Transnational Cooperation Activity (TCA)

THE DEVELOPMENT OF EVIDENCE-BASED PRACTICE IN GUIDANCE SERVICES IN SCHOOLS

Thematic Seminars

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1.0   Rationale and context

1.1   The National Centre for Guidance in Education (NCGE), an agency of the Department of Education and Skills in Ireland, submitted a proposal to the Irish National Agency to organise a Transnational Co-operation Activity (TCA) 'Thematic Seminar Series' funded under the EU Erasmus+ Programme. From an Irish perspective, hosting a TCA was considered timely, since such a system would potentially provide a stronger evidence base for guidance in schools. It would also:

- Contribute to the knowledge base on the development of evidence based guidance practice in schools and the use of online technologies to support the gathering of data
- Complement existing national initiatives such as the Department of Education and Skills School Self-Evaluation (SSE) www.schoolself-evaluation.ie and school guidance planning (www.ncge.ie)
- Identify ways on how students' achievement of guidance learning outcomes presented in the NCGE Whole School Guidance Framework could be documented
- Build upon Ireland's participation in the ELGPN and the work of the ELGPN in relation to the *Quality Assurance and Evidence-Base Framework* and *Designing and Implementing Policies Related to Career Management Skills* (www.elgpn.eu/publications)
- Provide opportunities to collaborate and learn from EU Member States/EEA countries in terms of data gathering approaches developed in those countries.

1.2   The National Agency engaged NCGE to host and organise the TCA on the development of evidence-based practice in guidance services in schools. NCGE contracted Dr. Deirdre Hughes OBE and Trevor Carson to co-facilitate two thematic seminars and to prepare a report on the TCA process and outcomes.

2.0   The report

2.1   The report presents a framework for data gathering as part of the development of evidence-based practice in guidance services in schools. The content and findings have emerged from the 'Thematic Seminar Series' held in Dublin, Ireland on 7th – 8th September 2017 (Part One) and 22nd – 23rd February 2018 (Part Two). This brought together 47 participants from thirteen countries across Europe – Austria, Croatia, Denmark, Estonia, Finland, French Speaking Belgium, Germany, Iceland, Ireland, Norway, Poland, Spain and Sweden to discuss and review the development of evidence-based practice in guidance services in schools. Participants included: policymakers, school management representatives, guidance practitioners, school inspectors, training providers and academic researchers – see Appendix 1. UK lifelong guidance specialists co-facilitated the seminar. A Virtual Learning Environment (VLE) was used to support communication between and after meetings to facilitate dialogue and the exchange of learning resources.

3.0   Aim and objectives

3.1   The overarching aim was to bring together differing key stakeholders representing different perspectives e.g. policymakers and guidance practitioners to consider effective ways of developing a transnational online framework for EU members and European Economic Area (EEA) countries to capture evidenced-based guidance in schools. The two thematic seminars, funded as a TCA activity (under the EU Erasmus+ programme) aimed to produce a transnational resource to facilitate Member States in developing evidence-based guidance practice and promote the use of ICT in contributing to the development of school guidance quality assured practices.

3.2   The objectives were to:
- identify data gathering tools and methodologies – including online tools;
- present a set of questions relating to data gathering on inputs (funding, resources and staffing), process (guidance counselling activities) and outputs (student outcomes such as career management skills/competences) i.e. creation of a question bank; and
- present a framework (online) for the data to be collected.

As a number of Member States are exploring the development of tools for data gathering on guidance in schools, or have already developed some resources in this area, the transnational thematic seminars provided the opportunity for peer learning through:
- exchange of information on practice; and
- reflections on current practice and approaches i.e. what works well and what does not work so well.

3.3   The thematic seminars build upon and follow on from the work of the European Lifelong Guidance Policy Network (ELGPN 2007 -2015) in relation to the *Quality Assurance and Evidence-Base Framework* and *Designing and Implementing Policies Related to Career Management Skills* – refer to: www.elgpn.eu/publications. The two seminars provided helpful reminders of career management skills/competence frameworks developed and implemented in a number of EU member states e.g. Estonia has recently produced a new CMS framework available in English.

3.4   This emerging findings are informed by the collective efforts of the participants and facilitators who openly shared their experiences and views of developing an evidence-based for guidance in schools. We draw together practical ideas on how best to utilise online data and tools to improve the evidence and impact of guidance services in schools.

4.0   Acknowledgements

Germany (DE); and Gerhard F. Carra – Germany (DE); Željka Pačalat – Croatia (HR); and Margit Rammo – Estonia (EE). Finally, we are indebted to Léargas for funding and supporting this transnational seminar series.

5.0   Context

5.1   Across Europe (and further afield) many writers have published works to inform government policies on the evidence-base for guidance services in schools (Hughes and Gration, 2009[1]; Plant & Thomsen, 2012[2]; Whiston et al, 2013[3], Thomsen, 2014[4]; and McCowan, McKenzie and Shah (2017)[5]. The European Lifelong Guidance Policy Network (2007-2015)[6] produced a series of reports, concept notes, tools and policy briefings designed to help policy-makers and other stakeholders to review existing lifelong guidance provision within their country or region, and to identify issues requiring attention and gaps that need to be filled, drawing from practices in other European countries. In a school context, the design and implementation of career management skills (CMS), the application of a quality assurance and evidence-base framework, and strategies to address early school leaving are outlined in detail within various ELGPN publications (op.cit).

5.2   At the opening of the first seminar (7th September 2017), Jennifer Mc Kenzie, Director, National Centre for Guidance in Education (NGCE) Ireland warmly welcomed everyone to the seminar series and she briefly introduced the 'NGCE: A Whole School Guidance Framework'.[7] The Framework is intended to be a resource to support Irish schools in meeting the requirement of The Education Act (1998). It is envisaged that the Framework will support schools in planning and delivering a comprehensive whole school guidance programme that meets the needs of all students. Schools may also find it helpful, in informing guidance provision, to consult the Framework for Junior Cycle (DES, 2015a) in relation to 'other learning experiences' and Wellbeing (DES 2017a). In Ireland, guidance-related learning is identified in the Junior Cycle Wellbeing Guidelines as one of the main pillars of a school's Wellbeing programme (NCCA, 2017).

5.3   A recent international symposium special issue series of the British Journal of Guidance and Counselling 'New school for the old school: careers guidance and counselling in education' (Hughes, Law & Meijers, 2017)[8] demonstrated a growing number of articles from professionals keen to discuss and examine new theories, policies and practices for guidance and counselling work in schools and other educational settings. Meijers &

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[1] https://www.educationdevelopmenttrust.com/~/media/EDT/Reports/Research/2009/r-evidence-and-impact-careers-and-guidance-related-interventions-report-2009.pdf

[2] http://www.scielo.org.ar/pdf/orisoc/v11/en_v11a02.pdf;

[3] Whiston, S. C, & Blustein, D. L., (2013). The impact of career interventions: Preparing our citizens for the 21st century jobs. (Research Report) National Career Development Association and the Society for Vocational Psychology

[4] Thomsen, R. (2014). A Nordic perspective on career competences and guidance – Career choices and career learning. NVL & ELGPN Concept Note, Oslo: NVL

[5] McCowan, C., McKenzie, M., and Shah, M.(2017) *Introducing Career Education and Development: A Guide for Personnel in Education Institutions in Both Developed and Developing Countries*, Australia: Rochedale South, Queensland.

[6] http://www.elgpn.eu/publications

[7] http://www.ncge.ie/uploads/Framework_Guidance_Competences_2017_Final_July.pdf

[8] Hughes, D., Law, B. & Meijers, F. (2017). New school for the old school: careers guidance and counselling in education. *British Journal of Guidance and Counseling, 45* (2), 133-137.

Lengelle, 2015[9] highlight career learning in schools requires greater attention with emphasis on educating teachers in careers dialogue (Kuijpers, & Meijers, 2017)[10] and creating strong career learning environments (Draaisma et al, 2018)[11].

5.4   Labour markets and student destinations are fast changing and the innovative use of digital technologies in schools is emerging at a rapid pace. Every OECD country is working to install networks in schools, connect them to the Internet, and ensure a workable configuration of multimedia devices, educational software, technical support, and ICT-competent teachers and career development professionals. An OECD report *'Innovating Education and Educating for Innovation: The power of Digital Technologies and Skills'* (2016)[12] highlights digital technology can facilitate new pedagogic models, provide flexible access to experiential learning, support real-time formative assessment and skills-based assessments, as well as e-learning, open educational resources and massive open online courses (MOOCs).

5.5   Well-designed evidence-based strategies for guidance in schools could leverage the potential of new technology and, with the right kind of policy and practice mix, can contribute to more effective ways of gathering evidence on what works, in what circumstance and the reasons for this. This thematic topic is currently under-researched, therefore, it is within this dynamic context that the National Centre for Guidance in Education, Ireland, hosted the Transnational Seminar Series (Parts 1 & 2).

