

Country Paper Synthesis

Fifth International Symposium For Career Development And Public Policy

Wellington
New Zealand
14-17 November 2009



The Fifth
International Symposium
on Career Development
and Public Policy

 **careersERVICES**
rapuara seek the path

INTRODUCTION

This paper provides an overview of the country papers submitted for the Fifth International Symposium for Career Development and Public Policy being held in Wellington New Zealand from 14-17 November 2009.

It also highlights each country's prioritisation of the themes, and their vision statements, as well as innovative ways in which career development is being progressed in different regions and countries of the world.

Countries were invited to explore their strengths and weaknesses in relation to the symposium themes. The four themes of the symposium are:

- Transformational Technology
- Prove it Works
- Role of the Citizen, and
- Culture Counts.

Twenty-one out of the twenty-four countries who are due to attend the symposium submitted country papers. This includes a regional paper submitted by the South Pacific Board for Educational Assessment which services nine Pacific countries.

These papers provided a wealth of information as well as insights into how career development is progressing in individual countries and regions of the world. It is also a useful tool for providing a snapshot into the status of career development as well as countries' visions for the future with regard to career development policy and practice.

Contents

Topic	Page
Introduction	2
Executive Summary	3
"WOW" Factors	4
Priorities	8
Future Focus	10
Symposium Themes	12
Conclusion	22
Glossary	23



EXECUTIVE SUMMARY

The evidence is clear that career development is thriving in specific parts and regions of the world. Many countries around the world recognise the value of career development. This is reflected in ongoing government funding supporting career development as well as the place of career education within schools, legislation and national systems.

Technology is widely accepted as a useful and effective means for engaging with clients through e-guidance, online tools and phone services. Countries with successful integrated services, however, emphasise the continuing need for face-to-face interventions to be part of their menu of career services.

Use of technological services is on the rise and with it the need for career practitioners to gain training on e-guidance as well as use of online tools to effectively reach more people through electronic means.

Whilst technology is transforming the method of delivery and increasing access to career services in many countries, it is posing challenges for others.

These challenges include:

- Lack of access for minority groups, such as the Roma people in Europe.
- Lack of co-ordination of the many careers websites and online portals in developed countries.
- Lack of technological infrastructure due to insufficient funding. This is particularly so for Pacific nations.

“Proving it works” was identified by the majority of countries as being the most important theme. Collaboration between countries or a range of agencies within a country is proving successful in establishing ways to identify measures and success indicators for determining the value of career education and career development initiatives. Some countries have gone as far as identifying specific career indicators of success.

Alongside this positive development comes concern from other countries that note a lack of consensus around the impact of career development and the lack of strategic policy or mechanisms for collecting research findings, identifying trends and making policy recommendations. Demand for longitudinal studies to be set up continues.

The Role of the Citizen theme highlighted the existence of and belonging to regional and international networks as a strength for many countries. This is particularly strong amongst European Union countries through the existence of the European Lifelong Guidance Policy Network (ELGPN). Other important networks include the International Association for Educational and Vocational Guidance (IAEVG), the International Centre for Career Development and Public Policy (ICCDPP), the European Training Foundation and, to some extent, the South Pacific Board for Educational Assessment (SPBEA).

National networks also exist in many European countries and in other countries including Australia, Canada, Japan, New Zealand and USA. These networks help to provide a framework for collaborative action between practitioners and policy makers as well as providing co-ordination of services and resources.



The Culture Counts theme highlighted the implications of diversity on career education and other career development services within countries. Provisions for diverse groups vary within countries depending on levels of cultural diversity. Key focuses in this theme include work and services targeting indigenous communities as well as migrants and minority groups.

The Future Focus section of the papers shows a number of countries working towards lifelong, all-age services utilising a full range of technologies to increase and improve access and the range of services available. There is also a strong policy focus, with countries striving towards greater co-ordination and easier implementation of policy. It is evident that for career development policy to be effective, the policy-makers need access to high-quality research and evaluation. A number of countries in their papers state the need for more impact data and evidence-based research on the outcome of guidance practices to inform policy and practice.

“WOW” FACTORS

This section highlights examples of innovation and world-leading developments in the area of career development as well as examples where countries have demonstrated significant progress in a particular field.

Integrated services – a model for career development in the future

Technology is enabling countries throughout the world to provide a cohesive and co-ordinated approach to delivering integrated services. The integrated all-age service model is considered by the UK Skills Commission as the most preferred model for delivering career services. This is also supported by the OECD Career Guidance Policy Review¹. Two countries in particular are prominent with regards to integrated services.

United Kingdom (UK)

Throughout the UK, telephone helpline and web-based services are on the increase. The popularity of web-based and telephone helpline services has led to around 12 million website sessions, 100,000 email enquiries and 600,000 telephone calls to the national Careers Advice Service annually. This is on top of the nearly half a million face-to-face interventions delivered each year by *nextstep*² services across the UK. In each ‘home country’, a blended approach to careers work is now well established.

In Northern Ireland, a sophisticated Management Information System (research tracking database) provides a powerful tool for monitoring over 20,000 clients’ transitions and progress achieved over time. This was introduced by the Educational Guidance Service for Adults in 2006. Careers service investment in guidance workers’ training and development on evidence-based approaches to careers work is a key priority. Immediate and intermediate outcomes from guidance interventions are monitored by telephone, email and written correspondence to identify progression into learning and work.

¹ OECD Review of Career Guidance Policies, 2003: United Kingdom, Country Note.

² Personal learning and careers advice and guidance service in the UK.



In England a new '*adult advancement and careers service*' initiative³ is being introduced. This new initiative places emphasis on combining e-guidance and face-to-face services within a universal framework. This will ensure closer relationships with Jobcentre Plus⁴ as well as its unemployed customers. Ten prototype initiatives have been rolled out across England. Each has a unique approach to testing out the efficacy of career provision within employer, training provider and/or community outreach activities in differing settings. The introduction of '*Skills Accounts*'⁵ and the '*Skills Health Check*'⁶, and the requirement to produce 'impact data' linked to outcome-related funding, are significant features within this new and emerging service.

