

The Organization Paper should not exceed 5 pages, including the cover page.
The finalized Organization Paper should be submitted via email at ICCDPP2017@krivet.re.kr in Word (.doc file).

1. Organization Name:

APCDA

(Asia Pacific Career Development Association)

2. Members' information:

Hsiu-Lan Shelly Tien

Associate Professor, NTNU; APCDA Taiwan Country Director

Yu-Chen Wang

Associate Professor, NTNU; APCDA Taiwan Country Director

Claire Ouyang

Macau Career Development Association Director
APCDA Macau Country Director

Sing Chee Wong

APCDA Singapore Country Director

Woongtae Kim

APCDA Policies and Bylaws Director

Sungsuk Ahn

APCDA Korea Country Director

Raza Abbas

APCDA Pakistan Country Director

Introduction

We are now at a crucial crossroads where decisions must be made.

The structures of work opportunity are undergoing massive changes in most countries. Information and communications technology have significantly changed how organisations and businesses function. The local and national economies are affected by the global economy in ways that could not have been envisaged 30 years ago. Many people struggle to make a living. Incomes have been stuck for many years while the cost of living is steadily increasing. Wealth and income inequality is growing with wealth increasingly concentrated among a small percentage of the population. Youth unemployment and underemployment rates are universally high. Career pathways are very unclear. There remains a disconnection between education & training and the world of work, and between career development practitioners in all sectors and employers. The era of the 4th Industrial Revolution and Artificial Intelligence (AI) has arrived. Automation is increasingly encroaching and reshaping work in many economic sectors. The future of work is uncertain and unclear.

To deal with these issues above, we need to seek approaches and methods that meet individual career needs and produce measurable results that are practical and socially relevant for individuals and societies.

The career development sector addresses the challenges of bridging the supply and demand sided of the labour market and enhancing the prospects of our economy and society. It equips individuals to make educational, training and work choices that will afford them decent work and future opportunity and helps employers to access qualified and productive workers.

How is the career development sector in your country facing the challenge of being relevant and current in the context of such massive change? How have the personal, social and economic impacts of its programs and services been demonstrated and/or transformed in response to changes in the labour market? What can funders and policy makers realistically expect from programs and services provided within the sector? What can the public and employers realistically expect? What are the implications for policy and practice going forward?

The 2017 Symposium invites organizations and associations to examine the crossroads at which the relevance and impact of career development interact with the significant changes occurring in their labour markets and to explore constructive and impactful career development responses. Organizations and associations are expected to develop a Organization Paper in which the following four themes will be addressed:



Theme 1

Understanding how work opportunities are changing



Theme 2

Ensuring that content and delivery of career development programs and services are relevant



Theme 3

Improving career practitioner training and practice



Theme 4

Reforming career services in education and labour to focus on career competencies and successful transitions

1. What do you and your organization) most hope to gain from participating in the 2017 International Symposium?

- **Taiwan:** Career is boundless. Living in a chaotic environment, it is important for adolescents and young adults to prepare rationally to enter the world of work. I work in a university. Career planning is definitely important for connecting with students. Also, many of my students graduate and teach at middle and high schools. It's important for them to get knowledge about career counseling. I think the ICCDPP Symposium will help me to update my knowledge in career theory and practices, especially on career information and service technology. Since Taiwan is not so large, it's important for us, as professional practitioners and researchers to know what is happening in the rest of the world. The concepts of international interaction and viewpoint are emphasized in career planning.
- **Macau:** To learn about the best practices for career services.
- **Singapore:** Career development as a profession has been given a lot of impetus in Singapore lately due to economic and social changes. The SkillsFuture Council formed in 2014, is led by the Deputy Prime Minister of Singapore, Mr T. Shanmugaratnam, to ensure that students and workers are adequately prepared, equipped and trained for the new economy. I would like to share the work and success of this initiative, and to learn from other countries how we could further develop career development professionals in Singapore, to contribute and help Singaporean workers benefit from the 4th Industrial Revolution.
- **Pakistan:** Our organization is based in a region where there are hardly any professional career development opportunities for researchers and practitioners. For an organization operating in such a context, this opportunity has a lot of potential to benefit the country in which we operate and its citizens exponentially.

2. Share a specific example of a successful program or policy your organization has supported that is relevant to one of the four themes:

Please share any links to articles, research studies, or relevant materials.

