

Report on the 6th International Symposium on Career Development and Public Policy

Budapest, Hungary, 5-7 December 2011

March 2012



Australian Government

**Department of Education, Employment
and Workplace Relations**



Acknowledgement: This report has been prepared by Carole Brown, National President, Career Development Association of Australia (CDAA), Marijke Wright, Vice-President CDAA and Vice-President, Career Industry Council of Australia, in association with Leela Darvall, Victorian Department of Education and Early Childhood Development, and Helen McLaren and Vivianne Johnson of the Department of Employment, Education and Workplace Relations.

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1. Preamble

The 6th International Symposium on Career Development and Public Policy was held in Budapest, Hungary, 5-7 December 2011. The symposium was attended by 127 representatives from 31 countries (**Appendix 1**) – the largest symposium held to this point - with 1/6 of United Nations countries in attendance.

The objectives of this and previous symposia have been to build closer international linkages between career guidance policy makers in the fields of education, employment, economic development and social inclusion, and with professional leaders and researchers.

The Symposium was organised under the auspice of the International Centre of Career Development and Public Policy, an organisation supported by the OECD the World Bank, the European Commission, the education ministries of Australia, Denmark, Finland, Ireland, Luxembourg, New Zealand, and by the USA and UK national career delivery organisations and associations.

Each attending country was required to prepare a Country Paper addressing the Symposium's four themes:

1. Political, economic and social changes and the changing role of career guidance and career guidance policies.
2. Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities.
3. The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners.
4. Evidence-based practice; evidence-based policies.

The Australian Country team paper is provided as **Appendix 2**.

Theme syntheses of Country Papers provided the basis for round-table discussions, the conclusions of which were fed back and synthesised at plenary sessions. The Symposium Communiqué (**Appendix 3**) prepared at the conclusion of the Symposium, provides a summary of the collective conclusions of those present at the event. It does not bind any of the institutions which they represented and is addressed primarily to policy makers.

2. Attendance and representation – the Australian Country Team

Attendance at this event was by invitation only. The Australian Government, through the Department of Education, Employment and Workplace Relations (DEEWR), was invited to form an Australian Country Team.

DEEWR held a merit based selection process in which proposals were received for representation on the Australian Country Team. According to the Symposia regulations, it was recommended that each Country team should include at least one policy-maker and at least one professional leader.

The Australian Country team comprised:

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Department of Education, Employment and Workplace Relations
Australian Government

Vivianne Johnson
Director Career Development Section, Youth Attainment and Transitions
Department of Education, Employment and Workplace Relations
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Carole Brown
President
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Marijke Wright
Vice President
Career Development Association of Australia and Career Industry Council of Australia

Leela Darvall
Manager, Careers & Transitions Support, Youth Transitions Division
Victorian Department of Education & Early Childhood Development



*Australian Country team members
(l to r) Marijke Wright, Leela Darvall, Carole Brown, Viv Johnson, Helen McLaren*

3. Introduction

The 6th International Symposium on Career Development and Public Policy followed the process of previous Symposia by asking delegates to investigate and discuss each of the four themes based on the experience in their own country and to distil their discussion into three outcome statements. These were collected and further distilled to form the final Communiqué. The outcomes of these discussions highlighted key issues that are relevant across the four themes and are detailed in the theme analyses of this report.

The first of these issues is that the career development field is broad, involves many stakeholders and is fragmented across jurisdictions in most countries. This fragmentation makes it difficult to build policy frameworks that are cohesive and that underpin career development infrastructure services that are lifelong, timely and tailored to the needs of jurisdictions and sectors, within jurisdictions and to individuals. Very few countries have a structure in Government that enables the linking of major sectors.

As expressed in the paper by Germany: "... although there are many attempts to co-ordinate and further develop the career guidance system there is still no common national career guidance strategy in Germany which includes all sectors of education, youth, family and labour"¹. Such fragmentation also impacts the sustainability of career development programs and services. Where sectors have worked together to provide services they are often project based and cease when funding is no longer available.

The second and related issue referenced across all papers, is "the importance of national bodies with specific mandates for lifelong learning and lifelong guidance"². Given the nature of changing governments and changing personnel, national bodies that provide ongoing, consistent messages and frameworks in career development service provision, are essential to establishing and maintaining appropriate service provision.

A third issue highlighted at this Symposium, as it has been at previous Symposia, is the importance of improving the evidence base of the value of career development services to individuals, the community, business and the economy as a key factor in influencing public policy development in the field. As detailed in the Theme 4 analysis, the Budapest Symposium highlighted again the need to improve the efficacy of evidence based policy and practice.

The diversity in the understanding of career development and the resulting inconsistency of the language, was a further issue highlighted at the Symposium - terminology and meaning is not strongly shared across countries and within sectors. Language is also changing. For example, Lifelong Guidance has been the term used in Europe for quite some time and yet was acknowledged as being as inclusive as career development. On the other hand workforce development is better understood by industry.

Finally, the Symposium gave close examination to the role and contribution of professional associations particularly as key collaborators with other stakeholders. Attention was given to identifying means to strengthen professional associations and the industry more broadly particularly

¹ Cited by Arulmani, G. Theme Syntheses, *6th International Symposium on Career development and Public Policy ICCDPP Nov 2011* pp 7

² Bezanson, L. Theme Syntheses, *6th International Symposium on Career development and Public Policy ICCDPP Nov 2011* pp 11

in regard to achieving greater regulation and improved practitioner competencies in the electronic delivery of services and the application of current labour market information.

4. Analysis of themes

Theme 1

Political, economic and social changes and the changing role of career guidance and career guidance policies and practice

Theme synthesis

Significant political, economic and social changes over recent years have impacted and shaped the focus of career development policy around the world and consequently, the context and priorities of career development practice.

