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PREPARING FOR SUCCESS

IMPLEMENTATION REPORT

MARCH 2011

INTRODUCTION

Preparing for Success, the Careers Education, Information, Advice and Guidance Strategy (CEIAG) and Implementation Plan, was published jointly by the Department of Education (DE) and the Department for Employment and Learning (DEL) in January 2009. Its aim is “to develop effective career decision makers leading to increased and appropriate participation in education, training and employment” and to support DE’s Revised Curriculum including the Entitlement Framework policies and DEL’s Success through Skills – The Skills Strategy for Northern Ireland.

The strategy’s implementation plan has been developed around 5 key themes which are:

- Improving careers education;
- Improving access to careers information;
- Improving careers advice and guidance;
- Improving quality;
- Improving professional development.

While a formal review of the strategy is planned for 2014, the purpose of this document is to provide a short summary, giving a snapshot of progress, on each of the actions listed under the 5 key themes. The actions cross refer to the key elements of the strategy

To read the full strategy and implementation plan please go to http://www.delni.gov.uk/es/ceiag_pfs.pdf or http://www.deni.gov.uk/ceiag_pfs-2.pdf.

IMPROVING CAREERS EDUCATION

Action 1

Establish a CEIAG Steering Group to oversee implementation and evaluation of the strategy.

ACHIEVED: A Steering group, co-chaired by the lead directors in DEL and DE, which comprises representatives from DETI, Business Alliance and the Education Inspectorate, has been established and meets biannually to oversee the implementation and evaluation of the strategy. For a full list of the membership please see Annex A.

Action 2

DE and DEL to commission a review of CEIAG in 2014.

A formal review of the strategy is planned for 2014.

Action 3

DE to publish CEIAG Map and Guide and issue to all schools, FE Colleges and training organisations by January 2009

ACHIEVED: The Map and Guide were issued to all schools, FE colleges and training organisations in January 2009. The feedback from schools has been very positive and has heightened importance of leadership of careers in schools. ETI evidence shows that, where CEIAG provision is good or better, the schools have used the CEIAG map and guide to develop holistic CEIAG programmes.

Action 4

By March 2009, establish a Business Engagement Working Group to support schools and colleges in the provision of work-related learning.

IN PROGRESS: The main focus of the Business Engagement Group was envisaged as building on existing careers links between education and business through a more formalised structure. Business Alliance and DE have taken some time to explore how this can best be achieved in a way that also secures consensus across the business community. As a result of this engagement, DE is planning a series of engagements with business representative bodies to provide them with an insight into the business education work currently undertaken in the school sector. That engagement should afford opportunities to explore in more detail the views of business on careers education and to identify how best the business community can play a greater role in careers education within schools.

Action 5

Maintain funding for employability and work related learning initiatives to March 2010.

ACHIEVED: Over 100,000 school age learners each year are now participating in employability and work related learning programmes which aim to promote creativity and innovation; introduce young people to the world of business and entrepreneurship; and provide opportunities to stimulate new ideas and thinking. These include: work experience placements; careers conventions, competitions; exhibitions and celebrations of excellence; and STEM (science, technology, engineering and mathematics) specific programmes.

Action 6

Implement the STEM Careers action plan by April 2009.

ACHIEVED: A joint Education and Library Board (ELB) STEM Careers Education, Information, Advice and Guidance (CEIAG) Action Plan, funded by DE, was put in place and the findings of the first year of implementation are now been built upon. Achievements include:

- 3 engineering focused interactive conferences, attended by STEM subject and CEIAG teachers, were held during February and March 2011 which included engineering company visits as part of the programme;
- In-service Training delivered on STEM CEIAG Toolkit;
- Increasing numbers of schools have established a STEM/CEIAG Team;
- STEM brochure 'What is STEM' produced and issued to all post primary schools;
- 'Why STEM' DVD produced and circulated to all schools; and
- All Area Learning Communities (ALCs) have developed Implementation Plans which include targets for STEM CEIAG.

The implementation of the action plan was evaluated by the Education & Training Inspectorate (ETI) and an evaluation report issued in July 2010. This included a number of recommendations for improvement Which the ELBs are working to address.

