

**International Symposium on Career Development and Public Policy  
Wellington, New Zealand  
November 2009**

**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, create and store 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 ride the digital wave and maximise the potential of the technologies to advance career policy, practice and research.

**Prove it works**

- *Evidence of the impact of career information advice and guidance in relation to a range of policy 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.

## **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 to also actively involve them in the actual design, delivery and continuous improvement of career services.

## **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.

## **Building on previous symposia**

One of the aims of this symposium is to build on the progress made in previous symposia, and in particular, to benchmark progress against national action plans. To assist countries with their preparation and recap on the actions set out in Scotland 2007, the agreed aims are as follows:

- To encourage the establishment /further development of national fora and other appropriate mechanisms for career leadership in public policy.

- To develop stronger national mechanisms for career professionals to provide professional leadership and policy advice across the career development field.
- To encourage the development of world-region networks for career development and public policy in areas of the world where they do not currently exist.
- To support the role of the International Centre for Career Development and Public Policy (ICCDPP) in providing an international communication network to strengthen the relationship between career development and public policy. This should include support for national and world-region symposia in the intervals between the global symposia.

To urge the ICCDPP to pay particular attention to:

- a) Developing links with relevant international bodies (including OECD, UNESCO, World Bank, ILO, European Commission, European Training Foundation). This should include encouraging reviews of lifelong career development services in further countries, and such reviews being repeated on a regular (perhaps every ten years) basis.
- b) Sharing information on data-collection strategies including impact evidence.
- c) Supporting the Developing Countries Network for Career Guidance and Counseling.
- d) Supporting the collaboration between ACP International, the International Association for Educational and Vocational Guidance and other relevant bodies in developing a more coherent global structure of professional standards in the career development field, and particularly the relationship of this work to public policy.

## **Symposium process**

Each of these themes will be explored through a number of sessions from a variety of perspectives:

- Country teams grouped with other teams at similar stages of development
- Individual country representatives grouped with others who have a similar sector interest e.g. education (schools, tertiary), labour, employment services, employers/workplaces
- Policy, practice and research representatives from each country grouped together
- Country team reflection time
- Full plenary sessions

A series of generative questions will guide each session. These questions will be designed to stimulate ideas and future thinking. The outcomes of these sessions will be synthesised to form a collective and country specific action plan and joint communiqué

Country teams will be required to prepare a report prior to the symposium – the details of this report are currently being confirmed.