

POLICY POINTS

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LEARNING FOR JOBS – POLICY POINTERS FOR CAREER GUIDANCE FROM THE OECD REVIEW OF VET

The OECD has just issued a final comparative report from its Learning for Jobs vocational education and training (VET) policy reviews. Initial VET has a key role in delivering high-level workplace skills to support economic growth. This OECD study was designed to help countries make their VET systems more responsive to labour market needs. 14 OECD and two non-OECD countries have been reviewed. Key policy recommendations include:

- Providing the right mix of skills for the labour market
- Reforming career guidance to deliver effective advice for all
- Ensuring teachers and trainers are well-prepared with industry experience
- Making full use of workplace learning
- Developing tools to engage stakeholders and to promote transparency.

With respect to career guidance provision, the following pointers are given:

- Develop a coherent career guidance profession, independent from psychological counseling, and well-informed by labour market information.
- Provide adequate resources for career guidance and its pro-active delivery.
- Ensure an independent base to support objective career guidance.
- Provide good sources of information about careers and courses.
- Build a comprehensive framework of guidance through partnership with employers.
- Ensure that career guidance initiatives are properly evaluated.

These pointers echo many of the recommendations arising from the OECD review of policies for career guidance 2001-03. The main recommendations were picked up by the European Ministers of Education in 2004 and 2008 and have been the subject on on-going development by the European Lifelong Guidance Policy Network. The challenge of change still remains for many countries in Europe and beyond.



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INTERNATIONAL SYMPOSIUM 2009 – FOLLOW-UP

PROVE IT WORKS!

Follow-up to the 2009 International Symposium on Career Development and Public Policy held in Wellington, New Zealand.

The issues of accountability and of developing an evidence base for the impact of career guidance services and interventions in supporting public policy objectives are growing concerns in different parts of the world.

Arising out of the IS 2009 International Symposium Communiqué <http://www.iccdpp.org/Resources/ArticlesRepository/tabid/92/articleType/ArticleView/articleId/166/Default.aspx> a Working Group has been established to progress knowledge, and to support experimentation and international collaboration. Co-ordinated by ICCDPP, the countries involved are Canada (lead), USA, Finland, UK, and Australia. You can follow the activities of this Work Group on <http://iccdpp.org/Forums/tabid/76/forumid/71/scope/threads/Default.aspx> where you will find records of their meetings, and documents and views that they are exchanging. If you wish to join or contribute to this group please contact jmc@iccdpp.org

TRANSFORMATIONAL TECHNOLOGY

Advances in technology are reshaping the nature of the delivery of career guidance services in many countries. A Work Group on this theme arising from the IS 2009 International Symposium Communiqué (link) has recently been formed with ICCDPP acting as coordinator. Countries involved are New Zealand (lead), Australia, Finland, and USA. A Forum for the Group's work (ideas, documents, opinions) can be viewed at <http://iccdpp.org/Forums/tabid/76/forumid/70/scope/threads/Default.aspx>. If you wish to join or contribute to this group please contact jmc@iccdpp.org

AFRICA

BOTSWANA

The lack of assertiveness of policies for career guidance in the education sector was one of the issues highlighted at the recent Botswana International Counselling Conference. There appears to be a gap in policy understanding and communication of the role that guidance plays in supporting lifelong learning and boundary less careers both from a policy and user perspective. This gap is also reflected in the absence of links between the new Botswana Excellence Strategy and career guidance programmes in schools.

EGYPT

The draft policy paper and 'Proposal for introducing career guidance in Egypt' was discussed, amended and approved in a political meeting of high-level policy makers (Undersecretaries of different Ministries) and in a more technical workshop of the National Task Force (NTF) on career guidance (around 25 key people) in late 2009. Sub-titled "The need for a strategic and integrated approach to career guidance development", the paper provides the rationale for the introduction of career guidance services for young people in Egypt, particularly within the context of pre-university and technical education reform, and outlines possible delivery models, taking into account priorities and timeframes. Recently the final version has been sent to the (new) Ministers of Education, Higher Education, Manpower and Migration, and Trade and Industry, and to the donor community in Egypt.

