



STRATEGY & IMPLEMENTATION PLAN

PREPARING FOR SUCCESS

Careers Education, Information, Advice & Guidance



Department for
**Employment
and Learning**
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Foreword

In October 2007 the Department of Education and the Department for Employment and Learning launched the draft document *"Preparing for Success"* for consultation. The aim was to make policy proposals for the future development of Careers Education, Information, Advice and Guidance and to set out a strategy that will address the Careers Education, Information, Advice and Guidance needs of individuals of all ages.

Over 90 responses from a wide range of organisations and individuals were received including post primary schools, institutions of both further and higher education, employer forums and the voluntary and community sector. In thanking those who responded, we would like to comment on the strong degree of consensus that was evident surrounding the key points in the draft strategy. It is now time to progress our plans, ensuring that our shared values are embraced by partnerships between all stakeholders involved in Careers Education, Information, Advice and Guidance.

The goal of developing effective career decision makers leading to increased and appropriate participation in education, training and employment remains valid. If we achieve our goal, young people and adults will move towards the twin aspirations of social inclusion and economic success as outlined in the Department of Education's *Revised Curriculum and the Entitlement Framework* and the Department for Employment and Learning's *Success through Skills*.

We are committed to do all we can to achieve full implementation of *Preparing for Success* and will continue to work jointly to ensure that milestones and targets are met. Key public agencies, employers of all sizes in the private, public and voluntary sectors, schools, colleges, universities and training organisations, guidance practitioners and individuals, all have a specific and important role, individually and together. We ask you to play your part and to help us to implement these plans to support young people and adults in their career decision making, increase participation in education, training and employment and help people of all ages to achieve their potential.

1 INTRODUCTION

- 1.1 In October 2007 the Department of Education and the Department for Employment and Learning launched the draft document *"Preparing for Success"* for consultation. The aim was to make policy proposals for the future development of Careers Education, Information, Advice and Guidance and to set out a strategy that will address the needs of individuals of all ages in these areas.
- 1.2 The rationale for the provision of impartial careers information, advice and guidance for all ages, has been clearly established in the European Union (EU) Resolution which was passed in May 2004 and recognises the importance of guidance activity in the context of lifelong learning. This resolution proposes that all European citizens should have access to high quality guidance¹ provision at all stages of their lives to enable them to manage their learning and work pathways and associated transitions.
- 1.3 The EU Council recognises that "guidance throughout life contributes to the achievement of the EU goals of economic development, labour market efficiency and occupational and geographic mobility by enhancing the efficiency of investment in education and vocational training, lifelong learning and human capital and workforce development. Effective guidance provision has a key role to play in promoting social inclusion, social equity, gender equality and active citizenship by encouraging and supporting individuals' participation in education and training and their choice of realistic and meaningful careers."
- 1.4 The need to underpin guidance provision with effective careers education is recognised by both the Department of Education (DE) and the Department for Employment and Learning (DEL). The need for an independent all-age strategy for Careers Education, Information, Advice and Guidance (CEIAG) is highlighted in both the *Revised Curriculum and Entitlement Framework Programme (DE)* and *Success through Skills - The Skills Strategy for Northern Ireland (DEL)*.
- 1.5 The Departments agreed that a joint strategy should be developed, within the context of genuine consultation. Using the "futuresearch" methodology, views were sought from approximately 60 stakeholders. The resultant action plan, together with evidence from Education and Training Inspectorate (ETI) reports, work

¹ In the UK, the term "information, advice and guidance" (IAG) is commonly used to describe a range of services that elsewhere are often collectively known as "guidance"; here, "guidance" is often (but not always) reserved to describe the more intensive support element of IAG.

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carried out by the DE Careers, Employability and Business Education Working Group and other consultation activities with Careers Scotland, the Institute of Careers Guidance and the Centre for Guidance Studies, University of Derby, formed the basis for the consultation document *"Preparing for Success – A Careers Education, Information, Advice and Guidance Strategy for Northern Ireland"*. This was issued for consultation on 22 October 2007.

1.6 *"Preparing for Success"* attracted 94 detailed responses from a wide range of organisations including representation from education, training, employment and the voluntary and community sector. Respondents are listed in Annex A. The consultation process endorsed the need for joined up working between the two Departments on the delivery of CEIAG and confirmed widespread support for the proposals. Some of the key responses are outlined below.

- Access for young people to CEIAG at an early age was recognised as an important element in career planning.
- There was widespread acceptance that access to accurate, up-to-date labour market information underpins effective career decision making and recognition that the Sector Skills Councils have a key role to play in the provision of this information.
- There was support for the development of Careers Resource Centres but caution was expressed that this needs to be further informed by the outcome of the pilots in Belfast and the North-West. Some reservation was expressed about locating resource centres in extended schools and there were proposals that other venues such as libraries and further education colleges should be explored.
- There was support for different levels of CIAG service provision, depending on individual client need ie. self-help, brief staff-assist and individual case-managed services.
- Proposals in relation to the provision of careers advice and guidance for young people and adults vulnerable to social exclusion were welcome; there were, however, concerns that the identified groups should be extended to include additional groups such as migrants, women returners, lone parents, homeless and clients with a criminal record. While there was recognition that early intervention is important there was also concern that more emphasis needs to be placed on provision for vulnerable adults.



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- Proposals in relation to provision for adults were supported; however, the needs of hard to reach adults and also the needs of adults currently in employment need to be more expressly addressed.
- The introduction of quality standards for the provision of CEIAG services was broadly welcomed but there was some concern about the need for 2 separate sets of standards.
- There was extensive support for the formation of a CEIAG forum; there was, however, some debate as to whether this should be a stakeholder forum or a practitioners' forum.
- Proposals for training, continuous professional development and work-related learning for all CEIAG staff were welcomed.
- The importance of partnerships and links with business was stressed by many organisations.
- Marketing was identified as an important element in the successful implementation of the strategy. There is a need for marketing in general with a particular focus on adults in order to inform them of the benefits of advice and guidance and the availability of the service.
- While there was strong support for the overall proposals, concern was expressed about the availability of resources to support implementation of the strategy.

