

# GLOBAL PERSPECTIVES: HIGHLIGHTS FROM ICCDPP's 2017 INTERNATIONAL SYMPOSIUM

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# TEAM CANADA



## The Ladies in Red

L-R: Kathy McDonald (PEI), Dr. Roberta Neault (BC & NB), Valerie Roy (QB), Tracey Campbell (AB), Lorraine Godden (ON), and Paula Wischoff Yerama (AB)

# HISTORY OF THE ICCDPP INTERNATIONAL SYMPOSIA

Canada 1999 and 2001

OECD Review – 55 countries, including Canada, participated

Alberta Provincial Symposium 2002; Pan-Canadian Symposium 2003

OECD Bridging the Gap Conference 2003 – also in Canada!

International Centre for Career Development and Public Policy (ICCDPP)

# HISTORY OF THE ICCDPP INTERNATIONAL SYMPOSIA

The International Symposium movement catches fire!

- Australia 2006
- Scotland 2007
- New Zealand 2009
- Hungary 2011
- USA 2015
- Korea 2017



# KEY ORGANIZING PRINCIPLES OF THE INTERNATIONAL SYMPOSIUM MOVEMENT

Working session; not a conference

Pre work mandatory; post work expected

Team concept to break down silos:

- Policy Makers (education and labour)
- Applied Researchers
- Career Development Leaders
- To date no employer representation required...this could change going forward

# ICCDPP INTERNATIONAL SYMPOSIUM 2017

Organized by the Korean Research Institute for Vocational Education & Training (KRIVET) and the International Centre for Career Development and Public Policy (ICCDPP)

107 delegates representing 21 countries

International labour market experts and officials from:

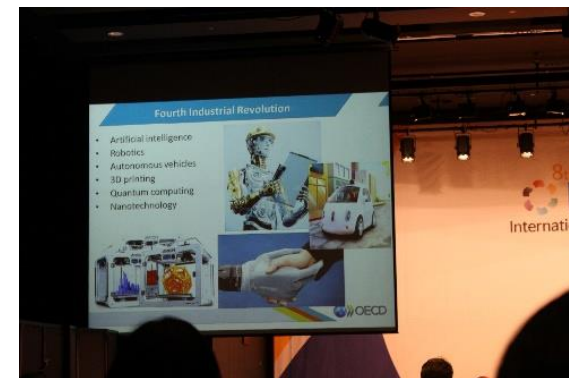
- Organization for Economic Cooperation and Development (OECD)
- European Centre for the Development of Vocational Training (CEDEFOP)
- European Training Foundation (ETF)



# BEFORE THE SYMPOSIUM

In advance of the Symposium, country teams and research organizations submitted papers based on the four themes:

- Understanding how work opportunities are changing
- Ensuring that content and delivery of career development programs and services are relevant
- Improving career practitioner training
- Reforming career services in education and labour to focus on career competencies and successful transitions





# SYMPOSIUM FORMAT



# SYMPOSIUM TRADITIONS AND CULTURAL EXPERIENCES



# SYMPOSIUM TRADITIONS AND CULTURAL EXPERIENCES



# DAILY "MEMORY MAKING" PHOTOS



# OVERVIEW



Understanding How Work Opportunities Are Changing

Ensuring that Content and Delivery of Career Development Programs and Services Are Relevant

Improving Career Practitioner Training and Practice

Reforming Career Services in Education and Labour to Focus on Career Competencies and Successful Transitions

Canadian Priorities

# UNDERSTANDING HOW WORK OPPORTUNITIES ARE CHANGING



# THEME ONE: UNDERSTANDING HOW WORK OPPORTUNITIES ARE CHANGING

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

# THE ICCDPP 2017 COMMUNIQUÉ

## Theme One 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. Invest in evidence-based programs and services over the long-term.
5. Ensure coordination and alignment amongst stakeholders.
6. Widen access to career development services.
7. Organize career development on a lifelong basis.



# REALITIES FOR CANADIAN WORKERS

Geo-Political/Economic Instability

Climate Change

Environmentalism

Technological Innovation

Formal Education

# OUR CONTEXT

## The Challenge:

- How to prepare youth today for jobs that don't yet exist

## Emerging Solution:

- Increased focus on workplace-based experiential learning opportunities, including “just-in-time” skill-based training

## Special Considerations:

- Youth (ages 15-30)
- Immigrants and refugees
- Indigenous peoples

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



# THEME TWO: 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 Govt., legislation, etc. is most common policy lever

Other levers include: Bottom-Up Approach from stakeholders, greater collaboration between stakeholders etc.

# THE ICCDPP 2017 COMMUNIQUÉ

## Theme Two Recommendations to Countries

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.
4. Make use of technology.
5. Support employers to provide career development services for their staff.
6. Ensure that diverse programs exist which can support the needs of different individuals.
7. Base policies and practice in evidence.

# OUR CHALLENGES

Gap between policy  
and practice

Making a case for  
the impact of  
career development  
to stakeholders

Lack of common  
language in our  
field

Labour market  
mobility across  
jurisdictions

# IMPROVING CAREER PRACTITIONER TRAINING AND PRACTICE



# THEME THREE: 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)



# THE ICCDPP 2017 COMMUNIQUÉ

## Theme Three 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.

# STANDARDS & GUIDELINES

## Inconsistent use across stakeholder groups/jurisdictions

- Professionals come with diverse education/employment backgrounds
- Limited view of career development as a distinct field

## Need regular updates

- Emerging technologies
- Labour market realities

# TRAINING & CERTIFICATION

Significant developments over past 25 years

Inconsistent access to training  
(remote/rural communities)

Limited advanced training within English-speaking Canada  
(e.g., Masters Degree)

No government regulation outside of Quebec

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



# THEME FOUR: 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

# THE ICCDPP 2017 COMMUNIQUÉ

## Theme Four 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.

# PAN-CANADIAN SKILLS FOR THE FUTURE SYMPOSIUM (2014)

Brought together multi-stakeholder groups to dialogue on promising practices

Produced *The Toolkit of Promising Practices That Assist in the Alignment of Skills and Education Systems with the Needs of the Labour Market*

- Upgrading the skills of Canadians
- Aligning secondary school programming to labour market demand
- Aligning postsecondary education programming to labour market demand
- Supporting the labour market attachment of target populations

# STUDENT TRANSITIONS WORKING GROUP (STWG; 2016)

Created by the Council of Ministers of Education, Canada (CMEC)

Conducting an extensive environmental scan to identify existing student transition supports and evaluate their potential strengths/challenges

Identified six global competencies

- Critical thinking and problem solving
- Innovation, creativity, and entrepreneurship
- Learning to learn/self-awareness and self-direction
- Collaboration
- Communication
- Global citizenship and sustainability



# CANADIAN PRIORITIES



# NEXT STEPS



# 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

# TANGIBLE OUTCOMES FROM SYMPOSIUM

22 Country and 4 organizational research papers  
ICCDPP website (<http://iccdpp2017.org/>)

Four synthesis papers, one  
for each of the themes

Electronic library of all keynote,  
catalyst and panel presentations

A Communique that draws together the  
international best practices identified