6.0   Emerging findings from the Part 1 seminar (7th– 8th September 2017)

6.1   The group identified some fundamental requirements for guidance services in schools such as having:

- A vision
- A framework(s)
- A clear definition of guidance
- A focus on what to measure and how best to measure impact
- An ethical code for data gathering
- An ongoing careers dialogue to keep leaders and practitioners on the journey of discovery and continuous improvement
- A 'mindset' of willingness to try things out and understand assessing the impact of guidance services is not always a 'perfect' measurement process.

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[9] Meijers, F. & Lengelle, R. (2015). Career learning: Qualitative career assessment as a learning process in the construction of a narrative identity .In M. McMahon & M. Watson (Eds.), *Career Assessment: Qualitative Approaches* (pp.41-49). Rotterdam / Boston / Taipei: Sense Publishers.

[10] Kuijpers, M. & Meijers, F. (2017). Professionalizing teachers in career dialogue: an effect study . *British Journal of Guidance and Counseling, 45* (1), 83-96.

[11] Draaisma, A., Meijers, F., & Kuijpers, M. (2018) The development of strong career learning environments: the project 'Career Orientation and Guidance' in Dutch vocational education, *Journal of Vocational Education & Training, 70* (1), 27-46.

[12] http://www.oecd.org/education/ceri/GEIS2016-Background-document.pdf

Case study 1
A Whole School Guidance Framework

Ireland's example of 'A Whole School Guidance Framework' (NCGE,2017) is intended to be a resource for schools to support the planning, design and delivery of the whole school guidance programme in line with the requirements of The Education Act (1998), that schools provide students with "access to appropriate guidance to assist them in their educational and career choices" (section 9c). A continuum of support model for the school guidance programme, similar to the school support model of the National Educational Psychological Service (NEPS), is presented in the Framework – guidance for all, guidance for some and guidance for a few. The continuum comprises a whole school approach to guidance through guidance-related learning to individualised supports for students. The Framework identifies three areas of learning to facilitate students' development in eight areas of competence. The areas of learning include: learning relating to oneself (personal/social development), educational opportunities (educational development) and career decision making (career development) - https://www.ncge.ie/school-guidance-handbook/ncge-whole-school-guidance-framework

6.2   Participants also highlighted the tension felt by practitioners between their responsibility to their students and their accountability within the system. Also, leadership in schools and shared ownership of guidance policy was seen as critical / highly desirable. Lodders and Meijers (2017)[13] start from the premise that collective learning and transformational leadership are important conditions for the implementation of innovative guidance methods in schools. This is a development process both dynamic and iterative (see Figure 1 below) involving various stakeholders in regular communication, that uses data wisely as part of an existing or evolving evidence-based framework.

Figure 1

Development process: Dynamic and Iterative
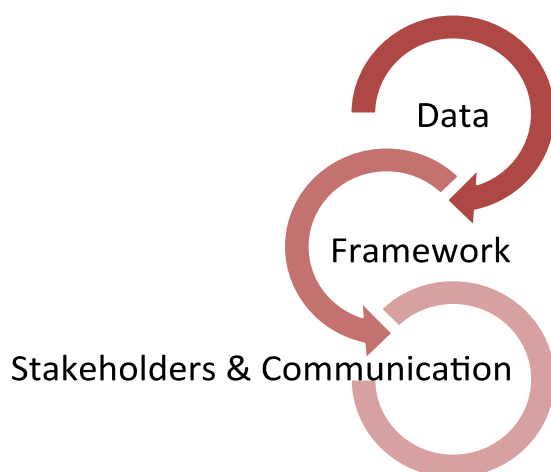
Source: dmh associates

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[13] https://www.tandfonline.com/doi/pdf/10.1080/13636820.2017.1392995

What do we really want and need to know when it comes to the evidence-base and guidance services?

6.3   An essential starting point is to gather data on the expectations and needs of students, teachers, parents and employers. Also, evidencing who has access to guidance services (both online and off-line); capturing the full range of interventions using both quantitative & qualitative data, including ratios e.g. numbers, time, inputs, outputs and outcomes; and preparing briefing reports for school management and boards of management on the impact of guidance interventions to feed into planning and finance were all viewed as critical success factors. Measuring the impact and added-value returns, through data analysis, provides opportunities to engage in meaningful dialogue with policymakers and school influencers on individual, economic and societal benefits, as well as cost benefit analysis. Involving key stakeholders or 'guidance champions' to increase the visibility, profile and intelligence underpinning effective guidance services in schools was viewed by participants as essential.

6.4   Guidance practitioners and policymakers jointly focusing on specific topics such as: drop-out rates, those not in education, employment or training (NEETs), mental health and well-being, addressing gender stereotypes, and/or using evidence to assess the consequences of skills mismatch, skills gaps and skills shortages for local, regional and national economies were highlighted as 'key anchor points' for potentially influencing policy and funding developments.

Case study 2
A city measurement tool

Dr Raimo Vuorinen, University of Jyväskylä, Finland presented an overview of 'Evidence-Based Guidance Practice in Schools: challenges of and opportunities for systematic data collection". He showed data collection in 2002, as this was the last time Finland had a systematic national data collection. The city of Tampere is an example where they have used their own measurement tool biennially at a city level (circa 300,000 population). The latest data analysis is from Spring 2017. At present, the government with its partners is developing a national evaluation to be conducted in 2018 and this includes a revised version(s) of the tools now used by Tampere.

Why does it matter?

6.5   As fiscal arrangements tighten, there will be ever increasing pressure from governments to justify expenditure on guidance services in schools, alongside other competing demands. So far, most countries have focused primarily, though not exclusively, on the quality of service provision and improvements, with practitioner competence positioned centrally within this. Building the evidence-base for guidance in schools: -

- Always asks – are we meeting individuals' expectations and needs? If not, why not and what can we realistically do about this?
- Helps inform the institutions' current and future policies and practices;

- Improves the quality and range of support in guidance services delivered to young people, teachers, parents and employers;
- Makes use of evidence-based findings which shows career education and guidance makes a positive difference e.g. to attainment, earnings and social outcomes[14]
- Empowers practitioners;
- Makes the case for greater investment in research e.g. longitudinal studies
- Shows there are immediate, intermediate and long-term outcomes from guidance interventions; and
- Feeds proactively into government policymaking and evidence-based discourse.

6.6   Some countries have taken action to involve citizens and users of guidance services to help inform the ongoing design and delivery of guidance services in schools and the wider community e.g. Estonia, Finland and Denmark. The various role(s) of Government(s) as a key driver of guidance services in schools can be specifically linked to four common domains. They may:

- **Legislate** – guarantee citizen entitlements and protect public interests;
- **Regulate** – inspection, standards and/or guidelines;
- **Stimulate** – active policies designed to engage stakeholders in dialogue and/or action e.g. open up the market in careers work; and/or
- **Compensate** – intervene where there is evidence of 'market failure'.

Figure 2 below from the ELGPN (op cit) gives a brief overview of types of impact and the beneficiaries of lifelong guidance, including careers work in schools.

Figure 2
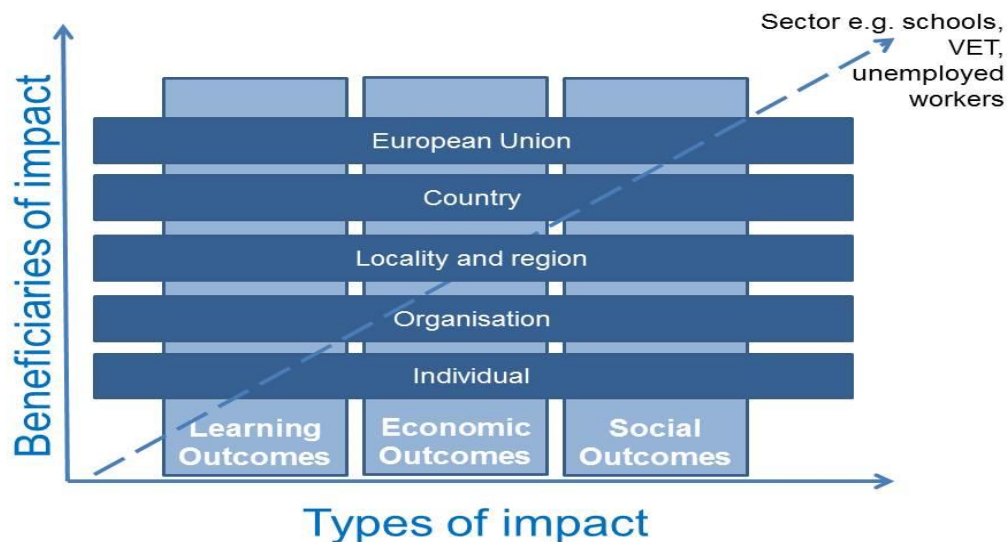
Source: ELGPN, 2011[15]

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[14] https://educationendowmentfoundation.org.uk/public/files/Publications/Careers_review.pdf
[15] Borbély-Pecze, T.B. (2011). Review of the working methodology and the content of the ELGPN WP4 2011-2012. Presentation at ELGPN Work Package 4 field visit, Tallinn, Estonia, 23 May 2011

Inputs, process and outcomes

6.7   Roundtable discussions in the first seminar produced some interesting examples of 14 country specific approaches – refer to Appendix 2. This provides a 'snapshot' rather than a 'detailed and comprehensive overview' of country frameworks, tools and methodologies that inform and support guidance services.