A summary of consultation responses has been published on the Departments' websites at www.deni.gov.uk and www.delni.gov.uk.

- 1.7 Using the results of the research and consultation work contained in *Preparing for Success* and the consultation responses received from across all sectors and stakeholders, DE and DEL have developed a new, comprehensive CEIAG Strategy. This document outlines the challenge, articulates the vision for the future and maps the actions required to deliver it.
- 1.8 There is recognition that implementation of the strategy needs to be driven jointly by DE and DEL, but equally it needs to be taken forward in partnership with employers and other stakeholders.

2 DEFINITIONS

- 2.1 For the purposes of this CEIAG Strategy, the Departments define the elements of CEIAG as follows:

Careers Education is the discrete provision which enables learners to develop their knowledge, understanding, skills and experience of opportunities, to manage their career development, and make relevant informed choices, ensuring successful transition into education, training or employment and become lifelong learners. Careers education includes taught timetabled provision which includes meaningful opportunities for progressive personal career planning; realistic and meaningful cross curricular opportunities for development of employability skills; and opportunities for planned and relevant work-related learning experience.

Career Planning is a developmental process for learners which involves target setting, action planning, researching and reviewing.

Employability Skills are the wide range of skills and capabilities, attributes and dispositions that will allow a learner to be employable, to sustain employment and to become a lifelong learner capable of realising their potential in the world of work. The skills and capabilities necessary for employability include communication, numeracy, Information and Communications Technology (ICT), working with others, problem solving, decision making, self-management and managing information.

Work-related Learning experiences are the opportunity for planned and appropriate experiences of the world of work to increase learners' motivation, develop their employability skills and give relevance to their learning programme. Appropriate experiences of the world of work can increase learners' motivation to learn across the curriculum and give relevance to their learning programme and increase their knowledge and understanding of the requirements of the world of work.

Careers Information provides access to up-to-date impartial labour market information and information relating to educational and training opportunities, to inform career planning and management.

Careers Advice and Guidance is the provision of impartial, learner / client-centred, advice and guidance, to assist in making appropriate career decisions and choices, which are informed and well thought through. It enables people to apply their knowledge, understanding, skills and experiences to manage their career and make informed decisions about their education, training or employment.

3 THE CHALLENGE

- 3.1 Within the next 20 years, Europe's economic paradigm will change fundamentally. Its manufacturing base is likely to continue to shrink; future growth and social welfare will rely increasingly on knowledge-intensive industries and services, and ever more jobs will require a higher education qualification.
- 3.2 In response, Europe's vision of becoming a more dynamic and competitive region, will be realised by focussing on strategic issues such as innovation, the knowledge economy, employment, entrepreneurship and human capital. This vision is mirrored in the Executive's Programme for Government which has placed the economy as one of its key priorities.
- 3.3 From a local perspective, with limited natural energy or mineral resources to exploit, the goal of creating a successful and sustainable economy depends on the capability of our human capital. It is, therefore, fundamental that the provision of education and training is such that all learners - young people and adults, develop the skills and confidence to make the most of their life choices and follow the career path which suits them best.
- 3.4 It is essential that proposals for a revised approach to CEIAG, deliver more coherent arrangements for education/industry links, highlighting the role of Science, Technology, Engineering and the Mathematics agenda (STEM) and their potential contribution and importance to the local economy.
- 3.5 The challenge is to enable learners to make career decisions in a well-informed manner, linked to their interests, capabilities and aspirations. If people find jobs which utilise their potential and meet their own goals they are likely to be more motivated and therefore more productive in their work. This will also promote social inclusion, challenge stereotypes and promote equality of opportunity by raising the aspirations of disadvantaged groups and supporting them in accessing opportunities that otherwise might be denied.

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4 THE VISION FOR CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE

4.1 The overall aspiration is that young people and adults will develop the skills and confidence to make the most of their life choices and follow the career path which suits them best.

4.2 The vision for the strategy for CEIAG aligns with the vision for *Success Through Skills* and is that, by 2015 school leavers and adults will:

- have developed the appropriate skills to become effective career decision makers;
- have a clear understanding of the impact of their education, training and employment choices and will make career choices which are informed and well thought through and are based on self awareness; understand the relevance of their education, skills and experience; and be aware of the opportunities and pathways available;
- be lifelong learners and be motivated to pursue continuous professional development to achieve their own potential, to become effective employees and to make a valuable contribution to the local economy;
- have developed information handling skills and be aware of career opportunities locally, nationally and internationally;
- have developed the skills to plan their career, and manage planned and unplanned career change;
- have access to good quality careers education provision, up-to-date labour market information, and impartial careers information, advice and guidance, to assist them to make well informed career choices and to achieve their potential;
- have access to modern, fit for purpose facilities in schools, further and higher education establishments and in main population centres, suitably resourced to provide access to relevant information, up-to-date assessment tools and professional, impartial guidance and support as required; and
- have the use of technology to support access to relevant information, advice and guidance.

5 AIM AND OBJECTIVES

- 5.1 The overall aim of the strategy is to develop effective career decision makers leading to increased and appropriate participation in education, training and employment. This will include:
- enabling young people to develop the skills to be able to make informed decisions about their education, training and employment options;
 - providing young people with opportunities and experience to develop the essential employability and life skills in order to become effective citizens and employees;
 - setting in place a framework to ensure people of all ages have access to good quality CEIAG so that they are able to make informed choices and achieve their potential.

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6 A PROGRAMME FOR IMPLEMENTATION

6.1 In order to deliver the vision, a programme of implementation has been developed which takes account of the advice and feedback received through the consultation process.

