

**Public Policies and Career Development:
A Framework for the Design of Career Information, Guidance and Counselling Services
in Developing Countries**

STRUCTURE FOR COUNTRY REPORTS

Background

The report should describe how the country organises, manages and provides information, guidance and counselling services, and what are perceived to be the key challenges which the country is facing to improve these services. It should be up to approximately 30 pages in length.

The initial draft of the report will be prepared by the local consultant and then edited by the project's Task Manager (David Fretwell) or Lead Consultant (Tony Watts). The edited version will be sent in advance to the key people to be met during the country visit, providing a working document for the discussions during the visit. Following the visit, the report will be revised by the Task Manager or Lead Consultant in consultation with the local consultant: the final version will be jointly authored.

Preparing the report

It will be unlikely that any one organisation, Ministry or group will have all of the information required for the report. Local consultants in participating countries are therefore asked to ensure collaboration between all relevant Ministries, as well as the involvement as appropriate of others (e.g. researchers, employers, trade unions, private sector organisations, and guidance professional associations) in preparing the report. Forming a national steering committee might be one way in which this can be done.

It is recognised that in some countries, services may be at a limited stage of development, so that in several sections there may be little activity to record. 'Nil responses', however, should be mentioned as such. Where the information needed to answer a question is not available, this should be indicated.

Please try wherever you can to give full references for the source(s) of any data: research articles, literature reviews, surveys, publications, administrative data and similar.

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

Descriptions should not be lengthy. Where necessary, additional information can be provided in Annexes.

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

If there is overlap between the material in different sections, indicate this through cross-references rather than repeating the same material.

Countries with Federal systems of government

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

A key definition

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

The scope of the report

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

Organisation of the report

The report should contain nine sections:

- | | |
|-------------------------------|-----------------------|
| 1. Context | 6. Career information |
| 2. Overview | 7. Assuring quality |
| 3. Policy framework | 8. The evidence base |
| 4. The main guidance services | 9. Leadership |
| 5. Staffing | 10. Recommendations |

Acknowledgement

The structure outlined here has been adapted, with permission, from a questionnaire prepared by OECD for its Career Guidance Policy Review. A number of questions have been changed, but it is hoped that the extensive overlap will enable fruitful comparisons to be drawn between this World Bank study and the OECD review (as well as with some work carried out for the European Commission which has also used the OECD questionnaire).

1. CONTEXT

Please provide a brief (no more than two pages) outline of the main features of the education and training system in your country, and of the economy, social structure and culture, which are likely to influence (a) the way in which individuals' career decisions are made and (b) the role of career information, guidance and counselling services.

2. OVERVIEW

Please provide a brief (no more than two pages) overview of the national structure for career information, guidance and counselling services in your country.

- Briefly outline the history of career guidance services in your country: when they started, and major changes which have taken place since then.
- Describe the principal current service providers, indicating the extent to which the provision of career information, guidance and counselling overlaps with or is integrated with other services.
- Indicate how responsibility both for managing and for funding information, guidance and counselling services is divided: between different Ministries (e.g. Education and Labour); between different levels of government; and between government and other providers.

3. POLICY FRAMEWORK

- How important is legislation in steering information, guidance and counselling services in your country? Please briefly describe the main pieces of legislation that directly affect information, guidance and counselling services, quoting any short key extracts that are particularly important.
- What are the key objectives and goals of national policies for information, guidance and counselling services in your country? Please indicate any differences in objectives and goals that might exist between Ministries.
- Are services targeted at particular groups (e.g. school students; young people; tertiary education students; unemployed people; those receiving social welfare benefits; refugees; members of ethnic minorities)? What is the rationale for such targeting? How are such priorities or targets expressed? Give details, for example, of any legislation that provides rights or entitlements to services for particular groups; or of active strategies used to ensure access to services from the targeted groups.
- What are the major social, educational and labour market influences that are currently shaping national policies for information, guidance and counselling services?
- What method(s) does the government use to fund information, guidance and counselling services?
- Are individuals required to meet some of the costs of government information, guidance and counselling services? If so, what sorts of clients are asked to pay, and what is the typical level of fees charged?
- Describe what cost and expenditure data are available to government – for example on the relative costs of different delivery methods, or the cost of achieving particular outcomes, or the costs of providing services to particular types of clients – when making policies for information, guidance and counselling services.
- Provide the best available estimates of the cost (most recent year) to governments of providing information, guidance and counselling services. If possible, provide information on: the ways in which this cost is divided between different Ministries and between different levels of government; trends in costs over time; and costs broken down by type (for example: staff costs; information production costs; capital and equipment costs). If such data are not available, indicate why.
- Describe any ways in which career information, guidance and counselling professionals are involved in the development of policy: for example, through formal roles for professional associations in policy formation; or through providing feedback to opportunity providers (e.g. educational planners) on unmet needs evident from the guidance process.