In his summation of the range of responses to this theme, Dr Gideon Arulmani³ noted the following trends:

- the contrasting macro conditions associated with the severe economic downturn caused in many countries by the global financial crisis in contrast with unprecedented growth in other regions such as China and India without any systematic development to support the growth
- while a wide range of career services are available particularly in countries where careers services are well established, administration is dispersed among agencies and there is an absence of convergence in strategy and cross sectoral cohesion
- the emergence of new kinds of client groups that require to be served in a special manner including migrants and refugees, older workers and the newly-qualified but unemployed or underemployed and the risk that the needs of the mainstream population are subsumed to particular groups
- the need to move services beyond a “project” focus to ensure greater sustainability and the building of longer-lasting capacity and results
- the value of social media to extend the reach of career services to wider audiences

Plenary Summary Outcomes⁴

Principles

- i. A key role of career development systems and services is to help individuals to manage the interface between their career development and economic, political and social changes, to their own benefit and the benefit of the wider society.
- ii. To perform this role, such systems and services must always aim at a dynamic balance between aspirations and realism, between personal goals and labour market demand.
- iii. At a time of economic crisis, the need and potential demand for career development services

³ Cited by Arulmani, G. Theme Syntheses, *6th International Symposium on Career development and Public Policy ICCDPP* Nov 2011 pp 7

⁴ Watts, A.G, Communique of the *6th International Symposium on Career Development and Public Policy ICCDPP*, December 2011 (see Appendix 3)

are increased, but so are the challenges for public expenditure to respond to this need.

Recommendations to countries

- i. Assert the case for access to such services as a citizen right, linked to affirming human worth, dignity and hope.
- ii. At the same time, link the role of career development systems and services more strongly to policy priorities, including those designed to support economic growth (e.g. skills strategies) or reduce costs (e.g. reducing drop-out).
- iii. Secure an appropriate balance between targeting intensive services to those who need them most, and providing core services to all (avoiding 'marginalising the mainstream').

Recommendations for international collaboration

- i. Through the International Centre for Career Development and Public Policy (ICCDPP) and the International Association for Educational and Vocational Guidance (IAEVG), strengthen links between the European Lifelong Guidance Policy Network (ELGPN) and other Symposium countries, to enable the strong collaborative structures and processes within ELGPN to be enriched by practices from countries outside Europe, for mutual benefit.
- ii. Ensure that such links include, but extend beyond, global sharing of ELGPN publications and tools – recognising that good practice is based on sharing learning, not importing models.

Implications and opportunities for Australia

While the Australian Government and the state and territory governments are committed to improving career development policies, there is recognition that career development policy and practice is dispersed, fragmented and of variable quality and that a shared understanding of the nature and benefits of career development is lacking.

Further, while the career development agenda is integral to many sectors and government policies, current government infrastructure separates policy agendas for employment, vocational education and training, higher education and schools. Hence, although policy intentions may be clear in particular jurisdictions, often the implementation of these policies is not achieved in a systemic way across the eight states and territories, nor across key portfolios. There is much that could be strengthened through a broadly representative multi sector and national approach.

There has been some recognition of key economic and social drivers such as changing demographics, the two-speed economy, skills shortages and youth unemployment. Most policy focus and resources at both national and state and territory levels are on education and youth transitions, with the National Partnership in Youth Attainment and Transitions being a significant exemplar of national and state co-operation.

Further, the growing importance of the retention of older workers to meet Australia's workforce needs and supported through initiatives such as the national careers helpline are to be welcomed. A significant opportunity exists for career development to be positioned as a central consideration of skills and workforce development strategies with a view to providing benefit to both disadvantaged and mainstream citizens.

The use of social media and internet based information more broadly is noted as an under-utilised mechanism to facilitate a solution to many of the issues raised above and would be well-placed in

an integrated e-guidance system. This is particularly important given the need for cost effective, streamlined approaches due to financial constraints.

Theme 2

Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities

Theme synthesis

In this theme the inconsistency of the language of career development was examined and the need for more explicit links to be made with lifelong learning, workforce development and employability were highlighted. In her address summarizing the key issues and trends, Lynne Bezanson (Executive Director, Canadian Career Development Foundation) suggested that career development cannot any longer be subsumed under the umbrella of lifelong learning, that the field was far broader than implied and that countries need to consider an international language that speaks to the pressing employability, employment and workforce development issues on policy and public agendas.

Again, the lack of cohesion and co-ordination of services and systems across employment and education were noted, in particular in relation to services for adults, particularly those under-employed.

Quoting from the OECD Handbook for Policy Makers Ms Bezanson noted the key feature of an effective lifelong guidance system was one where “systems operate in complementary and coordinated ways across education, training, employment and community sectors”⁵.

The rise of national co-coordinating bodies with decision making influence such as the European Lifelong Guidance Policy Network was highlighted as a welcome development together with national forums for education, guidance, learning and workforce development that have emerged, for example, in Germany, Denmark, Finland, Norway, Hungary and Slovakia.

Plenary Summary Outcomes ⁶

Principles

- i. Career development is integral to effective human resource development and skills strategies: i.e. to harnessing individual talents and motivations, to the benefit of the economy and the wider society.
- ii. Career development policies and provision tend to be located within sectors (schools, vocational education and training, higher education, adult education, and employment). However, careers involve the construction of pathways across these sectors, on a lifelong basis. Services to support them need to be as seamless as possible. It is accordingly, important to develop lifelong strategies based on communication, collaboration and co-ordination across sectors.
- iii. Career development policy forums or other policy co-operation/co-ordination mechanisms can be established to develop such strategies. These may include the relevant ministries, the social partners (employers and trade unions), associations of career professionals and other stakeholders (many countries, in Europe in particular, have now developed structures of these

⁵ Bezanson, L Theme Syntheses, *6th International Symposium on Career Development and Public Policy ICCDPP* Nov 2011 pp 11

⁶ Watts, A.G., *op.cit*

kinds).

Recommendations to countries

- i. Countries that have not yet established a career development policy forum or other policy cooperation/co-ordination mechanism to consider what structure would best suit their needs, and how they can draw from the experiences of other countries in this respect.
- ii. Countries with such structures in place to regularly review their remit, goals, tasks, membership and processes, to ensure that they are sustainable and effective.