Scope and Timescale

6.2 The implementation plan supports DEL's *Success Through Skills Strategy* and DE's *Revised Curriculum and Entitlement Framework* and will operate across the two lead departments. Although these are long term strategies, the focus for the delivery of *Preparing for Success* will initially be 5 years. It is proposed that a steering group be established to guide the implementation process and review progress. The group will include representatives from DE, DEL, Department of Enterprise, Trade and Investment (DETI) and ETI. It will also involve business representation.

Key Action 1:

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

Components

6.3 The component projects are grouped into five key themes which have emerged, during the consultation process, as key elements of the strategy:

- **Improving Careers Education** – the need to strengthen and develop careers education including the essential elements of career planning, careers information, work-related learning and employability skills;
- **Improving access to Careers Information** – including the provision of accurate, user-friendly labour market information and the development of the Careers Service website as an information hub;
- **Improving the provision of Careers Advice and Guidance** – improving facilities and access for young people, adults and in particular both young people and adults vulnerable to social exclusion;
- **Improving Quality** – through the use of ETI Quality Assurance Indicators; this includes the development of an evidence based approach; and



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- **Improving Professional Development** – through the development of a qualifications framework and provision of appropriate continuous professional development.

Evaluation

- 6.4 In line with good practice and policy, the Departments propose to commission an external review of the strategy after 5 years.

Key Action 2:

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

THEME 1

6.5 IMPROVING CAREERS EDUCATION

- 6.5.1 The importance of effective careers education within schools has never been greater. The increased choice of career, education and training pathways available to young people in today's economy means that it is more important than ever for our young people to develop key employability skills and to receive high quality careers education, information, advice and guidance.
- 6.5.2 This centrality is recognised in the introduction of the Entitlement Framework. From 2013, as part of a wider vision for reform of post-primary education, all schools must offer access to a wider choice of courses at both Key Stage 4 (KS4) and post-16, with a much better balance between general (academic) courses and applied professional and technical (previously vocational) courses. The Entitlement Framework brings with it a requirement for high quality CEIAG to help parents and young people in reaching decisions on the pathways that match their aptitudes and aspirations.
- 6.5.3 The Entitlement Framework complements the revised curriculum, which is being introduced into all schools from September 2007 to June 2010. The revised curriculum has a greater emphasis on preparing young people for the workplace, including through the new area of Learning for Life and Work. Learning for Life and Work will provide opportunities for all young people to engage in their own career planning. A high quality CEIAG programme is an essential component of this aspect of the curriculum.
- 6.5.4 With the introduction of the Entitlement Framework, guaranteeing young people access to a wider range of general and applied courses, delivered through collaborative arrangements among schools and between schools and further education colleges and other providers, the decisions young people need to make in Year 10 will become more critical in relation to their future career choice. Therefore the development of career decision-making skills prior to age 13-14 is more important.
- 6.5.5 A CEIAG Guide to developing effective career decision makers has been developed to improve the quality of career learning opportunities and to encourage greater cohesion in the provision of CEIAG across schools, further education and training organisations.

6.5.6 Specifically, the CEIAG Guide has been designed to:

- provide a clear rationale and frame of reference that will help managers and practitioners in schools, further education, training organisations, education authorities and the Careers Service to review and enhance existing CEIAG provision;
- define the aims and key features of a CEIAG programme;
- provide a CEIAG Map which sets out the expected learning intentions and potential learning opportunities for young people from age 4 to 19 and to identify progression in learning that is clear to learners, parents and guardians and those responsible for delivery;
- define the elements necessary for delivery of the CEIAG Map; and
- outline how the CEIAG Map can be used in different learning organisations.

6.5.7 The CEIAG Guide will provide a framework to develop skills in self-awareness and development, career exploration and management, for young people in education and training up to age 19. It will be the responsibility of schools, colleges and training organisations to develop and implement appropriate CEIAG provision and this will be monitored by DEL and DE with support from ETI as appropriate.

Key Action 3:

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

6.5.8 Delivery of effective CEIAG provision will involve input from a number of participants including, careers teachers, subject teachers, lecturers, tutors and careers advisers, employers and Sector Skills Councils.

6.5.9 Business has a central role to play through the provision of work related learning. This includes work-based assignments and project work, industrial visits, mock interviews, industry days, work shadowing, or through courses that lead to vocational qualifications. A key element of work-related learning includes enterprise and entrepreneurial activities, which aim to develop the necessary skills and attributes for those learners who will set up their own businesses.

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- 6.5.10 It is recognised that business is already providing a range of such experiences. It is evident, however, that it lacks overall direction and responsibility and a degree of control is necessary to provide consistency, coordination and quality assurance. To this end the Departments are engaged with the business sector to examine how best to coordinate and maximise business engagement, that complements current business education provision. A particular area of focus must be on ensuring that those schools that draw significant proportions of their pupils from areas of social disadvantage have opportunity to engage with the business community. This engagement is vital in helping young people at risk of social exclusion to understand the world of work and in fostering their future career aspirations.

Key Action 4:

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

- 6.5.11 In her first Education budget, the Minister highlighted the record level of funding for schools and made clear her commitment to ensure all our children and young people have equal opportunity to achieve their full potential through quality education services.
- 6.5.12 For the period 2008 - 2011, DE is making £4.63m available to fund employability/work related learning initiatives for pupils in schools. This funding will facilitate engagement with the world of work, ideally in key growth sectors, with the objective of highlighting course relevance and its relationship to career exploration.

Key Action 5:

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

- 6.5.13 Additionally, DE has secured funding of £10.7 million over the same period from the Innovation Fund for programmes designed to ensure a growing supply of STEM educated people into the labour market. Programmes will include the increase in the number of Specialist Schools from the specialisms of Science, Technology, Mathematics and Mathematics and Computing; the enhancement of STEM capacity with Area Learning Communities; and the development of careers education, information, advice and guidance for STEM areas.

- 6.5.14 With regards to the development of CEIAG for STEM areas, a pilot action plan will be implemented to examine the potential benefits of providing full-time STEM co-ordinators who will focus on KS3 learners. The objective will be to draw together the curriculum offer, input from the world of work and guidance from the Careers Service, thus enhancing the learner's knowledge of potential career opportunities available in STEM resulting in more appropriate course selection.

