Counselling needs vary significantly across social groups. A single, standardised intervention cannot adequately address career development needs over a wide range of groups. While the themes and targets of counselling are perhaps similar, the methods of implementation need to be finely tuned to the special requirements that emerge within different socio-economic status groups.
- Effective counselling would take privilege and disadvantage into account and empower the individual to enter the world of work from a position of strength rather than disadvantage.

QUESTIONS FOR DISCUSSION

1. How do we approach the delivery of career counselling services for students from socially backward groups who need psychosocial and motivational support in addition to conventional counselling?
2. What are key 'common' career counselling factors that could cut across diverse groups and still be relevant?

SOURCES:

1. Work Orientations and Responses to Career Choices: Indian Regional Survey (WORCC-IRS, 2006). The Promise Foundation, Bangalore, India.
In an attempt to document the factors that influence the Indian adolescent's orientation to work, livelihood and career, The Promise Foundation in January 2006, conducted a survey in 15 Indian regions, covering a sample of about 7000 adolescents and young adults (WORCC-IRS, 2006). The findings of this survey were subsequently debated at a National Consultation on Career Psychology (NCCP) by scholars, government officials, NGOs, international agencies, school boards, principals, counsellors and others who work with adolescents and youth.
2. Arulmani, G., & Nag-Arulmani, S. (2004). Career Counselling: A Handbook (pp. 107 - 109). New Delhi, India: Tata McGraw Hill.
3. Krumboltz, J. D. (1979). A social learning theory of career decision making. In A. M. Mitchell, & G. B. K. J. D. Jones (Editors), Social learning and career decision making (pp. 19-49). USA: Carroll Press.

INSTRUCTIONS:

At the end of your report, please add a final page including your ratings of your country on a 0-10 scale for each of the 5 sub-themes in terms of (a) the adequacy of your present provision and (b) the level to which you would realistically hope to progress over the next two years (with brief explanatory comments if you wish).

Please also append on this final page the names of the members of your country team, and an indication of who has been consulted in preparing the report.

INDIA COUNTRY REPORT

RATING OF COUNTRY ON THE FIVE THEMES:

(a) the adequacy of your present provision :

(b) the level to which you would realistically hope to progress over the next 2 years:

Rating:

Theme	(a)	(b)
Theme 1: Blending economic and social goals	1	2
Theme 2: Strategic leadership	2	3
Theme 3: Harnessing diversity	2	3
Theme 4: Impact evidence	0	2
Theme 5: Role of the citizen	1	2

TEAM MEMBERS:

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Mr Sachin Kumar

MEMBERS CONSULTED FOR PREPARING THIS REPORT:

The sources for this report are two fold:

- The Work Orientations and Responses to Career Choices - Indian Regional Survey.
- Key note presentations and papers presented at the National Consultation on Career Psychology.
- Policy papers pertaining to youth, disadvantage and education.
- Since there is presently very minimal expertise in the field we were at a loss as to whom we could approach.

**FOURTH INTERNATIONAL SYMPOSIUM ON CAREER DEVELOPMENT AND PUBLIC POLICY
22ND - 25TH OCTOBER 2007
AVIEMORE, SCOTLAND**

**MAUREEN BOHAN, DEPARTMENT OF EDUCATION AND SCIENCE
EILEEN FITZPATRICK, NATIONAL CENTRE FOR GUIDANCE IN EDUCATION
FRANK MULVIHILL, INSTITUTE OF GUIDANCE COUNSELLORS**

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BACKGROUND TO GUIDANCE IN IRELAND

POLICY

As a member of the EU many of Ireland's policies are driven by EU policies or directives. One case in point is the EU Integrated Guidelines for Growth and Jobs 2005-08 which provides for increased investment in human capital through better education and skills. The Guidelines also provide for adaptation of education and training systems in response to competency requirements, and to support quality standards in education and training and the promotion of more flexible pathways. The National Reform Programme highlights key priorities in the context of ensuring an integrated approach to addressing skills needs across the education and training sector, addressing barriers to access and progression, the issue of lifelong learning and tracking early school leaving, and literacy and numeracy issues.

Ultimately, Ireland is working towards the goal of creating a sustainable knowledge-based economy. This emanates from the priority target set out by the Lisbon Strategy at the European Council in 2000 which states that Europe is to become 'the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion'. This is to be achieved by 2010 and is subscribed to fully through Ireland's National Reform Programme. In Ireland's case, it is recognised that this commitment is linked to and, indeed reliant on, Ireland's willingness to make a serious commitment to lifelong education and training. Furthermore, it requires the availability of lifelong careers information and guidance.

An OECD Report in 2001 identified Ireland's need to build an improved information base and to improve co-ordination between stakeholders. In terms of the latter a National Guidance Forum was set up in 2004 by the Department of Education and Science and the Department of Enterprise, Trade and Employment to report on an integrated framework for lifelong guidance in Ireland. There also exists an Inter-Departmental Committee on Lifelong Learning which assists coordination of policy in this area. In terms of the former, the Expert Group on Future Skills Needs has made recommendations on how Ireland should proceed in the provision of careers and labour market information. The same Expert Group on Future Skills Needs recently presented its report *Tomorrow's Skills: Towards a National Skills Strategy* in March 2007 which has wide-ranging proposals. Both of these bring with them expectations of career development services which are outlined in this paper.

PROVISION

In Ireland guidance provision is based in the education, labour market and community sectors.

Guidance in the Education Sector

Formal guidance in the educational system is provided in:

- Post-primary schools;
- Further Education colleges;
- Youthreach, FÁS Community Centres and Senior Traveller Training Centres;¹
- Third level;
- Adult Educational Guidance Services.

GUIDANCE IN THE LABOUR MARKET SECTOR

In the labour market sector, vocational guidance and counselling is provided as a basic universal entitlement for the unemployed and other jobseekers on training and employment programmes. Currently the Department of Enterprise, Trade and Employment (DETE) has administrative responsibility for guidance services in the labour market area.

GUIDANCE IN THE COMMUNITY SECTOR

Non-formal guidance in the community sector is provided by a range of agencies, often targeting specific groups. These include Youth Information Centres, Area-Based Partnerships, Citizens' Advice Information Centres and Family Resource Centres. Currently information about this sector is limited. Available details are outlined in the Background Scoping Report prepared by the National Guidance Forum and due to be disseminated in autumn 2007.

¹ Non -formal education and training

SUB-THEME 1: BLENDING ECONOMIC AND SOCIAL GOALS

a) What are the main economic and social policy goals in your country that are or could be impacting on career development services?

THE NATIONAL DEVELOPMENT PLAN 2007-2013: TRANSFORMING IRELAND

The National Development Plan: Transforming Ireland 2007-2013 is the second seven year national plan that aims to build a prosperous Ireland for its entire people, characterised by sustainable economic growth, greater social inclusion and balanced regional development. The Plan is the largest and most ambitious investment programme ever proposed for Ireland. It builds on, and consolidates, the achievements of the National Development Plan 2000-2006, and provides funding for:

- Investment in economic infrastructure;
- Social inclusion measures (children, people with disabilities, etc.);
- Social infrastructure (housing, health, justice, etc.);
- Human capital (schools, training, higher education, etc.), and
- Enterprise, science and innovation.

The three priority areas that have particular impact on career development services are the **Human Capital Priority**, the **Social Inclusion Priority** and **Enterprise, Science and Innovation Priority**. Education and labour market policies will play a significant role in developing an educated, skilled and adaptable labour force in order to sustain an economy that is knowledge-based, innovation-driven and inclusive.

HUMAN CAPITAL PRIORITY,

The major outputs affecting career development services under the Human Capital Priority are in the areas of:

- Labour Force Development
- Schools Modernisation and Development
- Higher Education

LABOUR MARKET DEVELOPMENT

In 2006 total employment exceeded 2 million for the first time in the history of the State, with an annual average growth rate since 1999 of 3.4%. Labour force development policy will focus on increasing participation rates of women, the unemployed and those outside the labour force. In recognition of Ireland's inward migration rate a skills-based migration policy will operate with regard to returning Irish nationals, workers from the European Economic Area, including new accession States, non-EEA nationals and considerable numbers of students. There will be continued emphasis on lifelong learning and training of those in employment.

SCHOOLS MODERNISATION AND DEVELOPMENT

At primary level this will include attention to the key areas of school and classroom planning, assessment for learning, promoting active teaching and learning approaches, nurturing higher order thinking skills, embedding ICT across subjects and supporting engagement with parents.

The objectives at post primary level are to strengthen the technical and vocational dimensions of curricula, to embed key skills such as learning to learn and ICT, to develop higher order thinking skills, to diversify and strengthen language learning, to modernise technology subjects at senior cycle and to increase take up of the physical sciences at senior cycle.

HIGHER EDUCATION

The objectives for higher education are to increase participation and improve access; provide greater flexibility of courses to respond to diverse student needs in a lifelong learning context; promote quality in teaching and learning; increase fourth level numbers and research activity; provide effective technology transfer; and enhance the role of higher education in providing independent intellectual insights and contributing to our broader social, human and cultural understanding.

SOCIAL INCLUSION PRIORITY

The Social Inclusion Priority of the NDP aims to provide a coherent strategy for social inclusion based on the life cycle approach that will reduce consistent poverty. The objectives of this strategy that impact on career development services include addressing the shortage in childcare places; the provision for those from disadvantaged backgrounds of education, skills and training necessary for employment and active participation in society; supporting people of working age to access further and higher education; promoting equity of access to higher education; and supporting those returning to work and education.

ENTERPRISE, SCIENCE AND INNOVATION PRIORITY

The Agreed Programme for Government - June 2007 prioritises the full implementation of the NDP using as guiding principles:

- Significantly up-skilling the Irish workforce at all levels;
- Curricular change to meet skills needs and a broader range of educational opportunities;
- Significant investment in science, technology and innovation;
- Developing a strong fourth level research sector;
- Continuing to support the Office of Social Inclusion and review the effectiveness of the poverty proofing mechanisms currently being used.

B) WHAT IS THE BALANCE BETWEEN THESE ECONOMIC AND SOCIAL GOALS?

There is clear recognition in these policies that economic development and social inclusion are inter-linked. Access to lifelong learning is identified as part of a multi-faceted approach to the development of a knowledge-based, innovative economy and an inclusive society. National policy provides for targeted interventions to increase access to lifelong learning using a life cycle approach and putting particular emphasis on those who have been disadvantaged due to personal, social, economic and educational circumstances. Policy implementation is supported through the provision of second chance education and training for those with low skills and addressing access barriers through strengthening supports, guidance, counselling, and childcare services, with increased flexibility of provision. Policy also targets skills gaps in the labour market that must be addressed to sustain economic prosperity.

The National Development Plan 2007-2013 'sets out the economic and social investment priorities needed to realise the vision of a better quality of life for all. This better quality of life will be achieved by supporting the continued development of a dynamic and internationalised economy and society with a high commitment to international competitiveness, social justice and environmental sustainability'. (p.29)

The Expert Group on Future Skills Needs, established by the Department of Enterprise, Trade and Employment, in its report *Tomorrow's Skills* concludes that if Ireland is to realise the vision of a new knowledge economy which can compete effectively in the global market place, it requires enhancing the skills of the resident population, increasing participation in the workforce, and continuing to attract highly skilled migrants.

Generic, transferable skills, such as literacy, numeracy, IT, and people skills will be increasingly valued; employees will be required to demonstrate flexibility and an ability to continually acquire new knowledge and skills. Employees will be required to have a greater breadth of knowledge, and the demand for higher qualifications will increase.

The shift to services also demands investment in education and training: in this sector it is more difficult to drive productivity by investment in capital or technology; productivity increases depend largely on creativity, innovative ability and the application of knowledge.

As is expected in a rapidly developing economy, a tight labour market and skills shortages currently exist in several sectors of the economy, for example construction, finance, health care, engineering and IT-related occupations. While multinational companies in Ireland in general appear to be satisfied with the skill level available, the availability of labour remains an issue.

C) IF THERE ARE EXAMPLES OF POLICIES WHICH HAVE A BLEND OF ECONOMIC AND SOCIAL GOALS, WHAT ARE THEY AND WHAT DO THEY SEEK TO ACHIEVE?

Ireland's current Social Partnership Agreement - Towards 2016 adopts a life-cycle approach that places the citizen as the centrepiece of building social policy within the ten-year framework. The key lifecycle phases include children, people of working age, older people and people with disabilities. Towards 2016 sets out the key goals and strategies across these phases for the provision of three critical and overlapping types of interventions identified in services, income supports and activation measures requiring new and innovative responses.

SCIENCE AND TECHNOLOGY

The agreement highlights the Irish Government's strategy for science, technology and innovation for the period 2006-2013. The strategy provides for the continued development of a world-class research system underpinned by the essential physical and human infrastructure, doubling the number of PhD graduates over its lifespan. Top-level researchers will also be drawn from both home-grown talent and the brightest who can be drawn from overseas. The strategy also proposes mechanisms to 1) ensure that the investment in research is turned into commercial value to the greatest extent possible, and 2) in regard to enterprise, the strategy will set out structures and mechanisms to enhance supports to industry and encourage firms to become more engaged in R&D activity.

The strategy will be judged over the ten-year framework agreement in terms of the achievement of the following outcomes:

- Increased participation in the sciences by young people;
- Significant increases in the numbers of people with advanced qualifications in science and engineering;
- Enhanced contribution of research to economic, social and environmental development;
- Transformational change in the quality and quantity of research undertaken by companies - both directly and in cooperation with third level institutions;
- Increased participation in international S&T cooperation and trans-national research activity;
- An established international profile for Ireland as a premier location for carrying out world-class research and development in key sectors.

(Towards 2016: Chapter II, Section 3. Strategy for Science, Technology and Innovation)

SKILLS DEVELOPMENT

While Ireland has one of the most globalised economies in the world, global competition generates the necessity to innovate and add value across all aspects of business. Thus, with the objective of building a knowledge economy, greater investment in human resources and in innovation, particularly around ICT application and use, are critical areas for investment to enhance Ireland's competitiveness.

The complex issue of productivity is important and is of concern to Government and the social partners. Strengthening our productive capacity and performance will increase the resources available for higher living standards and further investment in social and economic infrastructure.

The National Economic and Social Council (NESCC) in its strategy report also reaffirmed its belief that the networks approach should play a more significant role in the areas of innovation and entrepreneurship.

(Towards 2016; Chapter II, Section 2. Enterprise, Innovation and Productivity)

NATIONAL SKILLS STRATEGY REPORT

In July 2005, the Minister for Enterprise, Trade and Employment asked the Expert Group on Future Skills Needs (EGFSN) to identify the skills required for Ireland to become a competitive, innovation-driven, knowledge-based, participative and inclusive economy by 2020. The National Skills Strategy entitled *Tomorrow's Skills: Towards a National Skills Strategy (2007)* which was launched jointly by the Department of Education and Science and the Department of Enterprise Trade and Employment, has set out clear long-term objectives for education and training requirements to achieve this innovation driven workforce by 2020. The vision is that 93% of our workforce should have a qualification at or above Leaving Certificate level (i.e. complete second-level education) and 48% should have a third or fourth-level qualification by 2020.

TARGETING SKILLS DEVELOPMENT

Tomorrow's Skills concludes that if Ireland is to realise the vision of a new knowledge economy which can compete effectively in the global marketplace, it requires enhancing the skills of the resident population, increasing participation in the workforce, and continuing to attract highly skilled migrants.

Among the existing labour force (and particularly in older age cohorts), a significant proportion is educated only to lower secondary level or below. Without intervention, this is self-perpetuating: low educational attainment levels are linked to low literacy levels, and low literacy levels inhibit participation in education and training.

Seen against the requirement to re-skill and up-skill the existing workforce, Ireland's relatively low participation rate in continuing learning is a cause for concern. At 7 percent, it lags significantly behind the EU's Lisbon target and the best performers in Europe.

Gender imbalances are apparent across all strata of education and employment, with males underperforming relative to their female peers in second-level education. Despite this, the female participation rate in the labour force, at 52.5 percent in 2006, lags appreciably behind the male rate of 72.8 percent. Gender streaming is also evident, with more females in caring professions and teaching, and more males in engineering and construction. (Tomorrow's Skills - Towards a National Skills Strategy: Chapter 2; Changing Skills Needs)

There are proven positive returns to the State, to enterprise and to individuals from investment in education and training. Better trained individuals can command higher salaries, and enjoy better security of employment and job satisfaction. Their employers in general experience increased productivity that more than compensates for the higher wages.

The reluctance of many individuals to participate in education and training may be due to their lack of awareness of the benefits that accrue, or to financial constraints. The barriers are more pronounced for those with lower level skills. The State, therefore, is justified in intervening in the market for education and training at certain levels, notably at primary and post primary level and also has a role to play in encouraging participation, and in particular in supporting the low-skilled who would otherwise be unlikely to participate in education or training. (Tomorrow's Skills - Towards a National Skills Strategy: Chapter 3; Investment in Education and Training)

The *Expert Group on Future Skills Needs* proposes that, by 2020:

- 48 percent of the labour force should have qualifications at NFQ Levels 6 to 10. (Note: The National Framework of Qualifications places qualifications on a ten-point scale, with Ph D. or Doctorate Degrees set at Level 10 and Honours Bachelor Degrees at Level 8).
- 45 percent should have qualifications at NFQ levels 4 and 5; and the remaining 7 percent will have qualifications at NFQ levels 1 to 3.

INTEGRATION OF IMMIGRANTS AND MIGRANTS TO SOCIETY

Immigrants and migrants are recognised as making a significant contribution to the economy.

LOW SKILLED AND EDUCATIONALLY DISADVANTAGED

The *Delivering Equality of Opportunity in Schools* (DEIS) programme is designed to combat disadvantage in primary and secondary schools serving areas with concentrated levels of disadvantage. It addresses the educational needs of children and young people from disadvantaged communities, from pre-school to completion of upper second level education.

The *National Council for Special Education* coordinates the provision of service and allocation of resources to schools to enhance the service to students with special needs, thus enabling them to receive adequate education and qualifications to support their full participation in the economy, employment and society.

Youthreach and Senior Traveller Training Centres will receive additional funding with the objective of helping participants to achieve independence, sustainability and employability, build self-esteem and communications skills, and become active citizens and lifelong learners.

The role of higher education in sustaining economic growth and promoting social cohesion is reflected in the planned investment by government in identified key priority projects such as engineering, architecture, digital media, information technology, teacher training, catering and tourism. Projects that respond to the national strategies for science, technology and innovation, and skills shortages will also be eligible for funding. Greater access to higher education will be supported with the objectives of improving individual quality of life, social inclusion and to satisfy the demands of the workplace.

Second chance education opportunities for adults who have not completed upper second-level education will be increased through the expansion of the *Back to Education Initiative* (BTEI), the *Vocational Training Opportunities Scheme* (VTOS), *Post-Leaving Certificate* (PLC) courses and adult literacy courses. The Adult Educational Guidance Initiative (AEGI) will cover a spectrum of needs ranging from initial outreach to vocational information, guidance and orientation.

FÁS - the *National Training and Employment Authority* has received funding to provide training for low-skilled and unskilled workers and those in the SME sector through the *Competency Development Programme* and the *Excellence Through People Programme*. The *Workplace Basic Education Fund* provides literacy/numeracy training in the workplace.

D) HOW IS CAREER DEVELOPMENT CONTRIBUTING TO THE ACHIEVEMENT OF THESE GOALS?

POST PRIMARY - WHOLE SCHOOL GUIDANCE PLANNING

Under the Education Act 1998, schools are required to prepare a school plan. Each second level school is expected to develop a guidance plan as part of its school plan. To support schools in the development of their guidance plan, the Inspectorate of the Department of Education and Science, after consultation with relevant stakeholders, produced guidelines to be used as a reference point for a school in identifying the minimum standards necessary to provide appropriate guidance for its students as required by the Education Act. The guidelines define guidance in second-level schools as 'a range of learning experiences that assist students to develop self-management skills that will lead to effective choices and decisions about their lives. Guidance encompasses the three separate, but interlinked, areas of personal and social development, educational guidance and career guidance.'

The National Centre for Guidance in Education has published Planning the School Guidance Programme, a comprehensive aid to understanding, developing and implementing the school's guidance plan. A template on guidance planning has also been developed by the Department and is available on its website. Guidance plans are examined by the inspectors of guidance in the course of inspections.

Most second level schools receive resources by way of ex-quota hours for guidance. The number of hours is based on student enrolment. Since 2001, the number of ex-quota hours has been increased for most schools

The National Centre for Guidance in Education has developed a continuing professional development programme (CPD) for guidance counsellors in whole school guidance planning. The course was developed through collaborative effort with other government agencies and representatives from the education sector, including the School Development Planning Initiative (SDPI), the National Centre for Technology in Education (NCTE), the Institute for Guidance Counsellors (IGC), and the Department of Education and Science.

The course is delivered using a blended learning approach, where the content is delivered via a virtual learning environment (VLE), supported by a series of three workshops for each of the three modules. All the work for the course, including the delivery of content, is undertaken using an action research approach. A principals' briefing is an important part of the course as it provides principals with an understanding of the process of whole school guidance planning and the role of the principal in that process.

Those who successfully complete the course will receive a HETAC Special Purpose Diploma in Whole School guidance Planning. This award is a level 8 award of the National Framework of Qualifications

The Institute of Guidance Counsellors (IGC) runs monthly workshops which inform members about topics relevant to their work. The content is varied and ranges from personal development matters to careers and labour market information.

For those members who work in the second-level education sector, workshops on Whole School Guidance Planning, as an integral part of whole school planning, have been provided throughout the country and at the IGC Annual Conference. These have mostly been collaboration between the Department of Education and Science (DES), the School Development Planning Initiative, NCGE and the IGC.

HIGHER EDUCATION

The *Association of Graduate Careers Services in Ireland (AGCSI)*, the professional association for careers services in higher education on the island of Ireland, has developed a *Strategic Action Plan 2006-2009* in which it has identified key areas for action that contribute to the achievement of national policy goals of developing a knowledge-based, innovation-driven economy and supporting social inclusion. AGCSI careers services will:

1. Devise innovative solutions for providing an effective balance between career service provision and access, student mobility and the continuing development of its services to post graduate students in particular.
2. Raise employer awareness of the value of higher education through strengthening links with employer groups, engaging in collaborative all island research on labour market trends, developing a web-based resource of graduate labour market information and exchange of good practice between careers services.
3. Promote employability within the curriculum through collaboration with academic staff, professional development for careers staff, and the provision of high quality careers education programmes through collaboration between Republic of Ireland and Northern Ireland colleagues.
4. Build partnerships with key stakeholders and improve the management of careers information using internationally recognised standards and linking to Ploteus and other similar portals.
5. Develop a competency framework for AGCSI career professionals

ADULT EDUCATIONAL GUIDANCE INITIATIVE

The Adult Educational Guidance Initiative (AEGI) is a pilot programme which was set up by the Department of Education and Science (DES) in 2000 following recommendations made in the White Paper on Adult Education (DES, 2000) that guidance services for adult learners in Ireland be established as a matter of priority. To date 39 individual AEGI Services have been set up on a phased basis from 2000 - 2006. The Services have a remit to provide educational guidance to adult learners from specific target groups who have not completed upper secondary education. These groups include adults at pre-entry, participation and post-entry stages of:

- Adult literacy programmes;
- Vocational Training Opportunities Scheme (VTOS);
- Community education programmes, including the Back to Education Initiative (BTEI)
- Former residents of State institutions and their adult children

Services provided include one-to-one guidance, group guidance, information services and resources, and outreach services.

The evaluations of the AEGI Services to date have shown that they have, on the whole, been quite successful in fulfilling the original objectives set out for the Initiative. These objectives included:

- Provision of adult educational guidance to the designated target groups;
- Development and documentation of models of good practice which could be mainstreamed and which would impact on future policy;
- Addressing gaps in the provision of adult educational guidance;
- Building local capacity, developing support structures and encouraging local partnerships.

ONE STEP UP

FÁS -The National Training and Employment Authority is one body that has already taken steps to encourage citizens to increase their qualifications by one step on the National Framework of Qualifications. The One-Step-Up approach was recommended by the Enterprise Strategy Group in its publication *Ahead of the Curve: Ireland's place in the global economy* and supported by the Expert Group on Future Skills Needs in its *Tomorrow's Skills-Towards a National Skills Strategy* report. The report stressed that it needed to involve a wide range of providers including Universities, Institutes of Technology, Vocational Education Committees, education providers and so on. The proposal aims to up-skill as many of the population as possible both to drive the development of a knowledge economy and to prepare workers to live and prosper in such an economy. (*Tomorrow's Skills - Towards a National Skills Strategy*; p.97)

All FÁS programmes and initiatives are aligned to the One-Step-Up concept that training and development programmes assist individuals to build on their competency levels and obtain a recognised qualification within the National Framework of Qualifications. One-Step-Up aims to encourage employees to increase their competency levels and promote an ethos of lifelong learning in the workplace. It does this by providing easy access to a range of learning initiatives such as tutor-led training and e-learning. This will ensure that skill and qualification levels in the workforce match present and future human resource requirements for continuous economic growth and competitive advantage. It will also enable employees to cope with frequent and ongoing changes in work practices.

CAREERS IN THE TOURISM INDUSTRY

In a similar way, Fáilte Ireland - the National Tourism Development Authority, whose remit it is to train people for careers in the hospitality and tourism industry, has recently launched a new Professional Restaurant and Bar Service Programme with the core objective of retaining and retraining employees to a professional standard. The programme will present the attractions of choosing a career in the Irish tourism industry and is intended to result in higher retention rates and more qualified employees, satisfying customers' needs and leading to higher profits. The programme is designed to provide a relevant professional qualification for those who wish to pursue a career in food and beverage service. Workers in the industry attend college one day per week over approximately 50 weeks and on the successful completion of four of the course modules will receive a National Framework of Qualifications Level 6 award. The initiative, therefore, places previously unskilled or low-skilled workers on the qualifications ladder from which they may progress even further. This coincides with the stated goals of the National Skills Strategy and has the support of bodies such as the Vintners' Federation of Ireland and the Irish Hotels Industry. Fáilte Ireland will fund college tuition fees and pay a daily training allowance to students. The programme is supported by the Institute of Guidance Counsellors.

E) HOW COULD THIS CONTRIBUTION BE ENHANCED?

The programmes outlined above are examples of the benefits arising from developing strategies and programmes on a collaborative basis between government departments, national agencies and guidance providers. Broadening this approach into other aspects of guidance policy implementation would encourage a cohesive approach to guidance policy across government departments and enhance the contribution of guidance to the national economic and social inclusion policies. In particular the input of end users of guidance and the introduction of effective monitoring and evaluation process would further contribute to the success of such strategies and programmes.

The application of the requirement of the Education Act (1998) to provide access to appropriate guidance: to primary schools, colleges of further education, higher education and adult education would ensure that guidance became embedded in the national education system.

The adoption of the National Guidance Forum's agreed definition of guidance, and its recommended frameworks for lifelong guidance, quality assurance and competencies for guidance practitioners would provide a national quality lifelong and lifewide guidance service.