New Zealand

New Zealand has a fully integrated all-age careers service that has been internationally recognised.

"The evidence we received made it quite clear that the all-age service is the preferred model amongst experts. It was pointed out to us that there is an all-age service in New Zealand, and this is widely regarded as the best service in the world."

(UK Skills Commission, 2008)

Through investment in technology, Career Services (NZ government's agency for providing independent career advice and guidance) has been able to provide a seamless and cohesive service that incorporates a multitude of channels including online tools and services, phone guidance, texting and web-chatting blended with a mix of face-to-face services to groups and individuals needing intensive career guidance assistance. This suite of integrated services is intended to reach a large number of people through the method most suitable to their needs, while maximising the use of technology⁷.

The new Client Relationship Management system (a single central database for all information on clients and providers) is enabling Career Services to have better reporting and monitoring systems, which helps them to identify trends on a regular basis, track progress against targets and, ultimately, improve services to clients.

³ Current working title – the Learning & Skills Council has commissioned work to produce a recognisable brand name.

⁴ Jobcentre Plus is the UK's Public Employment service. It offers a number of programmes and services to help jobseekers, unemployed people, those with disabilities and others who may need extra help in finding work.

⁵ A Skills Account will help individuals take control of their learning and working life: they can use it to get information on courses, plus financial support.

⁶ The Skills Health Check is a diagnostic tool designed to help individuals to assess their skills and abilities against their career aspirations, identify their opportunities and choices, and develop a personal action plan.

⁷ Career Services received its highest number (2,150,488) of website visits from NZ-based people this year. 62,317 people received information and advice; 22,646 of these contacts are from Advice Line. Over 5,000 people received career guidance in a group setting.



Regional network proves successful

The evidence is clear that career initiatives are successful if linked with a body or network that is able to facilitate and administer career development initiatives in countries and regions. In the papers, there was significant mention of the ELGPN as a key factor in the success of many career initiatives among European countries.

European Lifelong Guidance Policy Network (ELGPN)

The ELGPN is having a huge impact for countries such as Austria, the Czech Republic, Denmark, Finland, Germany, Hungary and Slovenia. This network is providing European member countries with a regional body designed to enable countries to work together to improve their career development infrastructure and to design, implement and evaluate their career development provision. Key issues that are being addressed by ELGPN include:

- Identifying career management competencies.
- Widening citizens' access to services.
- Improving collaboration and co ordination between career guidance practice and policy development.
- Developing specific indicators of success for career development provision.

Germany

The ELGPN has accelerated the growth of knowledge about guidance systems and has enhanced policy-makers' and practitioners' awareness of guidance issues in Germany. Through participation in the ELGPN, the German National Guidance Forum has gained greater importance at national and international levels. Involvement in the network has also enabled and facilitated the connectedness and mutual learning among European guidance experts and policy-makers - especially through the field visits and peer learning meetings organised by the member countries.

The thematic activities of ELGPN in the work programme 2009-10, especially those dealing with quality assurance and evidence-based outcome indicators, have contributed to the further development of guidance policies and practice in Germany. It is also contributing to improved access and co-ordination of career services and initiatives.

Finland

The ELGPN's overall goals and priorities have an explicit interface with Finland's national priorities in developing the information, advice and guidance services from a lifelong guidance perspective. The most significant area of work for Finland focuses on quality and evidence-based practice and policy development in lifelong guidance. Finland shares the lead role of this ELGPN thematic activity with Denmark.

As well as collaboration and joint outcomes, the ELGPN also provides a systematic measure for using common references in getting information from parallel initiatives and their implementation in other ELGPN member countries. In conjunction with plenary meetings and thematic field visits, national events are able to draw on ELGPN expert contributions. This promotes dialogue at national level as well as improved relationships and information sharing at a regional level.



Denmark

Denmark's involvement in ELGPN has provided a facilitated process of mutual learning amongst European countries and the sharing of good ideas and good practice.

The peer learning events and the field visits have led to increased networking among Denmark and the other member states. In co-operation with Finland, Denmark is a lead country in Work Package 4 on quality assurance and evidence-based guidance. Progress through the ELGPN has been presented at the Danish National Dialogue Forum.

Recognition of career development by government makes a difference

Funding careers initiatives is made easier when governments recognise the importance of career development in meeting government goals. While many countries struggle to fund careers initiatives, others like Australia are better catered for.

Australia

The value of career education is recognised at Commonwealth and State levels of Government in Australia. All States and Territories have jointly funded resources such as myfuture.edu.au,⁸ as well as the Australian Blueprint for Career Development⁹. The development of the Australian "blueprint" prototype involved national trialling and making refinements based on recommendations to make information and resources more user-friendly. The Australian blueprint was rolled out nationally in April 2009 and has the support of the Commonwealth, State and Territory governments.

The recognition of the importance of career development as a key determinant of effective transitions in Australia is also reflected in the Government's investment of \$47 million over four years, in addition to existing funding for initiatives that are best co-ordinated at a national level such as the job guide, myfuture and further research.

Extensive career development support and services for indigenous and under-represented groups

Canada

Canada takes the limelight for their extensive focus on career development provisions for indigenous and under-represented groups in the workforce. Initiatives in Canada for these groups include capacity-building programmes such as:

- Essential Skills and Prior Learning Assessment and Recognition with Aboriginal Communities.
- Developing a Community Skills Information System which works with local employers to profile essential skill requirements. This system will help work seekers to assess their essential skills gathered through traditional and non-traditional methods.

⁸ Australia's national career information and exploration website.

⁹ A framework for designing, implementing and evaluating career development programme for young people and adults.