IMPROVING ACCESS TO CAREERS INFORMATION

Action 7

Appoint an information champion in the Careers Service to develop quality and accessibility of labour market information and ensure that careers staff are appropriately trained by December 2009.

ACHIEVED: An information champion has been appointed and the aim is to work with the Department's Analytical Services team, the Sector Skills Councils, Careers Advisers and clients to maintain and develop appropriate, up to date Labour Market Information (LMI) and to ensure that this is easily accessible by clients.

The main achievement to date has been the development of Industry Factsheets. These were developed in conjunction with the 25 Sector Skills Councils and were launched in July 2009. The Factsheets provide information on job prospects, relevant skills and entry requirements as well as highlighting opportunities and are available on the Careers Service website:

<http://www.careersserviceni.com/NR/exeres/B6C67545-136B-4223-A9AE-A68D150C11F3.frameless.htm?NRMODE=Published>. The information is currently being refreshed and an updated version will be available by summer 2011.

All Careers Advisers have been trained in the effective use of LMI in the guidance process and the team has participated in a number of events to raise awareness of the Industry Factsheets with ELB advisers and teachers and the Factsheets are now used extensively in schools.

Action 8

To develop a Careers Information hub to improve access to up-to-date labour market information by September 2010.

IN PROGRESS: The Careers Service website www.careersserviceni.com provides the main hub for access to careers information in Northern Ireland. The website is also linked to NIdirect, the official government website for Northern Ireland citizens and careers information can be found on the employment section of the site www.nidirect.gov.uk. The Industry Factsheets mentioned above are now available on the Careers Service website together with a wide range of occupational information and links to other relevant websites relating to education, training and employment.

Since the publication of “Preparing for Success” there has been increased interest across the UK in developing a multi-channel approach to the delivery of Careers Information, Advice and Guidance (CIAG). This is partly driven by the need for effective utilisation of resources and also by the need to meet customer expectations in relation to accessibility and the use of available technology. Work is ongoing to refresh the design and content of the Careers Service website and discussions are continuing with Nldirect and officials in England, Scotland and Wales to develop the use of other technologies.

IMPROVING CAREERS ADVICE AND GUIDANCE

Action 9

By September 2009, the Careers Service to recruit additional careers advisers to address the need for increased CIAG at Year 10.

ACHIEVED: To support the implementation of the strategy, DEL agreed to increase the number of qualified careers advisers from 82 to 105. Since “Preparing for Success” was initiated the Department has recruited 39 new careers advisers to fill the new posts and vacancies created by staff movement. The total number of careers advisers in post is now 104 (full time equivalent).

Year 10 is an important decision point for young people in terms of making course choices. It is important that they make informed decisions against potential future study and career options. Keeping options open, particularly in relation to STEM choices is extremely important. The increase in the number of careers advisers has now created capacity to provide impartial support to Year 10 pupils at this critical stage in the career decision process. This service is now offered as a key option on the menu of services available within the Partnership Agreement between the Careers Service and individual post primary schools as detailed below.

Action 10

By September 2009, establish effective partnerships between all post primary schools, further education, training and apprenticeship providers and the Careers Service to ensure delivery of high quality, impartial careers advice and guidance to young people.

IN PROGRESS: The partnership model of careers guidance provision was endorsed by the strategy as the preferred model of provision for young people. This means that, schools, colleges and training organisations take responsibility

for providing careers education and an external agency (the Careers Service) takes responsibility for providing impartial careers advice and guidance.

In line with proposals in “Preparing for Success”, the Careers Service has worked closely with DE, ELBs, ETI and schools to develop new effective partnership arrangements. In year 1, this took the form of a refinement of the previous working arrangements but in year 2 a more fundamental review resulted in the development of a new Partnership Agreement which was introduced in September 2010. Partnership Agreements are now in place with 99% of post primary schools.

The aim of the agreement is to provide a framework to ensure all learners in post primary education have access to high quality and impartial Careers Education, Information, Advice and Guidance and to enable young people to become effective career decision makers.

