

POLICY POINTS

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NORTH AMERICA

CANADA reviews national progress since 2003

The Canadian Forum of Labour Market Ministers (FLMM) hosted a pan-Canadian Symposium on Career Development and Public Policy in Winnipeg at the end of October 2009. Organised by the Career Development Services Working Group, the Symposium addressed the links between public policy and career guidance practice and the value of career development interventions to the achievement of public policy goals. It showcased a number of projects related to the development and delivery of quality career development services concerning issues that are of mutual interest to the federal, provincial and territorial governments. Progress and initiatives since the last pan-Canadian Symposium in 2003 were described. Data collected on the mapping of the career development sector in Canada was presented as well as good examples of practice from

across the provinces. Materials prepared for the symposium can be viewed in both French and English at: www.flmm-cds.ca

At the Symposium, ICCDPP presented the background to the reform of policies and systems for career guidance in Europe and the tools and mechanisms of different levels of European policy cooperation and coordination.

The Symposium deliberations will be used to inform the next three year action plan (2010-2013) of the Career Development Services Working Group.

AFRICA

CAMEROON – the challenges of reform in the education sector

Défis et perspectives de l'orientation-conseil au Cameroun by Richard Okene and published by Editions Harmattan, Paris (2009) traces the origins and developments of career guidance in the Cameroon over the past 60 years. The book demonstrates how rich the country is in terms of laws and government regulations governing the provision of career guidance especially in the education sector (the primary focus of the book). It explains however that the implementation of such laws and regulations stands in sharp contrast to what exists on paper. The book is written from an administrative and practitioner perspective. Little if any research is reported on the citizens' views, experiences, and expectations of the serv-

ices provided. This is all the more surprising as we learn in the text that the funding of this government provided service comes primarily from the annual fee charged by second level schools to the parents.

The provision and professionalization of career guidance in the education sector in the Cameroon have been strongly influenced by French guidance delivery approaches. It will be interesting to see whether and how the current government reforms of career guidance in the education and employment sectors in France, making such services more citizen-centred, will percolate their way to France's former colonies.



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AUSTRALIA

Career guidance and public policy goals for youth under age 25 years

The Australian Government is committed to providing opportunities and support for all young Australians to acquire the knowledge and skills they need to participate effectively in society and employment in a globalised economy.

Targets and Entitlements

To support this objective, the Council of Australian Governments (COAG) has set goals to lift the Year 12 or equivalent attainment rate to 90 percent by 2015 and improve education outcomes for those experiencing high levels of disadvantage, including young people from low Socio Economic Status (SES) backgrounds and Indigenous students. In April 2009, the Australian, State and Territory governments through the Council of Australian Governments (COAG), agreed to establish a **Compact with Young Australians** to help young people – particularly early school leavers - withstand the impact of the global economic downturn on their career and employment prospects. Under the Compact with Young Australians, young people will be provided with support to stay in, or return to, an education or training pathway. All young people under the age of 25 will be entitled to undertake an education or training course, subject to course requirements and availability, which will give them access to employment and realise their potential.

Programme Consolidation and Devolvement of Responsibilities

The Australian, State and Territory Governments have entered into a National Partnership on Youth Attainment and Transitions. As part of the Australian Government's contribution to this National Partnership, existing youth, transitions and career programs will be consolidated into two new programs from 1 January 2010 that will work together to improve Year 12 or equivalent attainment rates and support successful engagement and transitions for all young people. The programs are:

- I. A national network of School Business Community Partnership Brokers (Partnership Brokers) to build partnerships that support improved education and transition outcomes for all young people.
- II. A national network of Youth Connections providers to ensure young people at risk of not attaining Year 12 or its equivalent or making a successful transition get the support they need to remain engaged, or to reengage in education.

As these new arrangements will be implemented under a National Partnership, the Australian Government is working closely with the States and Territories to make sure the programs are flexible and responsive, avoid duplication, complement existing State and Territory initiatives, and ensure national coverage.

