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Asia Pacific Career Developments

Natalie Kauffman, Newsletter Editor

IN THIS ISSUE

- APCDA Conference Coming Soon!
- Update on APCDA Bylaws Review
- Professional Career Development Organizations in Korea: Life Development Counseling Association
- Toward a More Student-Centered Career Guidance in Secondary Education in Vietnam
- Technological and Vocational Education in Taiwan: An Example
- New Zealand Country Report
- NCDA Conference June 19-21, 2014

APCDA Conference Coming Soon!
by Soonhoon Ahn

Our May 19-22 APCDA Conference in Waikiki is packed full of fun, local color and international talent. Fun and local color will begin with Monday evening's reception with the Royal Hawaiian Band and will continue with touring Hawaii's reconstruction of villages of eight island nations (Polynesian Cultural Center) and visiting two of Waikiki's higher education career centers (Kapi'olani Community College and University of Hawaii at Manoa). International talent includes presenters from 12 countries with career topics related to school, college/university, and adult settings.

For the School setting, we will learn about innovative programs in Korea, Guam, and Japan. Ed Colozzi will provide an interactive workshop on converting Career to CARE in a school setting. For the College/University setting, programs in China, India, Korea, Japan, Macau, Philippines, Vietnam, and the US will be described, with several workshops on using Happenstance and Chaos Theory in career planning at the college level. For those working with adults or finding out more about serving adult populations, we will learn about programs in Taiwan, Korea, Canada, Macau, Philippines, India, and the US that provide services to adults in transition, women, unemployed, employees, executives, refugees, incarcerated, and retirees.

Some presentations address the needs of counselors, such as "It Was All Worth It" from Finland, clinical supervision from the US, and counselor education from Canada. In addition, there are several cross-setting presentations such as helping working parents to strengthen the family, careers in international development and culinary arts, and incorporating spirituality into career counseling. Kuder, a conference sponsor, will be unveiling plans for additional international versions of their popular career planning software. Wow – this conference will be packed!
The conference line-up (see webpage) includes both internationally recognized invited presenters, such as John Krumblotz, Ed Colozzi, and JoAnn Harris-Bowlsbey and internationally known breakout presenters, such as Dick Knowdell, Dick Bolles, Roberta Neault, Rebecca Dedmond, Brian Hutchison, NK Chadha, JungAh Cho, and Phoenix Ho, among many others.

Don't miss your opportunity to be part of this exciting event! Pre-registration rates end April 21. To register, click here.

Update on APCDA Bylaws Review
By Deirdre Pickerell

APCDA Bylaws have gone through an extensive review, with many minor changes being recommended. These include correcting spelling/grammar errors, updating for consistent language, and clarifying other minor points (e.g., APCDA conference [which is the language being used] vs. convention [the language in the bylaws]). Other recommended changes to be discussed at the AGM include clarifying voting rights (i.e., current bylaws do not indicate that organizational members only have one vote or how that vote is assigned), setting board rotations, and establishing meeting quorums.

For more information, contact Deirdre Pickerell, PhD, CHRP, GCDF-I, Director – APCDA Bylaws Committee & Vice-President, Life Strategies Ltd.

Professional Career Development Organizations in Korea: Life Development Counseling Association
by Sungsik Ahn

There are various organizations or associations related to career development professionals in South Korea and each has their own strengths based on members' backgrounds. The Life Development Counseling Association (LDCA) is one career related association and consists of researchers and professors of career/vocation counseling majors. Initially it was called the "Career Development Vocational Counseling Colloquium (Career Colloquium)". The association's first board meeting was held in November 2006. The goal of the Career Colloquium was introducing career counseling theories and practices and reflecting their application in the context of Korean culture. From 2007 to 2011, the Career Colloquium hosted nineteen regular colloquium on issues such as career counseling/development theories and its application, career related assessments and career counseling interventions in various settings by inviting researchers who studied on each issue or practitioners with experience related to a specific setting.
In 2012, the Career Colloquium changed its name to the Life Development Counseling Association to cover broader issues related to individuals' career and life such as marriage, leisure, health, finance, education, etc. LDCA continued to host regular colloquium on various issues related to career and life like leisure counseling, university entrance advice, life development counseling, etc. To introduce broader perspectives on career and life issues to career professionals and students of master or doctoral programs, LDCA has invited international guests from other countries. Last year via Skype, LDCA hosted two international seminars. One invited Dr. James Sampson from Florida State University in Tallahassee, Florida, United States and centered on the Cognitive Information Processing (CIP) model and career readiness issues. Another focused on the Hope-centered Career Development Approach and invited Dr. Yoon Hyung Joon from Al Akhawayn University in Ifrane, Morocco. Additionally, LDCA offered the 2013 NCDA conference debriefing session at Korea Counseling Association's 2013 annual conference.