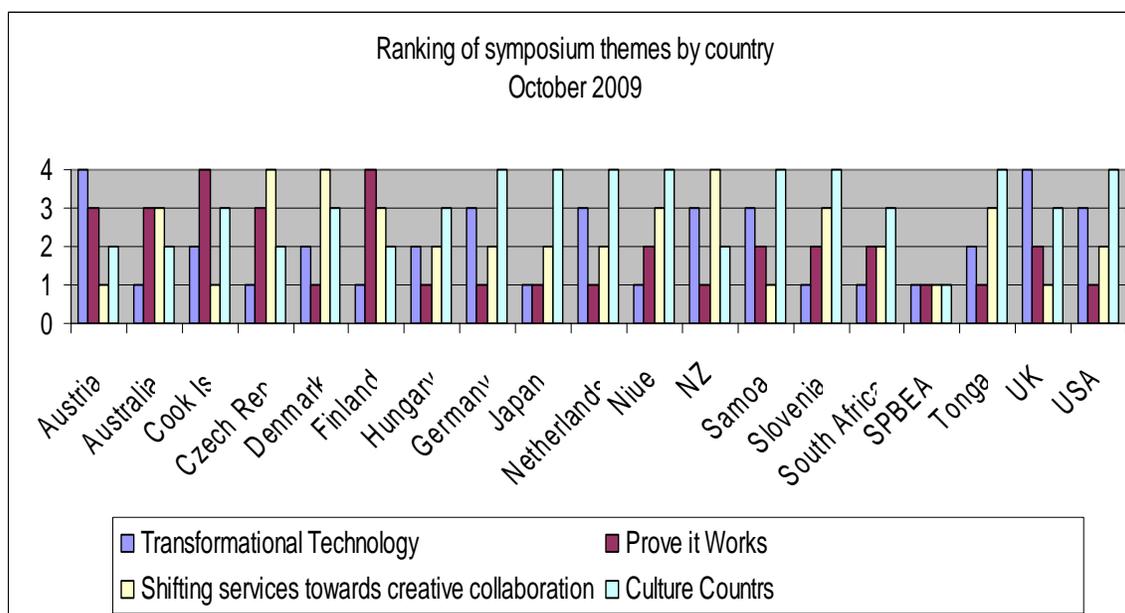
- Support provided to offer further training or financial support to enable newcomers into Canada to find their first job.
- Delivery of targeted literacy and apprenticeship programmes for Aboriginal and African Canadian communities, to name but a few!

National framework for engaging citizens at village as well as national level

Samoa

Samoa already has a nationwide strategic framework for engaging Government Departments, Public Sector, Civil Society Organisations, Church Leaders and Community Groups in policy development and implementation of strategies. The Strategy for the Development of Samoa (SDS) 2008-12 is an example of this ability to mobilise a variety of actors and influencers in policy development. Due to its small population and strong cultural leadership through the Matai system, Samoa is able to implement policies and strategies relatively more easily than bigger and more diverse societies.

PRIORITIES – based on section 3 of the country papers



In this section of the country papers, each country was asked to rank the four symposium themes from 1 (most important) to 4 (least important). This was useful in identifying regional trends relating to the four themes of the symposium.

Nine out of the nineteen countries who participated in this exercise stated that 'Prove it Works' was the number one priority in their country. A further 6 rated it as their second priority. Of the nine countries who rated 'Prove it Works' as most important, four (Denmark, Germany, Hungary, Netherlands) were from the ELGPN grouping. This links to the previous mention of the ELGPN work programme 2009-10 which, amongst other



actions, promoted the development of quality assurance and evidence-based measures for career development amongst participating countries.

Transformational Technology was ranked second highest, with eight out of nineteen countries identifying it as the highest priority. This grouping was made up of a wide range of countries from different regions and at very different ends of the careers and technology spectrum. For example, Japan, which is arguably one of the most advanced countries technologically, ranked transformational technology in the same pool as developing countries such as Niue and the countries represented under the SPBEA.

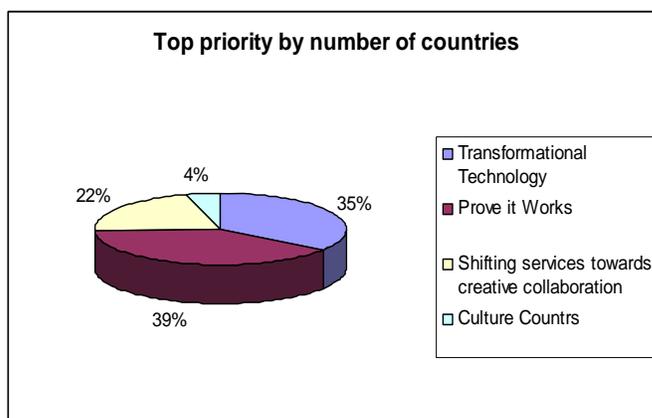
Reasons behind these rankings are wide and varied. For Japan, technological developments are so advanced that some workers are unable to find employment, as computers now do much of the work. Many companies are taking their work where labour costs are cheaper, such as China, leading to increased unemployment. For most Pacific nations, by contrast, lack of access to technology as well as limited infrastructure for accessing and maintaining technology is an issue and therefore a priority if they are to actively participate in the world economy.

Note:

Not all countries were able to rank their countries' priorities, for various reasons. For example, due to the variances in jurisdictions and different capacities in the delivery of career development services, Canada refrained from ranking the themes. The team saw all the themes as priorities but at different levels according to the different jurisdictions.

The Solomon Islands' country team saw the four themes as having equal priority. They saw the four themes being categorised in two groups, operating in a "*dialectical process*". 'Role of the Citizen' and 'Culture Counts' were seen as fitting under a broader heading, with 'Strategic Goals and Outcomes', 'Transformational Technology' and 'Prove it Works' being the 'tools' to meet the strategic goals and outcomes. The overall focus for Solomon Islands, therefore, is to develop, grow and empower individuals and communities as human resources through career development and policy.

Similarly, the SPBEA, which represents countries such as Fiji, Kiribati, Nauru, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu and Tokelau, saw all four themes as having equal importance.



Future focus

Vision Statements/Areas of focus

This section relates to section five of the country papers. It explores the vision statements and areas for further development from different countries¹⁰.

