



COMMISSIONED PAPERS

1. The following four papers have been completed and are available on the Review's web site in both English and French (www.oecd.org/els/education/reviews):

- Quality in careers guidance
- The skills, training and qualifications of guidance workers
- Integrating career information and guidance services at the local level
- The role of information and communications technologies in an integrated career information and guidance system

2. The following two papers have been commissioned and were outlined in Newsletter No. 2:

- The role of the market in career information and guidance delivery
- Evaluating outcomes from career information and guidance

3. An additional two papers have been commissioned since the last Newsletter:

- **Improving Career Information**

The paper's principal focus is the question of user-friendliness in career information. It will review individuals' needs for career information in the light of what is known about career decision-making processes and job satisfaction, evaluate current career information against these needs, and suggest ways in which career information might be made more user-friendly. Issues to be addressed will include quality standards for career information, how different types of information (for example on training courses and on the labour market) might be linked, and the strengths and weaknesses of different types of media in delivering career information.

Author: *(To be announced.)*

- **Using Career Information in the Information Age**

The paper will examine the question of whether information by itself is a sufficient basis for effective career decision making. It will draw upon the economic literature to review the preconditions for young people and adults being able to use career information effectively, identify the steps that need to be taken to enable individuals to meet these preconditions, and outline the implications for the design of career information and guidance services.

Author: W. Norton Grubb, University of California at Berkeley, USA

NEW: "The OECD career guidance policy review: A progress report". This paper, given by Tony Watts of the Review's staff at the IAEVG World Congress in Warsaw in May 2002, is now available on the Review's web site

WHY CAREER GUIDANCE MATTERS FOR PUBLIC POLICY : A REMINDER

The Working Paper "Why Career Information, Guidance and Counselling Matter for Public Policy" has been put on to the Review's web site so that we can get your suggestions for ways to develop it progressively during the Review.

Comments and suggestions can be sent to:
Richard Sweet (richard.sweet@oecd.org) and
Tony Watts (anthony.watts@oecd.org).

We would like you to tell us:

- What you think of the arguments in the paper;
- What additional arguments should be added;
- How the scenarios or models that it contains should be developed; and
- What additional models or scenarios should be included.

VISIT TO DENMARK

INTRODUCTION: Denmark was the second participating country to host a national visit. The review team consisted of Raimo Vuorinen, Senior Researcher at the University of Jyväskylä in Finland, and Tony Watts of the OECD Secretariat. The draft of the questionnaire had been received several weeks before the visit and had been revised in response to comments and queries from the OECD Secretariat. This saved time during the visit and enabled the review team to be more fully briefed in advance.

Programme

The programme for the visit was arranged by Steffen Svendsen of the Danish Institute for Education and Training of Vocational Teachers (DEL), the National Co-ordinator for the review, in consultation with the Ministry of Education.

The programme included visits to a school and youth guidance service, an information centre for entry to higher education, a technical college, an adult training centre, a university, and a careers fair. Meetings were also held with key policy makers in the Ministry of Education and the Ministry of Employment, with trainers of guidance professionals, with representatives of employers and trade-union organisations and guidance professional organisations, and with members of national, regional and local co-ordinating bodies for guidance services.

A debriefing session at the end of the visit with the same policy makers from the Ministry of Education who had attended the first session at the start of the week enabled the review team's initial impressions and tentative findings to be fed back, and an open discussion to take place on them, prior to the drafting of the Country Note.

Emerging themes

The review team identified four strengths of the Danish educational and vocational guidance system:

- There is a wide range of services, many of them strongly embedded within the education system.
- The decentralised structure produces a rich diversity of practice, with strong local ownership of what is provided.
- In the National Council for Educational and Vocational Guidance (RUE) and the Regional Guidance Committees (VFUs), there are mechanisms for co-ordination and for developing, in consultation with relevant partners, coherent policies cross-cutting the various sectors involved.
- There are a number of distinctive features of the system – e.g. the youth follow-up system and the range of 'taster' courses – which are worthy of emulation by other OECD countries.

The team also identified four weaknesses:

- Basing the main guidance services within sectors may make them inward-looking and not sufficiently effective in one of their key tasks: helping individuals not only to progress within their own sector but also to move effectively into other sectors, whether this is to other sectors of education or to the labour market.
- It seems likely that a large number of people do not have access to services: notably adults who are neither unemployed nor enrolled on educational courses.
- The system is weakly professionalised in comparison with some other OECD countries.
- There is a lack of effective quality-assurance procedures within the system. There are a lot of guidelines, but the mechanisms to assure the extent and quality of the service offered to the end-user are, on the whole, weak.

