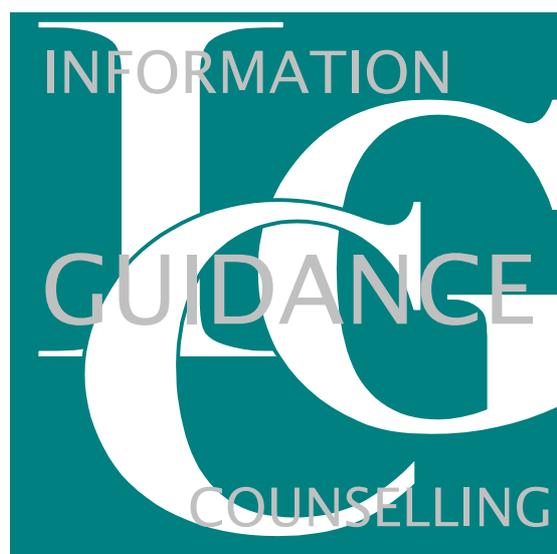


OECD REVIEW OF CAREER GUIDANCE POLICIES



NATIONAL QUESTIONNAIRE

FINAL VERSION

March 2002



Background

In Autumn 2000 the OECD's Education Committee and its Employment, Labour and Social Affairs Committee endorsed a new activity on policies for information, guidance and counselling services. The principal objective of the activity is to understand how the organisation, management and delivery of these services can help to advance some key public policy objectives: for example the provision of lifelong learning for all and active labour market policies.

The activity will gather information in several ways: through this questionnaire; through national visits by small teams of experts, in association with the OECD secretariat; through commissioned papers; and through meetings of national experts and policy makers. The questionnaire thus forms an important part of the activity, and will provide important background and contextual material for the national visits. It asks about key policy issues in information, guidance and counselling services and about the types of policy initiatives that countries are taking. It seeks some basic information on how countries organise, manage and provide information, guidance and counselling services, in order that the context of policy initiatives can be better understood. It will provide a unique comparative database to help understand how countries differ in their approaches to information, guidance and counselling services and how they are trying to solve the challenges that they face. With the agreement of participating countries completed questionnaires will be available on the OECD web site as a common resource for OECD countries.

Completing this questionnaire

It will be unlikely that any one organisation, Ministry or group will have all of the information required to complete this questionnaire. National co-ordinators in participating countries are therefore asked to ensure collaboration between all relevant Ministries, as well as the involvement of researchers, employers, trade unions, private sector organisations, and information, guidance and counselling professional associations in completing the questionnaire¹. Forming a national steering committee might be one way in which this can be done.

Involving a number of stakeholders in the completion of the questionnaire could result in several perspectives being obtained for some questions. A key task of national co-ordinators will be to consolidate these different perspectives in order to provide the OECD secretariat with a single, integrated response.

In many cases countries will not have all the information asked for by the questionnaire. Where this is the case, countries are asked to answer it to the best of their ability, using the best available information. Countries are not expected to undertake original surveys or research in order to complete the questionnaire. Where the information needed to answer a question is not available, please indicate this in your response.

In completing the questionnaire, please try wherever possible to refer to the source(s) of any data: research articles, literature reviews, surveys, publications, administrative data and similar.

Where possible, please provide copies of key documents, particularly those in English or in French.

Your responses to individual questions should not be lengthy. In general, please try to limit responses to each question to no more than one page. Additional information can be provided in Annexes.

¹ Countries in which National Resource Centres for Educational and Vocational Guidance have been established under the Leonardo da Vinci programme might like to include them among the stakeholders involved in the preparation of the questionnaire.

Countries should feel free to provide additional information, over and above the questions asked, where they feel that this would be helpful in increasing understanding of their national arrangements.

Countries with Federal systems of government

Where countries have Federal systems of government it will be important for the information provided to reflect differences between states or provinces, as well as differences that might exist between policies and practices adopted by the national government and state or provincial governments.

A key definition

The term “**information, guidance and counselling services**” refers to services intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. It includes a wide range of activities. For example activities within schools to help students clarify career goals and understand the world of work; personal or group-based assistance with decisions about initial courses of study, courses of vocational training, further education and training, initial job choice, job change, or work force re-entry; computer-based or on-line services to provide information about jobs and careers or to help individuals make career choices; and services to produce and disseminate information about jobs, courses of study and vocational training. It includes services provided to those who have not yet entered the labour force, services to job seekers, and services to those who are employed.

