CAREER GUIDANCE IN THE 21ST CENTURY

MINISTRY OF EDUCATION AND VOCATIONAL TRAINING, MADRID

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The foundations……20th and 21st century!

People (the public) have a problem

The government has a solution (or not!) – a policy

Government has 3 policy instruments: Regulations, Economic Incentives, Information

Government implements policy through intermediary organisations

The people's problem

Individuals (and parents, families, and communities) differ in their capacities to:

- visualize and plan their futures,

-source information about learning and work opportunities,

-interpret and relate this information to their knowledge of themselves and of their economic and social circumstances, and

-apply this in a meaningful way in planning and decision-making.

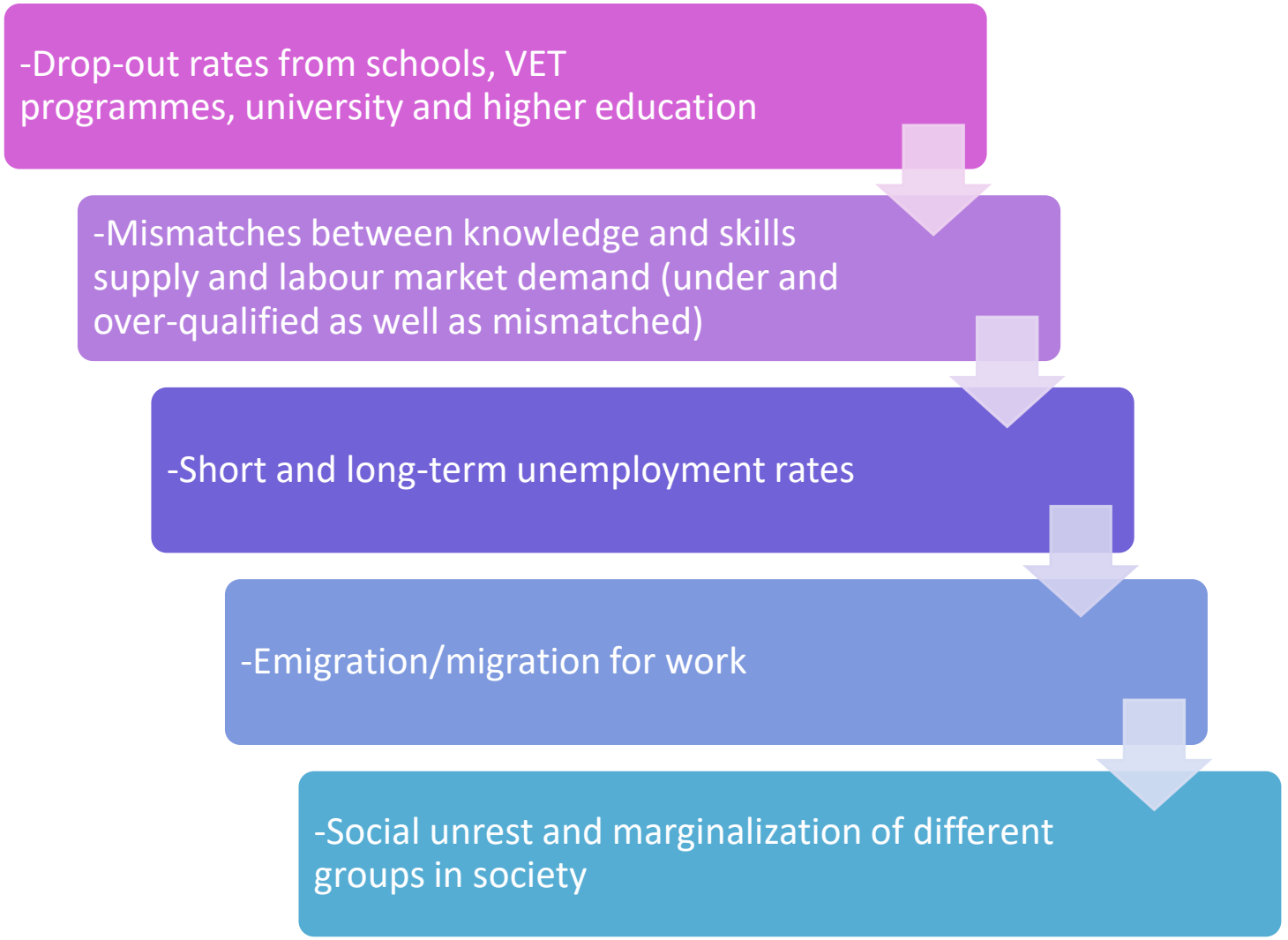
Good planning skills produce different life outcomes including income.

