

OECD CAREER GUIDANCE POLICY REVIEW



NEWSLETTER

No. 2

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OECD REVIEW WEBSITE

www.oecd.org/els/education/reviews

The OECD's website for the Review is now open! It will be a key source for documents produced by the review. At the moment it includes:

- Background information on the Review.
- The proposal for the Review approved by the relevant OECD committees (French and English).
- The national questionnaire (French and English).
- The Newsletters (French and English).
- The consultants' papers produced to date (French and English: see later in this Newsletter).

Responses to the national questionnaire, and OECD Secretariat country notes based on the national visits, will be added as they emerge.

The address is: www.oecd.org/els/education/reviews. Go to the top right hand side of the screen and click on "Career Guidance Policy Review".

NOTE: *The new OECD Web site that contains the site for the Review has some compatibility problems with certain navigators and certain versions of navigators. Internet Explorer 6 and Netscape 6 can cause problems. Opera and other more obscure navigators are also problematic. For best results, use Internet Explorer 4, 5, or 5.5 and Netscape 4.0. This problem should be sorted out within the next few months, but until further notice, your best bet is to stick with the navigators and versions of these that work. There are some moments during the day when the site is difficult to access. This only lasts for a few minutes normally, so the visitors should come back a few minutes later if they get a 'page not found' message.*

National sites for the Review:

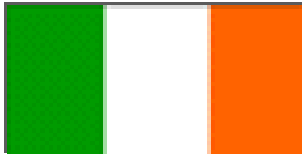
- Austria: <http://www.schulpsychologie.at/oecd>
- Canada (British Columbia): <http://workinfontet.bc.ca/bccip/initiatives.htm>
- United Kingdom: <http://www.lifelonglearning.co.uk/oecd>
- Finland: <http://www.asiantuntijaluotsi.net/luotsi/profile.nsf/login>
(Contact raimo.vuorinen@ktl.jyu.fi for a password).

WHY CAREER GUIDANCE MATTERS FOR PUBLIC POLICY : GIVE US YOUR VIEWS

If the OECD review of career guidance policies is to act as a change agent and to raise the policy profile of the issues which it is addressing, it is important to develop a clear rationale for the relationship of career information and guidance to lifelong learning, and to active labour-market strategies and welfare-to-work strategies, supported by policy tools which will attract sustained attention. We have developed a Working Paper ("Why Career Information, Guidance and Counselling Matter for Public Policy") as a key step in developing such a rationale. As well as setting out a policy rationale for these important services, the Working Paper begins the development of some alternative scenarios or models for the ways that they might be organised. We will progressively develop this paper as the review is conducted, and we would like your involvement.

- What do you think of the arguments in the paper?
- What additional arguments should be added?
- How should the scenarios or models be developed?
- What additional scenarios or models should be included?

The Working Paper can be down loaded from the review's web site. Please send your responses to: Richard Sweet (richard.sweet@oecd.org) and Tony Watts (anthony.watts@oecd.org).



VISIT TO IRELAND

Introduction

The Irish national visit, as part of the OECD review of policies for career information, guidance and counselling services, took place between **December 3 and December 7, 2001**. Ireland was the first among participating countries to complete its national questionnaire and to host a national visit. The review team consisted of **David Fretwell**, Lead Employment and Training Specialist with the World Bank in Washington, and **Richard Sweet** of the OECD Secretariat. The draft of the completed Irish national questionnaire had been received by the OECD two weeks before the visit. This proved to be sufficient time to review it and to send a set of supplementary questions to the Irish authorities seeking clarification and additional details before the visit commenced.

Programme

The programme for the visit was arranged jointly by the Department of Education and Science, with the assistance of the National Centre for Guidance in Education and by FÁS, the Irish Training and Employment Authority. It was a stimulating and varied programme, allowing the review team to visit guidance services in schools, in tertiary education, in employment offices, in training centres, and in community settings. In addition to visiting guidance programmes the team was able to meet key policy makers in both the education and employment portfolios, to talk to those responsible for developing career information materials, to meet representatives of professional associations of guidance workers/ practitioners and to talk to those responsible for guidance training

The programme had two notable features. The first was the holding, on the second day, of a national seminar that brought together a number of key players to debate, and to address in a positive sense, a number of key issues. There were about 23-25 people present, representing all key stakeholders: professional associations, service providers, guidance trainers, parents associations, school principals, career information developers, and policy makers. The review team and the national questionnaire drafting group jointly agreed on the details of the day's programme on the Monday, and the review team acted as discussion leaders and facilitators for the seminar itself. After a brief introduction to the OECD review, five principal themes were discussed. These were:

- Co-ordination and governance;
- Guidance practitioners: their skills, qualifications and careers;
- Career information: its development and delivery;
- Quality assurance, monitoring and evaluation; and
- Lifelong guidance: next steps, strengths and opportunities.

