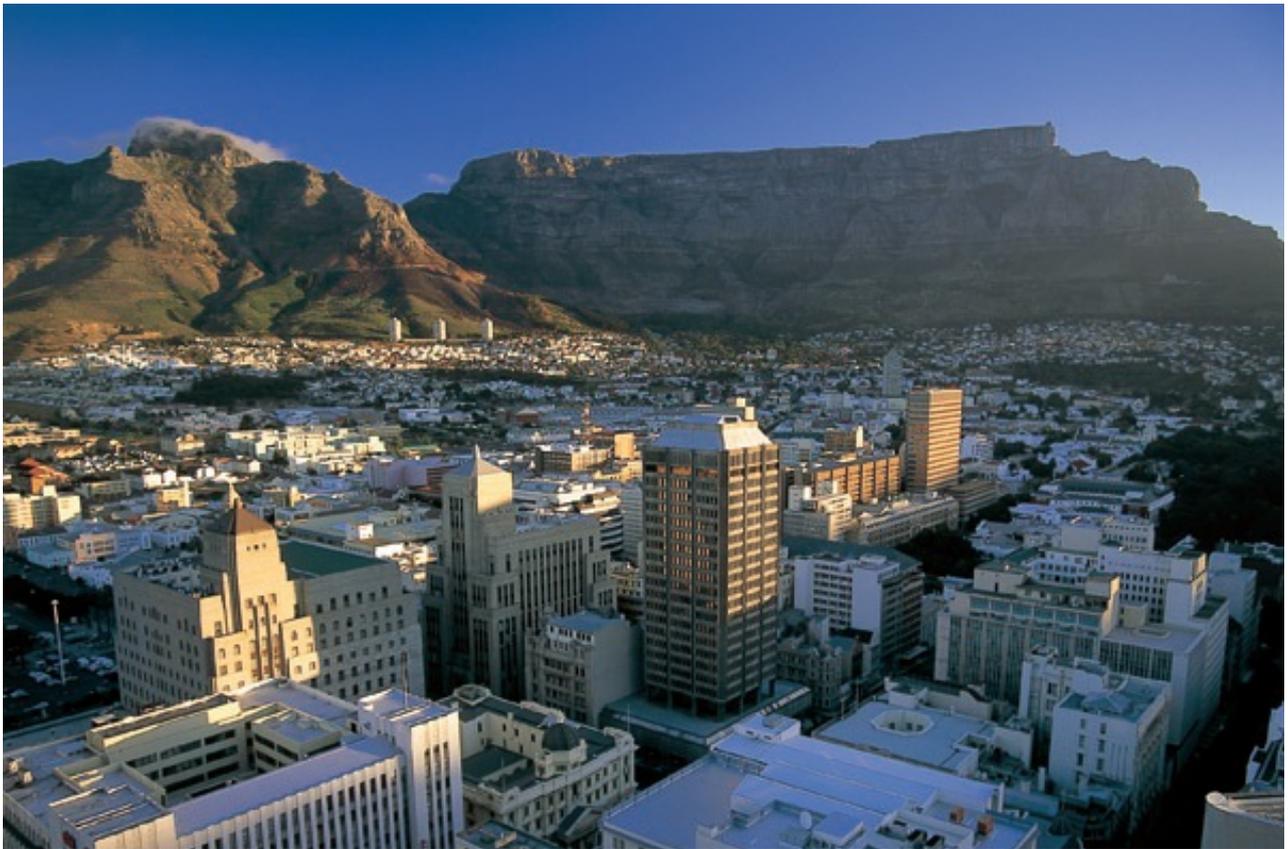


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INTRODUCTION

The IAEVG-PACE 2011 International Career Guidance Conference was held at the Cape Town International Convention Centre in Cape Town, South Africa, on 19 – 21 October 2011. The conference theme of “Career Guidance and Development Practices around the World” was addressed by presenters from more than 20 countries. Mr. Firoz Patel, Deputy Director General: Department of Higher Education and Training in South Africa, delivered the Official Opening Address that was often referred to by the international speakers during the main sessions. The keynote speech was delivered by Dr. John McCarthy, Director, International Centre for Career Development and Public Policy.

Between 550 and 800 delegates from around the world were expected to attend the conference. The conference organisers, PACE Career Centre, approached the South African Qualifications Authority (SAQA) and the industry-related body, the Manufacturing, Engineering and Related Services SETA (MerSETA), to co-host this important event.

The 2011 International Career Guidance Conference was the first to be hosted on African soil since the formation of the International Association for Educational and Vocational Guidance (IAEVG) in 1951.

“There is an undeniable need to identify and learn from other career guidance models being practiced around the globe. The delivery of career guidance in environments with high unemployment, a scarcity of essential skills, insufficient funding for further education and low throughput rates at tertiary education level is not solely a South African reality. Indeed, there are many countries, both first world and third world economies that experience similar challenges. Career guidance and development practitioners around the world can learn valuable lessons from career guidance practices in countries other than their own.” – IAEVG, Cape Town

WEDNESDAY 19TH OCTOBER 2011 OPENING ADDRESS

OFFICIAL OPENING ADDRESS on behalf of the Deputy Minister of Higher Education and Training Republic of South Africa on the occasion of the International Career Guidance Conference at the Cape Town International Convention Centre, Cape Town, South Africa, 19-21 October 2011 - Mr. Firoz Patel, Deputy Director General in the Department of Higher Education and Training

The speaker extended the good wishes of the Minister, Deputy Minister and the Director-General for the conference and wished one and all a very warm welcome to South Africa on behalf of the people of South Africa, the Western Cape Province and Cape Town, and the respective governments of the country.

The Deputy Minister had accepted the invitation to deliver the Official Opening Address at the conference because career guidance and counselling were dear to her heart. Addressing the media on her first day on the job on 4 November 2010, Deputy Minister Hlengiwe-Mkhize had raised her concern at the lack of career guidance for young people. "Many students from vulnerable communities register for whatever is available when they get to the university, and then drop out because they cannot relate to what they are being taught."

"Maybe we also need to look at our transformation strategies; not only in terms of numbers but also in the mind-set of our academics. How can they include career guidance as part of their core competences?"

"When you look at the student pool, whether at college or university level, many students come from families and schools where there has been no real guidance. Our institutions should constantly monitor this, and have built-in facilities, where students can constantly be guided on their career path", the Deputy Minister said.

The Deputy Director General, Mr Firoz Patel, thanked the conference organisers and delegates for bringing the best practices of the world to South Africa. The country was keen to share with the world its vision and strategies and to learn from all that was contributed. The Deputy Director General said the principles adopted by the International Association for Educational and Vocational Guidance (IAEVG) were commendable and constituted all-inclusive considerations relating to the provision of guidance services. The mission expounded by the IAEVG was also commendable and the Deputy Director-General hoped that SAQA (the South African Qualifications Authority) and other South African entities associated with the conference would strengthen their association with IAEVG and other similar bodies. The speaker proposed that we should consider bringing together all those interested in guidance and counselling in South Africa into an association. He said that the Department of Higher Education and Training would look very favourably at any such proposals.

South Africa faces the challenge of, simultaneously, having citizens who live in rural farming communities around the country; in industrialised communities where citizens work in the many factories; in service industries; and in the information age, with mobile phones and “always-on” Internet devices. In many cases, people who live in subsistence farming environments carry information-age devices such as cellular phones! This is indeed a complex country exacerbated by the legacy of Apartheid, especially with regard to access to education and training, job reservation, group areas and Bantustans, the speaker said.

This conference was timely because the country had just emerged from a national macro-organisation exercise of the state necessitated by the taking of office of the 2009 government. From 1994 to 2009 there was one Department of Education and the function of education and training was shared between the Department of Education and Labour respectively. During this period scant regard was given to career guidance by educational institutions and authorities. However, after the 2009 elections the Department of Education was divided into two new departments, namely the Department of Basic Education and the Department of Higher Education and Training. In addition, the training and skills development function was moved from the Department of Labour to the Department of Higher Education and Training. One of the key mandates of the Minister of Higher Education and Training is to prioritise the establishment of a new post-school education and training system, one which is highly articulated and co-ordinated.

In the five-year strategic plan for the period 2009 to 2014, the Minister had indicated that the task of the Department is “to direct the skills development resources available to the state, so as to meet these dynamic needs efficiently and effectively with the active support of stakeholders, [organised], labour, the community and business in particular.”

Notwithstanding the identification of career guidance as a priority for the department, the President of South Africa has, in signing performance agreements, instructed the Minister to ensure that the outcome of “a skilled and capable workforce to support an inclusive growth path” is achieved. One of the outputs of this outcome is to establish a credible institutional mechanism for skills planning, because no existing mechanisms provide credible information and analyses on the stock, supply and demand for skills currently. The Deputy Director General said a standardised framework and system for the assessment of skills shortages and vacancies in the country will enable:

- skill requirement projections to support key development strategies
- effective steering of the institutions which must address these requirements
- career information and placement services.

In his budget speech in 2010, the Minister of Higher Education and Training announced the establishment of a national, comprehensive, independent career service to support the implementation of the National

Qualifications Framework, the National Skills Development Strategy and the National Human Resource Development Strategy.

A national, comprehensive, independent career helpline is urgently needed for the youth, students, under-employed and unemployed citizens, to help them navigate their career development paths through the complex array of opportunities and possibilities, the speaker said.

Ignorance and misinformation wastes lives and livelihoods on expensive impractical training, drop-outs and failure. Mismatches of people and study and work opportunities are a costly burden on government, the labour force and education services. Shortage of scarce skills needs optimal rationalisation of workers and scarce skills opportunities.

Career Advice is today a Flagship project of the Ministry of Education and Training, the speaker said. It is time that a national system is built that will provide information and advice to people at any stage of life. The process has begun of building the national system of career guidance through a partnership with SAQA, which is establishing the core components of the national service.

On July 8, 2010, the Minister said that the country needs to work towards a system where every teacher is skilled as a career guidance counsellor. "Career guidance must be built into teacher education. We must work to strengthen that." The Minister said this at the launch of the ministerial flagship programmes on career guidance in Pretoria that particularly target pupils in rural area and townships. He said the lack of information and guidance for pupils contributed to the high drop-out and failure rates in universities and colleges. He went on to say: "Help the next generation to access higher education and training opportunities: if we can get it right, then half of the problems faced by learners in higher education will be solved. We will make very big strides." The Minister dedicated the career guidance initiative as a tribute to Nelson Mandela's commitment to human rights, education and youth development.

The department has partnered with various organisations and institutions, including SAQA, which now has a free share call helpline service staffed by career guidance counsellors to help the youth. SAQA was allocated R100-million over the next three years. The Minister indicated that he was also working on improving the efficiency of the National Student Financial Aid Scheme, to help more young people to access post-school learning and training.

One other major project that is being conceptualised currently with the assistance of SAQA, is the vision of the training of a guidance and counselling practitioner in every secondary school in South Africa. It would be wonderful to be able to identify, train and support about 6000 young people, who are graduates and unemployed, to take on this role. This type of project would not only help in bringing down the unemployment rate, but may give these young people an opportunity to choose either teaching or counselling as a vocation, the speaker said. This project would not only look at career guidance but also guidance and counselling with regard to general social issues confronting learners that impact on their education and training. The department will be working with the Department of Basic Education and the Department of Social Development in seeing this vision to fruition. The Department of Basic Education will have the further responsibility of ensuring that in curriculum education in schools, career guidance will be re-instated and strengthened.

The Department of Higher Education and Training is also currently in the process of establishing a unit to manage learner placement services. The placement services will keep track of learners in the system who need integrated learning experience and see that they are placed in the workplace. This will entail matching these learners to workplace experience opportunities. Further, in terms of a National Skills Accord signed by organised labour, organised business and organised community organisations a few

months ago, parties agreed to open more opportunities in both the public and private sector for work-based learning experience.

In addition, the Department of Labour provides a free-of-charge career guidance service to those who are unemployed or under-employed in a job that does not suit them. The Department of Labour also provides employment counselling, which can help the client to access job and skills training opportunities, and to learn the skills needed to look for and maintain employment.

The career counsellors from the Department of Labour also have access to many aids for the career guidance process, such as careers information books, a set of life skills programmes that can assist the client in different problems that they may be experiencing, assistance to start up a small business or co-operative, and health and well-being in the work-place.

The speaker hoped that he had convinced delegates that the department's vision should be achieved through a comprehensive, multi-pronged, multi-institutional, multi-moded lifelong career management system. The development of a comprehensive education guidance system means having to actually move to career management, which is life-long. It should in fact start before birth with guidance to prospective parents, and therefore, in this regard, the department should not only work with all stakeholders and role-players, but also needs to ensure that it co-ordinates efforts by government agencies, departments and the institutions responsible for social services, the youth, education and training and labour.

The speaker quoted from the Career Vision website in describing career management (<http://www.careervision.org/About/CareerManagement.htm>): "Career management is the lifelong process of investing resources to achieve your career goals. Career management is not a singular event but a continuing process that is a necessity for adapting to the changing demands of the 21st Century economy."

The speaker looked forward to the deliberations at the conference, to learn from best practice internationally and locally and from proposals that will allow South Africa to fulfill its vision.

WEDNESDAY 19TH OCTOBER 2011 MORNING SESSION

1. WAXING THE GAZA: THE POLITICAL ROLE OF PROFESSIONAL ASSOCIATIONS - Keynote address at the IAEVG-PACE International Career Guidance Conference, Cape Town, South Africa. By Dr. John McCarthy, Director, International Centre for Career Development and Public Policy

1.1 Key Issues

The keynote speech on the role of professional associations described the International Association for Educational and Vocational Guidance (IAEVG) as an association of competent and recognised professionals, with minimum qualifications, methods for evaluating guidance and counselling, and a code of ethics. Professionals research effective methods and materials for guidance, address diversity and social justice issues in education, and work with policy-makers.

The speaker addressed different positions held by the professional and academic communities as well as challenges for them. The politically-engaged professional leader was also described. Different positions held by the professional and academic communities included those concerned with professional issues only – and no political statement to make; those with some political statement to

make, especially when services and livelihood/profession or work conditions were threatened, and those with political involvement as an integral part of leadership. Here guidance is a socio-political activity related to achieving societal goals.

The nature of policies was referred to by the speaker and comparisons were drawn between 1966 and the present, 2004/2008 period, relating to Europe. Issues remain the same, namely:

- improving the co-ordination of services
- broadening access and improving quality assurance measures, from a citizen's perspective
- improving the quality of careers, information, methods, and means of dissemination, with a focus now on career management competency skills and structure
- improving training and developing an evidence base, and
- publishing regular reviews within the European Union education and training programme

1.2 Challenges

Challenges described for professional associations and academic communities were:

- making themselves and their work “policy relevant”; workforce preparation; workforce development; social equity, education and labour market efficiency
- working with and through significant social agents: policy partners (social partners; economic and social policy research organisations; leading national institutions/organisations/agencies)
- knowing government policies and the language of policy makers.
- engaging with policy development and policy-making processes
- articulating what educational and vocational guidance is, and how it can contribute to achieving public policy goals
- producing knowledge/evidence to support policy development and evaluation.

1.3 Way Forward

The speaker also addressed what macro-challenges might look like for guidance professionals and academic communities in South Africa, namely:

- to support and make their work relevant to government policies for workforce preparation and development
- to grow an evidence base to support government and agency policy and systems development for educational and vocational guidance
- to undertake policy-relevant research as a normal feature of academic life
- to meaningfully engage with policy partners such as SAQA (South African Qualifications Authority), Business South Africa and the Human Sciences Research Council (HSRC)
- to promote equality of conditions for educational achievement.

2. Educational Guidance and its practice in Latin America - Dr Julio Conzalez Bello – Venezuela

2.1 Key Issues

- Guidance cannot only be available in the formal education system, there has to be economic development or human development. Additionally, the southern hemisphere needs to look for new theoretical models and test the validity of the models used in guidance.
- There is a response to the demands of industrial capitalism which needs to be reviewed according to new scenarios. There is a criticism that the traditional forms of testing and the information and construction of life projects make no sense to young people. 91% of counsellors say that training programmes should be improved.

Three areas of public policy dimension are

- National System of Guidance
- National Commission of Guidance
- Regional Commission of Guidance

Contextual Dimension (see slide attached)

- In context, 70% (there was no clarification here) come from the field of psychology, 20% are located in education and 10% have no formal studies for the training of counsellors. The training model is based not only on an approach of competence, but also on the critic-reflexive model.
- There needs to be at least one counsellor in each school for every 10 students. Presently there is a need for work within a community with a multi-cultural counselling approach in Latin America.

2.3 Conclusion

National association and publications are very important. The proposals of new, theoretical models and new practices need to be considered. Guidance models must be more focused on human development rather than economic growth.

There is a proposal that a counsellor should be an educator that specialises in guidance and counselling and who has four years of under-graduate studies. The training plans should be directed more towards the social than psychological aspects.

Guidance should be incorporated into the education system from the basic or primary school through to university. Guidance is for all students, not only those who have problems; it is also for the community, teachers and parents.

3. A review of development in guidance policy and practice in Ireland and a survey of students' reaction - Roisin Kelleher, Ireland

3.1 Key Issues

- Career guidance is a very special profession seeking to guide and help others who look for and require such a service. The definition of guidance is outlined as being educational, career and personal counselling, i.e. course information, career management, psychometric testing and job-search skills delivered to students in a classroom on a one-to-one basis. Personal counselling is very important as it allows students to seek advice on issues that are of concern to them.

3.2 Guidance provision policy

- The Education Act issued in 1988 states, "Schools should use available resources to ensure that students have access to appropriate guidance to assist them in their educational and career choice."
- Each school is granted 8 hours per week for guidance purposes with less than 200 students and 22 hours per week for 500 students. Guidance material consists of college courses, career information and an on-line database which is a very useful resource for guidance.
- Other initiatives from the State include the establishment of a National Sensor for Guidance and Education (NCGE). Its main role is to support and develop guidance and inform the Department of Education regarding guidance and policy. The GEI (Guidance Enhancement Initiative) was put in place to ensure that hard-sought after funding was not diverted to anything other than career guidance.