Please contact LDCA's chairperson, Dr. Hwang Mae Hyang (maehyang@ginue.ac.kr) if you are interested in researching career issues with Korean scholars or making a contribution to a future LDCA colloquium. Dr. Hyang is planning to attend NCDA's conference this year at Long Beach.

Toward a More Student-Centered Career Guidance in Secondary Education in Vietnam

by Nguyen Thi Chau and Filip Lenaerts

The Flemish Association for Development Cooperation and Technical Assistance (VVOB) is a non-profit organization that, by order of the Belgian and the Flemish Government, contributes to the improvement of the quality of education in developing countries. VVOB has been working in Vietnam since 1992. Its initial approach of sending hands-on experts in education and agriculture to local Universities and Colleges gradually transformed into a more results-based approach, focusing on institutional capacity development. Building on the experience of the 2008-2010 Education and Agricultural Extension Programs, VVOB launched a Career Guidance Program in 2011 to support the enhancement of Study and Career Guidance in secondary education in Vietnam. Since 2014, VVOB is specializing in education and is focusing on Early Education in Vietnam, complemented with a 2014-2015 extension of its work in Career Guidance.

The Career Guidance Program targets teachers, school leaders and parents of secondary students. The operational partners are the Departments of Education and Training and Women's Union in Nghe An and Quang Nam provinces, as well as the Department of Teachers and Educational Administrators of the Ministry of Education and Training (MOET) and the Vietnam Women's Union at the national level. Study and Career Guidance in secondary education in Vietnam follows two tracks: (i) Career Orientation is provided through specific periods and extra-curricular activities; and (ii) vocational taster courses, called education for general professions, are delivered at secondary schools and Centers for Vocational Education and Career Orientation.

When VVOB launched its Career Guidance Program, a situation analysis showed that materials on Career Guidance were outdated, teachers were not trained on providing Career Guidance and parents, based on their own preferences, were deciding on career choices for their children. In this
context, students' interests and capacities were marginally considered. Following a review of current policies and guidelines, international and national experiences and a search for existing expertise in the country, VVOB supported the provincial partners in developing their own vision of Career Guidance.

This Career Guidance vision provides a reference framework for the integration of program interventions and reference materials. With a strong expertise in supporting education for development, VVOB Vietnam focuses on capacity development of its partners to develop contextualized materials, support career guidance practice in secondary schools and support and enhance skills of provincial core group trainers in charge of training teachers, school leaders and women's club facilitators. We have started from commonly used and validated Career Guidance theories and translated these into practices through easy-to-use instruments and tools. To date, six different Career Guidance resources and three supportive DVDs were developed for school leaders and secondary teachers. These materials are used by provincial partners to facilitate different modalities to guide students in their study of career choices in line with four main "career guidance paths" as guided by MOET. In addition to the training materials developed, an online portal for Career Guidance has been set up to provide information and support on study and career choices: www.emchonnghegi.edu.vn.

Following almost three years of program implementation, approximately 28,000 secondary teachers, including 17,260 female teachers, have received some level of training in Career Guidance through the provincial Departments of Education and Training. The model of "Education and Life Clubs," used by the provincial Women's Union to deliver Career Guidance activities to parents, has been recognized by the national Women's Union as a best practice. From 2013 onwards, Study and Career Guidance has been taken up by the national Women's Union as an important subject for enhancing parenting skills of mothers and fathers. The National Program for 5 million mothers has added the study of career guidance activities of Education & Life Clubs to the list of regular activities for all provinces.