In policy terms, the team suggested that the guidance, counselling and information system in Denmark can be viewed in three main ways. The first is as a mechanism for making the education system work. In this respect the system can be regarded as strong. The second is as a mechanism for managing the education system's relationship with the labour market. In this respect the performance of the system is much more mixed, with some strengths but also some important deficits. The third is as a mechanism for supporting lifelong learning and sustained employability for all. In these terms the system contains some strong foundations on which to build, but much remains to be done to complete the framework and enable it to operate effectively.

Timetable

Monday 28 January

- 09.00 Initial briefing from National Co-ordinator
- 10.00 Meeting at Ministry of Education with key policy-makers
- 13.30 Meeting with experts involved in the education and training of professionals
- 15.30 Meeting at Ministry for Employment with central policy-makers

Tuesday 29 January

- 09.00 Visit to School and Youth Guidance Service, Municipality of Copenhagen
- 11.30 Visit to the Metropolitan Technical College (TEC)
- 15.30 Meeting on guidance and counselling within General Upper Secondary Education; also presentation of web-based guidance initiative for young people

Wednesday 30 January

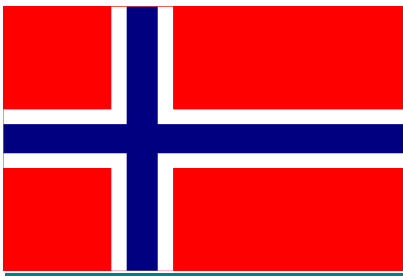
- 09.00 Visit to IVU*C, Copenhagen (Information Center on Higher Education)
- 11.00 Visit to careers fair and meeting with Chairman of the Regional Guidance Committee in Copenhagen
- 13.00 Visit to Public Employment Service, Copenhagen
- 15.00 Visit to VUC - Adult Education Center, Frederiksberg

Thursday 31 January

- 09.00 Meeting with representatives of key stake-holders: DA (employers organisation); LO (confederation of trade unions); and FUE (confederation of practitioners)
- 11.30 Visit to University of Copenhagen
- 14.00 Visit to the Danish National Council of Educational and Vocational Guidance
- 17.00 Visit to Studie og Erhverv (private-sector publisher)

Friday 1 February

- 10.00 Debriefing at the Ministry of Education
- 12.00 Final debriefing with National Co-ordinator



VISIT TO NORWAY

Programme

The review team for Norway comprised Lynne Bezanson, Executive Director of the Canadian Career Development Foundation, and Tony Watts from the OECD Secretariat. The programme for the visit was arranged by Lone Lonne Christiansen of the National Board of Education, in consultation with Annbjorg Rimeslatten of the Ministry of Education and Research (the Norwegian National Co-ordinator for the review).

The programme included meetings at the Ministry of Education and Research, the Ministry of Labour and Government Administration, the Board of Education and the Directorate of Labour; visits to a university career centre, a university study guidance centre and a district employment office; meetings with guidance counsellors and other representatives from schools and adult education institutions; and a seminar whose participants included representatives of stakeholder groups (employers, trade unions, headteachers, teachers and students) as well as other organisations (including a youth information centre). The seminar was planned along similar lines to that held in Ireland (see Newsletter No.2): indeed, in early drafts of the visit programme it was referred to as the 'Irish seminar'!

A debriefing session was held at the end of the visit with a number of the policy-makers who had taken part in the earlier meetings.

Emerging themes

The review team identified four strengths of the Norwegian educational and vocational guidance system as being:

- Well-established guidance and information services within the school system, with strong local ownership.
- Flexible but coherent pathways following the end of lower secondary education, with a well-structured follow-up service to support individuals who slip off these pathways.
- Some promising new services, e.g. in higher education, in the private sector, and in the development of web-based databases.
- An emerging tradition of innovation through systematic trial and evaluation.

The team also identified four weaknesses:

- The fragmented nature of current provision, with many education-based services lacking strong enough links with the labour market, and with no coherent focus for strategic development.
- Significant gaps in provision, particularly for adults.
- Weak professionalisation.
- Perhaps because of this, a tendency to focus more on information than on guidance.