Feedback on the day was universally positive. It was said to be the first time that such a comprehensive group had gathered together to discuss these types of guidance issues, and they were generally addressed in a constructive and positive way. A key benefit was that many who took part discovered things about other services that they had had not been aware of, and as such the day seemed to have formed a basis for further discussions about ways in which comprehensive and inclusive forums for considering guidance issues might be developed.

A second important feature of the programme was its flexibility. A rough outline of the programme was available before the visit, and on the first morning this was refined and elaborated in association with the review team. Throughout the week the Irish authorities proved themselves to be wonderfully responsive to the team's requests for additional meetings with organisations or individuals of particular interest, and quick to adjust the programme to meet the team's needs. The detailed programme for the week is given at the end of this note.

Emerging themes

The review team was impressed by a number of features of information, guidance and counselling services in Ireland. There is a strong core of committed guidance professionals who are supported by a national infrastructure for training, by an extensive institutional framework for service delivery, by a national development centre within the education portfolio and by a national centre that promotes a European guidance dimension within FÁS; guidance has a clear legislative basis in both the education and labour portfolios and has been reflected in a number of recent national policy initiatives; and there is a climate that favours experimentation and innovation.

Four key themes were highlighted by the end of the visit for elaboration in the country note that will follow the visit. These were:

- The opportunities that exist for developing a more coherent and integrated framework for the qualifications and training of those who work in career information, guidance and counselling, in whatever role and whatever setting;
- Within schools, the possibilities that might exist for achieving an improved balance between curriculum-focused and guidance-focused approaches to young people's career development;
- The need for a more integrated approach to the development of career information, including improved linkages between occupational information and information about educational opportunities; and

The need for stronger policy steering mechanisms, in particular through an improved knowledge base on information, guidance and counselling services.

Timetable

Monday	3 December	Tuesday	4 December (National Seminar)
10.30-12.30	Meeting with the drafting committee for the national questionnaire <ul style="list-style-type: none"> ■ Discussion of the programme for the week ■ Discussion of the national seminar to be held on the Tuesday 	10.30-11.00	Introduction to the OECD review and expected outcomes
12.30-13.00	LUNCH	11.00-12.00	Co-ordination and governance
14.00-16.30	Discussion with senior officers of the Department of Education and Science	12.00-13.00	Guidance practitioners: skills, qualifications and careers
16.30-17.00	Discussion with National Centre for Guidance in Education	13.00-14.00	LUNCH
		14.00-14.45	Career information: development and delivery
		14.45-15.30	Evaluating guidance: quality assurance
		15.30-16.15	Lifelong guidance for all: next steps
Wednesday	5 December	Thursday	6 December
09.45-10.45	Irish Training and Employment Authority (FÁS): overview	9.00-10.30	Loreto College, Crumlin
10.45-11.45	Career information services: FÁS and other	11.00-11.45	Terenure College
11.45-12.45	LUNCH	12.45-13.45	LUNCH
13.15-14.15	Southside Local Employment Service	14.30-16.00	Dunlaoire Adult Educational Guidance Service
14.45-15.30	FÁS Training Centre Loughlinstown	17.00-18.00	Dr Michael O'Rourke, School of Education, Trinity College Dublin
16.00-17.00	Discussion with senior officers of the Department of Enterprise, Trade and Employment		
Vendredi	7 décembre		
9.30-10.30	Liberties Vocational School, Dublin		
11.00-12.30	Careers and Appointments Office, Trinity College Dublin		
13.00-14.00	National visit review meeting		

FUTURE NATIONAL VISITS

PAYS	DATES	EQUIPE DE VISITE
 DANEMARK	28 January – 1 February	Raimo Vuorinen (Finland) Tony Watts
 NORVÉGE	18 – 22 February	Lynne Bezanson (Canada) Tony Watts
 AUTRICHE	4 – 10 March	Steffan Svendsen Richard Sweet
 AUSTRALIE	18 – 26 March	Lynne Bezanson (Canada) Tony Watts
 ROYAUME-UNI	8 – 19 April	Peter Plant (Denmark) Richard Sweet
 PAYS-BAS	15 – 19 April	Lester Oakes (New Zealand) Tony Watts
 ALLEMAGNE	3 – 7 June	Peter Plant (Denmark) Tony Watts
 CANADA	1 – 12 July	Annemarie Oomen (The Netherlands) Tony Watts
 CORÉE	5 – 9 August	John McCarthy (Ireland) Tony Watts

NB: Les dates pour les visites à la République Tchèque, le Luxembourg et l'Espagne ont pour faire l'objet d'un accord

NEW NATIONAL CO-ORDINATORS

The joint Canadian National Co-ordinators are:

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COMMISSIONED PAPERS

Summary of the Key Points

1. Quality in Careers Guidance

Peter Plant

- The present focus on quality issues in career guidance is linked to the New Public Management emphasis on decentralisation and management by quality control; it also draws from other societal trends.
- Standards/guidelines have been developed in a number of countries in relation to one or more of the following:
 - Quality of educational and occupational information.
 - Qualifications/competences of guidance staff.
 - Delivery of guidance.

