



POLICY POINTS

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SPECIAL FEATURE

USA 2015: 7th International Symposium On Career Development And Public Policy

The 2015 theme: “**Building the Talent Pipeline and Providing Youth with Hope for the Future,**” focuses on the challenges facing governments, employers, and communities to ensure young people have economically viable futures.

Four subthemes will be examined in detail:

- 1. Engaging Employers:** employers have a key role to play in youth employment policies, in preparing the workforce of today and in developing the workforce of tomorrow. They are also a key source of careers and labour market information for young people and adults. How well do they play this role?
- 2. The Role of Emerging Technologies:** information and communications technology facilitates many forms of career learning for young people. Employers increasingly use it for staff recruitment. How can its potential be harnessed in policies for youth employment?

3. Why Return on Investment Matters: governments fund policies, on behalf of taxpayers, that prepare and develop the youth workforce for the local, regional and national economies. How do governments ensure that they get the best return on their policy investment?

4. Integrated Policies: Creating Systems that Work: preparing the workforce of today and developing the workforce of tomorrow is a shared responsibility of several government ministries: education, higher education, vocational training, youth, employment, and social affairs. How well do these ministries cooperate with each other? How integrated are their policies and systems?

The Symposium will take place in Des Moines, Iowa, USA on 14-17 June, 2015. It will be hosted by KUDER Inc in partnership with ICCDPP. To date 19 countries from five continents and three international organisations have confirmed their participation. For more details on the Symposium (events, themes, country papers, presenters, hosts, blogs). Visit: <http://www.is2015.org/event-details/>

WORLD REGION REPORTS

AFRICA

Tunisia – Development Of A National Strategy For Career Guidance

The Ministry for Vocational Training and Employment (MFPE) is leading an EU assisted project to modernise career guidance provision for the citizens of Tunisia, as part of its national human resource development strategy. A project steering group was formed consisting of representatives of the ministries of education, higher education, vocational training and employment, and youth, sport and family affairs.

In March 2014 a review of existing career guidance provision was undertaken and benchmarked against OECD-EC criteria for career guidance policies and systems. The review included consultations with citizens, with social partners and with civil society. The results showed that citizen access to careers advice and information was extremely limited and that there were significant resulting problems in the economy and in the society from the mismatch between skills demands and skills supply.

A national seminar was held in November 2014 involving 160 representatives of all the stakeholders who were asked to make joint propositions on how to improve four aspects of provision: access to services and information, the development of careers information, the quality assurance of services and information, and policy partnerships. From this consultation a draft national strategy has emerged. This will be debated and an action plan developed in 2015. A significant feature of the Tunisian initiative is the policy partnership approach adopted. The MFPE is working in unison with the ministries of Education, Higher Education, and Youth, Sport, Women and the Family.

AMERICAS

Argentina - National Career Guidance Project Recently Launched

The Ministry of Education recently presented a national project of career guidance that seeks to support students in their decision-making processes of transition at the end of secondary education. The project is entitled "Dar Pie. Pensar, intercambiar, elegir. It conceives career guidance as a public policy and

public good that respects and appreciates the particularities of different educational jurisdictions in the country and the uniqueness of their institutions, groups and individuals.

Accordingly, this new interactive tool for students and teachers understands career guidance as a concrete issue in high school that should be characterized by three main aspects: embedded function, curriculum, and participative approach. This means that career guidance is the responsibility of the institution as a whole; it can be articulated with the contents of all the materials and different institutional actors involved in this accompaniment.

The project includes a computerized game, a virtual module, and complementary tools for teachers and students, such as: handbooks, web sites, and series. More information can be obtained from: <http://www.educ.ar/sitios/educar/seccion/?ir=xdarpie>

ASIA PACIFIC

New Zealand: Standards For Career Guidance In The Education And Training Sectors

CareersNZ, a government agency of the Ministry of Education, has produced three sets of benchmarks for careers education in schools and tertiary education:

- Year 7 and 8 benchmarks
- Secondary school benchmarks (revised 2014)
- Tertiary education benchmarks

The benchmarks are self-review instruments aimed at helping education and training institutions to assess and improve the quality of the careers education they provide. Each instrument specifies the learning outcome from careers education for the particular target groups involved. These are accompanied by input benchmarks for leadership, organisation, transitions, and in the case of tertiary, they include benchmarks for employer and student engagement. For more information:

<http://www.careers.govt.nz/educators-practitioners/planning/career-education-benchmarks/>

EUROPE

France: Adult Entitlement To A Career Development Review

From 1st January 2015, workers (full-time and part-time, private and public sectors), job-seekers, and self-employed in France are entitled to a free individualised career development review (conseil en évolution professionnelle) that is provided outside of the workplace. This entitlement can be enacted at any time from one's entry to the workforce until one's retirement. It consists of career counselling, information and advice, identification and validation of non-formal and informal learning, and career planning.