4. THE MAIN GUIDANCE SERVICES

4.1 Schools

- At what stages within schools¹ are key decisions made between levels and fields of study? To what extent are these decisions made by schools on the basis of tests and other assessments, or by students and parents supported by guidance? Where the latter is the case, how is the guidance provided, and by whom?
- Do schools have teachers or other staff with a specific responsibility for career education and guidance? What is their role? How much time do they have to carry out this role?
- Do any specialist career guidance professionals visit the school from outside? What services do they offer? How much time do they spend within the school?
- Are separate career education lessons a normal part of the school curriculum? If so, for each school grade, please indicate whether or not such lessons are required and the usual number of hours per year.

	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13
Required?							
Usual extent (hours)							

- If separate career education lessons are not provided, are policies in place to integrate career education into other subjects?
- Are periods of work experience² required as part of the secondary school curriculum? For each school grade, please indicate whether or not such work experience is mandatory, and how many days per year are usual. If it is not mandatory, or is confined to certain types of schools, please indicate (or estimate) the proportion of students who undertake such work experience.

	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13
Required?							
Usual extent (days)							

1 . Differentiate between types of school (e.g. public v. private) where appropriate.

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

- What is the extent of access for school students to other types of career information, guidance and counselling services (e.g. one-to-one counselling; careers fairs; career libraries; internet or computer-based programmes).

4.2 *Tertiary education*

In completing this section, please – if appropriate – provide separate descriptions of services in university-level tertiary institutions and in non-university-level tertiary institutions such as community colleges.

- Please describe information, guidance and counselling services that are provided within tertiary education: on entry, during courses, and on exit.
- Are they a normal and standard service within tertiary institutions or are they only provided in some institutions?
- Are career guidance services normally provided separately from or together with personal and study counselling services?
- Are they normally provided separately from or together with job placement and graduate recruitment services?

4.3 *The public employment service*

- What information, guidance and counselling services are provided by the public employment service? Do they include career guidance services?
- What types of clients typically seek/receive assistance from such services? To what extent are the services accessed by employed as well as unemployed people?
- Are some clients required to take part in guidance and counselling activities in order to retain access to unemployment and/or social welfare benefits? If so, who?
- How are these services related to overall national labour market and employment policies? If possible, give examples of such links.

4.4 *Employment-based guidance services*

- To what extent do employers provide career development services for their employees? Which kinds of employers provide such services? What form do they take?
- To what extent are trade unions involved in providing career development services for their members, or in negotiating for such services in collective bargaining agreements?

4.5 *The private (for-profit) sector*³

- What is known about career guidance and counselling services provided by the private (for-profit) sector, e.g. outplacement services or private career guidance practitioners? How extensive are such services? To what extent have they grown/declined in recent years?
- What are their client base, the level of their fees, and the sorts of services they provide?
- Has government taken any steps to try to encourage private (for-profit) organisations to provide guidance and counselling services or to regulate the ways in which such services are provided (e.g. by providing vouchers that can be used to purchase services; by contracting out services; by setting staff qualification levels; by regulating fees that can be charged)?
- What is the relationship, if any, of such private guidance agencies to private employment agencies? How many of the latter are there? Are they licensed, and if so, by whom?