Career learning compensates for differences in individuals' life skills capacities (just as mathematics or language learning compensate for individual differences in numerical and linguistic capacities)

The other side of the problem…

Changing labour market, changing nature of work, and new forms of work

Future of work: employment, under-employment, unemployment

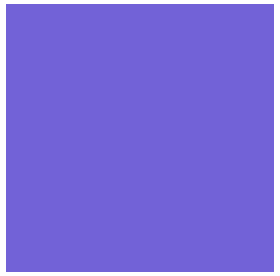


Relevant symptoms of the people's problems….!

To what extent are the symptoms of the people's problems being treated in isolation from the original cause and from each other?

Policy and programme analysis problem?

Systems analysis problem?



Or both?

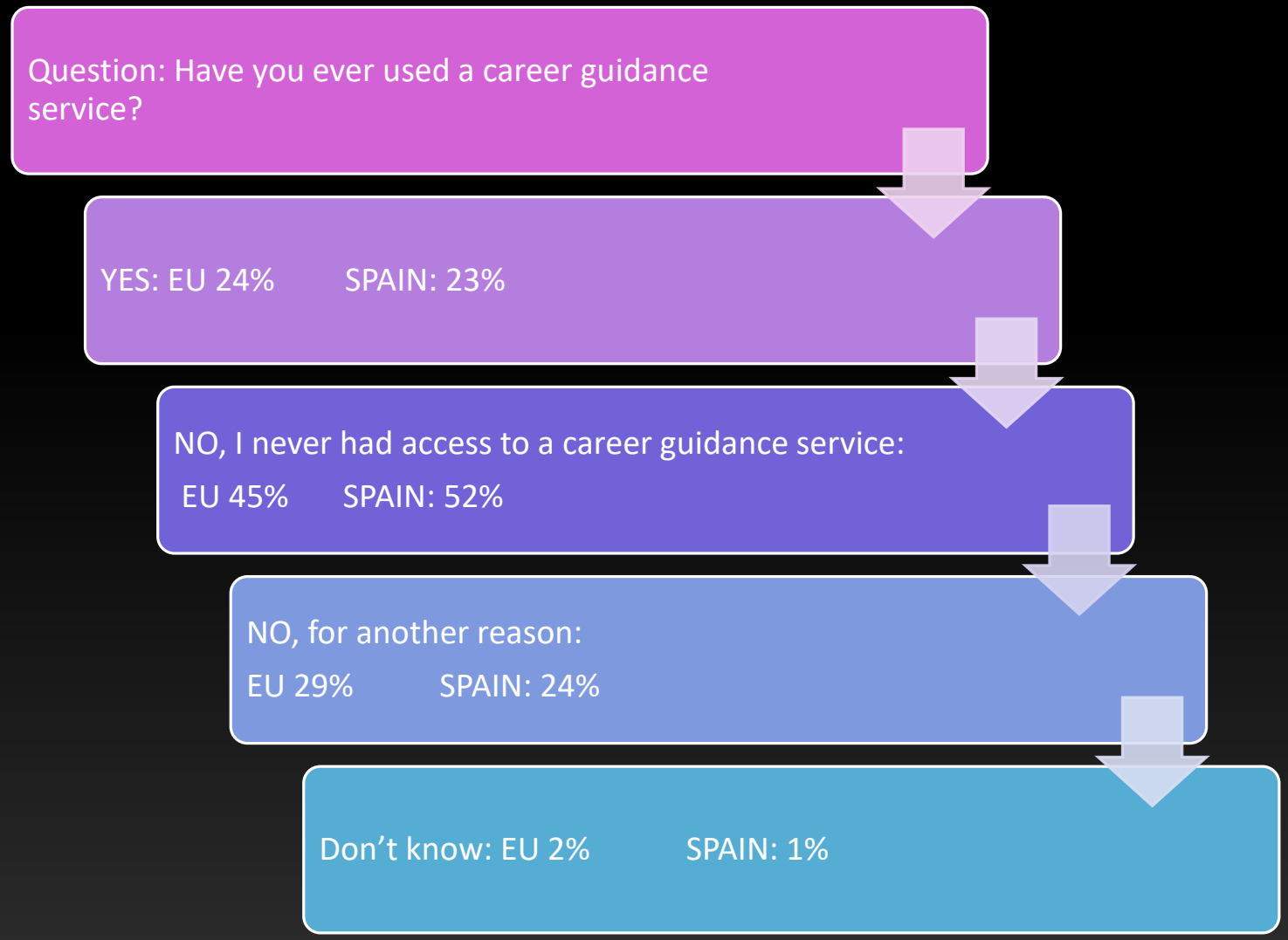
To what extent are these symptoms considered in a **coherent and linked ways** in policy and programme analyses and evaluations…..?

