



ASIA- PACIFIC

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EMERGING TECHNOLOGIES

Please describe how technologies are CURRENTLY used to support workforce preparation, placement, and development policies for young people in your country.

Indonesia and Macau: Online databases of jobs and applicants

In Taiwan, there is a national Career Assessment program (U-CAN system) developed by the Ministry of Education. Data-based career-vocational information systems (such as Chinese Career Network and CVHS) are developed by local universities or companies. A career portfolio system is also available.

How does the use of technology connect with existing structures or provision of career guidance?

Technology is used to support career practitioners. Through the APCDA website, members receive a newsletter, mentoring, and webinars. Through Skype and social media; career development champions in developing countries are reaching out, connecting, developing skills, accessing resources, and staying current. Career development professionals and students use Social Media and other Internet resources to reach out to career development professionals in their own and other countries to expand their knowledge.

What are the challenges your country faces related to Emerging Technologies?

Inconsistent access and lack of funding to customize resources to meet local needs



WHY ROI MATTERS

Please describe how the value and impact of policies for workforce preparation, workforce placement, and development of young people is assessed (if at all) in your country.

This is a new concept. Perhaps we can learn about measuring ROI and share with our member countries.

How is the value of career guidance provision in supporting such policies measured?

N/A

What are the challenges your country faces related to measuring Return on Investment (ROI)?

1. Measurement tools, funding, consistent polices
2. In Taiwan, the government asks for the help of colleges, universities, and commercial groups to measure the ROI.

Top 3 Barriers for Youth Employment:

1. A lack of knowledge on how to gain the proper skills needed for specific jobs.
2. A disconnect between the jobs available and the education received.
3. A lack of support from government through specific policy initiatives.



ENGAGING EMPLOYERS

Please describe the formal and informal roles and mechanisms that employers play/participate in to support workforce preparation, workforce placement, and development of young people in your country.

Large corporations may offer internships for college students, scholarships for specific skill areas, and corporate tours for groups of students. However, these efforts impact only a small percentage of the population.

What policies exist, if any, to support employer engagement? Please refer to occupational and labor market information, work experience, interventions in education and training institutions, and career guidance.

Some member countries are funding labor market information collection agencies. In many member countries, work experience programs are organized by colleges and universities. Colleges and universities may use employer groups to advise them on course development.

What are the challenges your country faces related to Engaging Employers?

Employers focus on their own profits and lack a unified vision of their responsibility toward youth.

2015 International Symposium Goal:

“Share some of the regional differences and challenges to inspire workable solutions to help advance career development within the diverse Asia Pacific region.”



INTEGRATED POLICIES: CREATING SYSTEMS THAT WORK

Please describe how policies for workforce preparation (including entrepreneurship) and workforce placement are integrated or coordinated, if at all, in your country. Who and/or what is driving the integration or coordination? How are local communities and public service users involved, if at all, in those policies?

Integrated policies are lacking. Progress depends on the vision, energy, and enthusiasm of specific individuals. Examples of exceptional programs can be found in each member country.

In Taiwan, a current issue is training at the various levels: professional career counselor, career coach, CDF. The training provided by international groups is too expensive, so there is a move to create local training/certification programs.



INTEGRATED POLICIES: CREATING SYSTEMS THAT WORK



ADDITIONAL INSIGHTS

Continued...

To what extent do these sectors coordinate such policy or program initiatives? To what extent do they include career guidance/advice/information provision? How useful and efficient are these to support the policy initiatives?

Secondary school programs which help high school students choose careers and colleges are expanding rapidly in some member countries. For most member countries, these are relatively new programs so there is a great deal of optimism and enthusiasm, but little experience or data related to effectiveness. College or university programs to provide career planning and job placement services are expanding rapidly in many member countries, although these efforts are usually supported by the individual institutions rather than by public policy.

What are the challenges your country faces related to Integrated Policies: Creating Systems that work?

1. Lack of career development professionals
2. Lack of standards for training these professionals
3. Lack of a holistic plan to serve the various age and service groups

Major Challenges:

1. Lack of a cohesive vision of what a career development system should be.
2. Lack of career development professionals and standards of training such people.
3. Insufficient financial commitment.
4. No method to keep in touch with and learn from representatives and engaged professionals from other countries.

Are there any other unique challenges within your country to which you would like to draw attention?

In Taiwan, there are government agencies (Ministry of Labor, Youth Development Administration in Ministry of Education) and career development in school systems, although these services may not fully achieve their goals.

In Macao, the economy structure is unique with the following characteristics:

1. The size of the city, in terms of both geographic area and population, is small. Similar to other small state economies, it has limited diversification. The economy is heavily reliant on gaming and tourism industries, and is thus at risk when the economy of the neighboring regions, particularly China, goes downhill. And the related workforce will have a difficult time in transiting to other careers. In addition, young people who have aspirations for non-traditional careers will face extra difficulty in gaining support and opportunities to pursue their career goals.
2. Similar to other small states, Macao has limited number of highly trained personnel. Employees often wear several hats at the same time, a phenomenon termed "multi-functionality" (Sultana, 2006). The vocational self is usually comprised of a smaller "hard core" and a larger "flexible periphery," and the professional identity is difficult to establish.
3. Unlike many other countries which are currently undergoing economic difficulties, Macao has a serious shortage of human resources and an extremely low unemployment rate. As a result, turnover rate is relatively high and employee loyalty low. Therefore, employee engagement, especially opportunities for promotion and development, become key issues for employers.

In Indonesia, there is a lack of resources. We are using outdated assessment tools. Faculty in Indonesia have few resources to be able to develop new and accurate assessment tools, much less to develop effective career information tools.



ADDITIONAL INSIGHTS

Are there any additional examples of successful programs or policies you would like to share? Please provide references or links to any key reports that have discussed career development in your country.

Indonesia: See "Success After School" <http://www.asiapacificcda.org/page-1673782> ; www.jurusanku.com; www.career.com; www.jobsdb.com; www.jobstreet.com

What is the extent and nature of government funding to support these developments? From which sources and for what purposes (distinguishing system development, system maintenance, and service delivery)? Where possible, please quantify the government funding provided.

N/A

Become a catalyst for change.

Join policy-makers and international career development experts in creating world-wide opportunity equality for youth and adults.

The International Centre for Career Development and Public Policy (ICCDPP) works to promote policy sharing and knowledge transfer in the career development sectors of education and employment. By participating in ICCDPP, you'll gain the insights and knowledge needed to serve as a catalyst for career development policy changes needed around the world.

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