



# **Fifth International Symposium for Career Development and Public Policy**

## **Communiqué**

### **1. CONTEXT**

The Fifth International Symposium for Career Development and Public Policy was hosted by Career Services<sup>1</sup> in Wellington, New Zealand from 14 to 17 November 2009.

The themes for the Symposium were:

- Transformational technology
- Prove it works
- Role of the citizen
- Culture counts

The full description of the aims and themes of the Symposium can be found in Annex A.

The invite-only Symposium was attended by 76 delegates representing policy, practice and research perspectives, comprising teams from 23 countries. In addition, there was senior representation from five international or regional bodies (see Annex B).

For the first time there was significant representation from Pacific Island nations. The focus for these countries was on establishing a career development network in the Pacific region.

The Symposium was opened by the Minister of Education, Hon. Anne Tolley.

The Minister of Pacific Island Affairs, the Hon. Georgina Te Heuheu attended the initial meeting of the Pacific Careers Network, which took place during the Symposium.

The Symposium was co-chaired by Lester Oakes (New Zealand) and Kaye Turner (New Zealand) and the work of the Symposium was synthesised by Professor Tony Watts (United Kingdom) and Lynne Bezanson (Canada).

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<sup>1</sup> Career Services is New Zealand's government provider of career information, advice and guidance. For more information, visit [www.careers.govt.nz](http://www.careers.govt.nz)

## 2. KEY OUTCOMES

- Commitment from the Pacific Country representatives to establish a careers network - a communiqué and action plan developed to advance this.
- Endorsement of the “Setting the Direction for Action” paper (section 3).
- Agreement that the Symposium themes will be used as a basis for global co-operation, ongoing focus and dialogue.
- Countries volunteering to lead and contribute to the advancement of particular themes in conjunction with the International Centre for Career Development and Public Policy (ICCDPP) to ensure progress and coordination of effort and report back at the 2011 Symposium.
- Agreement that the ICCDPP will play the lead role in coordination and dissemination of policy, practice and research information across global networks.

## 3. SETTING THE DIRECTION FOR ACTION

### Theme 1: Prove It Works

#### *Principles:*

- Evidence is essential to inform policy and improve practice.
- This includes both ‘what we want to learn’ and ‘what we want to prove’.
- All publicly-funded services need to demonstrate accountability.

#### *Countries are encouraged to:*

- Encourage research into the relative effectiveness of different modes of service delivery.
- Develop and share accountability frameworks.
- Where longer-term data are collected, establish links with econometricians, to provide a basis for cost/benefit analyses (alongside qualitative indicators).

#### *The ICCDPP is asked to:*

- Develop a common accountability framework, to provide a basis for international sharing of practice, and possibly, international benchmarking. This should cover Quality, Access and Impact.
- Provide a repository of relevant research papers, supported by tools to enable countries to identify papers relevant to their needs.

## **Theme 2: Culture Counts**

### *Principles*

- Effective career development practice must be informed by different cultural contexts.
- Cultural competencies need to be compulsory for career practitioners working with culturally diverse populations.

*In countries where career services are delivered to diverse populations, countries are encouraged to:*

- Work with training institutions and/or delivery mechanisms to explore how to introduce cultural competency training and supervision into existing training programmes.
- Undertake consultations with influencers and natural leaders within culturally specific communities who can guide service development and record what works.
- Consider strategies to recruit culturally diverse career practitioners into the career sector.

*All countries are encouraged to:*

- Share resources, research and promising practices (competency frameworks, consultation mechanisms, training programmes) related to culturally appropriate service delivery locally, nationally and internationally.

*The ICCDPP is asked to:*

- Expand website materials to include promising examples of working in culturally diverse contexts.
- Highlight research which provides insights into effective culturally diverse practice.

## **Theme 3: Transformational Technology**

### *Principles:*

- Technology can enhance and transform, but not replace, human service delivery.
- The nature of the transformation is linked to purpose, and to the level of access to different technologies.
- The transformation will need to spiral as technology and effective practice continue to evolve.

*Countries are encouraged to:*

- Give early attention to the purpose and sustainability of initiatives involving technology.
- Examine the tensions between public spaces and private spaces, e.g. in relation to e-portfolios and the use of social networking websites.
- Involve end-users (especially young people) actively in the design of e-services.
- Enhance the training of career practitioners in integrating technology into their practice (using practitioners who can demonstrate exemplary practice in this respect) and exploiting its potential for enhanced client autonomy.