- The Asia Pacific Career Development Association provides a forum for countries in the Asia Pacific area to share career development and planning theories, practices, and research. Member countries find this sharing very helpful in sparking new ideas and solutions to local issues. Please see our Newsletters for information about the latest news and our Country Information pages for information about changes happening in our member countries: <http://asiapacificcda.org/Country-Information>



Understanding how work opportunities are changing

What are the major changes that are taking place in access to, or maintenance of, or progression in employment and/or livelihood possibilities for youth and adults in your country?

- **Taiwan:** I think the most important trend is that the government encourages young adults to be creative and establish their own businesses. The government will pay part of the registration fees for them, although it is not much.
- **Macau:** We have limited diversity in the labor market.
- **Singapore:** The Singapore government recognises the importance of career guidance and development for students and workers, and implemented the SkillsFuture Council to support workers in upgrading their skills, as well as other initiatives. Schools and institutions of higher learning have set up career centres to help all students, from elementary schools to universities, to plan their careers. An Individual Learning Portfolio to help Singaporeans plan and manage their careers will be introduced to all Singaporeans in 2017. Career services are given to the “marginalised” sectors of society to help them gain employment, e.g. people with disabilities, elderly people.
- **Pakistan:** There has been a recent growth in the establishment of business incubation centres in the country resulting in the growth of entrepreneurs. Entrepreneurship is also offered as a Degree program at leading undergraduate universities in Pakistan. Job Creation has experienced relatively rapid growth in recent years and there are certain industries where employment is also doing well such as Banking, Tele-communication, Media, Food Services, Construction and Development sector. These are the industries where employment is rapidly increasing in Pakistan.

From your knowledge, what are the major drivers/factors behind these changes? - *examples required

- **Taiwan:** People’s needs are changing. Creative businesses fit people’s life pattern. These businesses might be related to leisure activities during the weekend. Services and business for aged people are also increasing. We do have new immigrants from South Asia. There are also counseling services and social welfare programs for them.
- **Macau:** The Gaming Industry Liberalization Policy, developed in 2003, has brought about

remarkable economic growth and the structural transformation of the labor market.

- **Singapore:** The impact of globalisation, and economic and social changes in Singapore are major factors. Singapore population is aging and not replacing itself. There is a shortage of workers, especially skilled workers, to drive the economy. The Singapore government recognises the importance of skills upgrading (e.g. automation) in the globalised economy. Singapore wants to be an “inclusive society” for all Singaporeans, giving work and dignity to the marginalised sectors of society. Singapore wants its citizens to avail themselves of career services so that all Singaporeans can benefit from economic and social changes.
- **Pakistan:** Industry, in specific sectors, has started experiencing a recent stability; therefore employment is also steady and not uncertain in these areas.

How are education, training and employment policies and practices in your country responding, if at all, to these changes?

- **Taiwan:** The most important change is that literacy and multi-ability training for students at different educational stages is important additions to general education. More and more students choose minor or double majors at college.
- **Macau:** The Ten-year Macao Youth Policy 2012-2020 (Education and Youth Bureau) acknowledged the importance of youth’s career development.
- **Singapore:** The SkillsFuture Council was established in 2014, and since then, has introduced many changes in education and employment. They include monetary incentives and highly subsidised fees for skills training; setting up career centres for students and workers; and support for employers to hire elderly workers and people with disabilities. So far, the response from these different groups of people is positive.
- **Pakistan:** Progress is slow. There continues to be a substantial disconnect between employment preparedness and academia’s responsiveness to cater to this need for preparing young potential graduates with employability skills. What is most crucial to be noted is that government-led, public sector initiatives are not well-addressed, well-tailored, and well-scaled to respond to this urgent lack of graduate preparedness towards employability.

What evidence is there, if any, of the impact of these policies and practices on improved access to work opportunities for youth and adults (please refer as appropriate to access issues covering gender, seniors, disabled and other minorities)?

- **Taiwan:** In the past decades, the focus has been on developing career services for children and youth. Many businesses have focused on the parent child relationship. Nowadays businesses for aged groups are increasing, such as health, exercise, natural foods, nutrition, etc. Young adults, fresh graduates, are creative and could possibly work together to own their own business. This is also true for people of various gender, ethnicity, and age. Disabled individuals may have even better opportunities because we have transference guidance for them at different developmental stages. We also provide employability training when they are at school.
- **Singapore:** Since we have a government-driven initiative, response is generally positive. Impact could be better if not for the general downturn of the global economy. More workers are upgrading their skills to enter more challenging or different jobs. More disabled people and the elderly people are finding employment.
- **Pakistan:** We have policies in place but implementation can be improved significantly, especially with a more vigorous scaling up of policy initiatives and social interventions led by the government in partnership with the private sector which already is relatively more proactive in tapping into the employability gap and the gap in terms of graduate preparedness. On the impact of policies and practices, it must be emphasized that across Pakistan, these are not

