

**FOLLOW-UP REPORTS**

**INTERNATIONAL SYMPOSIUM ON CAREER DEVELOPMENT AND PUBLIC  
POLICY, WELLINGTON, NEW ZEALAND 2009**

**REPORTS OF THE INTERNATIONAL WORK GROUPS ESTABLISHED TO  
FOLLOW-UP THE THEMES:**

**1. TRANSFORMATIONAL TECHNOLOGY**

**2. PROVE IT WORKS**

**FOR:**

**THE PARTICIPANTS OF THE INTERNATIONAL SYMPOSIUM ON CAREER  
DEVELOPMENT AND PUBLIC POLICY, BUDAPEST, HUNGARY,  
DECEMBER 2011**

**INTERNATIONAL CENTRE FOR CAREER DEVELOPMENT AND PUBLIC POLICY  
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## TRANSFORMATIONAL TECHNOLOGY

The Work Group shared knowledge, experience and expertise on this theme. It identified 11 areas for consideration:

- access
- the pedagogy of virtual careers learning**
- purpose and use of emerging technological tools**
- use of social media**
- organisational competence and interest**
- practitioner competence**
- practitioner training**
- citizen/user competence**
- evaluation**
- citizen/user involvement**
- policy maker interest.**

This report is structured according to those sub-themes.

### **1. Access**

In the first instance citizen access to virtual career development service delivery is enhanced or limited according to government investment in and the roll out of broadband and in ICT infrastructure development for all public services. In policy terms, virtual career development service delivery should be seen as part of improving access and providing equitable access to all public services for citizens and not as a separate special treatment. Virtual career service delivery is particularly useful in both urban and rural settings to address contextual challenges in service delivery, and in reducing traditional temporal limits for services. Equity of access also refers to how individuals and groups in society can own/access hardware devices that enable them to connect with virtual services. If and where equitable access exists, there is still the challenge of the knowledge, skills and competence of the end-user.

Access also has the connotation of easy to use systems that are user friendly and intuitive, and of accessibility for those with special needs e.g. disabilities, and of availability in different languages. Service providers have a support role in accessibility and induction (user guides, remote support etc).

### **2. The pedagogy of virtual careers learning**

Virtual career services should be based and built on learning and development models. However, little attention has been paid to date by the academic community to the pedagogy of virtual careers learning. There is a need to develop a common language, lexicon and taxonomy for this approach. There is a need to discover how to effectively blend virtual careers learning with other forms of careers learning, and how to optimally blend different forms of virtual services: e-mail, web chat, SMS, telephone. There is a need for action research on the pedagogy itself and for the development of theoretical models.

### **3. Use of emerging technological tools**

Web 2.0 refers to web applications, principles and practices that facilitate participatory information sharing, interoperability, knowledge generation/development, user-centred design, and collaboration on the World Wide Web. These include social networking e.g. Facebook; social bookmarking sites e.g. Delicious; virtual worlds e.g. Second Life; virtual learning environments e.g. Moodle; wikis e.g. Wikipedia; blogs; and chats. The challenge for career development service delivery is why and how to be present in these multiple channels for different target audiences and how to train staff for such delivery. Facebook continues to be in the top 5 highest web referral sources for Careers NZ. Its *Spring Clean your CV* campaign on Facebook received a huge response. The E-Guidance Centre in Denmark will integrate Facebook as a fifth medium in early 2012. Australia has hosted a Virtual Careers Fair for Graduates that included webinars and skype conversations with employers, videos, jobs, careers advice, online CVs, and employer compatibility test.

One key to successful citizen usage of the public services on the web in general and of career development services in particular is to keep things simple. Simplicity in this context has several meanings:

- clarity of purpose for providing the online service,
- the learning/support design of the service,
- how/what/when/where various service functions are presented/supported, and
- the extent to which a portal is self-directed or inclusive of needs assessment, guidance support, or intervention.

All of these aspects overlap with online career learning pedagogy (see Section 2 above). Many national, regional and local portals for career development services may need to be redesigned.

Given Cloud potential such as for storing e-portfolios, there are still some issues concerning data privacy, confidentiality, ownership, control and security of storage, and long-term hosting and maintenance costs.

Web 2.0 applications also have much potential for guidance practitioners and researchers to work collaboratively, to generate and develop knowledge, to share data, to learn from each other and to enhance research undertaking and outcomes, for example in developing an evidence base at local, regional, national and international levels.

Thought needs to be given to the pedagogical affordances of hand-held devices such as mobile technology and electronic tablets and their place in career delivery services, and to develop career guidance apps.