The scope of this questionnaire

This questionnaire, and the OECD activity of which it is a part, focuses upon career information, guidance and counselling services: in other words services intended to assist individuals with their career management. These often overlap with other forms of personal services. Job placement, personal counselling, community-based personal mentoring, welfare advice and educational psychology are examples. Frequently these other services are delivered by people who also deliver career information, guidance and counselling. Where this overlap exists, please include these services when answering this questionnaire. However where separate guidance services exist that do not provide career information, guidance and counselling, these separate services should be ignored when answering the questionnaire.

Organisation of the questionnaire

The questionnaire contains twelve sections:

- | | |
|--|-----------------------|
| 1: Overview | 7: Delivery settings |
| 2: Key goals, influences, issues and initiatives | 8: Delivery methods |
| 3: Policy instruments for steering services | 9: Career information |
| 4: The roles of the stakeholders | 10: Financing |
| 5: Targeting and access | 11: Assuring quality |
| 6: Staffing | 12: The evidence base |

1. OVERVIEW

Here we would like a brief overview of arrangements for information, guidance and counselling services in your country.

- 1.1 Please provide a brief (no more than one page) overview of national arrangements for career information, guidance and counselling services in your country.

***In answering this** please describe the principal service providers, and indicate the extent to which the provision of career information, guidance and counselling overlaps with or is integrated with other services. Indicate how responsibility both for managing and for funding information, guidance and counselling services is divided: between different Ministries (for example Education and Labour); between different levels of government; and between governments and other providers. If possible, include as an Annex the contact details and homepages of key players and main providers of services. (**Note:** questions that allow more detailed descriptions of services can be found elsewhere in the questionnaire).*

2. KEY GOALS, INFLUENCES, ISSUES AND INITIATIVES

Here we would like you to provide information about the broad goals for information, guidance and counselling services, about the influences that are shaping these services, about the key issues in their organisation, management and delivery, and about important recent initiatives.

- 2.2 What are the key objectives and goals of national policies for information, guidance and counselling services in your country? Please describe differences in objectives and goals that might exist between Ministries. Where a legislative basis exists for these objectives and goals, please provide details.
- 2.3 What are the major social, educational and labour market influences that are currently shaping national policies for information, guidance and counselling services?
- 2.4 What are the most important issues facing policy makers in your country in the organisation, management and delivery of information, guidance and counselling services?
- 2.5 Please describe any recent (last five years) initiatives and changes that are of particular significance for the organisation, management, funding, staffing, or delivery of information, guidance and counselling services.

For example you might like to describe initiatives such as:

- Government reports that have recommended new approaches or new priorities.
- New methods and philosophies of providing services: for example within the context of lifelong learning
- New or proposed legislation or regulations
- New or upgraded services or the down-sizing or elimination of existing services
- Changed priorities for access to services
- Changed responsibilities between agencies for the provision of services
- New education and training requirements for staff
- Initiatives to engage citizens in the planning and delivery of services
- Initiatives to raise public awareness and use of services
- Changes in the involvement of the private sector
- Technological developments that have made a real difference to the ways in which services are delivered and/or accessed

3. POLICY INSTRUMENTS FOR STEERING SERVICES

Here we wish to know about the key policy instruments that are used to steer information, guidance and counselling services, and about how policy goals are translated into service delivery.

- 3.1 How important is legislation in steering information, guidance and counselling services in your country? Please briefly describe the main pieces of legislation that directly affect information, guidance and counselling services. More complete details and examples can be provided in an Annex.
- 3.2 What other instruments are normally used for the political steering of information, guidance and counselling services and to monitor implementation?

***For example** you might like to describe the use of instruments such as outcomes targets, mandatory or voluntary service quality standards, mandatory or voluntary competency standards and qualification standards for staff, competitive tendering for services and the like.*

- 3.3 Please describe how government regulation, funding and provision of information, guidance and counselling services are related to one another. Is the same (government) body typically responsible for all three, or are they carried out by separate agencies?
- 3.4 What mechanisms, if any, exist for co-ordinating information, guidance and counselling services: between different Ministries; between different levels of government; between governments and other parties such as employers, trade unions, the private sector, and community groups; between services for youth and for adults; and between the different agencies that provide services? What barriers exist to co-ordination of services and to networking among providers?
- 3.5 What barriers exist to co-ordination of services and to networking among providers?