Recommendations for international collaboration

- i. Extend the existing structures of collaboration and communication within the ELGPN to enable other interested countries outside Europe to benefit from, and contribute to, the sharing of experiences in establishing and sustaining such structures.
- ii. Extend the consultation processes related to the proposed ELGPN glossary, to give it global relevance.
- iii. Complement this with work on taxonomy, to cover the language used not only by career practitioners and policy makers but also by the general public.

Implications and opportunities for Australia

As noted, national co-ordinated forums and councils are now established in a number of countries. This trend and the opportunity to learn from experiences of other countries are particularly useful for Australia to consider in working toward greater cohesion across jurisdictions and stakeholders. Developing an Australian national co-ordinated forum would provide a mechanism to drive career development reform and direct efforts more effectively while enabling responsiveness to the agenda.

Business and industry are beginning to recognise the value of career development as a key component of workforce development and the future growth and prosperity of individual enterprises and the economy as a whole. However, there is no framework to support the business sector to develop strategic long-term human resource policies supported by career development. Small to medium enterprises, in particular, have a limited knowledge of the relevance and importance of career development to the overall achievement of their businesses.

Victoria has developed a Careers Curriculum Framework for young people in Years 7-12 and in vocational education and training that provides the foundation for lifelong career development. The Framework is based on the Australian Blueprint for Career Development (ABCD) and supports the work of teachers, trainers and careers practitioners in the preparation of young people to make a successful first transition into further education, training or employment. It further aims at ensuring that young people have the skills, knowledge, attitudes and behaviours to manage their own careers and transitions through their lives and thereby enhancing their employability, resilience, persistence to succeed in a rapidly changing world of work. There is an opportunity to extend this work in school curriculum to whole-of-life frameworks at a national level such as the ABCD which has had minimal impact beyond the education sector.

Theme 3

The changing world and the changing role of career guidance – skills and competencies for lifelong guidance

Theme synthesis

In his summation of the strengths and issues facing the countries participating in the 6th International Symposium, John McCarthy noted that the “Changing world and changing role of career guidance” aspect of the theme were hardly addressed. In terms of the second aspect of the theme however, Australia was cited as one of the countries having developed a framework of competencies for career development practitioners and providing incentives for cross sector training through the Australian Career Development Studies module; for providing study grants for career development practitioners to upgrade their skills with a professional or para-professional qualification to assist in meeting the implementation of the Professional Standards for Career Practitioners. It was also cited as providing a pathway through Recognition of Prior Learning and for providing online resources which are targeted at both clients and career development practitioners.

Key gaps noted that were most relevant to Australia were:

- specialisation in working with specific cultural groups (this was highlighted in the Australian Country Paper)
- understanding and interpretation of labour market information and information about the economy, and explaining these to service users (this has been a concern of industry and Government to ensure that skills gaps are addressed)
- economic and labour market integration of vulnerable groups (cited in the Australian Country Paper)
- skills to deliver virtual careers services (this seems to be an issue for most developed countries who are seeing such skills as necessary competencies for career professionals) and regulation of standards registration process.

Plenary Summary Outcomes ⁷

Principles

- i. From a policy perspective, ensuring that the skills and competencies of career development practitioners are fit for purpose is a crucial aspect of assuring the quality of services.
- ii. High-quality services require a strong careers profession. Currently, the level of professionalisation (including whether relevant qualifications are required to practice) varies considerably between and within countries.

Recommendations to countries

- i. Develop strong professional standards, linked to strong quality-assurance frameworks, to cover a variety of roles in a variety of different sectors – distinguishing core competencies from specialist competencies. Governments may wish to provide some financial support for the relevant professional association(s) or sector body to manage this process.
- ii. Link the standards to national qualification frameworks, with recognition of prior learning, and with progression pathways into, within, and beyond the careers profession.
- iii. Build closer links between policy makers, professional associations, employers and training bodies, to ensure that professional standards and training provision are informed by developments in policy and practice, and lead innovation rather than lagging behind it (e.g. in relation to using labour market intelligence and harnessing technology).

⁷ Watts, A.G., *op.cit.*

Recommendations for international collaboration

- i. Through ICCDPP, IAEVG and other professional networks, support sharing of policies and practice in relation to professional standards and training provision (curriculum and methodologies).
- ii. Develop self-evaluation criteria for professional associations in the career development field, to enable them to review their fitness for purpose, their effectiveness, and directions for development.

Implications and opportunities for Australia

Australia was acknowledged by participating countries for the leadership it has shown in the professionalisation of the nation's career development workforce.

The Career Industry Council of Australia funded by the Department of Education, Employment and workplace Relations (DEEWR), has developed and is implementing the Professional Standards for Career Development Practitioners which came into effect on 1st January, 2012. These have detailed both core competencies and some specialisations such as program delivery, counselling and employer liaison. Such specialisations are currently available to those practitioners who complete further study in addition to the minimum qualification of a Graduate Certificate in Career Development. The Professional Standards were designed to begin the process of professionalisation and constitute minimum requirements covering the core competencies. It is intended that the Professional Standards will be continuously revised to reflect the professional needs of practitioners to deliver services that reflect the needs of individuals and the markets in which they work. This is a challenge for the career industry.

Pathways have also been developed to enable individuals to enter the profession as a para-professional by undertaking a Certificate IV in Career Development or individuals may become practitioners if they meet the requirements of an "Alternate Pathway" which recognizes prior learning.

The Career Industry Council of Australia has also endorsed and advertised postgraduate courses which competently deliver all core competencies of the Professional Standards. This provides a level of professionalisation through benchmarking of professional qualifications programs in several universities across Australia. Currently however, there is no systematic feedback mechanism to training providers from the profession about the relevance of the qualifications provided.

One of the weaknesses noted in the Australia Country Paper is that Australia does not yet have a registration body that is independent of professional associations and that would require all career development practitioners to be registered. This is particularly important given the implementation of the Professional Standards on 1st January 2012. The second weakness noted, was that further specialised training was needed to meet the career development needs of specific cohorts of people such as rural/remote, people from refugee backgrounds, Indigenous people and people with disabilities. Such training may need to be specified either as part of institutionalised qualifications at graduate Diploma or Masters level or perhaps in the interim, as short courses for professional development of professional practitioners.