RWANDA

The Ministry of Education is planning to introduce career guidance in schools to encourage girls to enroll in science and technology disciplines. The Minister of Education, Dr Charles Murigande, said the career guidance training will be introduced to motivate students, especially girls, to choose science subjects and courses of value in secondary schools and higher institutions. "We have already introduced this system at Kigali Institute of Education; students studying education are being trained to offer career guidance counselling and by the time they complete, they will

Africa update continued

be in position to encourage girls in primary and secondary schools to consider science subjects,” according to the Minister. He added that the training will also centre on gender-inclusive education for tutors in teacher-training institutions and in-service training for teachers in primary and secondary schools, hence mentoring to encourage girls to realize that they can succeed in science-related careers. (From The New Times newspaper, Kigali).

SOUTH AFRICA

The South African Qualifications Authority (SAQA) in partnership with the Department of Higher Education and Training has established a career advice helpline to serve South African citizens. This helpline, called the NQF and Career Advice Helpline, is a national share call line that can be used by anyone who needs to make career choices. This means that anyone who seeks advice, be it a school leaver, someone waiting to embark on a career change, or a person who has retired and wants to come back to the world of work, is given information, advice, and support in career and study planning. Its aim is to provide empathic and accurate advice to sufficiently equip learners to make informed decisions and assume greater responsibility for their career paths. The establishment of the career advice helpline follows the Minister of Higher Education and Training Dr. Nzimande’s 2010/11 budget speech announcement of a national career advice helpline that SAQA would implement.

<http://www.careerhelp.org.za> <http://www.saqqa.org.za>

ASIA

JAPAN

Career “consulting” has been promoted by the Ministry of Health, Labour and Social Welfare in the past ten years as a means to support the career formation of workers and the requirements of enterprises, particularly for workers in mid-career and for older workers. This is in response to major labour market changes in Japan that has seen increases in the proportion of non-regular employment, decreases in new graduate intake, especially from high school, with corresponding increases in youth unemployment and in the number of non-regular (part-time and casual) workers. The occupational exploration period for young people entering the labour market has become extended. Enterprises now expect workers to be responsible for their own career development; at the same time a number of large size enterprises have introduced an in-house system for career development.

A conceptual model for career education from elementary to high school was developed and implemented by the Ministry for Education, Culture, Sports, Science and Technology. Universities have also increased career development support to assist transitions from higher education to employment. There is still a significant gap in home-grown training provision for career consultants and for career guidance teachers in schools, particularly training that takes into account the traditions, societal and work values of the Japanese people.

KOREA

The 2010 International Career Education Conference was held on May, 2010 in Kyung-Joo, Korea organized by Korea Career Education Association, the Office of Education of Kyung-Joo, KRIVET(Korea Research Institute for Vocational Education & Training) and KEIS (Korea Employment Information Services). Participants were enabled to view comparatively career education theory and research in Finland, Japan, Korea, New Zealand and USA and to consider their implications for policies and provision.

Korea also hosted the fourth annual Global Human Resources Forum with the theme of Creative Education for All, organized by the Ministry of Education, Science and Technology, the Korea Economic Daily, and the Korea Research Institute for Vocational Education and Training. Policies for career guidance were given a distinct track at this Forum under “Strategy for connection between creative education and the labour market”. ICCDPP presented in this track.

KYRGYZSTAN

A Concept Paper on a ‘New Guidance System in the Kyrgyz Republic’ has been developed under the leadership of the Information and Consulting Centre (ICC) of the Ministry of Labour, Employment and Migration of Kyrgyzstan in 2009, supported by the European Training Foundation (ETF). The new guidance concept was close to adoption

Asia update continued

by the government before political instability affected the country and led to a new interim government. Elections for a new government have just taken place. The concept paper foresees improved interagency mechanisms for cooperation in guidance, creation of a guidance services infrastructure including a monitoring system of guidance services, development of updated career guidance methodology and materials, of guidance service standards, improved labour market and career information and training of practitioners. An inter-institutional workshop held on 'Stakeholder involvement and policy coordination in career guidance' (15-16 March 2010) paved the way for stronger cooperation between the education and employment sectors. Kyrgyzstan is keen to learn from international and European experience.