6.8   During the first seminar, six groups participated in a 'role play' activity designed to stimulate further discussion on the needs and expectations of 'end-users' of guidance services. This is a crucial step prior to identifying any questions for evidence gathering. Each group focused on inputs, process and outcomes. The key stakeholder groupings included: (i) young people; (ii) parents/carers, (iii) employers, (iv) government policymakers, (v) head teachers (in some countries referred to as school management), and (vi) guidance counsellors/teachers. For an overview of the main findings - refer to Appendix 3. This activity can be used in a range of group work settings, namely, 'Walking in the shoes of others'. The activity provided 'stimuli material' in the co-design and co-delivery of evidence-based guidance services in schools. Clearly, both a 'top down' and 'bottom up' approach is essential. Whilst there are challenges to be addressed the group also identified practical ways to further extend evidence-based policies and practices.

Greater use of technologies

6.9   The role of ICT and digital developments was also discussed as a key priority for building an evidence-base for guidance in schools. Whilst this offers exiting possibilities, it also presented some challenges which were identified as follows:

- *Basic digital literacy skills* (empowering individuals): skills needed by every citizen to become 'digitally literate'. These are the skills needed to carry out basic functions such as using digital applications to communicate and carry out basic internet searches.
- *Digital skills for the general workforce*[16] (upskilling guidance managers and practitioners): all of above, plus skills needed in a workplace and generally linked to the use of applications developed by IT specialists.
- *Digital skills for ICT professions* (digitally innovative and creative individuals, organisations and businesses).

6.10   The group began to identify some software systems in use within schools which included, for example, MYSQL (web browser that integrates secure information easy, fast, accessible, including app and mobile phone usage - https://www.mysql.com/) and Kompetenzanlayse used by trained teachers as well as by participating pupils - http://rs.kompetenzanalyse-bw.de/

6.11   The seminar concluded by reflecting upon new forms of partnerships, methods and approaches designed to build the evidence-base for guidance services in schools. It was acknowledged this could offer exciting opportunities that:

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[16] Dr Jaana Kettunen, University of Jyväskylä (2017) has published works on '*Career practitioners' conceptions of social media and competency for social media in career services*' providing a detailed analysis of digital skills' needs. See also: Kettunen, J., Vuorinen, R., & Ruusuvirta, O. (2016). European Lifelong Guidance Policy Network representatives´ conceptions of the role of information and communication technologies related to national guidance policies. *International Journal for Educational and Vocational Guidance, 16*, 327-342.

- *enable* educators to contribute effectively to equipping students with career management skills through greater career dialogue and leadership in schools;
- *involve* more employers and employees in valuing and supporting guidance practitioners' work; and
- *support* the co-design and co-construction of the evidence-base for longer-term sustainable investment.

7.0 Emerging findings from Seminar 2 (22nd – 23rd February 2018)

7.1   The Part 2 thematic seminar built upon key findings captured and recorded in a draft and final interim report. The contents were presented online through the Virtual Learning Environment (VLE) and participants confirmed this reflected the current situation in their respective countries. Building upon this, the Part 2 thematic seminar began by introducing more detailed case studies throughout Day 1, as briefly discussed below i.e. Austria, Croatia, Estonia, Finland, Ireland, Germany and Norway.

Case study 3
Vocational Schools

Dr. Hilde Kletzl from the University of Pedagogy, Salzburg delivered a presentation on the 'Quality management system for vocational schools in Austria'. She introduced the concept of the 'Plan' 'Do' 'Check' 'Act' cycle which underpins the measurement of guidance provision in Austrian vocational schools, with online survey tools currently being used. Data collection includes: individual feedback, of students for their teacher, of students on the class situation, of teachers for school management/inspector, and of teachers for the chairperson of final examinations (university entrance exams).
For more information visit: http://www.qibb.at/home.html

Case study 4
Adult Guidance Management System (AGMS)

Mary Stokes, NGCE, Ireland gave an outline of 'The Adult Educational Guidance Initiative (AEGI)' set up in 2000, with 11 pilot projects. Originally, each pilot project reported to the DES / NGCE on a quarterly basis on both quantitative and qualitative information. Over the years, this data collation system has been further developed and refined. This online database - Adult Guidance Management System (AGMS) - is designed with 3 levels of 'Secure Access'. Quantitative Data is collected and used locally and also by government agencies and the Education Ministry who only see statistical reports and would not have access to personal information. Qualitative data allows AEGI to record the challenges and issues experienced by their client, to make appropriate confidential 'notes', recording appropriate referrals, or issues significant to 'progress'; personal and social contexts impinging on clients; The exploration, referrals, challenges and successes recorded in 'Client notes' allow the AEGI Guidance Counsellor to make professional informed comments about the issues facing their clients. The data allows AEGIs to identify gaps in provision for adult learners in their area. The National Centre for Guidance in Education (NCGE) leads in the development and support of the AEGI by the Department of Education and Skills (DES).
For more information visit: https://www.ncge.ie/

Case study 5
An online data gathering tool

Tanja Heppener, ZDI Network coordinator in Germany, who specialises in ICT support services, explained the Nordrhein-Westfalen (NRW) region is the most densely populated state within Germany i.e. 17.8 mn inhabitants with five administrative districts: Arnsberg, Detmold, Düsseldorf, Köln, and Münster. She introduced a short animated video designed to stimulate interest in young people's options, dream jobs and opportunities - http://www.berufsorientierung-nrw.de/cms/upload/videos/V2-MinSWNRW-KeinAbschlussOhneAnschluss-EN.mp4. This was followed by an introduction to 'EckO' - a data gathering tool which includes a privacy protocol. Purpose: - invented to support the continuation agreement (this is linked to students preferred destination routes); Aim: - to collect pseudonymised data to plan and coordinate follow-up offers in the transition system school to work one year before students leave school; Who gives the data? - Students can voluntarily take part in this survey every year.

Case study 6
An online schools inspection approach[17]

In Germany within the Rheinland-Pfalz - one of the 16 states (German: Bundesländer) of the Federal Republic of Germany region - schools have to make a so called "target agreement" with the school inspection team. They fill in a form which is uploaded to the school inspection's platform. The school inspection uses these data and the platform for communication and data interpretation purposes. In the questionnaire schools select targets according to the quality framework for schools (ORS) and name their targets. These are specified and formulated according to the SMART rule (Specific – Measurable – Attractive – Realistic – Terminated). An action plan is designed listing measures on how to carry out the planned actions. Measures for evaluation are defined as well as quality indicators and evaluation tools. A deadline is defined as to when measures will have been taken.

Case study 7
Research into student intentions

Željka Pačalat, school psychologist, First Gymnasium Varazdin, Croatia, outlined two major data gathering projects on guidance in Croatia. The first is the Croatian Employment Service's annual survey among primary and secondary school students about their professional intentions. The survey is designed to capture students' achievements, plans, difficulties regarding career decision-making, the need for guidance and levels of satisfaction. The results of the survey showed the majority of students were 'somewhat satisfied' or 'completely satisfied' with the service provided[18]. The other university-led research project, "Analysis of the situation and needs in secondary education related to

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[17] For more detailed information: https://ines.bildung-rp.de/fileadmin/user_upload/ines.bildung-rp.de/Formular_Zielvereinbarungen_Neu.pdf and https://ines.bildung-rp.de/fileadmin/user_upload/ines.bildung-rp.de/Handreichung_Zielvereinbarung.pdf
[18] For more detailed information: https://translate.google.com/translate?sl=auto&tl=en&js=y&prev=_t&hl=en&ie=UTF-8&u=http%3A%2F%2Fwww.hzz.hr%2Fdefault.aspx%3Fid%3D11163&edit-text=&act=url

information about higher education choices and procedures for enrollment in study programs through National Information System for Entries to Higher Education (NISpVU) " began in late 2017. The research includes surveys and focus groups amongst secondary school students and staff. An expected outcome of the research is to make recommendations for improving educational practices and policies related to guidance in schools.