It became evident at the Symposium that the role of professional associations has become increasingly prominent. A group of leaders of professional associations from nine countries has agreed to collaborate to advance the growth of the professional workforces they represent. This may provide an excellent vehicle for the implementation of self evaluation criteria regarding fit for purpose and to showcase best practice in program development and research.

Australia has been unique in forming the Career Industry Council of Australia in order to progress the professionalisation of the industry. This has led to a commitment by those associations who are members to meet qualification and ongoing professional development requirements. Both Canada and the UK are now in the process of forming a similar body in order to more widely implement the professionalisation of the industry in those countries. The challenge is for this commitment to be formalised.

Nevertheless, Australia still needs to build closer links between policy makers, professional associations, employers and training bodies to ensure:

- professional standards and training provision are informed by developments in policy and practice, and lead innovation rather than lagging behind it
- career development practitioners are more aware of labour market information to better inform their clients as well as to collaborate with policy makers
- improved competencies of career development practitioners in the use of technology for delivery of services
- technological solutions are explored to improve service delivery and accessibility to career information and resources for both individual citizens and career practitioners
- the introduction of a mandatory pre-service training in career development for all trainee teachers
- professional associations take greater responsibility for ensuring quality standards and measures are established and met, broad-based consultation is pro-actively managed, and practitioners engage in evidence based practice.

Theme 4

Evidence-based practice; evidence-based policies

Theme synthesis

This theme featured strongly in the 5th Symposium on Career Development and Public Policy in New Zealand (2009). Providing appropriate evidence for the positive impact of career development on individuals in terms of skill development and opportunity development is not an easy task because career development is not linear and often requires longitudinal studies. Proving the link between the positive impacts on individuals and the social, learning and economic outcomes adds a level of complexity with which most countries are now grappling. However, such evidence is required by policy makers in all countries to ensure productivity and cost effectiveness.

Country papers for the 2011 Symposium, indicated increased understanding of the significance of accountability and quality frameworks and put forward possible strategies for implementation of such quality frameworks. The Synthesis paper prepared by Raimo Vuorinen from Finland suggested 3 models being used currently by participating countries to gather relevant national evidence.

The first is that Government policy makers gather evidence via a variety of sources relevant to outcome provision and use service providers to collect feedback. Secondly, some countries allocate the evidence gathering to a national body such as an existing NGO or fund a national project. A third model is the establishment of a specific structure with a goal to improve the evidence base.

The issues from the 2009 Symposium remain much the same for most countries because of the fragmentation of sectors within the field such as schools, universities, employment services and specific programs within such sectors. Research therefore lacks coherence within and across sectors in terms of collection, measurement and analysis. A key issue for developed countries such as Australia is the lack of evidence on the long-term impact of career development interventions or services and the additional challenge of a federated system adding complexity to achieving consistent data collection.

Plenary Summary Outcomes⁸

Principles

- i. If public expenditure on career development systems and services is to be justified, it needs to be supported by clear evidence of their effectiveness and impact.
- ii. Such evidence needs to include accountability frameworks for routine data collection, plus longitudinal research studies to determine longer-term impact.
- iii. A strong research and evidence base is also an essential underpinning for good practice in career development delivery.

Recommendations to countries

- i. Review existing accountability frameworks across all sectors. Potentially these might include data on inputs, processes, learning outcomes (e.g. career management skills), short-term behavioural outcomes (e.g. participation in education or employment) and longer-term economic and social outcomes, alongside other quality criteria (e.g. practitioner competence, citizen/user involvement, service provision and improvement strategies, cost-benefits to society and individuals).
- ii. Develop a research strategy to provide a strong underpinning for evidence based policy and practice.

Recommendations for international collaboration

- i. Encourage the ELGPN in its next work programme (2013-14) to include the development of a handbook for policy makers which will pull together the key existing evidence on the impact of career development services, and provide a guide to the possible elements of accountability frameworks (with examples); and to do this in collaboration with ICCDPP and other relevant research networks outside Europe.
- ii. Encourage OECD and partner organisations to repeat the influential country reviews conducted in 2001-03, taking advantage of other data sources now available.

Implications and opportunities for Australia

While Australia has world class researchers in the career development field who have impressively progressed the body of knowledge and practice in the field, there has been no national agenda regarding research directions, data collection methodologies or accountability frameworks. On the other hand some very useful data sets have been and continue to be collected that are relevant to

⁸ Watts, A.G., *op.cit*

the career development field, such as demographic data, employment rates, education completion rates and longitudinal studies such as the Longitudinal Surveys of Australian Youth.

However, these remain in disparate locations according to the jurisdiction that commission the research, and may or may not inform careers research or assist to build a body of research that is useful to policy makers, industry and practitioners. A national career development research portal that makes accessible relevant research across jurisdictions would be a very helpful resource for all stakeholders in the industry.

ELGPN set up in 2007, provides a model for member countries in relation to developing overarching policies and tools which may be of benefit to member countries and others. As indicated in the Communiqué for Theme 4, ELGPN is encouraged to work on the development of a handbook for policy makers, pulling together key existing evidence on the impact of career development services. It is important that Australia contribute to such a review of evidence and that we gather evidence that relates not only to Australia, but to our region. As part of the Asia–Pacific region and with a population that represents extensive diversity, Australia has a role to play in developing research agendas which reflect the career development needs of diverse cultures and cohorts of people and the sectors of education and the workforce in which they participate.

It was a criticism in the Australian Country Paper that career researchers generally follow a narrow line of enquiry. However several have also conducted research that supports practitioners in their work with specific cohorts of clients. It is less common for practitioners on the other hand, to work with researchers to conduct research on outcomes of practice. Such collaborations between researchers and practitioners could assist to build the body of evidence for positive outcomes of career development interventions, which policy makers require.

Some career development services conduct evaluation studies of their services particularly those funded by government to ascertain outcomes such as client satisfaction, participation rates and improvement strategies. However, actual outcomes or performance indicators are more difficult to ascribe because direct correlation between career development service provision and success rates are difficult to prove. The Quality Assurance Matrix and Indicators produced by ELGPN is a useful framework for referencing such research however. The network has identified five sectors for potential areas of performance indicators: practitioner competencies, user/citizen involvement, service improvement, cost benefits for governments, cost benefits for individuals.