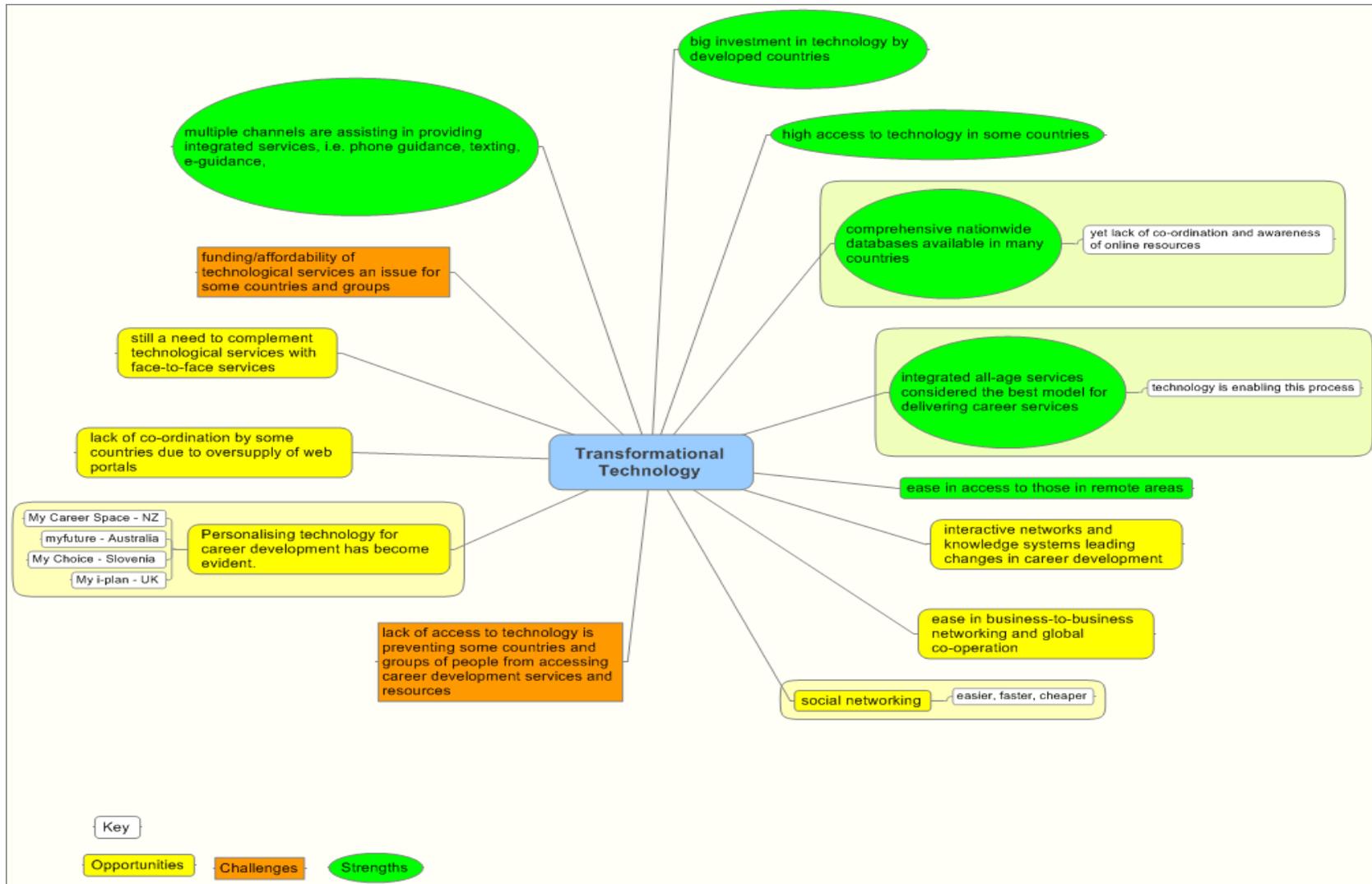
Country	Vision statements/ areas for further development
Australia	Best practice, evidence-based, policies, resources and programmes that assist all Australians manage learning and work activities in order to live a productive and fulfilling life.
Austria	Common awareness of importance of career development, effective national, regional, local communication, co-operation and co-ordination mechanisms in public policy, learn from the best, sufficient budgets, binding strategic short-, mid- and long-term perspectives.
Canada	Collecting and analysing impact data to inform policy and practice. Creating policy frameworks for cohesive and coherent lifelong career services for all. Continuing to develop practitioner competencies.
Czech Republic	The Czech career guidance system in the next few years should secure high-quality services including technology-based information, learning, communication and assessment resources and tools, accessible to all citizens regardless of their age, social or cultural background, provided by highly qualified professionals. A special emphasis should be put on involvement of employers in guidance, especially concerning development of skills in accordance with the latest EU initiative New Skills for New Jobs.
Denmark	There is a need to get evidence-based research on the outcome of guidance practices – and which guidance tools have the highest effect. There is a need for establishing a true lifelong guidance system including guidance for adult people in employment.
Finland	The future focus will be on implementation of the meta-criteria and assessment methods and tools developed in the research project for information, advice and guidance services. This requires that we will have a national forum where different authorities and stakeholders are represented in national and regional levels. The task of this forum will be to prepare national and regional strategies for organising, updating and evaluating information, advice and guidance services.
Germany	Key elements are: - further professionalisation of guidance counsellors, - enhanced quality development of service, - increased transparency for users and professionals, - easier access to guidance services for clients.
Japan	There is an urgent need for development of comprehensive educational programmes directed at lifelong career progression (and related research), as

¹⁰ Please note: not all countries submitted vision statements. Due to the word limit that we wanted to maintain on the synthesis we have not included the vision statements that exceeded the word count. These however can be viewed in individual papers.