1. At autonomous region levels?

2. At national level?

People's problems..... accessing a guidance service!

Use of career guidance services (Eurobarometer 2014).....27,998 EU young people and adults...



Perceptions of usefulness of career guidance services (Eurobarometer 2014)….

The majority of EU citizens have positive views about the usefulness of career guidance services:

Useful for making the right choice of further studies:

EU 71% SPAIN 70%

Useful for finding a job:

EU 62% SPAIN: 55%

Useful for finding work or study opportunities in other Member States:

EU 53% SPAIN: 53%

Perceptions of the availability of career guidance services (Eurobarometer 2014).....

Career guidance services are available throughout education (School, VET, Higher):

EU 55%

SPAIN: 44% (joint lowest in the EU along with BG)

Career guidance services are available after completing education (School, VET, Higher):

EU 55%

SPAIN: 48%

Conclusions from Eurobarometer

A significant majority of Spanish respondents considered that career guidance was useful for choices of studies and job search,

A majority of Spanish respondents stated that they did not have access to services and that they did not use them, and

A majority believed that such services did not exist!

What we know about the value of career learning from international research….

In an education and vocational training context, careers learning strongly supports:

Student Participation,

Student Retention,

Student Engagement with learning,

Student academic and vocational Performance, and

Student Progression and Transitions to the next stage of education and training or to work.

These are internal and external indicators of the quality of functioning of education systems.

So to what extent are people's perceptions and use of career guidance in Spain a result of:

Regulations?

Economic incentives?

Information?

Implementing organisations?

One or more of the above?

Let’s talk about Regulations for the 21st century!.....

- Regulations: laws, rules, directives, guidelines, norms, curricula etc.
- Career guidance provision as a legal obligation of schools (IE, UK, KOREA), VET, and HE institutions
- Career guidance provision as a legal obligation of local administrations (UK, KOREA)
- Career guidance as a legal right of all citizens (FR) or of groups of citizens e.g. students (FI, KOREA)
- Career guidance as a mention in a law on education (FI, IE, UK)
- A specific law for career education (KOREA)

Regulations for the 21st century….

- Qualifications of career practitioners in schools (FI, IE)
- The content of the training of career practitioners (IE) for ministerial approval of qualifications
- Quality service standards for publicly funded career services (FR, UK)
- Curriculum (FI, IE, NZ, SCT)

Economic incentives for the 21st century…..HUMAN RESOURCES (Schools)

Human resources: allocation of guidance personnel to schools	Ratio of guidance counsellor to students:	1: 245 (FI)
1: 482 (USA) with variations from 1: 202 in Vermont to 1: 924 in Arizona	1: 3500 (state of South Australia)	1: 6000 (Tunisia)

Economic incentives for the 21st century….VIRTUAL

National websites with integrated information about, occupations, the labour market, and learning pathways (VET, HE, Adult) to occupations and the labour market:

ONISEP, France; Careers New Zealand;

My World of Work, Scotland;

Dept. of Labour, USA;

Public Employment Service, Germany

National virtual services (combination of national telephone helpline, email, chat, social media, website):

E-Guidance Centre, Denmark;

National Careers Service, UK;

Careers New Zealand; and to a limited extent ONISEP, France, and

the Public Employment Service, Germany

Government virtual services as a response to people's behavior……

Use of phone/smart phones to access information at all hours 24/7 and from everywhere for all kinds of problem solving

Use of social media

Challenges in an information age: information reliability and 'fake' news

Information as a policy instrument for career guidance……

Careers Scotland (2002): marketing campaign for brand recognition

Increased the percentage of public recognition from 37% to 72% in one year!