Whose role is it to promote/stimulate citizen use of technology to access public services in general and career development delivery services in particular: policy makers, career development delivery agencies, guidance practitioners? (From an Australian perspective, for example, teachers are considered to have a key role to

activate students to use self-help resources on the web). There is little evidence of national strategies for use of the internet for public services that include career development services as a component. There are examples of national virtual careers services in UK, NZ, Australia, Denmark, France and South Africa, all at different stages of development and scale. In the absence of national strategies, innovative pockets of virtual career development activity have arisen targeted at select groups. They are not a substitute for a national strategic approach.

#### **4. Using social media**

This is a new space for policy makers and other key decision-makers. They are often not aware or confident of its potential, so there is a need to scope risk management strategies and to have agreement on levels of risk from decision-makers when moving career delivery services to use social media space. The NZ government recently issued draft Social Media Guidelines for all government services to support quality of delivery of such services through social media spaces. Virtual career presence means significant change management with a range of stakeholders.

But entering social spaces is not without challenges. Social media interventions have to be almost immediately meaningful and pertinent to space users. Establishing credibility in one space through brief interventions can result in enticing users to web spaces where their career competency can be built. Another interesting social media development is the emergence citizen-led communities of practice that are largely supported / facilitated by career practitioners but not 'owned' as such. Both these two points create great opportunities for practitioners and have implications for practice, professional development.

The use of social media for career service delivery is also a new space for practitioners who need to gain competence and confidence in using such spaces. Different social spaces require different principles, strategies and skills for service offers. Outcome measurement is a challenge.

Furthermore, social media can be exploited as a means of feedback on existing policies and delivery systems for career guidance, and as a means of policy and delivery co-construction and evaluation with stakeholders (citizens, policy makers, researchers, practitioners).

#### **5. Organisational competence and interest**

Career development services have traditionally been provided in organizational settings e.g. schools, tertiary education, adult education, public employment service, non-government organisations. The extent to which traditional careers provision can embrace virtual careers provision in a blended approach is a function of how virtual learning in general is perceived and valued by the organizational setting itself and the resources allocated to this (which in turn is a function of how policy makers perceive virtual learning and develop policies and allocate resources to promote it).

In British Columbia (BC), Canada, for example, Training Innovations, a private sector organization specializing in virtual careers service delivery, is currently gearing up to train 16 other organizations also involved in third-party government delivery, in online service delivery, using an online delivery pedagogy for the new Employment Program of BC. Through this process, it is identifying many organizational areas that need attention in terms of training. While online practitioner training is an obvious need, there are other very important organizational capacity building needs such as for supervisors of the online practitioners; for the management of the organization to understand and champion the service model; for the administration to register staff for the service; and for the management / communications staff to effectively explain the service model. If any of the 16 organisations wishes to customize the learning units already developed by Training Innovations, they will need someone with instructional design skill who is well versed in career/employment development content.

## **6. Practitioner competence**

There is commonality in some of the competences and skills that practitioners use in working with citizens in both virtual and physical settings. Some practitioners are more at ease with one or the other type of delivery setting and, according to the experience of Careers NZ, this is not age related as one might expect.

Several associations of career professionals e.g. the Careers Industry Council of Australia, mention competence in virtual career service delivery in their practitioner standards/competence profile but this is an association statement than a government requirement. The Canadian Council of Career Development Associations and the ICG in the UK are in the process of defining/redefining practitioner competences and virtual career service delivery will become a core competence. As with Australia, it is not yet a government requirement. The question is still open in many countries as to whether this is a core competence or a specialist competence. This competence includes:

- the knowledge of how to choose an appropriate technology to suit a particular purpose and need (e.g. establishing the needs of a client and assessing how technology can assist in addressing that need – the pedagogical affordances of the technology and technology enhanced learning; and how to create a meaningful and engaging learning experience for the user)
- how to identify websites that provide accurate, reliable and valid information, and
- how to teach young people and adults to use virtual career resources (part of career management competency skills).

The National Career Development Association (USA) appears to be the only association of professionals that has produced a comprehensive set of guidelines<sup>1</sup> for the practice of virtual career service delivery. Other associations need to revisit their codes of ethics to include virtual career delivery practices. This has happened already

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<sup>1</sup> *Use of the internet for delivery of career counseling and career planning services*  
<http://associationdatabase.com/aws/NCDA/pt/sp/guidelines>

in British Columbia, Canada. Again these are industry statements, not government led or government requirements.