Key Action 6:

Implement the STEM Careers action plan by April 2009.

- 6.5.15 An additional £7.3m has been secured in 2008/9 to support the collaborative delivery of the Entitlement Framework. This will allow schools to plan and deliver the Framework through a manageable and coherent programme of expansion of their curricular offer, taking account of the needs and aspirations of young people not only in their own school but also in the wider local area. It will also support the development of Area Learning Communities which will focus on expanding the curricular offer for all young people within the local area.

THEME 2

6.6 IMPROVING ACCESS TO CAREERS INFORMATION

6.6.1 Access to relevant and up-to-date, careers information is an essential element in supporting young people and adults making informed and sustainable career decisions.

6.6.2 The integral elements of careers information include:

- the provision of labour market information relating to current and future economic trends, locally, nationally and internationally;
- occupational information including career prospects and aptitude, skills and qualification requirements;
- information on further and higher education including courses available and how to apply;
- information on training programmes; and information on job search activities such as preparing a Curriculum Vitae (CV), completing a job application and preparing for interview; and
- information on how to make career choices.

6.6.3 Participation in work-related learning activities also provides an opportunity to develop knowledge of the work place and gather relevant information on employment options; the skills, attributes and qualifications required, and the potential career opportunities.

6.6.4 One of the key themes of *"Success Through Skills"* is understanding the demand for skills and this is being addressed through the Labour Market Information (LMI) Project². The project sets out a vision of a LMI system which is world class in relation to both data availability and how these data are used in an integrated way to meet customer needs i.e. careers advisers, careers teachers, young people,

² *Review of Labour Market Information, (DEL) 2008*

parents, job seekers and job changers. The report's recommendations include, "Appoint "LMI Champions" within the Careers Service and Employment Service. The Champions will play a number of crucial roles. They will work to ensure that the Careers Service and Employment Service are aware of the available LMI and how to use it effectively. They will provide feedback to labour market analysts, IT specialists and other relevant partners, articulating their customers' LMI needs, give guidance on how best to present the information to maximise impact and ensure that customer LMI needs are being met effectively. Finally they will work with staff trainers and labour market analysts to design and develop appropriate training to ensure Employment Service and Careers Service staff can use LMI confidently and appropriately as part of their advisory toolkit."

- 6.6.5 As the LMI project develops, it will be essential to ensure that relevant information is easily accessible to all involved in the delivery of CEIAG and to young people and adults seeking careers information. It is also important to ensure that information is presented in such a way that is understandable and enables individuals to make appropriate choices.

Key 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.

- 6.6.6 The Careers Service website was launched in 2004 and is gradually developing as a significant and sound source of careers information. It is proposed, therefore, that this should become the central hub for careers information. The next phase of development of the website will concentrate on the provision of LMI and the development of the site as a primary source of accurate up-to-date labour market information. This will include collaboration with, schools, colleges, Education and Library Boards and universities, to ensure the provision of consistent and relevant careers information.

Key Action 8:

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

THEME 3

6.7 IMPROVING CAREERS ADVICE AND GUIDANCE

- 6.7.1 One of the key objectives of this CEIAG strategy is to develop effective career decision-makers. Impartiality of advice and guidance is vital and it is important to ensure that all young people and adults have access to high quality advice and guidance in modern, well equipped and appropriately staffed accommodation.
- 6.7.2 The partnership model of careers guidance provision was endorsed during the consultation process 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 takes responsibility for providing impartial careers advice and guidance. The Careers Service is available to provide professional advice and guidance as required. In developing the CEIAG provision, schools, colleges and training organisations must develop partnership agreements with the Careers Service to ensure that the appropriate level of external support is built into the programme to provide the most effective support for young people. This may include, introductory class talks on the support provided by the Careers Service; presentations on career decision making; advice sessions for groups of learners; one to one guidance interviews; psychometric and other forms of assessment; provision of labour market information; and attendance at parents evenings and careers events.
- 6.7.3 Particular attention will be paid to key transition points. For young people in school these key points are at year 10 when they choose courses, year 12 when they make decisions about education, training and employment and at year 13 and 14 when choices are made about higher and further education, training, apprenticeships and employment. The Careers Service resources will be increased to support schools in meeting additional advice and guidance requirements resulting from the introduction of the Entitlement Framework. For those attending further education colleges and training organisations, attention will also be paid to providing appropriate advice and guidance to support decisions in relation to progression to the next stage in education, training or employment.

Key Action 9:

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

- 6.7.4 The development of effective partnership agreements will be a key to effective support and will inform the resource requirements of each of the providers involved. Using the CEIAG Guide as a framework for the development of the programme, the partnership agreement should focus on how the various participants will work together to support young people in developing their career plans and career decision making skills. Partnership Agreements will be reviewed annually at senior level. Partnership Agreements will differ from the current Service Level Agreements in that they will focus on the joint support provided to the young person rather than the support provided to the organisation.

Key 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.

- 6.7.5 It is proposed that a targeted model of service delivery should be introduced to enhance the provision of careers information, advice and guidance for young people and adults. The proposed model was developed by Professor J Sampson et al – Florida State University and operates effectively in Scotland, Coventry, Finland and a number of States in America. The approach aims to develop career decision making skills and to provide the right resource, used by the right person and with the right level of support. The model is based on the concept of delivering differentiated levels of service congruent with the readiness of clients to make career decisions. Services are delivered at three different levels; self-help, brief staff-assisted, and, individual case-managed services. Staff are available to assist at the different levels as required. Following an initial assessment of a client's readiness for decision making and diagnosis of specific needs, they are guided to one of the following services.

- **Self-Help**

Self-help services involve self-guided use of self-assessment, information, instructional materials and media in a careers facility or on an Internet web site, where resources have been designed for independent use by clients with a high readiness for career decision making. Signage in the Resource Centre, resource guides, Internet web site, and the availability of support from a careers adviser or careers support staff member when needed, are essential elements of good self-help services.