As outlined in the National Partnership, funding for the programs will be transferred progressively to the States and Territories as they meet the outcomes agreed under the National Partnership.

Focus on Actions and Outcomes

Indicative actions under the National Partnership Agreement include:

- Offering universal high quality individualised career development and pathways planning
- Involving business and industry and parents/families, in young people's career development
- Improving the industry relevance of career advice and tailoring of appropriately

Indicative outcomes to be demonstrated include:

Participation

- Increased participation and engagement of young people aged 15 to 24 in education and training
- Improved access to a broad range of flexible and relevant learning options

Engagement

- Improved student engagement in the learning
- Improved access to quality career development and pathways planning
- Improved early identification and support for young people disengaged or at risk of disengaging from education
- Improvements in personal skills and well-being for young people at risk
- Well established, sustainable partnerships exist between the education sectors, between jurisdictions and with schools, industry, families and community
- Improved access to quality mentoring program

Attainment

- Increased attainment of core foundation and employability skills
- Increased qualification attainment of young people aged 15 to 24 including indigenous youth

Transitions

- Increased numbers of young people making smooth and efficient transitions from school to further education, training and employment

Federal Government Role

The Department of Education, Employment and Workplace Relations (the Department) will share program evaluation findings and provider performance data with each jurisdiction and include relevant State or Territory representatives in program monitoring activities.

In addition to these new programs, the Australian Government will continue its support for the development of quality career information resources, services and standards to support the acquisition of career decision making skills.

The new programs will contribute to broader national objectives:

- Australian schooling promotes equity and excellence.
- All young Australians become successful learners, confident and creative individuals, and active and informed citizens.
- All young people gain the skills, understandings and connections, and have health and wellbeing outcomes to make successful life choices.
- Improved education and transition outcomes for young people experiencing high levels of disadvantage including those from low SES backgrounds and Indigenous Australians.

CAREER GUIDANCE NATIONAL TELEPHONE HELPLINE

The new national telephone helpline commenced in November 2009. The Department for Education, Employment and Work Relations (DEEWR) have decided to use their existing call centre to undertake this work. The call centre is run by a company called SALMAK. They are located in Melbourne.

The Communications Branch of the DEEWR is responsible for this project.

The proposed model will have its own website with links to existing websites such as Myfuture and "going to uni". The funding of this project is initially for one year. The software being introduced will be voice recognition. Call centre staff will refer clients to career practitioners where necessary.

It is expected that career practitioners will be sourced from the Careers Industry Council of Australia (CICA) association members who are qualified to undertake career counselling. Around 20 to 30 staff will be required to do this work. These consultants will operate from their home or office and hours will be flexible.

CICA have pushed for quality standards in the implementation of this project.

EUROPE

France

The French Senate has just adopted a new law on Guidance and Lifelong Learning. The law establishes the right of all citizens to lifelong guidance provided free of charge by the public service. Citizens are entitled to information, counselling and support. The service referred to in the law includes first line support by web and by national telephone helpline with referrals to face to face services where necessary. The organisations providing face to face and information services have to obtain official government recognition through meeting national quality standards for such services.

The law establishes a Délégué responsible for information and guidance answerable to the Prime Minister. The Délégué's roles include:

- establishing priorities for national policies
- establishing quality norms for careers information and guidance
- evaluating national and regional policies for educational and vocational guidance
- supporting the coordination of policies for career guidance at regional and local levels
- developing a coordination plan for national and regional levels of the actions of the national actors responsible for careers information and guidance.

The Délégué who will be nominated at the Council of Ministers will have at his disposition all the instances that provide career guidance under the authority of the ministries that are responsible for education, higher education, employment, vocational training, and youth.

A significant proportion of the law concerns the rights of different categories of the workforce to an appraisal of their skills and competences at regular intervals and of the establishment of a guidance and training passport/portfolio.

The new law has involved significant revisions of and additions to the codes of law governing education and work among others.