Policy –makers are most interested in quantitative data, however as indicated in the Communiqué narratives are important and bring quantitative data to life. Such qualitative research needs to be rigorous and follow a quality assurance framework. Both qualitative and quantitative data should be guided by such an underpinning framework, which enables data sets to be reliable and somewhat comparable.

Another key player in this theme is industry. In Australia, skills shortages have been an issue for various industries at various times and continue to be an issue. Research is also critical to employers to enable them to attract individuals with the appropriate skills and interest and to provide the right environment to foster workforce development and improve productivity. Given the complexity and flexibility of the workforce today and into the future, research plays an important part in determining how industry can attract and retain the people they need. This also requires a commitment from industry to acknowledge their responsibility in this space.

Finally, a stronger focus on evidence based practice needs to be adopted by career development practitioners, potentially in the form of an action research approach.

The formulation of a national research agenda should be developed as a partnership between users, researchers, practitioners and policy makers and incorporate the following features:

- methodologies that incorporate common indicators and collect and utilise both quantitative and qualitative data
- links with policy
- draws upon disciplines beyond education to ensure access to broader data
- have a citizen centred perspective.

5. Implications for Future Policy Direction

1. National strategy and co-ordination

In line with the direction being pursued by other countries consideration should be given to the establishment of a cross sectoral body inclusive of government (Australian Government, state and territory), unions, employers, the career industry, all education sectors, parents and other business industry representatives.

Such a structure will encourage dialogue across sectors and provide a shared awareness and understanding of the key issues facing those sectors. It will provide a forum for all parties to contribute and influence the development of public policy.

It could be tasked with making progress on priority matters that include:

- a national framework and approach for delivering lifelong career development skills to the Australian population, including access to relevant, accurate and high quality information and appropriate and timely advice and guidance to enable informed choices
- determining the shape of career development curriculum within a life-long learning framework
- establishing a national research agenda
- examination of quality assurance mechanisms for the industry
- establishing benchmarks for effective career development programs and services for schools, VET providers and universities.

2. Developing the career industry workforce

Career development programs and initiatives in Australia must be delivered by well qualified professionals who are led and supported by strong professional bodies.

From the gains already achieved, the profession must articulate with other stakeholders, the benchmarks required for quality service delivery and how that can be achieved. Such quality service delivery must endeavour to provide for all cohorts of clients, and in a range of delivery modes whether one to one, in groups, face to face or via new media.

A project that undertakes to learn more about the current state of the career development workforce will provide the basis for the next stages of the development and impact of this workforce.

Such a project would examine:

- current workforce data including the number, qualifications, employment sector, age, experience and cohorts serviced
- how well the current quality frameworks are working – professional standards, qualification and continuing professional development compliance and what is required next
- the introduction of legislative frameworks to ensure access to quality career development services across all education and employment sectors
- ways to extend and strengthen evidence based practice
- how well practitioners are represented and supported – the quality and effectiveness of professional associations and peak bodies and the implementation of a registration authority

- how critical skills and knowledge gaps can be addressed to enable educators and practitioners in all sectors support a commitment to lifelong career development skills. For example:
 - a pre-service component for all training teachers and VET trainers
 - regulation to enforce minimum level qualifications for career practitioners in schools, the VET sector, higher education, government programs and in private practice
 - ongoing capacity building of the careers workforce
 - professional development programs to improve skills in electronic delivery and labour market knowledge.

3. National agenda for research

Given that career development is a complex process underpinning individual and workforce development, the Symposium's reminder of the need for a strong and targeted evidence base to inform career development policy, programs and initiatives was timely. Current research in Australia is disparate and lacks strategic focus and funding. A research strategy that defines the key data required and sets out an agenda to gather and disseminate it, and, importantly, to embed it in policy and practice will provide great benefit to all sectors. This should focus particularly on the educational, social, and economic benefits of career development in order to guide future policy.

4. Improving access to electronic career information and guidance

Career development has a central role to play in creating an inclusive society but most Australians do not access quality career information and guidance. Greater access to the benefits of career services can be achieved through the implementation of a national career portal that incorporates:

- relevant (all age and life stage) career information and resources
- pathway planning and other forms of transition support
- labour market information
- access to professional advice.

Such a portal would provide a cost-effective one stop shop designed for all Australians, regardless of circumstances. It would address duplication across government and community services and complement information provided by other stakeholders such as industry bodies, education providers and professional associations. It would also be a central element to realising the vision for career development in Australia that the country team espoused at the Budapest symposium, namely:

To achieve a whole-of-life quality framework with mechanisms to strengthen partnerships between governments, employers, communities, and the career development industry, supported by evidence and quality practice, that positions career development central to the nation's future prosperity.

Appendix 1: Participating Countries at the Budapest Symposium

Australia
Austria
Canada
Croatia
Czech Republic
Cyprus
Denmark
Estonia
Germany
Hungary
India
Ireland
Israel
Kosovo
Latvia
Lebanon
New Zealand
Norway
Poland
Portugal
Qatar
Russia
Serbia
Slovenia
South Africa
South-Korea
Spain
The Netherlands
Turkey
United Kingdom
United States of America

Appendix 2: Australian Country Paper

Section 1

A brief outline of your country – demographics, population and career service provision – target groups and providers

Geography

Australia is the sixth largest country in the world, an island, and a continent located in Oceania.

Demography

Australia is governed through a 'federal' system with responsibility divided between the Australian Government and six state and two territory governments.

- Population: 22.5 million
- Growth: 1.5% annually
- Majority of the population in major state capitals
- Highly multicultural, with 24% of the population born outside of Australia
- New South Wales has the largest population (7 million) and the Northern Territory the smallest (229,900).

Labour market

In July 2011, unemployment was 5.1% nationally (11.2% for 15-24 year olds) with 8,055,100 15-69 year olds in full time employment and 3,395,400 in part-time employment.