A further enhancement of the contribution of guidance would be facilitated if funding were to include provision for guidance as an integral part of all national educational and labour market programmes.

The establishment of structures to provide for increased collaboration between guidance stakeholders would ensure that the benefits of the work begun by the National Guidance Forum would be maximised.

The provision of a National Learning Line as recommended by the Taskforce on Lifelong Learning (2002), the Expert Group on Future Skills Needs (2005) and the National Guidance Forum (2006) would give access to the general public to reliable and up-to-date educational, training, careers and labour market information.

Increasing the ratio of guidance counsellors to end users would provide greater support to the people of Ireland in the management of their learning and worklife.

THEME 2 : STRATEGIC LEADERSHIP

A) DESCRIBE THE STRATEGIC LEADERSHIP FOR CAREER DEVELOPMENT IN YOUR COUNTRY?

TOWARDS 2016 - TEN YEAR FRAMEWORK SOCIAL PARTNERSHIP AGREEMENT 2006-2015
Successive Irish governments have, in recent times, operated a system of Social Partnership agreements, which includes economic, infrastructural, social and environmental issues, and which requires a coherent and coordinated policy approach. The current agreement, Towards 2016 - Ten Year Framework Social Partnership Agreement 2006-2015, is the seventh negotiated,.

Over one hundred reports on a wide variety of economic and social topics have been published to inform Government and the Partnership. One of these, *Managing Migration in Ireland: A Social and Economic Analysis* (2005), has particular relevance today as Ireland experiences an influx of immigrants following the recent admission of countries to the EU. This publication, together with other policies concerning enterprise, innovation and productivity, as well as strategies for science, innovation and technology, has particular significance for career development services.

THE NATIONAL GUIDANCE FORUM

The National Guidance Forum was a joint initiative of the Minister for Education and Science and the Minister for Enterprise, Trade and Employment, which was launched at an international guidance conference during the Irish Presidency of the European Union in April 2004. The remit of the National Guidance Forum was; to explore how individuals, at any point throughout their lives, can access quality guidance appropriate to their needs; identify collaborative action across the guidance continuum, and agree recommendations in collaboration with other stakeholders. The final report from the National Guidance Forum has been submitted to the relevant Ministers for consideration. It includes an agreed definition of guidance, a framework for lifelong guidance, for quality assurance and for competencies for guidance practitioners.

NATIONAL CENTRE FOR PARTNERSHIP AND PERFORMANCE

The National Centre for Partnership and Performance was established by the Irish Government in 2001 to promote and facilitate workplace change and innovation through partnership. The objective of the Centre is to support the transformation of Irish workplaces into 'workplaces of the future', in order to improve performance and to contribute to national competitiveness, enhanced public services, higher standards of living and a better quality of life for employers and employees alike.

In 2003 the Centre established the Forum on the Workplace of the Future. The report of the Forum published in 2005 recommends a national strategy for workplace change and innovation that will facilitate Ireland moving towards a dynamic, inclusive, knowledge-based economy and society. The strategy includes a framework that supports individual and organisational participation in lifelong learning. A key element in this framework is to support ongoing learning through the use of career planning and the development of Personal Learning Plans for employees.

EDUCATION ACT (1998)

The Education Act 1998 requires schools to ensure that students have access to appropriate guidance to assist them in their educational and career choices. Since 2001, guidance is inspected in the same manner as all other subjects in second level schools. In addition, guidance is considered by inspectors who conduct Whole School Evaluation (WSE) in second level schools. As part of the inspection process, the inspectors provide support to guidance counsellors, particularly in the area of school guidance planning. Guidance is also inspected in Youthreach and Senior Traveller Training centres.

NATIONAL CENTRE FOR GUIDANCE IN EDUCATION

The National Centre for Guidance in Education was established by the Department of Education² in 1995 to support and develop guidance across the education spectrum and to inform the policy of the Department in the field of guidance.

The Centre receives funding from the DES and the European Commission to carry out its remit. Current major projects include:

- Provision of continuing professional development (CPD) for guidance counsellors in post primary schools in guidance programme planning. Training is provided on a national outreach basis using a blended learning approach of e-learning and workshops;
- Monitoring, support, training and evaluation of the Adult Educational Guidance Initiative. The Centre chairs the AEGI Advisory Group that advises the DES on policy and practice relating to the AEGI.
- Collaboration with various agencies on guidance related projects;
- Chairing of the Centre's *Committee for Directors and Representatives of Initial Training Programmes for Guidance Counsellors*.

The Centre contributes to research projects on guidance policy and practice on behalf of the DES, the European Commission and Cedefop. At national level the Centre convenes working groups to participate in the selection process for nationally funded guidance initiatives and for the purpose of drafting policy documents, developing training programmes and guidance resources, and advising the DES on policy and practice issues.

FÁS - THE NATIONAL TRAINING AND EMPLOYMENT AUTHORITY

FÁS has a statutory obligation to provide careers information and guidance services to employed and unemployed adults. Funded by the Irish Government, the National Training Fund and the European Union, its Employment Services are provided through a network of offices located throughout the country in visible city centre and community locations.

FÁS offers a range of services to guide and support people accessing training or employment. In addition, the FÁS National Contact Centre provides a free-phone information and advice service to jobseekers who have registered with FÁS, on all job vacancies, training and employment programmes. FÁS also has statutory responsibility for the provision of training and employment services to people with disabilities and, in this regard, has developed a range of programmes and supports designed to assist disabled people access employment or training.

²The Department of Education changed title to Department of Education and Science in September 1997.

Advocates are funded by FÁS to work with clients in the non-formal education and training sector, for example in Youthreach centres and Community Training Centres.

EUROGUIDANCE

In Ireland there are two Euroguidance Centres, one based in FÁS and the other based in the National Centre for Guidance in Education. The Centres provide information on educational and vocational training opportunities within the European Union.

INSTITUTE OF GUIDANCE COUNSELLORS

The Institute of Guidance Counsellors (IGC) was established in 1976. It is the professional body representing over 1200 guidance practitioners in second-level schools, third level colleges, adult guidance services, private practice and in other settings. The Institute has a liaison and advocacy role with government departments, management and trade union organisations, national parent bodies, higher and further education institutions, and employment and training agencies. It offers a comprehensive range of services to both its members and directly to the public.

The IGC has developed and manages the Qualifax website, which provides a comprehensive outline of over twelve thousand courses available in Ireland, to both part time and full time students, ranging from literacy programmes to doctorate and post-doctorate programmes. It also provides users with information on the educational implications of subjects chosen at second-level schools, a daily calendar of career and course related events, information on grants available to prospective students and a section with relevant educational information for those with a disability. Qualifax also contains a comprehensive list of links to other appropriate websites, and is funded by the Department of Education and Science (DES).

The Institute is currently piloting a number of primary school, second level and adult versions of the 'Real Game', an internationally recognised classroom-based resource for use in career guidance. An Irish version of the 'Be Real Game' has been developed through the support of Second Level Support Services, funded by the DES, and will be rolled out in a wide range of schools in September 2006 and nationally in 2007.

The Institute manages a national programme of in-service on behalf of the DES, through the national network of education centres, to provide all second-level guidance counsellors with professional counselling supervision to ensure that the highest standards are adhered to in the counselling service provided to second-level students. The Institute also provides a series of two-hour in-service workshops annually, through the education centres network, while at its Annual Conference it provides additional in-service workshops, also funded by the DES.

In cooperation with the National Parents Council (Post-Primary) and a number of national newspapers, the Institute provides a comprehensive helpline service to members of the public in August each year, when the Leaving Certificate results are published and college places are offered.

It collaborates with partners from industry and education in organising initiatives to inform members of current trends in the education and employment fields. An example is an annual day-long seminar on the labour market run in association with the Irish Business and Employers Confederation (IBEC).

ASSOCIATION OF GRADUATE CAREERS SERVICES IN IRELAND (AGCSI)

AGCSI is the professional association for careers services in higher education on the island of Ireland. Its mission is to be an effective association representing third level career services in Ireland by promoting and facilitating good practice.

In 1998, the Association's website went live and was re-launched soon after as Graduate Careers Ireland (GCI), developed collaboratively by all member services as a key resource for students and graduates. In 2002, AGCSI products were launched, including its website, under the 'gradireland' and 'postgradireland' brands.

In 2004 with the opening up of full membership status to all publicly funded third level institutions, members of the recently formed Institutes of Technology Careers Advisers' Network (ITCAN) joined.

INSTITUTES OF TECHNOLOGY CAREERS ADVISERS' NETWORK (ITCAN)

There are currently 14 Institutes of Technology throughout Ireland. The Institute of Technology Careers Advisers' Network (ITCAN) was launched in spring 2004 to develop a formal network which aims to promote and enhance the operation of careers advisory services within these institutes. Careers services within the ITs have an open access policy to assist students before, during and after qualification. The establishment of ITCAN has introduced a forum for the sharing of good practice and ideas.

ADULT EDUCATION GUIDANCE ASSOCIATION (AEGA)

The Adult Education Guidance Association (AEGA) was set up in 2001 to represent staff of the Adult Educational Guidance Initiative pilot projects. The role of the AEGA includes representing these staff members at the AEGI National Advisory Group meetings convened by the National Centre for Guidance in Education. Since its inception, the AEGA has worked closely with the NCGE to identify staff training needs, adult guidance developments, and in various working groups.

Many guidance professionals working in the adult sector are also members of the IGC. The AEGA also works closely with the IGC to establish a comprehensive understanding of adult guidance and support the IGC recognition of the Higher Diploma in Adult Guidance (National University of Ireland, Maynooth).

A)WHAT ARE THE STRENGTHS AND WEAKNESSES OF ANY MECHANISMS OR STRUCTURES?

STRENGTHS

Leadership in the area of guidance in Ireland is provided through legislation, collaboration between agencies, organisations and associations, and through the development of innovative programmes and resources as outlined above. The major strength is the willingness of government agencies and professional associations to collaborate across all sectors. Government Departments have also collaborated in the area of guidance, notably through the establishment of the National Guidance Forum. The recent appointment of a Minister of State for Innovation whose remit spans the Department of Enterprise, Trade and Employment and the Department of Education and Science, and includes guidance, is a strategically significant development.

The potential for an agreed curriculum framework across the post primary education sector represents a further strength. The National Council for Curriculum and Assessment (NCCA) is a statutory body established to, inter alia, advise the Minister for Education and Science on matters relating to the curriculum of second level schools. The NCCA, at the request of the Department of Education and Science, has developed a draft curriculum framework for guidance in second level schools. As part of the development of the framework, a consultation process was undertaken by the NCCA with relevant and/or interested organisations and individuals. The findings from the consultation process indicated significant support for the importance of guidance provision in second level schools. Guidance was viewed as a key element in helping young people to become independent and self-directed. The full report of the process will be completed by the NCCA during 2007 and it will also begin work with schools to explore a range of ways in which the framework might be implemented.

Significant data has been gathered on the provision of guidance in the post primary sector, enabling policy to be evidence-based. A comprehensive Review of Guidance in Second Level Schools was carried out between the autumn of 2003 and the spring of 2005. The review comprised four strands which included quantitative and qualitative surveys of the use of the resources provided by the Department of Education and Science for guidance; case studies which involved ascertaining the views of school principals, guidance counsellors and students about their perceptions of guidance; focus group interviews with a range of stakeholders, including parents and students.

The report of the review which is on the Department of Education and Science's website provides insights into:

- How the ex-quota allocation of hours for guidance is being used in schools;
- How the expertise of guidance counsellors is being used in schools;
- The nature of the guidance programmes being implemented in schools and the beneficiaries of these programmes;
- The perceptions of principals/deputy principals, guidance counsellors, parents, students and other key stakeholders associated with the guidance service in second level schools,
- The experience of present and past students of the guidance service in their respective schools.

FÁS is currently developing a strategy for the provision of guidance to the employed, a sector identified by the National Guidance Forum as having very little access to guidance.

WEAKNESSES

The National Guidance Forum has made considerable progress in providing a framework for a lifelong and lifewide guidance service in Ireland. It is important that this framework is disseminated among guidance stakeholders, and that structures and mechanisms are put in place to further develop and implement the recommendations of the Forum regarding guidance provision.

National agencies that support guidance policy and provision need appropriate staffing levels and management structures that enable them to carry out their remit effectively.

An obvious weakness exists in the provision of guidance from one education level to another in the Irish education context. This relates to the lack of a prescribed tracking mechanism whereby a client's career-related profile which has been accumulated by practitioners at, for example, second-level, generally ceases to be used once the client moves out of that system.

B) WHAT STEPS MIGHT BE TAKEN TO IMPROVE IT?

It is anticipated that Ireland's membership, initially with observer status, of the European Lifelong Guidance Policy Network will encourage continued focus at national, regional and local level on the development of a lifelong and lifewide guidance service.

It is also anticipated that the report of the National Guidance Forum will be officially launched in the autumn of 2007, enabling further development and adaptation of the agreed frameworks for lifelong guidance, quality assurance and competencies for guidance practitioners.

C) HOW WELL-KNOWN AND VALUED IS CAREER DEVELOPMENT AMONG THE GENERAL PUBLIC IN YOUR COUNTRY?

PERCEPTIONS OF THE PUBLIC ON GUIDANCE AND GUIDANCE SERVICES

The Perceptions of the Public on Guidance and Guidance Services, is the report of the National Guidance Forum on the research and consultation among members of the general public to determine their experiences, opinions and recommendations about guidance services in Ireland. It is the first research of its kind and it is one of the main pieces of work completed by the Forum. The investigation included a literature review, a questionnaire to a targeted sample and focus groups. While some people were critical of the type of guidance received, many were very clear about the benefits and role of guidance in helping them access lifelong learning. The research suggests that guidance is held in very high regard by many people.

Guidance was seen as having a broader role than helping people with career choice. There was a wide range of opinions of the guidance services in schools, however there was general agreement regarding the importance of guidance. There was widespread agreement that the focus of guidance for adults needs to be widened, to include adults who are employed as well as unemployed, adults with financial difficulties and those who are earning a good income, students who are engaged in higher education and adults who have retired.

THE CAREERS AND LABOUR MARKET INFORMATION IN IRELAND REPORT

Two important components of career development are the agencies/providers involved and the information available. The Careers and Labour Market Information in Ireland Report published by the Expert Group on Future Skills Needs in July 2006 addresses these matters. The report examines the awareness and use of existing careers and labour market information and reveals users' knowledge of resources and preferences for different support arrangements. Respondents to the research survey admitted to being more familiar with guidance counsellors and FÁS than any other providers of careers information and had used guidance counsellors more (65%) than any other provider. Awareness and use of Internet employment agencies was stronger than that of high street or other private employment agencies. (Careers Information and Labour Market Information in Ireland Report; p.23)

Guidance counsellors were most frequently nominated as the most helpful form of support (22%) followed closely by work experience (21%) and 'Other'. The 'other' category accounts for networking and contacts (c. 8%), parents, family and friends (c.5%), prospectuses (2%), Internet and executive employment agencies (1%), and various other sources. Employer information was also rated as most helpful by 10% of respondents. Internet sources of information (both course and employer) were most frequently selected as the 'easiest to use' form of support (35%) followed by guidance counsellors (17%) and newspapers (18%). (Careers and Labour Market Information in Ireland Report p.26)

The lack of familiarity of all groups with careers databases is evident from the statistics reported, while awareness of labour market information ranged from minimal in the case of school students and Youthreach participants to strong in the case of third level students and most adult groups. School students had very limited knowledge of the economy and the labour market. They were interested in this kind of information but unclear as to where to source it. (Careers and Labour Market Information in Ireland Report; p.30)

MOVING SMALL COMPANIES TOWARDS NEXT GENERATION EMPLOYABILITY

Finally, the importance of career development has been acknowledged over the past four years by the Programme for University Industry Interface (PUII). In its report Moving Small Companies Towards Next Generation Employability (2005), PUII identifies key skills and competencies required by Irish Small to Medium-Sized Enterprises (SMEs). It also examines the SME environment in terms of education, training, up-skilling and lifelong learning. Consistent with other published documents (e.g. those by the Expert Group on Future Skills Needs) PUII's research highlights the importance of skills and labour availability as a key business issue. The availability of a skilled workforce and the changing skills requirements of this workforce are singled out, with these two factors driven by the rate of economic growth in Ireland and also as a result of rapid changes in their industries, which have resulted from global markets. PUII notes that the nature of work and what people expect from their employments has begun to change. Jobs are no longer for life and employees are looking for some 'meaning' from their work. However, the research notes that graduates may have real concerns about the lack of formal induction programmes and structured training and development opportunities in SMEs. Consequently, it suggests that employers identify a portfolio of skills at the employment stage and, subsequently, they will be able to identify how to educate and train for better performance in them and how to assess the employability skills of the individual.

It is clear that the importance of career development is being acknowledged in all of the pertinent research documents, and while issues surrounding guidance access for all need to be addressed, more people acknowledge the fact that career development is an integral part of one's working life in Ireland.

D) HOW CAN THIS BE IMPROVED?

PERCEPTIONS OF THE PUBLIC ON GUIDANCE AND GUIDANCE SERVICES

The research of the National Guidance Forum indicates that the public are aware of guidance provision in Ireland and value this service. Their recommendations on how guidance provision can be improved are as follows:

- There is a need for guidance to be provided from preschool right up to the elderly.
- Guidance services at preschool and primary school need to be developed and those at second level need to be strengthened and expanded.
- Guidance services in second level schools need to be available and to be seen to be available for students in the Junior Cycle and for those who are less academic, as well as for those who intend to go to university.
- Guidance services for adults need to be developed, expanded, resourced and advertised.
- Teachers, employers and parents have a role in guidance provision.
- Guidance services must be confidential and available for everyone who wants it, irrespective of age and financial situation.
- People need information and yet acknowledge that information on its own is not enough.
- Counselling and personal development programmes are important aspects of guidance for adults, as many people need to build up confidence before they can make the most of training and career opportunities.
- People are concerned regarding the possible financial consequences of engaging in training and employment schemes and this may hinder them from availing of lifelong learning opportunities.
- There is a need for guidance services to follow-up on initial interviews.
- Guidance is important for groups such as parents, people with disabilities, new-comers to the country, people who are due to retire or who have retired, children and adults who have literacy difficulties, and people who are unemployed or on low income.
- Many people who would benefit from guidance services do not know how to access them and 'need guidance to get guidance'.
- People also have a personal responsibility in availing of opportunities which are available to them.

COMPOSITE REPORT OF GUIDANCE INSPECTIONS

The Department of Education and Science is currently carrying out an analysis and synthesis of the reports of guidance inspections conducted in the 2006/07 academic year. During the inspections, a random selection of senior cycle students filled in a questionnaire on their experience of the guidance service in their respective schools. In response to the question 'What have been the most helpful parts of the guidance service you have received to date?' top line results reveal that the six most frequent responses were:

- Information on courses, colleges and careers
 - One-to-one meetings (they did not specify what the meetings were about)
 - Career classes
 - Information from career websites
 - Questionnaires and tests
 - Guest talks
- In response to the question 'what do you think could be done to improve the guidance service in your school?' the following were the top 6 responses:
- Provide more guidance classes
 - Provide more information on the CAO (Central Applications Office) applications
 - Have more one - to -one meetings
 - Have more guidance counselors
 - Have more guidance classes in junior cycle
 - More open (college) days

THEME 4 : IMPACT EVIDENCE

A) WHAT EXPECTATIONS OF CAREER DEVELOPMENT SERVICES DOES YOUR COUNTRY HAVE?

There is evidence of differing expectations and priorities for career development services among the stakeholders and policy makers. Much of this difference is due to the gap that can quickly emerge between policy that is formulated at a specific point in time and the rate at which society is changing.

The White Paper on Adult Education (2000) proposed the establishment of a national Adult Guidance and Counselling Service that would provide personal, educational and career guidance at pre-entry, entry, on-going and pre-exit stages for three specific target groups: participants in VTOS, adult literacy and adult and community education programmes. This service was to be delivered through expansion of the Adult Educational Guidance Initiative and support structures were put in place at national level to monitor the effectiveness of the service in providing guidance for the designated target groups. From the earliest days, and more so as time has passed and society has changed, demand at local level for this service has come from other groups including lone parents, those with intellectual disabilities, newcomers to the country, the homeless etc. This gap between policy and the lived experience of a changing society creates difficulty in assessing return on public investment in guidance initiatives. It also makes it difficult for guidance practitioners to respond to local demand and government expectations.

A key finding which emerged in the consultative process carried out by the National Guidance Forum with the general public, *Perceptions of the Public On Guidance and Guidance Services*, is that people 'need guidance to get guidance'. As well as developing and strengthening resources in guidance, people in the general public need to be informed, supported and guided to use these services. This Report contains many suggestions from the participants in the consultative process as to how that might be done. Suggestions as to how this might be done are included under Sub-Theme 2 (d) above

In the Review of Guidance in Post Primary Schools, there were discrepancies among the interviewees in their expectations and perceptions of the guidance service.

The views of students contrasted with those of principals and guidance counsellors in terms of how the role of the guidance counsellor was perceived. Principals and guidance counsellors considered that personal counselling was a key part of the role of the guidance counsellor and principals considered that individual one-to-one counselling, in particular, was one of the major strengths of the guidance programme. However, students perceived the guidance counsellor's role mainly in terms of providing educational and career guidance support.

Among other stakeholders, in addition to career guidance, there were numerous, other wide-ranging guidance service expectations.

Tomorrow's Skills identifies, among other things, the need for career guidance and mentoring for those at work in order to facilitate the achievement of skills goals by 2020. In order to achieve the objectives of the Tomorrow's Skills report, action is required at a number of levels.

- An additional 500,000 individuals within the workforce will need to progress by at least an NFQ level.
- Specifically, upskill 70,000 from NFQ Levels 1 & 2 to Level 3; 260,000 up to levels 4 & 5; and 170,000 to levels 6 to 10.
- The proportion of the population aged 20-24 with NFQ Level 4 or 5 awards should be increased to 94 percent, either through completion of the Leaving Certificate or through equivalent, more vocationally oriented programmes.
- The retention rate at Leaving Certificate should reach 90 percent by 2020.
- The progression rate to third level education will have to increase from 55 percent to 72 percent.

The achievement of these targets will demand that career development services are, firstly, aware of the various goals and strategies that exist and, secondly, that the importance of reaching those targets is communicated to citizens who avail of career development services. These expectations will apply to services working with people across the lifespan. The promotion of self-directed learning will play a big part in the development of a student cohort that can research career paths for themselves as well as relying on professional assistance. At third-level it means that careers services need to raise awareness of the demands for higher level qualifications in some career areas in particular. The Social Partnership Agreement, among other policies, acknowledges that career development services have a major role to play in encouraging workers to up-skill and obtain qualifications that allow for further progression and better career prospects. There are similar expectations from those services working with people seeking to go back to education or with the unemployed, and a particular expectation from those who work with immigrants.

There are also expectations in terms of careers and labour market information as outlined in the Expert Group on Future Skills Needs report, Careers and Labour Market Information in Ireland. These include the development of a central Irish careers portal, the promotion of existing career sites, the improvement of useful labour market information, and the improvement of existing career guidance and information resources.

The same Expert Group on Future Skills Needs report Tomorrow's Skills: Towards a National Skills Strategy which was launched in March 2007 also has wide-ranging expectations of career development services. Among them are:

- (i) The need to promote skills development, especially in the areas of Science, Engineering, ICT and Research and Development.
- (ii) The promotion of the idea of a One-Step-Up approach to education whereby citizens are encouraged to improve their qualification rating on the National Framework of Qualifications (NFQ).
- (iii) The targeting of low skilled and educationally disadvantaged persons.
- (iv) The harnessing of talent of migrant workers.

B) WHAT EVIDENCE IS THERE THAT CAREER DEVELOPMENT SERVICES ARE MAKING AN IMPACT ON INDIVIDUALS, ON DIFFERENT SOCIETAL GROUPS, AND ON THE ECONOMY AND WIDER SOCIETY?

The Inspectorate of the Department of Education and Science is currently preparing an analysis of the main findings of all guidance inspections carried out in the 2006/07 academic year. The findings will be published as a composite report in early 2008. The report will include the findings from a questionnaire on guidance administered to approximately 1,100 senior cycle students in the course of the inspections.

The Higher Education Authority (HEA) publishes statistics on the first destinations of graduates on an annual basis. The statistics are compiled by the higher education careers services, who also seek feedback on their programmes from the graduates as part of the investigation. In 2006 a survey was carried out by nationally on behalf of AGCSI on the attitudes of students and graduates to the careers services.

The Adult Educational Guidance Initiative services report on a quarterly basis to the AEGI Advisory Group convened by NCGE and comprising representatives from the Department of Education and Science, national agencies supporting the key target groups of the AEGI, professional, educational and employer associations and services. In addition every service is externally evaluated within the first year of operation and a report is sent to the service for feedback purposes. A composite report indicating themes and trends is sent to the Advisory Group.

B) HOW ARE IMPACT AND EFFECTIVENESS DEFINED?

Impact and effectiveness are commonly defined using quantitative data indicating retention and progression routes in education and employment. Many studies also establish satisfaction levels with the guidance service using quantitative and qualitative data.

INCREASE IN RETENTION RATES.

The Department of Education and Science most recent report on retention rates of students in second level schools was published in September 2005. It deals with the cohort of entrants to the first year of the junior cycle of second level education (aged approximately 12 years) in 1996 and tracks this cohort through each subsequent year of their participation in second level schools. The retention rate to completion of the junior cycle of second level school (completed junior cycle in 1999) was 94.6% (93.4% males, 95.8% females). The retention rate to completion of the senior cycle was 77.8% (72.1% males, 83.8% females). This figure has remained stable for each cohort since 1991.

However, statistics available from the Central Statistics Office indicate that the percentage of persons aged 20-24 years who had attained at least the Leaving Certificate examination or equivalent in 2004 was 85.3% (82.1% males, 88.6% females). This was up from 82% in 1999. This suggests that there is an increase in the number of students participating in second chance education.

PROGRESSION RATES AND EDUCATIONAL ACHIEVEMENT

Progression rates and academic achievement are two significant markers for assessing the impact and effectiveness of career development services in helping Ireland achieve its skills goals for the future. The National Skills Strategy calls for an increase in the Leaving Certificate retention rate to 90%, and an increase in progression from second to third-level from 55% to 72%.

In terms of this report the impact and effectiveness are easily defined. It proposes that, by 2020:

- 48 percent of the labour force should have qualifications at NFQ Levels 6 to 10;
- 45 percent should have qualifications at NFQ levels 4 and 5; and the remaining 7 percent will have qualifications at NFQ Levels 1 to 3.

D) WHAT SIGNIFICANT GAPS ARE THERE IN SUCH EVIDENCE, AND WHAT STEPS ARE BEING TAKEN TO ADDRESS THEM?

CLIENT FEEDBACK

It is recognised that the impact and effectiveness of guidance is difficult to measure, but that it is vital to have indicators that enable services to improve their practice and to inform public policy and investment. In this regard the AEGI services are currently piloting a client feedback form. Essentially the form seeks to communicate to clients what the guidance process involves, to establish if clients are engaged in reflection and goal setting, including if they are currently experiencing confusion, and if they are self-directing.