A big challenge is to change the attitudes of existing practitioners (and their managers) to virtual career development service delivery, in particular to its pedagogical value, application, and impact for career learning, based on good pedagogical programming and design. In-service training in virtual delivery e.g. in the use of social media for guidance, is often provided as an option at training events organized by associations of professionals, and good interest is reported in Canada and UK among others. But it is still an exotic topic to be heard rather than a core competence to be acquired. Careers NZ has a core group of on-line delivery experts “early adopters” who act as champions of this form of delivery both within its organization, at national level, and who share their learning and experience with practitioners in Australia and elsewhere.

### **7. Practitioner training in virtual career service delivery**

The methodology and curriculum of initial training programmes for guidance practitioners worldwide has in general little to offer or to say about this competence. In most training programmes, technology is not embedded across the curriculum. At best virtual careers service delivery is a topic to be studied rather than a competence to be learned. Students show more interest in this delivery method than staff (who appear to lack knowledge about this competence). Little or no attention is paid to virtual career guidance service delivery and to the use of new media. Neither are they the object of academic research. Training is too focused on one to one physical interviews. There is an urgent need for trainers to bridge the gap between the field delivery development and the actual training that they offer.

However, a few good examples of new practice in initial training are emerging such as at the University of Jyväskylä in Finland. The skills and willingness to apply ICT in one’s work and to be capable of developing web-based counseling is an explicit outcome of its practitioner training. The training programme is managed on a web-based platform and during the programme the experience of the use of the platform is converted to a practitioner competence to use ICT in their practice. This process is supported with an e-portfolio in which the students reflect how they will improve this competence area

In NZ and Denmark, all training in virtual career service delivery has been designed and delivered in-house at Careers NZ and the National E-Guidance Centre. In Canada the private sector has led the way in both virtual career service delivery and in training practitioners. Practitioners need to be trained in brief intervention approaches and in mental model orientation.

Associations of professionals offer continuing professional development (CPD) training in virtual career service delivery as an option at occasional national and regional training events. CPD participants often express a desire to learn more e.g. on integrating virtual and physical services, on facilitating delivery, on supervision of

delivery, and on impact evaluation. However most of this type of training offers little opportunity for follow-up for competence acquisition after the training event.

### **8. Citizen/user competence**

In Finland according to the national core curricula, pupils have to be introduced to the existing online career information and career resources as a compulsory element of the education, before the completion of the comprehensive education. After they complete the comprehensive education they are aware of the existing services. They are introduced to the minimum quality criteria for the online services. In order to make well informed and well thought through decision and plans citizens must have the skills to evaluate the validity and impartiality of the information. The capacity to critically use the internet is considered a competence of lifelong learning in Finland.

### **9. Evaluation**

It is important to record and to showcase good examples of the evaluation of virtual career services and to disseminate these internationally.

### **10. Citizen/user involvement**

It is important to record and showcase good examples of citizen/user involvement in the design, process and evaluation of virtual career services, and to disseminate these internationally.

### **11. Policy maker interest**

Policy maker interest in this area so far has ranged from lack of knowledge to “information happy” approaches. At the same time governments have E-governance strategies and guidelines for public services. In policy terms, virtual career service delivery has not been seen to be part of the general strategy to increase citizen access to public services. Where interest has been shown, this often amounts to an “information only” view of the potential of virtual services. The academic community/trainers and the associations of professionals are not in a strong position to influence policy makers given their own current standing on this competence. Often the impetus for change comes from outside the traditional influencers.

There is a need to demonstrate to policy makers how virtual career service delivery can help them achieve public policy goals in education, employment, and social equity.

Policy makers have a role in setting down the policies and principles underlying the provision of virtual careers learning: the ICT infrastructure, the hardware and software, of public access to virtual career services, and in incentivizing the development of virtual career services through allocating resources.

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The group held 4 teleconferences. Its members also posted documents and useful links and references relating to theme on its Forum website:

<http://iccdpp.org/Forums/tabid/76/forumid/70/scope/threads/Default.aspx>

## PROVE IT WORKS

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The group has prioritised the following sections for its work:

- Data collection systems (process, output and outcome)
- Glossary of terms (in cooperation with ELGPN)
- Evidence for the effects of career guidance on school retention and improved scholastic outcomes.

