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**Invitation & Agenda**

**The IAEVG 2019 Global Symposium**

**for career guidance and counselling professionals and organizations**

**“Dialogue and Cooperation”**

*Tuesday 10 September 2019, Brno, Czech Republic*

Dear participant,

Thank you very much for registering for the IAEVG 2019 Global Symposium.

Lively discussions between participants and inspiring presentations of keynoters will infuse this meeting. The overarching goal of this Symposium, a preliminary event before the IAEVG Conference in Bratislava (SK), is the advancement of career development in our countries, regions and on a global level.

The aim of this Symposium is to continue the dialogue started in former IAEVG Symposia and to intensify cooperation and/or co-creation initiatives in continuation of this event. This is in line with the recommendations from the previous IAEVG Symposium 2018 in Gothenburg (see Annex 1).

Serving as a catalyst for the discussions the following special theme has been chosen: How can the guidance community support inclusive and democratic societies?

We have asked guest speakers, experts in our domain to reflect on this theme as a starting point for the dialogue and later on when conclusions are drawn.

The dialogue between participants is organized in discussion groups around the following questions:

1. How can we strengthen the dialogue and mutual learning among counsellors/associations, policy makers and all other relevant stakeholders? What could be improved in the dialogue?

2. How can career practitioners and their associations be involved in developing national guidance systems? What practices have been successful until now?

3. What is the role and mission of the IAEVG as an international organization to support cooperation between individual and organizational members and with parallel international organizations?

Participants will find a format (see Annex 2) to prepare their contribution as well as to make a personal report of the results in the discussion groups. We invite all participants to formulate practical suggestions for more sustainable, future co-operation and effective communications among (international) organizations and professionals in our vocational guidance and counselling community.

At the end of the Symposium a collation of all presentations will be handed out to all delegates. In addition, a synthesis of the key conclusions will be sent to participants.as soon as possible after the event.

I wish you an inspiring gathering and hope to welcome you in Brno.

Suzanne Bultheel

IAEVG President

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**Agenda**

9:00 Welcome

Suzanne Bultheel, President IAEVG

Petr Chaluš, on behalf of the Czech hosts

9:10 Contribution from guest speakers:

Mrs. Nina Ahlroos, Euroguidance Steering Group

Mr. Josef Středula, Czech Moravian Conf. of Trade Unions

Mr. Lester Oakes, New Zealand

9:40 Summary of the key outcomes of the NCDA-IAEVG 2019 Symposium in Houston

Nancy Arthur, vice-president IAEVG

9:50 Introduction to table discussion themes and procedure

10:00 Table discussions

10:45 Break

11:05 Table discussions continued

11.50 Reporting and synthesis from table discussions and

reflections of expert panel: Karen Schober (G.), Lester Oakes (N.Z.), Nina Ahlroos (S.)

moderators: Jane Goodman\* and Mary McMahon\*

13:00 Closing of the symposium

Chair of the Symposium

Gert van Brussel\*

\*Board member IAEVG

**Annex 1**

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**The 2018 global symposium for career guidance and counselling organizations**

Monday 1 October 2018, Gothenburg, Sweden

**Summary of the table discussions**

**1 Preamble**

Since 2004 three international associations, IAEVG (the International Association of Educational and Vocational Guidance), SVP (the Society for Vocational Psychology), and NCDA (the National Career Development Association) have organized joint events to examine options for more targeted co-operation (San Francisco 2004, Padua 2007, Washington 2010, Madrid 2016). The ICCDPP (International Centre for Career Development and Public Policies) has organized biennial symposia focusing specially in career development and public policies.

The 2018 Gothenburg symposium provided options to promote dialogue among the stakeholders by bringing together over 60 participants 25 countries to join the table discussions. After the welcoming address by the IAEVG President *Ms Suzanne Bultheel,* a panel from invited experts from global organisations exposed recent global challenges and initiatives as a catalyst for the table discussions. Dr *Pedro Moreno da Fonseca,* from the European Center for the Development for Vocational Education, *Borhene Chakroun* from the Unesco, Mr *Helmut Zelloth* from the European Training Foundation and Dr *John McCarthy* from the International Centre for Career Development and Public Policies invited the participants to look for synergies in meeting the global challenges.