The full text can be viewed at:

<http://www.assemblee-nationale.fr/13/ta/ta0351.asp>

Netherlands

A meeting of an informal network of national stakeholders in lifelong guidance provision took place recently at the Ministry of Education at The Hague under the aegis of the Learning and Work Directorate. The meeting was updated on progress in implementing the recommendations

of the 2002 OECD policy review of career guidance in the Netherlands. It considered the links between workforce development and workforce preparation and undertook a SWOT analysis of the current provision of career guidance.

ASIA

CAREER GUIDANCE : A SCHOOL POLICY by Afsa Babar

Introduction

I am working for an international school that has its presence in eight countries. I am placed at the head office. In Pakistan we have 18 A level campuses and 24 O level campuses. Each O level and A level campus has its own career counsellor (In schools where the student numbers are high we have up to three counsellors) whose responsibility is career guidance and college placements. Our network is divided into three regions so the schools are divided into three regions. Each region has a regional career coordinator; the school counsellors report to their respective regional coordinators. The three regional coordinators report to the head of the career guidance and college placement program based at the head office. The entire career guidance and college placement programme at Beaconhouse School System is part of Academics. Each school counsellor draws up a career guidance calendar each year to plan activities for students. We are trying to incorporate this calendar into the academic calendar of the school. The activities planned by this department at the head office or at the regional level or in schools include:-

- Seminars of professionals
- College Visits
- Updated information of different academic programmes offered in universities
- Upcoming career trends
- Video Conference with International universities
- Arranging Internships and community service opportunities for students
- Workshops for writing a winning admission essay or personal statement
- Workshops for writing effective recommendation letters
- Inviting university representatives for Presentations and so on

The A level counsellor works very hard in guiding students about career options and for their placements in renowned universities. Students from the Beaconhouse School System have been winning places at the most prestigious universities in the world and some with 100% scholarships. Leading universities in the UK, USA, Canada, Singapore and Australia have accepted BSS students over the last five years.

The O level counsellors start guiding students from Class 8th and help them with subject options not only in O level but also in A level. This subject selection is directly linked to the career choices they make.

Parental Involvement in Careers Education

Parents are not very actively involved in career guidance activities but the need has been felt and hopefully in the years to come there will be more parent involvement. Right now the parent involvement is limited to a few parents visiting the school counsellor to discuss their child's career and future university. However I feel parents are a vast resource that can be used in guiding our students as some of them are professionals with a lot of knowledge to share with other students. I have highlighted this point in the correspondence with the regional coordinators and the school counsellors.

Employment and Monitoring of Guidance Teachers

In other schools as far as I know there is a student counsellor in every school that helps with career guidance and college placements. The activities of these counsellors are monitored by the school principals. All school counsellors in all the schools in Pakistan are paid by the schools they work for.

Initial and Continuous Training of Guidance Teachers

Though I am not aware of a network or association of school guidance teachers either at the regional or national level, The British Council does gather us occasionally for workshops and we interact with school counsellors within the city. Similarly The British Council conducts workshops in the major cities of Pakistan and that gives an opportunity for school counsellors to share their experiences. The student adviser at the American Consulate had set up an adviser's network about two years ago and all the advisers in the network met every month to exchange information. However due to security concerns the American Consulate had to limit its role and we now have no network and we do not meet every month anymore which is disappointing.

I strongly feel that these counsellors lack professional training. They need to be trained on how to assess the career interest and aptitude of students and guide them accordingly. All the resources that they have are gathered are from their research on the internet.

Teachers are trained in their respective subjects: sometimes by the school they work for which has an in-house training programme and sometimes by The British Council that imports trainers from UK and India to train teachers on marking schemes etc. However The British council has had to limit its role because of the present security threat in Pakistan and that has led to lot of foreign trainers declining visits to Pakistan.

Career guidance in rural areas certainly lags behind in the expertise, exposure and knowledge that exist in the urban areas. However, whenever training is arranged for the school counsellors, the counsellors from the rural areas travel to the big cities to gain from the workshops.