3.3 Purpose of research

- This research focuses on the development of guidance policy and practice and surveys the students' reactions to what they had received. The research is necessary because the views of students are not usually sought. Out of 1400 final year second-level students who were requested to participate, 1130 students responded.
- The survey involved distributing a questionnaire to the students, asking how they felt about certain aspects of the career guidance and the SPSS (Statistical Package for Social Scientists) was used for quantitative analysis. The study confirmed that critical factors need attention to improve the service.
- Guidance introduced at a late stage is described as "Crisis counselling" and is of little value. There is a 1:500 ratio of guidance counsellors to students which gives inadequate time for guidance counsellors to have contact with students and which could create difficulties in delivering an effective guidance service. It is felt that further resources for guidance should be provided, including the return of a ratio of one guidance counsellor to 250 students.

3.4 Student reactions

- Students indicated that they are not clear about the career path they want, that there is insufficient information from guidance counsellors and uncertainty as to what they are capable

of doing. Students also indicated that they felt overwhelmed when making decisions that would affect the rest of their lives.

3.5 Guidance Counsellor approachability and reasons for low approachability

- The approachability of guidance counsellors was examined and findings showed that 35.4% of students would approach a counsellor if they had a problem and 64.5% would not. The question therefore that needs to be asked is: Why do such a large percentage of students feel they could not approach a guidance counsellor?
- Possible reasons given were non-availability for one-to-one meetings, uneasiness with guidance counsellors and the difficulty for some students to distinguish between the roles of teachers and counsellors. The success of guidance depends to a large extent on the relating and communicating skills of the counsellor and also on the recipient of the service having sufficient motivation and interest to benefit from it.
- Students also made positive comments, saying that guidance counsellors are always there when you need help, indicating that they are reassured that there is someone there to turn to.

3.6 Issues for further research

- Why do students not generally find school staff to be approachable?
- Who has the most influence on students regarding their choice of career?
- What effect, if any, does the involvement of subject teaching have on the quality of the guidance service provided?
- What are the main factors that need to be considered to obtain satisfactory benefits from guidance intervention?
- What is the current status of career guidance in terms of public policy?

4. Developing Quality of Guidance and Counselling Services in Finland - Ms. Heli Pikkila, Ms. Anu Turanan and Ms. Maarit Laaksonen, Finland

4.1 Key Issues

- The Finnish education system was described, from pre-primary, all the way to the end of basic education (6-16 years). The most important point made was that there is no 'dead-end' after secondary education. One is always qualified to apply for higher education.
- The Finnish guidance and counselling systems are divided into two sections: employment and economic development offices, which focus on schools, vocational colleges and polytechnics; and the Centre for International Mobility (CIMO), which focuses on universities.
- Characteristics of the Finnish guidance and career services include: a strong focus on the education and training of professionals, a strong research base, support from policy makers, and the fact that the school system complements these.
- The most important point that was emphasised was that the National Curriculum takes a holistic approach in that pupils and students are all entitled to have educational and vocational guidance as part of their education.

- The roles of 'working life' and real life experiences were emphasised in relation to the counselling process and were outlined eg 9th graders have work experiences for 2 weeks to better understand the real life experience of the work place.
- With regards to developing feedback mechanisms for guidance provisions in basic education, there are many projects within the country that focus on the efficacy of educational guidance and counselling. The main objectives are efficiency, effectiveness and financial accountability.
- There are different systemic levels of guidance to indicate what different kind of guidance services are available for the clients, what guidance provisions exist and what the public policies are in guidance. Activities are focused on being flexible and reformative.
- An example of such an activity is that questionnaires were given to all actors and stakeholders (students, parents, teachers, etc) for Grade 6-9, specifically asking them what kind of services they would like and what is required in the system.
- The conclusion that was reached through these questionnaires was that they needed more teachers and guidance counsellors to ensure their availability.

4.2 Challenges

- The key challenges that are being faced include: the need to put strategic plans into action, the need to systemic cross-sectoral activities, a sustainable evidence base for policy development, regional cooperation, quality development at a national level, increased training for practitioners, and a balance between formal and non-formal guidance.
- Other concerns include: the high percentage of individuals who are discontinuing their education at a vocational level; that up to 59 % of students who finish high school do not directly continue their education. This is in part is due to army requirements (in the case of boys), but also due to the requirements that are needed to enter university.

4.3 Way Forward

- Steps forward include comparing the need for resources and their availability, the effectiveness of the input and the output, and the need for sustainable development and evaluation services.
- A 2004 case study results showed that: transition phases are key factors, individual counselling is valued by students, information on working life is needed and there needs to be a special emphasis on students with mental problems, learning difficulties and immigrant students.
- The improvement of guidance service at high school levels is a project that is funded by the Ministry of Education and Culture. The focus is on the improvement of individual counselling, and the aim is to create a collaboration model for high schools, universities, employment authorities and working life.
- A survey was done by the Union of Finnish high school students with the following results: there was recognition that students needs more individual guidance, that students make their own choices but they need support, that students think that by making choices they can improve their quality of life, and students want high school to prepare them better for future working life.

5. Career Guidance for Scheduled Castes and Muslims in India: Challenges and prospects for addressing social exclusion - Ms. Anita Ratnam, India

5.1 Key Issues and Challenges faced

This presentation started out by questioning why we are looking at excluded communities.

- The Caste system was explained and the methods of exclusion are based on a belief system of difference. The untouchables (Dalits) are the ones that are regarded as being outside the caste system. In 2010 there were more than 25,000 attacks on the untouchables, despite the laws of the land illegalising such social behavior.
- The Dalits have been excluded from meaningful careers and most of them are landless and live below the poverty line. 2.2 percent of Dalits are college graduates, 44.27 percent of Dalit children drop out of primary school and there is a high level of suicide at higher educational institutions because of exclusion. Inter-caste marriage is what sustains the caste system and is a huge issue in contemporary India.
- The context of Muslims in India was explained, as well as its relationship to the caste system - 13.4 percent of the Indian population is Muslim.
- After the formation of Pakistan, the Muslims that stayed in India were still taunted and excluded socially. Because of the discrimination, and despite possible wealth levels, they continue to congregate in very specific places. They are restricted because of their language and thus the schools they can attend are very limited. Children attending Urdu-speaking schools cannot enter higher education – so they end up going to mosque schools, which are regarded as being terrorist training grounds.
- Islam phobia also exists (“all Muslims are terrorists”), as in the rest of the world. Within Muslims there is also a caste system, but Muslims themselves are often worse off than the Dalits. They have become isolated in their own ghettos and have very little interaction with the outside world. There have been various acts of terror on the Muslim community, and a culture of fear exists.
- Muslims are also being displaced because of new technology (their previous skills, i.e. repair shops, etc, are becoming outdated and obsolete). Their old livelihoods are disappearing and they are not able to get into the new job market because it is culturally problematic. This is also true for the Dalits.
- Internalised messages, such as that all Muslims are fanatics and terrorists and all Dalits are dumb and dirty and lazy are reinforced continuously from both within and without these communities.
- The question that was posed was why does this exclusion keep replicating itself? Why can't the excluded move out of this system? The answer given was that because they are so isolated socially, politically etc, and because these beliefs are so deeply entrenched, there is no escape route, and even when opportunities for education exist, these cultural constructions limit people from reaching or even trying to reach their potential. The belief system traps people in their ideas of what their cultures are or should be. The strong belief of destiny in India results in a programmed mindset that accepts that aspirations and aptitudes are limited. There is also a tension between wanting to be a part of the community and being accepted culturally, and basic human rights and desires. There is also a lack of knowledge of what is available and there is no social knowledge of what options are available.

- Further challenges include: protests and violence on university campuses regarding reservation of positions for people of lower caste, and the selective use of technology that either displaces their livelihood or leaves them to do the most demeaning jobs.
- Additionally, parental control is very high, and for these children their role models are their parents and their parents are rooted in their belief systems. This becomes very problematic in a new world where their parents' beliefs and ways have become outdated and outmoded and young people are left in crisis, unable to follow in their parents' footsteps with regard to jobs and vocations.
- A case study example was given where a school attempted to integrate Dalits amongst the higher castes. The result was that two different college systems developed. The researchers realised that in order for students to be integrated, the content of the education system itself needs to change.

5.2 What can we do as career guidance counsellors?

- There is no career guidance happening at any state level, it is all NGO or family based. There is a need to move away from attempting to fit people into the already established labour market and to stop using limited terminology such as 'employment'. Most people work in the informal economy and this needs to be recognised as being work or one's livelihood. Additionally, career guidance needs to also be combined with scholarships for the poor.

5.3 Way forward

- In order to move forward, the following questions were posed: How can we motivate young people to stay in school? Can we promote a sense of rights and entitlements amongst those that are excluded? How can career guidance help fight discrimination in getting jobs and later in the work place? What stand does career guidance take with regard to resource allocation? We are looking at an entire community living in fear. How does career guidance counselling deal with the traumatised and terrorised mind?
- Most importantly, is inclusion actually possible in the existing paradigm or do we need to create a new paradigm?
- Career guidance counselling has been recognised as having the potential to be the engine of social mobility and social justice in India. How do we use it as such?

5.4 Lines of action with regards to excluded communities:

- Understand social exclusion and its psychological and social impact.
- Redefine the goals of career guidance counselling to include changing and raising self-perceptions and widening the scope of aspirations.
- Legitimise the knowledge and skills of the excluded.
- Recognise hybrid identities.
- Develop vocational indigenous psychology.
- Recognise the need to expand the scope of guidance to policy advocacy, mentoring and counselling.
- Understand excluded groups and the tendencies that exist for over-achievement and under-performance.
- Address institutional, dispositional and situational barriers.

- Use critical pedagogy that includes interactive approaches, active and reflective practices and art to reach inner minds.
- Harness resilience and wisdom that comes with culture.
- Recognise that aspirations are shaped by material resources and not mere psychological dispositions.

5.5 Conclusion

- Career guidance counsellors should be about working at the grass roots level and give excluded individuals the chance to rethink their aptitudes, dreams and goals and not take what they say at face value. There is a need to move away from identity being controlled by caste and religion to being free to create something new and previously unthought-of. Career guidance counsellors need to challenge conventional notions of success, status and security and to assist people to become aware of pressures within caste and religion.
- Self discovery needs to precede career guidance counselling. This discovery reflects on the self in society, analyses society and leads to an understanding of individual commitment to personal and social change. At this point, where individuals begin to dare to think differently, career guidance counselling is introduced in an integrated manner.

6. Measuring the Impact of Labour Market Information (The results of three field experiments, funded by the Canadian government – Human Resources and Skills Development Canada – Mr. Michel Turcotte, Ms. Tannis Goddard, Dr. Bryan Hiebert, Ms. Sareena Hopkins, Canada)

6.1 Key Issues

- The session introduced a research programme undertaken by the Canadian government to obtain a better match of skills and employment. Measuring career development services and exploring new methodologies to collect evidence about them is becoming increasingly important at the policy level in Canada. Concrete action was taken to obtain a mechanism to evaluate the impact of government-produced labour market information (LIMA) and also to find a better methodology which could be applied to other issues at policy level.
- A multi-disciplinary team was assembled and six projects were funded. Two of the studies were presented in the session. These isolate impacts of LIMA by using small-scale experiments. Whereas most current methods focus on the delivery mode, the studies focused on problem-solving and decision-making.
- A Career Motion Project undertaken by Social Research and Demonstration Corporation and Training Solutions tested the efficiency of an innovative Web-based career guidance tool, designed to help underemployed, post-secondary education (PSE) graduates make better use of their skills in the labour market.
- A study undertaken by the Canadian Career Development Foundation (CCDF) and the Canadian Research Working Group in Evidence-Based Practice (CRWG) assessed to what extent assistance by a service provider enhanced the effective use of LIMA, and to what extent independent self-help is an adequate process for clients to use LIMA effectively. The framework developed by CRWG and used to link process and outcomes was presented, as well as findings.

6.2 Challenges

- The process of recruiting participants for the Career Motion study improved substantially once the marketing message was changed from negative to positive and inspirational.
- A major self-assessment problem in the CCDF/CRWG project was how clients tended to overstate their own level of skill or knowledge at the start of the intervention. Testing was conducted and some data was found to support this hypothesis. To get around the problem, a Post-Pre Assessment was developed which produced quite an accurate indication of change over time.

6.3 Discussion

- Since the CCDF/CRWG study was undertaken with government funding, the LIMA packages used and the final reports will be in the public domain and accessible on the CRWG website.
- Marketing questions raised concerned word-of-mouth and peer marketing, and the incentive of 100 dollars offered to clients who completed the assessments. However, clients said the money was not important to them.
- On methodological issues, further validation of results was suggested since a participant in the programme might not say they did not learn anything. Several papers have been written on the Post-Pre Assessment and summarise observations around the inflated self-assessments. Different ways do exist to deal with the problem, one being “concurrent validity checks”.
- Regarding the impact of the intervention, a question is how the study ruled out additional factors that might play a role, when they assessed participants a year later.
- The frontline practitioners involved in the CCDF/CRWG study integrated the training and became more structured in their work subsequently, and the involvement of agency managers was a key success factor. Another important point about the study was selecting clients from all those who walked into the participating agencies.
- The CRWG would welcome the opportunity to further assess how practices are advancing and outcomes are sustained over time.
- A basic screen was implemented to deal with issues of language. Special LIMA packages were built for people with a low literacy rate.
- Correlational analysis was done on the three outcomes of knowledge, skills and personal attributes. Knowledge and skills were highly correlated, but personal attributes seem to be more closely related to skills than to knowledge.
- There are issues underpinning LIMA, much of which attempt to promote certain industries or have an agenda. Canada has been different in that a wealth of LIMA is not sectorally but publicly driven. In addition, in building the website for the study, an extensive analysis was conducted of each external link.

6.4 Way Forward

- Career Motion had a greater effect on users who accessed it more frequently, so a question to explore is how to motivate greater use of the programme. Another issue is how to incorporate one-on-one interactions with a trained professional or advisor as well as dialogue and networking with peers.
- The CCDF/CRWG researchers are convinced of the need to get agency managers on board in future, considering that their engagement and support to the counsellors providing services was a factor in the success of the project.

7. The perceptions of students at South Africa Open and Distance Learning – Convy Baloyi and Mrs Joyce Mahape (UNISA), South Africa

7.1 Key Issues

To identify the importance of career guidance, and how open and distance learning institutions such as UNISA should approach it.

To focus on a report on a study that explores the perceptions of students regarding career guidance.

7.2 Challenges

- The 'career model' of study, job and retirement needs has to be rethought taking into account the contribution students should make to their country as active citizens.
- Access to learners could pose a problem as UNISA has 265 000 learners in the whole of Africa.
- Career guidance is seen as an add-on, and should be part of the curriculum at the onset.

7.3 Discussion

In many practices, career guidance is seen as an 'add-on', Guidance goes beyond literature and simply recruiting students. It is placed at a very high level in a university structure and should be incorporated at the onset. Universities also stress the need to invest in career guidance.

Many students are impatient to complete studying so that they can get into the job market and then retire. The way people view this model needs to change. What contribution can each individual make to the country? Career input should also contribute to active citizenry in respective countries.

Research Project:

A survey was used to collect data and questionnaires electronically. There were two sections in the questionnaire:

1. Biographical; and
2. Personal experiences with regard to career guidance.

Most of the participants were from Gauteng; were female; spoke Sepedi as their home language; and were non-English speakers despite the fact that the medium of instruction at UNISA is English.

7.4 Findings

- It is clear that students think career guidance is essential.
- The information received was helpful.
- Awareness of career guidance was low.
- Technology should be used more.
- Career guidance practitioners should offer more face-to-face guidance.
- Students perceived staff to be unable to assist them.
- Teachers should not limit the scope of learning to what is on the exam paper.

8. Career Management competencies in New Zealand. The emergence of new learning, teaching and leadership opportunities - Dr Karen Vaughan, New Zealand

8.1 Exploratory study

- Career education is legally required in schools in New Zealand.
- Career management competencies focus on building capabilities and:
 - developing self-awareness
 - exploring opportunities
 - deciding and acting

Very important factors noted were:

- managing the self
- relating to others
- using language symbols and text
- thinking
- participating and contribution.

A capabilities approach was taken, posing the following questions: Who can you be in the world? What can you choose from a bunch of possibilities? How can you fit in and make a difference in the world? Research questions explored the following:

- Asking students how they learn. Learning to learn.
- Reflective activities.
- The knowing and doing and being experience.
- Playing the junior version of the whole game.

The existing model focuses on making decisions and taking action. Subject teachers are asked to think differently, to connect with texts differently and to learn how, why and when to make decisions without just being told what to do. The focus is now on networking, and assisting different teachers to work together in different ways; for example, a guidance teacher can work with subject teachers.

There should be a clear commitment to career development. The roles between the school and community are important.

We need to move away from career guidance being an unsorted and random collection of bits, as this confuses our youth.

8.2 Challenges

In New Zealand:

1. Career education is inequitable - there is too much freedom. When you look at the research done, it does not take into account students across the board.
2. Career education is marginalised - it is seen as an add-on, peripheral, and the office is usually far away. The designated teacher is near retirement and this is their reward. It is 'where teachers go to die.'
3. Career education is not fit for its purpose.

8.3 Conclusion

There is potential emergence of career management:

- The foundation for career education has a social justice dimension.
- It makes other career activities meaningful.
- It uses the disciplinary lens of each subject.
- It demands rich learning opportunities and engaging pedagogies.
- It is possible to link up education with career guidance.
- Employers are looking for something about how you are in the world, indications that you can take initiative within a changing world.
- The future is changing and we need to change with it.

