



 **ICCDPP**
International Symposium 2017

**INTERNATIONAL SYMPOSIUM ON CAREER
DEVELOPMENT AND PUBLIC POLICY**

WORKSHOP'S AGENDA

Introduction

2017 International Symposium on Career Development and Public Policy: **At the Crossroads towards Relevance and Impact**

Four sub-themes

Collective recommendations

Canada's Action Plan

Engage employers

Discussions with participants

Priorities and needs

**INTRODUCTION :
ICCDPP AND THE
2017 INTERNATIONAL
SYMPOSIUM**



ICCDPP



Improve policies, systems and practices through **international collaboration**

Provides **evidence bases** for policy decisions and examples of good practices

Ensures **knowledge production and transfer** on an international scale

Organizes the **International Symposium** on Career Development and Public Policy

Visit: iccdpp.org



2017 INTERNATIONAL SYMPOSIUM

- **At the Crossroads towards Relevance and Impact: the 8th International Symposium on Career Development and Public Policy** held in Seoul, South Korea June, 2017
- Hosted by the *Korean Research Institute for Vocational Education & Training (KRIVET)*, in partnership with the ICCDPP
- **Over a hundred policy makers, researchers and leaders** in the field of career development from **20 countries** and **6 international organizations**
- **1 official Communiqué**



THEME 1

UNDERSTANDING HOW WORK OPPORTUNITIES ARE CHANGING

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- The organization of work is changing
- Career Development continues to be key component in responding policies
- But...Career Development is also changing/evolving
- Lifelong career management:
 - Sustainable Development
 - Migration & demographic challenges

RECOMMENDATIONS TO COUNTRIES

1. Build a national, cross-sectoral, career development strategy.
2. Recognize that individuals' careers pass through the jurisdictions of a range of government departments.
3. Involve employers in building career development systems.
4. Widen access to career development services.
5. Organize career development on a lifelong basis.

THEME 2

ENSURING THAT THE
CONTENT AND DELIVERY
OF CAREER DEVELOPMENT
PROGRAMS AND SERVICES
ARE RELEVANT



ENSURING THAT THE CONTENT AND DELIVERY OF CAREER DEVELOPMENT PROGRAMS AND SERVICES ARE RELEVANT

- Rapidly changing labour market
 - Actual and predicted opportunities for work
 - Accessibility of career related services
- More evidence needed on impact of career development
 - Graduation rates
 - Transitions
- Top-Down Approach: From Government, legislation, etc. is most common policy lever
- Other levers include: Bottom-Up Approach from stakeholders, greater collaboration between stakeholders etc.

RECOMMENDATIONS TO COUNTRIES (1/2)

1. Involve key stakeholders (parents, employers, educators and citizens) in the design and delivery of career development programs and services.
2. Ensure individuals have access to work experience and work-related learning.
3. Provide good quality labour market information (LMI). LMI underpins effective career development programs.

RECOMMENDATIONS TO COUNTRIES (2/2)

4. Make use of technology.
5. Support employers to provide career development services for their staff.
6. Base policies and practice in evidence.

THEME 3
IMPROVING CAREER
PRACTITIONER
TRAINING AND
PRACTICE



IMPROVING CAREER PRACTITIONER TRAINING AND PRACTICE

- Existing training has largely taken place in universities and other HE institutions
- No obligation for HE to consult other stakeholders
 - Relevance of training programs to Career Practitioners
 - Public, ministries, national agencies, employers, professional associations
 - Have a public and/or professional responsibility, interest, concern, and role as service users, funders, employers, and standard bearers for the practice of guidance, including credentialing and professional registration
- Different arrangements of stakeholder involvement, both formal and informal, exist across countries to ensure the relevance of the training of career practitioners. They can be categorized as follows:
 - Direct involvement of government ministries and agencies
 - Professional association involvement
 - University led (Jeong & McCarthy, 2017)

RECOMMENDATIONS TO COUNTRIES

1. Involve stakeholders in the design and delivery of career professional training and development.
2. Actively support professionalism.
3. Develop approaches for effective inter-professional working.
4. Ensure high quality initial training.
5. Support the development of professional associations.
6. Recognize the need for ongoing professional development.



THEME 4

REFORMING CAREER SERVICES IN EDUCATION AND EMPLOYMENT TO FOCUS ON CAREER COMPETENCIES AND SUCCESSFUL TRANSITIONS

REFORMING CAREER SERVICES IN EDUCATION AND EMPLOYMENT TO FOCUS ON CAREER COMPETENCIES AND SUCCESSFUL TRANSITIONS

- Extensive research base which indicates that well-functioning career education systems promote success and progression
- Career education and Career Transition Competencies (CTC) act as links between the school, community and working life and promote social justice, equity, and equality (Sweet, Nissinen, & Vuorinen, 2014)
- Countries need to innovate in education and the labour sectors to reinforce the career competencies and successful transitions
- Develop national frameworks that outline CTC from a lifelong perspective and differentiates CTC expectations and outcomes according to the developmental stage of citizens
 - Post-Secondary Education
 - Adult Learning
 - Employment Sectors

RECOMMENDATIONS TO COUNTRIES

1. Clearly define career development skills/competencies.
2. Create a common conversation around career development skills/competencies.
3. Integrate career development skills/competencies into the education and employment systems.
4. Actively support advocacy by career professionals for the use of career development skills/competencies.

CANADA ACTION PLAN



ENGAGE EMPLOYERS

- Compile list of employer groups/industry associations
- Begin conversations with key members of those groups
- Identify potential career development champions
- Recognize employers who support career development
- Identify and share best practices
- Keep CDPs current with changing LMI

STRENGTHEN PROFESSIONALISM

- Equip teachers and HR professionals
- Update national CD education/training database
- Update mapping project of career courses within Masters of Counselling programs
- Begin environmental scan/needs analysis, re-embedded career development modules within existing programs or as Continuing Education
- Establish a specialized Masters degree

UPDATE CURRENT COMPETENCY FRAMEWORKS

- Canadian Standards and Guidelines for Career Development Practitioners (S&Gs)
- Blueprint for Life-Work Design

DISCUSSIONS WITH PARTICIPANTS



QUESTIONS

- What does career development mean to you?
- What does career development mean to your organization/business?
- Do you think that Canadians need lifelong career information/development/support?



QUESTIONS

- **How do you think that career development practitioners might be able to support your business?** (e.g., staff development, succession planning, knowledge drain, developing soft skills, hard skills and education, upskilling, recruitment and retention, engaging with youth, engaging with schools, engaging with community). **From the list above, which resonate? What are the challenges you face in responding or managing these issues?**
- **Would you like to have a voice in ICCDPP 2019? Would you be willing for us to represent your “voice?”** (e.g., would you help us to gather data to ensure we can bring your voice to the table?)





THANK YOU!

FOR MORE INFORMATION VISIT:

ICCDPP2017.ORG