4. THE ROLES OF THE STAKEHOLDERS

Here we wish to know about the roles played some key stakeholders other than government Ministries -- such as employer organisations and trade unions -- in information, guidance and counselling services.

Employer organisations

4.1 What role do employer organisations play in regulating or funding information, guidance and counselling services?

For example by participating in advisory and co-ordination bodies; by contributing to common funds for information, guidance and counselling services; through providing employee leave to take part in career guidance; or through participation in programme management committees.

4.2 What initiatives do employer organisations take to help provide information, guidance and counselling services?

For example: involvement in career information programmes in schools and tertiary education; the provision of guidance and counselling; organising careers fairs and exhibitions; or the production of career information.

4.3 Does employer involvement in information, guidance and counselling services tend to be:

Seldom	Occasional			Regular
1	2	3	4	5
Local	Mostly local, but some national	50-50	Mostly national, but some local	National
1	2	3	4	5

In answering this question please tick the box that best applies. You might also like to add some descriptive material in support of your response.

Trade unions

4.4 Do trade unions play a role in regulating or funding information, guidance and counselling services?

For example through participating in advisory and co-ordination bodies, or in programme management committees.

4.5 What initiatives do trade unions take in providing information, guidance and counselling services?

For example involvement in career information programmes in schools; providing guidance and counselling; or producing career information. Here also describe any initiatives taken by trade unions to provide information, guidance and counselling services to their own members.

4.6 Does trade union involvement in information, guidance and counselling services tend to be:

Seldom		Occasional		Regular
1	2	3	4	5
Local	Mostly local, but some national	50-50	Mostly national, but some local	National
1	2	3	4	5

In answering this question please tick the box that best applies. You might also like to add some descriptive material in support of your response.

Other stakeholders

4.7 Please describe ways in which policies encourage other stakeholders -- such as parents, associations of students, alumni, community organisations, educational institutions or the end-users of services -- to play a role in information, guidance and counselling services.

For example through roles that are expressed in legislation; through policies to contract service provision to non-government organisations; through membership of advisory bodies; through membership of programme management committees.

5. TARGETING AND ACCESS

Here we want to know about priorities for access to information, guidance and counselling services. This section also asks about how services are provided for adults.

- 5.1 Please describe any priorities or target groups for information, guidance and counselling services, including how priority needs are established.

***For example** target groups might include: school students; young people; adults; unemployed people; those receiving social welfare benefits; tertiary education students; employees; refugees and members of ethnic minorities.*

- 5.2 How are any such priorities or targets expressed?

***For example** give details of any legislation that provides rights or entitlements to services for particular groups.*

- 5.3 Where such priorities exist, what active steps are taken to ensure that access to services is possible for target groups?

***For example** “one-stop-shops”; drop-in services that do not require appointments; telephone help-lines; use of community organisations for service delivery; targeted advertising.*

- 5.4 Typically, are different methods used to provide services for different target groups?

- 5.5 Do examples exist in which individuals are required to take part in guidance and counselling?

***For example** to continue to receive social security benefits or pensions; or to avoid expulsion from school.*

- 5.6 Do policies for information, guidance and counselling services favour:

- A comprehensive approach (so that services are universally accessible and meet a wide range of needs); or
- A targeted approach that favours those in greatest need; or
- Both of these approaches.

- 5.7 Please describe the major gaps, if any, in the provision of information, guidance and counselling services. Are there any groups whose needs appear to be met less effectively than others?

Services for adults

- 5.8 Please describe how information, guidance and counselling services are organised and provided for adults in your country.

***For example:** which agencies (educational institutions, community organisation, the public employment service) typically provide services for adults; are these different from the agencies that provide services for youth; how are different agencies co-ordinated; what priority do services for adults have compared to services for youth; what recent initiatives have been taken to provide services to adults.*

6. STAFFING

Here we wish to know about the types of staff that provide information, guidance and counselling services in your country, and about their qualifications and competencies.

In answering this section, please describe differences between staff in the different settings in which information, guidance and counselling services are provided: for example schools, tertiary education, community organisations, public employment services.

- 6.1 What types or categories of staff are employed to provide information, guidance and counselling services in your country?

For example information librarian, classroom careers teacher, school counsellor, public employment service counsellor.

- 6.2 What is the best information that can be provided on the number of staff, by type or category, who are employed to provide information, guidance and counselling services in your country? Please indicate if information on their age, gender and equity group structure is available.