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- **Brief Staff-Assisted**

Brief staff-assisted services involve careers adviser guided use of assessment, information, instructional materials and media for clients with moderate readiness for career decision making. Screening, orientation, and follow-up to the use of careers resources are provided by a careers adviser. An individual learning plan is used to provide clients with assistance in sequencing careers resources and services to meet identified goals. The use of an individual learning plan distinguishes brief staff-assisted and individual case-managed services from self-help services. Successful use of the individual learning plan is dependent on the skill of the careers adviser in diagnosing need and recommending appropriate resources, as well as using effective helping and communication skills that create a supportive environment. This service is for clients who would have difficulty using resources effectively without assistance. As with individuals receiving self-help services, the opportunity to receive immediate assistance as opposed to waiting for a subsequent scheduled individual interview, results in more timely services and greater client satisfaction.

- **Individual Case-Managed**

Individual case-managed services involve careers adviser guided use of assessment, information, instructional materials and media for clients with low readiness for career decision making. Counselling is a key element of individual case-managed services. An individual learning plan is also an important part of individual case-managed services. Given the low readiness of clients who receive individualised services, the entire individual learning plan is not completed at one time, rather resources and activities are added over time to avoid overwhelming the client. In individual case-managed services, the careers adviser provides more proactive support to the client in comparison with brief staff-assisted services. This level of service is appropriate for clients with low readiness for career decision making. A traditional single guidance interview is unlikely to provide the extent of help needed by these individuals.

- 6.7.6 This approach provides a basis for organising the use of careers resources and services on the basis of client need. It helps to develop effective career decision-makers whilst also making effective use of resources. The provision of high levels of assistance for clients with low levels of readiness for decision making is only possible if individuals with high or moderate readiness for career choice are provided only with the amount of brief assistance needed to meet their needs.

- 6.7.7 The effectiveness of this model is dependent on access to suitable careers resources, both physical and virtual. Clients, particularly in the self help and brief staff assisted categories require access to relevant internet sites, computer packages and a wide range of up to date careers information. Trained staff are required at all levels to accurately assess client needs and provide appropriate assistance. Professionally trained careers advisers need to be on hand to provide advice and guidance, particularly for clients in the case managed category. In addition to computer/ internet facilities and an information library, private interview facilities are required for individual and group consultations. The Careers Resource Centre concept is currently in operation, on a limited basis, in Belfast and the North West and the outcome of the evaluation will be used to inform further roll out. Consideration is also being given to enhancing access to careers information, advice and guidance through the development of partnerships with other publicly funded organisations such as the Northern Ireland Library Service, further education colleges and extended schools.
- 6.7.8 The differentiated approach described above will be reflected in the development of the Careers Service website.

Key Action 11:

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

The role of parents

- 6.7.9 The role of parents in influencing the career decision making process should not be underestimated. This is reinforced by the recent report on the "Young Person's Behaviour and Attitudes Survey". The survey findings showed, "Parents and guardians are most influential (72%) in encouraging pupils to think about going to further education college or university, compared to friends (10%) which is the next most influential group."³

³ *Young Person's Behaviour and Attitudes Survey (June 2008) - Northern Ireland Statistics and Research Agency (NISRA)*

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- 6.7.10 It is vital therefore, that parents are encouraged to develop their knowledge of current and future career paths and opportunities. It is also important that they understand how to support career choices which best suit the skills, qualities, interests, values and aptitudes of their children and reflect the needs of the economy. The Careers Service proposes to take the lead in developing a careers support package for parents.

Key Action 12:

Develop CEIAG parental support package by December 2010.

A particular focus on social inclusion

- 6.7.11 DEL and DE are committed to the provision of impartial CEIAG for all young people and adults with special attention being given to those vulnerable to social exclusion. Both departments are actively engaged in the implementation of the Anti Poverty Strategy and the Transitions Strategy. In the longer term, DE and DEL will continue to work together in implementing agreed policy proposals relating to young people in the transition to adulthood which have emerged from the DE led review of special educational needs (SEN) and inclusion.
- 6.7.12 It is recognised that clients who are vulnerable to social exclusion have high priority careers guidance needs. Access to Careers Information, Advice and Guidance Services (CIAG) for these clients is paramount and it is recognised that specialist skills are required for this area of work. A number of careers advisers is already trained to provide specialist support and, in addition, all careers advisers will receive basic training in this field. The Careers Service will continue to work closely with schools, parents, young people and Education Transition Co-ordinators in the transitions reviews of those young people with statements of SEN and with vulnerable young people and will continue to develop partnerships with relevant voluntary, community and statutory bodies to ensure appropriate support and referral. In addition, the current identified categories of vulnerable groups will be reviewed.

Key Action 13:

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

6.7.13 The Careers Service will continue to support the Employment Service in the provision of careers information, advice and guidance services for adults and this will be strengthened through implementation of the targeted delivery model described in Para 6.7.5. However, it is recognised that additional, focussed support is required for "hard to reach" adults and for adults in the workplace. Following a review of adult guidance provision, work is currently underway to tender for services to support DEL in the delivery of adult guidance services. The contracted service will focus on:

- careers guidance for adults with limited or no qualifications;
- networking with community based organisations to raise aspirations and introduce adults to career planning;
- support for careers guidance in the workplace.

The contracted service will support the work of the Employment Service, the further education contracts for Access and Engagement and the Careers Service. The provision will operate as a partnership and on the basis of a "no wrong door" policy in terms of careers information, advice and guidance services.