adequately cross-sectoral. This means that while the number of women entering the workforce has increased in recent years, there needs to be greater collection of evidence in order to quantify women's retention in workforce, the inclusion of other gender and sexual minorities in the mainstream workforce, the creation of inclusive employment opportunities for other marginalized communities. It has yet to be seen in terms of the evidence gathered, what practices in particular can impact greater employment inclusion in Pakistan, since the data available is not significant.

What evidence is there, if any, of the impact of these policies and practices on improved access to appropriate workers by employers?

- **Taiwan:** Recently, the government enforced the regulation that all the workers need to have two days free per week. In the past, many workers also worked on Saturdays, although they might have two other days off per week, such as restaurant waiters/waitresses, department stores clerks, etc. Based on the newly enforced rule, employers have to pay more to the employees if they work during the weekend.
- **Singapore:** Better publicity and government support for these people to be employed. -The establishment of SG Enable and the Enabling Village for People with Disabilities to train and be better equipped for employment



Ensuring that content and delivery of career development programs and services are relevant

What reforms, if any, have already taken place in the content and delivery of career services in the education and labour market sectors in response to the changes identified in Theme 1?

- **Taiwan:** The iYouth Platform for making youth's international Dream Happen (圓夢計畫) is a new tool created by the Ministry of Education. Traveling Work Planning during the summer is another policy delivered in recent years. Some undergraduate students might have more knowledge about self-exploration and the world of work through traveling work experiences.
- **Macau:** Career adaptability training is delivered in school settings by NGOs as a third party at the primary level.
- **Singapore:** Career development is relatively new in Singapore. Policies and services are relatively new, so no reforms yet
- **Pakistan:** There have been several career reforms that have taken place in Pakistan most of which have been initiatives of the private sector. These reforms have mainly focused on Institutionalizing Career Counselling and Guidance, Training of Career Counsellors, Parental Career Guidance, Instilling Hope in Youth etc. but the need is to sustain these initiatives and public sector should take shared ownership as well. It is strongly felt that without this shared ownership, the scalability which these reforms require to respond to the exceeding need for career preparedness in Pakistan cannot be achieved.

What additional reforms are needed in the content and delivery of career services in the education and labour market (including PES and HR) sectors to respond to those changes?

- **Taiwan:** For educational policy, we enforced a 12-year compulsory education system in 2014. The course outline for all subjects through grades 1-12 were discussed and will be announced and administered in 2017. The content of the course outline for career development, which is part of a comprehensive category including 3 subjects: home economic, scouts activities, and guidance activities, starting in 3rd grade. For high school students (grades 10-12), career guidance will be a separate subject, focusing on self-exploration, world of work exploration, and learning decision making strategy. Choosing a college major will be an important of this curriculum. All the guidance teachers and counsellors will take the in-service training about the new course outline.
- **Macau:** Teacher training and parent education are important, so these significant others for youth don't force youth into specific vocational choices previously preferred, without considering important social and economic changes.
- **Pakistan:** We require additional career reforms that are sustainable. A coherent national policy is needed for supporting career development in Pakistan. This national policy has to then translate into policy endorsement at the levels of provincial and local governments in Pakistan. Specifically, the content and delivery of career services must be informed by evidence-based policy research and intervention. Global best practices must be explored for their relevance and must be contextualized to respond to Pakistan's local demographic and preparedness dynamics.

What are the policy levers in place or needed in your country that support necessary reforms (e.g. the provision of experiential careers learning) in the content and delivery of career services

in education and labour market sectors?

- **Taiwan:** Test/assessment instrument development and revision are the most important reform we need. Some of the new approaches, for example narrative counselling and career information database creation and utilization, for teachers and counsellors are important currently.
- **Macau:** Providing careers education in schools, instead of merely relying on NGOs.
- **Singapore:** The Singapore government is supportive of career development policies for the students and workers
- **Pakistan:** Policy levers in place that support necessary reforms are at the infant level of their development. Advocacy for career counselling is a growing need which can be responded to by ensuring coherence between national and provincial level career policy arrangements. These policy arrangements must not be demarcated and held in exclusion to the provincially overlapping nature of local labour market. The need is for more exhaustive, more comprehensive cross-sectoral policies.