Building on the initial success of the 2011-2013 program, VVOB Vietnam has committed to support the partners in further improving Career Guidance in Vietnam in the next two years. The extension will focus on sustainability of earlier achieved results in three ways: (i) by supporting in-depth institutionalization of technical knowledge built among partners and their core groups, including gender mainstreaming; (ii) by enlarging the reach of this student-centered, gender-sensitive Career Guidance approach to a nation-wide scope; and (iii) by documenting and sharing innovative practices in secondary schools.
Technological and Vocational Education in Taiwan: An Example
by Hsiu-Lan Shelley Tien

I. An Overview

It has been 45 years since Taiwan started its 9-year compulsory education. In August 2014, the Ministry of Education will start requiring 12-year compulsory education for adolescents in the country. The school grade will be: (1) Pre-school/Kindergarten, 4 – 6 year olds; (2) Elementary, 6 – 12; (3) Junior high, 12 – 15; (4) Senior high or vocational, 15 – 18; and (5) University/College, 18 – 25 (depending on degree length). During the 1980s, the traditional industries transitioned to capital and technology-intensive industries. The demand for labor does not just emphasize quantity; quality is also important. The government therefore established technological colleges to promote technology research and production to satisfy people's needs and life quality. Many technology colleges started research studies and technological improvement for human beings. This article will introduce Taiwan University of Science and Technology (TUST) as an example for readers to understand science and technology education in Taiwan.

II. Technological and Vocational Education Today

TUST or Taiwan Tech was formerly known as the National Taiwan Institute of Technology. It was the first higher education institution of its kind within our nation's technical and vocational education system seeking to develop highly trained engineers and managers. After thirty years of growth and evolution, Taiwan Tech is comprised of seven colleges (engineering, electrical engineering and computer science, management, design, liberal arts and social sciences, honors, and intellectual property studies), twenty-four separate departments and graduate schools, fourteen interdisciplinary programs, and over thirty-one technological research and development laboratories, as well as research centers for Taiwan building technology, commatrix, materials science and technology, automation and control, ecological and hazard mitigation engineering, nano technology, communication and electromagnetic technology, opto-mechatronics technology, power electronics technology, intelligent robot, construction safety and health, the study of lottery and commercial gaming, e-learning, color technology, information security, sustainable energy development, and IoT Innovation.

Recently, Quacquarelli Symonds Limited (QS) released its annual "QS World University Rankings by Subject," a comprehensive guide to the world's top universities in a range of 30 popular subject areas based upon data across several categories of strengths such as research, employability, teaching, facilities, specialty criteria, etc. Sixteen universities in Taiwan are ranked among the Top 200 in at least one subject area. National Taiwan University of Science and Technology is one of them. This year Taiwan Tech's name can be found in seven subject lists that highlight the universities of the best performance evaluated by individual subject areas worldwide; an increase of two from last year's five subject areas. The newly accoladed Civil & Structural Engineering and Environmental Studies joined
last and this year's list included Computer Science and Information Systems (51-100), Electrical and Electronic Engineering (101-150), Mechanical Engineering (101-150), Education and Training (151-200) and Chemical Engineering (151-200).

III. Goals and Future Outlook

The goal for the TUST is to train students with an international outlook and creative vision. In pursuit of the goal of international outreach, Taiwan Tech established the Office of International Affairs to facilitate its efforts in this area. In addition, a Creativity Center has been established to develop students' creative potential through a wide variety of activities and contests.

In the future, Taiwan Tech will continue to maintain a balanced emphasis on theory and practice, science and technology and the humanities. Additionally, the university will build upon its foundation through maintaining its excellence in research, cooperation with industry, and promotion of international academic exchange. By mobilizing resources on and off campus, at home and abroad, Taiwan Science and Technology University will develop into a world-class university of applied research.