After the panel, Prof. *Nancy Arthur* introduced the draft IAEVG communique on precarious employment and invited the participants to reflect on key issues which need to be addressed on **the role of career guidance and career learning at times characterised by lack of employment opportunities, unstable economic environment and precarious employment contracts, and in preparing young people and adults to survive in these circumstances**.

The table discussion sessions covered the following questions:

* How can career practitioners work alone and collectively to overcome challenges experienced by clients with the precarious nature of work?
* What approaches have turned out to be successful?
* How can we overcome in practice possible gaps in the implementation of guidance related policy initiatives?
* Where are we as a guidance community and what concrete action steps would contribute to more systematic co-operation and effective communications between international organisations in the field of career guidance and career development?

**2 Summary of the table discussions.**

The following paragraphs highlight the key issues addressed by the participants.

***Question 1:***

**How can career practitioners work alone and collectively to overcome challenges experienced by clients with the precarious nature of work?**

The participants noted that there is not one single model for the guidance practice and policy, which could be applied in all the countries, as there are huge differences in human resource development. Second, there are parts of the globe where there is a strong need for skilled labour force, but on the other hand a mismatch of existing skills and open vacancies. Global migration has implications on the working cultures and education. There are new occupational routes for all genders but on the other hand stereotypes and prejudice might limit the full use of individual potential in the labour market. In addition, the level of professionalism among practitioners vary in different countries.

The participants highlighted the need to look at the national education system to better prepare students for the current labour market challenges. One option to widen access to career guidance and promoting individual career management skills (CMS) is integration of career education in the national curricula frameworks. Less learning from books and more from networking with enterprises would help the individuals acquire skills to look, evaluate and interpret educational and labour market information. This kind of preventive approach as a mainstream approach with services to every student could be a starting point in establishing comprehensive an all-age career guidance system.

In promoting co-operation in guidance, it might be relevant to think both the culture and policy development at the same time. The practitioners would need new competences on advocacy on articulating the outcomes of career services. This would help also to identify relevant partners in the policy development processes on local, regional and national levels. Identification of impact and effectiveness of guidance is actually communicating outcomes that matters and branding using the tools of marketing and advertising (e.g. with phrases as: “Career guidance – connecting better work with better lives”). A challenge is related in training and background of practitioners and diversity of service providers. The messages that can be used in branding can include identification of the key outcomes for different beneficiaries e.g. for individuals, parents, employers and service providers themselves.

The participants proposed that IAEVG could provide messages for developing countries - unpacking the meaning of career guidance. People don’t know what career guidance practitioners can do. No-one knows who IAEVG is and so needs to market itself as well and needs strong partners. Branding is a field that needs expertise - it is the one thing we want everything to know about us. What partnered expertise do we need and when do we need to use it. Marketing supports the brand. IAEVG could work with other like-minded associations. Social media is one way to begin this. We should have a joint reminder about early history of IAEVG and stakeholders who were involved in founding IAEVG - supportive members e.g., ILO, parent associations. Member associations need help and guidance about how to advocate - perhaps this could be a more explicit role for IAEVG in the future.

***Question 2:***

**What approaches have turned out to be successful?**

The participants shared the following activities which have resulted to more intensive co-operation among the service providers and stakeholders:

* Special teams of social workers are visiting the families with drop-out kids (NL, DK)
* Early engagement with kids and families from the age of 6 (NL)
* Career fairs (HR) also fights against stereotypes
* Introducing role models for kids but also for the parents
* Career days for students build a bridge between schools and employers to support STW transitions
* For 13-16 ys. in secondary school career education as a subject (NL) new framework under development by 2020
* Second chance schools system
* Informal learning pathways
* Recognition and validation systems that are linked with guidance
* New inclusive guidance system for all (NO)

The participants suggested that IAEVG could develop its role as a ‘clearinghouse’ for ideas. They highlighted the importance of hearing new ideas; inducting new people into the profession; how do people new to the profession learn about the profession. This could be done through more collaborative use of IAEVG social media channels. The IAEVG could help the countries to share information with more open approach in social media in multiple languages with focus on content.