This partnership agreement model has created the basis for the development of similar partnership agreements to meet the careers guidance needs of young people in FE and training. Work is progressing to develop a partnership agreement to support the new Training for Success and Apprenticeship contracts. Discussions have taken place on shared working arrangements to revise and jointly agree more formalised Partnership Agreements with FE. This work will progress further in 2011 in consultation with relevant stakeholders.

Action 11

Establish appropriate facilities for the delivery of Careers Information, Advice and Guidance to young people and adults by March 2013.

IN PROGRESS: The Careers Service has tested a new Careers Resource Centre model of delivery, in Belfast and Londonderry, offering drop in careers guidance services and free internet access for careers research purposes. External review by the International Centre for Guidance Studies at University of Derby endorsed the approach and recommended that the model be adopted and extended into other geographical areas and that each “new” centre should establish the facilities and resources to achieve outreach activities whereby the Careers Resource Centre is the “hub” providing support to a series of “satellites”. The DEL Board has accepted these recommendations in principle but before progressing roll-out in full, the model will be further tested in areas with a more rural population. Work is in progress to establish Careers Resource Centres in Dungannon and Ballymena. In addition, work is ongoing to improve the customer environment for Careers Service customers in Jobs and Benefits Offices.

Action 12

Develop CEIAG parental support package by December 2010.

IN PROGRESS: Parents have a vital role in supporting young people to make appropriate career decisions and it is important that they are aware of the range of options and that they know how to access the professional guidance services available. There has been some progress in this area in the development of a parental guide to support the Industry Factsheets. The Careers Service has also set up links with the Parent Advice Centres in Belfast and the North West and is working closely with Netmums, a website to support parents and facilitate the posting of information from relevant professional organisations. Plans are in place to have a Careers Service link and a careers information update on the Netmums website.

During the year DE has written to schools proposing that they make parents aware of the partnership arrangement which formalises the arrangements with the Careers Service. In addition the Careers Service has issued a number of articles to the press and through the NICS intranet alerting parents to relevant services eg University Careers Event and Post Results Service.

Further work in this area is a priority for 2011/12.

Action 13

By 2010 to have in place effective provision of CIAG for young people and adults vulnerable to social exclusion.

IN PROGRESS: The Careers Service provides a universal information, advice and guidance service to clients of all ages including those vulnerable to social exclusion. Staff participate in continuous professional development and have received awareness training in a range of disabilities and barriers to employment.

Partnership arrangements are in place with a range of organisations including Health and Social Care Trusts, who act as advocates for young people, to ensure that referral arrangements are in place to provide easy access to careers guidance services. The partnership agreement between the Careers Service and Include Youth resulted in the achievement of a National Careers Award for work focusing on social inclusion, in November 2011. A Service Level Agreement is also in place with the Educational Guidance Service for Adults (EGSA) (see action 14) to provide support for adults in Neighbourhood Renewal Areas and adults facing redundancy.

The Careers Service is continually working to improve service and is currently carrying out two projects relating to services for young people and adults vulnerable to social exclusion. One project is researching careers guidance

service delivery for young people and adults with a disability and the other careers guidance service delivery for people with other barriers. The projects are due to report in June 2011 and will include a review of current practice within Northern Ireland, other parts of the UK and South of Ireland and will present recommendations to build on the strengths of current practice.

The Careers Service has also been closely involved in the preparation of the consultation on Young People Not in Education Training or Employment and this will be further developed in 2011/12.

Action 14

By September 2009, to have procured effective provision to support DEL in the delivery of adult guidance services.

ACHIEVED: During 2009/10, the Department commissioned a review of the delivery of adult careers guidance services with the aim of clarifying services and ensuring value for money. The review concluded that the Department should outsource redundancy counselling and community networking and partnering aspects of careers guidance services to EGSA on a formal contractual basis. A 3 year Service Level Agreement is now in place..

The Careers Service provides careers guidance services to all other adult clients. Promotional work to raise awareness of the availability of adult careers guidance services is ongoing. The Careers Service is also working closely with the Employment Service to strengthen referral arrangements and ensure that unemployed adults receive appropriate support to make informed choices and progress into work. The number of Careers Service adult interviews has increased from 3,506 in 2009/10 to 8,677 in 2010/11.