OVER-ARCHING EVALUATION OF SERVICE AND SERVICE SUPPORT

The success of the AEGI is influenced by the collaborative approach taken between stakeholders at national, regional and local levels. A large scale evaluation of the AEGI and the support provided to the Initiative between 2000 and 2006 is to be coordinated by NCGE between September 2007 and June 2008. This evaluation will seek to get feedback from representatives of all stakeholders. In particular it is planned to seek feedback from clients of the AEGI.

E) HOW DO POLICY-MAKERS USE IMPACT EVIDENCE?

The Department of Education and Science has used feedback from the AEGI quarterly reports to inform its expansion of the AEGI service on a national basis, and to provide funding for additional guidance counsellors in the services. The evidence generated has also enabled the AEGI Advisory Group to review and evaluate the changing nature of the target groups and the support they require.

A report of an expert group to the Minister for Education and Science (2001) on the allocation of teachers to second level schools, recommended an improvement in the allocation of ex quota hours for guidance. 'There is a strong case for improving allocation in this area...in view of the many challenges facing schools' (McGuinness, p. 76-77). The report included a recommended schedule of hours for schools based on enrolment numbers but did not envisage this improved allocation as an automatic entitlement. It recommended that the allocation be made on the basis of demonstrated need and an agreed utilisation plan, rather than on enrolment.

A new scheme for schools in areas of disadvantage was introduced by the Department of Education and Science in the 2005/06 academic year. Delivering Equality of Opportunity in Schools (DEIS) is an initiative designed to ensure that the most disadvantaged schools benefit from a comprehensive package of supports. From September 2006, all second level schools in DEIS were allocated the ex quota hours for guidance recommended in the report of the expert group.

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**FOURTH INTERNATIONAL SYMPOSIUM ON CAREER DEVELOPMENT AND PUBLIC POLICY
22ND - 25TH OCTOBER 2007
AVIEMORE, SCOTLAND**

THEME 1: BLENDING ECONOMIC AND SOCIAL GOALS

What are the main economic and social policy goals in your country that are or could be impacting on career development services? What is the balance between these economic and social goals? If there are examples of policies which have a blend of economic and social goals, what are they and what do they seek to achieve? How is career development contributing to the achievement of these goals? How could this contribution be enhanced?

Among key economic and social policy goals in Israel today:

- . Expanding the participation of under-represented groups in the work force.
- . Diminishing academic achievement gaps among the country's sub-populations.
- . Integrating immigrant populations from developed and undeveloped countries in social, economic and educational spheres.

Participation in Israel's workforce is some 10 percent lower than in developed countries. The treasury has acted to decrease this gap with various programs to encourage employment, especially among ultra-Orthodox men and Arab women. At the end of 2006 the Israeli labor force was at around 2.8 million - 55.6 percent of the adult population. This low rate of workforce participation is largely an outcome of cultural and religious principles. For instance, ultra-orthodox Jewish males' theology prizes full-time rabbinic academy study over affluence and the ideal of working for one's livelihood. Druze, Arab, and Bedouin females have mostly stayed out of the work force due to traditionally-defined gender roles within the family institution. This lack of workforce participation of substantial segments of the population leads to a large structural unemployment phenomenon, having economic ramifications in not meeting the potential for industrial productivity, economic growth, human capital enhancement, and reducing the influx of imported workers. Other negative ramifications include the potential long-term growth of a culture of unemployment.

Substantially reducing monthly income assurance stipends granted by the National Insurance Institute to the weakest population sectors has brought more of these non-working sectors closer to employment options and more likely to seek subsidized professional assistance in making the correct career move. The Wisconsin-inspired welfare-to-work model has been administered in Israel for two years by foreign franchise owners, and is being modified after unenthusiastic reviews.

Many of these single mothers have benefited from career counseling interventions, getting to know themselves for the first time and daring to introduce expressions such as "what would be satisfying and challenging" in their potential work setting. Special guidance interventions have been designed for this population, including a career hot line funded by the Ministry of Industry, Commerce, and Employment, for those single mothers experiencing episodes of despair and frustration on the path to work or training.

These sectors on the lower economic rungs who have been most hurt by the budgetary measures have been increasingly targeted by various social NGO's as worthy of exceptional interventions. For example, there are cost-free government-sponsored computer literacy courses available for those in peripheral cities with poorer access to computer training.

Several guidance interventions in the Arabic-speaking population have been carried out in recent years. There has been a formidable addition to school counseling personnel from the Arabic-speaking population, especially in the last couple of years. Currently efforts are being made to assist 12th graders in making educated post-secondary choices. Many career choices are made out of respect to the father's wishes in these communities at the expense of efforts to help the young person decide based on his unique personal and professional identity. Attention has recently been focused on developing the appropriate culturally-relevant guidance tools to accurately assess abilities and preferences in that sector.

International surveys have indicated that Israel suffers from a severe inequality of achievements on international examinations. Beyond elements of social injustice and the heavy personal price that the situation engenders, the nation at large is harmed due to loss of human capital and with it, perhaps, the perpetuation of poverty and scholastic failure. Three sectors most negatively affected by this gap are the Jewish periphery towns, the Ultra-Orthodox Jews and the Arab sector. Ramifications for vocational guidance: More haredi Jews have, in recent years, sought career and academic counseling to determine their skills and aptitudes, under the assumption that a job could be better retained given a stronger aptitude match and given attention to a natural bent.

Innovative programs aimed at bridging work-related cultural gaps to several of the non-working population groups mentioned above. Many of the newer programs sponsored by the Israel National Employment Service and Joint - Israel have realized the importance of long term follow up and support for long term solutions to take.

Future efforts should be focused on sharpening assessment tools and retraining options for new immigrants and the 45 plus population, upgrading educational opportunities for computer literacy and English proficiency among peripheral town residents, including the Arab population. More non-teaching career opportunities need to be expanded among the non-Jewish populations.

DILEMMAS:

- . What is the proper balance between government-sponsored programs and private or NGO initiatives?
- . What creative steps have succeeded in other countries that have led to the closing of employability gaps?

THEME 3: HARNESSING DIVERSITY

What are the key challenges in managing cultural and other societal differences in developing policies and strategies for career development? What are the most important career development issues for particular cultural and societal groups (including remote and urban communities)? How do career development policies work with other policies on social integration?

Israel, home to a mosaic of cultures, both Jewish and non-Jewish, has since its inception, always been challenged by the task of incorporating diverse populations into the country's economic and social reality. Among the sub-populations targeted for full integration into the labor market in recent years are those that have been culturally, theologically, or socially detached from the labor market: Arab, Druze and Bedouin women, single mothers, new immigrants, especially from the Former Soviet Union as well as from Ethiopia, Ultra-Orthodox Jewish men and women, drop-out youth, the disabled, as well as the older working age population.

A turning point in the field of employment-focused guidance and counseling began in 2006 in the image of the TEVET undertaking, a public funded and NGO- administered project by the Joint - Israel Organization. Through intensive participatory processes, scores of start-up career projects aim to integrate underserved populations into the work force. The unique aspects of the projects emphasize acquiring employability/ soft skills, empowerment, 'work-first' employment in order to strengthen job skills, to be followed up by assessment, guidance, and supportive activities which lead to longer term solutions. The project avoids overlap with other government-sponsored programs by targeting four work-force challenged populations: high risk youth, ultra-orthodox Jews, non-Jewish minorities, and handicapped citizens.

Government agencies, both local and national, as well as community non-profits are being targeted to assume leadership with each of the programs upon the conclusion of the pilot stage. There is a real concern that even many successful initiatives may not achieve the continuity so critical to long-term success. A substantial evaluation element is incorporated into each seed project, so that potential sponsors can assess the cost-effectiveness of the particular sector-focused projects.

All start-up projects with the respective weak and diverse population groups have the following common objectives, among others:

- . Modifying attitudes in relation to the value of work among the clients, their cultural and religious authorities, as well as attitude change among potential employers regarding the attractiveness of these populations as future employees.
- . Social mobility and long-term employment stability - Enhancing the quality of jobs of these populations, upgrading their level of functioning and concomitant wages, and helping them rise above the poverty threshold.

EXAMPLE:

STRIVE targets a population of 22-35-year -olds not exceeding 11th grade educational levels, who have not been employed, are lacking a strong family support system, providing an intensive immersion-like experience into enhancing work- and life-related skills. The pilot project is funded by TEVET and operated by a non-profit, applied to 735 participants in 3 cities over the course of 3 years for each group. There is an initial intake interview, a workshop preparing for the world of work, immediate placement in any available jobs, a 2-year intensive follow-up once employed, and career counseling and assessment to determine the most appropriate professional training framework. Eventual training and the upgrading of their jobs in quality and in remuneration remain critical to the objectives of the program. The program was initiated in New York 20 years ago and has been administered in England as well. The adaptation to the Israeli situation has highlighted the intensive follow-up component as the anticipated key to long term success.

Examples of other TEVET projects: "Transitions," establishing an employment center suited to the unique character of southern and northern peripheral villages in the Jewish and Bedouin sectors; entrepreneurship encouragement and support for establishing small businesses among selected youth and among 25-55 year old male and female ultra-orthodox Jews; integration into the working world among autistic adults; intensive employability training for Ethiopian, Arab, and other minority women.

There is a general awareness that career planning interventions need to be a part of any plan that aims for long-term achievements; however, the professional level of career

guidance services is as diverse as the range of treated clients; most involve personal or group skills awareness sessions, empowerment workshops, and designing concrete employment plans. Career professionals need to be made aware of delicate cultural or religious constraints, with their activities often requiring authorization by heads of the respective communities. Given shrinking social security grants since 2002, many sub-groups have responded to economic pressure by acknowledging the importance of establishing a career and joining the work force.

DILEMMAS:

- . Given the adjustments required by cultural and religious communities, overly-rapid change is risky. Educational institutions need to be enlisted to support such change. How have other countries found the optimum balance to achieve success?
- . Much effort has been invested in orienting the participants' spouses to anticipated changes in self- and career-identity. What other obstacles have been confronted by other countries?

THEME 5: ROLE OF THE CITIZEN

How can different societal groups of users and potential users be involved in the design of career development policies and services? Is this considered important in your country as a way to improve the customer experience or to engage with "hard to reach" groups? What works? How is action taken on relevant findings?

Privatization of direct government services and the concomitant emergence of NGO's and other citizen-based initiatives have multiplied significantly in recent years. There are currently approximately 35,000 N.G.O's specializing in various sectors in Israel, employing approximately 276,000 people with 14.3% of the G.N.P estimated at 20 billion shekels. A Ben-Gurion University survey identified trends from 1986 to 2006 indicating a decline in religious and a sharp rise in the establishment of welfare and educational organizations, enabling the decreasing role of the Government in such affairs, and the gradual transfer of responsibility for the citizen's welfare to third sector non-profit organizations. As such, more than 50% of the third sector organizations' budgets come from Government sources, perhaps serving to retain a say in its operation. Due to the increasing centrality of NGOs in Israel, three separate academic institutions offer degrees in "Non Profit Management."

SOME EXAMPLES OF VARIOUS FORMATS OF CITIZEN-INITIATED ORGANIZATIONS:

Yedid: www.yedid.org.il

YEDID ("friend" in Hebrew) was established in 1997 to promote social justice in Israel through a national network of Citizen Rights Centers in disadvantaged communities throughout Israel. Yedid is the national, volunteer-based organization that empowers Israelis to break the cycle of poverty through free individual legal and social assistance, community education initiatives and grassroots organizing for change.

Among programs sponsored by Yedid are literacy (Head-Start) training, 12-week job seeking skills courses, school drop-out prevention targeting 7th grade children of immigrants, single-parent employment empowerment, and home budget training. Recently proposed legislation has called for granting incentives to employers who hire the 45+ population.

BE-ATZMI: www.yazamut.org.il Personal Initiative Towards Employment

BE-ATZMI, an NGO operating in Israel since 1995, is dedicated to the challenge of addressing unemployment in Israel. They view financial independence as a key factor in personal fulfillment and upward social mobility, with employment as playing a major part in developing a better functioning and more inclusive society. Be-Atzmi currently operates in 34 communities throughout Israel, serving 2, 950 participants. Follow up

studies indicate 67% of all program graduates are currently employed; 90% of program graduates report dramatic improvement in self esteem and feel that they are more self efficient.

BE-ATZMI'S PERSONAL INITIATIVE TOWARDS EMPLOYMENT PROGRAMS INCLUDE:

- . Professionally facilitated group task-oriented employment workshops
- . Occupational advancement
- . Long term individual follow up and support in "work first" job placement
- . Establishing a local professional infrastructure to advance long term employment
- . Creating a local pool of employers

AMUTA 50 + -: WWW.AMUTAT50.CO.IL

AMUTA 50 +- (50 Plus Minus): Employment Center for Older Workers is a non profit organization consisting of professionals from different fields, with many years of professional or managerial experience who have left the work cycle unwillingly but are still ready and able to continue working. Unfortunately, the labor market in Israel is not user-friendly to older workers, due to stigmas and stereotypes. The members of the privately initiated non-profit "Fifty Plus Minus" are attuned to the needs of the unemployed adult, offering information, job leads, and other services, and focusing on two major realms of activity:

- . Personal empowerment and encouragement in order to cope with the changes involved in improving their personal, family and social situation.
- . Acquisition and upgrading of new professional knowledge needed in today's labor market.

Aside from these non-profits, the Internet age has spawned several sites initiated by unemployed individuals who have used their spare time to encourage others in their search for employment. Privately-sponsored Internet forums for many population sectors have given new meaning to networking and have positively impacted participants in sharing information for training, employment, and career dilemmas. As the hits increase the sites may succumb to the enticements of advertising revenue, but mostly retaining their identity as an authentic real time resource. Key examples are www.movtal.com , a grass-roots employment site, offering a CV wizard and other job search tips, and www.community.syncopa.org.il, an Internet-based community support group which has been establishing (non-virtual) job clubs in various locations.

Follow-up on the impact of these many organizations and programs tend to be of survey level, at best, mostly for internal consumption. Systematic research has yet to be carried out by academic-level institutions, though through the recognition of Non-Profit

Management university degree programs, better research methodology is being developed. These will undoubtedly provide the means for more informed decisions on future investment in career-related initiatives. In the mean time, many of the organizations have been strong on ideology, vision, and support, and weaker on concrete outcomes.

DILEMMAS:

- . NGO's typically report their activities and are accountable to their funding sources, reflecting the latter's social and often political vision. As they gradually replace government prioritizing, funding, and types of outcome, how can recognized professional standards be maintained and enforced?
- . Can a yard-stick mechanism such as ISO-9000 be instituted in such loosely structured organizations?

Israel Country Report

Theme	Estimate of adequacy of present national provision (1-10)	Estimate of anticipated level of national provision - in 2 years. (1-10)
1. Blending economic and social goals	6	7
2. Strategic leadership	5	5
3. Harnessing diversity	7	8
4. Impact evidence	5	7
5. Role of the citizen	6	8

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THEME 1: BLENDING ECONOMIC AND SOCIAL GOALS

The 'National Agenda: The Jordan we strive for' is a recent government initiative who's steering committee was formed by a Royal Decree in 2005 followed by the Agenda being developed and finalized in 2006. Its main purpose in broad terms is to "improve the quality of life for Jordanians, build a strong economy, guarantee basic freedoms and human rights and strengthen democracy and cultural and political pluralism" (National Agenda, 2006: 3).

The Agenda was developed based on current pressing socio-economic issues, and is working towards achieving fast yet sustainable economic growth. Though the Agenda's scope for implementation is wide, challenging, and ambitious, it is viewed as the first holistic approach (partnering with the private sector and all stakeholders) to tackling the country's unemployment problem (mainly due to a growing young population) and inability of the economy to absorb the rapid inflow of new job-seekers.

The Agenda highlights eight main themes of socio-economic policy reform two of which are directly pertinent to the country's career development, these are:

- 1) Employment Support and Vocational Training Theme
- 2) Education, Higher education, Scientific Research and Cultural Innovation

The agenda recognizes that job opportunities have been difficult to locate due to fragmentation of the job placement agencies, and vocational training being inadequate in quality therefore yielding poorly trained workers. Therefore the agenda recommended to increase workforce employability through adequate training programs aligned with market needs, and effective job placements. This entails that career development services are perceived as a major driving force towards achieving these goals.

The Agenda also recognizes that though the Kingdom has been committed to ensuring free access to basic education for all, it still faces many challenges that hinder further development of the country's substantial human resource, which is critical to achieving competitive status as a knowledge economy. There is a lack of effective mechanisms to monitor and evaluate quality of education and training programs and very little has been done to ensure these programs are in line with economic and development needs. An initiative has been taken to turn this situation around by establishing a Higher council for Human Resources Development to serve as an umbrella to all educational bodies; to revise laws and legislation governing their work, and to establish a separate Commission for Accreditation and Quality Assurance of Education institutions.

Furthermore, the curricula and teaching quality across all levels of public education require much improvement, and vocational education continues to suffer from lack of funding, low enrollment, and occupational specializations that do not match the labour market's needs. Several initiatives have been taken to improve the quality of basic and secondary education and increase private sector involvement in the management of vocational education and reform programs and curricula to meet the market's needs.

Similarly the structure of the Higher Education sector leans heavily towards academic learning at the expense of technical education which inevitably has led to higher demand of higher education as well as put pressure on the country's public universities. This has had distressing impact resulting in more negligent admission procedures and therefore also a decline in teaching quality. To safeguard against further deterioration the National Agenda has proposed to approve a comprehensive strategy for higher education focusing on reforming curricula at both universities and community colleges to be in line with requirements of the knowledge economy and labour market, as well as make an effort toward improving educational faculty and administration skills.

Also, in conjunction with these efforts The National Agenda has intended to establish a platforms through which to promote, improve and advance scientific research in Jordan as well as define the landmark of the culture it strives for to support these socio-economic changes. This has stemmed from the belief that scientific research can and will play an important role in finding solutions to the country's socio-economic problems, and foster an innovative culture that can build on previous achievements, promote open dialogue and diversity and reject all forms of prejudice and intolerance.

Though the Agenda definitely places a big emphasis on economic goals to drive Jordan to become a major competitor in a global knowledge economy, it is also clear in recognizing the importance of balancing between these goals with social reforms that are undoubtedly necessary to pave the way towards successful economic development. Some other efforts include regulating political life to enable citizens to freely practice political activity and ensure their protection while they do so; revising current media legislation, and granting the media ownership and individuals greater autonomy and freedom of speech, and preventing state censorship; it emphasizes inclusion of civil society institutions to promote public participation in development processes, empowering women to become active players in the development process by ensuring the elimination of wrongful social practices and stereotyping; inclusion of all stakeholders in the development and implementation of the agenda- a blend of civil society, the public and private sectors- is seen as the ultimate environment for economic growth and appropriate productivity to take place.

There is therefore a good balance in social and economic goals now set by the Agenda as it perceives that only through this combined approach will it achieve its' desired results.

Efforts had been initiated by several stakeholders such as the Ministries of Education, Higher Education, the Ministry of Labour, the National Center for Human Resources Development, and the King Abdullah Fund for Development, to ensure that career development services are available to young people and adults, across the spectrum of educational backgrounds, social class, and geographical location. However these efforts remain scattered and require a more unified and comprehensive approach amongst stakeholders towards achieving more successful implementation with greater holistic impact.

THEME 2 : STRATEGIC LEADERSHIP

The Key Strategic players include the Ministry of Education (MOE) , The King Abdullah Fund for Development (KAFD) - at the University level, the Ministry of Labour (MOL) , and the National Center for Human Resources Development (NCHRD) through Al-Manar project.

The MOE established its first counseling section in 1969 devoted mainly to educational counseling. By 1994, the reformed Article 11 of the Education Law had stated that the experience of Secondary Education would provide students with " specialized cultural, scientific and career proficiencies in order to meet the current and expected needs for the Jordanian society and to assist them to either pursue higher education or join the labour market". Based on this the Ministry set the recruitment requirements for counselors to be the minimum attainment of a BA qualification in either the Counseling or Psychology fields.

However in reality the service carried out by the counselors focused mainly on delivering educational and psychological counseling to students based on academic and behavioral needs with little attention given to career guidance. Though there is a staggering number of around 1500 counselors across the Kingdom, they lack the professional training to provide a career development oriented service and little is being made to enhance their skills in this regards. Counselors' efforts are either minimal and individual, or based on poorly-funded and short-lived programs and projects such as coordination of field visit activities with students to factories and companies or holding lectures by professionals from various sectors.

At the higher education level a career guidance service was initiated by the KAFD in conjunction with Al-Manar project/NCHRD. A center was established at each of the original 20 public and private universities and were equipped with basic furniture and computer facilities. However most of the staff recruited to operate the service were relocated from other departmental faculties within the university, with limited knowledge or training in career counseling concepts and service delivery.

Al-Manar/NCHRD was entrusted with the task of developing career guidance material resources (ranging from assessment tests, career counseling and exploration manuals) to be used at these centers as part of increasing the knowledge and elevating the quality of service. This was done through Al-Manar project's professional career counseling (PCC) components which is dedicated towards creating wider public awareness of the importance and relevance of career guidance and planning to individuals and organizations.

Al-Manar has also initiated an extensive Human Resource Database, featuring detailed labour market information and an educational database, as well as the launch of a free national Electronic Labour Exchange (ELE) web-based service designed to increase the accessibility of job seekers to employers and vice versa.

However little has been done to activate and utilize this immense amount of information, tools and materials in guidance processes.

This is due to the general apathy and lack of understanding of the benefits of career development services at a national policy level, which inevitably results in poorly supported bottom-up systems that continue to require much improvement to have any real impact.

Lastly, The MOL which represents the major public employment service continues to provide electronic employment services and career counseling services to job seekers, through the National Employment center, however with very little coverage, few trained staff and targeting a limited segment of society.

It is clear that though these bodies loosely form the 'leadership' for career development in Jordan, there is a lack of a unified vision and infrequent harmony in implementation. In essence there are several building blocks at all levels as a result of numerous efforts, which serve as a substantial platform towards launching more comprehensive services nationwide, across pathways from school through to career.

The key players aim towards the same goal: fulfilling students and individual's self-development and personal growth as well as meeting the needs of the labour market. Yet a holistic approach is lacking. Previously there has also been little awareness as to what career development constitutes, and what practical impact it can have on individuals and organizations. This is mainly due to the fact that policy-makers themselves have not widely recognized its significance within developing social structures.

To remedy this, Al-Manar Project/NCHRD has taken an initiative towards pooling efforts. The PCC developed in January 2007 a vision paper and three-year action plan to bring together the key stakeholders and build career development services that are holistic and comprehensive.

Al-Manar has invited key policy makers from various sectors to form a Steering Committee to follow through its vision paper. Its central theme is that of creating a 'culture' and understanding of career development. This entails working across the spectrum from school to career, collaborating with schools, universities, employment centers, families etc to unite the vision and create meaningful pathways for individuals. This will be done through meaningful resource development, extensive training of core teams of counselors, forming associations of career guidance practice, building partnerships with the private sector, and the launching of an awareness campaign that can define clear media messages to reach the public.

THEME 5 : ROLE OF THE CITIZEN

Can citizen involvement be present in the absence of choices? Many cultural and political structures shape our choices as a Jordanian society. Jordan a rapidly growing economy, and it seems inevitable that those bodies currently involved in any career development activity will play the major role in shaping policy and service.

To keep the argument focused, however we will focus on the educational system as the primary ground for which career development may begin.

Though Public spending and investment in education and training has been quite extensive and has had a great impact on the increase of literacy rates and educational attainment; it has mainly focused on quantity rather than quality, and has made no significant links to the needs of the labour market.

The educational curricula has mainly emphasized text-book learning rather than encourage critical thinking. Pupils are not necessarily actively involved in their learning process, and though some effort has been made to introduce Information Technology into curricula processes, this has not changed teaching or learning techniques in any considerable and meaningful way. It is important to highlight this curriculum rigidity as it reflects a design and reality which allows little space for maneuvering and growth of career development services.

In spite of this however, one other element plays a major if not the bigger role in influencing and forming a 'cultural' shift towards career development. That element is the family unit. Parents and families in Jordan play a very important role in the orientation of young people towards particular jobs and career paths. Parents are almost always involved in the process of 'choice', therefore making the notion of career development almost inappropriate or even futile. Their cultural influence is powerful and varied, ranging from assigning certain occupations to specific genders, all the way to expecting one's own children to take over a family business.

If we were to begin to bring about a cultural change and understanding towards the importance and benefits of career development, which can shape policies and found authentic services, we would need to address this and involve parents and families as partners in that development.

Recently more and more parents have shown a bigger interest in their children's educational and career paths. This may be due to more young people now facing a rapidly changing world of choices and occupations, opportunities and unemployment, hence more young people expressing a value of being able to make one's own choices towards self-development and self-fulfillment. This has opened doors of communication between parents and practitioners (counselors, teachers, etc) regarding career guidance services available to their children.

Where as it may be essential to initiate a wide-spread awareness campaign to introduce more factions of society to career development concepts, families would still be hard to reach on a personal level, in terms of the relevance of career development services to their own lives. This makes school-based forums and activities the most effective way to access and involve parents in more meaningful career development. This is due to several reasons the most significant being the MOE's pool of counselors being a substantial platform from which to begin shaping a 'culture' of career planning. The MOE has an abundance of counselors with the professional knowledge and background to share, as well as have earned the trust of parents to offer genuine guidance to their children (whether that be educational or otherwise).

It is essential to recognize and utilize this advantageous position. Al-Manar Project/ NCHRD funded by CIDA has done just that. Al-Manar conducted several focus groups with parents to find out how best to involve them in career development processes starting from school.

It was found that all parents expressed a keen interest in participating in a career development framework. Most recognized a need to be informed and made aware of current economic changes, labour market trends, and the wider domain of career choices and planning. There was a firm agreement amongst parents that career development was of great relevance to their children's lives and that school counselors should play a central role in providing opportunities for students to explore their strengths and interests.

Based on this Al-Manar/NCHRD in conjunction with the Canadian Career Development Foundation (CCDF) is developing a parent resource tool kit, to involve parents in their child's career development as allies in a meaningful way. School counselors will be trained on applying a career exploration classroom module with 9th and 10th grade students (a focal point at Jordanian high schools) as well as building partnerships with parents as allies in their children's career development process.

Once completed this program will be implemented as a pilot in agreement with the Ministry of Education. The impact of this will be recorded and studied to track changes in student and parent's changed insights into the world of work.

It is believed this will achieve an impact that can greatly shape people's perception of career development services and the integral role these will play in shaping our economy.

However it remains a demanding task and without sufficient campaigning, visual banners, information brochures, media messages, radio and television ads- that will reach larger crowds, the process will indeed be trying.