Family Influence on Career Choices

Family influence is very strong in our culture and parents do pressurize their children to get into a profession selected by them. The father in almost all Pakistani families has a stronger influence on the family. A father who is a doctor very strongly advises his son to become a doctor. Having said that times are changing and children are convincing their parents to let them enrol in academic programmes of their choice. The career opportunities are limited to a few popular fields like medicine, law, engineering (not all kinds of engineering) and business. If students get creative in their choice of career or get a degree in a very new field from a foreign university they will face a lot of difficulty in finding a job in Pakistan as professional opportunities in Pakistan are very limited.

Women and Career Choices

Women now are taking up professional degrees not just within Pakistan but are also attending foreign universities and are very actively taking up jobs in Pakistan upon completion of their degrees. There definitely has been a tremendous improvement in the statistics of working women. Though traditionally the men in Pakistan are the breadwinners, because of the high inflation, a lot of women are now supporting their husbands in raising their families.

Higher Education Guidance

The career development office (CDO) in universities arranges career fairs and interviews of their students and that is how job placements take place. The CDO very actively and promptly sends details of job openings to students via emails. Of course family contacts play a very important role but qualifications also go a long way. The role of the career guidance counsellor dwindles at the university level as students have made their choices and the role of CDO enhances at this level.

Labour Market Insertion

There is not a formal career information system in Pakistan but there are a lot of middlemen (head-hunters etc.) who play an integral role in connecting students with employers.

LATIN AMERICA BRAZIL

The Brazilian Association for Vocational Guidance (ABOP) recently held its 9th Symposium for Career Guidance in Atibaia, Sao Paulo, in combination with the 2nd Latin American Congress on Vocational Guidance. A keynote address and several workshops were devoted to the theme of career guidance and public policy. Doctoral research on federal and state

legislative initiatives for career guidance in Brazil was presented as well as the public policy background for career guidance in Mexico. Participants in the conference included elected public representatives and Federal Ministry of Labour officials. For further information visit the web site of ABOP: www.abopbrasil.org.br

NEW ZEALAND

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

To date 27 countries and international organisations have confirmed their participation in the International Symposium which will be hosted by New Zealand in Wellington, 15-17 November. The themes of the Symposium are:

- Transformational technology:** *the digital age as a lens to shape policy, practice and research*
- Prove it works:** *evidence of the impact of career information, advice and guidance in relation to a range of policy settings*
- Shifting services towards creative collaboration:** *the role of the citizen in shaping future policy and practice*

-**Culture counts:** *implications of diversity, migration and indigenouness*
-**Building on previous symposia:** *assessing progress since the 2007 International Symposium in the UK.*

Visit the Symposium web site:

http://www.avenues.co.nz/careers_symposium/index.html

► IAEVG Conferences 2009

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

For details view:

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

The Most viewed publications on the ICCDPP web site

Policy Area	Most Viewed	Number of Views	Date of Posting
1. Parents and guidance	<i>Engaging Parents in the Career Development of Young People</i>	4187	21/12/06
2. Guidance in Schools and Training	<i>Who am I ? The Inadequacy of Career Information in the Information Age</i>	4217	17/09/07
3. Guidance in Tertiary Education	<i>A Systematic Literature Review of Research into Career Related Interventions in Higher Education</i>	5201	24/08/07
4. Guidance for Young People at Risk	<i>The LEITCH Review of Skills</i>	5180	17/09/07
5. Guidance for Unemployed Adults	<i>45 Plus : Choices in the Labour Market</i>	4591	30/03/07
6. Guidance for Employed Adults	<i>An Evaluation of UFI/ Learndirect Telephone Guidance Helpline</i>	4427	30/03/07
7. Guidance for Older Adults	<i>Examining the Impact of the Educational Guidance Service for Adults to the North of Ireland Economy</i>	2708	13/08/08
8. Expanding Access to Guidance	<i>Preparing for Success : A Career Guidance Strategy for the North of Ireland</i>	4511	15/11/07
9. Guidance for Disadvantaged Groups	<i>Om bedre integration af livslang vejledning i strategierne for Livslang Laering</i>	2389	10/02/09
10. Improving Careers Information	<i>Careers and Labour Market Information in Ireland</i>	4653	15/10/07
11. Training and Qualifications	<i>A Competency Framework for Guidance Practitioners</i>	4587	15/10/07
12. Funding Career Guidance	<i>Career Goals and Education Attainment</i>	4068	29/12/06
13. Coordination and Leadership	<i>International Symposium 2007 Communique (Hebrew version)</i>	5297	04/04/08
14. Ensuring Quality	<i>A Review of Guidance in Second Level Schools</i>	4126	16/10/07
15. Assessing Effectiveness	<i>The Public Benefits of Career Development Services: a National Research Strategy</i>	4819	24/08/09