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**International Symposium on Career Development and Public Policy 2009 follow-up**  
**Prove It Works Working Group**  
 November 2011 (Merged Information)

Coordinating Concepts and Issues	What we know	What we don't know	What we need to do about what we don't know
1. Principles that underpin accountability frameworks that could be applied across and within countries and sectors	<p>Very little</p> <p>What does "principles" refer to, specifically? Seems like points #4-8 refer to principles that ought to be supported, and we already know those – they are referenced in multiple documents in the ICCDPP clearinghouse and in other places</p> <p>There are some examples of accountability frameworks linked to quality assurance and evidence base, mainly European and US e.g. Different quality assurance (QA) models exist that have been applied to the planning, management and delivery of information, advice and guidance (IAG) services. These include approaches that seek to:</p> <ul style="list-style-type: none"> <li>• standardise the process of organisational self-assessment;</li> <li>• measure the effectiveness of IAG based upon 'ideal input' factors;</li> <li>• gather evidence to demonstrate accountability</li> <li>• distinguish between the various input, process and outcome factors involved in the delivery of IAG and</li> <li>• apply a tri-variable model of quality assurance to IAG. (Refer to Bimrose, Hughes &amp; Collins, 2006 pp. 4-8 )</li> </ul> <p>Governments are increasingly outcomes focused. A set of principles eg That career practitioners should be qualified does not guarantee commitment. But it does provide a valuable reference point. There is sufficient discussion. Annexe 2 of the OECD Handbook for Policy Makers (pge 67) provides a list of common principles as a starting point</p>	<p>What are the key principles that people absolutely need to include in order for an international framework to be acceptable.</p> <p>What an overall compilation of these principles would yield</p> <p>How realistic it might be to develop a single international framework that will be meaningful and acceptable to all countries.</p> <p>Lessons from other sectors on the principles that underpin accountability frameworks that might be transferable into the careers sector.</p> <p>We don't know the impact from global warming, GFC2 and global urbanisation etc on the nature of work and the consequent impact on changes that need to be made to career development service provision at a national level</p>	<p>1. Start by outlining those key principles that MUST be present in an accountability framework.</p> <p>2. See if there is enough common ground that it seems likely that an acceptable international framework is possible.</p> <p>I wholeheartedly agree with the Canadians ☺</p> <p>Agreed - Perhaps hold initial discussions with the OECD</p> <p>Identify some key principles from other allied sectors and test out their efficacy.</p>
2. A schema to enable cross referencing and communication between frameworks developed in different countries – and across different jurisdictions (ex. K-12 education, employment)	<p>We have not yet attempted to do anything pertaining to this item, so we know very little (if anything) how to coordinate what is happening in different countries.</p> <p>The ELGPN Work Package 4 is currently undertaking work in this regard with 27 countries. This is quite a challenge though progress is being made in relation to a common framework and set of indicators. The process of policymakers using EU frameworks has highlighted both challenges and opportunities for cross fertilization of good and interesting policies and practices. Work is about to commence on mapping quality and evidence-base frameworks across different jurisdictions.</p> <p>We know that the OECD review had a profound impact on career development policy and action in Australia. While not a framework the OECD did provide guidelines for policymakers. Other frameworks eg Employability Skills are reviewed about every 9 years. Might be time to get the OECD involved again.</p>	<p>We think we actually don't even know what we don't know about this, and will not be any further ahead until we try to do something about this issue.</p> <p>The Blueprint has been adopted internationally – so at least across-countries rationalization</p> <p>This type of document to be housed in the ICCDPP clearinghouse/website? Note link to the Blueprint in Australia <a href="http://www.blueprint.edu.au/">http://www.blueprint.edu.au/</a></p> <p>*how about engaging doctoral students in this process through course assignments, research opportunities, etc.?</p> <p>We don't know how many potential schemes there are out there!</p> <p>We don't know the extent to which policy makers are willing to pay attention to and make use of frameworks that have been tested out in other countries. On a positive note, policy makers in the UK seem more interested in developments in the Nordic countries at the present time than existing UK frameworks.</p>	<p>1. Start by making clear the frameworks that are already in place. We've made clear what we are doing in Canada, but we're not aware of any frameworks that have been under development in other countries.</p> <p>2. 2-3 people could try to pull together a framework that would embrace</p> <p>3. It seems to me that the ICCDPP could provide leadership in this matter.</p> <p>One "scholarly" approach would be to 1) conduct a literature search, 2) identify cross-national (possibly cross-disciplinary) terms, 3) circulate terms, 4) solicit country-specific input to populate schema; and/or, if literature</p>

warranted, a meta-analysis could be conducted (although my sense is that would be premature at this point)

This approach would expand the principles related to type of data, to constructs such as “cost effectiveness” as well as “social justice” and “advocacy”, perhaps less prominent but nevertheless key in the literature already generated

Agree with all of the above.

Agreed

ELGPN developments seem highly relevant in this regard. The planned Conference in Budapest (Dec 2011) provides an ideal opportunity to forge stronger working links given Hungary is the lead country on WP 4.