JORDAN

Rating Jordan on a scale of 0-10 with regards to the 5 sub themes, in terms of

- a) adequacy of present provision
- b) level to which we hope to realistically progress over the next two years

Theme 1: Blending social and economic goals

- a) 6
- b) 7

Theme 2: Strategic leadership

- a) 6
- b) 8

Theme 3: Harnessing diversity

- a) 4
- b) 7

Theme 4: Impact evidence

- a) 4
- b) 6

Theme 5: Role of the citizen

- a) 4
- b) 5

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THEME 1: BLENDING ECONOMIC AND SOCIAL GOALS

What are the main economic and social policy goals in your country that are or could be impacting on career development services? What is the balance between these economic and social goals? If there are examples of policies which have a blend of economic and social goals, what are they and what do they seek to achieve? How is career development contributing to the achievement of these goals? How could this contribution be enhanced?

A well-trained citizenry, particularly the youthful population, is the greatest economic and social resource of the Maldives. Therefore, careful planning and vigorous effort to cultivate the economic and social potential of the country's human resource needs considerable attention. Sustainable and long-term economic objectives cannot be achieved until we prepare the Maldivian work-force with the necessary education, skills and work-ethics. Since human resource development is a thrust area that cuts across both the economic and social sectors, this report will focus on the policies highlighted in the 6th National Development Plan (NDP) in the area of Human Resource Development and Employment.

Policy: Consider human resource development as a core ingredient of national development and take steps to develop local human resource capacity to meet the demand for semi-skilled and skilled labour.

Strategies include:

- . Prepare a national Human Resource Development Master-plan, focusing on meeting the demand for employment needs.
- . Raise the profile of vocational and technical education by creating a national body to advocate for and set policies on vocational and technical education.
- . Create a formal institutional arrangement to deliver employment-oriented skills development, vocational, technical and continuing education.
- . Establish a mechanism to continuously gather information regarding the employment market and job opportunities and disseminate information regarding employment opportunities.
- . Increase training opportunities, both locally and internationally
- . Establish employment centers (places that provide employment counseling and access to information about jobs) in key regions of the country.
- . Train career counselors and initiate career counseling at secondary schools.
- . Identify jobs that employ a significant number of expatriate labour, study reasons for low local participation in such jobs, and facilitate the development of salary structures and employment conditions to attract local people to take up these jobs.
- . Ensure that expatriates are hired only when locals do not come forward to obtain such jobs and strengthen the regulation regarding the hiring of expatriate labour.
- . Study and take steps to increase the productivity of the national human resource pool.

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- . Conduct a national campaign to encourage young people to participate in the employment and to develop strong work ethics.
- . Establish regulatory bodies for professionals such as accountants, lawyers, teachers, engineers and so on to regulate and raise the profile and maintain the standards of such professions.

POLICY: STRENGTHEN VOCATIONAL, TECHNICAL, ADULT AND CONTINUING EDUCATION STRATEGIES INCLUDE:

- . Conduct a needs assessment for vocational and technical education and create a nation wide institutional framework to deliver needs based vocational and technical education.
- . Redefine and focus the provision of adult and continuing education in the light of the changing needs of adults and the employment market.
- . Launch an apprenticeship scheme to train skilled and semi-skilled labour.
- . Develop a dynamic labour market information system to relate education and training to the needs of the employment sectors.

POLICY: STRENGTHEN LIFE-SKILLS AND EMPLOYMENT-ORIENTED TRAINING PROGRAMS FOR YOUTH IN COMBINATION WITH CAREER GUIDANCE

POLICY: INCREASE EMPLOYMENT AND ENTREPRENEURIAL OPPORTUNITIES FOR YOUNG PEOPLE

By looking at the policies outlined above it is evident that, addressing the Human Resource Issues is of the greatest concern to the Maldives right now. Managing the youthful population of the country which amounts to 61.7 percent of the Maldivian population(6th NDP) is a big challenge. An increasingly critical need exists to provide employment opportunities for this vital segment of the population. At the same time, to encourage these young people to consider a wider variety of employment. This is because voluntary unemployment among young people is very common. Supportive families and high expectations amongst young people combine to create disincentives for young people to work in certain kinds of jobs.

Every effort needs to be made to ensure all young women and men are given the opportunity to reach their full potential, both as individuals and as active participants of the society. Therefore, the career development services play a pivotal role in youth empowerment and participation in the society

Each of the policies, both economic and social policies points out the importance of getting people involved into work. And especially the importance of people undertaking skill level programs and help the Nation meet the supply and demand in the labour market.

Since the mindset of the Maldivians needs to be addressed in order to engage more people in employment Career Guidance and Career Development Services will contribute to the achievement of both the Economic and Social policies set out.

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THEME 2: STRATEGIC LEADERSHIP FOR CAREER DEVELOPMENT

Describe the strategic leadership for career development in your country. What are the strengths and weakness of any mechanism or structures? What steps might be taken to improve it? How well known and valued is career development among the general public in your country? How can this be improved?

When the discussion is about a strategic leadership for career development, it is essential to understand the components involved in this term in order to understand the responsibility implicated in delivering the services in the most efficient way.

Career development not only consist of career education to the target group bit it also include providing career counseling services, enabling the target group to have a clear understanding of the employment goals, providing the latest information about careers and guiding interested parties to employment.

Therefore the strategic structure need be a mix up of all above mentioned components. True, as a country Maldives have been introduced to the component of career development through Career guidance, job matching and Social marketing but the most crucial point that have to keep in mind is that this concept is a whole new concept to Maldives. Majority of people are not fully aware of this concept.

As this is not a very familiar concept, the urgency to have a mechanism in place to sustain the continuation of the services has been raised.

Currently, in Maldives Ministry of Higher Education, Employment and Social Security (MHEESS) has taken the responsibility of Career guidance Social Marketing and Job placement with the support from Ministry of Youth and Sports (MoYS), Ministry of Education (MOE), Maldives College of Higher Education (MCHE).

Through Career guidance and Social marketing the ministry has tried to inform and guide the target group towards a greater appreciation of work as a credible and worthwhile livelihood. Parents, pupils, teachers and the public are being informed and encouraged to promote employment awareness.

STRATEGIES USED TO ADDRESS THE IMPORTANCE OF CAREER DEVELOPMENT:

STRATEGY ONE:

It is strongly noted that all the component of Career development need to be addressed at a national level in order to establish a strong and successful mechanism to establish the services of career guidance, social marketing and job placement.

At the early stage, the urgency to have well trained people to carry out these services was regarded as the first and foremost important thing to do. Therefore a total of 09 members were selected from MHEESS, MoYS, MOE and MCHE were trained by Dr. Gideon Arulmani. They were fully made aware of their responsibility. The main objective behind to train these 09 people were to form a Career Guidance Working Group (CGWG) to implement the career services in Maldives.

The main duties of this group were:

- . To take active part in development and implementation of the career guidance in Maldives
- . Contribute support to all the training programs

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- . Contributing to the development of teacher -learning materials
- . Group to certify the study and finalize the materials

In order to help this group to complete their responsibility and strengthen their services, an advisory group was formed consisting of stakeholders from key ministries.

As this group consisted of associates from different ministries it was easier to address to the cross sectoral nature of the career guidance

In addition to this, the working group who had already had the knowledge of basic skills regarding career guidance was very useful in introduction of career guidance services at a national level through the main events of YES campaign. Their knowledge was incorporated in preparing the career guidance materials and translating these materials to Dhivehi.

Since the working group members main job task was not providing career guidance and the group was selected from different ministries, the members had great difficulty in coping with their work at the same time committing their services fully to this group.

STRATEGY TWO:

As the official responsibility of this group was not achieved, a new CGWG consisting of staffs only from MHEES was formed in order to overcome the difficulty that was experienced with the first group. However, this group could not be sustained as the selected staffs were from different section and had other responsibilities too.

STRATEGY THREE:

The next strategy was to form a group consisting of only staffs from MHEES that would work full time on the Career Guidance, Social Marketing and Job placement components and with the help of this well efficient CGWG, a mechanism within the MHEESS was established.

Next step was to train 120 teachers who would carry out the services at a national level. However, due to different reasons only 71 people from Maldives were trained from 03 training programs held in Male', South and North region of Maldives.

The main plus point of this strategy was that it consist of a CGWG from MHEESS and a total of 71 trained as Career Counseling Coordinators that would carry out the services at different parts of Maldives. With this news strategy the objective of providing the services to a large audience were achieved. It was easier to meet the objective of informing and guiding parents, school students, youth, parents and community towards a greater appreciation of work.

The main drawback of the new mechanism is the difficulty in monitoring the services, due to geographical nature of the Country. In addition, the trained career coordinators being school teachers and NGOs, already they have their plate full. And as each and every school does not have a trained career counseling coordinator, the services to these schools and the target audience would not be achieved.

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RECOMMENDATION TO OVERCOME EXISTING DIFFICULTIES EXPERIENCE:

- . MOE to provide in service training to every secondary school in Maldives and to trained at least 01 career counseling coordinator who would be fully committed to this service and would not have any other responsibility assigned to him/her.
- . Establishing a separate unit in MHEESS of CGWG under the supervision of a trained and experienced personal from this field
- . Training, higher studies and opportunity to attend international conferences and study tours
- . Developing a competency based qualification fro CGSM with reference to the Maldives and offer it as an accredited course so they would not be only recognized as nationally but as well as internationally.
- . Accrediting the training already under gone by the career facilitators so everyone would accept their services
- . Orientation to the school heads and making them aware of the career guidance services so they would accept this new concept
- . Including the career guidance services in with in the school calendar and establishing a post of career counseling coordinator
- . As this is a new concept and majority of Maldivian are not very much aware of the importance of this concept it would be improved by Social marketing. So social marketing need to be done much widely using different marketing tools and strategies in order to make the target groups more aware of existing opportunities in the labor market.

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THEME 4: IMPACT EVIDENCE

What expectations of career development services does your country have? What evidence is there that career development services are making an impact on individuals, on different societal groups, and on the economy and wider society? How are impact and effectiveness defined? What significant gaps are there in such evidence, and what steps are being taken to address them? How do policy-makers use impact evidence?

Career development has been a matter of significant concern in Maldives. Government has traditionally been the main employment provider in Maldives. However with the increasing number of those who are and who soon will be ready for employment there are not enough government jobs available. The present trends in economic development in the Maldives do create employment opportunities. However these opportunities fall in the extremes of high skilled or low / unskilled categories. Prevailing pattern of education has prepared the Maldivian young person with knowledge but not with the skills necessary to apply this knowledge in the world of work. As a result the Maldivian job seekers are not able to capitalize on the job opportunities that do present themselves. On the other hand prevailing social- cultural factors pre dispose the Maldivian job seeker to turn down low skill jobs. In the absence of indigenous labour force, the forces of economics drive employers to the expatriate labour pool, leaving the large numbers of Maldivians unemployed, under employed or voluntarily unemployed

The career guidance social marketing (CGSM) programme is a part of the Employment Skills Training Project (ESTP), being implemented through the Ministry of Higher Education, Employment and Social Security. The core objective of the project is to assist the Maldives make better use of its human resources potential by increasing the number of Maldivians actively participating in the labour force. With this in mind, the project is designed to provide employment-oriented skills training in various occupations to make the prospective Maldivian employee more attractive to the employer. Career guidance and social marketing are positioned within the project as mechanisms that will contribute to making employment-oriented training attractive to Maldivian young person.

Social Marketing plan was executed in the period between October and December 2006. This included 3 events held in three different zones of Maldives. A variety of social marketing material, has been developed and operationalised. This includes:

The website

A toll free phone line

Videos to promote social marketing messages which are presently being shown on Television Maldives.

Videos on role models

Material for print media

Posters and bill board templates

Career counselors training programme:

A ten-day training programme called 'Basic Skills for Career Counselling' was conducted at 3 different regions of Maldives during February to May 2007. The target groups for the training was Teachers, kiosk staffs and Staffs from MCHC (Maldives College of Higher Education). Total of 70 participants have successfully completed the training and are working as Career coordinators at their organizations. Training locations and number of trainees are as follows;

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Name of Coordinator	School / Event	Date	Target group	No of participants
Fathimath Nisha	V. keyodhoo School	04/04/07	Grade10	16
Ali Jawaad	Gn. Atoll School	05/04/07	Grade 12	24
Mariyam Sobira	Ga. Atoll School	12/05/07	Grade 10	30
Ali Niyaz	L. Isdhoo School	08/05/07	Grade 7,10, 12 + Unemployed Youth	43
Mariyam Saadha Aminath Miyadha	Youth Challenge Huvadhoo- 2007	13 - 14 April 07	Grade 7 , 10	127
Visaal Moosa	k. Gaafaru School k. Dhihfushi School K. Kaashidhoo School	15 -18 April 07	Grade 7 , 10	62 45 51 Total:158
Ali Rasheed Ahumed	R. Maakurath School	20/05/07	Grade 10	33
Rashfa Abdul Azeez	L.A.E.C	02/06/07	Grade 7	46
Aminth Shabana	K. Maafushi School	04/06/07	Grade10	30
Vaasiu Imaadh	Sh. Atoll School	24/06/07	Grade 12	15
TOTAL STUDENTS:				522

Career Information Corners and Career Boards established

- 1- Majeedhiyya School - 19th April 2007
- 2- Jalaaludheen School - 14th May 2007
- 3- L. Atoll Education centre - 9th June 2007

Career Counselling Sessions for parents (L. Atoll careers and training promotion visit)
6th - 7th June 2007

Date	Target group	School	No; of Participants
06/06/ 07	Parents of School PTA	Gatharu Ameeru school L. Gan	25
07/06/ 07	Parents of grade 7	Laamu Atoll Education Centre L. Fonadhoo	35
07/06/ 07	07/06/ 07 Parents of grade 10	Laamu Atoll Education Centre L. Fonadhoo	18
Total number of parents participated			78

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BASED ON THE FEEDBACK WITHIN THE SHORT TIME PERIOD THE EXPECTATIONS FOR CAREER DEVELOPMENT SERVICE FOR MALDIVES ARE:

- Grade 7,10 and 12 all students to be reached
- Expand network so as to reach all the islands.

Impact of the Career Guidance activities will be seen after elapse of a fair amount of time. However this workshop would allow us to better understand and learn from other countries what sort of measures are being taken to address issues arising out of the services and better establish a system that would allow us to measure the success of the program.

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MEMBERS OF THE COUNTRY TEAM

1. Mariyam Nazima
2. Hanna Abdul Sattar
3. Mariyam Saadha
4. Ali Shafiu

RATINGS OF THE COUNTRY

	Theme 1: blending economic and social goals	Theme 2: Strategic leadership	Theme 3: Harnessing diversity	Theme 4: Impact evidence:	Theme 5: Role of the citizen
adequacy of present provision	6	4	-	6	-
level to which realistically hope to progress over the next two years	5	3	-	5	-

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THEME2 : STRATEGIC LEADERSHIP

1. INTRODUCTION

Malta, a small island in the centre of the Mediterranean with a population of 400,000, has had career guidance services since the late sixties, with a guidance unit for the education sector being set up soon after political independence from Britain in 1964 (Degiovanni, 1997; Sammut, 1997; Camilleri, 2005). Many of the structures and practices in Malta's educational system were directly inherited from the UK, including a pastoral care orientation at secondary school level which involved guidance staff in both career guidance and personal counselling work. The fledgling service, which started off with a core team of staff being trained in UK universities (Keele and Reading in the main), developed over the years, ensuring that a guidance counsellor was available for every 300 students at the secondary school level. A diploma in career guidance and counselling started being offered at the University of Malta, but with time, this diploma dropped the dual focus on guidance and counselling, leading to a situation where few 'guidance teachers' had training in career guidance.

2. A RENEWED FOCUS

A European Training Foundation-commissioned review of guidance services in the countries that were aspiring to join the EU led to a report being published in 2003 that helped to place the issue of career guidance on the policy agenda (Sultana, 2003a, 2003b). The report highlighted the lack of strategic leadership in the area, noting that, for a variety of reasons, personal counselling had elbowed out career guidance within schools at all levels, including the post-compulsory education sector. This policy vacuum was creating a disconnect between the overall economic and human resource development goals of the country, and the actual practice in schools in relation to getting a better fit between the demand and supply of skills. The lack of development in career guidance services was in stark contrast to the goals and objectives articulated within the draft Lifelong Learning strategy, which had clearly identified career guidance as an important feature within the network of services that should be available to the citizen.

The Ministry of Education, Youth and Employment publicly acknowledged the need for policy development in the area of career guidance, and commissioned a national report, requesting structured advice regarding the revitalization of the service in line with the benchmarks and best practice available across the EU and beyond.

In addition, a National Guidance Forum was established as a non-governmental body in order to support the deliberations that were taking place, and to encourage all interested parties to propose further agendas for career guidance in the country. The following sections provide some brief information about these two initiatives.

3. THE MALTA NATIONAL GUIDANCE FORM

The Malta National Guidance Forum aims at bringing together all the relevant actors concerned with the development of systems and practices for lifelong guidance in Malta. The forum, launched in December 2004, serves as a platform for ideas and a springboard for the implementation of guidance initiatives within the structures of the relevant actors. It holds a representation of the Ministry of Education, the guidance practitioners, the workforce, the employers and the training institutions. The development of this forum gives all the actors a voice in the development of a co-ordinated system that will serve citizens in different life and work roles over their lifetime.

The main objectives of the National Guidance Forum are:

- creating awareness for career guidance among all the social partners, facilitating collaboration between the actors in the sector
- acting as a melting pot of ideas and suggestions which provides the input for policy steering
- promoting a career guidance service that is available more broadly and is differentiated responding to specific needs
- promoting career guidance as a lifelong seamless process
- promoting on-going training for career guidance staff
- participating in networks of career guidance fora and thus gaining expertise from European partners in the sector.

The Forum established a work programme in order to attain these objectives, as follows:

Gap / Weakness identified	Action to address Gap / weakness	What has been achieved
Lack of clear policy steering	- Development of Lifelong guidance policy framework	Draft finished and presented to Ministry in November 2006; currently integrating feedback from Ministry before being placed in the public domain for discussion.
Lack of input by the social partners, NGOs, and community organisations	- Each entity/sector to appoint a person responsible for career guidance	Done: representatives attend NGF
The pre- and in-service training of guidance staff requires further investment	- Organisation of separate and joint in-service training programme	Post-Graduate Diploma in Lifelong Career Guidance and Development launched: 16 careers guidance staff from the PES and the Education sector receiving joint training.

	Identification of study visit / work shadowing opportunities abroad	Several guidance staff from both education and labour market sectors have visited guidance services abroad, including Ireland, Scotland, Estonia...
	Bring in foreign expertise to address local knowledge/skills gaps	Several key experts invited from the UK, Ireland, Slovenia, the OECD, and Finland.
	Developing a Masters to create pool of specialists	5 have finished Masters in CG with UK universities (Derby, East London).
Occupational information systems need to be developed (print and/or ICT-based) - internet in schools	- Develop template for occupational descriptors	100 occupational descriptors are being developed with EU funding in a project to which are contributing the PES, Euroguidance, the Education Division and the University of Malta.
European dimension missing	- Training in Ploteus, Eures	Done
Lack of career guidance resources (tests, games...) - guidance rooms in schools	- Explore and evaluate what is available on the market, and recommend investment	Planned for in the National Policy Framework, and waiting for resources from the Ministry
Formalised quality auditing procedures not in place	- Research and develop quality standards - Implementation of quality indicators in schools	Planned for in the National Policy Framework
Impact of guidance service needs to be evaluated	- National study to be carried out	Planned for in the National Policy Framework

Lack of career guidance resources (tests, games...) - guidance rooms in schools	- Explore and evaluate what is available on the market, and recommend investment	Planned for in the National Policy Framework, and waiting for resources from the Ministry
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Impact of guidance service needs to be evaluated	- National study to be carried out	Planned for in the National Policy Framework
Cross-sectoral collaboration needs to be developed	- Regular joint seminars, workshops, conferences - Tri-annual cross-sectoral meeting for heads of career guidance services to be organised	Key seminar and conference on career guidance for persons with disability held in 2006.
School guidance staff need to have improved understanding of labour market	- Training programme directed at career guidance staff (e.g. ETC's Employment Barometer)	No action taken yet
Career guidance in higher education sector is weak	- Joint action committee with one guidance representative from each sector to carry out needs assessment, and develop a cross-sectoral plan	This is currently the subject of a Masters' degree level dissertation.

<p>This is currently the subject of a Masters' degree level dissertation.</p>	<ul style="list-style-type: none"> - Preparation of a cross-curricular school guidance programme - Model plan for guidance provision in a school as part of SDP 	<p>Research carried out and integrated in the National Policy Framework</p>
<p>Guidance services for employed adults need to be developed</p>	<ul style="list-style-type: none"> - Development of tiered service model - Opening up of guidance services in HE sector - Unions, enterprises, network of micro-enterprises 	<p>Little development has been achieved in this area.</p>
<p>There are no guidance services / specialists to cater for specific client groups</p>	<ul style="list-style-type: none"> - Research the specific client groups that may need targeted career guidance - Special focus: early school leavers, gender equity, special needs... 	<p>Focus in 2006 has been on career guidance services for persons with disability.</p>

The Malta Guidance Forum was a partner in a project funded by the European Commission Joint Actions Programme, together with Estonia, Denmark, Slovenia, the UK, and Ireland. The project, entitled 'Developing national fora for guidance in six member states' aimed to identify different models of national fora and to exchange good practices. Malta's contribution was to the project included the publication of a research report on the specific challenges that career guidance services face in the context of small states (Sultana, 2006).

4. A NATIONAL STRATEGY FOR CAREER GUIDANCE IN MALTA

The strategy document (Debono et al., 2006) focuses on career guidance in the compulsory education sector, and therefore, while integrating a lifelong guidance perspective, does not propose an all-age service as is available in Scotland, Wales or New Zealand. The national strategy document, which is now in its final drafting stages before it is placed in the public domain for discussion prior to implementation, proposes a range of actions and initiatives, including:

- the establishment of a career guidance framework which clarifies the role of career guidance. Among others, it introduces the basic concepts and language of the discipline in order to ensure that there is national consensus around the understanding of terms. The working definitions highlight the differences that exist between guidance, career guidance and counselling.
- the identification of the basic professional competencies needed in career guidance practice. It gives prominence to quality assurance to ensure that career services are delivered effectively.
- the re-structuring of the present organisational delivery-service setup. It proposes the development of tools and services to enhance the guidance practice and the development of stronger links between the educational sector and the social partners.
- the complementing of the other reforms currently being carried out by the Ministry of Education, Youth and Employment, and to thus to serve as a catalyst for the formulation of a national strategy for lifelong learning.

The draft strategy for the development of career guidance services in Malta proposes new roles for Service Manager of Career Guidance, for Career Coordinators, for Career Advisors, for Personal, Social and Career Development (PSCD) teachers, as well as for school counsellors and guidance teachers. It proposes the separation of the personal counselling role from that of the career guidance role, with each function being addressed by specialised staff through a distinct but linked service.

The draft strategy also proposes a career education curriculum for primary and secondary schools, ensuring a stronger emphasis on career education issues within the Personal and Social Development (PSD) programme. It also recommends the introduction of work experience to all students in the higher forms. All schools are to be equipped with a guidance suite having the necessary office equipment and materials related to guidance, such as career tests, career books, CD-ROMS, etc.

Finally, the draft strategy places a great deal of importance on standards of service delivery, which are to be maintained through the regular updating of career guidance practitioner skills, and through making available training routes and opportunities at both undergraduate and postgraduate levels. Quality is to be assured through the monitoring of career-related training, the establishment of a code of ethics for career guidance practitioners, the drawing up a set of guidelines for career information, the development of a quality assessment system, and the implementation of an annual review of school career education and guidance.

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PSIC . DANIEL SUÁREZ PELLYCER1

**PSIC. ALEJANDRO MALDONADO
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INTRODUCTION

The quality of the career development can represent the difference between success and failure. Before starting we should answer some questions: Is it necessary to counsel some one, and if so, who would this person be, and how to do it ?.

In Mexico, orienting people has become a need for everyone in general, it has been demonstrated that through the course of life, situations or circumstances that represent a dilemma, provoke the need to request orientation to somebody with greater preparation or experience, to whom you can ask for some advice or recommendation to find the best alternative for such circumstance.

To us, anyone is a possible candidate to be oriented/guided, not concerning age, sex, schooling or social position. As Paulo Freire has expressed clearly: we conceive each person like a subject more than the "object of the orientation", calling it "self orientation". Following Freire, the protagonist of orientation takes an active role in the construction and development of its own life project.

We promote a process that helps to reveal the ghosts and to build the spirit as well. Helping continuously to destroy, among others, the ghosts of dissatisfaction, violence, fear, anguish, addiction, disease, depression, hopelessness, suicide and ignorance.

We also search the construction of the independence spirit of, motivation, productivity, love, responsible sex, commitment, respect, solidarity, understanding, tolerance spirit, and a sense of responsibility towards the environmental surroundings as well as many other positive attitudes, that allow the integral well-being of the human being.

We offer orientation when someone asks us for it in a direct or indirect way. Conceiving counseling, like a service that must be handy to people so they can use it when they judge it necessary. We disagree in counseling people as an obligatory request or as a part of a selective process. Counseling, in our opinion, must be a process in which the specialist and the user freely generate a caring bond. We offer orientation through interactive communication, centered in the needs, interests, motivations, characteristics, conditions, possibilities, weaknesses, strengths, opportunities and threats, of the person who asks for the service.

We give guidance through communication, with the sound and with the images, looking for the advantage of the material, technical and technological resources of our contemporary reality, facilitating the access to the information on the knowledge, possibilities and opportunities that the science and technology can contribute, to construct a better world, that , to reach higher levels of productivity and satisfaction, in harmony with its social and environmental surroundings.

THEME 1 : BLENDING ECONOMIC AND SOCIAL GOALS

GEOPOLITICAL

Mexico is a country with a territorial extension of two million km² located in the American continent, south of the United States of America, the north of Central America. The actual population is almost 100 million inhabitants, 52% are women and 48% men. In all the social demographic statistics we can emphasize that 21% are between the 15 and 24 years⁵.

The Mexican Republic is organized politically by an Executive authority, represented by the President; a Legislative power integrated by the Senate and congressmen and a Judicial Power coordinated by the Supreme Court of Justice of the Nation.

Geographically this republic is divided in 32 federal organizations denominated States, which are sovereign in their government, legislation and particular administration, derived from a Supreme Political Constitution⁶, that prevails to all the country.

ECONOMY

Although Mexico is considered at the moment the 9th world country in the economic situation in the economy, the number 9 of the world, the economy is very fragile and most of the population lives in poverty. This economy depends to its oil production, as well as corn, transnational companies and tourism.

The Mexican, external debt accumulated by 70 years of deficient public administrations, to the payment of 30 million dollars installment to which has been reduced in the actual administration (2000-2006) and the thickness of the obligations, will be concentrated in the markets of bonds and with international financial organisms what limits its economic and social development to a great extent. The penetration of big transnational companies has grown quickly in the last years, as an example, we can mention that in this 2003 of each ten "coca colas", Mexico will produce one that will be consumed in all the planet, although the presence of these partnerships, has not improved substantially the economic conditions of most of the Mexican population, but that the benefits frequently are accumulated by a small group of privileged investors.