	well as the training of specialists to help promote career development for young people. In Japan, there are no career counsellors or comprehensive programmes that train practical professionals.
New Zealand	All New Zealanders use lifelong learning skills to achieve better social and economic outcomes, influenced by career policies and evidence-based practice.
Niue	A prosperous Niue with a focus on establishing a clear and practical career policy, practice and research as a way forward to advancing career development and increasing productivity all-round.
Samoa	A well co-ordinated approach, through a simple framework that could be equally accessed by all citizens of Samoa. Roles and responsibilities of key stakeholders are to be clear and easy to follow, and information should be readily available through a central agency to be shared by the general public.
Slovenia	Co-ordinated national policies. Guidance should become a priority in schools. Introduce specialised training for career counsellors. Develop career education programmes. Develop evidence-based research.
South Africa	The current South African policy environment is conducive to developing a careers guidance model that is both affordable and reaches the hard-to-reach. The South African Qualifications Authority (SAQA) is the best-positioned organisation to take the lead in this initiative.
Solomon Islands	Creating cultural identity and potential through careers policy, practice and research. Creating networking and communication through careers policy, practice and research. Creating policy, practice and research for career opportunities. Challenging national identity and citizenship through careers policy, practice and research. Challenging culture and citizenship through careers policy, practice and research.
South Pacific Board for Educational Assessment	SPBEA will need to be sensitive to developments at the country level and to provide advice and technical support to strengthen country initiatives, and co-ordinate, share successes and prevent duplication of unsuccessful and costly practices. Expedient development of the Pacific Qualifications Register will enhance mobility of Pacific learners and workers in accessing external resources that will supplement each country's efforts without much investment in costly infrastructure.
Tonga	The overall vision for career policy in the future is to ensure that policy is implementable and that there is strong evidence of the success or otherwise of career development policies.
United Kingdom	To create services delivering improved equality and access to high-quality provision, with effective impact measures and agreed shared priority areas for UK-wide co-operation.
USA	We envisage a federal framework and accountability system that fosters career development across the lifespan for all citizens; and a working collaboration among career-related professional associations that strengthens the profession.





SYMPOSIUM THEMES

Transformational Technology

The digital age as a lens to shape policy, practice and research

From a career development perspective, how is technology shaping the way we live and influencing our future? Arguably, the growth of internet usage and social networking is increasingly shifting methods of acquiring knowledge away from the traditional expert in educational institutions and giving the individual greater access and freedom to gather their own information, develop new skills and to reconstruct their own knowledge in a way that is more meaningful to them. The speed of the transformation is challenging social norms and behaviours. There is a need to get ahead of the digital wave and maximise the potential of the technologies to advance career policy, practice and research.

Strengths

A large number of countries (42%) identified technology, in particular web-based and phone, as being key drivers in career resource development, as well as enabling more people to access services at a time, place and method most suitable to their needs.

Countries such as Australia, New Zealand and the UK are prominent examples of those using technology to provide an integrated service. Technology is providing wider access to services through a combination of mediums such as e-guidance, helplines and face-to-face guidance.

There is an increased recognition of the need for technology to suit an individual's needs. This is reflected in the development of individual learning accounts in the form of e-portfolios or personalised learning accounts. This medium is enabling individuals to access a variety of tools such as videos, web links, photos and the ability to customise information according to their own individual styles and preferences. Social networking tools such as blogs, wikis and social sites such as *Bebo*, *Facebook* and *Twitter* are now an intrinsic part of most people's everyday lives.

E-portfolios or personalised learning accounts can be found in a number of countries under various names such as:

- myfuture (Australia)
- My Career Space (NZ)
- My Choice (Slovenia)
- My i-plan (UK).

The rise in technological tools and services is creating a need for career practitioners to gain training on e-guidance as well as being able to effectively use online tools to meet the needs of clients.

While technology has been identified by most countries as highly important in the development and dissemination of careers information and services, many also



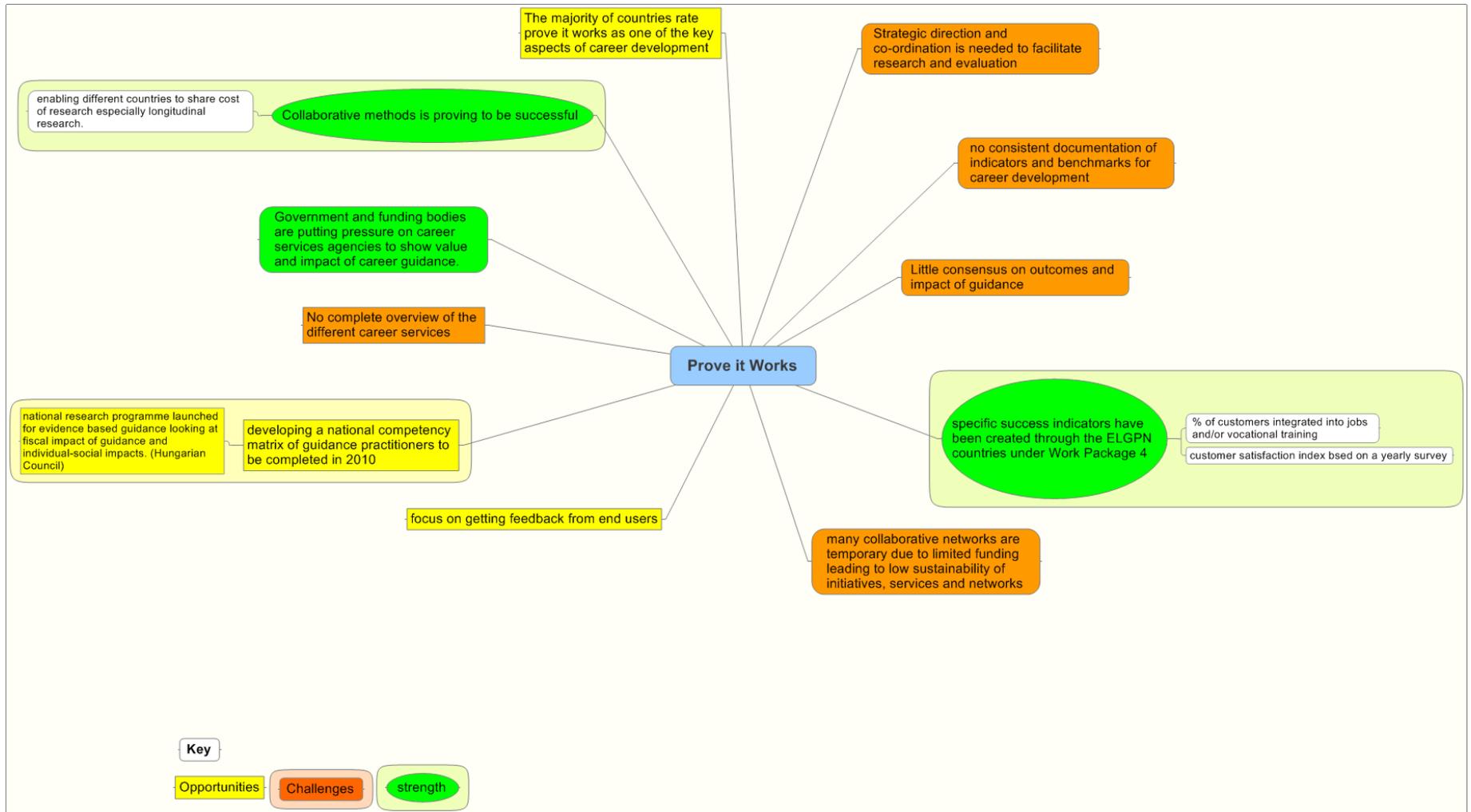
acknowledged the need to maintain face-to-face services as an essential part of the careers package.