What are the main barriers and/or success factors to implementing such career service reforms i.e. policy, content and kind of services, delivery methods, and openness to change?

- **Taiwan:** The teachers' negative attitude toward the new policy. They are not so willing to take more time and energy to learn new strategies. Some of them even want to retire. For the young teachers, it's better. They learned a lot at the university. It's also easier for them to pick up the new technology.
- **Macau:** According to existing education laws, the Education and Youth Bureau is not allowed to demand compulsory career services in education plans of private schools, which are more than 70% of schools in Macao.
- **Singapore:** Some workers and employers prefer traditional practices, or continue to practise what they were accustomed to, and may not readily embrace career development and management practices.
- **Pakistan: Main Barriers**
 - Missing focus in education, youth and labour policies
 - Lack of career counselling professional awareness
 - Lack of qualified career practitioners
 - Often confused career counselling as sending students abroad for higher education
 - Lack of budget appropriations

Success Factors

- Youth, Teachers, Parents realize the importance of career counselling that it is required for the country's economic development.
- Corporate Sector through its corporate social responsibility-CSR programs has supported career counselling projects which are positive developments in Pakistan.
- The Government has initiated some career counselling teacher training projects; however more can be implemented.
- Philanthropists have also financially supported career reform projects, which is a good sign of social acceptance.



Improving career practitioner training and practice

How do governments/agencies/professional associations in your country ensure that the initial and continuing training of career practitioners in the public and private sectors stay relevant to the context (place, time and needs) of clients' social, economic and work lives?

- **Taiwan:** The government supports (especially economically) universities or professional associations to create training programs/curriculums. For elementary and middle/high school teachers, some of them will take courses at night or during the summer at the master's level.
- **Macau:** The Education and Youth Bureau and Macau Career Development Association are providing professional development activities, including training, workshops and other chances for idea exchanging among practitioners.
- **Singapore:** The Singapore government takes the lead in training career practitioners, and the curriculum is contextualised to Singapore's context. A national skills framework for career development is also planned.
- **Pakistan:** In this case, private sector organizations have taken the lead and come up with updated initial and continuing career training for career practitioners. On the front of federal and provincial governments, gradual career-focused policy reforms are being introduced at the level of provincial governments with an increased focus on preparing potential employees in more technical education and creating opportunities for higher education, but there still continues to be a major absence of career counselling and career mentoring for initial stages when students enter mainstream education, for example, universities. With the exception of a few mostly private sector universities, most public sector universities are yet to establish highly functional and well-resourced career counselling departments dedicated specifically to the task of mentoring students in their career needs and in facilitating their career trajectories. On this front, the eagerness of public reform is also widely absent and therefore the private sector has been able to tap into this void and create a space and market for career-focused counsel and training.

What role does/should the business/employer community have in influencing the relevance of practitioner training?

- **Taiwan:** There are a lot of approaches. The most important one depends on professional associations, such as the Taiwan Guidance and Counselling Association. Experts in the counselling field gather together for the same aim/purpose that is to advance people's welfare through the development of counselling in all areas, such as school counselling, community, hospital, and even the world. Sometimes, the government will depend on associations to develop and carry out policies based on people's needs.
- **Macau:** Business/employers provide their insights on quality of graduates and financially support training programs.
- **Singapore:** The curriculum and national skills framework are planned with inputs from the business/employer community.
- **Pakistan:** Businesses can play an important role in practitioner training as they usually sponsor the training. Besides monetary sponsorship, the employer community should take the role of pushing for greater partnership with government bodies and collaboration with government / public sector initiatives.

What national/regional mechanisms are in place to ensure that practitioners' competency frameworks, if such exist, stay relevant?

- **Taiwan:** The government, especially Ministry of Education, have various evaluation/review systems for schools, universities, hospitals, etc. For example, university programs are completed in a 5 year period.
- **Singapore:** The framework will be reviewed regularly.
- **Pakistan:** National/regional mechanisms unfortunately do not exist to ensure practitioners competency framework however private sector organizations are leading based on their own initiatives. It should be emphasized here that in Pakistan's employment context, the role of career practitioners and career researchers is nascent and is yet to be determined comprehensively. This will require both time and resources from public and private institutions in terms of signifying the role and methods of career counsellors, practitioners, and researchers. Especially in the context of providing evidence-based education, youth, and job policy outcomes, career practitioners have a signified role to take up and an increased demand to cater to. The provincial youth policies and the higher education policies must establish this mechanism elaborating exhaustively the role of practitioners.