9. Paradoxes in the Career Transitions of Older Women – Prof Mark Watson, Dr Mary McMahon, Prof Jenny Birnrose, South Africa, Australia, England. Paradoxes in the Career Transitions of Older Women - Prof. Mark Watson, South Africa; Prof. Jenny Bimrose, England; and Dr. Mary McMahon, Australia

9.1 Key Issues

- An international case study was presented which responded to the inadequacy of theoretical accounts and represented a move towards a broader international focus, a neglected age group, and the need for qualitative research.
- The presenters described the research procedures, discussed the analysis and described the implications. The study employed grounded theory. It used purposive sampling of women aged 45 years and over, the benchmark used to describe mature age workers and an age after which it has become very difficult for people to re-enter the workforce once they have left it. 36 women across three countries (Australia, England and South Africa) participated.
- Themes addressed in the study included learning across the life span, transitions and responses, intrapersonal Influences, work influences, financial influences, social Influences, relocation, advice to others, and future planning.

9.2 Challenges

Drawing implications from their analysis, the researchers questioned the relevance of career theory. They pointed out a mismatch between career theory and women's career narratives. Dominant

career models are psychological and emphasise agency and autonomy whereas the women's stories emphasised constraint and context. The researchers called for a multi-disciplinary approach.

9.3 Discussion

Paradoxes revealed by the study were pointed out. The presenters' discussion referred to the following:

- Contradictions, disconnections, disparities, inconsistencies, questions and nuances were revealed within or between the stories of the women and the philosophical assumptions underpinning traditional and established theory.
- All women had engaged to varying degrees in both formal and informal learning, but theory pays little attention to informal learning.
- Multiple transitions (instability, discontinuity) occur throughout women's working lives.
- Intrapersonal influences such as values, interests and other personality traits were recognised but not prioritised in the context of women's decisions.
- Workplace discrimination, harassment and bullying were implicit in women's career narratives.
- Emphasis of women's work roles in the labour market is exclusive of other life roles.
- Women made career decisions based on gendered roles (eg, homemaker, carer) and relational factors (eg a partner's career).
- Theory remains largely intrapersonal and the reality of the women's stories is that career development is largely interpersonal.
- Most of the women's' career decisions and transitions did not reflect their own advice.
- Repeatedly responding to unexpected circumstances minimised the possibilities of future career planning.

9.4 Way Forward

The presenters ended by asking, how relevant is professional career practice, as follows:

- All women researched reported a lack of formal career support and guidance during their career development and transitions.
- Career support came almost exclusively from informal sources.
- There is a need for an advocacy role at macro- and micro-systemic levels.
- Relevant support would be holistic, narrative, and value subjective experience.
- Ethical issues pertain, such as discrimination that is not named by women.

10. The Role of National Guidance Counsellors Association in the creation of sustainable quality guidance – Mr Karl Hernetkoski, Finland The Role of a National Guidance

Counsellors' Association in the creation of sustainable quality guidance - Mr. Karl Hernetkosi, Finland

10.1 Key Issues

- The Finnish Guidance Counsellors' Association has 1055 members. Its objectives are to improve the position of guidance counselling in Finland and to guarantee guidance counselling services for all. Compulsory education begins at the age of 7 and ends at 16 years, but nearly all young people remain in full-time education for a further three years.
- Upper secondary schools provide general and vocational education. The primary way to apply for university is the national joint Internet-based application system. Most of the students are selected on the basis of their school certificates and grades.
- By law, pupils in basic education and in general and vocational upper secondary education are all equally entitled to instruction and educational guidance. Changes were described which have resulted in a stronger demand for educational and vocational guidance and counselling.
- Educational guidance and counselling should be considered as a part of the strategic component of the curriculum. An educational establishment must also have a shared vision of the approaches, a defined division of responsibilities among teachers and counsellors, and resources and administration of its educational guidance provision. Guidance for all means everyone should have access to guidance services. There should also be measures to ensure that the students and all staff are kept informed about the services available.
- The presentation also addressed the effectiveness of educational guidance and counselling and presented figures.

10.2 Discussion

- The question of what constitutes quality was raised in the presentation. Key words were suggested: Fast, all, immediately, more, faster, more efficiently, more perfectly, you should, you must, don't this, don't that, the best way is, compete, sell yourself, adapt, be positive.
- Other words that were suggested included well-being, reflection, slow down, take your time, try and err, develop, learn, create, socialise, experience, have a good time, enjoy.

10.3 Way Forward

Addressing what should be done, the presenter recommended:

- A qualified counsellor in every school.
- 200 pupils or students per counsellor.
- Counsellors' right to do their work.
- Clear definition of what counselling is.
- Compulsory familiarising periods in working life and further studies in all schools.
- Developing co-operation and cross-over.
- Quality criteria for counselling.
- A life-long guidance policy and system.
- Developing guidance counselling training.

- Using guidance counselling expertise in development work.

11. Career decision-making difficulties: behind personality, self-efficacy, and perceived social support. The role of Emotional Intelligence - Prof. Anamaria Di Fabio, Italy

11.1 Key issues

- The inverse relationship of extraversion and the positive relationship of neuroticism with three dimensions of career decision difficulties questionnaire: extrovert and emotionally stable subjects seem to perceive less decision-making difficulties both before and during the decision-making process itself.
- In the literature, self-efficacy is a crucial determinant of human agency and promoter of activation in the search for information. Some studies support a positive relationship between decision-making and self-efficacy, and the amount of initiative and energy invested in the choice and the stable model of choice.
- Perceived social support seems to facilitate self-exploration and the exploration of the environment in career decision-making, career adaptability, career exploration, career aspirations and career development of students.
- Emotional intelligence may play a role in processes of career exploration and career decision-making with an increase of an individual's faith in their ability to deal with tasks related to academic or career decision-making. Emotional intelligence also increases the ability to predict emotional consequences of a potential career choice.

11.2 Challenges

- Lack of readiness is mainly explained by the intrapersonal dimension of emotional intelligence as suggested in a previous study. The role of self-emotional awareness is noted with regard to the difficulties that prevent individuals from starting the decision-making process.
- Lack of information is mainly explained by the adaptability dimension of emotional intelligence which is different to the findings in the literature. There is a need to use emotions to enact effective problem solving strategies in the search for information concerning the career decision-making process.
- Inconsistent information is explained not only by the intrapersonal dimension of emotional intelligence, but, also by the interpersonal dimension of emotional intelligence. The role played by self-awareness and the ability to build satisfying relationship with others and to understand their sentiments in the perception of the information that may be reliable and consistent was emphasised.

11.3 Discussion

Five hypotheses are developed to explain how emotional intelligence influences career decision-making difficulties:

1. Individuals who report higher career decision-making difficulties will be lower on extraversion and have lower emotional stability. Each of the three dimensions of the career decision difficulties questionnaire is inversely tied to extraversion and emotional stability.
2. Individuals who report higher career decision-making difficulties will have lower career decision-making self-efficacy. Each of the three dimensions of the career decision difficulties questionnaire is inversely tied to career decision-making self-efficacy.
3. Individuals who report higher career decision-making difficulties will perceive lower social support. Each of the three dimensions of the career decision difficulties questionnaire are inversely tied to perceived social support.
4. Individuals who report higher career decision-making difficulties will show lower levels of emotional intelligence. Each of the three dimensions of the career decision difficulties questionnaire is inversely tied to the dimensions of emotional intelligence.
5. Emotional intelligence adds a percentage of incremental variance with respect to personality, career decision-making self-efficacy and perceived social support in relation to career decision-making difficulties.

11.4 Way forward

- Take an in-depth look at the roles of personality traits, career decision-making self-efficacy, perceived social support and emotional intelligence in relation to career decision-making difficulties.
- Verify the existence of the incremental validity of emotional intelligence with respect to personality, career decision-making self-efficacy and perceived social support.

12. Innovative career guidance practice of an education network in Pakistan – Mr Raza Abbas, Pakistan

12.1 Key issues

- The Pakistan education system instituted a policy of career guidance practice that helps people to make choices for their futures. The intention behind this practice in this under-developed country is to eventually lead to global prosperity.
- Established in June 2007, the career guidance system was implemented as a strategy policy at the network, available for students (from Grade 8 to post graduate level) and also for the society at large. This enabled people to learn about themselves, about other people and about their future.

12.2 Challenges

- Lack of awareness still exists in society at large.
- The demand for more career field visits and career seminars can affect academic classes.
- Talking to a counsellor is a new phenomenon for Pakistanis and various challenges are faced, such as, interns not showing up and transportation and family challenges issues.
- The educational background of many parents is minimal.

12.3 Discussion

The career guidance process is based on:

- An education network where career guidance is part of educational policy; and
- Semi-structured interviews, observations, etc.

Innovative services of career departments consist of:

- individual counselling: helping students to discover who they / who they want to be in the future
- group counselling: helping students to share stories, fears, thoughts and aspirations, consequently inspiring each other
- resumé and cover-letter writing
- interview and job preparation
- summer internships: where students experience in practice what they have studied in theory
- personality development sessions
- career outreach programmes
- visits to universities and corporate sectors
- career publications
- career fairs
- inspirational environment.

The education network believes that career guidance depends on strategising leadership at policy level which requires involving key stakeholders to make it a success model for students, teachers, philanthropists etc. therefore, secondary school students should have career field visits.

The future plans of the careers department are to proceed by organising aptitude tests in preparation for universities and higher education, organising planning career conferences focusing on emerging professions and engaging youth in career skill programmes.

12.4 Way forward

- Educational institution: dire need of trained and skilled career development professionals is required in under-developed countries to nurture youth.
- Educational leaders: educational leaders in schools, colleges and universities need to re-think educational policies.
- Non-educational sector: the connection between education and the corporate sector encourage youth engagement for their prosperity in the country.

13. National Career Advice Services - Mr Samuel Isaacs, South Africa

13.1 Key Issues

South Africa is a middle-income country with a large proportion of young people who, in terms of demographics, are largely black and have a life expectancy of about 50 years. The unemployment rate is between 25 - 40%. Approximately 87% of South Africa's children are enrolled in school and a big portion of the national budget goes to education.

Most countries have a National Qualifications Framework (NQF) and South Africa's NQF has five objectives:

1. To ensure that it has an integrated national framework for all learning achievements.
2. Access, mobility and progression.
3. The enhancement of quality in education and training.
4. Artisanship - artisans as the backbone of society and industry.
5. The development of the person and the society.

13.2 Objectives of NQF

- The NQF framework has a framework for communication, coordination and collaboration across education, training and development.
- The principles underpinning the NQF have important implications for the career development of individuals.

13.3 Career advice services in South Africa

- Career advice services started in 2007 and 2008 and this is the flagship project of the Ministry of Higher Education and Training. The DHET and SAQA is a partnership initiative. It is the establishment of a national comprehensive, independent career advice service to achieve a credible institutional planning mechanism for skills planning. There is specific focus on coordination and the establishment of career guidance services for the country.
- It is important that the learner is served and that really good advice is given to the learner. People therefore need to be properly trained, and mindful and sensitive about what they are doing.
- SAQA is using a helpline that assists in advising where problems lie in the NQF i.e. where people are being denied access; not getting prior learning recognised etc. These problems are all fed back into the system. SETA is currently on board to support career advice.
- Children learn best when they talk to each other and good peer counselling is important but adult support is still vital. The career advice system is in place but not all the parts are there and it can still be tweaked.

13.4 Lifelong Learning and the National Qualifications Frameworks

- 160 countries have NQF in various stages of construction. A NQF framework that does not include life-long learning as the overall framework is a hollow framework. A continuing education programme is facilitated by the University of the Western Cape and the South African Qualifications Authority is partnering with them to illustrate the importance of life-long learning within a qualifications framework, including career advice. Leaders are required for learning, leaders that can innovate and leaders that can get things done.

14. The Development of career guidance practitioners in South Africa - Mr Dennis Stead, South Africa

14.1 Key Issues

- The current needs impacting career practitioners in South Africa were discussed, as well as what is being done to address these various needs. It was felt that the standards set for career practitioners and how this is done could be improved.
- The PACE Career Centre's chief role is to make career guidance available to every person in South Africa. This is done through training and providing good information. The starting point has been identifying infrastructure and delivery points for career guidance and then training people to deliver guidance services. Career guidance is not a substitute for a poor education but practitioners can help to overcome a poor education.

14.2 Overview

- South Africa is characterised as a country with high levels of racial division and increasing class division. The current total population is 49.8 million with a rapidly urbanising rural population of 45%. The unemployment rate is as high as 25.7% with youth unemployment at approximately 50%. Low levels of skills are underpinned by poor literacy and innumeracy.
- The career practitioner concept is relatively new in South Africa with career education being mandated within the curriculum under the subject Life Orientation. Low levels of skills are underpinned by poor literacy and innumeracy. The Department of Labour employment services mandates that a space be created for career guidance

14.3 Challenges in schools

- High turnover of life orientation teachers.
- Low status of life orientation.
- Size of classes and limited resources.
- Lack of career information resources.
- Low motivation of teachers.

14.4 Addressing needs

- Universities, colleges and libraries are just some places where careers development can be enhanced. Schools are obviously a key infrastructure where career practitioners can operate and it is one of the largest markets. Teachers are trained and experienced and the transferability of skills and guidance is smooth. Schools have a culture of accountability and a culture of guidance can be developed. There are however various challenges in schools such as the high turnover of Life Orientation teachers.
- Initiatives such as placing unemployed young people in libraries throughout the city and training them as career practitioners have been very successful. In such initiatives, young people have gained experience and, in turn, delivered guidance programmes. Career dress-up day, which is part of the Department of Education's programme, gets children from ages 12 to 13 to come to school dressed up in their 'career uniform'.
- South Africa ranks 42nd out of 222 countries and 6th in the global top 10 countries for mobile internet usage. Career services are now becoming geared towards using innovative technologies. It is very difficult for teachers who only have the use of one career book and no access to computers. PACE has developed a mobile site (GoStudy) where learners can access all PACE materials.

14.5 Setting standards

Internationally there has been growth and recognition of the crucial role that career guidance plays in improving the efficiency of the economy. There is an international trend towards developing minimum standards and competencies required for career practitioners. In South Africa career guidance is not part and parcel of the initiatives to address skills development, and needs are currently being addressed within the policy in a coordinated way. Training has to be standardised to be in line with international trends.

14.6 How to improve

By improving the training of career practitioners, the quality of status delivery is improved. Competencies need to be standardised to be in line with international standards. More permanent specialised positions must be created within schools. There needs to be more funding for paper-based resources i.e. books. Improving the use of technology will make information more accessible. Teachers using career education as part of Life Orientation should be trained and provided with resources.

15. Professionalising the frontlines: Certified career practitioner training in Canada - Ms Sareena Hopkins and Ms Donnalee Bell. Canada

15.1 Key Issues

- The main discussion centered on a training programme that developed 5 years ago, directed at employment counsellors. The training programme is available in 5 different provinces in Canada. The training is based on a competency-based framework.
- Competency based training is core to the training. It integrates the knowledge, skills and attitudes that they want the practitioners to leave with. The benefits of this approach are that it

grounds what practitioners are doing in reality and is not just theoretical. For organisations, it helps to manage roles in staffing: what training is needed and how to help people move through an organisation. As a profession, this approach grounds us and makes it very clear what our practice is.

- Quality training experience means that learning is interactive and practical for use in every day work. Learning takes place through doing. The learning environment also focused on mirroring the training aspects that they wanted the practitioners to use with their clients.

15.2 Challenges

- In Canada, despite having standards and guidelines for career development practitioners, training has been inconsistent and certification is only recently emerging. Certification is based on the jurisdiction of provinces, which means that in some places you may not get accredited at all. 50 percent of practitioners have had less than 2 formal courses in career development and whilst clients are having more complex career service needs, the service delivery has remained quite traditional. There is also a disconnection between the agreement of practitioners for the need to have highly developed competencies in foundational and emerging areas, and the lack of an established culture of professional development.
- Canadian standards and guidelines are divided into core competencies and specialisation competencies. A very long and complex process is being developed to ensure that the framework is about competencies and not just about the academic titles.

15.3 Discussion

The training strategy development ensures that the training meets the needs of the practitioners. It started with a needs-assessment to determine what kinds of competencies were needed in terms of perceived gaps. All practitioners took a self-assessment test to determine where they saw themselves and where they would like to be. Thus they could identify areas where training was needed. Training was then developed based on the needs-assessment. One of the findings was that across the regions there were common gaps in competencies.

15.4 Conclusions

- Evaluation has to be built into the project.
- A commitment to transform organisations from the ground up has to be manifested for funding reasons as well as organisational development.
- A culture of learning and a culture of evaluation have to be built.
- There was a recognition that findings are not always accurate, as people don't always know what they don't know.
- Managers need to be engaged with from the very beginning and that is crucial as this means that staff are supported in what they are doing.
- The role of the manager is critical in creating an ongoing culture of training in the office.
- All levels in the organisation must be engaged so that the process is transparent and consultative.
- The training must be needs based and ground trainees must be in the reality of front lines so that content is relevant.
- The training must be grounded in cultural values.
- The trainers must be invested - they need to be experts and to be supported in order to have success.

- Recognise that adult learners have a lot to share and that it has to be a dialogical culture of evaluation.
- A philosophy of abundance must be embraced – knowledge is free, and all this training moves from province to province without any costs.

16. The development of common quality standards in career guidance - an international comparison and the German approach - Ms Judith Fruebing, Germany

16.1 Key Issues

- The reasons and aims of the prioritisation of quality increase in career guidance were outlined.
- In Europe the Life Long Learning initiative has had an impact on this, as well as various international influences. The EU Council resolutions highlight the need for an improved quality in career guidance counselling. Policy makers are becoming more aware that career guidance is pivotal for societal inclusion and economic and social development.
- Germany is facing a decentralisation of public management which means that there is increasing control on public services and spending has to be legitimised. Therefore Career guidance development and outcomes must be monitored and assessed to ensure funding.