Weaknesses

Technology also posed challenges for many countries. Some of the challenges were particularly evident in certain regions. For example:

- Many of the Eastern European countries showed concern over access to technology for some minority groups - in particular, meeting the needs of the Roma people.
- For most of the developed nations, lack of co-ordination of the many technological initiatives, web portals and services is an issue. Part of the issue relates to lack of sustained funding to ensure that technological services are maintained in the long term.
- At the other end of the spectrum, Pacific countries face lack of funding and general access to technology. Career development is also very much at the beginning stages: therefore, building an infrastructure that suits the needs of individual countries is the main priority.





Prove it Works

Evidence of the impact of career information advice and guidance in a range of settings

We need to continually prove the positive impact of career development for people, and meet public-policy goals including value for money. A number of significant developments over recent years have built the evidence base. Proving the impact of career development, skill enhancement and lifelong learning on social, education and economic goals is critical. There is real potential for researchers, practitioners and policy developers to consolidate thinking on impact indicators and measures of success.

This section was identified by the majority (47%) of countries as being the most important in their careers agenda. Key areas include the importance of proving the success or impact of career development for individuals and countries.

Strengths

There is evidence that where there is a co-ordinating body or institution set up to facilitate careers initiatives, set strategic direction and conduct research and evaluation, career development is likely to grow and prosper.

The success of the ELGPN is an example of how countries can work towards having a shared regional framework that enables them to collectively identify indicators and success measures for career education. Through the ELGPN workplan, countries such as Austria, Denmark and Slovenia have identified specific careers indicators of success. These include:

- Number of unemployed persons who find jobs as a result of guidance.
- Number of unemployed persons who enrol in vocational training.

This collaborative method is also proving successful in other countries such as Canada through the Forum of Labour Market Ministers Career Development Services Working Group.

In New Zealand, the Education Employment Linkages (EEL) research programme is an initiative funded by the Government to enable longitudinal research to be conducted on various aspects of career education. This includes transition from school to employment or training, as well as looking at key influencers such as families and communities to determine factors that contribute to young people's career choices.

This trend in specifying measures and indicators of success is a reflection of the push by governments and funding bodies for the careers sector to show the value of career education. Through joint work, countries are able to share best-practice information as well as the cost of conducting research.

Appreciation of career education in Niue has increased and is becoming prominent in the workforce. The unique economic and political composition of Niue means that the



public service is continually engaged in up-skilling employees to address the shortage of workers due to its small population (1,500 approx¹¹), as well as losing trained professionals to NZ and Australia as a result of Niueans being NZ citizens. These issues mean that the Niue Government and public service are extremely flexible and creative in meeting the careers and employment needs of its country and people.

While no formal regional network for career development currently exist among Pacific countries, the SPBEA plays a key role in providing a framework for qualifications awarded, which includes qualifications relating to education and training or job creation.