Education

In 2010 approximately 3,510,900 young people were in Australian schools. In 2010, 85.6% of 20-24 year olds had attained a Year 12 or equivalent (Certificate II) qualification and the Government has set a target to increase this to 90% by 2015. Australia has 39 Universities and over 200 publicly funded vocational education and training institutions (VET). In 2010, 34.2% of 25 to 34 year olds had attained a higher education qualification at bachelor level or above. By 2025, the Australian Government aims to increase this to 40%.

Main national career guidance services

The Australian Government has a leadership role in career development working with states and territories to implement identified priorities and national resources, such as *myfuture*, the national career information website and the Experience+ Hotline for mature age workers.

State and territory governments are responsible for providing career programs in schools. For example, in the state of New South Wales the School to Work program provides students in government secondary schools with an entitlement to career development and transition planning services. Most vocational education and training institutions and universities have a career service, and a number of private career practitioners provide services across the country.

Section 2

Taking each of the four general symposium themes (see below), describe the two greatest strengths and two greatest weaknesses relating to each theme in your country

Theme 1: Political, economic and social changes and the changing role of career guidance and career guidance policies	
Strength 1	Weakness 1
<p>The Australian Government and State/Territory Governments are committed to improving career guidance policies at a national level and state/territory levels particularly through the Melbourne Declaration on Educational Goals for Young Australians and the National Partnership on Youth Attainment and Transitions.</p> <p>The South Australian Certificate of Education has re-focused the attention of educators on career development through improved vocational education and training pathways and personal learning plans.</p> <p>Victoria also provides a broad range</p>	<p>Australia consists of eight States and Territories therefore a national agreement and national consistency must involve many different portfolios across each state and territory and a shared understanding of the benefits of strong career development practice.</p> <p>Although policy intentions may be clear, often the implementation of these policies is not achieved in a systemic way across the eight states and territories.</p> <p>The career development agenda is integral to many sectors and government policies. However current government infrastructure separates policy agendas for employment, vocational education and training, higher education and schools.</p>

of education and training options and career development support for young people.	
Strength 2	Weakness 2
<p>The Australian Government in consultation with key stakeholders is currently developing a National Career Development Strategy to inform future policy and practice.</p> <p>This process included analysis of current career development service provision, the role of business, governance, use of technology, and professionalisation of the career industry. Existing gaps have been assessed in order to develop a national strategy that:</p> <ul style="list-style-type: none"> • builds on the current landscape and improves career development for young people aged 5-24 • links reforms, and • influences future policy development in areas of importance such as productivity, social justice and workforce development. 	<p>Australia is not currently using emerging technology to cater for the variety of client demographics. Current and emerging technologies including social networking via facebook, twitter, sms, coupled with messenger functionalities for web chatting and instant messaging, are underutilised in the current career development landscape.</p> <p>Clients seeking career development services include long term unemployed, adults not in education, rural and remote Australians, people with disabilities and culturally and linguistically diverse/refugee communities. These diverse groups would benefit from emerging technology and access to quality career development support.</p>

Theme 2: Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities	
Strength 1	Weakness 1
Business and industry are beginning	There is no framework to support the

<p>to recognise the value of workforce development and how with strong career development long term rewards translate into future growth and prosperity of individual organisations and the economy as a whole.</p> <p>Skills Australia is an independent statutory body, providing advice to the Minister for Tertiary Education, Skills, Jobs and Workplace Relations on Australia’s current, emerging and future workforce skills needs and workforce development needs.</p> <p>Following Victoria, other states are beginning to implement reforms to their vocational education and training systems including elements such as a student entitlement, greater contestability for funding and a demand driven funding model.</p>	<p>business sector to develop strategic long-term human resource policies.</p> <p>Small to medium enterprises have a limited knowledge of the relevance and importance of career development to the overall achievement of their businesses.</p> <p>Strategic workforce planning for staff, providing better support and career guidance is lacking. The diversity and competitiveness of the private sector mitigates against staff development strategies across workplaces. Workplaces can range from excellent to non-existent in their career development practices.</p>
<p>Strength 2</p>	<p>Weakness 2</p>
<p>The development of various career development frameworks that can be flexibly implemented has assisted communities at a local level to make the connection between career development and employability, e.g., the state of Victoria acknowledging young people as the future workforce.</p>	<p>There is no national mandated strategic approach to career development service delivery in the employment, university, vocational education and training, and school sectors.</p> <p>Consequently not all people have access to quality career development services.</p> <p>In addition there is no national robust</p>

<p>Victoria has developed a Careers Curriculum Framework (CCF) for young people in Years 7-12 and in vocational education and training that provides the foundation for lifelong career development. The Framework is based on the Australian Blueprint for Career Development and supports the work of teachers, trainers and careers practitioners in the preparation of young people to make a successful transition into further education, training or employment.</p>	<p>mechanism to ensure career services in universities, vocational education and training and schooling sectors meet quality benchmarks. Some states have regional specific benchmarks (e.g. Victoria).</p>
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<p>Theme 3: The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners</p>	
<p>Strength 1</p>	<p>Weakness 1</p>
<p>The Australian Government Department of Education, Employment and Workplace Relations funded the development of national standards for career practitioners through the Career Industry Council of Australia (CICA), which will be in place by 1 January 2012. This has provided the impetus for the career development industry to professionalise its workforce.</p>	<p>Although the Australian Government funded the professional standards, this has not translated into workforce development of the career industry and regulation/legislation of the qualifications of practitioners (e.g., issues with paraprofessionals and lack of qualifications). Some professions, e.g., psychology, have a registration process that is independent of professional associations. A similar process may be an option for future consideration.</p> <p>There is also a need for a mechanism to continually inspire an increased</p>

