INTEGRATING CAREER DEVELOPMENT INTO WIDER SOCIETY

TROMSO, NORWAY, JUNE, 2019
COUNTRIES WERE ASKED TO CONSIDER...

Part 1:

• What ministries are responsible for career development programs and services?
• What co-ordination exists between them?
• What makes co-ordination challenging?
• What leadership supports co-ordination and quality of services?

Part 2:

• How do we ensure our services are and remain professional?
PART 1: FOUR KEY THEMES EMERGED

• Policy interest is growing...
  • This is an opportunity for career development

• Coordination of services challenges every country
  • You are not alone!

• No “one size fits all”
  • Many innovations and adaptations are possible and underway

• No single country has it all together...yet...but there is intention, innovation and creativity
WHOSE JOB IS IT ANYWAY?

• Most common:
  • EDUCATION (K-12)
  • POST-SECONDARY (University, College, Technical and Vocational Training)
  • EMPLOYMENT/LABOUR

• Three silos with quite shaky unstable bridges between them

• Such instability results in people left out.....BUT bridges are being built
3 RECOGNIZABLE BRIDGES UNDER CONSTRUCTION...

• Professional Bridge Builders
• Infrastructure Bridge Builders
• Missing Persons Bridge Builders
• "JOINED UP DELIVERY".. A new term..

  • **Co-delivery**: in schools by career development and employment professionals
  • **Co-locating**: National Careers Advisors co-located in Job Centres with employment professionals
  • **Strategic services**: Employment professionals focus services on students close to graduation and on job seekers
  • **Co-designing**: Employment professionals collaborate with teachers on curriculum content (grade 3 up!)

(England, Finland, Scotland, Croatia, Estonia are examples)
“ONE STOP CAREER CENTRES”

- All age services
- Clearly on the rise in many countries
  (Croatia, Denmark, USA, some provinces in Canada are examples)

CROSS-SECTORAL ONE STOP CENTRES (at pilot stage in Finland)

- Multi-disciplinary teams of professionals (career development professionals, social workers, health professionals, employment advisers, all on loan from their employers)
- 60 sites; early evaluations exceptional (96% stating they “participated in the decision making of their own lives”)
...INFRASTRUCTURE BRIDGE BUILDERS (con’t)

• Research and Evaluation Teams
  • Small specialized teams (n=3) (Scotland)
  • Continuous quality assurance and feedback
  • Meeting a pressing need for evidence of impact
• Focus on Most in Need:
  • NEETS (neither in education, employment or training)
    ➢ Tracking school leavers and re-engaging them sooner
    ➢ Offering training guarantees

• TARGETED PREVENTION
  ➢ +3-3 intervention (France)
Knowing one size does not fit all:

• What bridge do you think might have some positive application in your country?
  ➢ A move toward “joined up delivery”
  ➢ A move toward a “one stop career centre”
  ➢ Establishing a research and evaluation team or capacity
  ➢ A special focus on a neglected population such as NEETS
  ➢ A cross sectoral multi-disciplinary one stop service
  ➢ Something else...
3 MAJOR LEADERSHIP APPROACHES...

• National
• Outreach and Inclusion
• Professional
LEADERSHIP: NATIONAL

• National Forums
  • Cross sector collaboration at senior levels (education, employment, economic, employer)
  • Most common in EU countries
  • Cooperative modus operandi (rotating chairs, mandates supported at high levels)
  • Focus on co-ordination of policy development and implementation
  • Durable- has stood the test of time in many cases (i.e. Austria 20 years!)

• Some challenges:
  • Diverse mandates from operational to “soft power” persuasion
  • Vulnerable to political and policy shifts (USA, Canada, Denmark)
LEADERSHIP: OUTREACH AND INCLUSION

• Stakeholder Leadership
  • Employer Engagement (i.e. 2000 enterprise advisers in 2000 schools (England); Austria; South Korea)
    ➢ Enterprise Adviser Network focused on “good jobs and increased employability”
    ➢ Focus on industry demand
  • Customer Groups co-design of programs and services
    ➢ Active engagement of parents, military, target groups
  • Employability Partnerships
    ➢ City Councils; Chambers of Commerce; Colleges
LEADERSHIP: OUTREACH AND INCLUSION (con’t)

• Some challenges

  • Sustaining employer engagement
  • SME’s do not having resources to commit to collaboration (they are often the major employer in many countries)
LEADERSHIP: PROFESSION DRIVEN

• “Do it yourself” examples:
  • Stakeholder engagement platform (Qatar)
  • Employer Coalition (Himachal Pradesh, India)
  • 3CD (Canadian Council for Career Development) (10 years plus)
  • ICCDPP (International Centre for Career Development and Public Policy) (18 years plus)

• Challenges:
  • Dependent on committed individuals and leadership
  • Sustainable funding
Career Development does not lack leadership but leadership in the sector takes many forms and for many reasons

- There are endless definitions. One interesting one is:

  “The attitude assumed by those looking for something different”
REFLECTION

• What is something different you would like to happen to advance career development in your country?
• What kind of leadership would be needed to make it happen?
  • National
  • Outreach
  • Professional
  • Other
PROFESSIONALISM

• Significant progress in the development, updating and “currency” of career development professional competency frameworks in many countries

• Significant progress in career development specific training including online

• No need for countries building the profession to start from scratch

• Significant impact in many countries of competency frameworks and certification processes on professional identity

• The development and securing of a distinct professional identity however remains an ongoing challenge
PROFESSIONALISM

• The role of classroom teachers:
  • A renewed and welcomed focus on equipping them with basic career development knowledge and process
  • Implementing the multiplier effect
    ➢ Career leaders in every school (England)
    ➢ Minimal but mandatory training for teachers (Korea)
    ➢ Ongoing support from career development professionals (several)
INTEGRATING CAREER DEVELOPMENT INTO WIDER SOCIETY

• The expanded role of Career Development Professionals:
  • Career Management Skills and Transition Learning
  • Focus on employability
  • Balancing the focus on supply with a similar focus on demand
  • Expanding the inclusion of key stakeholders
  • Expanding the reach of our programs and services through new partnerships
INTEGRATING CAREER DEVELOPMENT INTO WIDER SOCIETY (con’t)

• Expanding our reach and our expertise to include mental health issues, hope, underemployment, decent fair work
• Being increasingly recognized as positive contributors to policy challenges
• Nurturing and supporting positive uncertainty and hope
THANK YOU!
DISCUSSION QUESTIONS

• What goals do we really want to achieve through cross-sectoral collaboration and for whom? What goals are realistic in the near term and how will they be measured?

• Many countries are moving to an employability model rather than an employment model. This makes a huge difference in what services we offer and what evidence we gather. If this is the way forward, how do we make the case for employability with policy makers and funders?

• A lifelong career development system is held up as the gold standard for countries. How realistic is such a system? What alternative models of excellence might be alternate gold standards that would be more achievable by more countries?