IMPROVING QUALITY

Action 15

Agreed ETI Quality Standards to be adopted on publication in January 2009.

IN PROGRESS: The ETI Quality Indicators for Careers Education Information Advice and Guidance issued to schools and colleges and training organisations in 2010. In addition, Quality Indicators for Careers Information, Advice and Guidance were shared with the Careers Service.

Schools and colleges have adopted the standards and work is ongoing to introduce the standards as part of the new contracts for Training for Success and Apprenticeships NI.

The Careers Service is currently piloting the ETI Quality Standards in two operational units on a self assessment basis.

Since the publication of "Preparing for Success", the Matrix Standard, which is the externally assessed, UK national standard for the delivery of information, advice and guidance has been revised. The Careers Service has committed to work towards the accreditation of all standalone facilities by March 2013. The Careers Resource Centre in Londonderry is due for reassessment against the Matrix Standard in May 2011. Following reassessment a comparison will be made with the ETI standards and a decision made on the adoption of appropriate quality standards across the Careers Service.

Action 16

Impact measures and performance indicators to be developed by March 2010

IN PROGRESS: ETI reported on CEIAG in 4 post primary schools in 2009-10. Since September 2010, ETI have inspected and reported on the quality of CEIAG on all post primary inspections and to date 23 post primary schools have been inspected during 2010-11. In September 2011 ETI carried out a district Inspection focus on CEIAG in 8 special schools. ETI also have a dedicated CEIAG focus in all Further Education and Training Inspections. ETI continue to build capacity for self evaluation of CEIAG in schools, colleges and training organisations through organisational visits and inspection activities.

All post primary inspections since April 2010 have included CEIAG as a focus. In addition the special education team worked on careers and transition planning as part of their district week focus. The quality of work in CEIAG evaluated in this period was satisfactory in a minority of schools, good to very good in a majority of schools and one school was found to be outstanding. It will be important to secure more coverage of additional schools to identify emerging trends and themes more definitively.

Nevertheless in those schools evaluated to date as good to outstanding a number of common features are evident. These include significant commitment by senior management and a careers team to whole school development of the CEIAG agenda, and a clear strategic vision driven by sound knowledge of the pupils' needs. Rigorous monitoring and evaluation of practice was always evident in the very good to outstanding practice, often guided by well trained

CEIAG practitioners who referred to the CEIAG quality indicators and other self evaluation tools. Links with employers, local communities and further and higher education providers were well developed in these schools. In addition good links with the DEL Careers Service supplemented and extended the range of information, advice and guidance provided for pupils. In the best practice pupils were given a coherent, supportive and well resourced programme with a strong focus on progressive skills development and on decision making at key transition points. These schools display a sound knowledge of their pupils and systematically monitor their aptitudes and interests. This is particularly evident in the special school sector where teachers pay very good attention to tailoring the CEIAG programme to meet individual needs which are often significant and challenging.

In those schools where CEIAG is seen as satisfactory it is often the case that CEIAG teachers work without strong strategic guidance from management and often their programme lacks coherence and support across the school. They are not well supported by discreet allocation of time to teach the subject nor do they have time to monitor and evaluate provision. In these schools a more coherent programme is needed to avoid aspects of curricular duplication and to ensure overlap across the school is minimised.

The Careers Service published an Annual Report in 2008/09 and 2009/10 setting out activities, customer satisfaction and key achievements. The most recent report is available on <http://www.careersserviceni.com/Cultures/en-GB/CareerService/Publications/>

At a European level the Careers Service is participating as part of the UK team in the European Lifelong Guidance Policy Network with a particular interest in the Quality and Impact work. The work from 2008 -10 resulted in the development of an outline quality and impact framework which will be tested and evaluated in 2011-12.

In addition the Careers Service has undertaken a project to define impact measures specific to the Careers Service. The project is due to report at the end of June 2011.

IMPROVING PROFESSIONAL DEVELOPMENT

Action 17

Effective qualification and CDP frameworks to be developed for all involved in CEIAG by March 2013.