Case study 8
Data collection on guidance in Norwegian schools[19]

Erik Hagaseth Haug (Ph.D), Associate Professor and Head of Unit for Guidance Research and Training, Inland Norway University of Applied Sciences gave an overview of data collection on guidance in Norwegian schools. The Education Act states that "pupils have a mandatory right to sufficient guidance - Pastoral guidance and Educational and Vocational (career) guidance." National Guidelines for guidance in schools addresses how sufficient guidance should be delivered, and the level of competence for practitioners. Data gathering online takes place through surveys to pupils, teachers, school leaders, and school owners. The surveys are held twice a year, and on regular intervals, including questions about guidance. Work is underway with Skills Norway to establish 'a quality framework' based on an understanding that all involved parties have a different role to play in a comprehensive lifelong guidance system. This includes: Quality standards for practitioners - what skills are needed? (*process*); a Framework for Career Management Skills – individual learning goals for guidance (*output*); Ethical standards and guidelines (*process*); and ***Quality Indicators / Benchmarks/Data Gathering*** (*output*). Norway is also developing a web-based guidance service.

How can you move forward in creating an evidence-base framework for guidance in schools?

7.2   It was acknowledged that models of guidance counselling can vary between countries, as illustrated in academic literature, as well as the modes of delivery i.e. face-to-face, groupwork, online, telephony and webchat. Three key issues were identified:

(i)   Who is using the evidence gathered?

(ii)   Why are they using this e.g. to enhance individuals' career learning and/ or institutional policy decision making?

(iii)   Where and how are they applying the findings i.e. in a policy-informed and/or practice-informed context?

Reflecting on their country policies and practices, the group worked on a 'gap analysis' activity briefly considering the (i) current state, (ii) future state; and (iii) gaps in between. The gap analysis compares the current state of measuring the impact, quality and effectiveness of guidance in schools to that of an 'Ideal' scenario. The central column is designed to identify the required actions to enable organisations and/or practitioners to make the transfer from the 'current' to the 'future'. This approach does not attempt to impose the metrics or actions identified, but acts as an example with suggested outcomes that organisations and/or practitioners may wish to consider. Others may currently have in place sets of metrics

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[19] For more detailed information: http://www.kompetansenorge.no/English/Lifelong-guidance/

or performance indicators that are more relevant and critical for their own particular application.

7.3   This is merely an example of how the process can be applied to inform decisions and action plans for practitioners, managers and policymakers in order to achieve the improvements identified and required.

7.4   An overview of the gap analysis template and contents is outlined in Table 1 below drawing upon some inputs from the seminar:

Table 1

CURRENT STATE	ACTION – How to get from Current State to Future State?	FUTURE STATE
VARIABLE DATA ON: Client/Customer Service, Social Benefits and Value for Money – Cost Benefits. (Return on Investment) Some metrics are in place – however accuracy and level is unclear. Resources used - Time Input - Cost of provision - Numbers of students helped - Types of activity - Drop out rates - Destinations - Satisfaction surveys /evaluations – Quality of service/parental expectations - Employer feedback - Levels of Mental Health & Well Being before and after counselling - Levels of NEET - Levels of student anxiety - Competences	Establish systems and procedures to measure **INPUTS** - Numbers of practitioners and time allocation - Resources allocated – e.g. offices; telephone systems; facilities – transportation; interview rooms; computer/internet facilities etc. - Costs of above - Numbers of Students **OUTPUTS – CUSTOMER SERVICE** (Review and improve where relevant measures for) - Various intervention activities/methodologies (identify impact levels of each activity) - Career learning - Decision making - Drop out rates - Destinations - Employer feedback - Identify effect of intervention influences on the above 3 items - Satisfaction Surveys	In order to show cost benefits – need to measure Inputs and Outputs. **INPUTS** - Practitioners time - Resources used - Total cost of provision **OUTPUTS – CUSTOMER SERVICE** - Numbers of students helped - Activities and impact by each activity (which worked best and which did not work so well) - Drop Out rates - Destinations - How did guidance affect the drop out rates and destinations - Employer feedback – how has the service improved? - Parent and student satisfaction - Before and after understanding - Levels of student

Metrics NOT in place	(parents and students + before and after questionnaires)	anxiety
• Benefit to economy as a result of guidance interventions	• Well-Being[20]	**SOCIAL BENEFITS**
• Impact of different activities	• Levels of student anxiety	- Reduced drop out rates impact on self esteem
• How much was the guidance counselling responsible for the eventual outcome?	• Levels of those not in education, employment or training (NEET	- Improved Mental Health and Well Being impact on individuals and society as a whole
	SOCIAL BENEFITS	- Improved job awareness and skills matching – effect on employability
	• Determine how the impact of improved well- being for both individual and society	
	• Better prepared individuals for the world of work impacts on self esteem	**ECONOMIC BENEFITS (ROI)**
	ECONOMIC BENEFITS (ROI)	Linked to above metrics
	• Return on Investment (ROI)	- Reduced drop out rates can be equated to financial benefits
	• Need to establish a method of linking the above metrics to Social Benefits and calculating the financial benefits to both individuals and to the state to be determined and a means of calculating this and linking to an overall ROI	- Increased employment rates as a result of intervention activities can be equated to social and fiscal benefits to the economy
		- Increased well-being will reduce dependency on the state and reap fiscal returns on the investment

Quality Assurance and a Framework for Building the Evidence-Base in Schools

7.4   The group considered an alternative approach to the 'gap analysis' framed in terms of 'targeting'; testing/trying out'; and 'tracking' specific quality approaches in schools in an attempt to move away from traditional 'efficiency' and 'effectiveness' narratives. The ELGPN Quality Assurance and Evidence-Base of Lifelong Guidance Framework below also provides a European structure to inform and support quality assurance and evidence-base practices

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[20] A 'health warning' while certain terms were used by participants on the day it reflects different systems across 13 countries

in schools (and other community settings). These guidelines also provide a practical template for service design, provision and improvement - see Figure 3 below. For more information visit: http://www.elgpn.eu/publications/browse-by-language/english/elgpn-tools-no-1-excerpt-quality-assurance-and-evidence-base-qae-framework/view

Figure 3

Strengthening
the Quality Assurance
and Evidence-Base of
Lifelong Guidance

Using these five quality elements, a common language can be identified for continuous improvement of lifelong guidance systems and policies.

Service Provision and Improvement
• Access to quality assured guidance as a public and private good
• Key policy imperatives: promotion and provision of career management skills, optimising channel mix (face-to-face, contact centres, distance services via internet, telephone & email), skills profiling and effective matching

KEY QUESTIONS:
What is needed to quality assure service provision and improvement?
How can lifelong guidance services be improved and how can its impact be assessed?
What more needs to be done to improve lifelong guidance services for young people and adults?

Citizen/User Involvement
• Improved user experience
• Development of effective and efficient services
• Strengthening accountability
• Contribution to social justice

KEY QUESTIONS:
What strategies and approaches can be used to engage more citizens in lifelong guidance and in the shaping of guidance services?
What role should government and other key actors perform in relation to citizen/user involvement in lifelong guidance?
What more needs to be done to focus on citizen/user involvement in lifelong guidance?

Cost Benefit to Governments
• Justification for expenditure of lifelong guidance services
• Need for analysis of immediate, medium and long-term calculated savings in terms of economic and social returns

KEY QUESTIONS:
What is the value-added proposition for Governments to invest in lifelong guidance?
How can impact assessment and cost benefits result in robust and useful quality-assurance and evidence-based policies and practices?
What are the policy challenges and likely future demands requiring new forms of cost-benefit analysis?

Practitioner Competence
• Assuring practitioner professionalism
• Ensuring access to services relevant to citizens' needs
• Supporting practitioners' continuous professional development

KEY QUESTIONS:
What evidence is available on practitioner competences?
What information is available on the qualifications and training of careers counsellors, guidance workers and/or work coaches?
What more needs to be done to improve quality assurance and the evidence-base in the area of practitioner competence?

Cost Benefit to Individuals
• Smoother transitions
• Engagement and motivation to learn stemming from alignment of aspirations and personal development plans

KEY QUESTIONS:
What is the value-added proposition for individuals to invest in lifelong guidance?
How can policy makers and organisations that employ career counsellors, work coaches and guidance workers best communicate the added-value benefits of lifelong guidance for individuals?
What more needs to be done to develop and promote cost benefits and other added-value returns to individuals?

Gear labels: Service Provision and Improvement · Citizen/User Involvement · Cost Benefit to Governments · Practitioner Competence · Cost Benefit to Individuals · QUALITY ASSURANCE AND EVIDENCE-BASE

STRENGTHENING THE QUALITY ASSURANCE AND EVIDENCE-BASE OF LIFELONG GUIDANCE

Source: ELGPN 2014

7.5   William Edwards Deming (1900-1993) is widely acknowledged as the leading management thinker in the field of quality. He was a statistician and business consultant whose methods helped hasten Japan's recovery after the Second World War and beyond. He derived the first philosophy and method that allowed individuals and organisations to plan and continually improve themselves, their relationships, processes, products and services. His philosophy is one of cooperation and continual improvement; it avoids blame and redefines mistakes as opportunities for improvement.

"You can't manage what you don't measure!" (W. Edward Deming).