The team suggested that the current situation in Norway appeared to offer major opportunities for significant development in the field of career guidance, in three main respects; in each case, however, the opportunities are linked to risks. The three areas are:

- Current reforms – notably the Competence Reform and the Quality Reform, with their concerns for widening access to learning and strengthening the links between learning and work – provide opportunities for placing career information and guidance in a more central role and paying sustained attention to their development. But as yet the role of career information and guidance in these reforms has not been clearly articulated. The risk is that if it is not articulated soon, a major opportunity will have been missed.
- Aetat (the public employment service) has a capacity for innovation, a wish to deliver sustained universal services as well as targeted services addressing current policy priorities, and a willingness to work with the education-based services in remedying some of their weaknesses and shortcomings – which it is well placed to do. It has therefore a potentially crucial role to play in any new strategy for lifelong access to career information and guidance. The risk is that this capacity will not be valued, and will be regarded as a deflection from their targeted services, rather than as something which can strengthen these services as well as being of considerable value in its own right.
- There is a strong interest in career information and guidance provision from key stakeholder groups – notably employers, but also trade unions, parents and students. This could be valuable both in articulating the need for improved career information and guidance services and as potential resources to help in addressing it. The risk is that the lack of frameworks and structures to harness this energy means that it will not lead to effective action.

Timetable

Monday 18 February

- 09.00: Meeting with key officials at Ministry of Education and Research
- 13.30 Meeting with key officials at Ministry of Labour and Government Administration

Tuesday 19 February

- 09.00 Meeting with key officials at Board of Education
- 14.00 Meeting at University of Oslo with representatives of the Norwegian Association of Adult Education, the Norwegian Association of Distance Education, the Oslo Universities and Colleges Admissions Service, and the University of Oslo (including the career centre)

Wednesday 20 February

- 09.00 Meeting with a principal and a counsellor from a lower secondary school and with a counsellor from an upper secondary school
- 10.30 Seminar with representatives of the Confederation of Norwegian Business and Industry, the Confederation of Vocational Unions, the Educational Union, the school principals' organisation, the pupils' organisation, the youth information centre in Oslo, a lower secondary school, an upper secondary school, the Norwegian Board of Education, and the Ministry of Education and Research (16 participants in total)
- 13.00 Meeting with Junior Minister, Ministry of Education and Research
- 14.00 Continuation of seminar

Thursday 21 February

- 09.00 Meeting at Directorate of Labour
- 13.30 Visit to district employment office in Oslo
- 16.00 Meeting with representative of Vox (National Institute of Adult Education)

Friday 22 February

- 12.00 Debriefing session with representatives of the Ministry of Education and Research, the National Board of Education, and the Ministry of Labour and Government Administration, chaired by a political adviser from the Ministry of Labour and Public Administration

VISIT TO AUSTRIA

Programme

The review team for Austria consisted of Steffen Svendsen, Head of the Copenhagen Regional Department of the Danish Institute for Educational Training of Vocational Teachers, who is also the Danish national co-ordinator for the review, and Richard Sweet of the OECD Secretariat.

The programme included discussions with senior policy makers in both the education and labour portfolios, meetings with employer and trade union representatives, meetings with school and university students, visits to guidance services in schools, tertiary education and adult education, and a visit to an employers' career information centre. Two features of the programme are worth particular mention: a visit to a regional careers project in the region of Styria in which a very wide range of organisations are co-operating; and a day of meetings held in association with a large annual careers fair in Vienna, which allowed the team to meet a very wide range of people in a short space of time. The programme ended with a final debriefing meeting attended by roughly 20 people, including many of those who had assisted in the preparation of the national questionnaire and the programme of visits. In addition to providing the team's feedback on the visit, the meeting allowed those attending to exchange views on key issues and challenges for guidance in Austria.

Emerging themes

The review team was impressed by a number of general features of guidance in Austria, and felt that many of these would be of interest to other countries:

- The first was the very positive and enthusiastic approach of nearly all who we met. This is reflected in close practical co-operation between key players, both nationally, regionally and locally, and in good working relationships in both policy making and programme delivery. It is reflected in the existence of many partnerships and networks in programme delivery, in many local initiatives being taken, and in a large amount of voluntary effort being put into the provision of services.
- The strong co-operation between key stakeholders that we observed is reflected in the strong role played by employer and employee organisations, not only in the provision of policy advice, but also in the direct provision of services. Employers, for example, support a national network of information centres that are closely integrated into schools' career programmes, and also provide a one-to-one guidance service. The Austrian Chamber of Labour provides an individual guidance service.
- Another notable feature of careers services in Austria is their diversity, with many different varieties of services, provided by many actors, being available in most sectors.
- In Grades 7-8 of compulsory schooling there is a mandated career education curriculum, with teacher training programmes to support its delivery. The curriculum can either be delivered by specialist careers teachers or by normal class teachers, integrated into normal school subjects.
- Reflecting strong co-operation between the stakeholders, there is extensive external support for schools' career education and guidance programmes: by employer and employee organisations; by tertiary institutions and student organisations; and by many other community organisations.
- Career fairs have a distinctive place in Austrian career education and guidance, and are strongly supported by both the education and labour portfolios. A major fair is held in Vienna each year which attracts some 70,000 visitors. Similar fairs are also held in regional centres.