Weaknesses

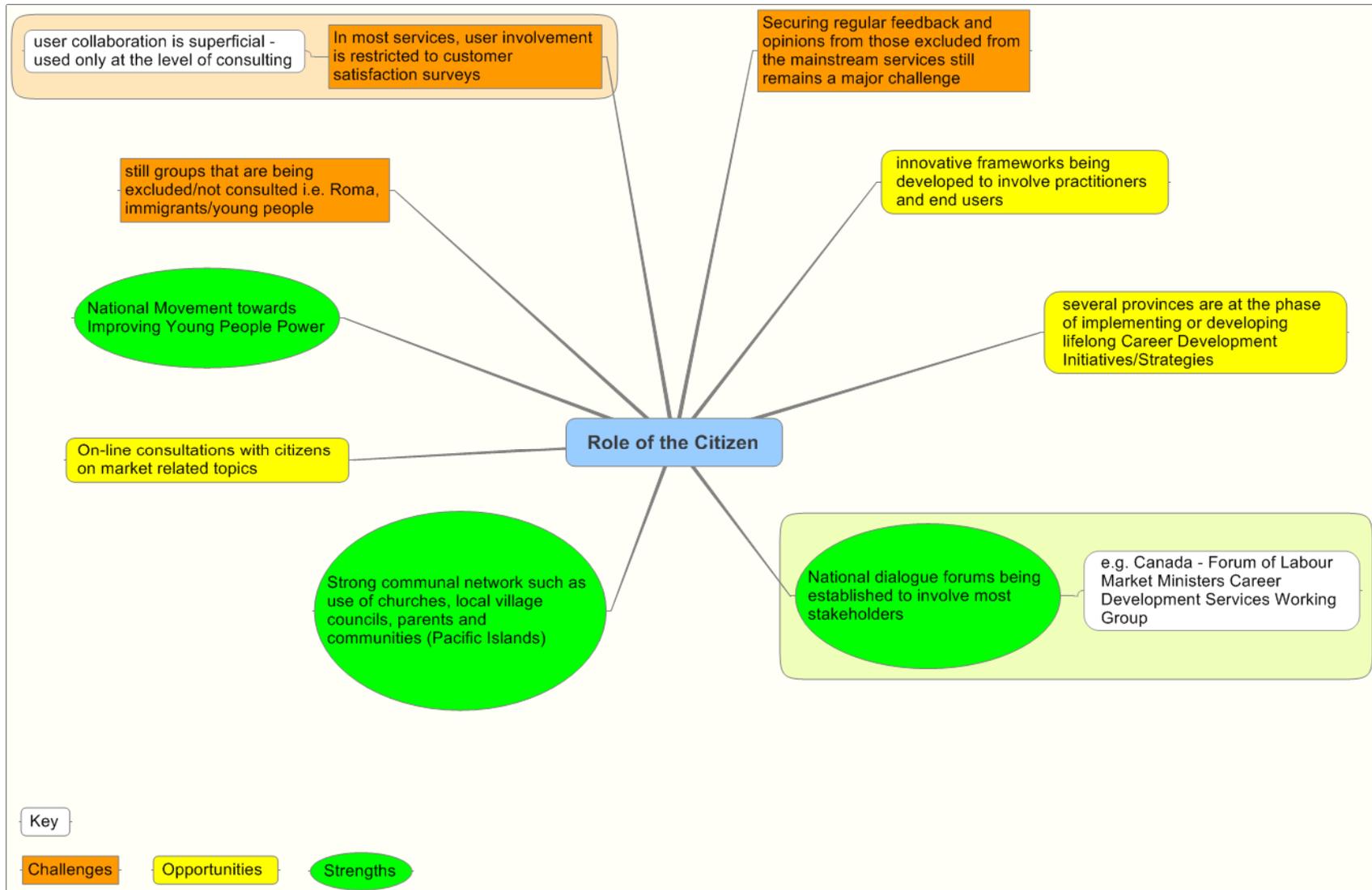
Most of the developed countries noted that there was insufficient evidence of the impact of career development. Germany highlighted a lack of consensus related to the impact and outcomes of career guidance. Canada highlighted the need for a mechanism to collect impact data systematically and strategically: there is also no national body with the mandate to examine trends and formulate policy recommendations.

Developed countries highlighted as a weakness the lack of longitudinal studies, leading to the inability to accurately measure the impact of career education. The key driver behind the need for longitudinal studies comes from the notion that career education needs to be measured over time.

For the Solomon Islands, lack of research and limited practice around the value and impact of career education leads to what is termed “blind education”. This relates to the practice of fitting students into available scholarships provided by donor countries rather than identifying the career needs and aspirations of the student before fitting them into study options and ultimately career pathways.

¹¹ 20,000 (approx) Niueans live in NZ.





Shifting Services towards Creative Collaboration

Role of the citizen in shaping future policy and practice

The importance of listening to current and potential users and purchasers of services cannot be under-estimated. Hearing what people are saying seems simple. The challenge is how we gather and use feedback to critically review and enhance what we are providing. Demands and expectations keep changing. To respond to these in a meaningful way requires policy- and decision-makers to engage with end-users such as schools and students, parents and families, practitioners and individuals, not only to extract information from them but also to actively involve them in the design, delivery and continuous improvement of career services.

This theme highlighted ways in which countries and institutions are including individuals and/or communities in developing policies that impact on career services and resources. Around 10 countries ranked 'Role of the Citizen' as relatively important in their country.

One of the most important aspects of this theme was reflected by the Solomon Islands country team who viewed career education as a concept that placed individuals at the centre of the equation. This stemmed from the notion that often policies and institutions are built which are divorced from the individual. Structures and systems are frequently developed for purposes which do not necessarily align with individual and community needs and expectations.

Career education and career development can however be seen as being built around the person and from the needs of the individual. Career policies and institutions are developed in collaboration with citizens as the core, while systems and institutions help to facilitate the person's development. The challenge is to ensure that career education and career development services continue to be relevant to the needs of individuals and communities.

Strengths

The existence of and belonging to national, regional and international networks (see earlier) are strengths for many countries.

In Japan, "the National Movement towards Improving Young People Power" is an example of a national strategy involving different sectors of the community. This strategy aims to work with economists, educators, mass media, regional communities and government to help solve employment problems faced by young people in Japan.

In Samoa, a framework of social networks already exists at the National and Local Government level. The SDS 2008-12 was formulated on the basis of an extensive consultative process involving Government ministries, the private sector, civil society organisations, church leaders and community groups. This is the practice for all public policies in Samoa.



The Fifth
International Symposium
on Career Development
and Public Policy



Weaknesses

Gaining meaningful and regular feedback from those excluded from mainstream services is a major challenge for the Czech Republic.

In Germany, collaborative networks are temporary due to limited funding leading to little sustainability of initiatives, services and networks.

