

National Symposium on Career Development, Lifelong Learning and Workforce Development



Canadian Career Development Foundation with support from HRDC

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National Symposium – What and Where

- Gathering of Career Development specialists, policy makers and employers whose research, work, policies, hiring and training practices influence the career aspirations, directions and labour force participation of the learner-worker
- Bank of Montreal Learning Institute, Toronto: **November 17-18, 2003**

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Objectives

- Identify what a comprehensive and well-developed career information, guidance and career development systems can contribute to achieve lifelong learning and workforce excellence
- Build specific strategies to tackle the challenges in developing such a system
- Identify the key contributions of Policy Developers, Career Development Practitioners and Employers

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Objectives

- Develop a mechanism to sustain consultation and collaboration
- Define a priority research agenda to inform policy and employer practice
- Report on progress achieved at the Innovation Strategy follow-up summit in 2004-05

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Who should attend

- Policy Makers with responsibility and influence in education, employment and/or social policy
- Career Development leaders with responsibility and influence in research, training, practice and/or professional associations
- Employer representatives including industries organized into Sector Councils and small to medium size employer representatives

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Format

- **Working Forum** attended by a maximum of 150 participants:
 - **Provincial and Territorial Teams** consisting of:
 - **1 to 3 policy makers**
 - **1 to 3 career development leaders**
 - **1 to 3 employers representatives**

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Format (continued)

- A select number of representatives from key national policy, career and employer organizations, for example: FLMM, CMEC, CFIB, CPRN, TASC, CCC, CCIP, Conference Board of Canada
- A select number of national and international experts from the OECD Thematic Review on Career Policies and/or Research Institutes

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Structure

- CCDF supported by HRDC is responsible for the organization of the Symposium;
- Steering Committee: to help in the planning and realisation of the National Symposium; 10 members (CMEC, FLMM, TASC, HRDC, CCIP, Universities, WorkInfonet)

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Structure (continued)

- Advisory Committee: Resource Group whose principal roles will be sharing information, providing advice and networking:
 - 20 members including a representative of each Provincial/Territorial team, and from national organisations representing the three stakeholder groups.

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Update

- Steering Committee in place since February
- Roundtables discussion with provinces and territories to discuss the creation of the teams: April and May.
- Teams in place by the end of June
- Announcement prepared
- Communications Strategy underway

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Roundtable Objectives

- *to inform*
- *to identify the “ideal” team composition*
- *to gather ideas for major Symposium themes*
- *to invite contributions to the communication plan*
- *to select an interim advisory committee representative*

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Why a National Symposium now? Background and Drivers

- *Part of an International movement to connect Career Development with Public Policy*
- *A response to specific recommendations from the Innovation and Learning Forums to:*
 - *Strengthen our Learning Culture and*
 - *Build an Inclusive and Skilled Workforce*

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International Perspective

European Commission (EU)

5 Priorities in a Lifelong Learning Strategy:

- Valuing Learning (formal and informal)
- INFORMATION, GUIDANCE AND COUNSELLING
- Invest time and money in learning
- Bring together learners and learning opportunities
- Improve basic skills

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International Perspective

OECD 14 country Guidance Policy Thematic Review

"Never before have such powerful organisations, simultaneously, had the current intense interest in guidance policy and its links with practice. This is not by accident: Guidance is a pivotal part of lifelong and lifewide learning." (OECD Newsletter)

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Why such international interest?

- Lifelong learning is at the centre of public policy in many countries
- Active labour market policies are being tested in many countries to encourage fuller workforce participation
- Many countries are facing skill shortages in critical areas
- A productive "learning and working force" is essential to economic growth and progress.

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Career Development Contribution

Career Development/Guidance is being recognised as an influential and underused instrument to achieving social and economic goals

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Why the National Interest?

- ☛ By 2004, more than 70% of new jobs will require some form of PSE; estimate 25% require degrees; 6% of jobs accessible to non secondary graduates (Knowledge Matters)
- ☛ 1 in 8 (12.5%) of youth do not complete secondary; 25% of secondary graduates lack adequate literacy to participate fully in the labour market

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Why the National Interest?

- ☛ Skill shortages are here - 49.2% of businesses indicate concern (CFIB)
- ☛ 44% of low skilled Canadians are not working
- ☛ In 2002, 265,000 full-time jobs were vacant
- ☛ Apprenticeship completions have not risen in last decade (Knowledge Matters)

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Why the National Interest?

- ☛ The Canadian labour force is increasingly dependent on immigrants
- ☛ From 1986-1996, share of labour force growth due to immigrants went from 13% to 71%
- ☛ Within next decade, immigrants will account for all net labour force growth (CLBC)

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Why the National Interest?

- ☛ To remain competitive, workers must continuously renew and upgrade
- ☛ Adult worker participation in adult education and training has been stagnant through the 1990's (Statistics Canada)

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Why the National Interest?