It might be worth following up

3. Identification of small number of indicators that could have appeal across and within countries and sectors

An initial think tank was held in Canada and there was agreement that a set of common indicators is a reasonable goal. A proposal is currently in preparation, with a funding decision expected this Sept or Oct. We have been grappling with this in the ELGPN. Annex 5 produced last year has been further refined in at least two ways (i) mechanisms for data collection added; and (ii) fewer indicators designed to enable policymakers to capture hard and soft data. Work in progress but I can send a copy for your review and comment.

The extent to which countries are able to and/or willing to undertake experimental activities without any dedicated funds.

ELGPN WP4 currently testing out a research instrument to be used in at least 4 countries, Hungary, N.I, Portugal and Slovenia by policy makers and/or policy advisers. We don't know how successful this will be until early 2012.

Compare and contrast the Canadian and EU indicators. It is important to have a draft of indicators and make them available to countries for trial and comment. they don't have to be perfect.

4. Input data collection: common items and features

See above

Is anyone working on this? Theory is in place but implementation and practice more difficult.

We've included this in our Common Indicators proposal (fixed & variable). Where available?

Think it would be useful to highlight counselor training even more than in our current model

CICA has established a framework for endorsing all higher education career development courses. We will complete this task by December 2011. The framework is based on the Professional Standards for Career Development Practitioners

The volume of careers practitioners in the various countries needs to be collated and data on qualifications and CPD

5. Process data collection: common items and features

1. Service providers have not had easy tools or a compelling rationale to collect data on

1. We have data from 6 counsellors in 6 agencies in 2 provinces

Replication studies would be useful. We currently are in the

	<p>the processes they use with clients</p> <ol style="list-style-type: none"> <li>2. When they are given these, they report it helps them be more focused and to feel more optimistic that they are doing a good job</li> <li>3. Technology does offer the potential to aggregate data in a systematic way</li> <li>4. The voice of the user linked to social networks and self evaluation of online careers interventions is becoming more prominent</li> <li>5. Professional online resource materials are available in the UK. Refer to Hughes &amp; Gratton, 2009</li> </ol>	<p>confirming the statements in column 2.</p> <ol style="list-style-type: none"> <li>2. We don't know how generalizable this is to other agencies.</li> <li>3. We don't know the extent to which careers professionals are leading the way in data analysis and reporting on the impact of their work (or do we?)</li> <li>4. We don't know the extent to which innovation in data collection and analysis is taking place between careers professionals and ICT developers e.g. A recent event took place called a 'Hack Day' with ICT boffins and private practice careers resource developers, facilitated by the UKCES, to demonstrate how easy it is to extract and mash data from various sources.</li> </ol>	<p>planning phase for a replication with a francophone sample, scheduled to begin in September 2011. Agree with above</p> <p>Pay attention to online developments that enable data to be mined and presented in a user friendly way e.g. UK National Office of Statistics data currently being represented online to demonstrate geographical variations in salaries across occupations in differing parts of the UK.</p> <p>In Australia organisations such as the National Council for Vocational Education and Research have a range of data cubes available for data mining including data from some long term studies eg Longitudinal study of Australian Youth which include career development data. This model is very effective but strongly VET focused.</p>
6. Output data collection: common items and features	<p>This has not been done in a systematic way. Most agencies likely have common outputs (the products generated by the interventions) but there are no data to confirm this assumption Agree with above. Outputs and outcomes used variably across the careers policy field.</p> <p>UK policy directives focusing less on process and more on outcome driven results with payment to agencies by results over time e.g. Work Programme &amp; Getting Britain Working</p>	<p>The extent to which there is a common understanding of output vs. outcome. In Canada we have been taking steps to make this explicit, but there is no guarantee that what we are doing would be acceptable in other countries. Which national / international data sets can be used to better effect from a careers intervention perspective? E.g. PISA Study 2011</p>	<p>Start by getting agreement on the meaning of the 4 key terms, Inputs, Processes, Outputs, Outcomes, and perhaps a 5<sup>th</sup> key term, Indicators of quality service delivery.</p> <p>Yes, I agree but there are so many Glossaries out there that make this explicit already.</p>
7. Outcome data collection: common items and features e.g. career readiness; academic readiness	<p>In Canada, we are receiving a positive reception to a taxonomy of indicators of client change (i.e., outcomes), Knowledge, Skills, Personal Attributes (i.e., KSAs), and Impact of the above 3 (e.g., employment status, quality of work, etc.). Currently, most EAS providers only collect impact data (employment/training). Is this taxonomy available?</p> <p>See above re: UK payment by results which so far has excluded careers professionals' work but change is on its way.</p> <p>Recent report on Careers Adaptability &amp; Skills Supply: comparative study between England and Norway (pending) highlights career adaptability as critical success factor in times economic uncertainty – a slightly different slant to employability concept. Part of a wider</p>	<p>Are other countries developing a taxonomy of indicators of client change? Yes, the ELGPN learning outcomes evidence base project in the countries mentioned earlier has a taxonomy that could be shared – currently led by Hungary. Limited</p>	<p>How do you ensure the ICCDPP terms would be used? Perhaps the ICCDPP could accept or endorse the ELGPN Glossary to save duplication of effort or have read across wherever possible from an international perspective?</p> <p>Start by identifying the existing frameworks for indicators of client change and see how much common ground exists. I agree Agreed</p>

