

**This is the first of a series of newsletters from OECD's Career Guidance Policy Review. Future issues will include feedback from the national visits as they take place, plus information on reports and dissemination activities linked to the Review.**

## REVIEW OUTLINE

Throughout OECD countries increasing demands are being made upon career information and guidance services: the growing emphasis upon lifelong learning for all and upon active employment and welfare policies contributes to this. A key challenge for governments is to greatly widen access to these services in an affordable way and yet to maintain their quality. This new OECD review is examining how the organisation, management, staffing and funding of careers services can help to meet these challenges. The review includes detailed national questionnaires, national review visits and specialised consultants' papers.

## REVIEW TIMETABLE

Autumn 2000	Approved by OECD's Education Committee (EDC) and Employment, Labour and Social Affairs Committee (ELSAC)
15-16 January, 2001	First national co-ordinators' meeting in Paris
17-18 January, 2002	Second national co-ordinators' meeting in Paris
By Summer 2002	Completion of questionnaires and national visits
12-13 September, 2002	Analytical meeting (location to be confirmed, but likely to be Bonn)
Spring 2003	Presentation to OECD's EDC and ELSAC of draft final report
Summer 2003	Dissemination meeting and publication of final report

# KEY ISSUES FOR THE REVIEW

What is an appropriate balance between different information and guidance models and delivery systems (for example: classroom-based career education; one-to-one counselling; group counselling; telephone advisory services; computer-based advice and information; community-based services) for young people and for adults? How can the boundaries between information services, advisory services, and guidance and counselling services be defined, managed, staffed and resourced?

*Delivery models*

*Costs and benefits*

How can the level of need for information, guidance and counselling services be established? Is the public interest best served by concentrating resources upon those most in need, or upon comprehensive services containing special provision for special needs? What potential is there for screening tools such as those used within many public employment services to establish client needs and allocate service levels? Within individual countries, what are the costs and benefits of different delivery models? How do the costs and benefits vary according to the nature of the client group and the types of services provided? How can cost-effectiveness be maximised in selecting an optimal mix of delivery models?

What are the appropriate roles of education authorities, labour market authorities, employers, trade unions, community agencies and the private sector in the provision of information and guidance and counselling services? What examples exist of planned complementarity in these roles? How can services be located most appropriately to meet the needs of different client groups?

*Roles of the parties*

*Staffing*

What qualifications and training are appropriate for information guidance and counselling personnel? What is an appropriate mix and range of staff qualifications and training within a comprehensive national information, guidance and counselling framework? How do new policy demands within education, employment and welfare services alter the skills and qualifications required?

What financing models are appropriate for information, guidance and counselling services? What are the respective roles of governments, employers and individuals, and how do these vary according to the nature of clients and their needs?

*Financing*

*Quality*

How can quality be defined, measured and assessed: for information services (both print and electronic), as well as for advice, guidance and counselling services? What role can public authorities play in setting and monitoring standards and quality? What is the role of the guidance and counselling profession?

What light can existing national research shed upon these issues? What research and evaluation base is needed to support both quality standards and judgements on costs and benefits? What measures are needed to assess the effectiveness of information, guidance and counselling services?

*Knowledge base*

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(The countries for which each is taking primary responsibility are indicated in the final column of the table below)

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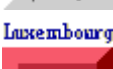




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### NEWS FLASH

SPAIN has just announced that it will participate, and CANADA is considering participation

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# COMMISSIONED PAPERS

## 1. *Defining and measuring quality in career information and guidance*

An overview and description of national quality standards that exist for:

- the delivery of career guidance services;
- the skills and qualifications required of career guidance workers; and
- occupational and educational information used in career guidance.

Will also examine the roles of governments and of professional career guidance organisations in developing, implementing and monitoring such standards.

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## 2. *The skills, training and qualifications of career guidance workers*

An examination of variations between countries in the types of training and qualifications provided to and required of career guidance workers in different types of careers services (e.g. schools, tertiary education, employment services) and the implications for such training of developments such as the use of information and communications technology, the involvement of non-professionals and the voluntary sector in the provision of career information and guidance, and the increasing globalisation and internationalisation of both education and employment.

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## 3. *Integrating career information and guidance services at the local level*

An examination of ways in which community members such as parents, employers and alumni, and voluntary and other community organisations, are and can be involved in the delivery of local career information and guidance services, and models for the networking and co-ordination of career information and guidance services at the local level.

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## 4. *The role of information and communications technologies in an integrated career information and guidance system*

An overview of ways in which a range of information and communication technologies (ICT) are currently being used in the delivery of career information services and career guidance services; the effectiveness with which ICT is integrated with and complements other methods of providing career information, guidance and counselling services; and ways in which the integration of ICT with other career information, guidance and counselling delivery methods might be improved.

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*The four papers have been commissioned in collaboration with the European Commission. The possibility of further papers, again in association with the European Commission, is being considered. Possible topics include evaluation models in guidance, occupational and educational information, and the role of market mechanisms in service delivery.*

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### 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.