The organisations that provide such reviews include Le Fongecif of the region in which one works; Le Pole Emploi for job-seekers; Le Cap Emploi for persons with disabilities; l'Association pour l'emploi des cadres (APEC) for executives and managers; and les Missions Locales for young people aged 16 to 25

years who have left school without qualifications. All persons aged over 16 years are also entitled to a Personal Learning Account (Compte Personnel de Formation) to enable them to upgrade their level of qualifications and to improve their employability. The entitlements arise from joint agreements of government, the regional authorities, and the social partners, and are enshrined in employment law.

Northern Ireland: Improving Career Guidance Provision

In March 2014, the Minister for Employment and Learning and the Minister of Education established an Independent Panel of experts from education, business and career guidance research to provide advice on the overall direction for careers provision in Northern Ireland. The Panel was asked to build on the recommendations stemming from the Assembly Committee for Employment and Learning's Inquiry into Careers Education, Information, Advice and Guidance².

The aim was to ensure that future provision reflects the needs of a modern vibrant and dynamic 21st century economy in which all individuals regardless of age, aspiration or ability, as well as key influencers such as parents and teachers, have access to independent, high-quality advice which helps them to maximise their potential and contribute to their community and the Northern Ireland economy. The Review had a particular focus on the role of careers education and guidance in balancing skills supply and demand in the current and future labour market.

The findings of the review suggest the needs for improving the following aspects of career guidance delivery: accountability; quality assurance; virtual (careers information website) and experiential careers learning (work experience); e-portfolio of careers learning; and timely access to careers advisors.

MIDDLE EAST

Qatar: Multi-Actor Approach To The Development Of Career Services

Guided by the Qatar National Vision 2030 and the pertinent strategic national plans to materialize this vision thereafter, Qatar is significantly weighing in on career guidance and development through dedicating one of the Vision's four pillars specifically to Human Development. As such, Qatar has been mobilizing its resources, on the governmental level as well as the private sector level, towards empowering several relevant stakeholders and expert entities to synergistically work on establishing the academic and career guidance frameworks and relevant practices that would assist the nation in accomplishing its target vis a vis the Human Development pillar, thus boosting Qatar's long-term endeavors for a socio-economic transformation from a carbon-based construct to one that is anchored on knowledge.

Qatar Careers Fair (and its recent successor Qatar Career Development Centre) is leading a multi-actor approach to the development of services for Qatari citizens. The Qatar Career Forum will take place in March 2015 and is expected to bring together a multitude of renowned career development experts to extensively tackle priority topics for Qatar and eventually formulate a recommendation paper and a road map for the career development challenges ahead.

INTERNATIONAL CAREER GUIDANCE POLICY NETWORKS

European Lifelong Guidance Policy Network (ELGPN)

The European Lifelong Guidance Policy Network (ELGPN) has the distinction of being the only inter-governmental policy network world-wide that focuses on career guidance as part of public policies for education, training, employment and social affairs. Co-funded by the European Union Member States and the European Commission, the network has been addressing five areas of policy development for career guidance: access to services; career management skills training; national policy partnership development; quality assurance of career services; and building an evidence-based approach to policy making for career guidance. Through European cooperation, the network has produced many useful policy papers on career guidance over the past 6 years. These include:

- Career management skills
- Youth unemployment
- Work-based learning
- Early school leaving
- Flexicurity

In addition they have produced three tools for policy makers: a Resource Kit, a Glossary of Terms, and an Evidence Based handbook. The policy papers and tools have been translated into different European languages. All of the publications may be downloaded from the following link: <http://www.elgpn.eu/publications>

In 2015, the work of the network will focus on the further development of EU Guidelines for Lifelong Guidance Policies and Systems; a Career Management Skills policy development tool; and a Quality and Evidence framework for lifelong guidance services.