ASIA/PACIFIC

AUSTRALIA

VICTORIA STATE: The Department of Innovation, Industry and Regional Development and the Department of Education and Early Childhood Development released a discussion paper on the youth transitions system. In Victoria, research indicates that the provision of career development services

for young people is better than in other Australian States and that there are many examples of good practice, but the quality of these services is uneven. Participation in career guidance activities is almost universal for senior students. However, the range of careers services provided to students in

Years 7–9 is more limited, and affects early school leavers disproportionately. Research also shows that a significant proportion of young people are not making education choices that match their career aspirations. The discussion paper proposed a number of ways in which the Victorian Government can ensure that all young people acquire the knowledge and skills to make a successful transition from compulsory schooling to independent adult working life.

New programmes in Victoria will focus on:

- strengthening the connections between education and work through workplace learning coordinators
- improving career development through the establishment of a careers curriculum
- targeted careers mentoring
- introducing a careers coach in each DEECD region
- providing intensive support to new apprentices to encourage and increase the rates of completion
- supporting Koorie students to continue in school and to make effective transitions from education and training into employment.

NEW ZEALAND

The New Zealand Council for Education Research (NZCER) has recently completed a study on the significance of networks and networking for careers advisors in schools and the career education system. The study, part of the Education Employment Linkages (EEL) research programme, found that supporting young people in modern, knowledge societies require different school structures and different knowledge and expertise from that which most careers advisors actually have. Many struggle to manage a growing range of working relationships and larger than ever volumes of constantly changing information.

The study examined the way that some careers advisors have addressed these challenges by forming dynamic, decentralised, cross-linking, networks alongside and outside of existing organisational structures. The networks include school advisors, careers practitioner associations, and policy developers but crucially also a range of people

Asia/Pacific update continued

formerly considered peripheral to career education - industry consultants, administration support staff, and community coordinators.

The report discusses four specific implications for policy:

1. The value of networking in career education needs recognition because it is now impossible to conceive of a successful career education programme in a school without it. Given that outdated forms of career education are still favoured in many schools and that networking is often understood as a personal rather than professional activity, it is likely that networking is undervalued in terms of time and resources allocated to it as an activity. Without recognition, it will remain an unofficial response to structural/systems deficiencies.
2. Networks need to be understood as critical for learning and building communities of practice. They are an efficient way to create an environment of continuous professional development and provide a space for the informal and highly contextualised learning of everyday life and work to be integrated into more formal career education activities.
3. "The community" in communities of practice and network participation needs redefining because schools increasingly work closely with family, employers, industry bodies, tertiary education organisations and other agencies outside of the school, and these people are moving into being career education collaborators and knowledge generators.
4. The selection and training of careers advisors and administrative support staff is critical in a weakly professionalised career education system with schools that develop their own individual school criteria for the careers advisor role. Network-building and networking require a high level of interpersonal skills, relationship management, and knowledge management. If the whole-school approach to career education recommended by the New Zealand Ministry of Education and Career Services is to be taken seriously, then in-school networking is more important than ever and the issue of excluding administration support staff who are not qualified teachers from curriculum committees and school leadership activities is an issue that must be addressed, particularly since they play an important role in connecting schools with other community members such as employers.

The report is available from <http://www.nzcer.org.nz/pdfs/career-education-networks-eel6.pdf>

MIDDLE EAST

QATAR

The very successful Qatar Career Fair held in Spring of 2010 (the 3rd round after 2007 and 2009) was the result of a national partnership involving government ministries and entities, public and private sector employers, and national education and training interests.

There have been on-going discussions among the partners since then on the shape of future career guidance provision for Qatari nationals, both youth and adults.

Qatar Career Fair (www.qatarcareerfair.com.qa) is a member of Qatar Foundation for Education, Science and Community Development (www.qf.org.qa).