16.2 Challenges

- The German guidance system is very heterogeneous and very fragmented and there is a lack of a coherent strategy for lifelong career guidance.
- Policy development strategies have generally tended to be top-down where experts set goals from which policies are developed. These policy mechanisms result in better chances for implementation and are more manageable. However, there is a lack of a sense of ownership in the career guidance community as the policies are felt to be imposed by those external to the process.
- Therefore, in Germany there is a bottom-up approach which is an open process of coordination. This includes the cooperation of many actors for the common aim of quality development. Thus, there is a sense of ownership in career guidance community, but no legal reinforcement so it is patchy and sectoral.

16.3 Discussion

- The open process of coordination implies a commitment of all actors and stakeholders to a common mission. Key players must be inspired and mobilised. The number of actors needs to be manageable and a certain group of experts needs to be chosen to establish common objectives and definitions.
- The EU defined a common definition of career guidance. The working groups in turn broke this down to explicit guidance. They also underlined the client centredness of career guidance.
- Quality also had to be defined as related to by service providers, citizens, society and

professionals. Quality criteria are the framework of orientation which define what good career guidance is. A quality development framework supports the implementation of the quality criteria as part of a coherent strategy for career guidance providers and it connects the quality criteria with management and evaluation. It is flexible, adaptable and supportive.

16.4 Ways Forward

- The framework still needs further development.
- Quality control needs to be developed into quality standards.
- Research needs to be done for external evaluation.
- The quality control framework needs to be continuously implemented.

17. Sustainable development and responsible guidance practice – Dr. Sakari Saukkonen, Finland

17.1 Key Issues

- The term “lifelong guidance” is used to better accord with the concept of lifelong learning. The ethics and principles of much career guidance are focused on individual well-being and life span. This is too narrow. The ethics of lifelong guidance should incorporate a global perspective; the vision of a good life for the whole society, and the concept of an intergenerational continuum.
- Deeper, community-centred societal ethics as opposed to client-centered, individualistic ethics are needed. In addition, the presenter suggested a “critical guidance”. This would entail finding sound arguments for prosperity without economical growth, as well as enhancing critical awareness of the functioning of the modern society.

17.2 Challenges

The presentation was framed by a clear message: The planet has finite resources and society must scale down and promote sustainable development, as defined by the World Commission on Environment and Development (1987), so as not to compromise the well-being of future generations.

17.3 Discussion

- International air travel for short trips may not support “green” or sustainable principles.
- A question is who will decide how to split the diminishing resources “cake”. Another is how you prepare people in the Western world who have been privileged for so long for a lower standard of living.
- Career guidance in South Africa advises children who are good in mathematics to become an actuary, because it is the highest paid profession. That kind of approach requires change. A world vision may be needed where personal development is not equated to economic development.

17.4 Way Forward

The presenter asked: In practical terms, how do you provide career guidance if you are not critically aware of what is happening on your planet? What does it mean to be critically aware of the functions of the modern society?

18. To stay or not to stay? That is the career question for international students. – Dr. Nancy Arthur, Canada

18.1 Key Issues

- International students' career development.
- University to work transition.
- Barriers and facilitators to workforce integration.
- Advice from international students, employers, campus personnel and new international students.

18.2 International students

- They are often regarded as a single group without recognising the diversity within the group.
- They are often viewed as problematic learners and workers.
- Many countries look at international students as desirable immigrants.
- Language skills are a difficulty.
- Many countries are looking to immigration to compensate for decreasing birth rates and an aging population.
- In Canada people can stay in the country for 3 years after studying.
- How do international students navigate the transition between studying and working in their host country?

Reasons why international students stay in their host country:

- Better job opportunities.
- Enhanced quality of life.
- Career-related incentives.
- Enhanced work environments.
- Safety and political incentives.

Barriers to staying in their host country:

- Many had not prepared for a job search.
- Lack of experience.
- Not having Canadian citizenship.
- Language barriers.
- Instability of funding.

18.3 Way Forward

Options for learners:

- Go directly home to job search.
- Seek other educational opportunities.
- Gain work experience and then return home.
- Go home first and then return to host country to work (what does this mean?)
- Stay, seek employment and pursue immigration.

18.4 Conclusion

- If countries shift policies related to international students, research will be needed to better understand the impact
- Include international student voices in policy decisions and student services.
- Career practitioners need to be informed about international student transitions.
- The relationship with employers needs to be demystified.

19. Developing and integrating IT innovations in careers guidance in the UK – Dr Sally-Anne Barnes and Prof Jenny Bimrose, England.

19.1 Key issues

- Establishing world class careers education in Kent, England.
- The current context has changed:
 - Increasing use of technology.
 - Political priorities have changed.
 - Schools are being asked to buy in-services.
 - Keeping up to date with technology changes is a challenge.
 - Inconsistent terminology.
 - Learners are starting to seek out their own career information on the Web.

Key findings from initial research:

- 4 distinct models of CEG (Career education and guidance) emerged, integrated, stand alone, peripheral and transitional.
- 10 schools had staff in CEG positions.
- There was an effective working relationship between schools and Connexions (a career guidance company in Kent).
- The availability of LIMA ((Labour Market Information) schools is limited, yet regarded as crucial.
- Current use of technology is limited.

19.2 Projects

- Career constructor - online tools to support CEIAG services. The aim is to develop an e-portfolio primarily for Kent which supports Connexions in accommodating the aims and objectives of CEIAG in the region. Students have become part of the research. The research has 6 tools with 450 possible jobs including the salary, rating, and labour market tool where learners can look at employment rates.
- Careersnet Kent – INSET website - to adopt a user-led approach in the design, development and implementation of an ICT system to support and record Connexions PA's professional development tools have been developed and designed by practitioners themselves to help learners make career decisions. The system was designed so that students could access (the website themselves).
- Continuous Social Learning in Knowledge Networks – MATURE project:
- User-led design. This is encouraging practitioners to develop their own labour market. This is a wiki where the website can be tagged and rated and research and information can be shared.
- The second system is a tagging people system. People can tag each other when they are looking for something: this opens up opportunities.

19.3 Way Forward

- Develop more internet-based resources.
- New infrastructure.
- Support career professionals in raising their digital skills.
- Increase the amount of open data.
- Exploit Web 3.0 technology.
- Be aware that this system only works when the end user is involved in the design.

20. Career guidance counselling in a globalised society; Strategies and tools for career counselling – Dr Tron Inglar, Norway

Aims of the presentation

- To highlight challenges a career guidance counsellor may face in today's globalised society.
- To provide career guidance counsellors with knowledge so they will understand their focus
- Person's situation, whether children, adolescents or adults.
- Such knowledge can also be used to predict people's reactions and actions.

20.1 Key Issues

The presentation is based on Giddens' theory of structuration (Giddens 1984; 1991) and results from Dr Inglar's own research (Inglar 2009), which was a qualitative study of experiential learning and vocational teachers. Giddens combines the theories of the individual and the collective in society in both the industrial and globalised society. In this he builds a foundation that combines the possibilities in the labour market and the focus person's wishes.

A career guidance counsellor's (CGC) biggest concern must be that the focus person (fp) should construct a future based on his or her own desires.

20.2. Challenges for the focus person

Some students live in a society characterised by multiple risks. *"... Some students say that the adult contact, the conversation once a week, helps them to stay afloat ... keeps them going to the next meeting".*

The choice of education and occupation is more difficult today than previously when careers were family vocations. Presently there is increased mobility and more career options. Students may focus on their own interests and preferences while some are uncertain about this all their life.

In Norway education is chosen in primary school and vocation is chosen in high school. It is important that a career guidance counsellor build a good relationship with the focus person so that he feels that his challenges are being addressed. The career guidance counsellor must also challenge the focus person's opinions and get him to reflect on the advantages and disadvantages of the available options. The CGC must prepare adolescents and adults for a working life in which vocations disappear and new ones are established and motivate them to trust their own judgment and choices of career opportunities.

The term "drop-out" gives the responsibility to the person who "is not able" to complete an education. Vocational education and training need to be adaptable for those who want it but are excluded from learning in schools.

20.3 Discussion on career choice

Social systems have a strong influence. The factors that affect young people's study or career choices, are, in order of priority:

- Their own interests
- Parents and especially the mother. The mother plays an important role in choosing a career.
- Friends
- Competence in different subjects
- Local (geographical) offers of education
- Trends and fashions
- Siblings and other family
- Media
- Labour market: local conditions such as employment opportunities are also important.
- Employment opportunities locally and teachers (Buland 2011)

Establishing a relationship through story telling: Dr Inglar suggests the establishment of a relationship with the fp by storytelling, where he invites the fp to tell him about a good experience and also about something he/she never thought they would do. This is often finished within 3 minutes, after which Dr Inglar can tell what the fp's would like to do. The main thing is to establish a good relationship with the fp and to do passive and active listening.

An exercise in reflective experience: Conference delegates were asked to stand with their backs against the hall and to consider where they would be five years from now and to move forward in proportion to their future choices. Making a choice and moving is an important part of the exercise. When students often do not know what to do the exercise quickly make them decide.

20.4. Way Forward

A large number of career opportunities may result in a refusal to plan the career and therefore Dr Inglar feels that tests should be used with a critical attitude and that tests should not be so easily available on the internet.

21. Group Counselling in enhancing agency at work - The case of IT Professionals Ritva Ruponen and Prof Marjatta Vanhalakka-Ruoho, Finland

Prof Marjatta is from the University of Eastern Finland, Joensuu Campus. The research gathering evidence and intervention are outcomes of group counselling.

21.1 Key Issues & Discussion

The key question is how to evaluate the outcomes of group counselling?

In the study a group counselling trial was carried out in an IT Enterprise where the actors deal with the demands of renewal, development, changes in jobs, tools, display innovative learning and enterprising mind sets. The applied model is the structured group counselling model (Borgen et al 1989). The model was developed to counsel the unemployed but was used in the work place. The goals of the pilot were for employees to recognise their own work methods and develop strengths and competences. Pre-group tasks and intermediate tasks were included in the counselling process.

There were 12-14 participants and the main data were collected by interviews. Additional data were collected by open email questionnaires, notes of the Counsellors and notes of participants

The central model is the structured group counselling model (Borgen et al. 1989)

- clearly defined goals
- flexible design
- a framework promoting learning
- a diversity of learning activities

The theoretical frameworks are Agency, Rationality and Dialogicality

Agency: The core essence of the agency is related to the individual's ability to choose and direct their own actions according to choice.

Rationality: Life-designing of individuals occurs in relationship to and negotiation with significant others, both nearby and distant.

Dialogicality: Human action is understood in interactive relations and the construction of agency is seen as reciprocal.

21.2 Challenges

Challenges of group counselling:

- How to support the progressive processes afterwards.
- How to deal with the skepticism during the process and afterwards.

- How to prevent dissociation between the process and the daily life afterwards.

21.3 Results of the group counselling

- Experience of teamwork.
- Opportunity to observe the perspective of others.
- Possibility of open discussion.
- Expressing problems.
- Ability to voice their own ideas and views.
- Stimulation of new methods of perceiving “the actions of others” but also
- Handling of joint familiar problems.

21.4 Way Forward

Evaluating the outcomes of the group counselling and goals

Agency, relationality and dialogicality are promising theoretical tools. This was a preliminary ‘sketch’ developed for methodological solutions. The depicted courses of development are individual, but at the same time they are relational.

Outcomes have to be analysed as meaning-making that is situationally bound and related to the individual and collective proximal zones of development.

The group counselling enabled the expansion of viewpoints and perspectives and created opportunities for sharing. It widened the possibilities to see “otherness” and led to reflective considerations.

22. Work Capacity Certificate: Steps for a better life during vocational and educational training - Dr. Juhani Pirrtinien, Finland

22.1 Key issues

Vocational education has increased its popularity in recent years in Finland. Thus, there were more applicants for vocational education during 2010 than in general upper secondary education due to:

- increased appreciation and status of vocational education amongst youth and parents
- cooperation between basic education and vocational education
- activity of guidance counsellors
- recognition of the high quality of vocational education
- good employment opportunities
- common studies with general upper secondary education
- good wages.

Guidance counsellors help students with educational and career choices, assisting them to develop study and social skills and enhancing self-knowledge. Students are also able to assess their own learning and progress.

22.2 Challenges

The following are challenges faced in vocational education and training:

1. Conditions of youngsters: all situations that youth are facing (economic, social...)
2. Lifestyles.
3. Leisure time - drinks, fast food.
4. Net game (games online) – absences, drop-out.
5. Depression.

22.3 Discussion

The Finnish tradition of vocational education is school-centred. Vocational education and training schools are equipped to enable real practical work relating to learners' working skills. These schools are mostly owned and operated by municipalities or group municipalities.

The main purpose of vocational education and training schools is to develop work capacity certificates as a step to a better life.

What are the purposes of work capacity?

- To promote and lead students towards engaging in regular physical activities, in maintaining functional and work capacity, and taking care of their health.
- To support vocational growth and to respond to the work capacity and demands of each occupation. (eg: work safety and ergonomics.)
- To encourage students to participate and activate others and to support responsible work as individuals and members of a group.

The work capacity certificate consists of 5 categories, each equalling 40 hours of studies. These 5 categories are:

1. physical activity that promotes functional capacity and work capacity
2. health knowledge and skills: how to manage stress and/or avoid back pain etc.
3. occupational work capacity: to plan according to the demands of each occupation. This requires cooperation between vocational teachers and working life
4. hobbies and social activities
5. strengthening of occupational work capacity.

22.4 The Way forward

The Finnish education policy seeks to provide a high level of education to the whole population. This policy also promotes people's well-being and ensures that skills and competences match the need of a changing society. Therefore, guidance and counselling are important for helping people, at all grades and levels of school, to make their own choices.

23. Sense of future orientation and school connectedness: Preventing adolescents from engaging in high risk behavior - Ms Kamilla Rawatlal, South Africa.

23.1 Key issues

- Social connectedness within the school environment protects the mental and emotional well-being of students and can contribute to reducing high risk behavior in adolescents.
- One's future orientation is a multidimensional concept that defines one's expectations and includes such dimensions as motivation (what interests the individual), planning (how the individual intends to realise a particular future goal) and evaluation (the extent to which realising a goal is expected by that individual). Future orientation is important for adolescents because this is related to decision making with regard to one's education, career and family.
- Snyder and Lopez (2005) found that people with a positive future orientation report more satisfaction with the quality of their life and could more easily confront adversities or difficulties in the future.

23.2 Challenges

- Lack of experience, encouragement and reinforcement for goal setting does not contribute to the development of future orientation.
- Lack of teachers to teach, motivate and support adolescents' career interests leads to a poor development of sense of future orientation.
- Lack of future orientation leads to disengagement or disconnectivity from school, therefore resulting in high risk behavior and deviancy.

23.3 Discussion

Future orientation consists of components based on theoretical models:

- Future time perspective: this component aims to make the future personally meaningful and to construct a representation of the future by recognising the importance of planning for the future and evaluating possibilities to achieve the above-mentioned goals.
- Mental contrasting: this component helps people to realise the desired future by scrutinising the feasibility of its attainment.
- Goal setting: having successfully achieved a set goal stimulates the setting of ever more challenging goals.

The present study implications for the future orientation interventions are observed at 2 levels:

1. Intrapersonal level of influence: this consists of individual characteristic influencing behaviours such as knowledge, attitude, competence and skills.
2. Individual characteristics that strengthen the different components of future orientation are:

- Future time perspective: the conceptualisation of relations between the past, present and future creates a cognitive schema that enables adolescents to form goals and make plans to achieve them.
- Mental contrasting: aims to teach and encourage adolescents to construct a representation of the future, anticipate events, engage in goal-setting activities and evaluate the possibility of achieving them.
- Goal setting: highlights the fact that adolescents should choose goals in line with their academic potential and suitability.
- Interpersonal level of influence: consists of relationship characteristics between peers that influence behaviour. The support from peers may facilitate wide-ranging exploration, risk-taking and the social mastery that is inherent in career decision-making.

THURSDAY MORNING SESSIONS 20 OCTOBER 2011

24. A trend towards career guidance in European Union neighbouring countries – Mr. Helmut Zelloth, ETF Senior Specialist in VET Policies and Systems

24.1 Key Issues

- The European Training Foundation (ETF) is an Agency of the European Union (EU) which assists neighbouring countries to reform education and training systems through supporting the EU external policy and aid programmes. Key findings of an analysis were presented.
- There are over 200 low income countries in the world, some of which are from North Africa, the Middle East and EU neighbouring countries. The speaker highlighted the 30 EU countries, which consist of five different regions: Candidate countries to the EU (5); Eastern European countries (7); South Eastern European (4); Central Asian (5), and the Mediterranean Region (9).
- The context presents great diversity, but also large commonalities between countries. Socio-politically, Eastern Europe is very diverse. There are constraints and opportunity factors. Some countries experience difficult transition periods with some instability, for example in Egypt, Tunisia, Israel, Serbia and the Balkan region. There are also enormous demographic pressures for some of the youngest populations of the world, such as Kosovo and Egypt. Career guidance is a growing expectation and some policies have not yet been realised. Economically, Low-Income and Middle-Income Countries (LMICs) face related resource constraints.
- Key findings presented included that many countries do not yet have well-developed career guidance services. However, the pace of career guidance and development has never been as fast as it has been in the last 10 years and there is a new willingness of many governments to support it. The new change supports practitioners and creates jobs for researchers, practitioners and consultants.
- A large majority of the former South Eastern European countries' policies are at the highest level. In North Africa there is a lack of service provision. The levels of policy delivery for career guidance differ and there is a dichotomy between home-grown development and a mix of

former policies. However, major initiatives are country-driven without internal incentives and some are not donor driven. Macedonia was mentioned as an example where policies were donor-driven and when money ceased, activities stopped.

- The presenter cited Delivery Models, country examples and trends. The Curriculum Model is under-utilised; the Centre Model is the chosen model and needs more reflection; the Individual Model consists of the specialist in a school, university or employment service, and the Virtual or Web Model needs to be strengthened.
- The vast majority of countries display upward trends, with stagnation in Bosnia and Herzegovina. None of the countries showed downward trends. Seven countries' trends were not known, with some stagnation in the older former Soviet models. Country examples of recent developments focused on 12 countries: Turkey, Georgia, Egypt, Lebanon, Jordan, Kosovo, Syria, Azerbaijan, Ukraine, Kyrgyzstan, Serbia and Montenegro.