7.6   A new framework for building the evidence-base for guidance in schools focusing on how meaningful data can be collected (both online and offline) was considered. Following the group and table discussions on Day 1, Hughes worked on producing a synthesis framework and presented this to participants on Day 2 (see diagram 1 below). Central to this evidence-base framework is legislation, statutory guidance/guidelines, a clear definition of guidance and 'a plan, do, check and act' approach linked specifically to inputs, process of guidance provision, outputs and achieved outcomes.

Diagram 1

EVIDENCE BASE GUIDANCE IN SCHOOLS

Prepared by Dr Deirdre Hughes, February 2018
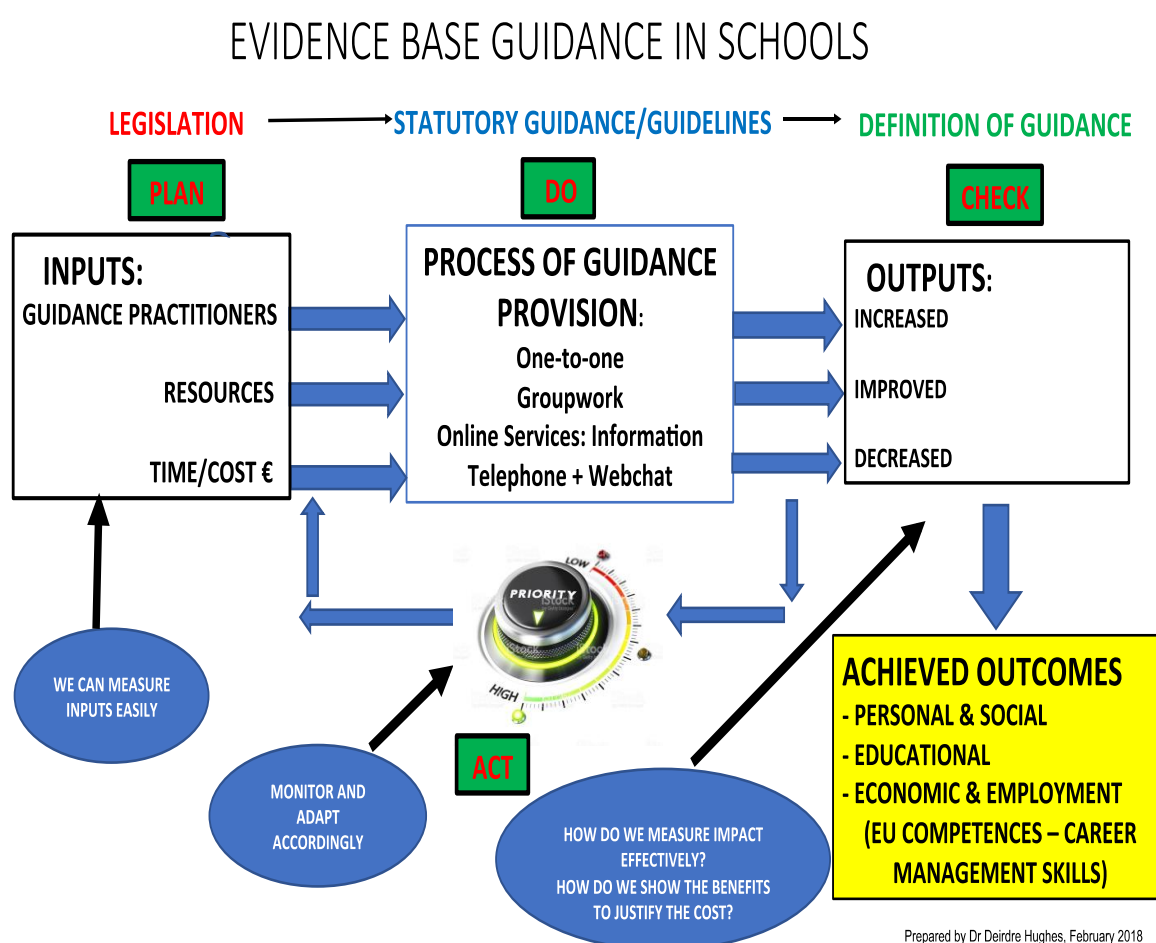
7.7   The inputs and process of guidance provision was discussed. In some countries, telephone guidance does not yet exist. It was noted that 'groupwork' also includes classroom activities with groups of students. The participants were provided with a first draft template to reflect upon the 'ouptuts' element of the framework above, given this is often perceived as more challenging for practitioners to evidence. It also reflects policymakers' expectations of guidance services in schools. Hughes introduced the concept of characterising 'outputs' in terms of – "As a result of the intervention(s) something happens which either has an effect that increases (quantitative), improves (qualitative) and/or decreases (quantitative and/or qualitative), none of these are mutually exclusive

7.8   Table 2 below relates to the 'outputs' in diagram 1 as discussed in the seminar(s).

Table 2 - Evidence-based guidance in schools - 'outputs'

EVIDENCE BASE GUIDANCE IN SCHOOLS

EXAMPLES of EXPECTED OUTPUTS

INCREASED	IMPROVED	DECREASED
- ATTAINMENT LEVELS - ACCESS TO EMPLOYERS AND EXPERIENCES OF WORK - RETENTION LEVELS IN LEARNING AND WORK - NUMBERS OF TRANSITIONS FROM EDUCATION TO WORK - AWARENESS OF FULL RANGE OF OPTIONS - ACCESS TO SECTOR/ JOB SPECIFIC INFORMATION - EARNINGS	- MOTIVATION - LIKELIHOOD OF FINDING WORK - UNDERSTANDING OF CAREER DECISION MAKING - AWARENESS OF THE IMPORTANCE OF SOFT SKILLS - RESILIENCE - SELF ESTEEM - WELL BEING - QUALITY OF CAREERS PROVISION - CONTINUOUS PROFESSIONAL DEVELOPMENT - AWARENESS OF RELEVANCE OF SUBJECTS TO CAREER PATHWAYS	- DROP OUT RATES - NUMBERS NOT IN EDUCATION,EMPLOYMENT OR TRAINING(NEETS) - CRIMINAL ACTIVITY - INDIVIDUALS DEPENDANT ON STATE BENEFITS - SKILLS MISMATCH - SKILLS SHORTAGES - ANXIETY AND STRESS ABOUT FUTURE PROSPECTS

7.9   The 'priority dial' (ranging from high to low) is poisitioned in close proximity to 'Act'. In many cases, government policymakers who are in control of funding and who often set the startegic agenda linked to national or federal policies will inevitably set their stated priorities for delivery. However, this 'priority dial' also acts as a means for amending or adapting practitioner methodologies and priority areas of work. Overall, the above-mentioned evidence-based framework and associated template are designed to support guidance in schools offer a structure, content and opportunities for discussions at a strategic and operational level within and outside of education institutions.

7.10   During the roundtable groupwork sessions, from this two 'spin off' templates also emerged i.e. one from an *achieved outcomes* approach (Table 3) and the other from a policy, organisation and individual approach (Table 4). As a result, this demonstrates how the above-mentioned framework can be flexibly adapted to meet differing needs.

Table 3
Achieved outcomes approach

GUIDANCE	INCREASE	IMPROVE	DECREASE
1) Social Personal	Understanding of self management skills and personal responsibility	Resilience and self esteem	Anxiety and Stress
2) Educational	Awareness of relevant subjects, programmes leading to career pathways	Quality of education and career guidance	Drop out rates in school from subjects and Leaving Certificate programmes
3) Career/Vocational	Understanding of Career Decision Making Skills	Career Decision Making	Numbers Not Engaged in Education Employment or

	Training (NEET)

1) **Measure baseline levels**
2) **Plan intervention to address each area, action plan, targets**
3) **Measure progress and repeat**

Table 4

Policy, organisation and individual approach

	Increased	Improved	Decreased
Policy	• Importance of soft skills (integration of career education in curricula) • Access to employers and experiences of work • Access to sector/job specific information	• Transition from education to work • Quality of careers provision	• Number of NEETs • Criminal activity • Benefit dependency
Organisation	• Access to employers and experiences of work • Awareness of relevance of subjects to career pathways • Access to sector/job specific information	• Quality of careers provision • CPD of career professionals • Attendance/Retention Rates	• Drop out rates • Redundancy of activities • Remedial services
Individual	• Understanding of career decision-making • Awareness of the range of options	• Self-esteem • Motivation • Retention on learning	• Anxiety and stress • Skills mismatch

8.0 *A set of questions relating to data gathering on inputs, process and outputs*

8.1   The participants shared some examples online, through the VLE, of questions currently being considered and/or used within their respective countries. These were considered as part of the learning from presentations and group discussions. Some selected examples include:

Table 5

Innove, Estonia

Innove has adopted a three standard questions in regional youth guidance centres called Rajaleidja.

