

National Career Development Association

Pre-Conference Symposium
July 7th and July 8th, 2008

*Public Policy & Advocacy: Finding
Our Voice and Making It Heard*

Strategic Leadership for Career Development in Public Policy:

**Identifying Challenges,
Creating Solutions and
Implementing Strategies**

Welcome

- ◆ Spencer Niles and Martha Russell
 - Symposium, NCDA Public Policy Council
- ◆ Darrell Luzzo
 - President National Career Development Association

Proposed format for symposium

- ◆ International Presentations
- ◆ Workgroup Process
- ◆ Materials and Resources
- ◆ Follow-up
- ◆ Ongoing work for US as part of global community
- ◆ Individual Action Plans
- ◆ Reception

Challenges in Designing and Implementing Public Policies to Support Career Development

- ◆ Liz Galashan
- ◆ John McCarthy
- ◆ Lester Oakes
- ◆ Raimo Vuorinen
- ◆ Ed Herr
- ◆ Bridget Brown
- ◆ Alberto Puertas
- ◆ Pat Schwallie-Giddis

Lessons Learned from National Reviews: Implications for the USA

Tony Watts

The Reviews

- ◆ OECD (14 countries)
- ◆ World Bank (7)
- ◆ European Commission (29)
- ◆ European Training Foundation
 - EU accession countries (11)
 - Western Balkans (7)
 - Middle East and North Africa (10)
- ◆ Other
 - EU PES study (28)
 - Single-country studies (2)
- ◆ 55 countries in total

Issues - 1

- ◆ Definition: services intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers
- ◆ Viewing range of services as a coherent system (which they are not!)

Issues - 2

- ◆ Need to take account of distinctive political, economic and socio-cultural factors
- ◆ Focus on career guidance as a public good as well as a private good
- ◆ Role for the market

Issues - 3

- ◆ No country has yet developed an adequate lifelong career guidance system; but across the range of countries one can discern what such a system might look like
- ◆ Need for strong co-ordination and leadership mechanisms
- ◆ Partly to develop strategic instruments to cohere the field:
 - competence framework for practitioners
 - organisational quality standards
 - career management competency framework
- ◆ Importance of social marketing

Implications for USA

- ◆ Neglected area?
- ◆ Hence importance of this event
- ◆ Need for a country review, perhaps based on a sample of states
- ◆ As part of a new OECD review?
- ◆ Would need federal government support
- ◆ Alternatively, could other resources be used to stimulate reviews at national or state level, using the OECD questionnaire?
- ◆ Meanwhile, lessons from the reviews conducted elsewhere

Workgroups



- ◆ Process
- ◆ Roles
- ◆ Tasks

Workgroup Task A

Challenges

- ◆ Identify top 2-3 challenges to designing and implementing career development public policy

Discussion 20 min

Regroup as large group at 11:35 AM

AN OVERVIEW OF CAREER DEVELOPMENT AND PUBLIC POLICY

Dr John McCarthy, Director
International Centre for Career
Development and Public Policy,
Strasbourg, France

E-mail: jmc@iccdpp.org

PERFORMANCE INDICATORS OF INTEREST TO POLICY MAKERS

- ◆ % of persons who have **completed** their education and training programmes at all levels
- ◆ % of persons who have **obtained a qualification** on completion of their education and training programmes
- ◆ % of persons who have acquired a qualification at a **level higher** than that which they held
- ◆ % of persons **participating** in an education and training programme
- ◆ % of persons who have obtained **employment**
- ◆ % of persons who have succeeded in making **successful transitions within and across** education and training systems **and from** these to employment

QUESTIONS OF POLICY MAKERS AND CAREER DEVELOPMENT PRACTITIONERS

- ◆ PRACTITIONER: What do these performance indicators have to do with career development practice?
- ◆ POLICY MAKER: To which of these goals can career development practice effectively contribute? How? Where's the evidence?
- ◆ RESEARCHER: How can we collect such evidence?

POLICY CONTEXT FOR CAREER DEVELOPMENT PRACTICE

- ◆ Education, Training, Employment and Social Inclusion
- ◆ International Policy Reviews: policy objectives for career guidance are poorly developed, articulated and communicated
- ◆ Little data on inputs, outputs and outcomes of career development practice; many descriptions of methods and processes

INTERNATIONAL POLITICAL RECOGNITION

- ◆ European Council of Ministers of Education Resolution (2004): Strengthening policies, systems and practices for lifelong guidance – the 8 public policy goals to which career guidance contributes
- ◆ European Council of Ministers for Employment: Integrated Employment Guidelines (2007)
- ◆ European Social Partners: Framework for Lifelong Competences and Qualifications (2002)
- ◆ European Commission (DG Education and Culture): Communications since 2000

INTERNATIONAL POLITICAL RECOGNITION

- ◆ International studies of policies for career guidance (56 countries to date)
- ◆ International institution cooperation: OECD, European Commission, World Bank, ILO, ICCDPP
- ◆ International Centre for Career Development and Public Policy (2005) International Policy Networks for Career Guidance: i) Europe-ELGPN ii) MEDA iii) Developing Countries