Learndirect (UK) 1998: Motivating the public to use the guidance services offered

TV advertising and shows were reported as the most dominant sources in motivating the public.

The organisations that implement policy in the education sector……

- Schools
- VET centres
- Adult learning
- University and other higher education institutes
- Administrations of the Autonomous Regions

Organisational variables that hinder or help the career learning of students, families and communities

Learning providers – Schools, VET, HE, Adult

-Institutional leadership;

-Institutional planning and use of institutional and community resources for career learning;

-The training and qualifications of career guidance personnel;

-Resourcing and funding;

-Other?

Organisational variables that hinder or help the career learning of students, families and communities.....

Administrations of the Autonomous Regions

-Level of interest;

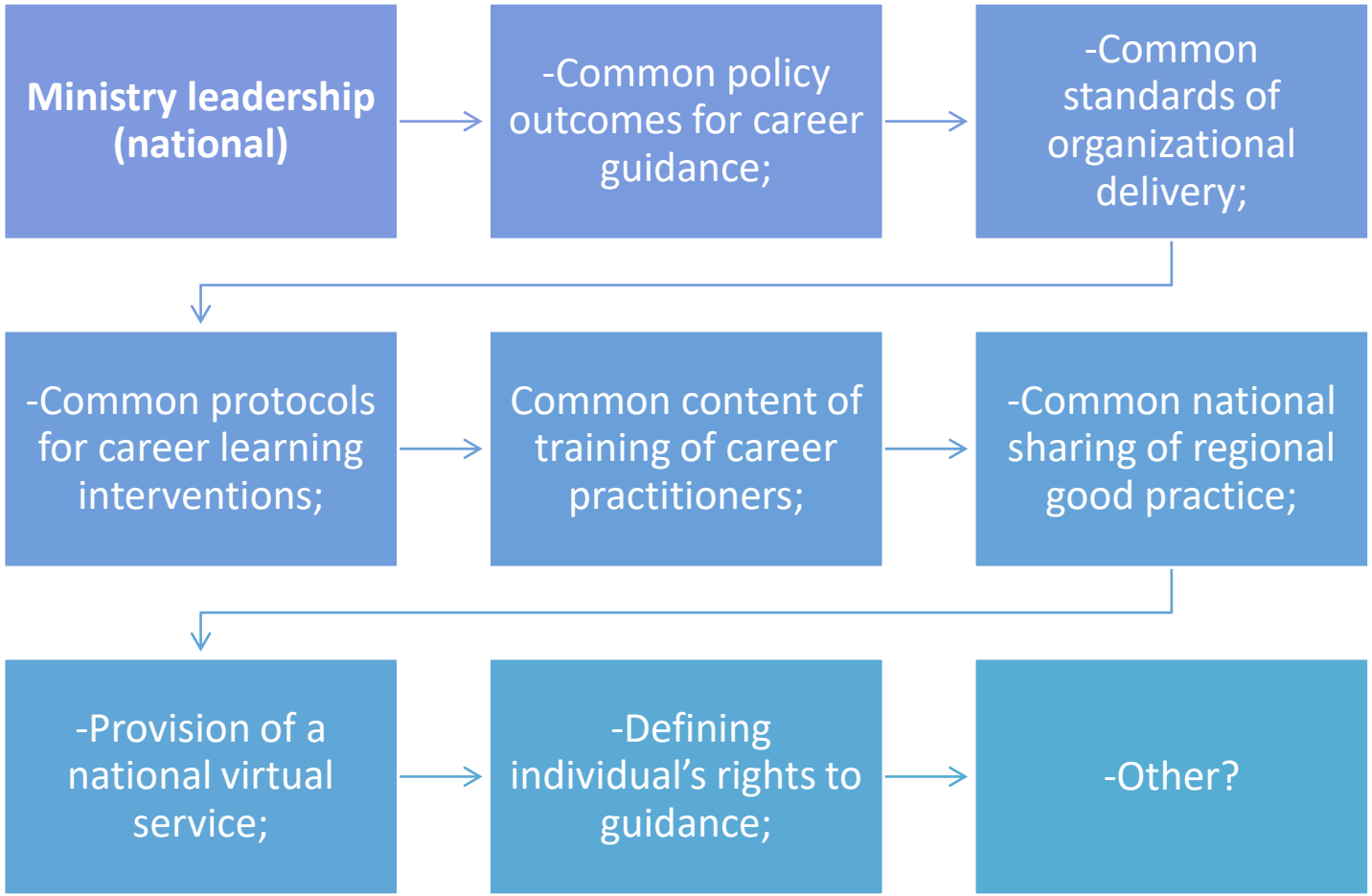
-Resourcing and funding;

-Initiative-taking;

-Sharing of good practice nationally;

-Other?