Data obtained from the web address: http://www-e.ntust.edu.tw/files/14-1089-39851,r640-1.php

New Zealand Country Report

By Julie Urbahn

New Zealand is of a similar geographical size to Japan, with its closer neighbor being Australia 2,230 kilometres away. It is highly dependent on the primary sector, with exports of goods and services accounting for around one-third of its gross domestic product (GDP). It has a small population of 4½ million, with young people aged 12-24 years old representing 20% of the total population. Ethnic diversity is increasing, with Maori, the indigenous people, making up nearly 700,000. The five largest ethnic groups are New Zealand European, Maori, Chinese, Samoan and Indian.

The New Zealand Government has set 10 challenging goals for the public sector to achieve over the next five years. These goals sit under 5 broad headings: Reducing long-term welfare dependence, Supporting vulnerable children, Boosting skills and employment, Reducing crime and Improving interaction with government. For more information, see Better Public Services: Results for New Zealanders.

It is also important to mention that New Zealand is legislated to provide culturally appropriate career services to Maori. This legislation is based on the founding document Treaty of Waitangi, which was signed in 1840 between the British Crown and Maori. The treaty is based on three key principles; protection, participation and partnership. In 2008 the Ministry of Education outlined its Maori Education Strategy, Ka Hikitia. Throughout the strategy the focus is on "supporting local solutions for local change, by local communities" and providing activities to raise awareness, provide support and seek contributions from students, parents, whanau (family and wider families), hapu (sub-tribe), iwi (tribe), Maori organizations, communities and business.

Career service in New Zealand is provided in a range of ways; public, private and through community organizations. Careers New Zealand is the government funded provider and is seen as the
government's center of careers expertise. Generally the services are not age segmented. However, there is an important focus on developing the career education and career management skills of young people early during their schooling and transition to work. This focus results in the delivery of programs that are targeted to young people, particularly Maori and Pasifika youth. The Government sees Careers NZ's role as helping to lift educational achievement and employment outcomes for these specific ethno-cultural groups who are seen to have been disadvantaged by previous systems.

Careers NZ's services and products include:

- website and online tools (http://www.careers.govt.nz/)
- programs to build career management capability in the community
- career education supporting services, using the suite of benchmarks for career education
- regional events and a wide range of local initiatives
- technology-enabled advice and guidance services such as http://www.careers.govt.nz/about-career-services/contact-us/chat-online-about-your-career-options/

Careers NZ also connects educators and industries through a program of Career Capable Communities and Career Networks to improve the matching of labor skills supply and demand. To find out more about the services that Careers New Zealand provide, read Careers New Zealand's Statement of Intent.

**Schools**

Career education and guidance in New Zealand schools is offered in years 7 to 13. Each school's board has responsibility to:

- ensure that the career education and guidance needs of all students and the aspirations of their communities are reflected in the school's strategic planning and reporting
- ensure that the school's community, in particular Maori and Pasifika, have opportunities to contribute to career education and guidance strategies
- ensure there is an appropriate level of funding and resources to meet the career education needs of the students
- encourage a whole-school approach to career education.

These requirements are outlined in the National Administration Guidelines.

Secondary schools receive a Career Information Grant, which is based on the decile rating and number of students in that school. Decile ratings are based on a combination of socio-economic factors. The lower the decile, the more funding a school receives. The Career Information Grant is not "tagged," which means that the money may be used for purposes other than career education. Most schools have a Careers Advisor and depending on its size this advisor may be supported by a team. There are a number of career related programs such as Gateway, Vocational Pathways, Star and Academies. For more information go to Career Education and Guidance in New Zealand Schools. The professional body for school staff, working in careers is Careers and Transition Education (Aotearoa) NZ (CATE). Careers New Zealand has developed a set of benchmarks to support schools when reviewing their careers programs. These can be downloaded from the Careers New Zealand website Career Education Benchmarks – Secondary and Career Education Benchmarks – Year 7 & 8. These benchmarks have been endorsed by the Ministry of Education.