INTERNATIONAL TRAINING IN CAREER GUIDANCE AND PUBLIC POLICY

The European Training Foundation (ETF) in partnership with the International Labour Office (International Training Centre, Turin) have held two international training programs on career guidance and public policy in Turin in October 2013 and April 2014 with a further program planned for June 2015. Aimed at policy developer and civil servants in education, training and employment ministries, the training program centres on four modules:

- Understanding career guidance
- The prerequisites of a career guidance delivery system
- Key policy issues in career guidance
- Policy implementation and action planning.

The following countries were represented in the first program in 2013: Barbados, Belarus, Ethiopia, Georgia, Kyrgyzstan, Lebanon, Libya, Lithuania, Mongolia, Occupied Palestinian Territory, Serbia, and Slovenia. In the second training program the following were represented: Afghanistan, Armenia, Bangladesh, Barbados, Cambodia, Egypt, Indonesia, Kosovo, Lao People's Democratic Republic, Lebanon, Moldova, Nigeria, Oman, Philippines, and the Russian Federation.

For more information on the June 2015 training program, visit: http://www.itcilo.org/calendar/25630?set_language=en

INTERNATIONAL ORGANISATION NEWS

European Commission: Career Guidance As Experienced And Viewed By EU Citizens

In the context of the development of a policy for a European Area of Skills and Qualifications (EASQ) the European Commission (DG EAC) sought the views of EU citizens on the problems faced by learners and workers with regard to the transparency and recognition of their skills and qualifications when moving within and between EU Member States, on the adequacy of the related European policies and instruments, and on the potential benefits of developing the EASQ. The survey undertaken in April-May 2014 probed, inter-alia, Europeans' use of career guidance services; and their experience of looking for information on education, training and career guidance.

The following results were obtained from a sample of 27,998 respondents from different social and demographic groups from the 28 Member States:

- A quarter of respondents (24%) have used a career guidance service. This varies considerably by Member State; in some countries, only 3% of respondents say they have used a career guidance service;
- The main reason for never having used a career guidance service is the lack of access (45%);
- The majority of EU citizens have positive views about the availability and usefulness of career guidance services; for example, 71% agree that they are useful for making the right choice for further studies;
- In total, 44% of EU citizens say that they have looked for information of some kind on education, training or career guidance. Just over half of respondents (56%) say they found it at least quite easy to find the information they needed.

For more details and individual country results and comparisons, visit: http://ec.europa.eu/public_opinion/archives/ebs/ebs_417_en.pdf

OECD: Pisa Data On The Career Development Activities And Competences Of Students

The OECD has been conducting its PISA (Programme for International Student Assessment) survey at three yearly intervals since 2000. Whilst national comparisons of 15 year-olds' achievement in mathematics, reading and science have been a main focus of both media commentary and public policy analysis, the survey is also valuable for the wealth of background information that it collects on students, their family circumstances and their schools, and for the different topics that are explored in each survey in addition to the primary focus upon student achievement. In 2012 one area that was explored was career development, affording a rare opportunity to gain quantitative data that can provide comparative perspectives on the link between career development and public policy issues. For those interested in the relationship between career development and public policy, the 2012 PISA survey is of potential value for two reasons. First, it obtained career development-related information directly from students. This allows results to be cross-referenced against a range of policy-relevant background information on the characteristics of students and their families, as well as against information on the characteristics of the schools attended by students. Second, it gathered career-related information in an organised and systematic way that allows light to be shed upon three dimensions that are important for career development policy:

- The types of career development activities that students participate in such as visiting a job fair and searching the internet for information about careers (nine items);
- Students' reports of the types of career-related competences that they had acquired such as how to find information on jobs and how to prepare for a job interview (six items); and
- For each of the six self-reported career-related competences, whether these had been acquired at school or out of school.

Despite the need for caution about the strength of the relationships revealed by the study, it does highlight the important role that schools can play in developing career management skills, whilst at the same time points to the significant challenges that exist in a number of countries in realising the potential that schools have in this regard.

The data was analysed by Dr Richard Sweet (formerly OECD), Dr Raimo Vuorinen (ELGPN Co-ordinator) and Dr Nari Kissinen (Finland) with funding support of the ELGPN.