4.6 *Other organisations*

- What role do other organisations – e.g. church, charitable and other organisations in the community sector – play in providing information, guidance and counselling services?
- What types of clients do they serve? What types of needs do they attempt to meet?
- Has government attempted to increase their role (e.g. by contracting out services)? If so, why? Has it attempted to regulate the ways in which they provide services?

4.7 *Gaps*

- Please describe the major gaps, if any, in the provision of guidance services. Which groups are under-served, or not served at all?

General note

Within each of sub-sections 4.1-4.6 above, please include information where possible about the use made of various delivery methods. To help you here, a list of some of the ways in which information, guidance and counselling services can be delivered is given below.

- | | |
|---|--|
| • Batteries of psychological tests ⁴ | • Group guidance and counselling sessions |
| • Telephone information, guidance and counselling | • Individual face-to-face interviews |
| • CD-ROM-based self exploration and job-search packages | • The systematic use of community members such as employers, parents or alumni: for example as sources of career information or as mentors and role models |

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3. Section 6 asks about the role played by the private sector in producing educational and occupational information for use in information, guidance and counselling services.
 4. Please distinguish assessment for guidance purposes (helping people to make their own decisions) from guidance for selection purposes (helping institutions to make decisions about individuals).

- *Internet-based self exploration and job-search packages*
- *Careers fairs and exhibitions*
- *Educational experiences such as transition years*
- *Career information libraries*
- *Paper-and-pencil self-assessment techniques: e.g. the Holland Self Directed Search*
- *Organised workplace or community experience*

5. STAFFING

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

- What types or categories of staff are employed to provide information, guidance and counselling services in your country (e.g. information librarian, careers teacher, school counsellor, employment counsellor)?
- How many staff in each of these categories are employed to provide information, guidance and counselling services in your country (please provide precise data if possible; if not, provide estimates)? Please include information on their age, gender and equity group structure if this is available.
- What education and training qualifications are the different types or categories of career information, guidance and counselling staff required or preferred to have (e.g. teaching qualifications, university degrees in psychology, special diplomas in guidance and counselling, post-graduate qualifications, completion of in-service courses and so on: please describe the length of the education and training and the type of qualification that it leads to, as well as any differences in requirements between the different settings in which services are provided)?

In providing this information, you might find a grid such as the example below to be a useful way to organise it (NB this is only an example to help guide your response).

		Level of Education and Training					
		Teaching qualification	University degrees in psychology	Special diplomas in guidance & counselling	Post-graduate qualification	In-service courses	Other
Role	Information librarian						
	Careers teacher						
	School counsellor						
	Counsellor in public employment service						
	Counsellor in private guidance agency						
	Other						

- Where qualifications are required, is it government or a professional association that requires them? Please describe the relevant professional licensing bodies.
- What, typically, are the types of competencies (or knowledge and skills) that these different types or categories of workers are expected to have?

In answering this question, you might find a grid such as the example below to be a useful way to organise your response.

		Competence					
		Communica- tion skills	Group facilitation skills	Individual and group assessment skills	Labour market knowledge	Knowledge of career development theory	Other
Role	Information librarian						
	Careers teacher						
	School counsellor						
	Counsellor in public employment service						
	Counsellor in private guidance agency						
	Other						

- How are the competencies or knowledge and skills required of those who provide information, guidance and counselling changing, and why? What is being done to meet these changing knowledge and skill needs?
- What opportunities exist for information, guidance and counselling service staff to update their knowledge and skills? Do trade-union agreements allow time for recurrent education and skills upgrading? What time, and what programmes, do government agencies provide for the purpose? What recurrent education and skills upgrading courses are provided by tertiary institutions and/or other bodies?
- Please provide details of any professional groups, bodies or associations of information, guidance and counselling services workers in your country. Indicate the extent to which such professional groups/bodies/associations: work to raise standards of professional practice (e.g. through the professional development and recurrent education of their members); are actively involved in lobbying governments on professional issues (e.g. relating to service quality); and have an industrial role to improve the employment conditions of their members.