24.2 Challenges

Barriers to meeting demands for career guidance were identified during the presentation. Some barriers are:

- academic orientation and negative stereotyping of vocational careers and vocational education and training;
- informal allocation mechanisms to jobs and employment;
- large informal economies;
- a phenomenon or tradition of strong parental influence and “informal guidance“;
- an inflexible and rigid allocation system of students to educational pathways, and
- research without any outcomes or evidence to support policy limits growth.

Other ‘push and pull’ factors shaping demand for career guidance are:

- labour market developments
- inner logic of education and training reforms
- policy-induced drivers
- push factors from the supply side.

24.3 Way Forward

The presentation also addressed policy implications and lessons to be learned. These included the following recommendations:

- Integrate career guidance within wider reforms in education, training and labour market
- Foster home-grown and demand-driven career guidance services
- Create wider access to career guidance services and change the mode of delivery
- Consider both informal labour market and informal guidance provision
- Foster national dialogue among key actors and stakeholders in guidance.

25. THE FIVE SWANS: Educational and Vocational Guidance in the Nordic Countries - Dr. Peter Plant, Denmark; Dr. Marjatta Vanhalakka-Ruoho, Finland; Dr. Tron Inglar, Finland; and Dr. Rie Thomsen, Denmark

25.1 Key Issues

Dr. Peter Plant introduced the session. Together, the Nordic countries constitute five swans with autonomous regions and half the population of South Africa. The session opened with a song; "Who can sail without the wind?"

Denmark - Has a range of independent guidance units and is seen as part of a welfare system. Guidance is interwoven into all policies with a heavy emphasis on education drop-outs. Adult guidance is linked to adult education and job centres.

Norway - Guidance is school-based with career centres and a heavy emphasis on school drop-outs. It is a citizen's right and it is included in government papers.

Sweden - Guidance is school-based and highly decentralised with an emphasis on educational drop-outs. Adult guidance is linked to adult education and job centres

Finland – Guidance is school-based with a heavy emphasis on school drop-outs. Adult guidance is linked to adult education and job centres. There are integrated policies and a multi-faceted approach.

Iceland – Introduced Regional LLL (Lifelong Learning) and LLG (Lifelong Guidance) centres. The population is 300 000 people; there are 10 regional centres and work place guidance is offered. It is written into law that a person will meet a guidance practitioner with a Masters degree. Lobbying is good.

Common features of Nordic guidance were identified as:

- highly professionalised
- outreach services
- focus on educational retention
- focus on transitions
- balance between support and social control.

Dr. Marjatta Vanhalakka-Ruoho presented outcomes of a developmental project, "Improving guidance and counselling in Grades 6-9" (of basic education), undertaken with Päivi Atjonen, Jyri Manninen and Sanna Mäkinen of the University of Eastern Finland. The project was launched during 2008 to 2010. The National Board of Education and the Ministry of Educational and Cultural Affairs were in charge of the project in which 151 local projects participated.

Guidance and counselling services in Finnish schools are fairly good. Goals are set by a national curriculum. Qualified guidance counsellors and class teachers contribute to the provision of guidance. Various practices of guidance that take place are: individual discussions; group-based counselling; class-based lessons; web-based guidance; work experience models, and excursions to educational institutions and workplaces.

The main agenda of the developmental project was to support the transition to further education and to develop multi-professional cooperation in guidance with the staff of the schools, with local authorities and with working life and enterprises. To improve practices of guidance and counselling, research questions focussed on what kinds of changes took place in the local development projects during the two years of action, according to the evaluations of the actors. Three sets of data were gathered by e-questionnaires.

Dr. Tron Inglar presented the main findings of an evaluation of counselling in Norwegian schools, conducted by SINTEF Technology and Society (Trond Buland) and completed in 2010. The counsellor has many "clients", and the counsellors in schools are supposed to meet the needs of all these groups today in Norway. It is up to the student to make their own decisions. The challenge is to find a balance between wishes and possibilities.

In order of priority, influences on young people's choices are:

- their own interests
- parents, especially the mother
- friends

- their feeling of mastering a special subject
- local educational options
- trends
- siblings and other relatives
- media
- the labour market
- teachers
- availability to work locally.

What the counsellor contributes, in order of priority, are: the students' choice of their own interests; help with personal and social problems; reducing drop-outs; giving students experiences of coping; reducing bullying; giving students a good learning context; helping students choose studies adapted to what schools offer and helping students choose studies adapted to the situation in the local labour market.

Dr. Rie Thomsen of Denmark's presentation on "The Collective Turn" was sub-titled an "Experiment with non-office based guidance". The collective turn was described as:

- a search for more efficient use of resources;
- a hunt for approaches that help avoid individualisation;
- a search for new ways of targeting the demand for diverse guidance approaches, and
- a way of exploring other ways of organising guidance.

A definition was presented in which a school class, a workplace or a family may be considered as a community. Denmark is very individualistic. The individual and society cannot be separated because they influence each other and learn from new alternative methods of delivering.

On doing participatory observation over a two-year period, factory workers and students from focus school were interviewed. Results presented included how participants change and modify guidance practices to fit their needs. In addition, development opportunities are gained by focussing on guidance as part of a community – not as an activity separate from the community that people will consult when in need of guidance.

By conceptualising guidance as part of a community, attention can be drawn to the need for developing modes of delivery, guidance activities which are flexible enough for them to be adapted to the local community, and the needs of both the young and adult people there.

A critique which Dr. Thomsen presented was to avoid the individualist approach. It was clear with factory workers that they can be singled out if they go to the Guidance Counsellor's office. Working in a community, the problem is seen as a collective problem and part of the wider society. In community together, individuals also see others facing problems and help each other.

Finally, Dr. Plant presented information on current pan-Nordic research, "Voices of Users", which aims to contribute to the effectiveness and quality of adult career guidance services in the Nordic countries, with a special emphasis on democratisation in guidance. The research asked to what extent users of guidance are involved in shaping and developing services and policies. Other aims of the research are to gain insights into the extent of the use of guidance services and outcome of guidance, and to compare results between participating countries.

In the context of lifelong learning, guidance refers to a range of activities that enables citizens of any age and at any point in their lives to identify their capacities, competences and interests, to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which these capacities and competences are learned and/or used. (Draft Resolution of the Council and of the representatives of the Member States meeting within the Council on Strengthening Policies, Systems and Practices in the field of Guidance throughout life in Europe. 18 May 2004.)

The research employed a taxonomy of involvement in educational and vocational guidance, which defines user involvement in terms of different levels and is used in public services for understanding types and purposes of user involvement.

Dr. Plant reported that in the educational, vocational and personal outcomes of guidance, Nordic countries are mostly at the same level, with the exception of Iceland. Guidance encouraged "clients" to continue their

studies, guidance being mostly centred on education and on the life situation of people and competence development.

25.2 Challenges

- Among the challenges mentioned by the presenters, was that pupils in Finland who have problems entering secondary education are in many regions offered additional basic education, youth workshops, preparatory training and apprenticeship training. However, social exclusion is a problem and 60 000 adolescents are outside of the educational institutions and working life.

25.3 Discussion

- With regard to counselling in Nordic schools, information is distributed through gatherings and students are invited to participate. Girls are encouraged to take a friend along; however, time for counselling is limited.

- Another question was how one can be effective amidst overcrowded classrooms and conditions.

- The Multi-Sectoral approach looks better on paper than in practice. The development of training material and training takes place on National Forums where Counsellors and relevant Ministers, Associations and Non-Governmental Organisations (NGOs) work together. Talking is important because it builds trust and builds the referral base of options. It is a layered structure.

- It is important to discuss career guidance in communities to prevent a mismatch of skills.

- Another issue was whether parents are left outside the career guidance parameters. While some of the specific research referred to in the session was conducted with adults, parents' involvement is a very important factor.

25.4 Way Forward

Among conclusions and considerations presented by Dr. Marjatta Vanhalakka-Ruoho regarding Finland were that extra resources are needed, especially adults who have genuine commitment to youngsters' varying life situations. It is not easy to reach the youngsters who are at the most serious risk of dropping out of school and working life. Guidance and counselling cannot alone solve youngsters' problems; many issues of social and economic welfare are involved, thus multi-professional cooperation and the advancement of social welfare are crucial.

Dr. Ingar made the following suggestions on how to improve career guidance counselling in Norway:

- Clearer, more specific and concrete regulations are still needed.
- Recommended competence criteria should be implemented.
- Counsellor competence should be strengthened.
- Better networks with businesses need to be built.
- A gender perspective is required.

Dr Thomsen's conclusions were:

- Identify and attend to less complicated guidance on the spot.
- Positively select and develop activities – and new group possibilities.
- Widen access and get into a reflective process; listen to others, too.
- Address individualisation – the collective approach is less individualistic and is a springboard for social change. There is a need for desired change in policy. Teachers are also agents of change.

Dr. Plant identified three ways in which clients' voices can be heard:

1. The favourite method is to talk directly to a counsellor.
2. Through a trade union.
3. Through a mentor.

26. Curiouser and Curiouser: A story-telling approach to narrative career counselling - Prof Mark Watson (South Africa) & Dr Mary McMahon (Australia)

Career information first and foremost starts with self-information. Without that the impact of career information is very limited. An Alice in Wonderland scenario is used to explain how to build a career story with your client so that it becomes meaningful and includes the client's past, present and future. The focus is on making practical suggestions and scaffolding future stories.

26.1 How do we deal with career narrative counselling?

The task is to collaborate with clients and teach them to explore and apply meaning. The way an individual sees him/her self is through the influences and decisions that impact on different levels. The starting point is how individuals see themselves and then teaching them to explore and to apply the meaning of the aspiration. Stories reflect the context that the client lives in and are embedded in the context of the client, which means one has to go where the client is in order to understand his story. There are up to three levels of questions that can be asked.

(Mary McMahon – Australia)

Much of the research done in South Africa is similar to the research being done in Australia.

Most questions stem from the question "Who am I?" and it is the career counsellors who need to answer this question. A process of story crafting is discussed which involves discreet information and stories of content and experience where the client describes something that he/she has done or experienced in his/her life.

In narrative therapy a story that does not contain a lot of information and is difficult to work with is referred to as a "thin story". Using story crafting levels invites clients to consider questions and identify themes and patterns. Themes are very important in assisting with decisions and constructing the narratives by making future stories believable and achievable. In identifying themes and patterns a scaffold is built and a foundation laid for future stories.

26.2 Goals

To assist clients to tell stories about their lives, become explorers in their lives, to understand those stories in new ways and to make meaning of experiences so as to understand the future in the context of the past and the present. Two useful skills needed to achieve this are recursive curiosity and recursive deep listening.

27. Stories of career adaptability from England and Norway - Prof Jenny Bimrose and Prof Alan Brown, England

27.1 Discussion

- The reasons why funding was received in order to undertake the research of career adaptability were outlined. The changing context for career guidance in practice has changed the nature of transitions with which the guidance profession is so centrally involved. Individuals have to manage multiple role changes which require adjustments at many levels and result in transformational shifts in perspectives as careers unfold.
- There is huge focus and attention around whether or not a depression is looming. There presently is a recession, the question is: is that going to escalate into a depression? Due to the extremely fragile economic situation currently experienced, there is pressure on occupations within career guidance to ensure recovery and growth. What contribution can be made to solving these huge economic problems?
- The Commission for Employment and Skills is ensuring that we compete in a world market where the focus is shifting to people who are already in the labour market. With 80% of the 2020 workforce already in work, it is clear that “the stock” of adult skills as well as the “flow” of young people into labour market must be addressed. There is a predominant focus in the UK on transition for young people, but there needs to be more focus on adults who are mid-career. There is an increasing acknowledgment of the need for both formal and informal life-long learning, where the skills, and the re-entering and re-directing of careers are addressed.

27.2 Career support in UK

There is the recognition that the careers profession needs to make a major contribution to raising individual aspirations and encouraging greater economy by promoting lifelong learning. Policy makers must be convinced that career support has usefulness across the life course as well as for young people in school and college. There is a real danger in the labour market for mid-career adults to get locked into particular ways of thinking and working.

27.3 Career adaptability

The individual needs to develop the capability to make a series of successful transitions within the labour market, and to adapt to changes within the organisation of work and underlying occupational and organisational knowledge.

27.4 Research aims on career adaptability

- Examining roles and raising aspirations.
- Exploring the potential to empower positive decisions and actions.
- Understanding whether it facilitates participation in skill development.
- Investigating the influence that it might have on different labour conditions.
- Considering value in increasing equitable access to training and learning.

There are five career adaptive competencies:

1. Control - helping an individual to exert a degree of influence over his/her own situations.
2. Curiosity - broadening horizons by exploring social opportunities and possibilities.
3. Commitment - experimenting with different services leading to new skill development and understanding different contexts in which to operate.
4. Confidence - believing in yourself and the ability to achieve your goal.
5. Concern - developing a positive and optimistic attitude for the future.

Great focus has been on employability but, employability has a single measure.

27.5 Career adaptability: The role of workplace learning

- Learning through challenging work.
- Updating a substantive knowledge base.
- Learning through and beyond interactions at work.
- Being self-directed and self-reflective.

Lifelong learning calls for a substantive change in values, attitudes and behavior. In the UK, 10 years of working in safety-critical environments produced a commitment to rigour and precision. It subsequently benefits the work being done but had to adapt to different attitudes and cultures in other environments.

27.6 Learning through interactions at work

- A key component to learning at work is learning from interacting with patients, colleagues, customers and clients.
- Formal training often adds value to individuals' career development.
- Taking advantage of learning opportunities is helpful for individual development and being self-directed and self-reflective is critical.

28. The Spiral: Learning and Reflection in Guidance - Helene Valgreen and Prof. Peter Plant, Denmark

28.1 Key Issues

- Learning theories by Kolb and Piaget introduced the circle metaphor. The research done by the presenter took these theories one step further to suggest that a 'spiral' has the potential to accommodate further aspects of career learning. In the spiral theory, the movement begins by looking at one's own story and reflecting on it, and then listening to the stories of others. The keyword here is reflection. Stories and reflections continue to branch out into new networks that form a renewable spiral movement.
- Collective narrative practice enables people to rediscover commonalities with other people and to contribute positively to each other's lives. The role of the counsellor in this process is entirely central, as success depends greatly on the counsellor's own network.

- This research presents an alternative to narrative practice, focusing on humanistic ideas and positive psychology, which permeate narrative practice in general and collective narrative practice in specific.
- One of the fundamental characteristics of narrative therapy is the externalisation of concrete problems: the person is not the problem, the problem is the problem. The problem must be seen in its context, and solutions and opportunities can be created collectively with the help of others. This can form the beginning of a collective movement where people contribute to each other's development as well as the development of society.
- A case study from India was presented where the individualistic idea of careers is questioned. Life is regarded as the progression through 4 stages that includes the individual, the family, society and ultimately humanity. Careers are not regarded as existing for personal gain, but there is collective gain for society at large. It goes beyond the self to a spiritual dimension where one is of service to humanity.
- Collective narrative guidelines are built on the discovery of unique events where a given problem was not present where it normally would have been. It makes it possible for people to articulate their individual stories that are shared and become part of the common story and social context. A shared timeline is created with different stories with the same theme. Ultimately a new story is written collectively.
- These methods are used to assist in education and guidance in education. Research was done with 19 students, using narrative practices and timelines. A common document was created (a drawing) and personal stories as well as the common document were used to discuss how the students could contribute to each other and to the collective whole. The common document does not stop here but must be used to benefit the collective and here the counsellor's own professional network and role are indispensable.

28.2 Conclusion

The role of the counsellor in the 21st century is multi-faceted and includes various roles. The spiral theory challenges goal-oriented career counselling. It engages with positive uncertainty (Gelatt) where one is secure that they are not certain. This is positive in that it means that you are thinking and that there are alternatives to what is known. It goes against linear and rational traditional approaches. A linear, goal-oriented approach is no longer sufficient, and reflection based on narratives can provide the basis for the development of new counselling methods.

29. Career Designing in Lithuania: State of Art & Challenges - Prof. Kestutis Pukelis and Dr. Nora Pileickiene, Lithuania

29.1 Discussion (Presentation 1)

- The social and historical context of career guidance in Lithuania was presented to the group. During 1918-1940, when Lithuania was a republic, a national education system was developed. During the Soviet period (1940-1990) the main focus was on vocational training. When the Republic was re-established, there was a period of 'silence' for career designing where personal needs were ignored and people were focused on the demands of the economy. After 1995 career designing was introduced once again and to date is being developed.

- Career designing system composed of two parts: career education and support of further career development.
- Strategies were developed and from 2006-2008 the EU structural funds supported a national project targeted on the introduction of career education in general education.
- The projects results were positive: 3 standards were approved by law, 6 learning programmes were developed, and 10 methodological guidelines were approved. Training was held for all key participants and vocational information centres were established.
- Later a new project was started to implement a model for higher education that aims to develop accessible career guidance that respond to the needs of students with regard to career management services.
- A model for career management services has been designed where 8 compendiums of means for career management for higher education students will be developed and 263 specialists will be trained to provide career management services for higher education institutions.

29.2 Discussion (Presentation 2)

- The complexities of language comprehension were discussed and the use of perception in psychology and pedagogy. It was emphasised that decision-making is always a compromise and that our lives are about compromise, including our choice of profession.
- The speaker stressed that Lithuania has strategies for the labour market but no concrete projects exist and the types of study programmes available to those who would like to engage in the labour market were outlined.
- An additional challenge is that career guidance counselling is not a formally registered qualification in Lithuania.

29.3 Challenges

- Accessibility to career designing and counselling services is limited.
- The quality of career designing and counselling services needs to be measured. This is related to competences and not learning outcomes, and this is measurable.
- The efforts of different actors and participants (teachers, students, professionals etc) need to be brought together to coordinate collective career designing and counselling services.