- 6.3 What education and training qualifications are the different types or categories of career information, guidance and counselling staff required to have? (Where qualifications are required, please indicate whether it is government or a professional association that requires them, and describe relevant professional licensing bodies).

For example teaching qualifications, university degrees in psychology, special diplomas in guidance and counselling, post-graduate qualifications, completion of in-service courses and so on. Please describe the length of the education and training and the type of qualification that it leads to. Please describe any differences in requirements between the different settings in which services are provided.

In answering this question, you might find a grid such as the example below to be a useful way to organise your response. **Note:** This is only an example to help guide your response.

		Level of Education and Training					
		Teaching qualification	University degrees in psychology	Special diplomas in guidance & counselling	Post-graduate qualification	In-service courses	Other
Type of staff position	Information librarian						
	Classroom careers teacher						
	School counsellor						
	Counsellor in government agency						
	Counsellor in private agency						
	Other						

6.4 What, typically, are the types of competencies (or knowledge and skills) that these different types or categories of workers are required to have?

For example communication skills, group facilitation skills, individual and group assessment skills, labour market knowledge, knowledge of career development theory.

In answering this question, you might find a grid such as the example below to be a useful way to organise your response. Note: This is only an example to help guide your response.

		Competence					
		Communication skills	Group facilitation skills	Individual and group assessment skills	Labour market knowledge	Knowledge of career development theory	Other
Type of staff position	Information librarian						
	Classroom careers teacher						
	School counsellor						
	Counsellor in government agency						
	Counsellor in private agency						
	Other						

6.5 How are the competencies or knowledge and skills required of those who provide information, guidance and counselling changing, and why? What is being done to meet these changing knowledge and skill needs?

6.6 What opportunities exist for information, guidance and counselling service staff to update their knowledge and skills?

For example: Do industrial agreements allow time for recurrent education and skills upgrading? What time, and what programmes, do government agencies provide for the purpose? What recurrent education and skills upgrading courses are provided by tertiary institutions?

6.7 Please describe any policies that exist to systematically make use of groups such as alumni, parents and local employers in delivering services.

For example by acting as mentors, or by visiting classes to provide information on careers.

7. DELIVERY SETTINGS

Here we would like to know about the delivery of services in different settings.

Schools

- 7.1 Are separate career education lessons a normal part of the school curriculum? If so, for each school grade, please indicate whether or not such lessons are required and the mandatory number of hours per year.

	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13
Required?							
Hours							

- 7.2 If separate career education lessons are not provided, are policies in place to integrate career education into other subjects? Details can be provided in an Annex.

- 7.3 Are periods of work experience² required as part of the secondary school curriculum? For each school grade please indicate whether or not such experience is required, and how many hours per year are required.

	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13
Required?							
Hours							

- 7.4 What other types of career information, guidance and counselling services are typically provided for school students (that is, apart from career education lessons and work experience)?

For example careers fairs; personal counselling; access to career libraries; alumni programmes; parent involvement programmes; internet or computer-based programmes.

The public employment service

- 7.5 What information, guidance and counselling services are provided by the public employment service?

For example: what is the relative balance between career and job information services and guidance and counselling; what types of clients typically seek and receive assistance; how are these services related to overall national labour market and employment policies?

2. This refers to periods that students are required to spend in workplaces in order to assist their career decision making and in order to understand the world of work. It does not refer to those periods of workplace experience that are included in vocational education programmes in order to allow students to develop or practice the work-related skills and competencies included within the vocational education curriculum.

Tertiary education

In answering this section, please separately describe services in university-level tertiary institutions (those offering programmes at ISCED-97 levels 5A and 6) and in non-university-level tertiary institutions - such as community colleges and polytechnics (those offering programmes at ISCED-97 level 5B).

If applicable, also describe services in post-secondary non-tertiary institutions (those offering programmes at ISCED-97 level 4) and in institutions offering continuing education or further education and training programmes.

- 7.6 Please describe information, guidance and counselling services that are provided within tertiary education.

For example: Are they a normal and standard service within tertiary institutions or are they only provided in some institutions? Are they normally provided separately from or together with personal and study counselling services? Are they normally provided separately from or together with job placement and graduate recruitment services?

The private (for-profit) sector³

- 7.7 What is known about career guidance and counselling services provided by the private (for-profit) sector: such as management consultants, outplacement services or private practitioners?