ARABIC VERSION OF EC/OECD PUBLICATION: CAREER GUIDANCE A HANDBOOK FOR POLICY MAKERS

The Qatar Foundation has recently and for the first time translated the European Commission - OECD joint publication into Arabic. This initiative, welcomed and approved by both the EC and OECD will be of great benefit to policymakers in all Arabic speaking countries. Electronic copies of the translation may shortly be downloaded at the abovementioned Qatar Career Fair website.

EUROPE

CROATIA

In the Republic of Croatia information, guidance and counselling services are provided within different sectors of employment and education. Guidance services are also provided by some private institutions, as well as nongovernmental sector. In Croatia, there is no national body responsible for monitoring of the system of vocational guidance services. Lately, there is initiative of establishing National Forum for lifelong guidance (EU IPA projects), proposed by Croatian Employment Service in partnership with some other relevant stakeholders.

Vocational guidance in the Republic of Croatia is delivered to a wide range of clients: unemployed people and other job seekers, employers, students and pupils and all other clients who need help in choosing appropriate education or employment. Work with the unemployed people is mainly focused on informing, counselling services and skills developing for active job searching (different types of workshops and trainings for the labor market needs).

Preventive activities and early interventions with young people (pupils, students and first time job seekers) are one of the key concepts of the educational and vocational guidance model in Croatia led by Croatian Employment Service (CES) in partnership with schools. Multidisciplinary team approach (CES, Ministry of science, education and sport and other relevant partners) in educational and vocational guidance is recognized as one of the key reasons for low dropout rate in the Republic of Croatia (It is estimated that there is only 3-5% of drop outs from the secondary school).

Taking into account CES long tradition in providing guidance services to different target groups (since 1931), developing quality standards of the services, evaluation, monitoring the services, surveys and constant upgrading the system, setting up different initiatives in the field of vocational guidance, CES is recognized as being a main stakeholder of systematically organized activities in vocational guidance in Croatia.

Ministry of science, education and sport is also providing services of vocational guidance to basic and secondary school pupils and students. There are good examples of vocational guidance practice well up to European standards undertaken by individual guidance practitioners in educational system, but due to the lack of a common approach and quality standards of the vocational guidance in educational system, there is inefficient use of guidance resource in primary and secondary schools.

In the proposed IPA project, mentioned above) it is also planned to make an overview of the existing legislative basis for service provision and to set up new legislative framework for career guidance in Croatia. It is also planned to establish seven pilot centres for lifelong career guidance in different parts of Croatia that will be situated outside the CES for a wide range of clients, according to the specific local needs.

Recently, some universities in Croatia have begun to develop centres for vocational guidance (TEMPUS project - four Centers for vocational guidance in Croatia: Zagreb, Osijek, Rijeka, Dubrovnik. There are other partners in the field of vocational guidance, such as Chamber of Crafts, which is responsible mainly for promoting occupations for which there are labour market shortages (together with employers and schools), as well as VET and adult education agencies.

CYPRUS

An external review of policy and practice for career guidance provision under the Ministry of Education and Culture has been published. Recommendations for improvement included more clarity on the role and function of guidance practitioners in schools and on their management; more use of ICT; increased use of career education, establishing post-graduate training in Cyprus for guidance practitioners and broadening the entry base to the profession; more coordination between the ministries of education and labour, especially through the newly established National Guidance Forum; and moving towards a lifelong model of guidance provision, taking adult needs into account in the context of workforce development.

ENGLAND (UK)

A new careers service for adults has been launched in England. Named Next Step, it has been formed by integrating the telephone- and web-based Careers Advice Service (formerly Learndirect Advice) with the existing face-to-face Next Step services.

Europe update continued

The major partner in the new coalition government, the Conservatives, included in their election manifesto plans to develop an all-age careers service in England, to mirror the all-age services already established in Scotland, Wales and Northern Ireland. Their junior coalition partners, the Liberal Democrats, also indicated their pre-election support for the proposal, but it was not included in the hastily assembled formal coalition agreement, and its future is currently uncertain.

Meanwhile, the effects of the new government's severe cuts to local-authority funding are leading in many areas to substantial reductions in the Connexions service for young people. There are fears that this, together with the government's general policies for greater school autonomy, could lead to services for young people being located in future in schools rather based on partnership between schools and an external service – which international studies have shown to be the stronger model.