The fact that Mexico establishes commercial alliances with two of the 7 richest countries of the world, is threatening, if the educative measures are not taken that allow that the individuals and organized groups of our society can enter into an equitable dialogue with their commercial partners. This dialogue is not exclusive of the trilateral economic elite's (USA, CANADA and MEXICO), its also working in all the social layers of the involved countries. The decisions of the globalization affect the society in general, as we are experiencing in the actual crisis⁷.

IDIOSYNCRASY

The cultural thought of the Mexican population is marked by characteristics derived from the Indian civilizations that inhabited their territory, combined with the western culture imposed by the Spanish colonialists, that occupied this country and most part of Latin America, for more than three hundred years (From year 1521 to 1821).

On the other hand, given the vicinity with the United States and as a result of the global process that the present world lives, many of the American customs have been adopted by our population, through the influence that exerts the television, the movies and North American music, mainly in the young people.

When Mexico keeps a very particular national identity that distinguishes it, from its brothers of Central America and South America, as well as that its "cousins" of North America.

HEALTH

Within the concept of Integral Educational Orientation, which conceives it, as an activity of transdisciplinary character that strives to contribute to the integral development of the people; health, along with the education, is considered as one of the basic pillars of this development, for which, under this integral approach, the care and promotion of a healthy physical and mental life, is fundamental. Mexico, as a developing country, is frequently, threatened by foreseeable diseases such as cancer, diabetes, arterial hypertension, contagious infections and many more, that require a permanent alert campaign so that the population becomes aware of the importance of having a culture of prevention and protection, that reduces to the maximum the risks of becoming ill.

In an equal or greater degree, we consider the care of mental health, which also requires the existence of permanent programs of direction and support for those who suffer social and inner pressure, which are often translated into anxiety, phobias, stress, nervousness, depression, violence, mistreat, psychopathy addictions or suicide.

Although health care in Mexico is promoted by a State organization through Health Centers with three levels of attention, as well as two great sanitary institutions, and although we also counted on the presence of the private initiative for the benefit of services of physical and mental health; the attention to mental health is, in hard facts, displaced toward a background of importance, since its signs "lack" of the relative manifestation of physical diseases, and therefore there is no cultural tradition of attending mental health.

EDUCATION

The Mexican National Educational System regulated by the Secretary of Public Education, is constituted in general terms, by the preschool level for children from 2 to 5 years of age, the Elementary Level for children from 6 to 12, the Main level for adolescents between 12 and 15, the Main Superior level for youngsters from 15 to 18 years old and the Superior Level for people of 18 or above.

By law, in Mexico it is an obligation of the State to provide free and non-religious education for all the inhabitants of the country, who are as well forced to receive at least their Elementary instruction. Nevertheless, we are developing a country, in which, at the moment, an important group of illiterate people still exists, mainly concentrated within its Indian population, scattered all over the country.

From the Main Superior level or university, the Universities of Mexico assume the responsibility to form professionals focused on studying and taking care of the needs of their region in the country. Each one of the 32 states counts with at least one public university that receives subsidy from the government, to administrate these resources in an independent way and to perform three fundamental functions: a) Teach b) Investigate

c) Spread Science and Culture. It is important to mention that these economic resources are generally insufficient.

Up to the 80's, in Mexico the Direction was centered in vocational work aspects of the students of the main level, in order to locate them in a technical or university professional career, but through an ample national movement promoted by the AMPO8 the Educational Direction at the moment is conceived as an activity of support to all the people of all different characteristics, throughout all their life.

THE STATE OF MORELOS

It is the country's second smallest state in territorial extension and as in all other entities the devastating effects of the economic injustice are suffered, as well as a low level education for most of its population, and the presence of psycho-social problems such as stress, anguish, depression, family violence, alcoholism, drug addiction etc. On the other hand, in spite of the limited economic resources, a great national effort exists to extend the coverage of the services of education, health, security and economic development services, but the abundant political activity; the different ideological currents and particular interests, often prevent substantial growth and balance.

THEORETICAL FRAME - METHODOLOGY

We agreed with Elvira Repetto when considering that "... the fields that today are object of the orientation performance of the European (and the rest of the world) include the intervention in the academic scope and the vocational, to the programs of education of the career selection, occupational direction, aid to the unemployment and to the retirement, or the use of the free time and the personal development."⁹

Orientation: According to Rodriguez (1989). "the root of the word Direction (guidance) evokes the concepts of guide, management, government, in such a way that for parents and the people who ask for aid, the professional would be the person who directs to the people towards certain purposes or educative intentions. With an ideological component: "A certain point of view is to be remembered always when helping a person".

It can also be conceived: As an integral service: "... because it includes organized systems and useful procedures that help the student to know himself".

As a process: "Denote identity as a phenomenon in continuous change, in such a way that two orientation interventions are not isolated facts but they imply sets and series of progressive steps towards the attainment of my objective". As an aid: the fundamental intention to prevent, improve or solve the problems or obstacle man faces; direction as a customized aid to students or people who are themselves invaded by the preoccupations in their normal life, namely ADVICE (counseling).

Finally "Orientation, as getting to know oneself and the world developing the conscience as the personal identity and experience the contents of the surroundings and environment where the person lives to arrive to maturity in interpersonal communication".¹⁰

But it can also be understood as a "Process of boarding, evaluating and setting of counseling strategies, based fundamentally in determined therapeutic approach hanging from the professional formation of the counselor, but that replaces the unidisciplinary and one-dimensional for a transdisciplinary perspective (FERNANDEZ, 1993).¹¹

We also agree with Calvo and Riverohl when they define educational orientation as "a universal practice, exerted in its simpler form, by the man who through speech, guides another one; that establishes with the other an ethical relation - and an affective bond, that allows to help him in the knowledge of reality, in order to manage its location and elements to develop his or her projects of life".¹²

The present work proposes that, considering the concepts before mentioned, Educational Orientation can be approached remote, which is to say through mass media, defining it as an activity of eminently transdisciplinary character that supports, through means, the formative processes and the structure of the human personality, through a dynamic and participative process that allows the identification of the biological, psychological and social factors that affect their development in order to establish, jointly with counseling, the necessary strategies for constructing the bases of a productive and satisfactory occupational and personal future.¹³

...

On the other hand, the new technologies contribute to the immediate communication channels that little by little, are blurring the geographic, cultural and ideological borders, and used correctly, can provide, the best understanding among people of different countries, races and religions.

Mexico is an underdeveloped country, most of its population is poor, we suffer poverty in many aspects; our Mexican fellows go to the USA to look for better opportunities and financial security, they want to achieve the American dream, as a result there is a mass migration, many Mexicans try to cross the border, some of them die, some of them succeed, we provide inexpensive manual labour for the Americans and Mexico loses its people.

Talking about social issues and politics, the Mexican government, our government is worried about fighting poverty and is helping through social programs and scholarships which support people with low income.

However future technical workers are lead to believe that being skilled technicians is all they can be and they should feel happy about it, not having other options, working as skilled technicians throughout their lives.

The concept of "career development" is not well understood in Mexico yet, we know this concept as "orientacion educativa" and does not have a great impact in our students, career development is an unknown concept and therefore with no value yet. It is a concept that is only used when helping or guiding a student, and it is limited to some teachers and some students, it serves institucional interests and does not take into account personal affective development.

In terms of public politics/issues we have an educational system (SEP) and primary and junior high school are obligatory for every Mexican citizen, these first two levels are a must and in theory it aims to help the students to develop themselves cognitively and emotionally, unfortunately this does not happen in real life, we are not helping our people in a holistic way.

Economy and politics aim to have technical universities in order to have many technicians working without questioning themselves about who they are, what they want, desire, feel, etc.

There is a double speech in the government, on one side the government states the importance of holistic education and on the other hand they just do not consider it a crucial issue in the development of the whole country. We are faced with a big challenge in our country, in Mexico there are many small Mexico, we have many ethnic groups and all of them have different customs a different way in which they see and perceive reality; we are here to share this with you and to learn ways so that we can work things out in a better way.

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THEME 1: BLENDING ECONOMIC AND SOCIAL GOALS

As in other European countries the economic and social strategy for the Netherlands is linked to the Lisbon strategy. The programme is described in the following reports:

National reform Programme in the Netherlands 2005-2008

<http://www.minez.nl/dsc?c=getobject&s=obj&objectid=143657&!dsname=EZInternet&isapidir=/gvisapi/>

Progress Report 2006 on the National Reform Programme for the Netherlands 2005-2008 as part of the Lisbon Strategy

<http://www.lex.unict.it/eurolabor/documentazione/altridoc/pnr2006/Olanda06.pdf>

Contribution of the Dutch social partners to the 2005-2008 National Reform Programme in the context of the Lisbon strategy

http://www.stvda.nl/_uploads/nota_20050900_engels.pdf

Contribution of the Dutch social partners to the 2005-2008 National Reform Programme in the context of the Lisbon strategy (update 2005/2006)

http://www.stvda.nl/_uploads/nota_20061000_engels.pdf

The programme describes 24 guidelines divided into macro-economic policy, micro-economic policy and employment policy.

Career guidance is closely linked to employment policy.

SITUATION AND MAIN CHALLENGES

Guideline 17. Implement employment policies aiming at achieving full employment, improving quality and productivity at work, and strengthening social and territorial cohesion

INCREASING THE SUPPLY OF LABOUR

Guideline 18. Promote a lifecycle approach to work

Guideline 19. Ensure inclusive labour markets, enhance work attractiveness, and make work pay for job-seekers, including disadvantaged people, and the inactive

Guideline 20. Improve matching of labour market needs

Youth Pact

Too many young people drop out of the education system and are consequently at risk of becoming excluded from the labour market and society. The cabinet has implemented additional measures to combat early school leaving which were set out in the memorandum Assault on school drop-outs [Aanval op de uitval] (see § 4.2.3). Operation Young was launched to counter social exclusion among young people in general. The programme is intended to strengthen the cooperation in the youth chain, for example through Care and Advice Teams with representatives from schools and social services. Another initiative associated with the Youth Pact is the Task Force Youth Unemployment. One of its aims is to create extra jobs for young people. By the summer of 2006, more than 32,000 extra jobs had been created for young people.

INCREASING ADAPTABILITY

Guideline 21. Promote flexibility combined with employment security and reduce labour market segmentation, having due regard to the role of the social partners

Guideline 22. Ensure employment-friendly labour cost developments and wage-setting

Social innovation

Social innovation involves modernising the organisation of work with a view to utilising competencies to the full and developing talent in order to improve business performance. The government's point of departure is that primary responsibility for social innovation rests with the social partners and individual employers and employees. The government can act as a facilitator. To encourage and support initiatives in social innovation, the government will identify bottlenecks and remove obstacles encountered by the social partners in their efforts to develop innovative ways of working. A specific example of a measure in the area of social innovation is the creation of the Centre for Social Innovation, a partnership between employers' organisations, trade unions and the scientific community under the auspices of the Innovation Platform, which is chaired by the prime minister. The Centre will gather and disseminate information and know-how about social innovation and organise practical experiments by companies and the government.

HUMAN CAPITAL

Guideline 23. Expand and improve investment in human capital

Guideline 24. Adapt education and training systems in response to new competence requirements

Globalisation and technological developments call for a steadily higher level of knowledge from graduates and employees. In recent years, the cabinet has taken various measures to improve the match between education and the labour market. Nevertheless, it is clear that the Netherlands' Lisbon targets with regard to reducing the number of early school leavers and increasing the number of young people with at least a diploma in higher secondary education ("basic qualification")¹⁶ are very ambitious (see table 4.2.3). Further improvements will be needed in the coming years if these objectives are to be achieved. The Lisbon objectives relating to human capital call for a reduction in the number of early school leavers, the promotion of life-long learning and an increase in the number of people with at least a basic qualification. The following table summarises the progress made by the Netherlands in meeting those objectives.

Cutting back on premature school-leavers

Although the share of premature school-leavers in the 18-24 age group in the Netherlands is somewhat lower than the EU-25 average (14.5% versus 16.1% in 2003), it is still high in comparison with the countries surrounding the Netherlands and the national Lisbon target (8% in 2010). The number of 15 to 19 year-olds who are no longer studying is particularly high. In 2002, this number was around 20%, whereas in France it was 5.4% and in Germany, Belgium, Denmark and Sweden 10% to 12%. However, the level of labour participation of these young people in the Netherlands is high, namely 76%. This is more than double the number of young people in France and Belgium who are not involved in education. Experience has shown, however, that this participation often not long-lived. It is therefore important that these youngest age groups in particular are kept in education for longer to prevent the risk of (repetitive) unemployment and subsequent social exclusion. For the 2002-2003 school year, for the first time in years, there was a decline in the number of premature school-leavers. However, the first signals for the 2003-2004 school year do not indicate that this number will continue to decrease. Reducing the number of pupils who leave school prematurely will therefore be given the same high priority in the years to come. Preventing students from leaving school prematurely is a matter of priority in the Netherlands. In the coming period, therefore, various policy measures and extra budget will be deployed. For example, the contribution for supervising premature school-leavers will be structurally increased by € 5 million from 2006. Furthermore, € 44 million a year will be made available from 1 August 2005 for individual pupil supervision in secondary education. For 2006 and 2007, a total of € 100 million extra will be made available to improve or modernise practical training rooms. This is expected to have a positive effect on both the flow of pupils to both intermediate secondary vocational education (MBO) and the labour market, and on the number of pupils who leave school prematurely. Other measures include:

- Early elimination of both (young) children's language and learning arrears by means of cooperation between the different responsible bodies
- Improving the registration of young people using the personal education number, as a result of which information about pupils can be made available to municipalities
- Introducing competency-based education in 2007/2008
- From 2007 onward, comparing and distributing positive experiences and working methods that can lead to the improvement of institutes that are performing less well.

Basic qualification / study-work obligation

The high rate of unemployment among young people in relation to the total level of unemployment (in 2004, 13.5 % and 6.5%, respectively) is partly linked to a low level of education and the fact that students are leaving school prematurely. Many young unemployed people are premature school-leavers without a basic qualification. It is mainly young people from immigrant families who leave school without a diploma. Table 4.2.3 (see above) shows that the share of young people with a basic qualification was 74.5% in 2003, and that there is still a long way to go to achieve the Lisbon objective (85% in 2010). On average, not having a basic qualification leads to fewer chances to enter the labour market and (lasting) labour participation, and to a lower level of participation in social activities. The Netherlands examines the feasibility of making it obligatory for young people to actively participate in society. This means that young people up to the age of 23 will be either studying or at work, or combining work and study.

This is also supported by the recommendations of the Council for Work and Income (2005) in its report *Because everyone is needed*. It is vitally important that everything possible is done to make sure that inactive young people become socially active - amongst other things, to prevent them from becoming structurally dependent on unemployment benefits and becoming socially excluded.

Moving on to higher education

In the Netherlands, relatively few young people move on to higher education. This problem is all the more urgent because there will be an even greater shortage of highly-qualified people in the years to come due to the ageing of the population and to technological developments. For the coming 5 years, the annual shortage of highly-qualified full-time employees will vary between 128 and 331 thousand.²⁰ The Netherlands Bureau for Economic Policy Analysis (CPB)²¹ also expects the shortage of highly-qualified people to grow.

Besides premature school-leaving, there are also other reasons why only a relatively small number of students moves on to higher education:

- education and study are not attractive enough
- the transition between lower secondary vocational education (VMBO) and MBO is too large a step and the two levels of education do not link-up well with each other
- the link-up between MBO and higher vocational education (HBO) leaves a lot to be desired for education and training and the labour market are not geared properly to each other.

The Netherlands aims to increase the flow of students from MBO to HBO by means of the programme "Room for talent" (experiments in transferring to HBO with an MBO-3 diploma) and by means of experiments with short programmes in HBO bachelor training courses (associate degree). In addition, the Netherlands also aims to increase the inflow of working or job-seeking students in MBO to HBO, by developing more demand-driven education (individual learning programmes).

This particularly concerns more customised solutions for pupils who are at risk of early school leaving. Furthermore, students who switch to an institute for Vocational and Adult Education will be offered more possibilities to continue following educational courses. And to allow students to go from VMBO to MBO, experiments were announced in the memorandum "lower secondary vocational education, towards better jobs". In these experiments, VMBO programmes are modernised in cohesion with reforms implemented in MBO. In addition, the creation of more programmes that combine study and work obligations aims to increase the inflow of higher education and to reduce the number of premature school-leavers.

Better links between education and the labour market

As a consequence of developments such as globalisation and the ICT revolution, job requirements are changing rapidly. Many businesses are currently experiencing a qualitative mismatch between the level being provided by education and the level they actually need in their companies. Around 8 out of 10 businesses believe that particularly younger employees just out of school require extra training.²² In addition, half the businesses say that compared to 5 years ago they are taking on more and more MBO graduates in their operating divisions at the expense of people with lower qualifications (VMBO graduates). The same trend applies to HBO: compared to 5 years ago, 3 out of 10 businesses are employing more graduates from HBO at the expense of MBO graduates. The introduction of competency-based professional training aims to establish better links between education and the business sector by better endowing participants, increasing their employability on the labour market, and providing attractive and 'work-related' vocational training. Another example involves the formation of a 'knowledge cooperative' by the knowledge institutes in agricultural education, which is generating (1) a better link with the (regional) labour market, (2) more focus on innovation, (3) better training and (4) closer cooperation with small and medium-sized enterprises (SMEs). In addition, "the Action Plan on Business and Education" includes a number of activities aimed at embedding entrepreneurship in education.

Training of workers - lifelong learning

The European objective for lifelong learning is that by 2010 at least 12.5% of the 25-64 age group will be taking part in learning activities (see Table 4.2.3). In this respect, the Netherlands wants to belong to the 3 best performing countries in Europe, which is probably about 20%. However, the speed at which the share of lifelong learning is currently growing is not enough to achieve this (the share grew from 15.6% in 2000 to 16.5% in 2003).

The specific policy areas the social partners should contribute on are also determined:

1. tackling youth unemployment;
2. promoting labour participation among the elderly;
3. promoting labour participation among women;
4. promoting labour participation among ethnic minorities;
5. employability/training; and
6. increasing productivity.

Measures taken on points 1 to 4 contribute to raising labour participation rates, while measures taken on points 5 and 6 contribute to increasing labour productivity

SOCIAL PARTNERS AND IMPLEMENTATION OF THE WORK SUMMIT AGREEMENTS

To promote investment in human capital:

1. the social partners have instructed their representatives at trade and industry level, at their Vocational Education Knowledge Centres (KBBs), to develop macro efficiency analyses to allow determining how many places in vocational practice projects (BVPs) are or will be needed in the various sectors;
2. the Labour Foundation has reminded collective agreement negotiators of the importance that enough apprenticeships/places in vocational practice projects should be made available;
3. the Labour Foundation has advised member organisations and companies to recognise competences previously acquired, either in the collective agreement or otherwise;
4. the Labour Foundation has updated 'the 2001 employability/training recommendations for companies and parties involved in collective agreements';
5. the Labour Foundation has advised collective agreement negotiators to make provision for young employees with no basic qualification to acquire one;
6. the Labour Foundation has drawn up recommendations for companies and collective agreement negotiators on the introduction of a minorities policy and prevention of discrimination (recruitment & selection, equal treatment, diversity policy, role of workers' participation bodies).

To achieve the desired increase in the labour participation rate:

7. the Labour Foundation has advised collective agreement negotiators to make provision for (and quantify) on-the-job training projects and places in work experience programmes;
8. the Labour Foundation has reminded employers and employees of their responsibility for pursuing a participation-enhancing policy for elderly employees and coherent age-aware staffing policy at company level;
9. the Labour Foundation has issued a recommendation on the labour participation rate among the elderly;
10. the Labour Foundation has recommended that the employment contracts of partially incapacitated employees whose work ability percentage is increased after reassessment should be continued, and that, where necessary, they be assigned adjusted duties in order to reintegrate;
11. the employer and employee organisations represented by the Labour Foundation have recommended that companies should introduce trial placements for reassessed people who are out of work. A trial placement - 3 months' work on incapacity benefit - will allow employers and employees to explore opportunities and skills;
12. the Labour Foundation will monitor the reintegration of the 'group aged under 35' in the 2nd half of 2006.

To support entrepreneurship and labour migration

13. the social partners are exploring ways of using R&D funds - in the various industries - to support employees wishing to train as entrepreneurs;
14. the Foundation has adopted a recommendation for its rank-and-file members on the application of employment terms in case of cross-border employment.

THEME 2: STRATEGIC LEADERSHIP

Strategic leadership on guidance is to a large extent missing in the Netherlands. This is strongly related to the Dutch policy of deregulation. The social themes mentioned in theme 1 are not linked to a political agenda for career guidance and professionals are not made aware of developments in this field. A broader view on career guidance is missing.

One problem is that career development has become a quite diffuse and often too broad term; often (governmental) organisations claim to deliver career guidance services while this is not true or only in a very small sense.

Another problem is lack of information of policy makers on the topic. Career guidance is absent in the political agenda or is only present in a subsector of a ministry where someone is responsible who has a rather low position. There is a large turnover and dossiers are seldom handed on to successors.

There is a lack of communication between policy makers and the professional field about developments. Therefore solutions in practice are often local and inefficient.

The deregulation strategy has a potential advantage that professional organisations have the possibility to take strong initiatives with a strong feeling of ownership. The Netherlands has pretty good examples of promising and effective projects. However, a broader view and effective strategies are often missing as well as a structure to link projects or initiatives.

One promising development is the establishment of Project Units like the Project Unit Learning and Working and the Project Unit Early School Leavers. These are joined units of both the Ministry of Education and the Ministry of Social Affairs. They work on concrete projects / problems, with a time planning and concrete targets.

THEME 3: HARNESSING DIVERSITY

This is linked to the social agenda as pointed out in theme 1.

THEME 4: IMPACT EVIDENCE AND THEME 5: ROLE OF THE CITIZEN

As can be distracted from the remark in Theme 2 these themes are hardly an issue in the Netherlands. As for the development of the importance of the students voice in this respect this is still in one's infancy, the clients voice in guidance services for unemployed of adults is generally regarded as more important.

**FOURTH INTERNATIONAL SYMPOSIUM ON CAREER DEVELOPMENT AND PUBLIC POLICY
22ND - 25TH OCTOBER 2007
AVIEMORE, SCOTLAND**

INTRODUCTION

Given its relatively small size and unicameral system of government, New Zealand is well placed to develop whole-of-government strategies. Many of the examples mentioned in this paper have been chosen to demonstrate the high level of collaboration that occurs between various government agencies.

Career Services is the government agency responsible for providing independent career information, advice and guidance (CIAG) to all people in New Zealand to support the achievement of government's education, training and employment goals, as well as providing policy advice to wider government on career-related issues. It is accountable via a board to the Minister of Education.

Career Services delivers a wide range of services including: web-based information and tools (www.careers.govt.nz), centralised free phone-based services, and in-person services out of 17 centres located throughout New Zealand.

Career development services in New Zealand are also delivered by private sector organisations. The Career Practitioners' Association of New Zealand (www.cpanz.org.nz) is the professional body in New Zealand, with 580 members, and covers practitioners in both the private and public sector.

The New Zealand Council for Educational Research (NZCER)'s research programme on career development and youth transition has been instrumental in informing many government initiatives. Current NZCER projects include:

- . "Pathways and Prospects": a 5-year study of how young people make sense of career and life choices after they have left school,
- . a study of school-based career guidance programmes (for the Ministry of Education),
- . a study of gender and young people's career decision-making in gender-segregated trades-related occupations (for the Ministry of Women's Affairs), and
- . the Education-Employment Linkages project - a new 5-year collaboration between NZCER, Lincoln University and Victoria University which will map and design improved formal systems to help young New Zealanders make good education-employment linkages that benefit themselves, their communities and the economy.

THEME 1: BLENDING ECONOMIC AND SOCIAL GOALS:

INTRODUCTION

Over the past six years, the New Zealand labour market has, against many indicators, performed well compared to other OECD countries. The unemployment rate has remained below 4 percent for almost three years and, at 68.4% in the year to 2006,¹ labour force participation rates are above the OECD average of 60.4%.² However there is a low rate of paid work among some groups (such as those aged 45+) and a shortage of labour remains a constraint on economic growth in the current tight labour market. New Zealanders also work a relatively high number of hours but productivity is low (by OECD standards).³

Improving workplace productivity and labour force participation of under-represented groups are an important focus for government. While there is an economic imperative behind this focus, many of the strategies related to these areas also have secondary social development considerations, although these particular outcomes may be harder to quantify. The examples to which this paper refers are strategies with a blend of economic and social goals that are enhanced by a career development component.

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1. From the Household Labour Force Survey (HLFS) - see www.stats.govt.nz
 2. see <http://www.oecd.org/statsportal/>
 3. "In the long run...economic growth has to come from lifting productivity. Our level of productivity has risen but is still lower than the OECD average", Hon Ruth Dyson, Minister of Labour, at the launch of the Workplace Productivity Toolkit, 3 April 2006.

CONTRIBUTING TO THE POSITIVE SETTLEMENT OF MIGRANTS AND REFUGEES - THE NEW ZEALAND SETTLEMENT STRATEGY

The New Zealand Settlement Strategy, led by the Department of Labour, aims to improve settlement outcomes (including labour market outcomes) for migrants and refugees. As part of this cross-government initiative, tailored career planning assistance is provided to migrants and refugees to help lift participation rates and reduce issues of under-employment.

By helping migrants and refugees to place their overseas qualifications and experience into the New Zealand context, and realistically informing migrants and refugees about the New Zealand labour market in its broadest sense, they can search for and obtain satisfying and productive work. This may include information on labour market trends and opportunities as well as pragmatic job search advice.⁴

Research from The Treasury states that, "...the poor results for recent migrants are cause for concern. The relatively low employment rates compared to natives may include a negative impact on GDP per capita. Migrants would be able to make a greater contribution to growth if they were assisted to integrate into the labour market as early as possible after arrival."⁵

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4. As part of the New Zealand Settlement Strategy, Career Services provides 1,200 migrants and refugees with one-to-one career planning assistance and 50 group workshops each year.
 5. Migration and Economic Growth: a 21st century perspective - New Zealand Treasury working paper, 06/02, March 2006, p20.

Assisting migrants and refugees to find sustainable employment in line with their career aspirations has social as well as economic benefits. It helps them to become more confident, better able to participate and have a sense of place and belonging in New Zealand. The recently revised New Zealand Settlement Strategy explicitly states as one of its high level goals that, "migrant and refugee families have equitable access to the support and choices they need to be secure and able to reach their full potential in all aspects of social and economic life."⁶

Tertiary Education Strategy 2007-2012 and broader tertiary education sector objectives

During 2006, the government embarked on a programme of substantial reforms to the tertiary education system. One of the priority outcomes of the Tertiary Education Strategy 2007-2012 (incorporating the Statement of Tertiary Education Priorities 2008-2010), is to increase educational success for young New Zealanders - more achieving qualifications at level four and above, (on the national qualifications framework), by age 25.⁷

Successful completion of a post-school qualification early in adult life provides a foundation for lifelong learning and contributes to the development of a workforce and society with the ability to meet the challenges of today and the future. As

6. see www.immigration.govt.nz/NR/rdonlyres/F2D460BA-8A84-4073-8A12-84C2BE0B1BB8/0/Strategy.pdf

7. The Tertiary Education Strategy (2007-2012) incorporating the Statement of Tertiary Education Priorities (2008-10) is available at www.minedu.govt.nz/web/downloadable/d111727_v1/tes-2007-12-incorp-step-2008-10.pdf

tertiary study is often a significant financial commitment, access to and provision of quality and independent information and advice to help people make informed decisions about tertiary education options and career pathways is crucial. Such provision helps to protect government's investment in education and protect young people from unnecessary student debt. The importance of career development services is explicitly mentioned in the strategy.