For example describe their client base, the level of their fees, the sorts of services that they provide, and what is known about growth in these services over time.

- 7.8 Please describe any steps that governments have taken to try to encourage private (for-profit) organisations to provide guidance and counselling services or to regulate the ways in which such services are provided.

For example by providing vouchers that can be used to purchase services; by changing legislation; by contracting out services; by setting staff qualification levels; by regulating fees that can be charged.

Other organisations

- 7.9 What role do other organisations -- for example in the community sector -- play in providing information, guidance and counselling services? What types of clients do they serve? What types of needs do they attempt to meet?

- 7.10 Have governments attempted to increase their role (for example by contracting out services)? If so, why? Have they attempted to regulate the ways in which they provide services?

3. Section 8 asks about the role played by the private sector in producing educational and occupational information for use in information, guidance and counselling services.

8. DELIVERY METHODS

Here we would like to know about delivery methods, including the ways in which they are influenced by government policies.

8.1 Career information, guidance and counselling services can be delivered in a variety of ways. In the last five years, how have these been influenced by government policies? (These might be policies to improve the use of resources, policies to increase access, policies to better meet client needs, policies to encourage equity, or other types of policies. To guide your answer, a list of some of the ways in which information, guidance and counselling services are delivered is given below).

- Batteries of psychological tests
- Telephone information, guidance and counselling
- CD-ROM-based self exploration and job-search packages
- Internet-based self exploration and job-search packages
- Careers fairs and exhibitions
- Educational experiences such as transition years
- Group guidance and counselling sessions
- Individual face-to-face interviews
- The systematic use of community members such as employers, parents or alumni: for example as sources of career information or as mentors and role models
- Career information libraries
- Paper-and-pencil self assessment techniques: for example the Holland Self Directed Search
- Organised workplace experience or community experience

8.2 Please describe any recent or current initiatives to develop Internet-based information, guidance and counselling services.

8.3 Can examples be provided of the use of screening tools to match client needs or client type to the type of service provided? If such screening tools exist, please describe the reasons for developing them, and describe where they are used.

9. CAREER INFORMATION

Here we wish to know about the educational and occupational information that is used in information, guidance and counselling services.

9.1 What is the public sector's role in producing career information?

***For example** indicate which Ministries are responsible for its production; how it is produced; whether it is produced on a national level or at the regional/provincial/state level. Also indicate if governments legislate to control how information is classified, distributed or stored.*

9.2 What forms does career information typically take?

***For example:** printed guides containing information on a large number of jobs and courses; individual leaflets or information sheets; CD-ROMs; Internet-based services.*

9.3 Typically, which client groups is it aimed at?

***For example** school students; public employment service clients; tertiary students; the general public.*

9.4 What methods are used to gather it?

9.5 Please describe the steps that are taken to ensure that it is accurate and timely.

9.6 Please describe the steps that are taken to ensure that it is user-friendly and oriented to user needs.

9.7 How is it typically distributed?

***For example** through career information centres; through public libraries; through community organisations; to schools and tertiary institutions.*

9.8 What role does the private (both for-profit and not-for-profit) sector play in providing career information?

***For example:** What is known about the size and nature of the market for privately published guides to jobs or to tertiary education? What examples can be provided of privately funded career information web sites? Are there examples of the mass media taking an active role in providing career information?*

9.9 Have governments tried to increase the role of the private sector in providing career information?

***For example** by contracting out the production of material.*

9.10 Please describe the ways in which labour market data is typically included in career information.

***For example** through inclusion of data on unemployment rates and earnings; through the inclusion of data on regional variation in employment and unemployment for particular occupations; through inclusion of the results of graduate employment and course satisfaction surveys.*

10. FINANCING

Here we wish to know about: the ways in which information, guidance and counselling services are funded; the ways in which costs are shared; and the financial resources devoted to information, guidance and counselling services.

10.1 What method(s) do governments use to fund information, guidance and counselling services?

***For example:** direct service provision; contracting out/tendering; public-private partnerships. If possible indicate the percentage of total government funding of information, guidance and counselling services that flows through each of these methods.*

10.2 Are individuals required to meet some of the costs of government information, guidance and counselling services? If so, what sorts of clients are asked to pay, and what is the typical level of fees charged?