***Question 3:***

**How can we overcome in practice possible gaps in the implementation of guidance related policy initiatives?**

The participants noted that it is important that career guidance practitioners should not act alone, but invite experts from different disciplines and sectors (e.g. ICT, economists, labour market analysts) in the practice and policy development processes. It would be necessary to examine options for public-private partnerships or combinations of formal/semi-formal structures in the service delivery. Canadian Career Development Foundation provided examples of consistent efforts in generating a new culture of evidence-base for practice and policy development.

In addition to current professional competences, it would be necessary to include media training the practitioner training programmes. Also, the co-careering approach should be strengthened to mobilise the wider use of the technology in career services. The participants identified career centers/HR services/career services in companies as a new emerging context for career development. The use of labour market information could be promoted with open source approach.

***Question 4:***

**Where are we as a guidance community and what concrete action steps would contribute to more systematic co-operation and effective communications between international organisations in the field of career guidance and career development?**

The following proposals were presented by the participants:

* What seems to be effective in Europe is to have a national skills training strategy and receiving guidance as part of it. We need a guidance policy to drive it.
* Having guidance as part of the development of digital citizenship.
* Connecting with governments to see how they are developing effective approaches to guidance. Finding ways to locate expertise in informing governments.
* Great need to discuss professional approaches. Two dominant discourses career management and life design which put the responsibility on the individual.
* Need a differentiated array of services to meet people’s needs that are multi-tiered.
* Need local based labour market and networking information to be available.
* Challenge is that practitioners may not be competent to be aware of other needs.
* We need to speak more openly about the effects of government policies - especially about the problematic areas.
* Need to conduct a comprehensive needs assessment for people receiving services. This is beginning to happen.
* Need to assess the theories that determine the approaches to career counselling - problems with the life design approach.
* Providing courses for elected politicians about the role of career guidance in different policy fields & introduce evidence for decision-makers that career guidance works!
* Design a mini course for decision-makers about the role of career guidance
* Design another course for other support workers about guidance (such as social workers, teachers, etc.)
* Set up a dialog with HR (eg. Singapore) new HR needs as new types of careers (boundaryless) are emerging
* Advocacy and PR on digital guidance platform
* Help countries, associations, stakeholders how to share good practice. Provide key information with opportunity for users to access more lengthy documents.
* Need for a simple brand e.g., ‘Connecting better work to better lives’.
* Tip sheets e.g., how to conduct an effective social media campaign, how to connect new people in the field to IAEVG… Resources etc need to be professionally done.. Getting the right people to listen to what we have to say. Getting people who don’t have a voice to have a say. Getting the right people to listen.
* What partners we need and when to work with partners.
* Consider and celebrate the foundation and achievements of IAEVG.
* Importance of tangible products/contributions of IAEVG.

**Proposed Action Steps:**

Have places where we can speak openly about challenges. It is important to link the relevant stakeholders involved in career guidance in terms of function and perspective (local, national and international).   Start with key players that are available locally (linking practitioners and policy makers) - to discuss challenges and more effective approaches (perhaps starting informally - to develop a sense of community with a common purpose.

* Develop ways to continue dialogue on these issues between and during IAEVG conferences.
* Look for ways to expand opportunities to develop digital literacy. Begin by connecting people with that interest.
* Empower career practitioners to work within companies for career development and also to support boundaryless careers
* Design and develop short course for civil servants and elected politicians about the role and outcomes of career guidance/career development
* Bring together ALL different types of career professionals under the umbrella of lifelong guidance and career development in IAEVG!

**3. Proposal for a 2019 global symposium for career guidance and counselling organizations**

The general response of the participants at the end of the symposium was very positive and there was a widespread opinion that the Global Symposium should become an integral part of every IAEVG Congress.

The representatives of the IAEVG and NCDA were encouraged to continue the preparation of the IAEVG-NCDA Symposium entitled “International Perspectives of Career Development” 26 June 2019, in Houston, Texas in co-operation with other relevant international organisations. The preparation will take into account the outcomes of the biennial International Symposia organized by the International Center for Career Development and Public Policies.