8. Data collection systems (Roll 5, 6, & 7, into #8)	<p>international research project orchestrated by Mark Savickas.</p> <p>There are a lot of data being collected that do not speak to client change and that practitioners find marginally relevant. Practitioners are hungry for tools to measure a wider range of more meaningful outcomes linked to their interventions.</p> <p>The impact of fiscal change is placing more pressure on practitioners and managers to 'make do and mend'.</p>	<p>How best to tap into or gain access to large datasets with minimum or no budget available for this sort of activity. For example, social partnerships forming in the UK between Cabinet Office, Education and Employer Taskforce and online careers service providers in England.</p> <p>Free data collection instead of government funded research projects are beginning to emerge.</p>	<p>Identify a priority list of large datasets that offer potential to embed careers-related questions e.g PISA study, British Youth Cohort Study</p> <p>Find a formal mechanism through ICCDPP to gain access to at least 3-5 large datasets.</p>
9. Co-construction of indicators-policy makers, service managers, practitioners, service users	<p>Tried and tested data collection systems are breaking down in some cases as a result of cutbacks and political change e.g Connexions data collection in England</p> <p>Lots of people report needing this sort of collaborative approach, but it does not seem to be happening.</p> <p>More dialogue is needed on the differing sets of expectations from each of these stakeholder groups.</p>	<p>Is anyone working on this?</p>	<p>There has been an official launch of the Canadian Council of Career Development Associations (CCDDA) which is formed of the main professional associations whose members deliver career services. This will help to give a more united voice to career development in Canada and perhaps have greater impact on policy makers. However, we've just lost our pan-Canadian policy body – so one step forward, three steps back!</p> <p>We have included in the Common Indicator Proposal focus groups with policy makers in an effort to co-construct indicators for this project.</p> <p>Is there a schema identified, that includes the multiple levels of representation needed for fully collaborative domestic and international partnerships around career development &amp; public policy development? If not, this is a logical starting point – generating a list/matrix (e.g., settings on one axis; roles on the other) of “generic” roles within all countries, then brainstorming to populate from within the already-formed and active groups, and networking out from there with retroactive modifications made as necessary.</p> <p>The UK Careers Professional Alliance brings together 6 professional associations signed up to working more collaboratively. A UK-wide consultation is currently underway to explore options for moving towards a new single entity, confederation or something in between. Visit ICG website to access full set of papers: <a href="http://www.icg-">http://www.icg-</a></p>

[uk.org/careers\\_profession\\_alliance.html](http://uk.org/careers_profession_alliance.html)