CAREER DEVELOPMENT ACTIVITIES SUPPORT BROADER OBJECTIVES RELATED TO THE TERTIARY EDUCATION SECTOR THROUGH:

- . the provision of accurate, independent and up to date information about occupations and learning opportunities in a 'one-stop' shop,⁸
- . school-wide career education programmes that enable students to plan and make informed decisions about future work and learning options,⁹ and
- . systematic and sustained assistance within tertiary providers themselves, (often from career practitioners who may also be professional members of CPANZ), to help students who are considering course changes or moving into the workforce at the end of their courses.

8. The Better Tertiary and Trade Training Decision Making (BTATDM) initiative is a four year initiative that began in 2006/07 which will progressively enhance the services provided by Career Services to support the decision-making of prospective tertiary and trade training students and their influencers (e.g. parents, family/whānau, teachers, school, community).

9. Creating Pathways and Building Lives (CPaBL) is a Ministry of Education-led initiative in 100 schools that aims to build a school-wide approach to career education.

REALISING PACIFIC ECONOMIC POTENTIAL: PACIFIC ECONOMIC ACTION PLAN (PEAP)

The Pacific Economic Action Plan, led by the Ministry of Pacific Island Affairs aims to respond to the fact that a disproportionate number of Pacific people¹⁰ currently work in low-skilled and low paid employment.¹¹ Objectives from the education strand of the PEAP include: Pacific learners and communities being better equipped to make informed choices about career learning opportunities, more Pacific students leaving school with higher qualifications leading to higher paid jobs, and more Pacific peoples achieving in specialist skill areas that are key to New Zealand's economic growth. Career development activities contributes to these objectives by:

- . providing career and learning information that includes successful Pacific role models and promotes a range of career pathways and choices to Pacific students (and their influencers), thus expanding their aspirations and expectations.

CONCLUSION

Career development services can have a positive impact on the achievement of national economic and social goals by facilitating sound decision-making by individuals. By focusing on and taking account of the context within which individual career and work decisions are made, these decisions are likely to be

10. 'Pacific people' is a collective term which includes a range of people within New Zealand who identify with Pacific ethnicities, such as Cook Island M?ori, Fijian, Niuean, Samoan, Tokolauan, Tongan and Tuvaluan. 'Pacific people' can include those born in New Zealand as well as those born overseas but living in New Zealand. Pacific people comprise 6.6% of the population. For example, in the year to March 2007, 15% of Pacific people were employed in low-skilled occupations compared with an average of 6% for the whole population. Source, HLF5 - see www.stats.govt.nz

more meaningful for the individual.¹² There can also be gains in employee engagement where these decisions are taking place in a work or educational setting.¹³ Appropriate career information and advice can help move people out of dependency and lifting aspirations and expectations can help communities move towards economic and social success.

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12. Taking a "work in life decision making" career development approach places work and learning decisions firmly into a 'whole of life' setting. This is a new approach being developed by Career Services to help people to make informed work and learning decisions in the context of the life they want to lead.
 13. Corporate Leadership Council research demonstrates a clear link between achievable development plans which meet career goals and gains in employee potential and engagement. A 10% increase in engagement leads to a 6% increase in effort and a 2% increase in performance, Corporate Leadership Council High-Potential Management Survey 2005, Corporate Leadership Council Focusing on Critical Leverage Points to Drive Employee Engagement 2004 (quoted in State of the Development Goals Report SSC 2006).

THEME 3: HARNESSING DIVERSITY:

INTRODUCTION

Changing demographics are increasingly impacting on the size and composition of New Zealand's working age population and labour supply. The nature of these changes is quite rapid and include:

1. an increasing number of Maori¹⁴ due to a higher birth rate.¹⁵ In the future an increasing proportion of young people participating in the education system and labour market will be Maori,
2. an expected increase in ethnic diversity, contributed to, in part, by an increase in the proportion of people in New Zealand of Asian ethnicities,¹⁶ and
3. an ageing population, with the median age in New Zealand projected to rise from 36 years in 2006 to 46 years in 2051.¹⁷

The key career development challenges and opportunities for an increasingly diverse population include:

- . acknowledging the cultural and social context (extended family and intergenerational structures) as an explicit part of the career planning process, rather than using a 'one size fits all' model,

14. M?ori are the indigenous people of New Zealand and currently make up 14% of the population.
15. While the average New Zealand fertility rate was 2.00 births per woman in 2005, the fertility rate of M?ori women was 2.62 in 2005, Ministry of Social Development, The Social report 2006, p13.
16. New Zealand's Asian population is projected to reach 670,000 by 2021, an increase of 145% over the 2001 figure of 270,000, www.stats.govt.nz
17. This is Statistics New Zealand's mid-range projection using 2004 as the base year - see www.stats.govt.nz

- . adopting different frames of reference and practice models that reflect diverse cultural and social world-views, and
- . providing access to different types of support in a way that responds to social and cultural diversity as well as to other issues, such as rural isolation. This is likely to include increasing integration of interactive and electronic options,¹⁸ as well as strengthening in-person assistance through community presence and partnership.

POSSIBLE APPROACHES

Career policy development and service delivery needs to be flexible in order to respond to social and cultural diversity. Where there is an established evidence base and body of best practice information, a tailored approach or service might be the most effective way to respond to the needs of a particular group. Other ways of responding effectively to diverse groups within a career policy context include:

- . developing strategic alliances with those with specific knowledge or 'reach' into these communities, and/or
- . providing a career development perspective to existing initiatives in order to add value or capitalise on work already underway.

The examples to which this paper refers touch on these approaches, in the context of the three demographic changes mentioned earlier.

18. At the time of writing this paper, Career Services was piloting three new support services: a permissions-based outbound follow up phone service, a free text information service and a telephone-based career guidance service.

EXAMPLE 1: ENGAGING WITH MAORI

Maori can often take a different approach to the acquisition of knowledge and skills to other New Zealanders. Models have been developed by respected Maori thinkers and career practitioners and provide a framework for career practitioners to gain insight into Maori values, customs and worldviews, and in doing so, gain better understanding about what motivates Maori.

TWO ASPECTS OF TE AO MAORI (THE MAORI WORLD) THAT ARE PARTICULARLY IMPORTANT ARE:

- . acknowledging that career planning and decision making processes focus around 'whanau' (the extended, intergenerational family), 'hapu' and 'iwi' (sub-tribes and tribes) and so is likely to be couched in 'we' not 'me', and
- . recognising that for Maori, career planning occurs in the context of the 'health of the whole person' - in the four cornerstones of mind, spirit, physical and family health.

Career Services engages with Maori secondary school students within a framework that recognises these beliefs and values. These two workshops are called:

- . "Te Whakamana Taitamariki" (Empowering Young People), targeted at junior students (years 9 to 11 / age 13-16), and
- . "Taiohi T?, Taiohi Ora" (Young People Stand tall, Be Well), targeted at senior students (years 12 and 13 / age 17-18).

Career Services also has a number of strategic partnerships with agencies who have a wider social development brief. One of these is with 'He Oranga Pounamu,' an organisation that facilitates Maori health and social service providers and government agencies across the South Island to jointly improve Maori development outcomes. He Oranga Pounamu has prioritised career development for Maori in its region in its Strategic Plan with Career Services specifically mentioned as a stakeholder and partner.

Career development perspectives are also identified as important in the Ministry of Education's Maori Education Strategy, "Ka Hikitia: Managing for Success," which includes specific reference to developing career planning models for M?ori young people and their wh?nau.

EXAMPLE 2: RESPONDING TO INCREASING ETHNIC DIVERSITY

One of the key challenges in responding to ethnic diversity is ensuring that models and approaches are cognisant of both the host (New Zealand) culture and the culture of the ethnic group. One particular resource, used by Career Services, to assist this is the Cultural Detective tool. This tool helps both the career practitioner and the client to become more aware of their respective culturally-bound viewpoints and biases, which provides the basis for greater cultural understanding within the career guidance intervention. With this knowledge, the career practitioner is better able to communicate information and clients are then better able to understand the nuances of the New Zealand labour market and the expectations of New Zealand employers.

The Office of Ethnic Affairs (OEA) is the government's primary advisor on ethnic diversity and intercultural matters. Their mandate includes people who identify with ethnic groups originating from Asia, Africa, continental Europe, the Middle East, and central and south America; including migrants and refugees, as well as people born in New Zealand who identify with these ethnic groups.¹⁹ OEA is well linked to ethnic communities and invited Career Services to participate in a regional community forum called "Breaking Stereotypes: Career Choices in ethnic communities."

OEA also manages Language Line, a telephone interpreting service that is funded by government. A number of government agencies participate in Language Line, including Career Services. This service ensures that anyone who contacts Career Services' freephone advice line or visits a regional office is able to access a translator if English is not the language they feel most comfortable communicating in. Language Line currently covers 39 languages.

EXAMPLE 3: PEOPLE IN THE 45+ AGE GROUP

As part of its work on removing barriers and enhancing choices for people wishing to participate in the labour market, the Department of Labour commissioned research to identify the reasons for non-participation in paid employment by a significant proportion of people in the 45+ age bracket. The

19. In this sense, "ethnic" is used to refer to people whose ethnicity is different from the majority of people in New Zealand, and from Māori and Pacific people who have their own government ministries.

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EXAMPLE 3: PEOPLE IN THE 45+ AGE GROUP

As part of its work on removing barriers and enhancing choices for people wishing to participate in the labour market, the Department of Labour commissioned research to identify the reasons for non-participation in paid employment by a significant proportion of people in the 45+ age bracket. The research also explored the potential role of CIAG in assisting this group and options for targeted CIAG that would benefit them and have the best uptake.

Findings from the qualitative phase of the research indicated that many people in this age group viewed current CIAG provision to be inadequate in respect to responding to their particular needs and the particular barriers that they face in trying to re-enter the labour market. When asked to describe the ideal CIAG service many had described a service that was specifically developed to meet the needs of people aged 45+ and had a range of access points including web, phone and in-person services. Interestingly, 23% of respondents interviewed said they would not know where to go for CIAG if they wanted assistance to find paid employment - indicating that some people in this age group may not be aware of current government provision in this area.

These research findings are being examined and will provide policy makers with a starting point from which to determine the merits of tailored or age-specific CIAG provision to meet the needs of people aged 45+ and/or ways to raise the profile of current government provision with this group.

Conclusion

The challenge for policy makers and practitioners in responding to evolving social and cultural diversity and the career development issues that arise from them is to develop models that spring from those social and cultural realities. For example, career development models to help people of ethnic backgrounds may require the provision of English language assistance and an understanding of cultural issues. Providers of CIAG also need to be mindful of ensuring appropriate levels of capability and capacity are available, particularly if dealing with a multitude of diverse groups.

These models may also benefit by taking into account extended families as collective decision makers. Making use of family-based models of career development is one way to help address some of the challenges outlined in this theme. This in turn can have a positive impact on social integration as the whole family and wider community are actively engaged, able to support one another, and capability is built from within.

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CONCLUSION TO NEW ZEALAND COUNTRY PAPER

THEME 1: BLENDING ECONOMIC AND SOCIAL GOALS

Adequacy of present provision	The level to which we realistically hope to progress over the next two years
7	8

THEME 2: STRATEGIC LEADERSHIP

Adequacy of present provision	The level to which we realistically hope to progress over the next two years
7	8

THEME 3: HARNESSING DIVERSITY

Adequacy of present provision	The level to which we realistically hope to progress over the next two years
8	9

THEME 4: IMPACT EVIDENCE

Adequacy of present provision	The level to which we realistically hope to progress over the next two years
5	7

THEME 5: ROLE OF THE CITIZEN

Adequacy of present provision	The level to which we realistically hope to progress over the next two years
6	7

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 Department of Labour
 New Zealand Council for Educational Research
 Career Practitioners Association of New Zealand

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**FOURTH INTERNATIONAL SYMPOSIUM ON CAREER DEVELOPMENT AND PUBLIC POLICY
22ND - 25TH OCTOBER 2007
AVIEMORE, SCOTLAND**

**MAXIMISING THE VALUE OF CAREERS DEVELOPMENT FOR SUSTAINABLE GROWTH
AND SOCIAL EQUALITY**

INTRODUCTION: THE CONTEXT OF NORTHERN IRELAND

Following a number of years of political uncertainty in Northern Ireland, a devolved Assembly was restored on 8 May 2007. The Northern Ireland Executive is led by the First Minister and deputy First Minister. There are 11 Government Departments and responsibility for policy and delivery in relation to Careers Information, Advice and Guidance rests with the Department for Employment and Learning (DEL). DEL officials work closely with the Department of Education which has responsibility for educational matters relating to 4- 19 year olds, including careers education.

The population of Northern Ireland is 1.72 million roughly split between males and females and this number is growing slowly. The NI labour market has improved considerably over the past few years: employment is up; unemployment is down; and wealth (as measured by GVA per head) has risen by more than in any other region of the UK. On the other hand, levels of economic inactivity have remained stubbornly high and NI has a weak private sector with a concomitant over-reliance on the public sector: and skills levels in the working age population are somewhat lower than in the UK as a whole.

Employment, which has been growing strongly for many years, has continued to grow in 2006 and the most recent data show that there are now 768,000 people in employment in NI - the highest on record. The employment rate is approaching 70%.

Unemployment in Northern Ireland has fallen to a record low, with the unemployment rate now the lowest amongst the UK regions. The seasonally adjusted unemployment rate in Northern Ireland was estimated at 3.7% for the period April-June 2007. This is below the UK average of 5.4% and considerably lower than the EU27 rate of 7.0% for May 2007.

Economic inactivity remains high. The most recently published figures on economic inactivity in NI show a rate of 27%: this is within the range of 27%-30% that has characterised the last 20 years. Data from the labour Force Survey (LFS) show that three of the lowest inactivity figures recorded in recent years have been in the last four years so perhaps there is the first sign that rates may be on a downward trend.

Northern Ireland has high dependence on public sector employment. Recent figures show that some 32% of employees in NI are employed in the public sector.

The last couple of years has seen a marked shift in NI in terms of migration - we now have substantial numbers of people coming here to work after decades (if not longer) of economic out-migration. However there is still substantial out-migration of people, particularly young people who move to GB for Higher Education purposes.

The profile of education and training attainments in Northern Ireland shows considerable variation and illustrates the challenges of developing an educated and skilled population. This year's GCSE and GCE A level results are encouraging with GCSE A*-C grades achieved by 72.4% of candidates, with 8.2% being awarded the top grade A*. Performance of Northern Ireland candidates at GCE A level continues to maintain a high standard with 98% of candidates achieving pass grades and 33.2% achieving top grade A. Despite this relative success Northern Ireland also has a legacy of underachievement in key areas. Almost 1 in 4 adults have significant deficiencies in literacy and numeracy and the LFS shows that over one in three of the workforce is not qualified to level 2 in the National Qualifications Framework (NQF) (equivalent to 5 GCSEs at grades A*-C). Within this group, almost one quarter have no qualifications at all.

Against this backdrop, the provision of careers guidance services in Northern Ireland has remained essentially stable and has been the responsibility of central government for a considerable time. The Northern Ireland Careers Service is a key part of the Department of Employment and Learning, and has responsibility for the policy development, strategic direction and management of careers service delivery in Northern Ireland. The responsibility for the provision of careers education for school pupils rests with the Department of Education. The work of these departments is supported through additional service delivery for adults by the Educational Guidance Service for Adults (EGSA), Careers Development Centres in HE institutions, Student Support Services in Further Education Colleges and within the community through a network of partnership arrangements.

THEME 1: BLENDING ECONOMIC AND SOCIAL GOALS

As with other regions of the UK the Northern Ireland government has recognised the salience of developing a robust economy within a climate of globalisation, severe competition and outsourcing, rapid technological change, and a consequent need for a more skilled workforce. The Northern Ireland Skills Strategy (DEL, 2004) sets out the rationale for putting in place an overarching framework for the development of skills. The Government's aim is to enable people to progress up a skills ladder, in order to raise the skills level of the whole workforce; to help deliver higher productivity and increased competitiveness; and to secure Northern Ireland's future in a global marketplace. "Success Through Skills" the Skills Strategy Programme for Implementation, sets out the four main themes of the strategy; Understanding the Demand for Skills; improving the Skills of the workforce; improving the quality and relevance of education and training; and tackling the skills barriers to employment and employability.

Work is underway to develop a better understanding of the demand for skills. This theme groups together those activities that engage with employers and others to forecast future skill requirements in order to inform the planning and funding of post 16 education and training. DEL is working closely with the 25 Sector Skills Councils (SSCs) which are UK wide bodies charged by Government to articulate the need of employers in their sector. All have a remit in Northern Ireland. In addition, a Skills Expert Group has been formed at regional level with six employer-led sub-regional Workforce Development Forums, to facilitate the development and maintenance of a regional employment and skills action plan that will recognise and articulate skills needs at local and regional levels.

Improving the skills of the work force is a key means of enhancing economic productivity and meeting the challenge of world-wide competition. This theme is about getting the basics right and focuses on individuals who are currently in employment or training and those about to join the workforce. Work is underway, through the Essential Skills Strategy (October 2002), to give adults in all areas of Northern Ireland the opportunity to increase their literacy and numeracy skills to enable them to improve their overall quality of life, their personal development and their employment prospects. Work is also underway to implement a Management and Leadership Strategy and to increase the number of organisations using the Investors in People (IiP) standards to align skills development with the achievement of the business goals such as efficiency, profitability and improved competitiveness.

The development of an impartial, all-age strategy for careers education, information, advice and guidance, based on up to date labour market information is also seen as fundamental to this theme. The overall aim of the strategy is to develop effective career decision makers leading to increased participation in education, training and employment. This will include:

- developing the skills of young people at school to enable them to make informed and realistic decisions about their education, training and employment options;
- providing young people with opportunities and experiences to develop the essential employability and life skills in order to become effective citizens and employees; and
- setting in place a framework to ensure people of all ages have access to good quality CEIAG.

The strategy is being developed jointly with the DE and will be published for public consultation in autumn 2007.

Improving the quality and relevance of education and training is about improving the planning and delivery of education and training. It is about putting in place a 'skills ladder' which acknowledges the value and complementary nature of academic and professional and technical progression routes. A new 14-19 curriculum will be introduced in schools in Northern Ireland in September 2007. The statutory FE sector has, over recent years, played an increasingly important role in supporting economic development both in terms of providing quality provision for learners in priority skills areas as well as engaging directly with employers to address their identified business needs. In the future, the curriculum offered by colleges will focus increasingly on the needs of the economy, with greater priority given to those professional and technical areas that meet local and regional priority skills needs.

In addition new the professional and technical training provision Training for Success will commence in Northern Ireland on 3 September 2007. It has four underpinning key principles:

- Quality;
- Flexibility and individuality;
- Emphasis on employment; and
- Progression.

The new provision targets 16-24 years olds with a flexible menu that will allow young people to enter training at an appropriate level and progress to a stage where they can maximise their potential through achievement of qualifications, employment, individual tailored training, personal development and employability skills.

Tackling the skills barriers to employment and employability is a key objective for DEL. Alongside the strategic economic rationale runs a socially focused Welfare Reform Agenda, Anti-Poverty Strategy and Promoting Social Inclusion Agenda. The principle underlying the Government's Welfare Reform agenda is "work for those who can security for those who cannot". In Northern Ireland DEL works together with the Department of Social Development (DSD) to address these issues. DEL aims to help people address barriers to employment and to help people find work and DSD provides financial support through the benefits system. Both departments have a particular focus on assisting young people and adults who are vulnerable to social exclusion, including disabled people, people with learning disabilities, ex-offenders, young people leaving care, people with a family history of unemployment and people with alcohol and drug problems. For those who cannot immediately secure work, DEL provides a range of training options including New Deal, Bridge to Employment, Pathways to Work, Progress to Work, Steps to Work and Training for Success.

THEME 2: STRATEGIC LEADERSHIP

Article 3 of the Employment and Training (Amendment) (Northern Ireland) Order 1988, places a statutory responsibility on the Department for Employment and Learning to provide careers guidance.

Prior to February 2004, the Careers staff within the Department was managed by the Employment Service (JobCentre Network) and careers guidance was offered as one element of the Employment Service portfolio of services. This structure mitigated against the focused management and delivery of careers guidance services to young people and adults. Consequently, the service was restructured and responsibility for all guidance issues was integrated to form the Careers Service.

The Mission statement for the Careers Service is

"To assist economic and social development in Northern Ireland by improving the effectiveness of clients' career planning and decision-making skills and to ensure equality of service to young people and adults within an open and responsive, progressive and innovative culture".

The Careers Service currently has 175 staff including 96 Careers Advisers (82wte) who are professionally qualified to post-graduate level and work in a variety of contexts with young people and adults (schools, colleges, training establishments, Careers Offices, JobCentres, Jobs and Benefits Offices and in the community through expanding outreach work). The Careers Advisers are currently based in 27 locations throughout Northern Ireland. Four offices are dedicated Careers Service Offices, seven are accommodated in JobCentres and 16 in Jobs and Benefits Offices. Careers Advisers provide information, advice and in depth guidance to young people and adults. The service is available to young people and adults but, to date, services to adults have not been widely publicised. In practice the main focus has been on the delivery of service to young people in schools, particularly year 12. There are around 25,000 young people in this year group although attention is focused increasingly on young people and adults vulnerable to social exclusion eg. clients with physical, sensory, mental or learning disabilities; clients who are low academic achievers, those known to Social Services or in residential/family care.

The Careers Service also has a major role in the provision of up-to-date labour market information. The Service works closely with DEL's Research and Evaluation Branch and the Sector Skills Councils (SSCs) to collate relevant information and make this readily available. The Careers Service website www.careersserviceni.com is developing as a main source of labour market information and also provides support through a range of tools including Careers Match, Careers Notes, Course Search and Curriculum Vitae(CV) Builder.

The Northern Ireland Careers Service is currently leading in the development of a Careers Education, Information, Advice and Guidance Strategy. The strategy is being developed jointly with the Department of Education and it is envisaged that the strategy will enhance the Careers Education offered to young people and adults and will also ensure that the mechanisms are in place to enable CEIAG to be based on up to date labour market information. The proposed strategy aims to support better-informed decision-making, leading to more effective career planning and increased participation in education, training and employment. The Departments have agreed that a new strategy should be developed within the context of genuine consultation and these proposals are based on detailed stakeholder involvement and will be subject to public consultation.

The vision for the proposed strategy for Careers Education Information, Advice and Guidance is, that by 2015 school leavers and adults will:

- have developed the appropriate skills to become effective career decision makers.
- have a clear understanding of the impact of their education, training and employment choices and will make career choices, which are informed and well thought through and are based on self awareness; understanding of the relevance of their education, skills and experience; and awareness of the opportunities and pathways available.
- be lifelong learners and will be motivated to pursue continuous professional development to achieve their own potential, to become effective employees and to make a valuable contribution to the Northern Ireland economy.
- have developed information handling skills and will be aware of career opportunities locally, nationally and internationally
- have developed the skills to plan their career, and to manage planned and unplanned career change.
- have access to good quality careers education provision, up-to-date labour market information, and impartial careers information, advice and guidance to assist them to make well informed career choices and to achieve their potential.
- Have access to modern, fit for purpose, facilities in schools, Further and Higher Education establishments and in main population centres, suitably resourced to provide access to relevant information, up to date assessment tools and professional, impartial guidance and support as required.
- Have the use of technology to support access to relevant information, advice and guidance.

The draft strategy is due to be issued for public consultation in the autumn 2007.

THEME 3: HARNESSING DIVERSITY

DEL and DE are committed to the provision of impartial CEIAG for all young people and adults. In addition, special attention will be given to those vulnerable to social exclusion. Both departments are actively engaged in the implementation of the Anti Poverty Strategy and the Transitions Strategy which is aimed at assisting young people with physical and learning difficulties to make the transition from school to adult life. .

It is recognised that clients who are vulnerable to social exclusion have high priority careers guidance needs. Access to Careers Information, Advice and Guidance Services for these clients is paramount and it is recognised that specialist skills are required for this area of work. A cohort of 14 Careers Advisers has been dedicated to this area of work, in line with DEL's commitments to the report of the Inter-departmental Working Group on Transitions (DEL, DE and the Department of Health and Social Services and Public Safety (DHSSPS)). The Careers Advisers will work closely with the Education Transition Co-ordinators appointed recently by the Education and Library Boards.

Feedback from stakeholders and Careers Advisers has indicated that this approach is favourable with this client group. While there is compliance with the relevant legislation, the advantages of this approach are that:

- training, development and resources for identified Careers Advisers with specialist expertise can be focussed;
- identified Careers Advisers can provide the intensive intervention and support required by this client group.

The role of these Careers Advisers is to build, maintain and sustain an effective guidance relationship which values and respects the client, where each client is encouraged and supported with Careers Information, Advice and Guidance to enable them to achieve their potential within education training and employment. These specialist Careers Advisers now work with two specific Target Groups, A and B.

Target Group A includes all clients with a range of disabilities (physical, learning, sensory, mental health difficulties, medical conditions, and emotional and behavioural disorders. Target Group B includes those at risk due to other adverse conditions (such as low academic achievers, clients who are known to Social Services, clients who have been referred to Educational Welfare Service, clients on Link Programmes/ Alternative Education Programmes, a family background of long-term unemployment, clients with motivational difficulties, clients with a history of anti social activities, and clients in residential/family care.

In addition to working with individual clients in target groups A and B, advisers also work to develop partnerships with relevant voluntary, community and statutory bodies. It is proposed to continue to develop this collaborative delivery model as part of the Careers Service Social Inclusion Policy. As indicated above, issues of access and appropriateness of service for such hard-to-reach groups remains a priority strategic objective. This is consistent with the strategic direction of the Skills Strategy, the Welfare Reform Agenda and the Anti- poverty Strategy and fits with relevant legislation, such as the Disability Discrimination Act and Equal Opportunities Legislation.

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FOURTH INTERNATIONAL SYMPOSIUM ON CAREER DEVELOPMENT AND PUBLIC POLICY 22ND - 25TH OCTOBER 2007 AVIEMORE, SCOTLAND

COUNTRY NOTE: NORWAY

The system of career guidance services in Norway is currently undergoing several changes which make it difficult to write a paper in accordance with the guidelines of the conference planning committee. In this brief note we will therefore first outline the system of career guidance services in Norway as it is today. Then we will describe the challenges we face, and the policy-making processes currently taking place. Finally, comments will be made regarding some of the topics listed in the guidelines.