What are the main barriers/success factors to effecting reforms in the professional preparation and development of career practitioners?

- **Taiwan:** Success factors – Excellent students who are interested in/volunteer to work in countryside/suburban area after graduate can get tuition waved during their college years. Therefore, students in the countryside can also get quality education. The government will pay the tuition.
Main barriers – Although the university gets economic support from the government, most of the financial supports are for research rather than practice.
- **Macau:** The professional associations should facilitate the awareness and agreement on professional preparation among practitioners.
- **Singapore:** Success factors – Singapore government take the lead and provide resources-money, manpower, to develop career development professionals.
Main barrier – As career development is a relatively new field in Singapore, not every worker/employer sees the need for such service. Developing professionals who are able to deliver the services competently and professionally is a challenge.
- **Pakistan:** Private sector organizations are leading in effecting reforms in the professional preparation and development of career practitioners.



Reforming career services in education and labour to focus on career competencies and successful transitions

What have the Ministries of Education and Ministries of Employment done individually and collectively in your country to ensure that individuals learn how to make successful transitions to and within an uncertain labour market?

- **Taiwan:** Transition counselling for disability students are enforced by the Ministry of Education.

All the teachers and professional workers at certain categories with a license are obligated to take a certain number of course credits per year or every 3-6 years. Unemployment relief policies are carried out by the Ministry of Employment.

- **Macau:** Mainly these ministries function on the policy level only.
- **Singapore:** Set up more career centres staffed by trained career coaches. These centres are located in schools for students, and elsewhere for adult workers.
- **Pakistan:** Pakistan is yet to have a Ministry of Employment and along the same lines, a Ministry of Human Resource Development, with well-chalked out agendas. It is, therefore, important to acknowledge that policy outcomes on education and employment cannot be effectively decentralized until autonomous ministries are in place.

How career transition competencies are currently addressed in curricula and in employability frameworks in the education and employment sectors (PES, HR, Employment training etc.) in your country?

- **Taiwan:** It's quite clear and I have mentioned above.
- **Macau:** It mainly depends on NGOs to provide individual consultation and workshops.
- **Singapore:** Not much emphasis is given to this area of specialisation yet. But there are outplacement centres/coaches to assist those in career transition. The government is setting up a National Skills Framework for career development professionals.
- **Pakistan:** Career transitions competencies are at the infancy stage; however, some workshops have been done in the corporate sector.

How is the acquisition of these transition competencies assessed?

- **Taiwan:** Most of the time there is no standardized evaluation. Most of them are qualitative type of questions.

What research if any is undertaken in your country to identify the evolving career learning* (KSA) needs of different groups of the population? How are the results of such research acted on/used and by whom, in order to make career learning relevant?

- **Taiwan:** We have various career databases for students/individuals at different levels. For example, Chinese Career Nets, Young Eagle Net, etc. Those are for university students. For high school, we have "Strolling around the campus" for high school students to know/search the college majors they might be interested in.
- **Macau:** To my knowledge, several research studies on career adaptability, vocational identity and career beliefs of high school students and college students have been complete and published. The Macau Career Development Association has been making efforts to transit these research findings into practices.

What needs to be done in your country so that transition, employability and entrepreneurial skills are integral and essential parts of curricula and programmes in education and labour sectors?

- **Taiwan:** The counsellor training program is isolated from other subjects currently. However, some trainees in other subjects/university departments might be interested in counselling and take several credits in counselling. Their purpose is to take counselling as the second subject that they can teach. In this case, the students cannot get enough professional guidance in career development. We need to ensure that all the guidance counsellors are well trained and evaluated, no matter whether before they earn a degree or after they are working.
- **Macau:** Advocacy on these issues for school heads should be done by NGOs, since the

Education and Youth Bureau only have authority for making suggestions, which has been mentioned before. No information has been collected from labour sectors, which should be done before making any recommendations.

- **Singapore:** All parties concerned must recognise the need and benefits of career development and management. They include workers, employers, career professionals and the Singapore government. Career development professionals must assure that professional services gain recognition and acceptance by the population and work with employers to understand their needs and expectations of workers. Regular dialogues with government agencies are needed to understand their policies and to give feedback on good practices.
- **Pakistan:** Increase professional career counselling advocacy; Re-strategize policy in line with the contemporary market demands; Aim for a focused yet vigorous and urgent building of connection between academia and the market; Integrate academic learning and degree training with virtual connectivity to global markets and practitioners within the workforce.