	<p>professionalisation of the industry. This mechanism may require further refinement and continuous improvement of the standards with a particular focus on the diversity and specialisation of roles within the career industry.</p>
Strength 2	Weakness 2
<p>In some states additional support for improvements across sectors have been provided to communities by tailoring career development at a local level.</p> <p>Victoria is enhancing the capacity of career practitioners to deliver effective career development to young people in schools, vocational education and training through study grants for the Graduate Certificate in Career Development and the support of Regional Career Development Officers.</p> <p>In Western Australia, 14 Workforce Development Centres provide free career advice and training information via multiple delivery channels, including walk in, face to face delivery, telephone services and online services.</p>	<p>Due to the broad scope of the career development industry there are issues around specialisation requirements of practitioners particularly to tailor services for key cohorts and improve access to services for these cohorts e.g. rural and remote, indigenous, adults not in education, culturally and linguistically diverse/refugee, early intervention, special needs/disabilities, and long term unemployed.</p> <p>Furthermore there is a lack of clarity around the specific needs of these cohorts.</p>

Theme 4: Evidence-based practice; evidence-based policies	
Strength 1	Weakness 1

<p>There is a research base in the education sector in Australia that has led to an Australian Government commitment to much needed infrastructure to support lifelong guidance, e.g., myfuture, the Australian Blueprint for Career Development, a range of government programs targeting transition from school and older workers.</p> <p>Similar research bases in the states and territories have influenced their career development initiatives.</p>	<p>Existing research is fragmented and has not focused on policy issues that will inform future directions for the career development agenda in Australia. Some research has focused on youth and higher education with limited research on the workforce or a lifelong agenda.</p> <p>There has been little research that examines potential synergies between career development research and research in other fields, e.g. labour market research.</p>
<p>Strength 2</p>	<p>Weakness 2</p>
<p>There is a general recognition of the importance of evidence-based policies and the use of technology to facilitate sharing of information.</p> <p>Evidence-based research that supports policy development is critical particularly with federal and state and territory governments having a focus on young people, for example with the social inclusion and productivity agendas over the last few years.</p> <p>The National Career Development Strategy research project has focused on gathering evidence to guide the development of a national approach to career development. The</p>	<p>Current research has not informed solutions/improvements to practice given the academic nature of the research and the area of research. Career research is largely dependent on individual researchers and follows their specific and often narrow area of interest.</p> <p>There is a great need in Australia for:</p> <ul style="list-style-type: none"> a) synthesis of the research to inform policy and practice b) the identification of substantiated gaps to enable specific targeted research to be commissioned c) action based research to include career practitioners d) a process that ensures research is accessible in a useful and user friendly way.

evidence has looked at the role of technology; the career needs and wants of young people aged 5-24 years; their parents; career practitioners; teachers and employers.	
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Section 3

Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium. (1= most important – 4 = least important)

Political, economic and social changes and the changing role of career guidance and career guidance policies	1
Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities	3
The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners	4
Evidence-based practice; evidence-based policies	2

Section 4

Describe up to three high-level key public policy and/or practice initiatives currently being advanced or considered in your country

<p><u>High-level key public policy/practice initiative 1</u></p> <p>Under the National Partnership on Youth Attainment and Transitions, the Australian Government Department of Education, Employment and Workplace Relations is developing a National Career Development Strategy to provide improved and strategic career development support to all young Australians (aged 5-24 years). Guiding the formulation of the Strategy is a Research Project due for completion in October 2011, that will provide an evidence base for the most effective national approach. The Strategy is anticipated to identify/address: existing gaps in service provision, use of technology, social inclusion, equity of access, quality of implementation, and evidence and governance issues.</p>

High-level key public policy/practice initiative 2

In Victoria Regional Career Development Officers (RCDOs) and Local Learning and Employment Networks (LLENs) are improving career development at a local level.

An RCDO is employed in each of the nine Department of Education and Early Childhood regional offices to support all education and training providers to drive system and service improvements and increase the capacity of careers practitioners to deliver improved career development services to young people in the long term, including through the Careers Curriculum Framework implementation.

Victoria has also encouraged not only a whole-school approach to career development but also emphasises the critical importance of parental and community engagement and the support of networks such as the 31 Local Learning and Employment Networks to support the career development of young people.

High-level key public policy/practice initiative 3

The National Standards for Career Development Practitioners have resulted in the development of policies and processes that guide the quality of educational qualifications for professional status through an endorsement process including mandated Continuing Professional Development of practitioners. These Standards will be in place by 1 January 2012 by professional associations and provide the foundation for the development of the career guidance workforce.

The Career Development Association of Australia is undertaking further workforce development initiatives in building leadership development, partnerships with employer and industry bodies and improving specialist capability of practitioners to work with groups including indigenous people.

Section 5

Future Focus – what are the key elements of your team’s overall vision for career policy, practice and research in your country?

Whole-of-life quality framework with mechanisms to strengthen partnerships between governments, employers, communities, and the career development industry supported by evidence and practice that positions career development central to the nation’s future prosperity.

Appendix 3: Symposium Communique



Hungary 2011 6th International Symposium on Career Development and Public Policy

BUDAPEST, 5-7 DECEMBER 2011

COMMUNIQUÉ

A.G. Watts

16 December 2011

PREAMBLE

The symposium was attended by 127 representatives from 31 countries. Each country team prepared a country report in advance of the event, covering the four themes outlined below. Theme syntheses provided the basis for round-table discussions, the conclusions of which were fed back and synthesized at plenary sessions. This Communique represents a summary of the collective conclusions of those present at the event. It does not bind any of the institutions which they represented. It is addressed primarily to policy makers.

Theme 1: Political, economic and social changes and the changing role of career guidance policies and practice

Principles

1. A key role of career development systems and services is to help individuals to manage the interface between their career development and economic, political and social changes, to their own benefit and the benefit of the wider society.
2. To perform this role, such systems and services must always aim at a dynamic balance between aspirations and realism, between personal goals and labour market demand.
3. At a time of economic crisis, the need and potential demand for career development services are increased, but so are the challenges for public expenditure to respond to this need.

Recommendations to countries

1. Assert the case for access to such services as a citizen right, linked to affirming human worth, dignity and hope.
2. At the same time, link the role of career development systems and services more strongly to policy priorities, including those designed to support economic growth (e.g. skills strategies) or reduce costs (e.g. reducing drop-out).
3. Secure an appropriate balance between targeting intensive services to those who need them most, and providing core services to all (avoiding 'marginalising the mainstream').