1. How likely would you recommend our service to your friends??
(Scale of 0 = not all probable -10= very likely)

2. What did you like and what could we do differently? (open answer)

3. How much easier is it to make you next learning and work-related choices?
(Scale of 1 = much more complicated; 2= somewhat more complicated; 3= Nothing has changed; 4 = somewhat easier; 5 = much easier

For more information visit: Lifelong Guidance in Estonia (pages 7-9)
https://issuu.com/innove/docs/lifelong_guidance_in_estonia

8.2   Within the context of creating a national and/or transnational question bank, some examples of selected inputs, process and outputs which will inevitably lead to achieved outputs and outcomes, as outlined in Diagram 1 above, include: -

Table 6a

Some examples of selected 'inputs' questions
1. How many professionally qualified guidance practitioners are working in the school?
2. What percentage of time is allocated for guidance delivery to specific year groups?
3. How much does it cost to have guidance delivered in your school? Please elaborate.
4. What are the methods being used to deliver guidance in your school? E.g. online, 1:1, groupwork, timetabled hours in the curriculum etc.
Note: many other inputs can be described and associated questions asked

Table 6b

Some examples of selected 'process' questions
1. How many students are engaged in guidance activities through 1:1, groupwork, webchat; telephone helpline? (How does this compare with the overal student population? Is there a profiling system in place?)
2. Who are the main beneficiaries of guidance in your school e.g.other members of the school team directly involved in the guidance programme? (List who might be and then ask if there are any gaps? What further data/reports can be used to extend the evidence-base?)
3. What is the most popular careers information sources used by students? (online/offline)
4. What are the aspirations of students i.e. top three dream jobs? [How does this compare with labour market demand?]
5. How many referrals are there to other external agencies?
Note: many other inputs can be described and associated questions asked

Table 6c

Some examples of selected 'output' questions
1. How are students and parents' expectations being met i.e. satisfaction levels?
2. How many young people are progressing onto higher education, further education and VET compared to previous years?
3. Have drop out rate figures decreased given the extra resources allocated to guidance services? (If so, what can be replicated or embedded elsewhere in the system?)
4. How many employers working with the school this year (compared to previous years) facilitated through the guidance practitioner?
5. What has the student(s) learned as a result of guidance information and/or support? (refer to template above for ideas of key themes for exploration)
Note: many other inputs can be described and associated questions asked

8.3   The seminar captured differing types of questionnaires and questions ranging from national satisfaction levels of guidance services (Estonia), region or city-wide appraches (Germany, Finland, UK), and research-based or case study approaches aimed at differing audiences e.g employers, headteachers, teaching staff etc. The list above provides a useful starting point in the design and creation of a national database that documents guidance services in schools and its impact on various key stakehilders. It offers an opportunity for countries to compare and contrast applied questions and methodologies.

9.0   Methods: Quantitative and Qualitative

9.1   The group identified the following range of methods to gather and strengthen the evidence-base in schools:-

- Build upon Schools data – piggy back on existing methodology, where appropriate
- Government data returns building upon methodologies from a national (macro), organisation (meso), and/or practitioner (micro) level, where appropriate
- Survey(s) online or offline
- Focus groups
- Classroom observations
- Pre- and Post-Guidance Assessment
- Case studies
- Quantitative data analysis – staying-on rates, drop-out rates, not in education employment and/or training (NEET), specific target groups, etc.
- Destinations follow up
- Employer feedback (e.g. young people's readiness for work)
- Peer assessment
- Psychometric assessments
- Randomised control trials[21]
- Longitudinal studies
- Supervision/Co-vision (CPD).

10.0 Digital Strategies

10.1   A recent JISC report[22] examines digital competence frameworks for citizens, educators, organisations and consumers. It sets out the main characteristics of digital education policies:

- Strategic and operational policy levels are combined
- Multiple pathways for teachers/educators
- Focus on the innovative
- Stakeholder involvement in policy design, implementation and monitoring
- Using pilots to get ready for mainstreaming
- Evaluation and monitoring integrated into the policy design.

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[21] This method was briefly discussed and it became clear it was considered by some as 'contested territory'. However, the facilitators pointed to examples in Canada and the UK whereby randomised control trials are increasing being applied to test new school interventions, including career education, designed to increase access to, for example, postsecondary education.
[22] https://www.jisc.ac.uk/rd/projects/building-digital-capability

The key learning from digital competence frameworks that might apply to online data gathering systems include:

- Favourable environment
- Specific governance structures
- Customised technological solutions
- Cost savings
- User motivation and support.

10.2   Barriers to digital policy implementation were identified as:

- Inadequate technological infrastructure
- Inappropriate governance structures
- Market competition
- Lack of digital competences
- Lack of long-term perspective.

10.3   Following more in-depth discussion, the conclusion reached was for organisations and individuals to follow **a holistic approach** targeting systemic change as outlined in Table 7 below:

Table 7 Targeting systemic change

1. Establish both a long-term vision and short-term achievable goals
2. Deploy technology as a means not an end
3. Embrace experimentation, risk taking and failure
4. Consider the importance and the limits of impact assessment
5. Involve all stakeholders in a structured dialogue
6. Let schools and practitioners have a say
7. Build up practitioner competence.

10.4   The General Data Protection Regulation (GDPR) replaces the Data Protection Directive 95/46/EC and was designed to harmonise data privacy laws across Europe. Those working in schools should be made well aware of the new arrangements for data privacy such as: consent, data gathering and processing, storage and security of data.

11.0   Conclusion and recommendations: next steps

11.1   The National Centre for Guidance in Education (NGCE) has started a unique transnational focused approach to building the evidence-base for guidance in schools. The authors wish to acknowledge NGCE has identified a major gap that needs to be filled when it comes to strengthening the evidence-base for guidance in schools. The proposed framework is presented to support and inform the planning and development of online data gathering systems in schools within EU Member States/EEA countries.

11.2   Building upon the group discussions, a 9 Point Action Plan was prepared by Hughes & Carson – see Table 8 below.

Table 8 Action Plan

List of possible actions to build an evidence base for guidance in schools

1. Audit current inputs – are these being measured sufficiently and accurately/are they relevant?

2. Clarify the processes that are being employed.

3. Prioritise the outputs that are most relevant to your organisation/client needs

4. Develop metrics for both inputs and outputs – quantitative and qualitative

5. Keep it simple – do not overcomplicate or become overwhelmed with too much data

6. Identify the resources and methods needed to acquire the data

7. Record and report on the metrics to key stakeholders

8. Ask – are the outputs as expected?

9. Review and adapt the processes being used in order to improve.

11.3   Key recommendations emerging from the Transnational Seminar Series:

- further disseminate good and/or interesting evidence-based guidance practices and policies for schools.

- share key findings of the evidence-base framework for guidance services in schools across Europe, country and/or regional groups.

- keep the approach simple to begin with by identifying and agreeing with policymakers and practitioners at least three key questions relating to inputs, process of guidance provision and outputs that could act as a useful starting point in strengthening the evidence-based for guidance services in schools.

- generate local, regional and national evidence-base quantitative and qualitative data to inform government policymakers, schools management, young people, parents/carers, guidance counsellors/teachers and employers.

- develop and/or make regular use of a national schools' database that captures and records guidance practice in schools, its impact and achieved outcomes.

11.4   Participants who contributed to this seminar have an opportunity to continue the dialogue and to experiment on a transnational basis piloting the Framework, templates and set questions that can be applied in differing contexts. Other interested organisations may also wish to contribute. There is also an opportunity to have access to the NCGE virtual learning environment to exchange ideas and resources. We are very grateful to have had an opportunity to work with colleagues on this dynamic topic and will continue to push the boundaries further. Finally, our sincere thanks to colleagues at Léargas (and Erasmus+ funding) for making this experience possible.

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Seamus Byrne – Ireland (**IE**)	Brian Mooney – Ireland (**IE**)
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Helena Car – Sweden (**SE**)	Sean P. O' Briain – Ireland (**IE**)
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Julio Marino Carballo Fernández – Spain (**ES**)	Ingrid Øverbø – Norway (**NO**)
Gerhard F. Carra – Germany (**DE**)	Željka Pačalat – Croatia (**HR**)
Trevor Carson – United Kingdom (**UK**)	Peter Præstgaard – Denmark (**DK**)
Pauline Cudmore – Ireland (**IE**)	Margit Rammo – Estonia (**EE**)
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John McCarthy – International Centre for Career Development and Public Policy (**ICCDPP**)	
Eddie McGrath – Ireland (**IE**)	
Justin McGree – Ireland (**IE**)	

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[23] In a very few cases, some participants attended for 1 day only.

Frameworks, data gathering tools, methodologies identified during the Part 1 seminar

Roundtable discussions in the first seminar produced some interesting examples of country specific approaches. It should be noted that the information below is a 'snapshot' rather than a 'detailed and comprehensive overview' of country frameworks, tools and methodologies that inform and support guidance services.

Finland – A national framework being revised and introduced in 2018 as outlined above.

Iceland – **Masters' qualification** required for license to practice – this assists in increasing the level of research into guidance practice. **Legislation** ensures a 'right to access' from 6 years old until the end of higher education (HE). Some of the challenges include: no time allocated to guidance in the curriculum – 1 credit available on 'lifeskills'. There are variations in the delivery of provision across cities and rural areas. Also, Iceland has a relatively **new framework development & curriculum** described as "at the beginning of the formal process."