29.4 Way Forward

- The speaker emphasised the need to understand what is behind human resource management and that one's vocational calling is nothing new, it is a keystone of professional choice. Everyone is capable of some calling, everyone is gifted and we need to remember that. Students are rewarded based on their academic ability as opposed to creative or artistic and this is a kind of cancer. This attitude needs to be shifted to the development of a substantial criterion of vocation that is inborn from the intellect and that recognises special aptitudes.

- The main principles of career designing are that for every human being there already exists the idea of a prospective profession. The challenge is to discover this potential within each person.
- Thus, importance needs to be given to the law of matching ideas – where we should educate people according to their aptitudes and talents. One’s own meaning of life should influence what he or she is doing. If we do something without meaning or purpose, this will inevitably affect our career management skills.

29.5 Conclusion

- Research shows that 25 percent of people are very happy with their lives and work without career guidance. The question is how did they get there? The answer is that they received a very good education that included either formal or informal career guidance. This needs to be explored and researched. How can it be that people without career guidance are happy? We need to take what we learn into the schools and implement it in continuous education system. Career guidance cannot be passive – both sides need to be active participants in the process.
- The concept of career designing is not so much about guidance as it is about the individual and tailoring to the individual's life process. It is continuous and cannot be passive – it involves both parties being active participants of the process. We must also remember that occupations and careers differ. The notion of passion or vocation is very difficult to fulfill in the contemporary job market, so we may be able to learn what our vocation is, what our passion is, but not necessarily the work that we will do in order to earn a livelihood.

30. Career Guidance and Development Practices in Botswana – Ms. Hildah Makgolodi, Botswana

30.1 Key Issues

- A Guidance and Counselling model used in all Botswana schools was shared with delegates. Core subjects in the national curriculum include the Guidance and Counselling programme. Globalisation has meant that learners need to compete internationally and they face other changes brought about by technology and key issues such as disintegration of family structures.
- A policy guideline on how the Guidance and Counselling programme should be implemented is being reviewed to separate the policy from guidelines. At classroom level there is a curriculum guideline for teachers on how to address issues that are specific within the locality.

30.2 Challenges

- Huge teacher/learner ratios persist and result in poor quality guidance.
- Inappropriately trained career guidance teachers result in students entering the wrong fields.
- Still not enough is being done to train Guidance and Counselling teachers.
- Teachers offering counselling while teaching other subjects at the same time presents a challenge.
- There is a lack of coordination with efforts outside the Ministry of Education.

30.3 Discussion

- To ensure that Guidance and Counselling are implemented in every school in Botswana, senior teachers at supervisory level monitor and supervise teachers.
- Learners themselves identify their abilities and strengths. There are no tools for doing that, but the Ministry is trying to come up with a self-assessment instrument.
- The Department of Labour deals mostly with people after schooling and tertiary level. Graduates and unemployed people register with the Department of Labour. The Ministry of Finance is responsible for manpower development and therefore helps to identify development needs in terms of economic areas and numbers.
- Communication with stakeholders to encourage coordination of efforts is easy in a small country, but it is more difficult to obtain the political will for better coordination. The non-governmental organisation network can be used, as well.
- Botswana does not necessarily have specific programmes within Guidance and Counselling for learners with special needs.

30.4 Way Forward

The presenter identified a need for comprehensive career intervention programmes at primary school level and informal activities such as the take-a-child-to-work initiative. There is also a need for an equal standing for career guidance and counselling as for other subjects. Political will is also required.

31. How Innovative Career Workshops for Young Adults are Changing the Game – Mr. Yuval Shafir, Israel

31.1 Key Issues

- Innovative Career Direction Finder Workshops have been delivered in Israel for the past five years by a small social business. Certain circumstances contributed to the success of the workshops.
- Until 2006, budget, mid-range and high-end services existed. The withdrawal of the donor of a non-governmental organisation and discontinuation of government services caused a unique opportunity in the budget segment of the market.

31.2 Challenges

The Career Direction Finder Workshops succeeded where no workshops for career guidance in Israel had succeeded in the past.

31.3 Discussion

- The author whose book inspired the workshops is Richard Nelson Bolles.
- Recruits would appear to have a high level of motivation towards achieving their goals, but what progress has there been with more de-motivated young people? Participants are rarely forced by parents to attend. Some are referred by counsellors.
- The workshops are assessed by classroom observation and not through a summative year-end assessment. Empirical evidence is obtained from programme evaluations.
- A challenge that keeps coming up is learners who are not appropriately and effectively guided when they leave learning.
- The impact of the training is measured immediately after the workshop and a month later by follow-up. The long-term effect is still to be measured.
- Workshop participants are heterogeneous groups.
- Another challenge is that some young people do not do their research, so there is an emphasis on how to research afterwards, even though the workshop includes a work plan.
- The solid subsidy model, in which 75% of funding is obtained from two to three organisations, was explained.

31.4 Way Forward

The success of the Career Direction Finder Workshops is attributed to five elements: a solid subsidy model; standard and smooth operation allowing low prices and low costs; effective marketing; the comprehensive and multidisciplinary methodology, and good workshop leadership.

32. Being in the body: Vocational and career guidance and Core Energetics grounding – Mr Fernando Aguiar, Brazil

32.1 Key Issues

- Core Energetics – this is a body-orientated psychotherapy using the physical body as a base to explore emotions, the mind, will and spirituality.
- Vocational guidance – this is a practice that aims to help people build up their own life and professional projects. This includes their self-knowledge, knowledge of reality and decision-making.
- The body as our basic identity - a deeper sense of identity enables one to make better choices. To have a strong and healthy identity, contact needs to be made with the body. When one starts to feel one's body, it leads to a change in self-image. From the body feelings are expressed and from those feelings ideas are formed. Culture usually limits the spontaneous expressions of individuals.

32.2 Practical exercises

- Grounding – stand firmly on the ground; drop all the weight down while staying connected with our inner and outer reality.
- Breathing – as we breathe more, we feel more. We deal with pain by holding our breath. We should breathe with our full capacity.
- Self-expression – our movement and sound are often suppressed; stretch while making a noise.
- Choice – imagine all the things that you want in life are above your head, then jump up and pull them down into your legs.
- Teenagers – walk around on different parts of the feet.
- Walk around and say ME, YES, NO loudly.
- Jump on X (taped on the floor) and say any profession loudly.
- Push each other back to back around the room.
- Jump up together and say ME loudly.

32.3 Findings from a study

This study focused on 10 teenagers in their last year in high school in Brazil. They were analysed over a period of 10 group sessions.

A few 'meaning zones' were identified:

- Without direction – I don't know what to do with my life.
- Facing reality – they are growing up and becoming adults and this is a reality. All professions have problems, so they are confused with regards to which profession to consider.
- I can make it! – body work helped them appreciate themselves. They can make decisions at home and they can make their career choices.

32.4 Way Forward

- The body takes us out of the head and away from misconceptions. The body knows where it wants to go but the head confuses its journey.
- You cannot act with the mind; the body acts. When you are more connected with the body, it is much easier to make decisions.
- The body helps to make a more energetically charged choice.

- Working with the body helps teenagers to be okay with their teenage body.
- This approach should take a more clinical perspective and include more data on professionals that are being included in the work.
- Teenagers need to learn how to choose and know themselves and use that to make powerful decisions. They need to question themselves and their ideas about success.

32.5 Questions:

1. How are learners from difficult environments?

It is not easy to work with learners from difficult backgrounds. It might take a long time to change, but the bodywork can really help because people feel more empowered.

2. Is there any resistance to body talk from the public and government when using the word 'spirituality'?

Spirituality usually has no place in academic talk therefore it can be discussed without actually using the word. It is a science, not a religion!

33. Career guidance programme to assist potential students coming from poor families and foster children – Dr Mohamad Surya, Indonesia

33.1 Key Issues

- According to the Constitution, all children have the right to education and a right to enter the workplace.
- In 1996 the municipality asked the question: How can we give poor children further education?
- The SDSHS school was developed.

33.2 "Student Development of Senior High School Plus" (SDSHS)

- This school is located in Bandung, West Java.
- This institution was designed to educate students from Junior Secondary School with high academic achievement and high potential who had the status of a foster child or came from a poor family.
- This institution was established in the 1995/1996 school year as a form of education unit in the secondary level which implemented a special education programme.
- Educational process – students are enrolled in the regular high school as well as in the dormitory.
- Dormitory (after school) activities included:
 - Teaching learning plus – students learn English and Arabic and computer studies.
 - Agro-business.
 - Entrepreneurship for self-employment,
 - Accounting for practical business knowledge.

- Guidance and counselling – how to help students to develop an identity, recognise life resources, and assist in their preparation to enter the world of work.

33.3 Career Guidance and counselling

By career guidance, the students in the dormitory will get assistance in:

- getting a better and more accurate sense of self-understanding
- recognising any kind of life resources
- mature preparation to enter the world of working and life in general
- choosing adequate placement in a certain life field
- solving specific problems relating to vocation and other life patterns
- making objective and healthy choices for careers.

Career guidance helps students as the young generation to:

- possess intellectual capabilities needed for succeeding in various aspects of life
- possess skills for self-understanding, management, control, appreciation, and direction
- possess knowledge or information regarding life environment
- be able to interact with others effectively
- be able to overcome problems of everyday life
- understand, internalise, and apply principles of religion that are related to careers.

Career guidance activities include:

- gaining and understanding career information through: interaction with relevant factors such as teachers, guidance workers, counsellors, parents, peers, administrators, officials etc.
- receiving information from counsellors with regards to opportunities of guidance activities
- studying printed materials or other media relating to career guidance
- participation in lectures given by resources persons
- discussion on subjects concerning career problems
- visiting some subjects related to career guidance, skills practice through simulation, games and group work
- consultation with relevant persons
- studying and doing assignments in the career guidance modules.

33.4 Conclusion

- Career guidance that is conducted with an integrated approach has positive effects. This is shown by the enthusiasm for learning activities and other social interactions.
- This will impact a student's learning achievement and mastering of various skills that are needed to enter the world of work and higher educational levels.
- The most important thing is the strong internalisation of values as a basic-fundamental of one's personality and way of life.
- Up to now, 720 students have graduated from Bina Siswa Plus, for 13 generations with a 100% pass rate at the National Examination.

- 426 alumni's or 59% continued to Higher Education/University with a scholarship and successfully entered the world of work as entrepreneur, professional, civil servant, etc.
- A key component to learning at work is learning from interacting with patients, colleagues, customers and clients.
- Formal training often adds value to individuals' career development.
- Taking advantage of learning opportunities is helpful for individual development and being self-directed and self-reflexive is critical.

34. “Gakugei Cafeteria” learning and career development support system for university students – Career Development Centre - Professor Kiyomi Banda, Japan

34.1 Key Issues

Tokyo Gakugei National University is a learning and career development support system for university students.

Gakugei Cafeteria is set up as an organically cooperative system where students and counsellors can meet to discuss future career interests. It is a space where students can choose subjects for future studies in an atmosphere where they are comfortable. Teachers leave their offices to meet students in a comfortable communal environment, a space where students may select from a delectable variety of “Course Menus” of subjects for future careers. The Cafeteria is used to converse and study.

34.2 Discussion

Counselling courses are extra-curricular activities. The Cafeteria has two menus, namely, the Career study menu and Support menu. On the Career study menu students can find jobs in different fields, especially those becoming teachers. Career counselling is compulsory for all students who study teacher training. The Career Support menu displays jobs in different fields for students to choose from.

Lectures on career counselling are stimulating and students are encouraged to share opinions on themes and have to write an assignment or post it on the World Wide Web on ‘My Page’. Such exercises contribute to students’ work portfolios. Students are encouraged to make use of web based media. Lectures are video streamed and past lectures are copied onto DVD.

Individual students, ‘Café-mates’, have opportunities to share personal profound experiences and staff and students discuss topics at hand. The Career Study Support Menu organises job talks. Students who found jobs have to return to discuss their experiences to assist others and to connect with the real world.

35. Prevention of dropout in vocational training - Andreas Frey & Jean-Jacques Ruppert, Germany & Luxembourg

35.1 Key Issues

For many years the dropout rate in vocational training in Europe has remained consistently high. This affects not only those countries with a dual training system where trainees alternate working in the work-place and learning at school but also those with a predominantly school-based vocational education system.

35.2 Challenges

The cost of training is high and dropping out costs the business in monetary terms and also affects the student's self-esteem and chances for reintegration into the labour market.

35.3 Discussion

A dropout from education or training usually leaves all those involved with a deep sense of failure and carries huge risks at both personal and social levels as well as having more difficulty later for integration into the labour market. For businesses participating in the training of young people, especially Small and Medium Enterprises (SMEs), dropping out often creates economic damage and dramatically decreases the willingness of SMEs to train apprentices in the future.

Dropping out has been high on the political agenda, however, this is only discussed once it has happened with no preventative measures in place.

Preventive steps to prepare young people, whilst they are still in compulsory education, for the challenges of further education and training, or measures to catch potential dropouts in their first year of training, are extremely rare. Only Denmark and Ireland have policies in place which aim at identifying young people at risk of dropping out.

Dropout reasons: Trainees drop out when they find out that the professional occupation for which they are training, does not live up to their expectations. In some cases, trainees' performance during the trial period is not up to company standards while in other cases, trainees encounter unforeseen health problems, such as allergies.

Preventative measures: Apart from measures such as integrative career guidance at school, individual counselling, interventions by social workers and job scouts, internships, information sessions and counselling for parents, etc, the identification and feedback of transferable skills is of prime importance in order to detect potential dropout risks among adolescents in the dual education system.

A preventative tool the "smK + p' is a screening procedure that relies on the assessment and evaluation of various competencies and provides a broad overview of their key facets. The diagnostic method measures the breadth of transferable skills and reports back the results, in real time, to both trainees and trainers. The dropout risk is measured on a scale with nine indicators. The diagnostic process "smK + p" should give diagnosticians an easily manageable tool for measuring and assessing transferable skills as well as methods for detecting the dropout risk of trainees.

Due to the complexity of the tool, diagnosticians are required to participate in a training course, which also covers the corresponding analysis & interpretation of results, preparation of discussions, target agreements and support measures.

35.4 Way Forward

To prevent dropout, experts need to develop measures that specifically target professions with high dropout rates. They also need comprehensive diagnostic and counselling tools that will allow them to measure transferable skills and to assess the dropout risk amongst trainees. This will help young people to actively seek help when they are at risk of dropping out.

36. When the music changes, so must the dance: Understanding and applying narrative career counselling within the South African context - Dr. Tumi Diale and Ms. Phelelia Sekele, South Africa.

36.1 Key issues

- Cultural marginalisation: psychologists marginalise, ignore and isolate rich diverse African indigenous cultures. Eurocentric career counselling approaches and practices are used.
- Psychometric assessment instruments that are widely used in South Africa are based on western principles. This is not representative of the diverse groups in South Africa.
- Narrative career counselling is characterised largely by relatively privileged counsellors who facilitate career counselling with those whose experiences have been marginalised.
- Power discourses – expert knowledge is used as a measure against which people are continually incited to evaluate themselves.

36.2 Challenges

- How to strike the balance between two world views: Eurocentric and Afro-centric. How to strike a balance between diverse natures in the South African context: multiracial, multilingual, multi-religious, multicultural and multi-sexual orientation.
- Assist society and individuals to adapt to the transition of the 21st Century world of work.
- The unequal ratio between psychologists and learners in the South African context.

36.3 Discussion

- Narrative career counselling should be adapted and tailored to meet the new and changing needs of individuals living in a South African context.
- Some emerging theories characterised by a solid foundation of research, that attempt to address the career development needs of a diverse client population, reflect two major trends:
 1. Emphasis on cognitive approaches and
 2. The active role of clients in career construction.

- These theories and approaches are based on personal narratives and subjective experiences of individuals: “Stories should be inspired by society but written by the soul of the individual”. (Emily Barr).
- Therefore, in order to change from “match-making“ to “meaning-making“, a narrative approach should be:
 - Inherent within the individual, social and psychological world
 - Ever evolving
 - Dominated by language and symbols.
 - A proactive meaning-making of selfhood.
 - A shared expertise process between clients as experts of their lives and counsellors as experts of theories.

36.4 Way forward

- The Narrative career counselling Choices must include cultural expectations, environment, class, ethnicity and gender.
- Create the means to organise and use personal and family-related issues as an aid to give career counsellors a social system approach to explore in-depth the career search and job-seeking process.
- Educational psychology relevant to the South African context of social transformations and endorsed by constitutional core values (equity, respect and social justice, redressing of past inequalities), should be used in responding to the new reality.

37. Defining career through life story - Dr Pamela Brott, USA

37.1 Key issues

- To fit work into life needs: adaptability (readiness to cope with predictable tasks and unpredictable adjustments), sensitivity to diversity (what do you try to gain when we are together?), person in contexts, and idiographic assessment.
- Work is a means to an end for many urban youth and families; it’s what people do, it’s an emotional issue especially in turbulent times, it has the potential to fulfil one’s needs.
- Careers are negotiated within a social context where there is power and ideology through an evolving narrative. Career counselling is used to co-construct meanings and understandings of the client’s life and work.
- Essential well-being transcends countries and cultures. Common well-being elements consist of social, financial, physical, community and career well-being. Three recommendations for boosting career well-being are: use your strengths, enhance your relationships and share your passions.

37.2 Challenges

- Determine needs: How can I be useful to you?
- Select how to meet these needs: Information? Clarification? Encouragement? Decision-making?
- Set action plan: What will you do next? When? Obstacles? Resources?
- Assess: What will you take with you from today's session?

37.3 Discussion

Life story apprenticeship is a period of time where you learn a trade (education, life skill) in a real world setting (school, home) from masters (teachers, mentors, coaches and/or family). It begins in the family of origin where one learns ways of speaking, behaving and getting to know the environment. This continues from one's formal school years to the learning of a trade. Thus a life story develops. A life story apprenticeship involves gaining knowledge, developing skills and earning qualifications (high school diploma) through practical, classroom and life experiences.