IN PROGRESS: The Careers Service and the Northern Ireland Schools and Colleges Careers Association (NISCA) represent Northern Ireland on the Lifelong

Learning UK (LLUK) Careers Constituency Panel. New National Occupational Standards and a Qualifications Strategy for organisations that deliver guidance as a primary function have now been developed.

As a commitment to professionalism and continuous professional development (CPD), DEL has agreed to support all Careers Service managers and advisers to be members of the Institute of Careers Guidance (ICG). Members are required to agree to the ICG code of ethics and they receive regular updates on careers information and guidance activities and have access to training events.

The Careers Service has also run a series of CPD events to update careers advisers in relation to skills and LMI. In addition, staff are facilitated to attend appropriate development events and 6 careers advisers are currently receiving support under DEL's Assistance to Study scheme, to complete an MSc in Careers Guidance.

Accredited training for careers support staff has been identified as a key development need and NVQ level 3 training is due to commence in May 2011.

The important role that teachers and in particular the careers teachers play in the designing and delivery of the CEIAG programme is recognised. DE is currently scoping the extent to which CPD opportunities exist and are available for teachers. Consideration will be given to specific development opportunities to meet the needs of staff to inform the provision of a coherent and professional development programme.

Action 18

A forum of delivery partners to be established by September 2009.

IN PROGRESS: The strategy highlights the need to “continually engage with the CEIAG community to deepen understanding of the nature of the client base and the type of services provided, to exchange information on developments within the sector and to share best practice.”

Since the strategy was launched there have been a number of developments in the careers guidance sector across the UK. A Careers Profession Taskforce report was published in October 2010¹ and a new Careers Professional Alliance (CPA) has been established to develop and promote a code of ethical principles and professional standards across the UK to which all careers professionals should work. The CPA comprises 6 careers professional associations and details are shown at Annex B. The establishment of a local CEIAG Forum has been put on hold pending developments at a national level.

¹ Towards a Strong Careers Profession available to download
<http://www.education.gov.uk/publications/standard/publicationdetail/page1/DFE-00550-2010>

Relationships have been strengthened amongst the Careers Service, NISCA and the ICG and following successful Annual Conferences in autumn 2010, the CEIAG Steering Group has been considering effective and efficient ways of engaging with the sector and disseminating good practice on a wider scale. As a first step DE and DEL will organise dissemination events focusing on relevant key issues. The first of these events “Education and Career Decisions – Routes to Employment and Social Engagement” Conference will be held in Greenmount, on 1 June 2011 and is aimed primarily at school leaders. It is proposed that the learning from this event will inform plans to develop an annual careers stakeholder event in Northern Ireland.

CASE STUDIES OF EFFECTIVE CEIAG

Careers Service Case Study – Life-changing progress through assistance of careers adviser and the MAPS assessment tool.

Background

MAPS (Measuring Attitude, Aptitude and Personal Style) is an assessment tool aimed at engaging and motivating individuals facing significant barriers to successfully participate in education, training, or employment. Careers Advisers have been trained to administer the Personality module (PSI) and provide feedback. This module has a wide range of potential uses, from exploring and understanding personality through to providing helpful indicators of learning preferences and possible career choices. It builds rapport and understanding between the client and the Careers Adviser whereby the client is helped to identify and 'own' their problems, taking responsibility for choices they make.

Two Careers Service clients received national bursary awards, at the ICG National Careers Awards in February 2011 for progress based on the MAPS assessment tool. The work exhibited reflects the Careers Service all age client profile. It also showcases success in working with clients who are vulnerable to, or at risk of social exclusion and clients who are entrepreneurial and interested in self employment outcomes.

The MAPS Bursary is awarded to two people each year who best demonstrate life-changing progress through the assistance they have received from their Adviser using MAPS.