Key Action 14:

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

THEME 4

6.8 IMPROVING QUALITY

Quality Standards

- 6.8.1 Both DE and DEL are committed to raising the standards and improving the quality of provision of CEIAG in all settings – schools, further education, training organisations, DEL Careers Service facilities and contracted providers. It is essential that a high quality and robust quality assurance process incorporating self-evaluation and the use of CEIAG quality indicators is introduced, to ensure that provision is fit for purpose.
- 6.8.2 In recent years the Department of Innovation, Universities and Schools (DIUS) **matrix** Quality Standard for the delivery of Information, Advice and Guidance services has been introduced, on a pilot basis, to organisations providing guidance here. This is a national standard which measures the quality of the management and delivery of services and has proved to be a useful business management tool for those organisations which have achieved it. DEL recognises the standard as demonstration of competence in the management and delivery of information, advice and guidance services and will work towards the accreditation of all Careers Service standalone facilities by March 2013.
- 6.8.3 In considering the quality of CEIAG provision as a whole, DE and DEL are concerned to ensure that comprehensive measures are in place to assess standards of provision and outcomes in addition to the management and delivery standards addressed by **matrix**. A Quality Assurance Framework for CEIAG has, therefore, been developed by ETI, in collaboration with schools, colleges, training organisations and other agencies including the Careers Service, Education and Library Boards, the Learning and Skills Development Agency (LSDA) and the Council for the Curriculum Examinations and Assessment (CCEA). The indicators are comprehensive and take account of quality standards used in other parts of the UK.
- 6.8.4 The Quality Assurance Framework for CEIAG will be published in two parts and supports the "Improving Quality: Raising Standards" document, published by ETI, which provides a quality assurance framework for further education, training, apprenticeship and employment programmes. ETI will continue to have a role in the implementation of the quality standards.

- 6.8.5 Part I will provide guidance for schools, colleges and training organisations to quality assure their CEIAG provision and will focus, in particular, on standards for careers education. Part II will provide guidance for the Careers Service and other careers guidance organisations and will focus on standards for careers information, advice and guidance provision. The quality assurance document will provide a structured and coherent framework to allow organisations to evaluate their CEIAG provision as appropriate.
- 6.8.6 Self evaluation and improvement planning are key elements in the achievement of continuous improvement. They should be an integral part of an organisation's quality assurance and management arrangements and will provide a framework for external evaluation.
- 6.8.7 The quality assurance document will provide quality indicators, which will allow organisations to evaluate the overall quality of their CEIAG provision under three main headings:
- Leadership and Management;
 - Achievements and Standards/Client Impact and Outcomes; and
 - Quality of Provision.
- 6.8.8 Organisations funded by DE or DEL will be required to demonstrate that they meet the standards appropriate to their organisation. In addition, best practice organisations may wish to pursue the DIUS **matrix** standard as an external validation of quality.

Key Action 15:

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

Evidence based approach

- 6.8.9 The strategy aims to support better-informed decision-making, leading to more effective career planning and increased participation in education, training and employment. DE and DEL are committed to monitoring and evaluating the impact of the CEIAG strategy to provide evidence for the future development of services.

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- 6.8.10 Further work is required to identify the full range of key measures and indicators, to ensure the collection and analysis of relevant, high quality data which will measure the on going impact of the strategy and this will be developed in conjunction with government economists and statisticians.
- 6.8.11 In addition, work is on-going at a European level, through the European Lifelong Guidance Policy Network, to develop European indicators for the impact of careers guidance. There is representation on the Network from 29 countries across Europe. The Careers Service is part of a four country delegation and will be participating in relevant work programmes and using this work to inform developments locally.
- 6.8.12 The development of impact measures will be of particular interest to the Steering Group (see para 6.2) overseeing the implementation of the CEIAG strategy.

Key Action 16:

Impact measures and performance indicators to be developed by March 2010.

THEME 5

6.9 IMPROVING PROFESSIONAL DEVELOPMENT

- 6.9.1 A consistent theme throughout the consultation was the need for a clear qualifications framework and for continuous professional development (CPD). It is essential that all involved in CEIAG have an opportunity to access professional development leading to a recognised, specialist qualification as this will ensure the delivery of an effective service.
- 6.9.2 The two Departments recognise the need to re-examine teacher education in its totality and are currently finalising a strategic review of teacher education that considers all stages of a teaching career; including Induction, Early Professional Development (EPD) and Continuing Professional Development (CPD).
- 6.9.3 In advance of the review outcomes, a training programme to support the introduction of *"Preparing for Success – A Guide to Developing Effective Career Decision Makers"*, will be undertaken for all careers teachers, followed by senior management/school leaders and eventually to all teachers.
- 6.9.4 In addition Lifelong Learning UK, the Sector Skills Council for development of the workforce, has recently agreed to include careers advisers in its remit (subject to the approval and support of the UK Commission for Employment and Skills) and will, inter alia, be undertaking work at a four country level to develop a qualifications framework for the sector. The Careers Service will be a member of the steering group. The outcome of this work will provide essential information for employers within the guidance sector and for training providers in terms of developing appropriate training and development programmes.

Key Action 17:

Effective qualifications and CPD frameworks to be developed for all involved in CEIAG by March 2013.

CEIAG Forum

- 6.9.5 In addition to DEL and DE, there is a wide range of organisations involved in the delivery of careers education, information advice and guidance. In developing CEIAG staff and services, it will be important to continually engage with the CEIAG

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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.

- 6.9.6 A forum of delivery partners, chaired jointly by the Departments, will be established and will focus on developing an understanding of the sector and sharing best practice as we move forward collectively in implementing this strategy.