The story approach consists of:

1. co-construction (discovering the story): this requires collaboration between clients and counsellors and uncovers meaning-making themes. It consists of early recollections of perceptions, selected memories, significant events and interactions from the past, and is based on present interpretations
2. de-construction (opening up spaces): this involves looking for exceptions, inviting other perspectives, understanding motivations and needs, revising schema as ways of knowing
3. construction (authoring the preferred way of being): this includes preferences, decisions to be made, actions to be taken, barriers to confront, resources to support, and future chapters.

37.4 Way forward

- Interactions from the past based on the present, looking at other perspectives by understanding motivations and needs for the best future career.
- Finding preferred ways of being with regard to life roles relating, learning, pleasuring, working and valuing, for one's future career.

38. Interactive Online Career Learning – Embracing text-based narrative dialogue – Ms Tannis Goddard, Canada

In Canada there are private organisations that receive direct contracts from the federal and provincial governments to assist citizens in their career guidance and career development needs. The career structure is that there are systems and support for school-aged children, career centres embedded within colleges and universities and community agencies across provinces that deliver services for adults. There is a very broad adult-based service that can be accessed free of charge by citizens/residents of Canada. With the availability of many drop-in resource centres, individuals can go in and get information, have assessments done, develop action plans and engage in counselling as well as in a number of learning programmes.

38.1 Using online spaces as an alternative or an additional space for conducting career guidance and career learning

The pedagogical design needed to be considered when building an effective space for online learning and career guidance is discussed. How this new methodology can be used for delivering guidance services, the way in which learning can be set up to be sound and pedagogically grounded, and what the key aspects of an on-line relationship are, determines the efficiency of the system.

38.2 Important points in dialogue with clients

Research compiled in building on-line career learning models is critical in considering how they can appear in an online space. Qualities that are needed include:

- Trust
- Confidentiality
- Listening
- Rapport
- Non-verbal communication

Online learning is used to develop a skill or to develop a career competency. It is not a means of social networking but, rather, a much more structured process where an individual has already had self-assessment that identified a career-learning need i.e. making career decisions, developing job search skills and enhancing networking skills.

Learning goals have been identified which are needed to enable one to move into an online space where developmental career learning and counselling can be done with practitioners. Career learning and counselling take place using an electronic web space where a helping relationship occurs through the use of synchronous and asynchronous communication methods (email exchange). Individuals have control in accessing targeted information and completing learning activities to foster their development while also engaging in an interactive communication process with their career practitioner.

This process has to be seen as both a collaborative and self-directed process. Individuals have an opportunity to go into an online space, read material, conduct activities and write their responses, but at the same time there is a practitioner receiving that material who is going to engage with that person and ask questions, yet give the individual the control of access when and how it is needed.

38.3 Pedagogical model

Spaces are created for clients to question their own personal assumptions, understand themselves better, have space for self-reflection and create an environment that gives them the support and the ability to discuss those recognitions and questions that they are raising.

There are three key factors when designing an online space:

- Targeted information in the form of information shared on the phone and individuals coming into career centres.
- Personal information in having strategies for engaging (with what?)
- Interaction processes and strategies for individuals and practitioners to engage in text-based communications.

Online consultation by the practitioner allows clients' support in writing current career stories and providing opportunities to be highly purposeful.

38.4 Video illustrating Interactive learning space

This allows for thoughtful reflection between the practitioner and the client, as well as a sense of purpose. It allows the practitioner to hear what the client has written, to watch the work the client has done and to consider how they want to respond. It is a highly reflective practising state. Clients are in control of timing: once registered they can go in and out of online space as frequently and as often as they want. It allows the client to draw on other resources, practitioners are able to consult with colleagues, direct supervision can be received, and it allows for more thoughtful and grounded responses.

Online spaces essentially use a learning platform and set it up in a way that allows strategic probing and strategic reflection within a counselling process. By learning to use this new space, practitioners are developing different cues for lack of face-to-face cues. It is by watching the way in which clients interact in the space that allows for an understanding of the cues that might be seen in a face-to-face context.

38.5 Key things to think about when using online counselling

- Provide information about the online programme design and staff involved in all marketing materials. People should really understand what they are coming for, who the real staff are and their names and qualifications so that everything is personalised.
- Always include basic personalised needs-assessment to determine what type of activities, programming, and how much material should be provided to avoid a big open Internet space.
- It is really important to make yourself visible so that the client can see who you are and feel a kinship to you.
- Share working timelines.
- Communicate enthusiasm and confidence.
- Respect the power of the written word.

39. Career development for the “Net Generation” - Heather Law, Massachusetts Institute of Technology, USA

39.1 Key Issues

Massachusetts Institute of Technology, being a well-known institute in US, focuses solely on technology, engineering and sciences. Communicating with students on their level is vital and most students use technology.

The background of Generation Y was outlined. Generation Y is wide ranging and depending on resources used, varies significantly. It is a generation that is completely shaped by all of the technology that we have been exposed to i.e. email, texting, YouTube, Twitter, Facebook etc. This generation has the reputation of being peer-orientated and employers are concerned that Generation Y has too high an expectation from the workplace. Studies are predicting that students will switch jobs frequently. People no longer stay in one job for many years, but rather do a lot of switching and altering of careers. Students like technology; based on research they want quick information that is easily accessible via online resources.

39.2 Tips for researching Generation Y

Experiential learning is vital, be it through teaching or counselling. Using technology is key and mutual interaction and technology as a part of the learning tool, as well as teaching, is essential. Visual learning is still very important. Students require interactive activities, variety, and immediate access to information that result in fun classes.

39.3 What can be used to reach students?

A teaching environment might not always be available, but social media and the Web can be used, but this has to be in short bursts and easy to follow. Online workshops are used to teach how to appropriately use social media such as Twitter and LinkedIn. The benefits of online workshops are that they are available 24-hours a day, basics can be covered and this is an accessible medium for all students, be it on iPhone, iPads or computers. Twitter is easily accessible for students, many are on it and it is widely used for career development as well as a mechanism to reach students to share and create information.

39.4 Overview

Online resources are amazing in the way that they can reach out to employers as well as to industries and companies that students may be potentially interested in working for. It is a great way to share and receive information and connect to others, including employers. LinkedIn is another great way to reach students.

Measuring results is something that is still in process. There are some tangible resources but there are resource tools that can be used (this is not clear?). that the use of technology is encouraged because students are open and willing and value the information they receive.

40. The delivery of career guidance using mobile phones in Africa - Mr Avron Herr, South Africa

- There are presently 2.5 billion cell phone users and 900 million internet users worldwide. In South Africa 60% of households have a cell phone but only 22% of households have a land line, resulting in only 8% of South Africans having internet access. If 30 million South Africans

are connecting to the internet via their cell phones every day, then surely educators should be considering mobile technology as a way of reaching them.

- A mobile site (GoStudy) has been created with career and bursary information to help learners in rural areas who do not have access to electricity, landlines, computers or internet. Learners log on and can obtain information on universities and so forth. It has created an opportunity for youngsters to interact with institutions irrespective of where they are.
- Putting career information on a mobile technology is the number one source of communication for young people who want relevant data that is pertinent to their needs.

41. Karen Schober - Raising the professional profile of career guidance practitioners - a European perspective, Germany

41.1 Introduction

The speaker is the president of the National Guidance Forum, a bottom-up private network with members that comprise practitioner associations, and stakeholders and actors in the political field.

41.2 Discussion and Challenges Developing Standards and Guidelines in Germany

- After the state monopoly was abolished in 1998, no legal regulations or professional standards were put into practice. Several quality standards and competency models, including a private Guidance Practitioner register, have been developed, but with only a limited scope and without being broadly agreed upon or accepted.
- Now a project funded by the Education Ministry is developing an 'open process of coordination' involving all relevant actors in the field, using commonly agreed quality criteria and standards for career guidance and including a tool for assessing, documenting and validating practitioner competences. They hope to develop some kind of credential verification that is more comprehensive for all career guidance in Germany.
- This would be based on a systemic model of career guidance which includes the organisational context as well as the counselling process. The client and counsellor are at the heart with the competencies interacting on all levels and contexts.

41.3 Career guidance on a European level

- Europe is heterogeneous in its guidance systems, standards, credentials and admission to professional training. There is little harmonisation, but an attempt is being made to make the different existing systems compatible.
- Whilst funding has been made available, there is no common general European approach. Rather, they are left with many very fragmented, different theoretical approaches, and very different accreditations.

41.4 Conclusion

Europe needs to focus on a common strategy, not competitive but comparable and compatible. It needs to strengthen the professional standing of guidance practitioners in order to be able to have any kind of long-term effect. All countries also need to develop their national qualification frameworks. This would encourage a shift from qualification to competency approach in all these areas.

42. Strategic Workshop: Competence, competencies and credentials, IAEVG, Mr. Lester Oakes

Competencies and credentials are the mark of maturity in any country. Case studies were presented looking at specific localised examples through to broader examples.

Professional Standards for Australian Career Development Practitioners Dr. MARY McMahon, Australia

42.1 Key Issues

The development of the professional standards is dependent on the CICA (the Career Industry Council of Australia). The CICA is a national peak body for the Australian career industry. Major focus areas include professional standards and policy and research. Membership is comprised of national, state and territory organisations of practitioners.

42.2 Challenges

- How do we define the industry, the work, and what we do?
- What are the expectations, skills, knowledge and competencies that should underpin practitioner's work?

42.3 Response and Conclusions

There was a movement towards creating a clearly defined profession based on the definition of what a profession is in order to develop standards. These standards apply to any person who provides development or career services or programmes, or who belongs to a CICA member association. Therefore there are minimum standards that have to be reached.

The elements of the professional standards were outlined, based on what constitutes a profession in Australia. A code of ethics, including breaches of this code, was also developed in collaboration with other codes of ethics in Australia.

In 2004 a national forum of key stakeholders was held in the country to discuss the concept of defining the industry, setting standards and what these standards should consist of. In Australia the term career development has been used rather than career guidance.

The development of standards was a very consultative process and the process took from 2005 though to this year. Next year these standards will be fully implemented.

In the implementation phase the mantra was that the development of professional standards has to

be respectful, inclusive, consultative, collaborative and supported by regular and appropriate communication with stakeholders.

Thus, the CICA professional standards are context appropriate and practitioner owned and can be endorsed successfully because of the consultation process that occurred.

Entry level qualifications were looked at and took an inclusive approach through endorsed certificates as well as recognising alternative pathways of learning.

Professional standards are being implemented by member associations that CICA have established.

Competency guidelines have been identified and a number of specialisations and standards have been modified. The CICA has endorsed all the programmes of those who train practitioners in the country. It is a journey where there are two phases of implementation and application of guiding principles.

Thus, Australia has a very comprehensive model that includes guiding principles for career development services as well as a blueprint that provides a model across the board.

43. The development of a Network of University Guidance Professors - from Utopia to Reality - Dr. Beatriz Malik, Spain

43.1 Key Issues and discussion

This network of University Guidance Professors developed in Huelva, Spain during an AIDIPE conference in 2009 in response to the following challenges:

- The large gap between theory and practice in career guidance.
- The need to address the generational change in the field of guidance.
- The concern for the future of guidance training at the level of higher education.
- The need for professional development at universities.

Two seminars were held to discuss the need for common space and to assess the viability of such a network. The network is committed to the promotion of a quality guidance system and to fostering the transfer of scientific knowledge to society.

The network has been structured around 6 main areas known as work packages - the areas that need to be worked on fall under these following conceptual frameworks:

- “Map” of the current structures, programmes and intervention models and professionals in Spain.
- Visibility of scientific research in the field of guidance.
- Communication and interconnection amongst professional associations and other stakeholders.
- Training in order to promote the professionalisation of guidance workers in all contexts of their work.
- Improvement in policy and legislation related to guidance and the establishment of official institutions.
- Fostering visibility of the role of guidance in society.

43.2 Way Forward

The speaker concluded with the following points that are leading the network forward:

- A sense of a shared space amongst guidance workers.
- A more developed professional identity.
- The development of a stronger intergenerational relationship.
- A focus on overcoming barriers and obstacles to the profession.
- The exchange of work dynamics between the new degrees.

44. Exploring systemic influences on initial career decision making - Ms. Amanda van der Vyver and Dr. Marietje Oswald, South Africa

44.1 Key Issues

- A masters study was presented that emphasised the importance of social context and systems on career work choices. The presenter also stressed the diverse influences that pertain in South Africa. Vast race-based inequalities and unequal distribution endure, with the majority of black pupils still not receiving life guidance.
- Many schools have tried to breach the gap between communities by introducing Life Orientation into the school curriculum. Career guidance forms an integral part of the subject.
- The Systems Theory Framework used in the study was presented, as well as the findings which revealed different influences on learners of different socio-economic status.

44.2 Challenges

- One of the findings was that intentions are often not realised and that, in practice, learners had increased knowledge of careers but still lacked the means to make informed career choice decisions and subject choices.
- The presenter concluded that systems of influence impact uniquely on learners. It is still challenging for learners to navigate the factors influencing them and they are limited by systemic influences. Life Orientation is not meeting their requirements and discrepancies between communities are evident.

44.3 Discussion

- Life Orientation should be strengthened by a specific curriculum, evaluation through an examination, and being compulsory. Life Orientation cannot be a generic subject that is the same for all learners. The context should be assessed and teachers must be equipped to know what learners need.
- The study findings should be communicated to the Western Cape Education Department.
- Some teachers are not properly trained for Life Orientation, or do not respect the subject and sacrifice the time to other subjects. School heads should know how important the subject is.
- The profile of the five schools that agreed to be part of the study was explained. The mode of instruction varied between them. School heads identified learners for the focus groups.

- Participants from Finland and Ireland agreed that in their contexts, the lack of sufficient delivery and quality of services affected learners from lower income communities the most.
- Workshops offered by a non-governmental organisation in Khayelitsha township, Cape Town, are an example of how learners with negative influences blocking them from making career choices are being helped.
- South Africa could learn from Botswana where career guidance is integrated into the school curriculum. Without proper policy and management, it will not work, however.
- It was pointed out that the South African situation is complex, with learners at both ends of the socio-economic spectrum being badly advised and making poor choices.
- The lack and poor quality of resources are possible reasons for problems in the schooling system. There was further support for the view that learners in lower socio-economic areas lack sufficient information for decisions, but there are also other factors.

44.4 Way Forward

The presenter recommended that Life Orientation be applied to meet the needs of specific contexts. It was therefore necessary to assess contexts first. She also stressed the importance of not only giving learners information, but teaching them how to use it. Providing information without assessing the context would not help them, either.

45. Career Flow: A Hope-Centered Approach to Career Development – Dr Roberta Neault, Canada

45.1 Key Issues

- The Career Flow model that was presented is the subject of a book by Spencer G. Niles, Norman E. Amundson and the presenter. Practical application of the model was discussed by the introduction of 10 components of the approach.
- The Career Flow model acknowledges the various influences that impact on career development. The important lesson the presenter communicated was that hope is at the centre of the model. Work for her doctorate found optimism to be the single most successful prediction factor of job satisfaction.
- Besides the hope-centred approach, the model comprises a pathway to goals and agency thinking.

45.2 Challenges

- The model draws on a river metaphor to describe possible environmental influences on career flow.

45.3 Discussion

- The model would account for episodic changes, too. The metaphor could be used to name someone's current experience and then assess their needs.
- The relationship between dreams and hope is very important as part of visioning, but people also need goals.
- The book is appropriate and written for students, comprising a semester-long workbook.
- International students face a lot of problems and many lose hope. In Canada, as well, many professional immigrants are under-utilised. Information about the local economy is important.
- South Africa is complex and the model should be adapted to local conditions.

45.4 Way Forward

The facilitator provided 10 tips on how to facilitate career flow and what to do with the model. These are:

- establish a relationship
- identify a counselling/coaching goal
- listen to the client's story
- identify themes or inconsistencies
- introduce the "Career Flow" metaphor
- introduce the "Career Flow" model
- choose a starting point
- recognise environmental influences
- strengthen hope for the future
- evaluate progress and set new goals.

46. Employability Capital – Mr Chris Beukes, South Africa

46.1 Key Issues

- Due to high unemployment rates, school dropouts and the high number of orphans in South Africa, the youth are in desperate need of intensified support.
- These young people need support in preparing themselves for the world of work.
- One way to support the youth is through effective employability programmes.
- What are the skills required by the labour market?

46.2 Labour Market

- Education is not providing all the skills required by the labour market.
- The first step in assisting these individuals is to help them understand what their work skills are.
- Employees are saying that education is not preparing children for the world of work. We have an opportunity to teach learners for 12 years, but they are still leaving school unprepared.
- Through an intensive 6 year empirical study, Christopher John Beukes has developed a comprehensive model of work skills. This model is based on organic growth and is person-centred.
- It is called the Employabilitree.

46.3 The Employabilitytree

- Roots – emotional skills. If someone applies to your company, their heart needs to be in it. They require confidence, mental toughness and intrapersonal skills.
 - Trunk – core skills including communication, basic skills, self-management skills, physical skills, learning skills, reasoning skills, financial skills, teamwork skills and enterprise skills.
- Branches – within South Africa we have 21 sectors represented by SETA and there are specific skills required for those positions.
- Twigs – careers self-management skills. How do you manage your career? How do you set goals for yourself? Once you have set the goals, how is action taken? Informal learning also takes place through the Web.
- Leaves – feed the tree. The work that you do (both paying and non-paying). Performance appraisal takes place at work. Self-appraisal should also take place for one's performance.
- Fruits – the benefits you receive from the work you do. It is important to bear fruit.
- Seeds - the parts of the tree which produces more trees.

46.4 Conclusion

- It is up to the people with skills to impart those skills to others and to share knowledge. You do not have to engage in self-actualisation, but when you do you become a better person.
- The youth are feeling like they are not being supported
- It is society's responsibility to care and give to others who do not have opportunities.
- Our citizens need to understand what makes them unique, and how to apply that uniqueness in gaining and maintaining meaningful employment.