10.3 Please describe what cost and expenditure data is available to government and to stakeholders -- for example on the relative costs of different delivery methods, or the cost of achieving particular outcomes, or the costs of providing services to particular types of clients -- when making policies for information, guidance and counselling services. Describe the ways in which this information is used, providing specific examples if possible.

10.4 Please provide the best available estimates of the cost (most recent year) to governments of providing information, guidance and counselling services.

***In answering this,** where possible provide information on the ways in which this cost is divided between different Ministries and between different levels of government. Where possible, provide information on trends in costs over time. Where possible break costs down by type: for example staff costs; information production costs; capital and equipment costs.*

***In answering this,** it might be helpful to include an Annex describing the problems that are involved in providing expenditure and cost data for information, guidance and counselling services in your country.*

10.5 Please provide an indication of the statutory salaries of information, guidance and counselling service workers. As a base, take the case of guidance officers/counsellors with a guidance or counselling qualification at ISCED-97 level 5 (i.e. a university degree or equivalent) and indicate:

- The starting salary for those with the minimum required training.
- The salary after 15 years' experience.
- The number of years from the starting salary to the top salary.
- Where available, please provide equivalent information for other categories of guidance and counselling workers.

11. ASSURING QUALITY

Here we wish to know about the ways that the quality of information, guidance and counselling services is evaluated, maintained and enhanced.

- 11.1 Please describe the steps that governments take to maintain and increase the quality of information, guidance and counselling services.
- 11.2 Do standards exist for the delivery of information, guidance and counselling services? How and by who were these developed? What status do they have? Do they differ between providers?⁴
- 11.3 Do standards exist for the competencies required by information, guidance and counselling services staff? If so, how and by who were these developed? What status do they have? Do they differ between providers?⁴
- 11.4 Are there formal requirements, for example expressed in regulations or legislation, for the education and training qualifications required by information, guidance and counselling staff?⁴
- 11.5 Do guidelines exist on information quality standards to help groups such as tertiary institutions, industry associations and individual enterprises produce career information?⁴
- 11.6 Please provide details of any professional groups, bodies or associations of information, guidance and counselling services workers in your country.

In answering this please describe the extent to which such professional groups, bodies or associations: work to raise standards of professional practice, for example through the professional development and recurrent education of their members; are actively involved in lobbying governments on professional issues, for example relating to service quality; and have an industrial role to improve the employment conditions of their members.

- 11.7 Please describe any ways in which career information, guidance and counselling professionals are involved in the development of policy: for example through formal roles for professional associations; or through providing feedback to service providers.

4. Please provide details in an Annex.

12. THE EVIDENCE BASE

Here we wish to know about the ways in which the delivery of information, guidance and counselling services is evaluated and supported by data and research evidence. In answering this section please refer in particular to national evidence where this is available, rather than to studies conducted in other countries.

- 12.1 What information is available about the extent to which information, guidance and counselling services are used? What is known about differences in levels of use and access as a function of factors such as: socio-economic status or family background; geographical location; gender; age; educational level; and levels of disadvantage? Do regular national statistical collections monitor access? Have access and usage levels changed over time?
- 12.2 How is the level of community need and demand for information, guidance and counselling services established (for example by use of surveys, rates of service usage, waiting lists)? What is known about the expectations that clients have of services?
- 12.3 What criteria are normally used to judge the benefits or outcomes of information, guidance and counselling services?
- 12.4 Please provide details of any recent (last five years) studies that have been conducted of:
 - The costs of providing information, guidance and counselling services.
 - How costs vary as a function of the type of service delivered and the characteristics of clients.
 - How the outcomes or benefits of information, guidance and counselling services relate to their costs.
 - How the benefits or outcomes of information, guidance and counselling services are related to the type of service provided and the characteristics of clients.
- 12.5 Please provide details of any recent (last five years) initiatives or pilot projects that have been designed to provide insight into: the impact of careers services on individuals' career choices; the ability to use career information; the impact of services upon employers; the impact of services upon the development of a learning society.
- 12.6 Do any national research centres specialise in career information, guidance and counselling services? Do they specialise in evaluative and policy studies: or do they mainly focus upon guidance techniques and methods?
- 12.7 How useful have governments found the work of research centres in developing policy for information, guidance and counselling services?
- 12.8 Have governments taken steps to increase the evidence base for information, guidance and counselling services through support for relevant research centres? Has such support been on the basis of individual commissioned studies, or are more on-going forms of support used?