Key Action 18:

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

7 SUMMARY AND CONCLUSIONS

- 7.1 In developing this strategy and implementation plan, DE and DEL have taken account of international research in relation to lifelong guidance. In particular, account has been taken of the work of Professor Jim Sampson et al of Florida State University, research carried out by the Centre for Guidance Studies, University of Derby and work carried out by Professor Tony Watts on behalf of the Organisation for Economic Co-operation and Development (OECD). The Departments have built on the work of the "futuresearch" group and have taken account of the consultation responses.
- 7.2 The provision of careers education, information, advice and guidance services for young people and adults is not as good as it could be. The approach to CEIAG has been inconsistent; careers information and facilities are variable; and there have been inconsistencies in the qualifications, training and competence of staff involved in the provision of CEIAG services.
- 7.3 Improving the career decision-making skills of young people and adults has the potential to increase participation in education, training and employment and to benefit individuals, the economy and society as a whole.
- 7.4 DE and DEL have an important role to play in driving this strategy forward and it is important that this should be carried out in partnership with key stakeholders. It will be important to establish a steering group at an early stage to ensure effective implementation of the strategy.
- 7.5 The vision is to ensure that every learner has equal opportunity to reach his or her full potential and move into adult life ready and able to play their full part in their community, in society and in our local economy.
- 7.6 Too often, those most failed by the education system are young people who are already contending with barriers to education, for example those from poorer backgrounds, young people with special educational needs or disabilities and those whose first language is not English. If a commitment to equality is to mean anything, it must mean ensuring that we take action to raise achievement for every child and close the gap in performance that exists between the most advantaged and most disadvantaged in our community.
- 7.7 That is why it is right that "*Preparing for Success*" is a key part of our vision for all learners. We want to do more to raise levels of achievement for all, moving beyond measures of success in external examinations, but to placing a high value



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on excellent pastoral care, to the fostering of a spirit of good citizenship and to giving priority to ensuring all learners become effective career decision makers with a strong desire for life-long learning.

CONSULTATION RESPONDENTS

- 1 Access to Benefits
- 2 Advice NI
- 3 Antrim Borough Council
- 4 Association of Northern Ireland Colleges (ANIC)
- 5 Ballyclare High School
- 6 Ballymena Business Education Partnership
- 7 Belfast Boys' Model School
- 8 Belfast City Council
- 9 Belfast Education & Library Board (BELB)
- 10 Belfast Metropolitan College
- 11 Belfast Model School for Girls
- 12 Big Lottery Fund
- 13 Bloomfield Collegiate
- 14 Business in the Community
- 15 Council for the Curriculum Examinations and Assessment (CCEA)
- 16 CCEA Additional Response
- 17 Council for Administration (CFA)
- 18 Christian Brothers' Secondary School, Belfast
- 19 CITB - Construction Skills NI
- 20 Collegiate Grammar School, Enniskillen
- 21 Confederation of British Industry (CBI)
- 22 Council for Catholic Maintained Schools
- 23 Devenish College
- 24 Disability Action
- 25 Eastern Health & Social Services Board (EHSSB)
- 26 Educational Guidance Service for Adults (EGSA)
- 27 Engineering Training Council (NI)
- 28 Epilepsy Action
- 29 E-Skills UK
- 30 Further Education Careers Forum

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- 31 Federation of Small Businesses (FSB)
- 32 Foyle School and Employer Connections (FOSEC)
- 33 Go Skills
- 34 General Teaching Council for Northern Ireland (GTCNI)
- 35 Holy Cross College, Strabane
- 36 ilex Urc Ltd
- 37 Improve Ltd The Food & Drink Sector Skills Council
- 38 Irish National Teachers' Organisation (INTO)
- 39 Institute of Careers Guidance (ICG)
- 40 Institute of Directors (IoD)
- 41 Institute of Physics in Ireland
- 42 John Kerr – FutureSearch Participant
- 43 Londonderry Chamber of Commerce
- 44 Learning & Skills Development Agency (LSDA)
- 45 MENCAP NI
- 46 National Association for Educational Guidance for Adults (NAEGA)
- 47 National Association for Special Educational Needs (NASEN)
- 48 Newry & Mourne District Council
- 49 NI Court Service
- 50 Northern Ireland Association for the Care and Resettlement of Offenders (NIACRO)
- 51 Northern Ireland Commissioner for Children & Young People (NICCY)
- 52 Northern Ireland Schools and College Careers Association (NISCA)
- 53 Northern Ireland Public Service Alliance (NIPSA)
- 54 North Belfast Business Education Partnership
- 55 North Eastern Education & Library Board (NEELB)
- 56 North West Regional College (NWRC)
- 57 North West Workforce Development Forum
- 58 Northern Regional College (NRC)
- 59 The National Union of Students and the Union of Students in Ireland (NUS-USI)
- 60 Parity Solutions Ltd
- 61 Police Rehabilitation and Retraining Trust (PRRT)
- 62 Qualification in Careers Guidance (QCG) - University of Ulster (Magee Campus)
- 63 Queens University, Belfast
- 64 Royal Belfast Academical Institution (RBAI)



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- 65 St Cecilia's, Derry
- 66 St Colmcille's High School
- 67 St Louise's Comprehensive College
- 68 St Patrick's, Keady
- 69 St Peter's High School, Derry
- 70 St Rose's High School, Belfast
- 71 School of Education – University of Ulster
- 72 Sector Skills Development Agency - Skills for Business
- 73 Sentinus
- 74 Skills Active
- 75 Skills for Logistics
- 76 Skillsmart Retail Ltd
- 77 South Eastern Education & Library Board (SEELB)
- 78 South Eastern Regional College (SERC)
- 79 Southern Regional College (Newry Campus)
- 80 Strabane Grammar School
- 81 Stranmillis University College
- 82 Strategic Policy Division, DFP
- 83 Summit Skills
- 84 The Greater Vision Partnership
- 85 The High School, Cookstown
- 86 The Open University
- 87 UFI – Learn Direct
- 88 University and College Union
- 89 Victoria College
- 90 Volunteer Development Agency
- 91 Western & Southern Education and Library Board
- 92 Women's Support Network
- 93 Workers Educational Authority (WEA)
- 94 Workforce Development Forums