10. Linking indicators, measurements/metrics with existing accountability frameworks and data collection for related policy areas	Policy makers seem to develop their own system for doing this, and practitioners also develop their own systems, and there are important differences between the two results. <b>Longitudinal data systems: Philadelphia example; data systems in U.S.</b> The careers profession does not engage fully with economists, econometrics and other specialists in this field. I haven't seen any report similar to the CeGS paper 2002 <a href="http://www.derby.ac.uk/files/assessing_the_benefits2002.pdf">http://www.derby.ac.uk/files/assessing_the_benefits2002.pdf</a>	Is anyone working on ways to promote harmony in this area? To include multiple representations in the schema development (of principles, constructs, and constituent representatives) would empower this dialog (and hopefully not overly complicate if managed efficiently) Why the field doesn't engage more fully with lead experts who specialize in accountability and cost benefit analysis frameworks	Could we search for any published authors and published works that seems relevant to our field?
11. How to involve policy makers in discussions on metrics	In England, our coalition government is currently focused on 'destination measures' and making better use of ICT systems to inform potential consumers on the added-value returns for their investments in learning and work. I'm on a national advisory group but it's too early to say what sits behind the mantra of destination measures.	Is anyone working on this? Not sure policy makers care about the metrics – they want the end results.	What kind of metrics are we talking about, for what purpose and who's benefit?
12. Need for a glossary of terms for this area of Career Development Services (CDS)	<b>We have a very good glossary already developed – needs updating no doubt, but a good start. Parts of it were used in our Canadian Standards and Guidelines glossary, but the expanded version has much more. Some work has been done in the EU as well, we think. But new groups on the scene seem to want to invent their own system rather than build on what has already been done.</b> <b>We need a set of common terms and agreed upon definitions</b> Again, compile the resources and conduct some sort of analysis – where are they all housed? Could allow for some mighty powerfully synergistic qualitative dissertation research cross-nationally Agree – I can send you the draft version of the ELGPN WP4 Glossary which is an amalgamation of terms from differing EU and international sources.	How or if policymakers use a Glossary to inform their work on policy formation.  In each of the four home countries of the UK, devolved Parliaments prefer to invent their own policy terms which are broadly similar but different to each other.	<b>It would be useful to have a coordinating mechanism for developing an international glossary. The Canadian and/or EU examples could serve as starting points.</b>
13. The importance of capturing the process of how indicators are arrived at and making it available to others	No shortage of Glossary papers in Europe! Also, see Annex 2 within online professional resource <b>CICA developed a glossary linked to national standards but there is still widespread inconsistency in usage of many terms</b> Yes but might we be accused of 'navel gazing!' Suggest there are other higher order priorities to address first		It would be useful to have a coordinating mechanism for doing this. It's a natural role for the ICCDPP – but unsure how much is reasonable to expect ICCDPP to take on. If row #1 and row #2 in this table are addressed, this item will be taken care of. Yes I agree
14. The importance of identifying/clarifying the assumptions underlying any framework developed or indicator/measure selected			
15. Research findings to date <ol style="list-style-type: none"><li>Canada 2011</li><li>UK 2011</li></ol>	<ol style="list-style-type: none"><li>It is possible to get practitioners to track process and outcome, and when they do it, they feel better about the quality of service they provide, and their clients feel more encouraged to follow the intervention.</li><li>Relatively minimal intervention that is systematic and focused on meeting explicit</li></ol>	How generalizable are these findings to other client groups and other areas of client needs. The Canadian studies used LMI as the sole intervention (delivered in an assisted or unassisted manner) with clients needing assistance with career decision making or job search, i.e., 2	Replication studies are needed – linking more diverse career interventions with common outcomes.

	<p>client needs can produce statistically reliable and clinically significant client change.</p> <ol style="list-style-type: none"> <li>3. WSI research on impact of 3 diverse career interventions in SMEs similarly resulted in robust and consistent results.</li> <li>4. Evidence base fact sheets presented in UK Parliament to inform new Education Bill (2011)</li> <li>5. DfE Evidence base report on careers education &amp; IAG due to be published by end of August 2011 (not very robust in my opinion)</li> <li>6. UKCES series of ICT research reports focus on consumer choice, accountability framework in a market economy and workforce development across the UK careers sector.</li> <li>7. Policy Commentaries produced by Careers England</li> <li>8. Regular UK Careers Sector Briefing papers based on key themes</li> <li>9. Careers Profession Alliance research on professionalisation the careers workforce</li> </ol> <p>Customized LMI provision, based on accurate initial client needs analysis, and with the support of staff training, produced significant client changes especially in clients' abilities to use/apply the knowledge, and in the development of attributes such as confidence and optimism</p>	<p>groups of client needs (thus, 2 types of interventions) and 2 modes of intervention delivery.</p>	
16. Gaining the buy-in of practitioners to impact data collection	<p>In the Canadian LMI studies, practitioners were very willing to participate in a research project, and given the successful results, their colleagues were willing to adopt the data collection procedures used in the research. The research practitioners became advocates for adopting the data collection procedures.</p> <p>This remains a major challenge in England due to major cuts in youth support services (Connexions)</p> <p>Practitioners are keen and willing to gather evidence on impact but no central point for sharing findings in a systematic way. LinkedIn is being used by practitioners to discuss impact and building their own evidence base. This remains 'contested territory'</p> <p>Career management skills broadly accepted in higher education careers advisory services but less so in Further Education, School and Community settings.</p> <p>In England, the Coalition government is systematically removing careers education from the school curriculum as part of the new education Bill.</p> <p>This is not the case in other parts of the UK.</p> <p>In Wales, a major review of careers provision in 2010 highlighted the need for a 'careers family' to emerge within common goals, language and approaches.</p> <p>We acknowledge the Australian Blueprint for Career Development competencies as career management skills and educators have shown an enthusiasm for mapping various programs and units to these competencies.</p>	<p>What would have been the degree of acceptance if the initial step was not a research project? Our sense is that practitioners are more than ready to embrace data collection – as long as they have tools and can see the “why” – what’s in it for me, my career, my clients, my practice, my profession</p> <p>Agree – there are insufficient CPD modules within initial training on this topic</p> <p>Agreed</p>	<p>The Canadian Council of Career Development Associations (CCDDA) is formed of the main professional associations whose members deliver career services. This will help to give a more united voice to career development in Canada and a broader impact on career development practices.</p> <p>Ditto, the UK Careers Profession Alliance</p> <p>Ditto Career Industry Council of Australia</p>
17. Seeking greater alignment between career management skills training and career learning outcomes	<p>This remains 'contested territory'</p> <p>Career management skills broadly accepted in higher education careers advisory services but less so in Further Education, School and Community settings.</p> <p>In England, the Coalition government is systematically removing careers education from the school curriculum as part of the new education Bill.</p> <p>This is not the case in other parts of the UK.</p> <p>In Wales, a major review of careers provision in 2010 highlighted the need for a 'careers family' to emerge within common goals, language and approaches.</p> <p>We acknowledge the Australian Blueprint for Career Development competencies as career management skills and educators have shown an enthusiasm for mapping various programs and units to these competencies.</p>	<p>This has not really been tested, to my knowledge. We don't really know who is doing career management skills training, what it looks like and who is benefiting from it.</p> <p>CMS training is not a term really used, as yet, in the UK.</p>	<p>We think that adopting an outcomes taxonomy that is explicitly linked to the client KSAs that would logically flow from the interventions would address this issue.</p> <p>Right now, most practitioners do not conceptualize their interventions in terms of client learning outcomes.</p> <p>I think we can learn much from the Canadian taxonomy. Could we trial this in other countries?</p>
18. Need for quantitative	<p>We are aware of 1 Canadian example where this</p>	<p>One swallow doesn't make a summer, so</p>	<p>Hopefully will have more</p>