CAREER GUIDANCE SERVICES IN NORWAY

In Norway, pupils in primary and secondary education have a statutory right "to necessary guidance on education, careers and social matters" (Section 9-2 of the Education Act). School owners are free to choose how to ensure this right and how to organize the service. The most usual way is that the role of "school counsellor" is given to one or more of the school's teachers. There is little systematic knowledge about how counselling/guidance is performed in practice. At present, many schools still organize guidance about education and careers jointly with counselling about the social matters.

Students in HEIs do not have a statutory right to guidance, but most universities and colleges offer applicants and students guidance about their own study programmes. All universities and some colleges also offer career guidance about the transition to working life for students in the final stages of their studies. There is little documentation of how this guidance takes place and which qualifications the counsellors have.

The Labour and Welfare Organisation (NAV) have an obligation to provide guidance services to the unemployed and to job seekers who is assessed to have a need for such guidance. It is still not entirely clear how this new organisation is to safeguard this responsibility, but White Paper no. 9 (2006-2007) "Work, Welfare and Inclusion" refers to a future collaboration in this field with the Ministry of Education and Research.

The majority of job seekers have to go to the private market for career guidance and coaching. There has been a private market for a long time which offer counselling services and outplacement to enterprises undergoing major changes (the counselling has in those cases been especially offered to laid-off workers), but increasingly we now witness the emergence of companies servicing individuals.

The responsibility for guidance about adults' rights to and opportunities for primary and secondary education lies with the municipalities and the county authorities. This responsibility is in many places met by offering guidance at Training and Development Centres (OPUS), resource centres etc. There is no uniform practice in how this form of guidance is performed.

Regional "partnerships for career guidance" are being piloted in Nordland, Akershus and Telemark counties as a follow-up of White Paper no. 30 (2003-2004) Culture for Learning. These pilot projects entail collaboration on career guidance between county authorities, municipalities, the Labour and Welfare Organisation (NAV), universities/colleges and local social partners. Project funds have been allocated to the three projects via the Directorate for Education and Training, and (for two of them) from the Directorate of Labour and Welfare. Simultaneously, the other sixteen county authorities have been encouraged to initiate their own partnerships. Vox has recently carried out a survey that shows that twelve out of eighteen counties have established or will soon establish partnerships for career guidance. The counties' perception of the partnership model varies greatly, as do the ways in which they organise their services. For this reason the Vox report recommends greater national coordination¹.

In addition to these services there are several Internet-based suppliers of information about educational and career pathways. www.utdanning.no is a gateway established by the Ministry of Education and Research which collects Internet-based resources about education in Norway. www.vilbli.no is an information service for applicants to upper secondary education, established by the county authorities, the Norwegian Association of Local and Regional Authorities (KS) and the Directorate for Education and Training. The Labour and Welfare Organisation operates two net-based guidance services: Veivalg for applicants to upper secondary or higher education, and Akademia for students in transition from higher education to working life.

CHALLENGES

The Norwegian system for career guidance has been subjected to several reports, amongst others a country report from the OECD (2002)², the report "Strengthening Career and Educational Guidance" prepared by a task force appointed by the Ministries of Education and Research and of Labour and Administration (2003)³, as well as "Completion of Upper Secondary Education" (2006)⁴ prepared by a broadly representative task force led by the Directorate for Education and Training. All these reports point to the same challenges:

1. *The services in the various sectors are not coordinated well enough*

Both the counsellors and the services they represent are too often focused on the sector in which the users are now, and do not have enough knowledge of the sector(s) to which the pupils/students/users are to be guided. This applies both to the relationship between the education levels, and to the relationship between the education sector and working life. One reason for this is that each sector has its own career pathway for "its" counsellors and there is very little mobility of counsellors between the sectors. This could to some extent have been balanced by frequent contact, exchange of experiences and coordination of service chains, but collaboration between the sectors has so far lacked stability and long-term perspectives.

¹Vox: "Career Guidance and Adults", 2006

²http://www.dep.no/filarkiv/155763/CN_Norway.pdf

³<http://www.dep.no/filarkiv/209008/Utdanningsveiledning.pdf>

⁴http://www.utdanningsdirektoratet.no/upload/Rapporter/tiltak_bedre_gjennomforing_vgo.pdf

2. *The counsellors have insufficient competence*

In addition to often lacking knowledge about the sector(s) the users are in transition to, there are too many counsellors who do not possess competence in guidance methodology (dialogue pedagogies, use of guidance tools, psychological and sociological perspectives on decisions, etc.). There are some continuing and furthering education courses in career guidance at some university colleges but the courses supplied are too few to meet the demand. Another aspect is that even when counsellors have formal qualifications (for example as a result of attending relevant continuing or supplementary training) there are too few counsellors to facilitate continuous competence development.

3. *There is a lack of services for adults*

Users who are not connected with primary, secondary or higher education or with the Labour and Welfare Organisation have currently very limited opportunities for receiving career guidance. A 22-year-old applicant to higher education must approach every single institution for guidance, and the guidance then offered is usually linked to admission regulations and general information about the study programmes at that particular institution. So in practice there is no neutral guidance available with respect to choice of study location and programme. The guidance service for adult employees contemplating a change of career, or wishing to have continuing or supplementary education, is also too poor today. This is worrying considering a policy which aims to ensure that older employees remain at work for as long as possible. How career guidance can meet the challenges of the labour market, including demographical challenges, is one of the questions currently being discussed most frequently internationally .

4. *Deficient knowledge base*

There is relatively little up-to-date information about the provision of guidance services, the demand for, the actual use and quality of guidance services in Norway. The guidance services are currently not covered by the national system for quality assessment and quality development for primary and secondary education (Skoleporten.no), or in the quality assurance systems of the higher education sector. In order to advance development work in this area it is essential that guidance data are gathered and analysed. In order to defend investments in the further development of a public quality provision of guidance services, adapted to the idea of lifelong learning for all, it is important to be able to measure results and acquire knowledge about what works. So it is necessary to define some precise national indicators that enable comparison between results/services, over time.

CURRENT AND FUTURE EFFORTS

White Paper no. 16 (2006-2007) "...and none were left outside", which was presented to the Parliament in march 2007, launched an action plan for career guidance services, including the following measures:

1. *An evaluation of the county partnerships for career guidance with a view to nationwide implementation*

A cross-ministerial task force is currently analyzing the experiences from the three pilot counties and will recommend suitable organisation models and national guidelines. The purpose of the partnerships is partly to coordinate and professionalise the existing services, partly to develop services for groups that currently do not have a natural place to go to for guidance, and also to open up the possibilities for a more integrated service through shared organisation and funding. The national forum/body for educational and career guidance (see below) is intended to have a coordinating role with regards to the county partnerships.

2. *The establishment of a national forum/body for educational and career guidance is to be considered*

Since developing county partnerships entails a certain degree of local adaptation, there may be a need for a cross-sectoral forum/body to ensure coherence and equivalence in the services provided. Such a body or forum may constitute a competence and resource base which will help the various partners and sectors adapt their guidance work. In addition the body/forum can draw up national qualification and quality benchmarks for the guidance service, initiate measures for enhancing competence and act as a motivator and driving force for the whole practical area. As the field of action is cross-sectoral, the ownership of such a forum/body will also most likely be cross-ministerial.

3. *Strengthening of the school counselling service*

The Norwegian Parliament has decided to divide the school counselling service into two functions: one for social-educational counselling, and one for educational and career guidance. Each of these functions will be strengthened and professionalised by introducing specific criteria for qualifications, by defining their tasks and also by surveying the financing. In addition the introduction of an individual development plan for guidance is to be considered. One is also to consider how guidance can be linked to programme subjects and in-depth study projects.

4. *Further development of Internet services for career guidance*

Both educational and job applicants are completely dependent on receiving good, objective and up-to-date facts about education and working life. Utdanning.no and Vilbli.no are to be further developed so as to meet this demand.

5. *Systematic follow-up of work done by higher education institutions with respect to career guidance*

The higher education institutions have a separate responsibility for providing applicants and students with guidance concerning the studies they offer and the subsequent career opportunities. The Ministry will follow up the institutions' efforts in this area.

THEMES AT THE CONFERENCE

Theme 1: Blending economic and social goals

In Norway, the overarching goals of career guidance services has been recently stated in the mandate to the cross-ministerial task force mentioned above. These goals are 1) lifelong learning, employment and productivity, 2) efficiency in the education and labour sectors, and 3) inclusion and equality. The formulation of these goals have been a conscious effort to blend economic and social goals.

Previous experience has shown that career guidance services have been harnessed onto varying goals, depending on which current political problem has been most prominent: unemployment, drop-out rates in secondary education, shortage of particular kinds of competence, or other. This fluctuation has not been productive for the establishment of a system of services which can accommodate all of the goals at once, i.e. which aims at guidance in a lifelong perspective.

Theme 2: Strategic leadership

In Norway, the leadership is divided between two ministries (the Ministry of Education and Research and the Ministry of Labour and Social Inclusion), and between two directorates and an institute (the Directorate of Education, the Directorate of Labour and Welfare, and VOX - Institute of Adult Learning). This presents several challenges, and a survey is currently being conducted (see above) by a cross-ministerial task force to decide whether a national cross-sectoral forum/body for career guidance should be established in order to ensure better strategic leadership, among other things.

Theme 4: Impact Evidence

So far, the efforts to collect and analyse data on both input and output have been rather fragmented in Norway. This will most likely be an important task for a national forum/body for career guidance, if established. The regional partnerships for career guidance will also most likely have important roles to play in this respect, particularly regarding reporting procedures.

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1. BLENDING ECONOMIC AND SOCIAL GOALS

1.1 In Scotland an all-age approach to career guidance has sought to blend social and economic ends. However, in times of high employment and a lack of population growth there are challenges for career guidance to be flexible in its approach.

1.2 Since May 2007 there is a new government in Scotland. The priorities of this new government are to create a more successful Scotland that is wealthier and fairer, healthier, safer and stronger, smarter and greener. Career guidance has a role to play in each of these. Career guidance is an enabler - building skills to help people make choices and helping people to play a full role in the labour market throughout their lives. Scotland is establishing a new approach to the curriculum focusing on the learner, increasing entrepreneurship and confidence in young people, tackling the problems vulnerable young people face who are not in education, employment or training and building local partnerships to help adults into work - in all of these career guidance has a particular role to play. We face a challenge to position career guidance better within the general provision of information, advice and guidance and to agree and articulate a clear vision for this.

1.3 The Scottish Government intends to publish a skills strategy as an early expression of its intention to drive the development of skills in Scotland. That strategy will not just deal with the demand and supply of skills but also with the need to drive up the utilisation of skills. Career guidance has an important role to play in this.

1.4 We recognise that career guidance is an essential bridge between economic and social development. The economy of Scotland is developing from a manufacturing-based economy to a service-based, international economy dependent on high-level skills. At the same time the population is ageing. Career guidance begins an investment in human and social capital that bears fruit in an economic return through full participation in the labour market. We have invested in an "all-age" careers guidance service (Careers Scotland) as the primary vehicle for career guidance but recognise that Careers Scotland needs to serve and work with other partners.

1.5 This is particularly true for vulnerable young people who leave compulsory education without moving into further learning, training or employment. We have

given Careers Scotland a particular role to provide key worker support to vulnerable young people. This requires particular skills and resources from the key workers and real collaboration between the different agencies and organisations which interact with the young person. There is a challenge here for Careers Scotland to ensure that there is sufficient investment in people and services to support these young people if they are to break cycles of social deprivation and be economically active.

1.6 The high levels of employment mean that there is a need to build transitional skills to help people of all ages to move into and through the labour market. A key focus is to enable young people to make an effective transition from compulsory education. The establishment of a new approach to the curriculum for those aged 3 - 18 gives a real opportunity to build these skills from the outset. The curriculum aims to enable all young people to become successful learners, confident individuals, effective contributors and responsible citizens. The new curriculum is based on a person-centred approach to school education, providing an excellent foundation for young people being equipped to play a fuller role in adulthood. There is a challenge, therefore, in realising the aims of the curriculum through a whole school approach to career guidance.

1.7 It is not just young people who face transitions. Career guidance also has a role in building transitional skills in adults. To do this it needs to be flexible, able to adjust to changes in the labour market, to other changes in society and to changes in government priorities. With employment at an historically high level, it is vital to reach those who are far from the labour market. Organisations involved in information, advice and guidance are brokers, filling the space between the supply of learning and jobs and the demand for these. In times of high employment, the challenge is to make the brokerage function work harder to enable those less likely to be in learning and employment to be more demanding service users, find the learning they need and become employed. We have a challenge to include better in this brokerage function those community-base initiatives that are effective in reaching those most disengaged from learning and employment.

2. STRATEGIC LEADERSHIP

2.1 There are challenges for Scotland in the exercise of strategic leadership within Scotland, the UK and internationally.

2.2 Scottish Government Ministers recognise that they are the ultimate leaders in the public provision of career guidance in Scotland. The world of work is rapidly changing and government priorities need to focus on whatever is required for sustainable economic growth. So there is a need for government to continually exercise leadership. This leadership needs to set a direction for career guidance in the overall information, advice and guidance landscape. The elaboration of a skills strategy and the current refocusing of Careers Scotland are examples of this leadership in action.

2.3 In Scotland, Careers Scotland, in which the government invests some £62m each year, is rightly the prime focus for government leadership. It is important that Careers Scotland exercises strategic leadership too and uses public investment to build capacity in others so that all those who make a contribution to the provision of career guidance understand their different roles and how they can collaborate for the sake of the individual service user. It is also important that Careers Scotland plays a full role in developing a better provision of information, advice and guidance more widely.

2.4 The Scottish Government intends to use the opportunity of a skills strategy to simplify the skills landscape to the benefit of the customer. Having a body of scale focused on the development of the skills of the individual and containing integrated all-age services for information, advice and guidance will be of real benefit. This body will have a clear remit to exercise leadership in the provision of information, advice and guidance in Scotland. One challenge is to bring together better the provision of employment information and advice through JobCentre Plus and the provision of career guidance advice through Careers Scotland. The challenges here are real since JobCentre Plus is an organisation answerable to the Department for Work and Pensions at Westminster. Another challenge is also to make better use of the information that exists to support the decision making ability of the individual. The skills strategy recognises the need for better data sharing that will support the Scottish Credit and Qualifications Framework as a route map for all learning in Scotland.

2.5 Government has an important leadership role in involving employers in career guidance. Government has a role to involve employers in education and learning to enable their needs to be effectively met; employers have a leadership role to support those social initiatives that are designed to support people, especially at the start of their journey into work. Part of government leadership is to have a business development structure that can concentrate on building the demanding employers that will push our economy forward. In Scotland there is a particular challenge to ensure that Sector Skill Councils make a contribution to skills based on a full engagement with employers in their sector.

2.6 The exercise of leadership at a national level also involves leading a dialogue between all those who are involved in the provision of guidance. The recent formation of the Scottish Guidance Network aims to provide a structure for the

exchange of information and good practice across career guidance provision in Scotland. It is, therefore, an attempt to bring a focus to career guidance that is coherent and effective. The Network will require careful nurturing by all involved if it is to realise its aims.

2.7 Another element of national leadership is the responsibility to communicate - communicate more effectively so that people are led from the recognition of a career guidance service to an understanding of the benefits that it can bring. One aspect of this effective communication deals with the marketing of services; a set of coherent messages about career guidance services are needed as well as more sophisticated marketing and branding of services. There is scope also to join the promotion of career guidance services to other information, advice and guidance services to present simpler messages to service users. Another aspect of effective communication is to influence how people think and behave whether or not they will then make use of specific services. Giving clear messages about the changing world of work would be a useful precursor to the promotion of guidance services.

2.8 Strategic leadership also involves Scotland learning from and having influence from its neighbours - within the UK and in Europe. Since 1997 there has been increased devolution of power to Scotland, Wales and Northern Ireland. Devolution has enabled England, Wales, Northern Ireland and Scotland to respond differently to local, national and international stimuli and this is true also for initiatives dealing with training, employability and skills. Therefore, there are increasing challenges in speaking of a "UK approach" to career guidance. At the European level, the UK is the actor in the field of career guidance. The Scottish Government is determined that Scotland plays a full and confident role at both the UK and the European levels.

2.9 Finally, the exercise of strategic leadership means Scotland taking its place on the international stage, using what we have learned to benefit others and, in turn, learning from others to benefit Scotland. We have invested time, people and money to support the development of career guidance in Scotland. This is recognised internationally. However, true leadership means service and the Scottish Government will ensure that Scotland plays a full role in international collaboration in career guidance.

3. ROLE OF THE CITIZEN

3.1 Giving the service user a more prominent role in the formation of policy and in service delivery is vital if the guidance service is to meet that blend of economic and social goals, now and in the future.

3.2 Given the large investment Scotland is making in career guidance, there is a danger that the approach we take to career guidance is static. Changes in the structure of the labour market, technology, demographics, etc. require that career guidance is dynamic and flexible. Inviting the user of the service to be a participant in service design, ensuring that those delivering the service are empowered to tailor the service to the individual and making sure that performance and quality processes capture the actual experiences of service users are all ways to help create a dynamic service.

3.3 In Scotland we take an all-age approach to career guidance recognising that this gives coherence, continuity of provision and added value from a lived understanding of the labour market. However, with the all-age approach comes the need to target resources effectively. The involvement of service users should be used to inform these resource decisions. As Careers Scotland embarks on refocusing its work these resource decisions will be more critical.

3.4 Also the use of a variety of channels (internet, contact centre, manned offices) helps to make efficient use of resources. Again, the involvement of service users brings innovation in the approach to service channels and creativity in the design of service provision.

3.5 We have noted above (at 2.6) the need for a more sophisticated approach to marketing. Involved in this is the segmentation of service users and potential users and consideration of the benefits of a career guidance service for each segment. It is vital to involve the service users in this.

3.6 Another aspect of involving service users is in research and gathering evidence to inform the continuing development of both the policies and the delivery of the guidance service. It is important for Careers Scotland to have a research capacity and to undertake environmental scanning so that it can both inform government policy and support a cycle of continuous improvement in service delivery. Allied to this is the need continually to gather information and trends on the labour market; in Scotland Futureskills Scotland does this but we need to make more use of the high quality information that is provided by Futureskills Scotland.

3.7 There are, therefore, good reasons for increasing the involvement of service users. A customer-centric perspective gives insights that we need to take on board. There is a challenge here for policy makers and those in charge of service delivery. Putting the service user at the heart of all aspects of the service means that policy makers and service providers have to be open and willing to bend. Putting the service user at the heart of the process on an on-going basis requires a maturity of approach. In Scotland we recognise that the foundations are in place for such a maturity of approach and we need to continue to build on this.

QUESTIONS FOR THE SYMPOSIUM

- . How can the contribution of career guidance to skills development be measured and valued?
- . What are the hallmarks of strong leadership in career guidance at the national level which enhances and does not limit regional or local delivery?
- . Are there limits to involving the citizen in the design of career guidance services?

SCOTLAND'S RATINGS

	Adequacy of present provision	Realistic progression level
Blending economic and social goals	7	8
Strategic leadership	5	8
Harnessing diversity	6	7
Impact evidence	4	6
Role of the citizen	4	6

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**FOURTH INTERNATIONAL SYMPOSIUM ON CAREER DEVELOPMENT AND PUBLIC POLICY
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COUNTRY REPORT: THAILAND

BLENDING ECONOMIC AND SOCIAL GOALS

Growth:

Recently, "sufficient economy" has become the main economic and social policy goals in Thailand. The philosophy was bestowed to Thai people by His Majesty King Bhumibol Adulyadej more than three decades ago and was used as a guideline in the formulation of the current 10th National Economic and Social Development Plan (2007-2011). The sufficient economy focuses on the middle path approach as mode of conduct by all career groups, such as farmers, teachers, businessmen or civil servants, to achieve moderation in life. To achieve sufficiency, one would live more sustainable, satisfy enough, minimize greed, and apply moderation within reason. The philosophy provides protection to better cope with external and internal shocks from economic and social changes. In other words, the principal foundation of sufficient economy is to reduce risk, to prepare and to protect family and society collapse. The main point is to live together in peace and harmony with nature and the environment by adapting to the community and livelihood.

For example of implementation of the philosophy at personal level in practice, the Royal Thai government proposed the framework of "Yuyen Bhensuk," which means in English as "Happy and Healthy living." In doing so, the government has been focusing on promoting equality and the Thai culture which will lead self, family, community, and social networks to be a peaceful and harmonious society. There have been many ongoing projects adopted accordingly and implemented widely based on the framework. Many Thai people have adopted this sufficient economy for their personal life-styles as well. According to in-depth interview with local bankers, Thai people tend to have more savings in their accounts than a couple of years ago in order to secure their personal financial system.

Groups and Geologies:

The sufficiency theory is not only focused on process of analyzing the economic and social situation, but also emphasized on spiritual and mental development. Human development is placed into the heart of the concept, by which the role of education is the key. In this day, technology is the crucial key to improve productivity. A growing number of jobs require workers to have basic computer skills. Inadequate skills in fundamental of science and technology can lead the nation to loss of competitiveness. This may consider as insufficiency in fundamental skills for human development. To make the sufficiency, at the national level and view of enhancing sufficient competitiveness, Thailand is making a substantial investment in supporting over 400 mid-size secondary resource schools that will have a common package of hardware, software and Internet connectivity.

An interesting example of the career development program based on the application of the theory is:

. Enhancing competitiveness by improving basic ICT skills in the secondary and vocational schooling system.

In 2006, a project funded by the World Bank aimed to build capacity of e-learning and basic computer skills for people living in the provinces located in the northeast of Thailand. The program was designed to "train the trainers." The participants were teachers working in secondary schools, vocational schools, and universities. After finishing the project, these trainers backed to their work places to convey the knowledge and skills to colleagues and students.

In light of career development, one way of putting the sufficiency economy concepts into practice was to consider how to position each community to derive revenues in a sustainable way that meets the needs of the marketplace. An example of policies which has a blend of economic and social goals in term of sufficiency economy was the One Tumbol One Product (OTOP) project, which was the Thai government's initiative designed to develop distinctive, indigenous products made by villages throughout Thailand and link them with local and international markets to generate income in rural areas. The idea of this project is that at least one popular product based on local people's knowledge, culture and the use of local resources is promoted from each Tumbol (or district in English). The action project can strengthen the unity of the district as the product development can be the district symbol and can stimulate the learning process of the district population leading to career development and sustainable community development.

However, the challenge is still remained in term of sustainability of the sense of community. Would it be true that without sense of community, the aforementioned plan may fail?

HARNESSING DIVERSITY

Growth:

The key challenges in managing cultural and other societal differences in developing policies and strategies for career development in Thailand are based on decentralized authorities from central government to local ones. By this scheme, the local governments would be the ones who have authority to administrate by issuing local policies and administrative frameworks because the local governments understand the local people in light of cultural and society better than the central one—each community is unique. For example, the southern provinces of Thailand are the Malay-Muslim majority area. The government has been cooperating with local administration and the local Muslim leaders for having the common goal of country development under the "Sharing and Caring Community" slogan. Means of sharing and caring represented the common goal of a "green and happy society" reflected the sufficiency economy philosophy that seeks to balance economic development with the need to maintain social harmony and environmental sustainability. To achieve the goals, the career development program needs to link the economy, values, religion and education system together. The key performance index for the success of the program can be measured by using six components: community stability, equable economic growth, a fair and just democratic society, public health and education, family stability, and environment.

Group and Geographies:

The most important career development issues for particular cultural and societal groups are related to social reform at the urban and rural grassroots levels. This reform focused on learning processes and empowering the communities to be self-reliant in the long run. In the frameworks of self-reliance, the policies emphasized on: use of local wisdom to create income-generating activities instead of employing unfamiliar or new techniques, replacement of external production materials with local ones, reliance on local sources of funds instead of external ones, support investment in community assets such as necessary social and economic infrastructure, community self-management rather than waiting for the central government to build social capital together with economic capital.

In practice, the Royal Thai government implemented the social investment fund to strengthen the rural economic base by focusing economic self-reliance as a new alternative for Thai Society. The fund combined the above objectives of employment, social welfare and income generation with local management capacity via participatory decision-making at the community level. In long term, this program was planned to process for allocating funds as a method to strengthen local community capacities. Example of particular groups benefiting from the program was the local Muslim community in the deep southern of Thailand. Due to the shortage of teachers and nurses in the community, there has been a free education for the students who want to pursue careers in nursing or teaching funded by the Thai government. The financial support has only one obligation that the students must return to work at the community as nurses or teachers after their graduation.

To ensure the effective career development policies, other policies on social integration must assist to synergize the effectiveness of the implementation. For example Information and Communication Technology (ICT) policies issued by Ministry of ICT

provided ICT base infrastructure such as web-based on-the-job-training program and web portals to facilitate the career development policies of the Ministry of Labour. Under the 10th National Economic and Social Development Plan (2007-2011), the direction of policies in Thailand, in general, will be under the guideline of self-reliance and sufficiency economy, each policy will be related to each other both direct and indirect mechanisms. The policies include:

- . Promote life-time education concept.
This scheme provides more opportunities for workers to have sufficient knowledge and to gain and update more skills.
- . Decentralization of educational management.
The local government both in urban and rural areas can manage their own resource, collect taxes and independently determine their curriculum so that the community would become self-reliant, independent, and flexible.
- . Create the learning culture and labour data base system for local community.
The government has supported the establishment of learning organizations at village level to develop the workforces and to shape attitudes of rural people toward additional professional training.
- . Although each policy has been clearly stated and definitely related to the career development for all levels, yet the best practice is still in questioned: How can we organize a good teamwork in Thai society?

IMPACT EVIDENCE

Growth:

The expectations of career development services are based on the framework of sufficiency economy. Since the origin of the theory focused on the area of agriculture and community development, the applications of career development services in this area are most advanced. As a step-by-step approach, the development can be divided into three stages: Stage 1, Sufficiency at the farm level: Grow what we eat and eat what we grow. Stage 2, Sufficiency at the community level: Community enterprise; and Stage 3, Sufficiency at the national level: Networking for diversity and security. As a case study, communities in the northeast of Thailand have been adopted the self-reliance concept. The communities began to develop local productivity and extent to the network. For two decades, the communities were then able to build the networks and linked to the outside world with more than 100,000 members. The network is an evidence of an impact of Sufficiency economy at the community levels to the national ones.

Group and Geography:

Small Medium Enterprise (SME) and large firms in Thailand have also adopted the sufficiency theory to their business since the approach is compatible to the business codes such as good governance, social responsibilities and as a guide to planning and management. The approach also reaches them to emphasize on sustainable profit, save the natural environment, take a good care of the employees, and have a prudent risk management.

For enterprise at community level, One Tambol One Product (OTOP) policy presented achievement in creating good jobs for rural people. As a result, the village people were not necessary to migrate to big cities in order to find jobs. This career development program was leading to long term sustainable community development in the sense that people can sufficiently rely on themselves at the end. Even though the OTOP product can be marketable, most of products are weak in terms of product design, production efficiency, and reliability to serve market needs. To enhance and ensure long-term sustainability of the policy, the government created a career development training aiming to: 1) train participants in villages on basic business skills including accounting, marketing concepts, and pricing, develop selective products to serve market needs involving product design, production efficiency and reliability and 3) develop a market network that would eventually expand both domestically and internationally.