- ☛ Work-Life Balance is emerging as a significant social and family problem
- ☛ In 90's, work-life conflicts -(stress; less satisfaction; role overload; performance decline)- show marked increases (Duxbury, Higgins, CPRN)

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What's happened already in Canada?

- International Symposia, 1999 and 2001
- Alberta Symposia, 2002 and 2003
- B.C. Industry Roundtable in June, 2003
- OECD Guidance Policy Review, 2002 and 2003- Canada Country Note
- Innovations Strategy Forums, 2002 and 2003

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Canada Country Note: What the OECD Observed/Recommended

- **Canadian Strengths:**
 - Extent and quality of career and labour market information
 - Development of creative resources
 - Development of strategic instruments (Standards and Guidelines; Blueprint)
 - Creative support for partnerships and third sector initiatives (CCC; Canada WorkInfoNet; Career Circuit; Edge)

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OECD Observations/Recommendations

- **Canadian Challenges:**
 - No national body providing overall coordination and leadership
 - No policy to ensure access to career development services as portals for learning and work across the lifespan
 - Focus on producing information rather than effective use of information

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OECD

Observations/Recommendations

- **Canadian Challenges (cont'd):**
 - No coherent and consistent career development framework in education
 - Crisis model of service delivery for adults
 - Standards for services do not exist

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OECD

Observations/Recommendations

"Lifelong learning agenda potentially opens up a much wider view in which all Canadians are encouraged and supported in planning the development of their skills, learning and work throughout life".

"We hope..(our analyses and suggestions)... help Canada implement its lifelong learning agenda and maintain its international leadership role in the career development field".

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What Canadians said at the Innovations Forums

- **What young Canadians said: We need**
 - To feel we are learning with a purpose
 - Mentorship in educational and workplace settings
 - To have guidance and networks to access meaningful work
 - To have teachers and counsellors who are not stretched to the limit

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What Canadians said.....

- **What young Aboriginals said: We need....**
 - culturally relevant career development decision making tools
- **What Business said: We need....**
 - Greater emphasis in K-12 on career information and counselling to support wise learning choices
 - To correct image problems in the skilled trades so we attract young and talented recruits
 - To implement lifelong learning opportunities in the workplace – challenge is the costs are prohibitive

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Some Priorities (progress reports due in 2004)

- Establish a pan-Canadian literacy and essential skills development system for Canadians of all ages
- Increase the participation of underemployed and marginalized groups
- Increase the number of adult learners

The National Symposium will consider the contributions of career development to these priorities

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What does Career Development Contribute?

- **Self-awareness** - individuals identify talents, passions, purpose, motivation as a basis for decisions on learning and work
- **Opportunity access** - individuals access information, advice and learn about education, training, work options and possibilities

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What does Career Development Contribute

- **Career Management Skills:** individuals acquire essential skills for managing their lifelong career development. These include:
 - researching and making sense of information
 - problem-solving and decision making
 - planning and contingency planning
 - resiliency and transition skills
 - working with others

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Benefits of Career Development? Policy

Social exclusion costs: 12-20% of GDP (EU)

Education and training errors cost:

Type 1 errors: not choosing education and training commensurate with abilities

Type 2 errors: choosing areas in which interest and motivation are lost

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Benefits of Career Development? Policy

- *40% of earning power is explained through conventional measures (education; gender; parents' education)*
- *60% is explained by motivation and personal characteristics (individual ability to manage, develop and use own talents) OECD*

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Benefits of Career Development? Employer

- *Better matching of individual skills and workforce requirements results in increased productivity*
- *“People who love what they are doing, who love to learn new things – these create the most economic value and move companies forward.” (P.S. Jarvis quoting Tim Sanders)*

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Formula for Lifelong Career Development

- OLD: $pst = C$
- RECENT PAST: $pst+ts+we = C$
- PRESENT: $pst+ts+we+cms = C$

pst = post-secondary training/education;
ts = transferable skills;
we = work experience;
cms = career management skills;
C = CAREER

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Communication Strategy

- Announcement
- “*On the same page*” background papers:
 - Why Career Development Matters for Employers
 - Connecting Career Development to Lifelong Learning
 - Why Career Development Matters for Policy Makers

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Communication Strategy

(continued)

- The evidence base for career development results
- An inside look at career development: what goes on? What does a practitioner actually do?
- Synthesis of the OECD recommendations for Canada - Responses from the field
- Role of education - K to post-secondary - with respect to career guidance, career development, skills development and lifelong learning

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Communication Strategy

(continued)

*Contributions of:
Roundtable Groups,
Provincial/Territorial Teams,
Interested Partners*

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THANK YOU!



*“The beginning is the chiefest part of any work”
(Plato)*

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