*The ICCDPP is asked to:*

- Develop a resource bank of good practice (including codes of practice, ICT competency frameworks for career practitioners, etc.).

## **Theme 4: Role of the Citizen**

### *Principles:*

- Public career services have a moral and political obligation to consult with end-users.
- The relationship between career development, citizenship and community development needs to be recognised more strongly in the design of career policies and programmes.
- Users need to be engaged not only in feedback on services received, but also in co-constructing the design of services and the policies underpinning them.

### *Countries are encouraged to:*

- Develop explicit value propositions as a basis for their strategies and policies.
- Develop and share indicators for engagement of citizens at all relevant levels.
- Develop creative methods for engaging end-users including market research surveys, focus groups, participative research and prior advice-gathering consultations with representative members of end-user groups.

### Overall tasks for the ICCDPP

#### *The ICCDPP is asked to:*

- Frame the four themes of IS2009 as the basis for global cooperation over the next two years.
- Significantly upgrade the website to make it a more active tool for networking (e.g. including comments from users on resources) and shape its design to focus on the four themes.
- Identify a co-ordinator for each theme, supported by a small task group, to design and implement an action plan, on which progress can be reported at IS 2011.
- Encourage and support mentoring and co-mentoring between countries, which may be private or “public” (with report-back at IS 2011).

## **ANNEX A: SYMPOSIUM AIMS AND THEMES**

The aims of the Symposium were to:

- explore current and emerging trends in labour market and well as technological trends that are likely to impact upon career development policies, strategies and operations
- build stronger linkages between career practitioners, researchers, and policy-makers in career education in relation to the areas of lifelong learning, career development, economic development, and social inclusion
- seek strong representation and involvement across the Pacific nations to strengthen career development in our region and build a sustainable careers network
- progress the action plans developed in the 2007 Scotland Symposium.

The four themes of the Symposium were:

### **Transformational technology**

#### [The digital age as a lens to shape policy, practice and research](#)

From a career development perspective, how is technology shaping the way we live and influencing our future? Arguably, the growth of internet usage and social networking is increasingly shifting methods of acquiring knowledge away from the traditional expert in educational institutions and giving the individual greater access and freedom to gather, create and store their own information, develop new skills and to reconstruct their own knowledge in a way that is more meaningful to them. The speed of the transformation is challenging social norms and behaviours. There is a need to ride the digital wave and maximise the potential of the technologies to advance career policy, practice and research.

### **Prove it works**

#### [Evidence of the impact of career information advice and guidance in relation to a range of policy settings](#)

We need to continually prove the positive impact of career development for people, and meet public policy goals including value for money. A number of significant developments over recent years have built the evidence base. Proving the impact of career development, skill enhancement and lifelong learning on social, education and economic goals is critical. There is real potential for researchers, practitioners and policy developers to consolidate thinking on impact indicators and measures of success.

## **Shifting services towards creative collaboration**

### [Role of the citizen in shaping future policy and practice](#)

The importance of listening to current and potential users and purchasers of services cannot be under-estimated. Hearing what people are saying seems simple. The challenge is how we gather and use feedback to critically review and enhance what we are providing. Demands and expectations keep changing. To respond to these in a meaningful way requires policy and decision makers to engage with end users such as schools and students, parents and families, practitioners and individuals not only to extract information from them but to also actively involve them in the actual design, delivery and continuous improvement of career services.

## **Culture counts**

### [Implications of diversity, migration and indigeneity](#)

Cultures and subcultures are being created at a rapid pace, causing changes in demographics such as multiple ethnicities. Policies and delivery capability need to be flexible and responsive in order to better reflect changing populations and patterns. Ease in transnational migrations and the shrinking of borders through internet and international relations further exacerbate these growing trends. In some parts of the world, there is increasing recognition of the rights, needs and special place of indigenous people.

## **ANNEX B: IN ATTENDANCE**

### *Country Teams*

Austria, Australia, Canada, Cook Islands, Czech Republic, Denmark, Finland, France, Germany, Hungary, Japan, Netherlands, New Zealand, Niue, Qatar, Samoa, Slovenia, Solomon Islands, South Africa, South Korea, Tonga, United Kingdom, United States of America.

### *International/Regional Organisations:*

- International Centre for Career Development and Public Policy (ICCDPP)
- International Association for Educational and Vocational Guidance (IAEVG)
- South Pacific Board for Educational Achievement (SPBEA)
- European Lifelong Guidance Policy Network (ELGPN)
- European Training Foundation (ETF)