

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:

ETF

(European Training Foundation)

2. Members' information:

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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?

- To learn about latest international trends in career guidance policy development and implementation
- To share experiences between high-, low- and middle-income countries on challenges for career guidance policy and practice
- To identify good practices and innovative approaches in career guidance policy that meet both the challenges of today and the near future
- To discuss new ways how career guidance policy and practice can better connect
- To establish new contacts and to widen the ETF network in career guidance policy internationally
- To gain new insights in the relationship between career guidance and vocational education and training (VET) and how possible bias of career guidance against VET can be tackled

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.



Understanding how work opportunities are changing

The ETF in co-operation with CEDEFOP and the ILO developed a series of guides on skills anticipation and matching skills and jobs (2016). Matching skills supply with labour market demands and forecasting skills needs is critical for the economic growth of any country. The 6-volume series covers a range of issues relevant to understand how work opportunities are changing:

- ✓ Vol. 1 – Using labour market information
- ✓ Vol. 2 – Developing skills foresights, scenarios and forecasts
- ✓ Vol. 3 – Working at sectoral level
- ✓ Vol. 4 – The role of employment service providers
- ✓ Vol. 5 – How to develop and run an establishment skills survey
- ✓ Vol. 6 – Carrying out tracer studies

For example, guide no. 3 looks at sectors (specific areas of economic activity) as the key points where changes in skills demands occurs. A range of sectoral studies and approaches, using many different tools and methods, has been identified. The guide provides the reader with concrete examples and case studies and is a tool for employment policy- and decision-makers to understand whether a sectoral approach is appropriate, as well as for technical analysts and professionals who want to know how it should be implemented.

The most recent ETF papers (2017) in this field are briefing notes on 'Skills Forecasts - Matching the Right Workers and Skills with the Right Jobs' and 'Skills foresight: making sense of emerging labour market trends' which provide tools to support the design and implementation of policies in the medium- and long-term.



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

The ETF carried out so far comprehensive career guidance policy reviews in nearly 30 countries in the world. The methodology was based on a questionnaire designed by OECD and the European Commission and later on further developed by World Bank and ETF. The reviews informed policy makers and key stakeholders in career guidance on the state of play of career guidance delivery in the country, including the relevance and gaps in service provision, and provided policy recommendations. Between 2002 and 2009 the following countries were covered by specific country reviews:

- 11 countries (2002) – Bulgaria, Cyprus, Czech Republic, Estonia, Latvia, Lithuania, Hungary, Poland, Romania, Slovakia, Slovenia
- 7 countries (2005) – Albania, Bosnia and Herzegovina, Croatia, Former Yugoslav Republic of Macedonia, Kosovo, Montenegro, Serbia
- 10 countries (2007) – Algeria, Egypt, Israel, Jordan, Lebanon, Morocco, Palestine, Syria, Tunisia, Turkey

Three comparative analyses provided further insights in the delivery and content of career guidance policies in these countries: for the then 11 candidate countries to the EU (2003), the 7 countries in the Western Balkans region (2006) and the 10 countries in the Mediterranean region (2009).

Between 2009 and 2016, at specific request of Governments, the ETF provided policy advice, developed policy papers or designed EU programmes that helped countries to re-shape and further develop their career guidance provision.

For example, in Turkey, Serbia, Montenegro, Kosovo, Jordan, Egypt, Lebanon, Kyrgyzstan and Armenia.



Improving career practitioner training and practice

The ETF, in co-operation with the ILO-ITC (International Training Centre) has developed a unique policy oriented career guidance course in 2012, targeted at both policy makers as well as career guidance practitioners worldwide. Starting in 2013, the one-week course has been implemented every year and goes in its 5th edition in 2017. Participants come from all over the world and can gain state-of-the art information on career guidance policy and strategic development of guidance services. In a number of countries an impact has been achieved in terms of new initiatives and projects as well as further policy development in career guidance.

In two countries the ETF has supported career guidance practitioners through specific training, in co-operation with national authorities: in Lebanon (2010) the career guidance practitioners under the umbrella of the Ministry of Education were trained on the entrepreneurship dimension of career guidance through a series of modules. In Armenia (2014-16), the newly created function of career co-ordinators in VET schools and the Methodological Center for Professional Orientation (MCPO) benefited from capacity building measures.



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

The ETF advocates in its position and policy advice a developmental approach to career guidance that puts strong emphasis on 'career management skills' (as a continuous learning process to empower individuals, starting in early life of schooling) as well as paying special attention to key transition points (in particular in relation to VET – prior, within, and after VET). A practical tool for policymakers and planners was developed (published also in Springer International Handbook for Career Development, Springer 2014) that offers a menu of career delivery models and modalities in relation to VET. The so-called 'curriculum model' and its various sub-modalities can help countries to identify the best or the most feasible option in their context for reforming career service provision towards a focus on career management skills.