

# INTEREST GROUP REPORTS

## CULTURAL SENSITIVITY & ETHICS IN CONTEXT OF GLOBALISATION

- Western vs. non-Western approach to work
- Community beliefs vs personal beliefs
- Impact of globalisation on work – availability of occupations
- Outcomes not benefiting from careers service support
- Availability not suitability
- Highly skilled person – low skilled jobs – high pay
- “Trained to lose your identity”!!
- Labour market restrictions on women (e.g. Arab countries, Oman)
  
- Imposition of programs designed in Western world on African countries.
- Jobs for people programs presuppose jobs are there!
- Impact of colonisation on self identity & expectation
- “Privilege”
  
- Not a new phenomenon but bigger.
- e.g. in Egypt teachers & engineers work on tour guides (lack of benefit from high cost investment in education).
  
- Too many generic models.
- Call centres in India mean closures in other parts of the world.
- Career services need to know & understand the customer in all its diversity
- How do we capture cultural inclusiveness in career development?
- Avoid cultural imposition
- Do we need a clean slate approach?
- Do our theories & constructs meet the needs of cultural diversity? (Speak to the clients to find out!)
  
- New models for collectivist societies (not just about individuals)
- Remember that “career” is not always interpreted in a positive way – i.e. watch the language
- Let us not lose the social justice aims (this has cultural context) – we all work with marginalised groups
- Need to develop intercultural counselling (Specific issues in relation to call centres)
  
- Could we get some international research done & presented to next symposium in Scotland 2007?
- This could be a case for developing career services in countries where policy is weak or non-existent.

### CONTRIBUTORS

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### COORDINATION AND LEADERSHIP

Recommendation that the next international symposium in Scotland devotes time to studying “module for Career Development Leadership” which work for different country contexts.

Part of the preparation for that symposium be to:

- 1) Describe existing models that work and what these models resolve OR where models do not exist, respond to what issues need to be resolved in your country through a leadership body.
- 2) Complete a matrix of functions performed/to be performed
- 3) Describe stakeholders who and what involvement

- 4) Compile the critical success factors which have shaped the models success (ie relationships/government priorities/individual leaders

**Contributers:**

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**EVIDENCE BASE – INTEREST GROUP**

Action

Agreement:

- 1) Countries will work together under the leadership of the International Centre to
  - a)develop a common set of questions for clients and practitioner to provide evaluative data on the services
  - b) to test these questions with a policy maker prioritised target group,
  - c) report back on the uses and usefulness of the data collected
- 2) Countries will provide the International Centre with good examples of the practice for dissemination via website and other means
- 3) John McCarthy will work with Chris Magnusson and Deidre Hughes to develop a draft set of questions. Number of countries and organisations represented at the group meeting: 12. Policy makers, trainers, researchers, managers, and were among this group

Discussion took place within framework of data usage suggested by Tony Watts

1. Routine data for accountability
2. Data for the improvement of practice
3. Data to show causality

Points from the discussion:

- 1)
  - OECD will include a question on career development in the 2006/7 Pisa study for 15 year olds.
  - ICCDPP should have a key role in the coordinating the analysis of the data
  - The PISA study question should be considered in developing the draft common questions so that there is synergy and comparability, if appropriate, between both activities.
- 2) Countries should try to have questions on career development included in national surveys such as the National Youth Cohort Study (UK)
- 3) Importance of measuring process stage outcomes as wwell as final outcomes (e.g. education, training, employment placements). Process stage outcomes are those which demonstrate the progress a client has made during the course of career interventions.
- 4) Outcome (final) data is very important to policy makers. Tracking data (3, 6, 12 months after the finish of the intervention) is important source of outcome data.
- 5)Important to have a good mix of client generated and practitioner generated data

(John McCarthy)

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**TRAINING**

How do we describe our occupation?

- Developing description of occupation based on international competencies
- Comparative study across countries of training programs
- More training across disciplines
- Non formal guidance provision. Valuing existing informal roles. Accreditation of prior skills/knowledge
- Appropriateness of IAEVG competencies for developing countries
- Value of training/competencies for establishing a profession
- Include all the partners in the development
- Training and recruitment of right people
- Legislation
- Train the trainer
- Evidence based philosophy

**Contributors:**

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