Bursary Winner - Kirsty (Year 13 student)

Following successful GCSE results, Kirsty had just started in Year 13 and was considering leaving school as she had concerns about how successful she would be in her A-Level exams. The school contacted the DEL Careers Adviser, and he

subsequently administered the MAPS tool. In Kristy's opinion, completing the MAPS tool and receiving the results, alongside the provision of impartial careers information, advice and guidance, transformed her thinking about her ability, skills, qualities and career aspirations. She felt it was a turning point that gave her the confidence and self belief to pursue her career pathway. Kirsty stated "Doing MAPS and talking to the Careers Service made a great difference to me. The exercise really got me thinking about where I was, where I wanted to be and what I wanted out of life. It highlighted my true desires, underlined the skills and qualities that I actually have, and gave me the confidence to pursue my dreams. I would encourage anyone thinking about their career, to get in contact with the Careers Service."

Kirsty subsequently decided to stay on at school and complete her A-Levels and has applied to studying nursing.

Bursary Winner – Angela (Adult client)

In 2010 Angela spoke to a Careers Adviser regarding her career options as she had found herself undecided about her career pathway. Angela had always wanted to have her own business but the timing had never seemed quite right. The Careers Adviser discussed experiences of work both positive and negative, transferable skills, strengths and weaknesses, interests outside of work, and career aspirations with Angela. She provided careers information, advice and guidance on the various options available to Angela and also administered the MAPS tool. Angela found the careers advice to be excellent and considered the MAPS tool to be invaluable, as it gave her a better insight into herself and the types of careers to which she would be best suited.

Angela stated "It was a real starting point for me and left me much to think about. Since that meeting I went on to complete a business start-up programme and eventually take the plunge and start up my own business 'Cashmere Candles' - a manufacturing and distribution company selling luxury scented candles. Business is going quite well even in this economic environment and I have quite a number of shops in the North who now retail my candles."

SCHOOL CASE STUDIES

The following case studies provide examples of good practice in post primary schools. In both cases an effective partnership agreement has been negotiated between the school and the Careers Service and is regularly reviewed.

An Effective School CEIAG Model

In a large, rural, all-boys, maintained voluntary grammar school where the quality of the provision for CEIAG is very good, there is a significant commitment by senior management to a coherent, supportive and well-resourced programme of

employability and careers provision throughout the school. There is a strong focus, beginning in Year 8, on the progressive development of the pupils' skills and personal qualities to make informed, sensible and realistic decisions at key transition points.

The provision is led and managed very effectively; the head of careers is enthusiastic, forward-thinking and reflective and has developed a strong department. Good links have been established with an extensive range of appropriate external organisations, which are used to good effect. The careers teachers know all of the pupils very well; they monitor, record and analyse systematically their aptitudes, interests, aspirations and progress. As a result, the pupils benefit from high quality careers advice and guidance and have a good understanding of the world of work and of the education, training and employment opportunities that are available locally and further afield. The post-16 pupils are particularly well supported through effective timetabled provision, relevant work experience placements, good access to careers teachers on an individual basis and very good guidance and preparation for university applications and associated interviews. The extensive, collective planning for the CEIAG provision leads to consistently good classroom experiences for the pupils; the quality of the teaching in careers and employability is very good and the needs of the pupils are very well met.

The school provides the pupils and their parents with an excellent range and quality of documentation to inform their choices at the key transition stages. The school has recognised the need to evolve the use of a virtual learning environment to extend the range and variety of the experiences available to the pupils.

Developing CEIAG through the Area Learning Community

In a large, West Belfast, non-selective, maintained 11 – 18 post primary school where the overall quality of the CEIAG is very good, the Principal, supported by the head of faculty and the head of careers has a strategic vision for the provision of high quality CEIAG. The school is an active member of the local Area Learning Community and as a result of this effective collaboration, a common policy has been developed to guide consistently the future development of CEIAG in each of the participating schools.

The well-integrated, pupil centred curricular programmes for CEIAG provide very good opportunities at KS3 and 4, for the pupils to learn about the world of work and to make informed career choices. The school, through the commitment, diligence and enthusiasm of the careers staff, has established wide-ranging links with a variety of business and industry partners as well as with further and higher education providers. In addition, all pupils have access to DEL's Careers Advisers and to individual careers advice and guidance interviews, particularly at

key transition stages. At post-16 classes are well planned, co-ordinated and delivered effectively by the designated teaching staff.