INTERNATIONAL POLITICAL RECOGNITION

- ◆ International Symposia on Career Development and Public Policy (since 1999)
- ◆ European Union Presidency conferences (since 2004)

NATIONAL POLITICAL RECOGNITION

- ◆ DENMARK: national strategy for DK in a global economy (2006)
- ◆ NATIONAL STRATEGIES FOR UP-SKILLING THE WORKFORCE: Germany, UK (2007)
- ◆ POLITICAL RESPONSES TO SOCIAL UNREST AND DEMOGRAPHIC CHANGE: France (2007), Japan (2004)

POLICY DEVELOPMENT –LONG-TERM INVESTMENT

- ◆ Implementation of 2001 recommendations of the EC Communication on Lifelong Learning
- ◆ Implementation of the 2004 Council of Education Ministers Resolution on Lifelong Guidance
- ◆ Implementation of the 2002 European Social Partners Framework for Lifelong Competences and Qualifications

PRIORITIES OF THE 2004 EUROPEAN COUNCIL RESOLUTION

1. Acquisition of skills to manage one's learning and work career path
2. Improving access to services for all sections of the population
3. Developing citizen-centred quality assurance systems for guidance services and products
4. Improving policy and systems coordination and cooperation between sectors and services
5. Improving initial and continuing training
6. Developing a strong evidence base

IMPLICATIONS FOR THE CAREER DEVELOPMENT COMMUNITY AND PROFESSIONAL ASSOCIATIONS IN THE USA?

- ◆ Leadership: awareness and interest
- ◆ Training, mentoring, language
- ◆ Leading, developing and reporting on the evidence base

IMPLICATIONS FOR THE ACADEMIC COMMUNITY IN THE USA

- ◆ Research to support policy development
- ◆ Training for professionals and policy makers/developers on policy issues

SUPPORT ROLE OF THE INTERNATIONAL CENTRE FOR USA INITIATIVES

1. Knowledge resource
2. Training and mentoring
3. Supporting the emergence of a National Centre for Career Development and Public Policy

SUPPORT ROLE OF THE INTERNATIONAL CENTRE FOR USA INITIATIVES

4. Supporting the emergence of a national policy network for career development
5. Linking national and international initiatives
6. Joint international actions

Workgroup Task B

Solutions

- ◆ Identify possible solutions to 3-5 challenges to designing and implementing career development public policy initiatives

Discussion 30 min

Regroup as large group at 2:45 PM

The European Lifelong Guidance Policy Network: Possible Implications for North America

Raimo Vuorinen, Ph.D.
Coordinator of the ELGPN
Institute for Educational Research,
University of Jyväskylä, Finland

Themes for discussions

- ◆ European guidance policy network (ELGPN)
- ◆ Rationale
- ◆ Milestones in the establishment of the ELGPN
- ◆ Objectives and functions
- ◆ Working methods
- ◆ Possible implications for North America

Report from the Finnish EU presidency conference on lifelong guidance, November 2006:

- ◆ Since the Communication on Lifelong Learning (2001) and the Resolution on Lifelong Guidance of the EU Council of Education Ministers (2004), much has been achieved in the member-states in improving access to guidance and the quality of guidance systems.
- ◆ But much remains to be done. Many countries still have significant gaps in provision and deficits in quality.

Report from the Finnish EU presidency conference on lifelong guidance, November 2006:

- ◆ It is important that the momentum of development within member-states be sustained. The pace and quality of such development can be significantly enhanced by continued collaboration at EU level.
- ◆ The structures for such collaboration need to be reframed to build upon past experience and to include more active engagement of all member-states.

Suggested actions at EU level

- ◆ The work of national guidance fora could be significantly strengthened by the establishment of a European Guidance Network
- ◆ The aim of the Network should be to improve guidance provision for all European citizens.

Establishment of the network

– some milestones

- ◆ Conclusions of the Finnish EU-presidency conference
- ◆ Preparatory meeting in Brussels, March 9, 2007
- ◆ Inaugural meeting in Helsinki, May 7-8, 2007
 - Underlying principles and draft work programme
- ◆ Contract between the ELGPN coordinator and the EU Commission, December 2007
- ◆ First ELGPN network meeting, December 2007
- ◆ ELGPN website <http://elgpn.eu>, January 2008

ELGPN membership

- ◆ 28 member countries, one observer
- ◆ The national partners
 - represent a lifelong learning perspective, covering education, training and employment for both young people and adults
 - are clearly linked to relevant policy-making processes within their country.
 - have the capacity both to contribute to the activities of the network and to involve the relevant national stakeholders in the education, training and employment sectors, including the social partners and guidance practitioners.