6. CAREER INFORMATION

- Is comprehensive information available on: (a) post-compulsory education and training opportunities; (b) occupations; (c) job vacancies; and (d) likely future labour market trends?
- Who is responsible for collecting and distributing this information?
- What is the public sector's role in producing career information? Which Ministries are responsible for its production? How is it produced? Is it produced on a national level or at a regional/provincial level? Does government legislate to control how information is classified, distributed or stored?
- What forms does career information take (e.g. comprehensive printed guides; individual leaflets or information sheets; CD-ROMs; Internet-based services)?
- Which client groups is it aimed at (e.g. school students; tertiary education students; public employment service clients; the general public)?
- What methods are used to gather it?
- What steps are taken to ensure that it is accurate and timely?
- What steps are taken to ensure that it is user-friendly and oriented to user needs?
- How is it typically distributed (e.g. to schools and tertiary institutions; through career information centres; through public libraries; through community organisations)?
- What role does the private (both for-profit and not-for-profit) sector play in providing career information? Please give examples, and an indication of the size and nature of such provision in relation to publicly-provided information.
- Has government sought to increase the role of the private sector in providing career information (e.g. by contracting out the production of material)? If so, how?
- What kinds of labour market data are included in career information (e.g. data on unemployment rates and earnings; data on regional variations in employment and unemployment for particular occupations; results of course satisfaction and graduate employment surveys)?

7. ASSURING QUALITY

- Please describe the steps, if any, that the government has taken to maintain and increase the quality of information, guidance and counselling services.
- Do standards exist for the delivery of information, guidance and counselling services? How and by who were these developed? What status do they have? Do they differ between providers?
- Do standards exist for the competencies required by information, guidance and counselling services staff? If so, how and by who were these developed? What status do they have? Do they differ between providers? (Where relevant, cross-refer to Section 5 here).
- Do any guidelines exist on information quality standards to help groups such as tertiary institutions, industry associations and individual enterprises in producing career information?

8. THE EVIDENCE BASE

In preparing this section, please refer to national qualitative or quantitative evidence where this is available, rather than to studies conducted in other countries.

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

9. LEADERSHIP

9.1 Key stakeholders

Here we wish to know about the roles played some key stakeholders other than government Ministries in influencing the provision of information, guidance and counselling services.

Employer organisations

- What role do employer organisations play in articulating the need for improvements in, or in regulating/funding, information, guidance and counselling services (e.g. by issuing reports on career guidance provision; by participating in advisory and co-ordination bodies; by contributing to common funds for information, guidance and counselling services; through providing employee leave to take part in career guidance; or through participation in programme management committees)?
- What initiatives do employer organisations take to help provide information, guidance and counselling services for students and other non-employees (e.g. involvement in career information programmes in schools and tertiary education; participating in careers fairs and exhibitions; producing career information)?

Trade unions

- Do trade unions play a role in articulating the need for improvements in, or in regulating/funding, information, guidance and counselling services (e.g. by issuing reports on career guidance provision; or by participating in advisory and co-ordination bodies, or in programme management committees)?
- What initiatives do trade unions take to help provide information, guidance and counselling services for people other than their members (e.g. involvement in career information programmes in schools and tertiary education; participating in careers fairs and exhibitions; or producing career information)?

Other stakeholders

- Please describe any ways in which policies encourage other stakeholders – such as parents, associations of students, alumni, church/community organisations, educational institutions or the end-users of services – to play a role in information, guidance and counselling services (e.g. through roles that are expressed in legislation; through policies to contract service provision to non-government organisations; through membership of advisory bodies; through membership of programme management committees).

9.2 Co-ordination

- What mechanisms, if any, exist for co-ordinating information, guidance and counselling services: between different Ministries; between different levels of government; between governments and other parties such as employers, trade unions, the private sector, and community groups; between services for youth and for adults; and between the different agencies that provide services?

- What barriers exist to co-ordination of services and to networking among providers?

9.3 *Strategic leadership*

- Which bodies currently exert most influence over the development of career information, guidance and counselling provision?
- If such provision is to develop further in the future, from which bodies might leadership be expected to come?
- Is any new body/mechanism needed within your country to provide strategic leadership in this field?

10. RECOMMENDATIONS

This section will be added later in the light of discussions during the country visit.