Standards tend to be specific and directive, often with accreditation procedures and/or sanctions; *guidelines* to be more general and less directive.

- In relation to the delivery of guidance, a range of approaches are available:
 - From management-oriented approaches to approaches focusing more on the guidance process.
 - From input-process-output models to approaches focusing on learning outcomes and/or economic outcomes and/or a wider range of social outcomes (including ethical and environmental considerations).

Different approaches seem to be adopted in different countries.

- Divergent views also seem to be taken on the role of different parties – government, the social partners, guidance professional associations – in implementing such approaches.
- There may be some scope for international collaboration in this area. But the main work needs to be done at national level, or at regional level within a national framework.

2. The Skills, Training and Qualifications of Guidance Workers

John McCarthy

- There are wide variations both between and within countries in the extent and nature of the training required to practise as guidance workers. In some sectors, including the private sector, there are no formal requirements. In general, requirements are more formal in the school sector than elsewhere.
- In most countries there is no mutual recognition of guidance qualifications between the education and labour market sectors, and no facility for progression from non-expert to expert guidance worker status. The development of progression paths might lead to more consistency in the services clients receive, and assist the development of more seamless guidance provision for clients within and across the education, training and employment sectors.
- The role of government in determining/influencing the content and methodology of training varies considerably across countries: in some cases it makes the decisions; in some it shares them; in some it appears to have no involvement at all.
- Little use is currently made of ICT and distance education to deliver initial and/or recurrent training for guidance workers.
- In the content of training, more attention should be paid to:
 - Use of ICT to deliver career information and guidance.
 - Working with and through non-professionals.
 - Increasing globalisation and internationalisation of education and employment.

Integrating Career Information and Guidance Services at the Local Level

Lynne Bezanson &
Ralph Kellett

- Career information and guidance services are provided by many different organisations, in many different settings. To create a coherent service delivery system, robust collaborative mechanisms are needed at local community level.
- Building such collaboration requires strong leadership from national/regional policies and from national/regional collaborative structures.
- Levels of collaboration can vary from network models, through co-location and one-stop models, to full integration. In many cases, what is feasible may be limited by the fact that career information and guidance is part of the wider provision of education, training, employment and other social services.
- Higher priority should be attached in national policies to supporting local integration of services, using appropriate instruments for this purpose.
- In particular, more attention needs to be paid to the level of integration that should be encouraged:
 - Between services in the education sector and services in the employment sector.
 - Between services for young people and for adults.

The Role of Information and Communications Technologies in an Integrated Career Information and Guidance System

Tony Watts

- ICT is used extensively in the delivery of career information and guidance. Such usage covers a wide range of applications.
- Key trends include its increased accessibility, its increased interactivity, and the more diffused origination of ICT-based resources.
- The role of ICT in guidance can be seen in three ways: as a tool, as an alternative, or as an agent of change. The growth of websites and helplines as forms of technically mediated service delivery means that the potential of ICT as a change agent is now greater than ever before.
- The telephone, websites and e-mail, alongside face-to-face facilities, could be alternative services; or they could be portals into a wide, flexible and well-harmonised network of services. Public policy may support or impede such harmonisation.
- The potential roles of public policy in relation to ICT-based guidance and information provision include funding such provision as part of their general funding for guidance and information services; or confining their role to funding areas of market failure and/or to quality assurance.

Further Papers Two further papers have been commissioned:

The Role of the Market in Career Information and Guidance Delivery

The paper will examine the respective roles of the public, voluntary and private sectors in the delivery of career information and career guidance, with particular emphasis upon the efficiency and equity arguments for and against services being delivered by each of these sectors. It will also examine ways in which career information and guidance services are and can be financed, including steps that have been taken by public authorities in some countries to apply quasi-market mechanisms and the effectiveness of such measures.

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

Evaluating Outcomes from Career Information and Guidance Service Delivery

The paper will review different approaches to measurement of outcomes from career information and guidance service delivery (including outputs [e.g. action plans], learning outcomes, behavioural outcomes, and long-term economic and social outcomes), relating them where possible to the specification of inputs. It will also provide exemplars of each approach, summarise reviews of available evidence using these approaches, and outline policy priorities for the collection of such evidence in future, and for effective sharing and dissemination of such evidence.

Authors: Malcolm Maguire and John Killeen, National Institute for Careers Education and Counselling, UK.

CIRCULATION LIST

If you know of people who would like to be added to the circulation list for these newsletters, please let us have their e-mail addresses, and whether they would like the English or French version.