**Private Sector**

Private practitioners and community organizations provide a range of career services to individuals and groups. The professional body that represents career practitioners in New Zealand is the Career...
Development Association of New Zealand (CDANZ). Members are required to meet a range of professional practice competencies. CDANZ provides regular professional development throughout the country, a range of resources and also publishes a quarterly Ezine.

**Tertiary**

New Zealand’s tertiary system includes universities, institutes of technology, polytechnics, Wananga (publicly owned institutes that provide education in a Maori cultural context), industry training organizations (ITOs), private training establishments (PTEs) and community organizations. These institutions offer a range of career services, which vary depending on the institution and/or type of funding mechanism. To support tertiary providers, Careers New Zealand has developed the Career Development Benchmarks – Tertiary, which you are able to download. The Ministry of Education has recently launched its new Tertiary Education Strategy.

**Employers**

Many employers offer career related support to their staff. Large organizations may offer learning and development opportunities. Some provide career support by hiring consultants, providing career development as an HR function, providing literacy and numeracy support and making ongoing tertiary programs available. Careers New Zealand is developing careers information and resources and already has the For Employers section on their web site. Industry Training Organizations (ITOs) also provide opportunities for training on the job. For more information go to http://www.careers.govt.nz/education-and-training/workplace-training-and-apprenticeships/workplace-and-industry-training-contacts/.

**Careers Qualification**

In New Zealand, there are a number of institutions that offer a career guidance qualification:

- Auckland University of Technology (AUT)
  - Graduate Certificate in Career Development (Level 7)
  - Graduate Diploma in Career Development (Level 7)
- Nelson Marlborough Institute of Technology (NMIT)
  - Diploma in Career Guidance (Level 6)
- Otago Polytechnic

http://www.op.ac.nz/study/health-and-community/social-services/bachelor-of-social-services/

If you would like more information please feel free to contact Julie Urbahn at Julie.urbahn@careers.govt.nz. Grad Dip Career Development, CDANZ, Business Development Advisor, Careers New Zealand

**NCDA Conference June 19-21, 2014**

*by Marilyn Maze*

The Asia Pacific Career Development Association is an affiliate of the National Career Development Association, the premier career development association in the United States. As both the ACPDA Executive Director and the NCDA Treasurer, I have an interesting perspective. I am familiar with the
goals and projects of both associations, evangelize for both, and am eager to make sure that the relationship between both associations is smooth and synergistic.

The NCDA Conference will be held in Long Beach California exactly one month after the APCDA Conference and will attract over 1000 people. These two conferences provide a very different experience. With APCDA attracting about 200 attendees, it is intimate and most of us feel like we are parting with old friends when it ends. The Polynesian Cultural Center tour on Wednesday will be a wonderful time to hang out before saying goodbye. APCDA's workshops last 40 minutes, with 20 minute breaks so people who find English challenging can huddle with others from their country to translate and share their insights. APCDA will have a have reception and two lunches together, with discussion topics at each table to encourage conversation. APCDA will have a choice of 3 breakout sessions, with many sessions devoted to describing successful programs in various countries.

At NCDA, there are more than 14 simultaneous breakout sessions plus a large room full of round-table discussions, so the number of choices can be overwhelming and travel to the next session can require walking briskly. Many of the US leaders in the career development field will be present, so it is easy to meet the authors of books you may have read. There will be a whole room full of vendors displaying career planning tools. NCDA offers a great deal of value by bringing so many people with expertise together in one place. It is easy to get overwhelmed, so careful planning and selecting the sessions you will attend in advance is essential.

If possible, plan to arrive a day early to help with jetlag. The International Reception at the NCDA Conference is open to all NCDA attendees from other countries. It will be held on Wednesday evening, before the conference officially begins. On Thursday, the NCDA Conference kicks off at noon, but APCDA will hold a meeting on Thursday morning, 8AM to 10AM. Last year this was a great place to meet up, and a precious face-to-face time for talking about concerns and goals of APCDA and the Asia Pacific region. This is also another good reason to arrive early.

As a 20-year veteran of NCDA Conferences, I would be very happy to answer questions before the NCDA Conference or provide orientation at the conference. Please let me know how I can help you to enjoy the NCDA Conference.

Back to Top