Norway – **Designing a Lifelong Guidance Framework** with a focus on career management skills and evidence-based policies and practices. A key challenge is to be able to respond effectively to regional variations and national policy developments. A stronger national evidence-base is being developed. Programmes to be implemented and piloted, are also planned to be evaluated. A new compulsory program in career development/career learning is delivered in secondary school ("Educational choice"). The programme includes elements of career learning/career management skills. A school's pupil survey is carried out each year with 100 questions posed, specifically on guidance. For lower secondary schools a portal is being used to undertake surveys. There is Inter-Ministerial interest in guidance services. Dr Erik Hagaseth Haug and Prof. Peter Plant provide an interesting academic paper on 'Research-based knowledge: researchers' contribution to evidence-based practice and policy making in career guidance.'[24]

Germany – **"Secondary 1" has a compulsory guidance subject in the curriculum: competency workshops 2-4 hours per week for pupils**. Questionnaires are used to improve guidance provision but it was reported data is not fully utilized after the students' transition. Software is available in schools (not compulsory) and there is significant use of web-based applications. Internships are mandatory during education. A new German publication is now available, edited by the German National Guidance Forum: Nationales Forum Beratung in Bildung, Beruf und Beschäftigung, Karen Schober, Judith Langner (Eds.), *Wirksamkeit der Beratung in Bildung, Beruf und Beschäftigung. Beiträge zur Wirkungsforschung und Evidenzbasierung,*(*Effectiveness of lifelong guidance. Contributions to guidance research and evidence base)*[25]

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[24] https://link.springer.com/article/10.1007/s10775-015-9294-6
[25] https://www.wbv.de/en/shop/topics/adult-education/shop/detail/name/_/0/1/6004546/facet/6004546///////nb/0/category/104.html

Spain – The **European Lifelong Guidance Policy Network (ELGPN), Quality Assurance and Evidence-Base Framework and other tools** are being used in a regional context. Guidance departments in universities support guidance professional training and yearly plans. VET progress with 3 levels of development – (i) Educational Guidance; (ii) Vocational Guidance; and (iii) Professional Guidance. There is tracking of students through 2nd into 3rd level in schools. Whilst there is no national framework, a "core" working group now operates involving Ministers, Education and Employment representatives.

Denmark –The Ministry of Education & Development produces **an annual questionnaire on guidance directed at students** to establish who or what has had the biggest influence in their career decision making. The majority of responses are from specialist schools. Career guidance in Denmark is well organised, highly structured, and professionalised. It has a well-established national guidance system. In 2011 a major Danish research programme resulted in a systematic literature review of 39 robust studies; however more evidence-based research is necessary.[26] A new initiative is the establishment of a career portfolio to support transitions between compulsory school and upper secondary school, which will be obligatory and shall follow the pupil's personal educational plan in the transition from compulsory school to youth education, whether this is general upper secondary schooling or vocational education and training (VET).

Croatia – **The Lifelong Guidance Forum**, policy advisory network, established in 2015, brings together relevant stakeholders from differing sectors, including education and employers with the objective of developing more efficient policies, measures and activities through the national Strategy for Lifelong Guidance and Career Counselling 2016-2020. The service includes new publicly accessible centres for the delivery of LLCG (CISOKs) and the development of an IT based resource for gathering and disseminating management information, support materials and public facing information including LMI and vacancy information. The Croatian Employment Service, the traditional provider of career guidance services to the unemployed, embarked on programme to establish public facing Lifelong Guidance Centres funded through EU transition funding. Complementing this, most primary and secondary school-based counsellors (most often teachers and psychologists) provide group or individual guidance to students and some colleges have career centres providing a similar service.

Sweden – Educational and vocational guidance is provided throughout the entire system, as well as within Public Employment Services (PES). The Swedish School law states that pupils should receive guidance before making the different future choices. It also regulates who can be hired as a school counsellor. Information, advice and guidance services are usually provided within the schools or other educational institutions, but there are examples of municipalities that offer guidance for schools through an external guidance centre. The private sector is quite limited in Sweden. Guidance and information services are also offered through publicly funded web services. One of these services is the national education portal Utbildningsinfo.se (www.utbildningsinfo.se), a website for students. parents and professionals in the field of education. Studera.nu (www.studera.nu) is a website where Swedish citizens can learn more about higher education. The Swedish

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[26]http://edu.au.dk/fileadmin/www.dpu.dk/danskclearinghouseforuddannelsesforskning/udgivelser/SR7_viden_om_vejledning_final_2.pdf

Public Employment Service provides descriptions of different professions including interviews, films etc on their web site. They also provide labour market forecasts. (www.arbetsformedlingen.se). Collaboration between guidance counsellors and teachers exists with extensive collaboration with employers and HE colleges. No formal national data gathering for guidance services in schools.

Estonia – In 2014 Foundation Innove set up public youth guidance centres called Rajaleidja (Pathfinder in English). It is a nationwide network offering free integrated career and educational counseling services for young people up to 26 years old and supports parents, teachers and other educational staff. These centres are located in every county and under unified quality assurance system provide support for young people in their studies and career related issues. Quality assurance is based on three pillars, including instant client feedback system, conformity assessment of procedures and studies on effects. The recommendation index has been introduced to get immediate feedback from clients and react on time. Questionnaire surveys are undertaken but the main challenge is asking the right questions and consideration of who benefits from which interventions. There is an online package used for data gathering re: client feedback at a regional level which is completed and then returned to the Innove central office. See more: Lifelong Guidance in Estonia. https://issuu.com/innove/docs/lifelong_guidance_in_estonia Rajaleidja network also has Facebook site (in Estonian) - https://www.facebook.com/rajaleidja . See also: https://www.innove.ee/en/rajaleidja-network/

Poland –**560 psychological and pedagogical counselling centres** function in Poland, including 26 special services focused on assisting youth in the choice of occupation. Certain schools offer the School Career Centres (Szkolne Osrodki Kariery, SzOK). No national framework and it was reported there is limited evidence gathering to date.

French speaking Belgium – **Legislative arrangements 'guarantee' a right of access for young people to vocational/career guidance provision**. It was noted primary school questionnaires are frequently used. These provide an example of good/interesting practice. No national framework in pace at secondary level. A key issue is when best to start with the guidance process in VET e.g. aged 12/16 years old? Recent investment by government include 'work with disadvantaged young people' to help then choose appropriate learning.

Austria – **Vocational education, academic and citizenship studies are well embedded in schools**. Career guidance is organised according to a three-level model: career education lessons are provided by careers teachers; individual advice is provided by student advisors; and both of these are supplemented by a School Psychology Service that can offer specialized assistance. This work is supplemented by classroom teachers and a wide range of other individuals and agencies outside of the school. Students choose and follow 'a study track' at 15 until 19 years old. A common approach is the use of statistic data alongside qualitative information - a quite detailed assessment at national level and all schools are included in this process. Headteachers in schools may link directly to a guidance role. The current measurement framework and system for capturing data provides an interesting case study for review in Spring 2018.

 Ireland – **just published NCGE ' A Whole School Guidance Framework** – a whole school approach, linking in with 'wellbeing at junior cycle' presents a continuum of support model i.e. guidance for all, guidance for some, and guidance for the few. Some guidance counsellors are focusing on client satisfaction, progression, tracking at a local level. The Department of Education and Skills conducts Reviews of Guidance provision in schools periodically. Recently the DES has issued a Compliance Return to schools. The focus generally tends to be on Inputs not Outputs. School Self-Evaluation (SSE) school inspections but no standardised benchmarking.

 Northern Ireland – Trevor Carson briefly presented an overview which describes the careers education, information, advice and guidance framework (CEIAG) in Northern Ireland – the presentation is available online. A partnership model exists between schools and careers advisers which are employed by the Department for Economy.

The **Lifelong Guidance Policy Development: A European Resource Kit** (2012)[27] and the **Quality Assurance and Evidence-Base Framework** (2016)[28] offers more detailed country specific case studies. See also: 22 Country Reports (2017) published within the International Centre for Career Development and Public Policy (ICCDPP) website: http://iccdpp2017.org/key-outcomes/country-paper/ Both Canada and South Korea have research activities focusing on evidence-based guidance services in schools.

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[27] http://www.elgpn.eu/publications/browse-by-language/english/ELGPN_resource_kit_2011-12_web.pdf/
[28] http://www.elgpn.eu/publications/browse-by-language/english/elgpn-tools-no-1-excerpt-quality-assurance-and-evidence-base-qae-framework

dmh associates   May 2018

The contents below provide an overview of the main inputs, process and outcomes identified by participants in the Part 1 Seminar 'Walking in the Shoes of Others' activity.