Long Term Objectives of the ELGPN

- ◆ Support for policy development
- ◆ Policy sharing
- ◆ Information gathering
- ◆ Policy analysis and research
- ◆ Use of reference tools
- ◆ Exploiting project outcomes
- ◆ Strengthening representative structures

Working methods

- ◆ Network meetings
- ◆ Thematic clusters with peer learning activities
- ◆ Case studies with field visits
- ◆ Thematic studies
- ◆ Biannual European lifelong guidance policy conferences

Working methods and co-operation arrangements

- ◆ During the initial phase 2007-2009 the European Lifelong Guidance Policy Network will be co-ordinated and chaired by a team from Finland; subsequent arrangement will be agreed by the network.
- ◆ The co-ordination unit may call upon the support of individual experts.
- ◆ Members agree underlying principles of the network and arrangements for the co-ordination (including chairmanship) of the network.
- ◆ Members appoint a steering group with 6 members

Financing arrangements

- ◆ Financial support from the Commission takes the form of a subsidy of up to 75% of network costs from the transversal programme of the Lifelong Learning Programme 2007-2013.

Co-operation with other structures

- ◆ The Network and the national fora will be linked, through appropriate membership or co-operation arrangements, to other relevant networks and initiatives at European level. These include:
 - The Euroguidance network.
 - The Public Employment Services (PES) network.
 - Professional networks, e.g. IAEVG, FEDORA, NCDA
 - other international organisations, bodies (e.g. the OECD)
 - Other relevant stakeholder networks (e.g. social partners, parents).

Thematic clusters 2008-2009

- ◆ Support for policy development and implementation at national level
- ◆ Co-operation and co-ordination mechanisms in guidance practice and policy development
- ◆ Quality assurance/Evidence-based practice and policy development
- ◆ Widening access
- ◆ Promoting career management skills
- ◆ Synergies between EU funded projects
- ◆ Education & Training and Employment policy analysis from Lifelong Guidance perspective

Implications for North America?

- ◆ Is there a need to assist states or regions to develop policies, systems and practices for career development within and across sectors in North America?
- ◆ Could the process of establishing the ELGPN provide a case study to benchmark to what extent similar type of coordination mechanisms and funding arrangements would be feasible in North America?
- ◆ Could a joint long term strategy explore synergy between international networks in enhancing a more sustainable and transparent evidence base for lifelong guidance practice and policy development?

Thank you!

For further information, please contact:

Raimo Vuorinen, Senior researcher, Ph.D.
Co-ordinator of the ELGPN

Institute for educational research

P.O. Box 35

FI-40014 University of Jyväskylä

tel. +358-14-2603271, Mobile +358-50-
3611909

Fax +358-14-2603201

email: raimo.vuorinen@ktl.jyu.fi

www: <http://elgpn.eu/>

Skype: vuorai



International Symposia on Career Development and Public Policy

Major Findings from IS2007

Scotland

Liz Galashan

IS2007 Scotland

This event has been funded by:



IS2007 Aviemore, Scotland



IS2007



Maximising the Value of Career Development for Sustainable Growth and Social Equity

- ◆ Blending Economic and Social Goals
- ◆ Strategic Leadership
- ◆ Harnessing Diversity
- ◆ Impact Evidence
- ◆ Role of the Citizen

Blending Economic and Social Goals

- ◆ Scotland – wealthier & fairer, smart, healthier, safer & stronger, greener
- ◆ Bhutan – Gross National Happiness
- ◆ Thailand – Sufficient Economy

Strategic Leadership

- ◆ How would you describe strategic leadership in your country?
- ◆ What are the strengths and weaknesses of any mechanisms or structures?
- ◆ What steps might be taken to improve strategic leadership?
- ◆ How well-known and valued is career development among the public in your country?
- ◆ How can this be improved?

Harnessing Diversity

- ◆ We need to regularly check whether our policy is guided by a single set of cultural assumptions

Impact Evidence

- ◆ Can we suggest an annual financial value for career development services?

Role of the Citizen

- ◆ Transactional services
- ◆ Personalised services
- ◆ Self-managed solutions
- ◆ Preventative solutions

IS2007 Communique

- ◆ National structures for leadership in public policy
- ◆ National mechanisms for career professionals to inform policy
- ◆ Develop new world-region networks
- ◆ Support ICCDPP www.iccdpp.org
- ◆ IS2009 Wellington, New Zealand

Contact Details

Liz Galashan

Skills Development Scotland

Cowan House

Inverness

Scotland, UK

+44 (0) 1463 244417 (landline)

+44 (0) 7748 932635 (mobile)

liz.galashan@careers-scotland.org.uk

Day One

- ◆ Key Learnings from Symposium Participants
- ◆ Observations from International Presenters

RECEPTION

Welcome Back



- ◆ **Communicating with Policy Makers: A New Zealand Perspective**
- ◆ **Lester Oakes**

Workgroup Task C

Strategies

- ◆ Identify action steps to designing and implementing career development public policy initiatives
- ◆ OBJECTIVE
- ◆ ACTION
- ◆ MANAGEABLE STEPS
- ◆ PERSON/GROUP INVOLVED
- ◆ TIMELINE
- ◆ EVALUATION

Where we are and where we
need to go to create effective
public policies supporting
career development:

Observations and closing
thoughts from

Ed Herr

Individual Next Steps

Career Development and Public Policy: Finding Your Voice and Making It Heard

Thank You

- ◆ Follow up
 - Materials
 - Participant lists
 - Content from symposium
 - Clearinghouse for materials
 - Input to policy council