As a consequence of a recent whole school CEIAG staff development session, all subject departments have audited schemes of work and identified appropriate opportunities for the further development of careers, including increasing the emphasis on STEM. This very good practice is impacting positively on the pupils' wider educational experiences.

SUMMARY AND KEY CHALLENGES

“Preparing for Success” has the benefit of focusing on all age provision and ownership by DE and DEL, the departments responsible for education, employment and skills.

Since the launch of the strategy in January 2009 the economic picture has changed substantially and the need for effective careers education, information advice and guidance has become even more critical for both young people and adults. The approach to careers guidance is changing in the other devolved administrations with more emphasis on an all age approach and more emphasis on the use of technology for service delivery.

There has been substantial progress in the past two years with improvement in business engagement and work related learning; improvements in CEIAG relating to STEM subjects and careers; the availability of more coherent and accessible LMI; improved partnership arrangements between schools and the Careers Service for the delivery of impartial careers, information advice and guidance; improved facilities and increased uptake by adult clients. There has also been progress in adopting ETI quality standards and exploring other externally evaluated standards and the development of appropriate qualifications for people working in the careers sector.

In the coming year we will continue implementation against all the agreed actions. The key challenges will be in relation to the continued development of business engagement and work related learning against a backdrop of economic uncertainty. There is a particular challenge in promoting a culture of expectation and aspiration among pupils, their families and community and to recognise the value of education. The Executive’s objective to grow, rebalance and rebuild the economy here requires that pupils be given the opportunity to develop the knowledge attitudes and skills essential for our future wealth creators, entrepreneurs, employers and employees. Often have been steered away from careers in the private sector or in self employment towards, a now shrinking, public sector. The importance of high quality careers education, information, advice and guidance in our increasingly globalised world will allow them to respond positively and flexibly in a fast changing workplace.

The development of a multichannel approach to the delivery of services; the further development of effective Careers Resource Centres to meet the needs of young people and the increasing number of adult clients; and the development of approaches to ensure that parents are fully engaged and informed about the CEIAG opportunities available.

DE and DEL remain committed to the vision set out in “Preparing for Success” and are committed to its continued implementation.

ANNEX A

CEIAG STEERING GROUP MEMBERS

Nuala Kerr (co-chair)	Director Skills and Industry Division	DEL
Katrina Godfrey (co-chair)	Director of Curriculum, Standards and Qualifications	DE
Judith Shaw	Head of Careers Policy and Strategy	DEL
Frances O'Hara	Head of Careers Service Operations	DEL
Harriett Ferguson	Head of FE 14-19 Policy	DEL
Dorina Edgar	Head of 14-19 Curriculum Entitlement Team	DE
Russell Welsh	Curriculum Development Team	DE
Mark Pinkerton	Economic Strategy Unit	DETI
Sam McAvoy	Inspector- Special Educational Needs	ETI
Deirdre Gillespie	Managing inspector	ETI
Gordon Parkes	Northern Ireland Business Alliance	

ANNEX B

CAREERS PROFESSION ALLIANCE – MEMBER ORGANISATIONS

ACEG	Association of Careers Education and Guidance
AGCAS	Association of Graduate Careers Advisory Services
NAEGA	National Association for Educational Guidance for Adults
ICG	Institute of Careers Guidance
ACP International	Association of Careers Professionals International
NISCA	Northern Ireland Schools and Colleges Careers Association

GLOSSARY OF TERMS

ALC	Area Learning Community
CEIAG	Careers Education, Information, Advice and Guidance
CIAG	Careers Information, Advice and Guidance
CPA	Careers Profession Alliance
CPD	Continuous Professional Development
DE	Department of Education
DEL	Department for Employment and Learning
EGSA	Educational Guidance Service for Adults
ELB	Education and Library Board
ETI	Education and Training Inspectorate
ICG	Institute of Careers Guidance
LLUK	Lifelong Learning UK
LLW	Learning for Life and Work
LMI	Labour Market Information
STEM	Science, technology, engineering and mathematics
MAPS	Measuring Attitude, Aptitude and Personal Style
NISCA	Northern Ireland Schools and Colleges Careers Association
PSI	Personality Style Indicators