Organisational variables that hinder or help the career learning of students….



Does every citizen have **equal access** to a **standard career guidance treatment** no matter where they live in Spain?

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21st century…looking to the future….

The Future of Work (2018):

EU Council Decision – Importance of providing continuing learning opportunities supported by career guidance

Revised EU Council Recommendation on Key Competences (2018):

Key Competence 5…'managing one's learning and career'

SKILLS POLICIES

New Skills Agenda for Europe (2017): Up-Skilling Pathways for Adults …involves outreach, guidance, and other support measures

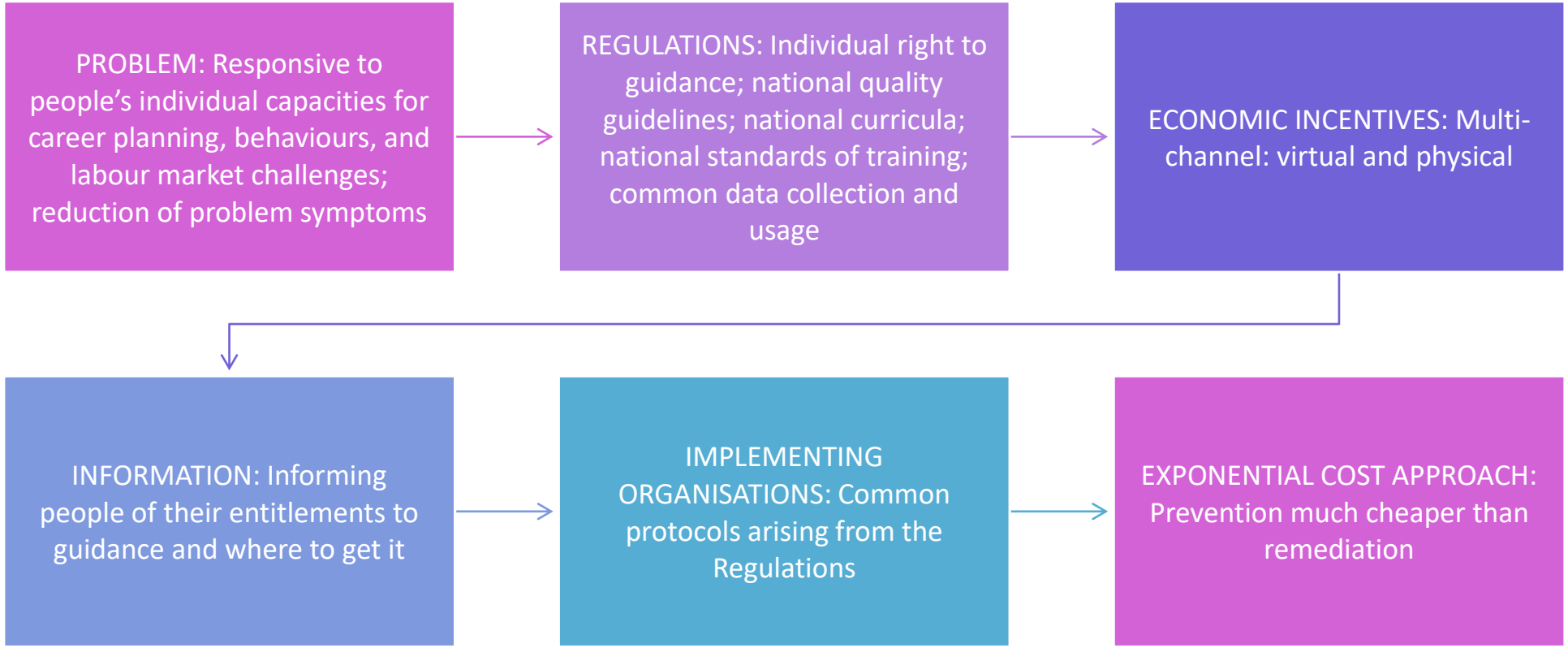
National Skills Policies that include guidance as a support measure: Norway, Belgium fl., France, Scotland, Australia

Exponential financial arguments for career guidance support and other measures for young people aged 16 to 24……Scotland, Australia Skills Policies

The cost of intervention between the age of 16-24 is significantly less than the cost of remediation between age 24 – 64…..