PUBLICATIONS PLACED ON THE SITE SINCE May 2009:

Adult Guidance

- *Lifelong Learning and Securing Career Path: Proceedings of EU Presidency Conference 2008*
- *Unions and Partnership : Union Learning Representatives and the Government's Skills Strategy*

Career Guidance and Public Policy

- *International Labour Organisation: Human Resource Development Recommendation 195 (2004)*
- *Social Inclusion: Origins, Concepts and Key Themes (Australian Government)*
- *Translating Career Theory into Practice: The Risk of Unintentional Social Justice*
- *L'orientamento professionale: Guida Pratica per i Decisori*

Education and Youth Sector

- *The Bordeaux Communiqué: Enhancing European Cooperation in Vocational Education and Training*
- *Hungary: Guidance Services in Basic Education and VET*
- *SZAKPOLITIKAI ÁLLÁSFOGLALÁSA AZ UNIÓS KÖVETELMÉNYEKKEL HARMONIZÁLT ÉLETHOSSZIG TARTÓ ÉLETÚT TÁMOGATÓ (PÁLYAORIENTÁCIÓS) TANÁCSADÁSI/ ORIENTÁCIÓS NEMZETI RENDSZER KIALAKÍTÁSÁRÓL*

Evaluation Studies

- *Careers Wales: A Review in an International Perspective*
- *Careers Wales: A Comparative Analysis of Performance 2005-8*
- *Kosovo : Career Guidance Policy and Practice Review*
- *One Year On : An Outcome Progress Report and Review of the Process of the 4th International Symposium on Career Development and Public Policy (2007)*
- *The Intermediate Impacts of Advice and Guidance/ Summary of Research*

- *The Intermediate Impacts of Advice and Guidance: Research Report RR638 Local Variations: A Study of New Arrangements for Career Services for Young People in England*

National Coordination

- *Création et Développement de Forums Nationaux sur la Politique d'Orientation Tout au Long de la Vie*

National Strategies for Career Guidance

- *Venezuela: Sistema Nacional de Orientacion*
- *Policy Statement on National System for Lifelong Guidance in Hungary*
- *Australia: National Partnership Agreement on Youth Attainment and Transitions*

Quality Assurance

- *Report on the Quality of Guidance Provision in One Second Level School in Ireland*
- *Looking at Guidance: A report of the Inspectorate of the Department of Education and Science, Ireland*
- *Linking the Climbing Frame and the Matrix Standard for Information, Advice and Guidance Services*

Tertiary/Higher Education

- *Future Fit: Preparing Graduates for the World of Work*

World Region Country Comparative Studies of Policies for Career Guidance

- *De la Politique à la Pratique: Une Evolution Systémique vers l'Orientation Tout au Long de la Vie*
- *In Demand: Career Guidance in EU Neighbouring Countries (ETF)*
- *Career Guidance Policies: Global Dynamics, Local Resonances*

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Languages of the Web Site:

At present we have material in Danish, English, Finnish, French, German, Hebrew, Portuguese, Slovak, Italian and Spanish.

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HAVE YOU GOT NEWS FOR US?

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

Let us know of:

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

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

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