47. Transition from school-to-work in Barcelona – Dr. Màrius Munoz, Spain

47.1 The context

- There is a high rate of failure in schools.
- There are a lot of young people not knowing what to do with their lives.
- There is a high hidden failure rate in schools. Students fail in post education but it is not noted.
- Youth unemployment is high due to a lack of qualifications and no basic skills to face the world of information and communication.
- Inequalities exist such as gender, culture, origin.

47.2 The institutional context

- Many actors, such as school teachers, counsellors and principals are overwhelmed by the increase of needs/problems/demands.
- Most actors don't know what the other actors are doing.
- A possible solution to this problem is to create a network.

47.3 The project

1. Diagnose the situation of young people in the city (ages 15 – 25)
2. Promote a network to:
 - increase awareness about the problem
 - identify and expose what is being done and who is doing it
 - create a common understanding of what to do and how to do it
 - avoid overlapping and gaps when attending to young people
 - share knowledge and develop a common database of good practices.

There was a lack of information of who was working with these people and it was recognised that it is important to share a common sense of guidance.

The project consisted of a ten step process:

1. Diagnosis.
2. Discussion of results.
3. Who is going to be in charge?
4. Agreement on a guidance/transitions model.
5. Selection and re-organisation of actions/programmes.
6. Agreement on paths, itineraries, responsibilities.
7. Collecting data & resources (web page + database).
8. Creating the network.
9. Making sustainable plans.
10. Developing sustainable evaluation.

The actors and participants who were to belong to this network were selected. More than 35 actions and plans existed focusing on helping the youth, but they were all working in different ways.

47.4 Guidance and transition

Guidance is a process whereby every person can fulfill the following steps:

1. Initial education.
2. Vocational qualification – demanded by the labour market.
3. Entrance to labour market - including a development of these understandings and skills.

47.5 Transitions

1. We need to look at all the transitions in one's life.
2. It is a participatory process, and must empower the individual.
3. Guidance is a process

There are various groups of organising teams within the project, the biggest being the network itself. It was important to make the network visible.

47.6 Conclusion

- Two small teams emerged from the network, an Inclusion Team – working closely with teachers to identify children who were about to drop out, and Job Counsellors - working with the municipal job services.
- These were the most visible part of the network and a great reference for all the other actors.
- Networking was done to create a net of support – being linked together promotes a sense of developmental process.
- Professional guidance is often on paper but not put into practice.
- Health services have never been linked to career guidance but it is important to link them in the case of mental illness. Most teachers do not know what to do with this problem.
- We have to work together. To guide a single person, you need the whole tribe.

48. The power to reflect and choose as part of education for youth – Mrs Unni Høsøien and Mrs Karen Helena Biørn Rosø, Norway

48.1 Key Issues

The lower secondary schools focus on the preparedness of teachers to implement a new subject called 'educational choice'.

Lifelong learning is a lifelong process. In 2008/2009 a new mandatory subject called 'educational choice' was introduced at the lower secondary level in Norwegian schools. The intention is that youth in the 8th, 9th and 10th grade (age group 13-16 years) are given the time and space to actively reflect on their own futures. The school pupils were given an opportunity to explore higher secondary education (11th – 13th grade, age 16-19 years) and a possible future career relating to their own interests and talents.

Closing the gap on the failure rate in the Upper Secondary Education and Training stream.

48.2 Challenges and Opportunities

The new process brings new opportunities for collaboration and the ability for both students and educators to learn new skills as the process unfolds.

At the beginning of the process in 2008, teachers found it difficult to teach the new course. Teachers did not know how to initiate the reflections process with students.

It is a national task to increase the successful completion of Upper Secondary Education and Training. In Norway about 30 % of the 16 – 19 year olds fail in completing the task.

48.3 Discussion

The intention of 'educational choice' is to let the pupils both explore themselves inwardly and their possible future life outwardly. The mandatory subject is a total of 113 hours in three years.

What is unique about this course is that a new curriculum was developed from the bottom up in collaboration with different stakeholders. Schools, libraries and career centres collaborate on career counselling and 'educational choice'. The guidance counsellors from the lower secondary schools in the City of Drammen, Papirbredden Career Centre and the Department of Teacher Education at Buskerud University collaborate on relevant and useful subjects for guidance counselling and a new curriculum.

The new course opened up opportunities for students to ask reflective questions about their wants, needs, interests and future dreams and to be part of a bottom up process in education.

48.4 Way Forward

In going forward there will be a follow up on national tests to give those pupils who are interested, more opportunities to work in practical ways and to try out their interests for vocational training.

There will also be a focus on the professionalisation of career guidance services with relevant and practice-oriented vocational education and training.

49. Does your secondary school matter for students' success in higher education? Annemarie Oomen, The Netherlands

49.1 Key Issues and Challenges

More than 90% of students in secondary schools, pre-university level, are in schools and it is increasing all the time, however, approximately 30% switch or drop out in the first year of higher education.

49.2 Discussion and Way Forward

The nature and degree of university preparation:

Students at the participating secondary schools are encouraged to explore academic courses and university in the last 3 years, but are not aware of the main and various features of academic programmes and of the relevant issues that cause drop-out or failure. Career management skills are also not developed.

No correlations were found in respect to public/private; a large pre-university section; a specific educational profile; or the amount of university-educated teaching staff.

Knowledge, skills and exploration were found to be important for student success at university. Most teachers reported to prepare students in knowledge and/or skills and were in direct contact with university staff on subject matters.

What teachers at these secondary schools think necessary for uni-success differs from what they (can) do and the implementation of new perspectives on the national policy 'to involve parents more in career decision-making'.

50. Perfect storm to hit job markets globally - Mr. Phillip Jarvis, Canada

50.1 Key issues

In this storm warning, four megatrends, which affect job market globally, are:

1. Global recession: The global economic is recovering from the worst economic storm resulting in mass layoffs, and leaving many jobs in jeopardy. Despite massive stimulation, recovery is slow and faltering. Economies are vulnerable.
2. Changing demographics: these include changes in birth rates, the numbers of elderly people, later marriages and childbirths, and fewer children, as well as high end talent retiring. Labour force participation rates are also changing and this is due to an increase in immigration.
3. Up-skilling of jobs: there are more jobs without people than people without jobs. Jobs are also new and constantly changing.
4. Unprepared workforce (the talent pipeline): of the 100 students in the educational pipeline in Grade 9 each year, 29 will graduate on schedule with a post-secondary degree, diploma or certificate, and 50% will not be in jobs directly related to their majors. 2 years after graduation. 60% of adults say that they would have sought more career information if they could start over.

50.2 Challenges

The biggest challenge is to avoid being victims of the storm; communities must equip citizens with knowledge, skills, attitudes and the tools to prosper and to sustain 21st Century careers.

50.3 Discussion

Case studied:

- A 9th grade NC student (in Canada) was very bright but hated school. He couldn't wait for the school day to end. He participated in a 'future for kids' and then his passion and talent for mechanical things became evident. Consequently he received invitations from various companies and a John Deere relationship evolved with mentorship, job shadowing and a summer job. This led to paid tuition by John Deere for this student to attend a small engines repair course at community college, loan free, and resulted in him being hired for \$50k a year.
- Helping students to imagine the future they want leads to:
 - more informed, purposeful, engaged and high achieving students which consequently leads to happier teachers and parents
 - reduced truancy and bullying
 - higher productivity with reduced recruiting and retention costs for employers

- reduced cost for support programmes
- more engaged, self-reliant and resilient citizens
- pride of accomplishments shared by the community.

50.4 Way forward

- Mobilise the entire community to optimise utilisation of all of the above.
- Get parents involve in students' education.
- Promote relationships between students and entrepreneurs.

FRIDAY 21ST OCTOBER 2011

51. Infusing Career Guidance into the Mainstream of Professional Thinking - Dr. William Borgen and Dr. Bryan Hiebert, Canada

51.1 Key Ideas

The session covered counselling and guidance within the context of uncertainty as well as the changed social context.

Dr. William Borgen referred to traditional assumptions, that there are a series of individual attributes or traits that draw people to certain occupations. These attributes or traits are pivotal to effective and desired decision-making. Occupations that match the vocational interest of individuals are accessible to them.

In revised assumptions, several factors influence choice of occupations or career paths, including the individual's attributes or traits, family perspectives, rapidly evolving cultural influences such as poverty, addiction, conflict, displacement and discrimination, along with internationalisation and the rapid change in labour market opportunities.

These factors are differentially important within and across cultural contexts. Occupations of choice may not be accessible. Many tasks and processes related to occupations are unstable. Career Development is an emerging professional activity.

International examples were presented, some countries having recently come into career development and others having to revamp. The presenter also discusses what students say, the problems that adolescents are identified with and their coping strategies, as well as the nature of assistance that is required.

Dr. Bryan Hiebert addressed the question of "Where to Begin?" What do learners say they want in contrast to what parents and teachers think they want? What is best? What do kids think they need? Or, how do parents and teachers differ? An intervention needs to be designed to look at meeting the needs of students on social, emotional and psychological levels; the whole person must be considered and it needs to be school-wide.

Career guidance planning in partnership with students and mapping out milestones with them is important.

Services Related to Career Development and Constructs Central to Career Development were identified. Professional development and a multi-layered approach are necessary for preparation for

career practitioners, including orientation workshops for teachers and all stakeholders and a need to work towards a common goal.

Dr. Hiebert described a Guidance and Counselling Planner. A five-day interactive workshop is designed to help teachers and counsellors work more effectively with their school and college communities. The road map is used as a metaphor in the orientation with students. The road map outlines resources, tools, milestones, skills, approaches, support and maintenance, among other things.

The five-day guidance and counselling planner starts with preparation, tools and resources, communication and collaboration, building support with policy makers, working together with clients, and establishing what consolidation needs to happen for implementation and to maintain and sustain this.

The Orientation Workshop Plan is practical and clear and meets the needs of the whole person. It has a multi-level approach and includes how to demonstrate that work is valuable and how to prevent a necessary resource from being cut. It works in stages, evolves over time and focuses on learner outcomes and impact.

51.2 Challenges

Challenges that Dr. Borgen identified were:

- Career opportunities are a result of planned and unplanned developmental and environmental events.
- Career decisions evolve over a lifetime.
- Career development services need to be differentiated and available across the life span.
- A new paradigm is needed to depict how people's careers develop.
- A life span of hit and miss.

Dr. Hiebert's presentation included barriers expressed by participants:

- One major barrier expressed by participants is a lack of infrastructure and resources; many schools do not have a career resource centre.
- Create the support you need: lobby policy-makers and train your boss to give you the support you need.
- Create a mechanism to support follow-up action.
- Create a capacity-building mechanism.
- Include training for trainers.

51.3 Discussion

- There was interest in the attitudes that speakers would like to see students walk away with.
- Even when there is not sufficient time to spend with students, the positive change over time is evidently noticeable in them. It is therefore dangerous to say that we do not need guidance counselling.
- Capacity and support for career guidance includes many resources such as community resources, social involvement, dissemination of resources and libraries where information can be accessed.

- The assumption of a lack of support in institutions means that students need to ask for assistance, including from teachers, and collaboration.
- “Trouble” students’ behaviour changed when they were asked to assist, and included in an activity tutoring for Grades 1 and 2 and being looked up to by little ones who saw them as their friends and role models. This had a therapeutic affect!
- Another issue was large student number to counsellor ratios: Answers included recruiting non-academic personnel to support counsellors as a total learner package. Find time to document change, set questions of priority, and document changing outcomes. How do you know you are making a difference? How do you substantiate your case without evidence to maintain a valuable service? How can you collaborate with other staff? Documentation, Evidence and Results are important to maintain services.
- Parents are an untapped resource for assistance. Prepare orientation for parents and teachers.

51.4 Way Forward

In conclusion, Dr. Hiebert emphasised how lifelong learning and growth needs lifelong guidance and counselling. The presenter said that academics need to focus more on collaboration and policy support, to stop working in isolation and to connect the islands. This can be done by starting with the personal. A need was identified for a new paradigm, being mindful of the assumptions that are made. See the strengths in every context and work with that, not just the problems. Include teachers as partners, enter into dialogue with them, and collaborate with all relevant constituents.

Panel discussion: IAEVG 60 years of Leadership (the growth of career guidance since its formation in 1951, and challenges going forward) - Dr. Peter Plant, Denmark; Ms. Linda Taylor, United Kingdom; Dr. Beatriz Malik, Spain; Dr. John McCarthy, Europe; Dr. Brian Hiebert, Canada and, as Moderator, Mr. Lester Oakes, IAEVG President, New Zealand

What were the major shifts in career guidance during the past 60 years? What caused the shifts, and what is next?

The biggest change in history is that a few European countries had a dream 60 years ago to work together on career guidance education. People did not know then how it could change lives and wanted to share the experience. Today it is on every continent and in over 51 countries; they had a dream, it was realised, and the whole world knows about it now.

Some of the biggest changes are the Treaty of Rome in 1961, where six countries did significant work on mobility. The changes in training, then vocational training and guidance, were linked. Up to 1966 the European Commission guidance was under training. The idea of vocational guidance changed to Lifelong learning. Conceptual changes took place in Europe and practitioners have been brought together to look at policy issues.

Over 60 years there has been an increase in European Resolutions, with policy drivers such as UNESCO. A difference has been from seeing themselves as being policy driven to driving policy.

Dispersion of the profession has come from there being a small group in the European Union to a presence now in over 50 countries. Young involvement in leadership roles is encouraging. Changes in the organisation take place at a slow pace, but when the young are involved changes occur more rapidly.

Those involved getting far more in return than they invested. An appeal was made to the young to make a contribution. There is a lot of work, but great personal growth results and it is worth the effort.

A discussion ensued on the benefits for members and what members are contributing. Achievements of the increasing memberships, wider ranges of countries, and the shift from psychometric testing in assessments and tests were raised. The change in context allowed for counsellors to collaborate with teachers, policy involvement, and a community approach to guidance.

Previously, guidance was used as a remedial tool for unemployment, and the biggest breakthrough came when it dawned on career guidance practitioners that guidance can make a difference. Used constructively, it made a difference to a bigger work force.

Practitioners and policy-makers need to be aware that they share a common goal and make this happen when they work together rather than separately.

A question was raised on the cost-effectiveness of participation in policy when public servants change every three years. How can one be more strategic? A bigger voice equals bigger voting power.

A historical landmark among shifts and changes has been awareness of the importance of a multi-disciplinary approach. Politicians respect policy bodies when they are organised and accountable.

It is important to recognise the larger contexts, collaborate and talk to each other, and stop working in isolation: The point on collaboration was considered worth repeating. When bodies work in isolation, politicians think they are divided.

Technology is a key shifter that revolutionised the industry. Technology also changed the way the IAEVG communicates, and through this more people all over the world could, for example, be part of the conference.

In conclusion, the challenges identified for the future are to be mindful of “green-guidance” as in policies in the EU. The IAEVG needs to see themselves beyond victimhood and should be smart, green and inclusive, and driven by equity, social justice and inclusion in a critical way.

OFFICIAL CLOSING

Closing Comments and official closing - Mr. Lester Oakes, President of the IAEVG

Mr. Lester Oakes, President of the IAEVG, delivered the closing remarks and facilitated the official closing session. He commended the student leaders who facilitated the concurrent sessions and thanked the South African Qualifications Authority (SAQA) and the Manufacturing, Engineering and Related Services Seta (MerSETA) for their partnership with PACE Career Centre in supporting the conference and making it possible.

PACE Career Centre was commended for the significant difference they make by affecting so many lives, close on 2 million youth, who receive growth and development in career guidance free, annually.

Lastly, Mr. Oakes congratulated Avron Herr and Dennis Stead of PACE Career Centre for an extraordinary job done and the “silent; yet omnipresent” leadership role they played in the conference.

THE 2012 IAEVG INTERNATIONAL CAREER GUIDANCE CONFERENCE

The 2012 IAEVG International Career Guidance Conference will be held in Mannheim, Germany, at the University of Applied Labour Studies (HdBA). The theme is "Guidance for a prosperous and equal society". The HdBA is the training provider for career counsellors and employment counsellors working in the German Public Employment Services (Bundesagentur fuer Arbeit). For initial information see: <http://www.hdba.de/en/>"

CLOSING COMMENTS & THANKS

South Africa's hosting of the International Career Guidance Conference was a defining moment for career guidance delivery in the country. Career guidance for too long has been a non-essential service. The OECD report of 2009 clearly showed the relationship between sound career guidance practices and economic development within a country. The Departments of Basic and Higher Education have under new leadership responded to the importance of assisting citizens in their career planning and development processes.

The conference brought together career guidance practitioners from 31 countries to share their experiences of career practices in their respective countries. Furthermore, the conference has provided a sound base for the growth of the newly formed South African Career Development Association (SACDA).

Acknowledgement needs to be given to Manufacturing, Engineering and Related Services SETA (merSETA), who commissioned the development of this journal.

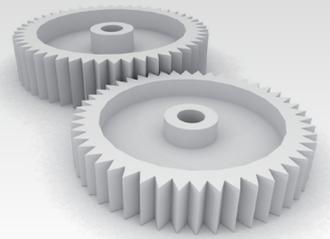
The country is indebted to the conference sponsors namely the Manufacturing, Engineering and Related Services SETA (merSETA), the South African Qualifications Authority (SAQA) and PACE Career Centre, the organisers who together in the spirit of a true public-private partnership displayed the true meaning of Ubuntu which simply stated means "we are who we are because of others".

PACE Career Centre

Conference Organisers

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2011



The merSETA is one of 21 Sector Education and Training Authorities (SETAs) established to promote skills development in terms of the Skills Development Act of 1998. The 21 SETAs broadly reflect different sectors of the South African economy. The merSETA encompasses Manufacturing, Engineering and Related Services.

The various industry sectors are covered by five chambers within the merSETA: Metal and Engineering, Auto Manufacturing, Motor Retail and Component Manufacturing, Tyre Manufacturing and Plastic Industries.

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