The full study can be accessed at this link: <http://www.elgpn.eu/publications/browse-by-language/english/elgpn-research-paper-no.-1-pisa/>

International Association For Educational And Vocational Guidance (IAEVG)

Restructuring Careers over Unexpected Powerful Forces is the main theme of the IAEVG annual conference that takes place in Tsukuba, Japan from 18-21 September 2015. The sub-themes are/

- Delivery Systems for Lifelong Career Guidance to All Citizens
- Career Counseling Approaches to Empower People who are Discouraged and Disenfranchised

- Public Policy for Diversity
- Education: Pathways that Lead Individuals to Construct Career and Life
- Call to Action: Addressing for People who are Socially Isolated, the Needs of NEETs, and Youth Unemployment
- Community Action: Collaboration Among Stakeholders in Building Partnerships
- Assessment, Measurement, and Evaluation: What We Know Works
- Professional Development: Preparation and Training for the Career Teacher and Practitioner
- Restructuring Careers under Promising Practices.

For more information, visit: <http://www.iaevgconf2015.jp/>

World Association Of Public Employment Services (WAPES)

Career guidance plays a growing role in the employment service portfolio that helps to shape lifelong learning in global labour markets.

In October 2014, WAPES in cooperation with the Asia-Pacific office of the International Labour Organization (ILO) offered a training session of five days to deepen the topic of career guidance. The training was hosted by the WAPES Vice- President Korean Employment Information Service (KEIS) and run by two qualified trainers in the field of career guidance from the German public employment services Bundesagentur für Arbeit (BA).

You can find the training program, a detailed toolbox for career advisors, as well as some Asian country presentations (India, Philippines, Cambodia, China, Japan, Thailand), and reports on the topic at <http://www.wapes.org/en/event/new-toolbox-training-dual-education-and-career-guidance-seoul-korea>

ICCDPP Website News: New Look Website

Have you visited the ICCDPP website www.iccdpp.org recently? It has been completely transformed! Documents may now be accessed by document type e.g. national strategy papers, tools for policy developers, by world region and country, by language e.g. Arabic, by organisation e.g. OECD, by topic e.g. Assuring Quality, by target group e.g. unemployed.

Recent documents uploaded or linked include publications by USAID, CEDEFOP, and the Nordic Network for Adult Learning, which covered policy issues such as the economic, social and individual benefits of career guidance; the effectiveness of youth workforce preparation programs; career guidance and entrepreneurship, and career competences.

8 If you would like to receive an alert each time a new document is signposted on the ICCDPP website, email info@iccdpp.org including the text ALERT.

ICCDPP Executive Board News

Many changes have taken place in the past three years. The following is the present composition of the Board:

Acting Chairperson: Mr. Lester Oakes, (former CEO of Careers NZ), New Zealand

Deputy Chairperson: Ms Lynne Bezanson, Co-Executive Director, CCDF, Canada

Other Members:

Dr Tibor Bors Borbely, Senior Policy Advisor, Ministry of Economy, Hungary;

Dr Raimo Vuorinen, Institute for Educational Research, Finland, and ELGPN Coordinator;

Dr Spencer Niles, Dean of Education, William and Mary University, USA;

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Dr Tristram Hooley, Professor of Career Education, University of Derby, UK;

Mr Joe Samuel, CEO, South Africa Qualifications Authority

Dr Lee, Ji-Yeon, Senior Research Fellow and Director of the Career Development Centre, KRIVET, South Korea

Mr Phil Harrington, President, KUDER Inc., Iowa, USA

Professor Tony Watts, a founder member of ICCDPP, retired from the Board in 2014. ICCDPP is greatly indebted to his expertise, vision and commitment.

New ICCDPP Logo



The new ICCDPP logo symbolises the global sharing of policy knowledge, representing the mission of ICCDPP. Our thanks to Brianna Harrington and the KUDER Inc design team for their work on this.

Have you got news for us?

Let us know of:

- National and regional policy developments
- National strategies for career guidance
- Policy evaluation and research reports
- Tools for policy makers and developers

Contributions are welcome in all languages. If you have a policy document to share, please send a one-paragraph summary in English and either a web link to the full text or an electronic copy of the text to info@iccdpp.org. All contributions will be publicly acknowledged. The full text, if it is public domain material, will be published either as a web link or directly on the ICCDPP.

Contributors

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