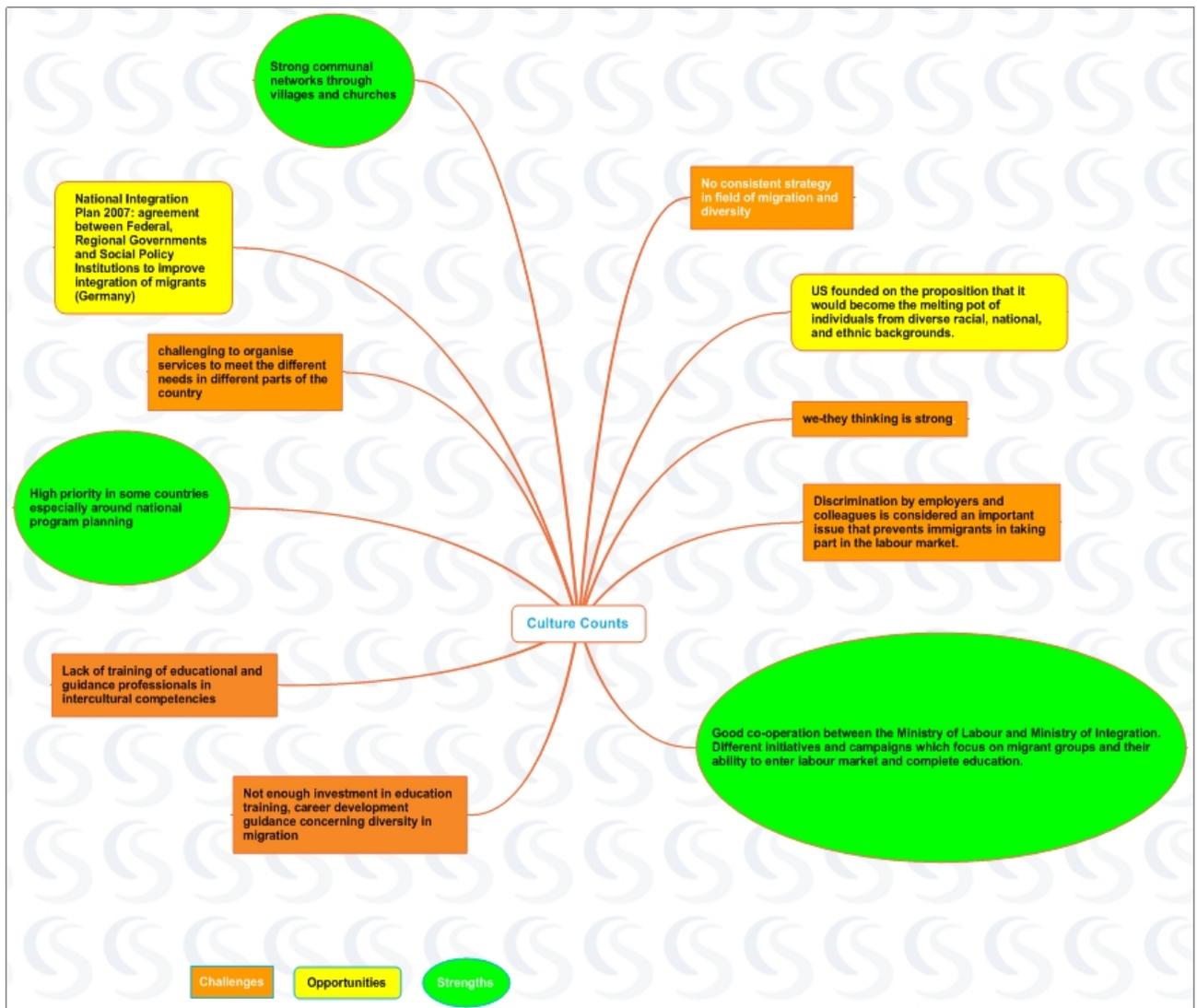
In most services the user involvement is restricted to customer satisfaction surveys. This has led to responses from some countries noting that user collaboration can be superficial.



The Fifth
International Symposium
on Career Development
and Public Policy

 **careersSERVICES**
rapuara seek the path

Culture Counts – mind map



Culture Counts

Implications of diversity, migration and indigeneity

Cultures and subcultures are being created at a rapid pace, causing changes in demographics such as multiple ethnicities. Policies and delivery capability need to be flexible and responsive in order to better reflect changing populations and patterns. Ease in transnational migrations and the shrinking of borders through internet and international relations further exacerbate these growing trends. In some parts of the world, there is increasing recognition of the rights, needs and special place of indigenous people.

Countries ranged from very diverse societies such as Canada, New Zealand, UK and USA to relatively mono-cultural societies as in the case of Japan and Tonga, as well as some of the Scandinavian and Eastern European countries. Countries highlighted the work they are doing for migrants as well as indigenous communities in this theme.

Strengths

Most of the Pacific countries reflected on their strong cultural heritage as strength. For Tonga, the relatively small size as well as the homogenous population means that it is able to protect and maintain its traditional values and culture. This ensures that Tongan values and traditions are reflected in policy development and not compromised by competing interests.

Countries like Canada and NZ highlight the special place of indigenous people, as well as the targeted support provided to indigenous people and migrants, as strengths in their countries.

In Samoa, the role of the “aiga” (Samoan family) and the matai (chiefly) system is highlighted as the foundation and most important aspect of Samoan culture and society. This system helps to maintain and provide for the social and economic well-being of individual members which can also enable a cohesive approach to developing policies on a variety of areas, including career development.

Weaknesses

There is a lack of research on the impact of diversity, leading to policy challenges such as how to measure the value and therefore fund initiatives that fit under the cultural umbrella.

In Austria, there is no consistent strategy and insufficient investment in education, training and career development guidance in the field of migration and diversity.

For Pacific countries, there is the existing apprehension that diversity as a result of outside influences and especially through the tourism industry can contribute towards the commoditisation as well as the dilution of Pacific cultures and values.

While cultural diversity can pose challenges both at the policy as well as the practice level for some countries, there is also the possibility for career development to have the



potential to promote cultural and national identity. This potential can be realised through the provision of holistic career development that works at the individual and not at the institution level.

CONCLUSION

It is clear that countries and regions are at very different levels of the careers spectrum. Whilst some countries are able to draw on strong regional collaborative networks to share resources, information and expertise, others are finding a general disconnect between services provided within their own countries.

The strengths and weaknesses posed by the four themes point very strongly towards aspects of career development that are working and those that need particular attention. The strengths provide countries with good practice models, while the weaknesses provide policy-makers, career practitioners and researchers with a starting point on issues that need to be addressed.

As the Fifth International Symposium for Career Development and Public Policy celebrates its tenth year anniversary, it should be proud of its achievements in putting the careers agenda at the forefront of government policies and practices.



The Fifth
International Symposium
on Career Development
and Public Policy

 **careersSERVICES**
rapuara seek the path

GLOSSARY OF TERMS

Term	Definition
ELGPN	European Lifelong Guidance Policy Network
IAEVG	International Association for Educational and Vocational Guidance
ICCDPP	International Centre for Career Development and Public Policy
Matai system	Chiefly System in Samoa
SPBEA	South Pacific Board for Educational Assessment



The Fifth
International Symposium
on Career Development
and Public Policy

 **careersSERVICES**
rapuara seek the path