A number of individual programmes also made an impression. These included an excellent adult guidance programme in the Burgenland region that provides advice across institutions and that makes intelligent use of the media for publicity purposes; the Economic Chamber's information centres; provision of career guidance by the Chamber of Labour; the Austrian Student Union's programme to assist senior high school students with career information and advice; and the Labour Market Service's (AMS) programme to provide advice and guidance to enterprises, particularly those with a high proportion of low qualified workers.

A number of issues and emerging challenges were discussed in the final debriefing meeting. Some of these were transversal. For example the team pointed out that many of the issues to which guidance is addressed arise from the highly differentiated nature of Austria's school structure, with guidance being regarded as a more achievable response than reform of the basic school structure. Other general issues that were identified were: the relatively low level of professionalisation of guidance workers in Austria; co-ordination between public services and those provided by other stakeholders; possibilities for further developing quality assurance mechanisms; and the "user friendliness" of career information.

Other issues that were identified were specific to particular sectors:

- In schools, attention was focused on the level of resources that are available to deliver services, on the relationship between the several types of staff that provide services (careers teachers, student counsellors, school psychologists), and on the possibility of raising the level of work experience provided to students.
- In adult guidance, attention was focused on the need for greater harmonisation of information systems, and upon the advantages of further disseminating the successful model observed in Burgenland.
- In tertiary education, the team saw a need for stronger graduate placement services, for more extensive consumer guides to tertiary education, and for better integration of information systems available to school students.
- In the labour market, the team was impressed by the three-tier model used within the AMS to allocate services, but felt that there was a need for a stronger client focus in evaluation models. Better quality control in services contracted out to private providers could also be considered. As in the tertiary sector, much of the career information that we saw appeared somewhat fragmented and ways to make it more user-friendly could be reviewed.

Timetable

Monday 4 March

9.30-10.30	Meeting with the Austrian steering group
10.30-11.30	Rahlgasse Gymnasium
13.00-13.30	Mr. Gruber, Head of Department V, Ministry of Education
14.00-14.45	Mr Nöbauer, Mr Orth, Department II, Ministry of Education
15.00-16.00	Mrs Regina Barth, Adult Education, Department V, Ministry of Education
16.30-17.30	Mr Gerhard Krötzl, School Psychology Service

Tuesday 5 March

10.00-14.00	Regional network project "Berufsfindungsbegleiter", Hartberg, Styria.
15.00-16.30	Network for adult education, Eisenstadt, Burgenland

Wednesday 6 March

8.30-10.15	Labour Market Service
10-15-11.00	Federal Economic Chamber Information Centre (BIWI) Vienna
11.00-11.30	Mr Alfred Freudlinger, Department for Education Policy, Federal Economic Chamber.
11.30-12.00	Mrs Melter, Institute for Adult Education
13.00-14.00	Mr Dobart, Head, Department I, Ministry of Education
15.00-16.30	Mr Sieteck, Head of Department, Ministry of Economy and Labour
16.30-17.30	Psychology Student Counselling Service (For university and Fachhochschule students)

Thursday 7 March

BeSt (Job and Education fair)

9.30-10.15	Mrs Pegac Ministry of Education (Gender mainstreaming)
10.15-11.00	Mrs Kampl, Ministry of Education (Tertiary education information)
11.00-12.00	Mrs Margit Vogelhofer and Ms Brigitte Rösner, Professional Association of Counsellors
12.00-12.30	Mr Tölle, Chamber of Labour
13.30-14.00	Mr Kerl and Mrs Winkler (Job and education fairs)
15.00-15.30	Mrs Eva Baloch-Kaloianov (Euroguidance)
15.30-16.00	Mrs Petsch (School Psychology Service)
16.00-17.00	Mrs Feyer-Königshofer and Mrs Etz (School Counsellors) and students.

Friday 8 March

9.30-13.30	Final debriefing meeting and conference with area co-ordinators
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