INPUTS	PROCESS	OUTCOMES
Young people		
A voice	Various access to information, including social media	Forming a positive relationship i.e. you see and hear me
Tailored support given to differing age bands	Personalised inputs to class activities and outside of the classroom support	Motivated and willing to take action to achieve goals
Individual time allocated (personalised approach)	Shared understanding of clarity of purpose – why are we doing this?	Practical and reliable information
Engaging, relevant and interesting activities	Working with others	Meaningful experiences and positive achievements

INPUTS	PROCESS	OUTCOMES
Parents/carers		
Access to competent and qualified guidance counsellor(s)	1:1 meeting(s) with guidance counsellor(s)	Successful transition into learning and/or work
Parental voice to influence and support guidance services	Career education support, including outline of guidance programme and labour market information/intelligence (LMI)	Report on individual assessment and progression e.g. aptitude assessed
Time allocated for guidance support services	Child receives an ongoing range of different guidance activities from an early age	More confident child(ren) able to make well informed and realistic decisions
Pre and post primary education and guidance	Exposure to and experiences of the world of work	Career management skills that can be applied on a lifelong basis

INPUTS	PROCESS	OUTCOMES
Employers		
Working alongside guidance counsellors e.g. insights to work, work experience, mentoring, competitions, role models	Agreed programme of activities with transparent learning outcomes Share expectations on 'what success looks like at the end of the input(s)	Shared understanding of guidance and more opportunities for young people
Work experiences offered	Increased employer engagement e.g. survey of employers' needs/expectations	Students connect their work experience to curriculum and personal development achievements that can be

		recorded as part of a CV
Teaching of 'soft skills' in schools	Education and guidance curriculum linked to employment-related activities	Employers report positive 'soft skill attributes' in their young workforce Employers act as champions of guidance counsellors' work
Invitations received to work with students in schools	An agreed plan of action with timescales and clarity of expertise required e.g. talks, careers fair, entepreneurship, apprenticeships, work experience etc.	Employers are motivated to support teachers and guidance counsellors in their workplans A common understanding of guidance exists

INPUTS	PROCESS	OUTCOMES
Government policymakers		
Quantitative data e.g. statistics from labour markets, population density, education and economic trends	Greater use of ICT to produce data	Matching supply and demand linked to specific areas and/or sectors. Attract and retain investment in the economy Reduce expenditure in low impact public services
Projection of future skills needs e.g. real time data and forecast data	Advisory Board/Council e.g. guidance counsellors can easily be overlooked in this regard	Published reports offline and online Better informed guidance counsellors and teachers contributing to meeting the skills' needs of employers
Narratives and quantitative data e.g. success stories for Ministers How are we comparing with our international neighbours?	Trusting relationships to be built with key informants	Stories and statistics mainly for publicity purposes Fieldwork to test out potential new policy Strategic priorities are consolidated with 'buy in' and support from guidance counsellors
Hours allocated for guidance? Which is most effective e.g. groupwork counselling, 1:1, social media, online etc? How can enterprise be linked with practical aspects of schooling and the world of work?	Guidance counsellors have to work within specified parameters	Statutory or legal requirements can be met Scope to experiment with ICT to reach 'the many'

INPUTS	PROCESS	OUTCOMES
School Management		
Succinct information received on how students are getting the services and information they need – is this working well and what are the results?	Presented with statistical data relating to age groups, timing and range of interventions, categories of support e.g. self-help, brief-assisted, intensive - impact and results	Regular reports that can be used with the Governing Board, curriculum managers, parents/carers, teachers and other interested parties
Use of institutional and other available resources for service delivery Continuous professional development (CPD) – who pays for this?	Data on multi-professional student support teams to ensure better understanding of different professional inputs e.g how best to make use of the available resources, their added-value and cost Guidance counsellors train and support teachers to link their subject to opportunity structures	Individual action/learning plans developed and owned by students Information on student transitions/ destinations, progression within and after post-primary schooling Improved referrals to guidance counsellors and other professionals Better outcomes for young people
Detailed information on how to prevent drop-out (early school leaving) and how to improve attainment	Targeted support services for vulnerable 'at risk' students from an ealry age Red, amber, green (RAG) system to help prioritise services	Young people stay in education Support services are put in place linked to specific circumstances and needs
Can a budget can be allocated for guidance services in the school. What is the school entitlement? How much can the school afford? Where and how should the resources available be allocated?	Ring-fence budget for guidance services Identify delivery mechanism e.g professional responsible for this area of work Ensure accountability and regular reporting to assess impact	Deliverables reported regularly at Board level and impact data used to inform budgetary policies
How do we achieve 'a whole school approach' and which low cost professional services can help support us with this?	Guidance services support curriculum developments and teacher/parent careers education	A delivery plan and reporting mechanism that demonstrates impact and effectiveness linked to positive student destinations/attainment/learning outcomes
How do we define guidance activities alongside teaching responsibilities?	Workshops/seminars bringing together key stakeholders	Shared understanding of who is responsible for what and when

INPUTS	PROCESS	OUTCOMES
Guidance Counsellors/teachers		
What is our responsibility? More time needed to do the job well	Stay motivated and maximise available resources and support networks	Working under pressure Managing stress levels Focused on the 'art of the possible' within time constraints
Clarity of curriculum aims/objectives and resources that support the effective delivery of teaching and learning	Understanding the fundamental requirements Prioritiising inputs and use of resources Creative approaches used within and outside of the curriculum	Student motivation, attainment and achievements recorded and disseminated
In-service training, CPD (including supervision/intervision and peer review)	Space and place identified for CPD with resources identified for support Supervision and/or peer reviews in place	Professionals working together to extend their personal and professional development
Building networks that will ultimately benefit students	Various activities to extend contacts and knowledge	More education & industry contacts for young people

Programme: 7th & 8th September 2017

The Grand Hotel, Malahide, Co. Dublin, Ireland

Aims

To:

- Exchange good and interesting policies and practices
- Identify data gathering tools and methodologies that can be used to inform evidence-based policies and practices in school guidance services
- Present a set of questions relating to data gathering on inputs, process and outputs
- Present a framework for how the data can be collected online (Spring, 2018).

September, 7th

8.45am	Registration
9.15am	Welcome and Thematic Seminar Overview
	Jennifer McKenzie, Director, NCGE
9.30am	Welcome
	Pia Janning, *Léargas*
9.35am	Evidence-Based Policies and Practices in Guidance: what is it, why do it and how does it work?
10.00am	Finland Case Study: Evidence-Based Guidance Practice in Schools: challenges of and opportunities for systematic data collection
	Dr Raimo Vuorinen, University of Jyvaskyla
10.30am	Table Discussion
11.00am	Morning Break
11.30am	What do we want to know about the practice of guidance in schools when it comes to inputs, process and outcomes?
	Table Discussions and Workshops
12.30pm	Plenary – reporting back
1.00pm	Lunch
2.00pm	Capturing Inputs, Process and Outcomes – generating meaningful data

2.20pm	Group work: identifying target audiences and formulating questions – inputs, process and outcomes
3.30pm	Comfort Break
3.45pm	Reporting Back
4.15pm	Summary and Feedback
4.30pm	Housekeeping and Close
6.50pm	Meeting at Hotel Reception for travel to dinner venue (Abbey Tavern, Howth)
	Return to Malahide at 10.15pm

September, 8th

9am	Registration
9.15am	Welcome and Recap
9.30am	Inputs, Process and Outcomes – who do we ask, why and how?
	Refining questions for target groups
10.00am	Group Work - refining key questions for differing audiences
11.00am	Morning Break
11.20am	Feedback
12.00pm	Where next? – priorities and actions
12.40pm	Close
12.45pm	Lunch

Programme: 22nd & 23rd February 2018

The Royal Marine, Dún Laoghaire, Co. Dublin, Ireland

Aims
To:

- Exchange good and interesting policies and practices
- Identify data gathering tools and methodologies that can be used to inform evidence-based policies and practices in school guidance services
- Present a set of questions relating to data gathering on inputs, process and outputs
- Present a framework for how the data can be collected online.

February, 22nd

8.45am	Registration
9.15am	Welcome and Thematic Seminar Overview
9.35am	Reflecting on progress and achievements to-date
10.00am	Country Presentations: good/interesting data gathering policies & practices
10.40am	Table Discussion
11.00am	Morning Break
11.30am	Generating meaningful data
12.00pm	Group work and discussion
12:45pm	Plenary
1.00pm	Lunch
2.00pm	Country Presentations
2.45pm	Group work: Refining questions for inputs, process and outcomes – generating meaningful data and online methodologies
3.30pm	Comfort Break
3.45pm	Reporting Back
4.15pm	Summary and Feedback
4.30pm	Housekeeping and Close

February, 23rd

9am   Registration

9.15am   Welcome and Recap

9.30am   Exploring a Framework for how the data can be collected online

9.50am   Groupwork and discussion

10.50am   Morning Break

11.10am   Feedback and options moving forward

12.00pm   Where next? – priorities and actions

12.40pm   Close

12.45pm   Lunch