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Appendix B

Action 1: Establish a CEIAG Steering Group to oversee implementation and evaluation of the strategy.				
CAREERS EDUCATION	CAREERS INFORMATION	CAREERS ADVICE AND GUIDANCE	QUALITY	PROFESSIONAL DEVELOPMENT
<p>3. DE to publish CEIAG Map and Guide and issue to all schools, FE colleges and training organisations by January 2009</p> <p>4. By March 2009, establish a Business Engagement Working Group to support schools and colleges in the provision of work-related learning</p> <p>5. Maintain funding for employability and work related learning initiatives to March 2010.</p> <p>6. Implement the STEM Careers Action Plan by April 2009.</p>	<p>7. Appoint information champion in the Careers Service to develop quality and accessibility of labour market information</p> <p>8. To develop a Careers Information hub to improve access to up to date labour market information by September 2010</p>	<p>9. By September 2009, Careers Service to recruit additional careers advisers to address need for increased CIAG at year 10.</p> <p>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.</p> <p>11. Establish appropriate facilities for the delivery of Careers Information, Advice and Guidance for young people and adults by March 2013.</p> <p>12. Develop CEIAG parental support package by December 2010.</p> <p>13. By 2010 to have in place effective provision of CIAG for young people and adults vulnerable to social exclusion.</p> <p>14. By September 2009 to have procured effective provision to support DEL in the delivery of Adult Guidance services.</p>	<p>15. Agreed ETI Quality standards to be adopted on publication in January 2009.</p> <p>16. Impact measures and performance indicators to be developed by March 2010.</p>	<p>17. Effective qualifications and CPD frameworks to be developed for all involved in CEIAG by March 2013</p> <p>18. A forum of delivery partners to be established by September 2009.</p>
Action 2: DE and DEL to commission review of CEIAG strategy in 2014.				

SUMMARY OF KEY MILESTONES

INITIATIVE	MILESTONES	DATES
1. Establish a CEIAG Steering Group	<ul style="list-style-type: none"> • Establish steering group • Review progress 	<ul style="list-style-type: none"> • January 2009 • Bi annually
2. Commission review of CEIAG strategy	<ul style="list-style-type: none"> • External Review completed 	<ul style="list-style-type: none"> • March 2014
3. CEIAG Map and Guide	<ul style="list-style-type: none"> • Publication • Workshops for all school staff • ETI Review 	<ul style="list-style-type: none"> • January 2009 • Rolling programme • April 2010
4. Business Engagement Working Group	<ul style="list-style-type: none"> • Establish working group • Agree terms of reference • Recommendations 	<ul style="list-style-type: none"> • March 2009 • April 2009 • October 2009
5. Employability and work related learning	<ul style="list-style-type: none"> • 100,000 learners per annum to participate in initiatives. 	<ul style="list-style-type: none"> • Rolling programme.
6. STEM Careers Action Plan	<ul style="list-style-type: none"> • STEM Teams identified & in place in all ELBs • STEM team to define BP for years 2/3. • Annual STEM review • ETI Review. 	<ul style="list-style-type: none"> • January 2009 • April 2009 • Ongoing • March 2010

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INITIATIVE	MILESTONES	DATES
7. Information Champion	<ul style="list-style-type: none"> • Appoint information champion in Careers Service • Develop LMI Champion role to articulate customers' LMI needs and feedback to labour market analysts and other relevant partners. • Training, in use of LMI, available for careers advisers 	<ul style="list-style-type: none"> • January 2009 • April 2009 • December 2009
8. Careers Information Hub	<ul style="list-style-type: none"> • Develop Careers Service website to provide access to up-to-date, user-friendly LMI 	<ul style="list-style-type: none"> • September 2010
9. Recruitment of additional careers advisers	<ul style="list-style-type: none"> • Additional staffing agreed with DEL Board • Additional staff in post • Induction training 	<ul style="list-style-type: none"> • March 2008 • September 2009 • October 2009
10. Partnership between schools, further education, training and apprenticeship providers and Careers Service	<ul style="list-style-type: none"> • Agree partnership arrangements 	<ul style="list-style-type: none"> • September 2009

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INITIATIVE	MILESTONES	DATES
11. CIAG Facilities	<ul style="list-style-type: none"> Evaluate Careers Resource Centres in Belfast and Northwest Examine options for partnership facilities within FE, Library facilities and Extended Schools. Appropriate, accessible, all-age facilities in place. 	<ul style="list-style-type: none"> June 2009 June 2010 March 2013
12. Parental Involvement	<ul style="list-style-type: none"> Develop CIAG information pack for parents Develop information seminars for parents 	<ul style="list-style-type: none"> January 2010 April 2010
13. Provision of CIAG for young people and adults vulnerable to social exclusion	<ul style="list-style-type: none"> Define social inclusion (priority) groups Develop appropriate partnerships to support provision for social inclusion groups. Identify needs of priority groups Provide appropriate training for all careers advisers. 	<ul style="list-style-type: none"> March 2009 March 2010 September 2010 Ongoing

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INITIATIVE	MILESTONES	DATES
14. Adult Guidance	<ul style="list-style-type: none"> • Develop and issue tender specification • Award Adult Guidance contract • Develop partnership and evaluation arrangements 	<ul style="list-style-type: none"> • March 2009 • September 2009 • On-going
15. Quality Standards	<ul style="list-style-type: none"> • Issue ETI Quality Indicators • Train organisations in self assessment • Implement external evaluation 	<ul style="list-style-type: none"> • January 2009 • June 2009 • March 2011
16. Impact Evidence	<ul style="list-style-type: none"> • Participate in European Lifelong Guidance Policy Network- Evidence Based Practice – work programme • Agree NI impact measures 	<ul style="list-style-type: none"> • On-going • March 2010
17. Qualifications and continuous professional development frameworks	<ul style="list-style-type: none"> • Participate in LLUK Careers Guidance steering group • Review teacher training • Agree CPD framework 	<ul style="list-style-type: none"> • March 2009 • March 2010 • March 2010
18. CEIAG Forum	<ul style="list-style-type: none"> • Agree remit of Forum • Establish Forum Partners • Establish meeting format 	<ul style="list-style-type: none"> • May 2009 • July 2009 • September 2009

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