A key issue, therefore, is whether the proposed all-age service, incorporating the new service for adults, will be introduced before the erosion of the service for young people on which it needs to build.

Linked to the preparations for the new adult service, a review of qualifications and of initial and continuing training arrangements for career practitioners has been carried out by Lifelong Learning UK. The outcomes of this review extend to services for young people as well as adults, and apply across the UK. In addition, a Government Task Force on the Careers Profession, established by the previous Labour government, is due to report in the autumn.

GERMANY

The OECD, as part of the Learning for Jobs series, has just published a review of Vocational Education and Training Systems (VET) in Germany which examined its strengths and challenges and made policy recommendations. Concern was expressed in the report at the high variability in the quality of career guidance provision across the Lander, leading to a policy recommendation to fix lead responsibility for careers information and guidance into a single government agency in order to deliver well-informed guidance to all citizens. It also recommended a structural reform of the dual VET system to facilitate effective career choice.

HUNGARY

Since 2008, Hungary has been undertaking a systematic attempt to develop an infrastructure for a lifelong guidance system across education and employment sectors, drawing on international guidelines and resources (EU, EC, OECD, ILO). Linked to initiatives of the Hungarian Lifelong Guidance Council, the project funded through the Social Renewal Operational Programme, has focused on developing a national web portal, networks of guidance professionals and other practitioners, and training to extend those networks. A recent evaluation report of this first phase of development may be downloaded from: http://internet.afsz.hu/resource.aspx?ResourceID=tamop222_kapcsolodo_tonywatts_angol

SERBIA

The Government of the Republic of Serbia adopted a 'Strategy of Career Guidance and Counselling' in March 2010, based on the already initiated activities of modernisation and improvement of vocational education and training, adult education and on reform process in the field of employment. The strategy aims to contribute to human capital development, social inclusion and social equity, and in particular to tackle the high youth unemployment rate in the country. As an integral part of the strategy, an 'Action Plan 2010-2014' foresees the opening of experimental career guidance and counselling centres in primary, secondary and higher education institutions; the creation of a National Programme for career guidance and counseling; the establishment of a national resource centre for guidance; mobile services for rural areas; career information info-points; piloting a centre and services for young talented people; staff development; and creating cooperation protocols between key actors in career guidance and counselling. The strategy recognises different sources for funding the implementation, ranging from state budget for education and employment, redistribution of funds in favour of career guidance, budget of local self-government units, funds from the European Union and other donors.

KOSOVO

Career guidance services in Kosovo practically did not exist to support a more effective transition from general to vocational education or to help to explore the world of work. However, the most recent innovations that were introduced in career guidance in the education sector in Kosovo are promising. Among them are: (a) the designation of grade nine as an 'orientation' year aiming at orienting students to consider different options in academic and career terms; (b) the piloting of career education in grade nine to help students to get more information about the world of work and to develop their career management skills; and (c) as part of a 'Career Guidance Week' a 'Girls' Day' with elements of work-shadowing aimed at helping female students from lower secondary schools to overcome gender stereotypes regarding professions and to explore their career options in 'typical' male professions.

SOUTH AMERICA

BRAZIL

The partnership between the Brazilian Association of Career Guidance (ABOP - Associação Brasileira de Orientação Profissional) and the Ministry of Labour and Employment (MTE - Ministério do Trabalho e Emprego) was started during the ABOP Symposium in October 2009 by a preliminary meeting with the Coordinator of Career Guidance from the Ministry of Labour and Employment, Ana Paula Silva. She asked ABOP to send a formal request for an audience with the secretary of public policies of employment.

This audience took place in December 2009, in which the secretary of public policies of employment expressed his interest in establishing a cooperation agreement with the ABOP and informed that there was already legislation on career guidance at two programmes of the MTE: National Qualification Program and National Program of Employment, Work and Income. However, there has been no institutional material produced on the operation of this legislation yet.

Furthermore, the Ministry reported that a Brazilian university had held an external evaluation of all legislation from the Secretariat of Public Policies of Employment. The main results of this evaluation were sent to the ABOP.