evidence for the effects of career guidance on school retention and improved scholastic outcomes (See David Test in the USA, worked with students who have a disability

This needs to be assessed via whichever set of evaluation "principles" are decided upon

19. E-portfolios and Individual Learning Plans: their impact on school retention and improved scholastic outcomes

was done, and because one of the items impacting school budgets was student retention, it had a positive economic impact on the school.

Need a system for conducting this type of work; demonstrating efficacy of interventions; send out the work by David Test on disability and career development

<http://www.careers-scotland.org.uk/nmsruntime/saveasdialog.asp?IID=9358&sID=1164>

The Australian government has funded states and territories too improve retention career development related intervention form part of a range of strategies open to jurisdictions. Indicative actions include level of access, relevance of the career intervention and the extent it supports smooth transitions

Career planning and management challenges  
Scott's work is very illuminating in this regard

I'm beginning to wonder if e-portfolios are a thing of the past in the UK? The language seems to have moved on to social networking and more personalised services. Attempts to embed e-portfolios in the curriculum vary significantly in their success.

Individual Learning Accounts for adults are coming back into the frame having been abandoned around 2005 linked to fraudulent behavior and high costs.

E-portfolios have never taken off in Australia despite serious consideration. They have been replaced by social networking sites.

Pathway planning is widely used in almost every jurisdiction

without replication, we don't know how generalizable the Canadian example is.

Dissertation studies? Scholarship for doctoral student research?

If the Inter-ed research study could be replicated

Current approaches in Australia to retention and attainment don't see career development as an overarching set of interventions but include it as a limited intervention alongside other career related programs such as mentoring, school business partnerships etc. It is uncertain whether this approach will dilute the overarching role of career development over the medium term

We think this has not been tracked. The assumption is made that doing this is a good thing, but I'm not aware of any attempt to scale the quality of the e-portfolio or the learning plans that clients make. So we don't even have a clear idea of what is a good e-portfolio or a good learning plan.

here with the release of the Millennium Scholarship Foundation results.

See earlier reference to having access to large datasets

We would call these outputs, i.e., products of the intervention. They are not outcomes (in our definition) because they do not indicate client change. The actual product could be used to indicate that client knew how to construct a learning plan or an e-portfolio, and had the skills to produce an impressive looking product, but we don't think that these outputs are systematically assessed for the knowledge or skills that client learned in order to be able to produce the product, nor the change in affective variables such as optimism or self-confidence that might accompany the acquisition of knowledge and skill. As a result it would be hard to claim that the portfolio or the learning plan is responsible for any impact on a client's life.

Areas highlighted in yellow are deemed highest priority	
Canada (Sareena & Bryan) comments are written in black	
Scott Solberg's comments are written in blue	
Sylvia Nassar-McMillan's comments are written in purple	