Scotland: “youth engagement policy” underpinned by individual guidance

Ingredients for a 21st century career guidance.....



Some useful references (Spanish, English)

https://www.educaweb.com/noticia/2019/02/21/espana-necesita-solucion-estatal-complementar-esfuerzos-orientacion-academica-profesional-nivel-autonomico-18713/

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https://ec.europa.eu/education/sites/education/files/document-library-docs/et-monitor-report-2018-spain_en.pdf

https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/developing-the-young-workforce-dyw

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School planning for career learning……

WHAT IS PLANNED?

-Common national approach to school planning for career learning?

-Objectives (quality indicators of education and training): student participation, retention, engagement with learning, progression, performance, transitions, social inclusion, labour market demand and supply

WHO PLANS IT?

-Whole school input and consultation (students, past students, parents, teachers, school management, Guidance Department), or

-The Guidance Department?

MONITORING AND EVALUATION OF CAREER LEARNING

Which relevant data collected, if any, related to objectives above, by whom, and how is it used to continuously improve career learning of students, parents, and communities?

Resources for career learning (examples)

KNOWLEDGE AND SKILLS	IN SCHOOL LEARNING	OUT OF SCHOOL LEARNING
1. Knowledge about themselves, their abilities, and occupational interests.	i) Career learning classroom activities by class teacher and Guidance Dept. staff ii) School subject performance (iii) Participation in school clubs and extra-curricular activities (iv) School roles they undertake (v) Individual career counselling	-Part-time work -Voluntary activities -Work experience/work shadowing -Family roles and activities -Friend roles and activities -Leisure activities -Specialist learning e.g. music, sport, dance, art
2. Knowledge about occupations and the world of work, their personal and professional requirements, and the different learning and job search paths to these occupations	i)Career learning classroom activities by class teacher ii)Career books iii)Careers and occupations websites iv)Career Talks by past-pupils, parents, workers, employers, Public Employment Service staff, and representatives of professional associations e.g. engineers, banking, insurance, architects etc.	-Work experience -Work shadowing -Part-time work -Family work roles -Regional economy and employment work roles -Visits to workplaces -Career exhibitions -Media: TV. Newspaper, radio -Websites

Resources for career learning….

3. How and where to source information for career planning, and to evaluate the sources	**i)Career learning classroom activities by class teacher and Guidance Dept. staff ii)Talks by local Public Employment Service staff**	**-Consulting with family and friends -Social media**
4. **Preparation for unemployment**	i)Career learning classroom activities by class teacher and Guidance Dept. staff ii)Talks by local Public Employment Service staff iii) Talks by past-pupils, parents, trade unions, employers, associations for the unemployed	-Family, friends, local district experience and observation -Social media -National media

Model for developing a career learning programme in school…..

PROGRAMME COMPONENT	CONTENT
1. RATIONALE	Reasons why the school wants career learning as part of its school programme activities
2. TARGET GROUP	Students (all or specific grades), parents
3. GOALS	Improving: student engagement with learning, retention, progression, performance, transitions etc.
4. OBJECTIVES	Improving: -students' self-knowledge, -students' knowledge of the world of work, -understanding of the links between school subjects and occupations, -students' capacity for planning their post-school career paths

Model for developing a career learning programme in school…….

5. ACTIONS	In-school actions; out of school actions
6. RESOURCES	In-School resources: teachers, social workers, computer room, library, internet access, books, students, parents Out of school resources: Use Table 1 above
7. DATES FOR COMPLETION OF ACTIONS	Decide and mark dates for the completion of different actions according to external requirements (e.g. dates for HE/TVET applications) and internal school capacity (e.g. school holidays)
8. EVALUATION	**Formative evaluation:** student end of school year surveys, parent end of school year surveys, self-assessment discussions of school staff, all of the above clearly linked to the goals and objectives decided for the programme **Summative evaluation**: data collected regularly from all the actions related to the objectives