In aspect of human resource development, the Thai educators have put the sufficiency theory in the school's curriculum at all educational levels ranging from Kindergarten to University. Educational attitude, "Kun Na Thum Num Kwam Ru," or in English, "Moral lead to knowledge" is promoted in schools to teach children and youth for having goodwill at young ages.

At the macroscopic level, the policy makers such as Thai economists and social commissioners are used the sufficiency theory as a guideline for the 9th and the current 10th five year national economic and social plan to protect the country against shocks and to create peaceful community and to sustain economic growth. An interesting example for integrating agriculture and new technology in career development policy was the National Biotechnology Policy Framework (2004-2009), which was endorsed by the cabinet on December 23rd, 2003. The road map was prepared by the National Center

for Genetic Engineering and Biotechnology or BIOTEC, in collaboration with the National Economic and Social Development Board. Six goals for biotechnology development in Thailand indicated in the framework are included: (1) Emergence and development of new bio-business; (2) Biotechnology promotes Thailand as "Kitchen of the world"; (3) Thailand represents healthy community and healthcare center of Asia; (4) Utilization of biotechnology to conserve the environment and to produce clean energy; (5) Biotechnology as the key factor for sufficiency economy; and (6) Development of qualified human resource system.

According to this framework in view of sufficiency economy, several ambitious goals in human resource development have been proposed. Stage 1, at the end of the plan there will be no less than 10,000 students at level of bachelor, master and doctoral degrees in the fields, compared to the total about 600 biotechnology students graduating annually at the beginning of the plan. Stage 2, at the enterprise level, new companies in bio-business and total revenue of 30 billion Baht (~US\$ 750 million) are expected. Stage 3, networking for diversity at national level, export value of agricultural and food products increase from 400 billion Baht (~US\$ 10 billion) in 2002 to 1.2 trillion Baht (~US\$ 30 billion) in 2009. Currently, the evaluation of the framework implementation is on-going process.

RATING OF THAILAND ON A 0-10 SCALE:

THEME RATING

	(a)	(b)
1: Blending economic and social goals	7	9
2: Strategic leadership	-	-
3: Harnessing diversity	7	8
4: Impact evidence	8	8
5: Role of the citizen	-	-

REMARKS:

(a) the adequacy of your present provision and

(b) the level to which you would realistically hope to progress over the next two years.

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THEME 2 : STRATEGIC LEADERSHIP

Employers in the United States find it increasingly difficult to hire qualified workers at competitive rates. There is a growing "labor shortage" driven by a low birth rate among U.S. citizens and the aging workforce. Concurrently, the U.S. workforce is becoming increasingly foreign born and racially diverse. Job requirements are rising, but the academic achievement of the American labor force is declining. In many professional and technical occupations, U.S. wage rates are no longer competitive with those of equally skilled foreign workers. To meet competition, U.S. companies are turning to outsourcing, immigration, and the automating of production, even as the number of unemployed native-born American workers increases.

In 2005, the Bureau of Labor Statistics (BLS) reported that approximately 69% of the total U.S. labor force was non-Hispanic white and Blacks and Hispanics together accounted for 25% of the labor force. The BLS also reported that Asians, American Indians, and other groups accounted for less than 5 % each of the U.S. labor force. The science and engineering labor force, however, has a very different racial and ethnic mix. Non-Hispanics whites were the largest group in the science and engineering labor force, but the proportion of Asians (12.6%) was higher than the share of African Americans and Latinos combined (11.7%). The concentration of Asians in high-tech jobs reflects the high proportion of Asian Americans with college degrees and the recruitment of highly skilled Asian students and workers from other countries. The BLS projects that the share of white non-Hispanics in the U.S. labor force will continue to decrease. Reducing racial and ethnic gaps in school enrollment, performance, and achievement will help the United States meet the demands of an increasingly science and technology-oriented global work force.

To address these issues, we think that there are several core goals that must be achieved. First, there must be universal support for the proposition that all education is career preparation. Secondly, there is the need to systematically help secondary school students relate their secondary school academic development to a general career direction or occupational goal. Third, high school course work and graduation requirements must be consistent with both employment standards and postsecondary enrollment standards. Finally, there must be a concerted effort to provide more encouragement for members of minority groups to take math and science courses and to systematically provide mentors who, ideally, are also minority group members.

STATUTORY SUPPORT

There are significant challenges that exist relative to achieving these goals. The public education system in the U.S. is the primary system for delivery of career development and career preparation services. The primary responsibility for education in the U.S. lies with the States, which, in turn, delegate policy and operational responsibility to local school districts and boards. For example, there are 501 separate school districts in Pennsylvania. Each school district maintains responsibility for policy and curriculum decisions. Because career development is authorized and funded exclusively through federal vocational education legislation. The vocational education statute does not make career development a mandatory requirement. Academic and vocational education programs are currently administered separately at both federal and state levels. Thus, for structure and legislative reasons, there is substantial variability regarding the degree to which students are exposed to career development interventions throughout their schooling.

Individual states, however, are not waiting for the federal system to respond. For example, there is a newly created course called "Freshman Transition" that includes career awareness and career exploration and is being required in several states. Other states are creating career development standards that reach across all grade levels (e.g., Pennsylvania). Although the latter initiative creates a message that addressing student career development is important, there is little accountability for this aspect of student development, especially when compared to academic areas such as math and science.

To further strengthen the provision of career development services to all students and to increase the probability of the above-mentioned goals being achieved, we offer the following recommendations:

1. Include authorization and funding of career development programs in all federal legislation related to elementary, secondary and postsecondary education, vocational rehabilitation, persons with disabilities, and the workforce.
2. Make career development courses mandatory for all elementary and secondary students and add career development credits to high school graduation requirements.
3. Integrate career development theory and practice into course content for all required courses.
4. Require all secondary school students to take at least a one-semester career development course.
5. Incorporate career development standards and training into annual performance plans for all secondary teachers, counselors and administrators.
6. Adopt for counselor education programs the recommendations made by the Joint Commission on Preparing Counselors for Career Development, especially the following: that career courses will be taught by experienced counselor educators familiar with the latest career theory, research and practice.

BUSINESS

Businesses need assurance that what is being taught in the schools is preparing students for the world of work. Too often businesses find their interests poorly received, the difference in language leading to miscommunication, and their involvement superficial. The concept of lifelong learning and professional development falls short for much of the workforce.

To provide such assurance, we recommend that schools be required to use the career cluster framework as a means of aligning educational response with occupational need. There must also be the recognition that many students at the secondary and postsecondary levels are also (sometimes primarily) employees. Thus, a positive initiative to enhance employability for companies that employ (or hope to employ) students is for those companies to become adjunct educational facilities by sponsoring internship and training programs, and other resources. providing classrooms and study halls, encouraging postsecondary teachers and counselors to offer services on site, and supplying mentors to the students. Staff development and competency based training programs must be incorporated as employees engage in lifelong learning.

STRATEGY

The analysis set forth above argues for an educational leadership approach that integrates academic and vocational learning into a comprehensive program of "career preparation;" It also calls for aligning secondary and postsecondary programs of study so closely that they cannot operate independently and it integrates business operations and educational interests in such a way that businesses become adjunct educational facilities and educational institutions become a technical support arm of business operations. Finally, the analysis highlights the need for improving counselor education to include the most current, up-to-date material in the preparation of school counselors to assist their students in the career development process.

Implementation of the recommendations we offer requires a comprehensive educational and lobbying strategy that depends on support from elementary, secondary, and postsecondary educators, state and national education interest groups, employment and training organizations, parent and student groups, economic development institutions, and labor and business organizations. Action must be directed to federal, state, and local leaders and to both federal, state, and local policy and legislative bodies. It must be conducted in what amounts to a national political campaign. The National Career Development Association cannot carry it out alone.

Such a strategy will require extensive thought and preparation, a division of labor and collaboration among many groups, and extensive development of educational materials. It will be expensive. Financial support will need to be generated beyond that which membership groups alone can provide. Fundraising will be necessary. Nonetheless, the goal is worth it.

QUESTIONS

What will it take for the federal government to support systematic career development interventions in the schools?

Which groups will cooperate to lobby for federal and state support for career development?

What it will take for these groups to unify?

Who will develop the educational materials required?

Who will fund these initiatives?

How will it be possible to impact local school districts in such a way that they provide systematic career development assistance to all students?

THEME 3 : HARNESSING DIVERSITY

Business, education, and government in the US are in agreement that they have to be at the forefront in ensuring that their organizations are culturally diverse because diversity is a fact of life in the US and it also just makes good economic and political sense. Further, the career development needs and issues of these culturally diverse Americans are growing in importance as their numbers in the workforce continue to grow and as they find their social, political, and economic voices.

Diversity in the US context includes race, ethnicity, gender, disability, age, sexual orientation, and other aspects of our culture. The number of Americans who belong to ethnic and racial minority groups in the United States has grown tremendously during the last decade, and these individuals currently account for 31% of the United States' population. According to the 2000 US census, there are approximately 36.4 million African Americans (12.9% of the population), 35.3 million Hispanics (12.5%), and 11.9 million Asian and Pacific Islander Americans (4.2%). The National Organization on Disability found that almost 54 million Americans have one or more physical or mental disabilities - two-thirds are unemployed - and this number will continue to increase as the US population ages. The number of older Americans is increasing as the baby boom generation matures. Although the number of gay, lesbian, bisexual, and transgender Americans in the workforce are not thought to be increasing, such issues as employment discrimination, same-sex partner benefits, and other similar issues are increasingly being addressed by businesses, governments, and in educational institutions as they search for special expertise and as this cultural group finds its voice (Cahill & Kim-Butler, 2006). There is no question that cultural diversity is having a great impact on the US.

In 1987 and again in 1997, the Hudson Institute published *Workforce 2000* (Johnson & Packer, 1987; Judy & D'Amico, 1997). In those reports it was predicted that minorities would constitute a much larger percentage of the new workers in the US workforce by the year 2000. It also noted that the workforce participation of women would continue to rise and that the median age of workers would increase due to the aging baby boom generation.

The US Department of Labor, in its 1999 report, *Futurework: Trends and Challenges for Work in the 21st Century*, found:

By 2050, the U.S. population is expected to increase by 50% and minority groups will make up nearly half of the population. Immigration will account for almost two-thirds of the nation's population growth. The population of older Americans is expected to more than double. One-quarter of all Americans will be of Hispanic origin. Almost one in ten Americans will be of Asian or Pacific Islander descent. And more women and people with disabilities will be on the job.

The key challenges to the US in managing cultural differences in developing policies and strategies for career development include an aging workforce, inequities in immigration policy, inconsistent quality of basic education, incomplete and unenforced job discrimination laws, inadequate economic resources devoted to education (especially in rural and lower-socioeconomic urban areas), labor shortages in specific occupational skill areas, inadequate health care (including both physical and mental healthcare), and growing populations of retired workers and disabled persons that are stretching the resources of the social security and medical care systems.

The most important career development issues for diverse groups in US society are the various barriers that such groups regularly encounter, such as discrimination (in jobs, housing, employee benefits, etc.); inequitable access to resources (such as high quality basic education including early and consistent career counseling); language, religious, and cultural differences, including conflicts between the values of their culture of origin and the dominant US culture (for example, cultural values that do not support appropriate individual/familial responsibility or cultural differences in the value and definition of work or career).

The career development of a diverse workforce is a critical component of social progress in the US. The US government has attempted to attend to many of these issues with varying degrees of success (Office of Personnel Management, 2000), but these are complex societal issues that have overlapping causes. For example, the Americans with Disabilities Act was a comprehensive law that was designed to address many of the problems that disabled persons were confronting in US society. Further, all US government agencies are required to develop a diversity plan that also directly addresses career development (Simon, 2005).

QUESTIONS

What will need to occur in order for federal and state governments to become actively engaged in enforcing (and in some cases creating) workplace anti-discrimination policies?

How can equitable access to career development resources be realized?

How can career development interventions be created and delivered to encourage diverse group members to enter occupations in which they are underrepresented?

How can the barriers to more inclusive immigration policies be eliminated?

What stops various professional associations and citizen groups committed to career development and justice from working collaboratively to support funding and increased resources for career development?

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THEME 5 : ROLE OF THE CITIZEN

Terkel's (1965) accounts of individual searches for dignity and meaning in life and work amplify this Symposium theme title's literal focus on the individual citizen. In a technology-driven transnational global economy increasingly mindless of national boundaries and social conditions, individual workers must fend for themselves, from literal survival in subsistence and emerging economies to self-determination in postmodern societies. Individual human dignity, worth, uniqueness and potential are at risk in many aspects of contemporary economic engines and workplace practices.

Human capacity, dedication, inspiration, and generosity manifest in heroic acts of character show the best of humanity, with daily altruistic examples of individuals moving beyond themselves for the welfare and good of others. Major paradigm shifts in the philanthropy of Bill and Melinda Gates and Bono, to cite 3 individual citizens of the world, exemplify contemporary altruism at its best. At the same time, moral and civic decay manifest in contemporary terrorism, genocide, human slavery and other human exploitation and corruption evidence a need for individual human capacity aimed at all levels of Maslow's hierarchy of human needs, from survival to prosperity and self fulfillment. In light of these human and inhumane extremes, any effort to attend to citizen involvement in the United States must attend to individuals as well as groups.

Essential Worker and Workforce Competencies

With the Industrial Revolution's move from individuality in work products to production of perfect copies came a reversion to worker anonymity and expendability similar to earlier equations of function and identity reflected in Dickens' *Hard Times* and Ruskin's *Stones of Venice* (McCortney & Engels, 2004).

Current changes in how work is done and what work needs doing suggest a need for subsidiarity, giving to the lowest form of government, the individual, responsibility for good stewardship of personal capacity and development in work and other life roles. In a knowledge society, individuals need knowledge and skill that afford currency and sustainability in work and career development. In the essential skills and knowledge noted in the U.S. Labor Secretary's Commission on Achieving Necessary Skills documents (DOL, 1991), come eight general worker competency profiles that parallel competencies previously cited in National Occupational Information Coordinating Committee (1985) and America's Career Resource Network (2006) versions of the National Career Development Guidelines, namely, competence in Basic Academics, Thinking, Virtues, Information Resources, Interpersonal Resources, Time and Capital Resources, Systems and Technology. Of all these fundamental capacities, competence in Thinking Skills, most notably skills for continuous-life-long learning, constitute the most vital means of individuals remaining current, productive, and employable and responsible for life-long personal and career development in established economies.

POLICY IMPLICATIONS

In postmodern, technological knowledge societies, education and continuing education constitute the most universal means of self-determination and upward economic and social mobility for individuals and groups. Hence, a crucial policy implication is dedicating resources to academic retention and success for all. It seems prudent to reconsider if the same pre-kindergarten through Grade 12 formulated curriculum is optimal for worker and workforce readiness, employability and sustainability. The U.S. long term focus on preparing most students for the 20% of jobs requiring college degrees risks major threats to citizens and all social groups, to workers and the workforce. Society may be better served with some combination of career education and vocational education, aimed at infusing workforce readiness throughout formal PK-16 education. Increasing numbers of school dropouts, who are relegated to a second tier economy of dead-end jobs and temptations to crime, may be the crucial social and economic variable and catalyst for mandating substantial changes in worker and workforce policy that encourages and supports individual's active involvement.

WHAT WORKS?

Just as the complexities of U.S. state and national policy making necessitate organized group efforts in policy articulation and advocacy, the preponderance and abundance of "products and services that work" require means of recognizing what is best, vs. what is most popular or best advertised. In contemporary U.S. education, some of the finest models and tools for educational advancement, e.g. the NCDG, are underutilized for want of maximal awareness. The U.S. focus on macroeconomics drives workforce policy, focused on employment, perhaps to the detriment of sustainable worker employability, productivity and growth. As workers face frequent job changes, it seems timely to reevaluate current workforce assumptions and policy emphases on first/next jobs. Citizen groups should articulate and advocate policy for worker employability and sustainability as the base for workforce employability and sustainability. Specifically, it is time for policies, which empower every citizen to accept and model responsibility for life-long career development that contributes to the overall society.

QUESTIONS

What stops citizen groups from working collaboratively to articulate and advocate policies for worker employability and sustainability as the base for workforce employability and sustainability?

What specific policies need to be developed to empower every citizen to accept and model responsibility for life-long career development that contributes to the overall society?

What practical changes in the educational system need to take place to address the employment issues and social costs related to school dropouts?

What effective strategies are in place in other countries to address the issues and questions we identified?

UNITED STATES RATING

THEME 1: BLENDING ECONOMIC AND SOCIAL GOALS

Adequacy- 5

Future Progress- 4

THEME 2: STRATEGIC LEADERSHIP

Adequacy- 7

Future Progress- 8

THEME 3: HARNESSING DIVERSITY

Adequacy- 5

Future Progress- 7

THEME 4: IMPACT EVIDENCE

Adequacy- 7

Future Progress- 6

THEME 5: ROLE OF THE CITIZEN

Adequacy- 5

Future Progress- 5

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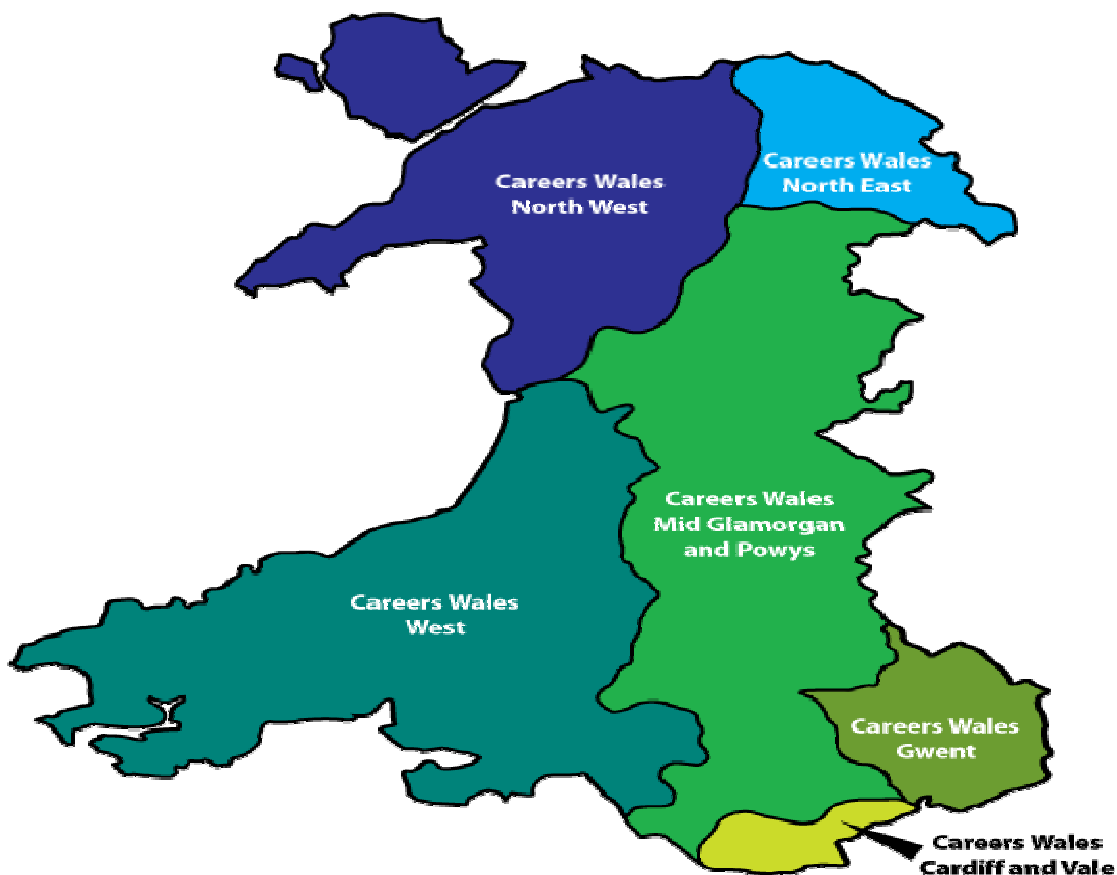
**FOURTH INTERNATIONAL SYMPOSIUM ON CAREER DEVELOPMENT AND PUBLIC POLICY
22ND - 25TH OCTOBER 2007
AVIEMORE, SCOTLAND**

**MAXIMISING THE VALUE OF CAREER DEVELOPMENT FOR SUSTAINABLE GROWTH AND
SOCIAL EQUALITY**

THEME 4 - IMPACT ASSESSMENT

QUESTION 1 - BARRIERS/OBSTACLES, ETC

Careers Wales is an all-age information, advice and guidance service (including Education Business Links) funded by the Welsh Assembly Government. The company areas are shown below.



CAREER GUIDANCE FOR ADULTS IN WALES - MAKING A DIFFERENCE

During 2005, the Careers Wales companies, in partnership with the Welsh Assembly Government, decided to conduct a pilot survey of adult clients aimed at assessing the impact of guidance interviews. The results of this pilot would then inform future impact assessment approaches to different cohorts of clients using Careers Wales services. The research project was designed to be a high volume, longitudinal study to be delivered as cost effectively as possible in line with the requirements of 'Making the Connections'.

OBSTACLES TO THE ASSESSMENT OF IMPACT

The relative absence of prior experience in relation to impact assessment within Careers Wales presented a significant challenge, as did the need to co-ordinate the efforts of the six companies.

IN PRACTICE, A NUMBER OF KEY ISSUES HAD TO BE ADDRESSED:

- . Development of the scope of the survey, including the need to ensure a statistically significant sample size
- . The all-Wales client priority groups, as defined by the Welsh Assembly Government, were represented:
 - a) Unemployed outside of New Deal
 - b) Those looking to return to work
 - c) Employed people with low levels of accredited qualifications
 - d) Part-time vocational students and those in community education
- . Development of quality standards to support the implementation of the survey;
- . Design and development of a suitable survey questionnaire;
- . The allocation of sufficient resources to implement the survey; and
- . The need to train staff to undertake data analysis and reporting in a consistent manner.

HOW THE OBSTACLES WERE OVERCOME

Careers Wales sought the assistance of staff from the Centre for Guidance Studies at the University of Derby (CeGS) who had expertise in the area. CeGS advice and guidance proved very useful in developing a methodology, including the design of a suitable questionnaire and a set of standards needed to conduct the survey effectively and ethically.

Another source of expertise was the Statistics Branch of the Welsh Assembly Government who helped the companies decide on a statistically valid sample size.

THE SURVEY WAS CONDUCTED ACCORDING TO THE FOLLOWING STANDARDS:

- . The use of a common set of questions that underpinned the aims of the project;
- . Only clients who had agreed to take part in the survey at the time of their guidance interview were contacted;
- . Telephone interviews were conducted through the medium of a language appropriate to those whose views were being sought;
- . Client anonymity was preserved and confidentiality respected;
- . Careers Wales staff who were directly involved in the delivery of the service being evaluated could not conduct the survey;
- . Those undertaking the survey received training to ensure that they:
 - . appreciated the underpinning principles
 - . understood the key aims and objectives of the survey
 - . were competent in the use of the telephone recording framework.
 - . Data obtained from the survey to be analysed and reported to agreed all-Wales standards and format;
 - . The survey findings to be shared with all relevant parties, including the Welsh Assembly Government, within an agreed timeframe.(See Appendix 1).

The success of this project contributed to the development of Careers Wales Performance Indicators 2006-7. (See Appendix 2)

APPENDIX 1

URL: CAREER GUIDANCE FOR ADULTS IN WALES - MAKING A DIFFERENCE

<http://www.derby.ac.uk/cegs/publications/CeGS%20Wales%20Occasional%20Paper2005.PDF>

APPENDIX 2

ALL WALES PERFORMANCE INDICATORS

- PI 1:** Percentage of Year 11 clients who sustain a positive transition to education, employment and training.
- PI 2:** Percentage of Year 11 clients indicating that their guidance interview(s) with Careers Wales Advisers helped to inform their transition to post-16 education, employment or training.
- PI 3:** Percentage of leavers from education identified as having a Statement of Special Educational Needs and involved in an educational Transitional Planning Programme and Annual Reviews who achieve an initial positive outcome.
- PI 4:** Percentage of Post-16 Youth Gateway clients achieving an initial positive outcome within four months of starting the programme.
- PI 5:** Percentage of Careers Wales Online registered users indicating that it as helped them make career and learning-related decisions.
- PI 6:** Percentage of adults making careers and learning related decisions as a result of guidance received from Careers Wales.

INTERNATIONAL SYMPOSIUM ON CAREER DEVELOPMENT AND PUBLIC POLICY

THEME 5 - ROLE OF THE CITIZEN

Careers Wales (CW) believes that the development of Careers Wales Online (CWO) launched in November 2004, represents good practice in the involvement of different societal groups and potential users in the design of career development policies and services. The full range of CW clients, partners and staff have been engaged via ongoing:

- . Participation in 'Requirement Capture' processes that determined the site aims, objectives and functionality
- . Consultation on design storyboards and demonstration models
- . User acceptance testing
- . Discussion forums with statutory / non statutory partner organisations
- . Focus groups, questionnaires and observed testing used to illicit client feedback that informs the style, information architecture and content of the site.

FOCUS GROUPS, QUESTIONNAIRES AND SITE REPORTING FACILITIES ARE FEATURES OF A CONTINUOUS PROCESS OF ENGAGEMENT WITH CLIENTS REGARDING CWO USAGE. THIS PROVIDES CW WITH VALUABLE FEEDBACK ON:

- . User evaluation
- . Impact measurement
- . Registrations
- . Site usage by client group
- . Access to specific and differentiated content

The information gathered enables CW to identify what works well on the website and the problems that need to be addressed. The enhanced pilot version of CWO to support Learning Pathways 14-19 is a current example of how clients have been fully engaged in the development process.

Client feedback received is reviewed, prioritised and risk banded. The resultant management information is used by the CWO development team, supported by the Advisory Group and Management Board, to inform the ongoing development of the website and relevant Welsh Assembly Government policies.

Mediated focus groups, repeated at key stages of the development process, are most beneficial in encouraging clients to participate in site design. Online questionnaires have been most successful in obtaining user feedback on the existing site.

The vast majority of clients in education report that CWO is now their preferred method of accessing careers information and expanding their careers related knowledge.

CWO has also proved successful in helping CW to engage with "hard to reach" client groups, including; disaffected clients; job seekers in rural areas and clients educated at home. Currently, CWO is being extended to include new and differentiated materials targeted at clients with special educational needs and disaffected young people.

KEY FACTS

- . Registrations: over 125,000 users.
- . Target Group: Full spectrum of CW clients aged 13 - 65.
- . Content: CEG and WRE resources, education and training prospectus, job seeking support, career planning tools and e-Progress File. Differentiated content by age, status and ability groups. Over 1,000 content screens.
- . Impact Measurement 2007: 89% of surveyed CWO users indicated that it has helped them make career and learning-related decisions.
- . Engagement: Estimated over 10,000 clients and partners participated in site development process to date via focus groups, conferences and questionnaires.