Recommendations for international collaboration

1. Through the International Centre for Career Development and Public Policy (ICCDPP) and the International Association for Educational and Vocational Guidance (IAEVG), strengthen links between the European Lifelong Guidance Policy Network (ELGPN) and other symposium countries, to enable the strong collaborative structures and processes within ELGPN to be enriched by practices from countries outside Europe, for mutual benefit.
2. Ensure that such links include, but extend beyond, global sharing of ELGPN publications and tools – recognising that good practice is based on sharing learning, not importing models.

Theme 2: Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities

Principles

1. Career development is integral to effective human resource development and skills strategies: i.e. to harnessing individual talents and motivations, to the benefit of the economy and the wider society.
2. Career development policies and provision tend to be located within sectors (schools, vocational education and training, higher education, adult education, and employment). But careers involve the construction of pathways across these sectors, on a lifelong basis. Services to support them need to be as seamless as possible. It is accordingly important to develop lifelong strategies based on communication, collaboration and co-ordination across sectors.
3. Career development policy forums or other policy co-operation/co-ordination mechanisms can be established to develop such strategies. These may include the relevant ministries, the social partners (employers and trade unions), associations of career professionals and other stakeholders. (Many countries, in Europe in particular, have now developed structures of these kinds.)

Recommendations to countries

1. Countries that have not yet established a career development policy forum or other policy cooperation/ co-ordination mechanism to consider what structure would best suit their needs, and how they can draw from the experiences of other countries in this respect.
- 1 For terminology used here and elsewhere in this document, see Annex.
2. Countries with such structures in place to regularly review their remit, goals, tasks, membership and processes, to ensure that they are sustainable and effective.

Recommendations for international collaboration

1. Extend the existing structures of collaboration and communication within the ELGPN to enable other interested countries outside Europe to benefit from, and contribute to, the sharing of experiences in establishing and sustaining such structures.
2. Extend the consultation processes related to the proposed ELGPN glossary, to give it global relevance.
3. Complement this with work on a taxonomy, to cover the language used not only by careers practitioners and policy makers but also by the general public.

Theme 3: The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners

Principles

1. From a policy perspective, ensuring that the skills and competencies of career development practitioners are fit for purpose is a crucial aspect of assuring the quality of services.
2. High-quality services require a strong careers profession. Currently, the level of professionalisation (including whether relevant qualifications are required to practise) varies considerably between and within countries.

Recommendations to countries

1. Develop strong professional standards, linked to strong quality-assurance frameworks, to cover a variety of roles in a variety of different sectors – distinguishing core competencies from specialist competencies. Governments may wish to provide some financial support for the relevant professional association(s) or sector body to manage this process.
2. Link the standards to national qualification frameworks, with recognition of prior learning, and with progression pathways into, within, and beyond the careers profession.
3. Build closer links between policy makers, professional associations, employers and training bodies, to ensure that professional standards and training provision are informed by developments in policy and practice, and lead innovation rather than lagging behind it (e.g. in relation to using labour market intelligence and harnessing technology).

Recommendations for international collaboration

1. Through ICCDPP, IAEVG and other professional networks, support sharing of policies and practice in relation to professional standards and training provision (curriculum and methodologies).
2. Develop self-evaluation criteria for professional associations in the career development field, to enable them to review their fitness for purpose, their effectiveness, and directions for development.

Theme 4: Evidence-based practice; evidence-based policies

Principles

1. If public expenditure on career development systems and services is to be justified, it needs to be supported by clear evidence of their effectiveness and impact.
2. Such evidence needs to include accountability frameworks for routine data collection, plus longitudinal research studies to determine longer-term impact.
3. A strong research and evidence base is also an essential underpinning for good practice in career development delivery.

Recommendations to countries

1. Review existing accountability frameworks across all sectors. Potentially these might include data on inputs, processes, learning outcomes (e.g. career management skills), short-term behavioural outcomes (e.g. participation in education or employment) and longer-term economic and social outcomes, alongside other quality criteria (e.g. practitioner competence, citizen/user involvement, service provision and improvement strategies, cost-benefits to society and individuals).
2. Develop a research strategy to provide a strong underpinning for evidence-based policy and practice.

Recommendations for international collaboration

1. Encourage the ELGPN in its next work programme (2013-14) to include the development of a handbook for policy makers which will pull together the key existing evidence on the impact of career development services, and provide a guide to the possible elements of accountability frameworks (with examples); and to do this in collaboration with ICCDPP and other relevant research networks outside Europe.
2. Encourage OECD and partner organisations to repeat the influential country reviews conducted in 2001-03, taking advantage of other data sources now available.

5 Annex

The symposium included significant discussions on terminology and on branding. It was recognised that the language used to describe career development in relation to public policy is varied and often confusing. Some branding based on core concepts is needed to support consistency, coherence and continuity. It is proposed that, for the next two years prior to IS2013, this should be based on the following three levels:

Core concept: Career Development

Definition: Lifelong Guidance for Learning and Work

Linked policy agendas: Lifelong Learning
Workforce Development
Social Inclusion

'Lifelong Guidance' is used because – linked to 'Lifelong Learning' – it is the basis for international collaboration within Europe. It is important, however, to add two caveats:

- 'Guidance' could be viewed as being somewhat directive in nature, whereas career development is designed to promote people's capacity to manage their own careers, with access to help where needed.
- Lifelong guidance' could be viewed as suggesting that the state should pay for securing access to guidance on a lifelong basis. But while assuring access to such help throughout life is a public as well as a private good, this does not mean that the state should necessarily be expected to pay for it all: some will be funded by the state, directly or indirectly; some in other ways. The roles of the state can be to stimulate the market, to quality-assure the market, and to compensate for market failure.

Other terms that could be used include:

- Education; Training; Employment; Jobs.
- Skills Strategies; Human Resource Development.
- Career Counselling; Employment Counselling; Career Information and Advice; Careers Education; Career/Job Coaching; Career Mentoring; Livelihood Planning.

The selection of terminology should be adapted to different contexts and different audiences.

Further information

Further information about the International Symposium can be found at :

<http://www.iccdpp.org/Symposia/IS2011Hungary/tabid/251/Default.aspx>