The MTE, because of the elections that will occur in October 2010, has undergone many changes in its personnel, and a further meeting only took place in May 2010 with representatives of various sectors of the Secretariat of Public Policies for Employment. At this meeting, the ABOP presented a "Proposal for Consultancy in Public Policies of Career Guidance", taking as a basis the existing legislation and the results of the external evaluation. In summary, this evaluation noted that the main challenge would be to build the promotion of integrated actions of qualification, guidance and replacement for the labour market, and a more efficient and effective systematization of occupational information. Besides that, the offer of systematized career guidance was pointed out as a main goal.

At the conclusion of the meeting an official cooperation agreement between ABOP and the MTE was proposed, to start in July 2010 and to last until November 2011. In this agreement, ABOP will undertake the following tasks:

- Provide consultancy on the working up of principles and methodological guidelines for the National Qualification Program and the National Program of Employment, Work and Income;
- Monitor the implementation of these guidelines;
- Make a joint assessment of this implementation with the Secretariat of Public Policies of Employment;
- Organize the publication of this material, which will be a reference material for the MTE.

The ABOP is currently preparing this material and waiting for the Minister of Labour to receive us for the official signature of the cooperation agreement in late August 2010.

NORTH AMERICA

USA

A research brief on establishing accountability metrics for evaluating the impact of career guidance services on academic, career development and workforce readiness outcomes has recently been published. View it on the ICCDPP Forum "Prove It Works": <http://iccdpp.org/Forums/tabid/76/forumid/71/threadid/63/scope/posts/Default.aspx>

CANADA

Since the International Symposium of 2009, renewed efforts have been taking place to build an evaluation culture into career development practice with leaders of professional associations. This has also been a stimulus for the formation of the first Canadian Council of Career Development Associations. Work is ongoing to test an evaluation framework for career development services in order to produce a common set of indicators usable across sectors, agencies and provinces. Two provinces (New Brunswick, Saskatchewan) have engaged in the first phase of a Common Indicators Project. For the full report, see: <http://iccdpp.org/Forums/tabid/76/forumid/71/threadid/62/scope/posts/Default.aspx>

INTERNATIONAL POLICY NETWORKS

EUROPEAN LIFELONG GUIDANCE POLICY NETWORK (ELGPN)

The ELGPN has just published the results of its work of the past two years. The themes it addressed were: teaching career management skills; broadening access to services; improving national coordination and cooperation; assuring quality of services and products; and developing an evidence base. It also undertook EU policy monitoring activities and examined the role of EU funded guidance projects in supporting national policy development. The long and short versions of the report may be downloaded from <http://elgpn.eu>

PACIFIC CAREERS NETWORK (PCN)

The network was established at the Fifth International symposium on Career Development and Public Policy from the 14-17 November 2009. The vision of the Network is to:

"Provide Pacific people with a better quality of life."

The Pacific Careers Network is intended to create opportunities for Pacific countries to advance social and economic goals through effective career development services and frameworks. Coordinating agencies, the South Pacific Board of Education Assessment and Career Services New Zealand, are seeking to achieve this through:

- building research and professional practice capability among Pacific nations on the efficacy of career development in a Pacific context.
- Informing government policy through research and best practice models on career development that meets social and economic priorities and employment needs.
- Having access to international networks and organisations working in the area of career development.
- Sharing resources and information about career development.

The network member nations are Samoa, Tonga, New Zealand, Niue, Solomon Islands and the Cook Islands. ICCDPP has provided PCN with a web communication tool (forum) to support it in achieving its aims. See <http://iccdpp.org/Forums/tabid/76/forumid/75/scope/threads/Default.aspx>

ICCDPP BOARD NEWS

Ms Margaret Kelly, Principal Officer at the Department of Education and Science in Ireland, has resigned from the International Executive Board of ICCDPP. Margaret was a founding member of the Board in 2006. She has been replaced by Dr Tibor Borbely from the Ministry of Labour, Hungary.

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Have you got news for us?

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 news@iccdpp.org. The description, duly acknowledged, will be edited for insertion in the ICCDPP Newsletter and also for GLEN.

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 assessed; Publication@iccdpp.org