

# National Centre for Guidance in Education (NCGE) AEGS Guidance Coordinator – Guidance Counsellor CPD 28/03/19

**Social inclusion, Challenges and Opportunities**  
**Mary Stokes, FET Guidance Programme Coordinator**



Lárionad Náisiúnta um Threoir san Oideachas  
National Centre for Guidance in Education

**SOLAS**  
An tSeirbhís Oideachais Leanúnaigh agus Sciteanna  
Further Education and Training Authority



An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills

## Priorities from Guidance Information Officer CPD:

- \* **Ongoing training for new and existing staff**
- \* **Sharing resources and expertise**
- \* **Staffing resources**
- \* **Outreach**
- \* **AGMS and GDPR – recording nationally, language, access re client consent**
- \* **How has Guidance Information Officer role changed?**  
e.g. **impartiality with respect to ‘recruitment’ etc.**
- \* **Clarity re reporting**
- \* **Protecting the Guidance Information Officer role**

# NCGE ROLE

- \* **Since the establishment of SOLAS and the ETBs, the AEGI services are managed by the ETBs.**
- \* **The National Centre for Guidance in Education (NCGE) is the agency of DES with responsibility to support and develop quality guidance practice in the education sector. NCGE operates under the aegis of Léargas.**
- \* **The Management of Guidance Committee, (which is nominated by the Minister and appointed by the Board of Léargas and includes the key stakeholders in FET Guidance including SOLAS, ETBI, NAPD, AEGAI and DEASP)**
- \* **The DES Review of Careers Information and Tools in 2019 report is due soon.**
- \* **The role of the NCGE is to support the ETBs to manage and provide the AEGS in line with DES policy and SOLAS funding requirements. DES policy requires that the AEGI services are obliged to provide qualitative and quantitative reports via the AGMS, which is managed and monitored by NCGE.**

# CPD Developments

## **FURTHER EDUCATION AND TRAINING: Professional Development Strategy: 2017-2019**

**'As well as the direct CPD budget, there are also a number of agencies and organisations that receive funding from SOLAS to provide professional development supports to the sector. The total of this funding amounts to approximately €1.3 million per year and is distributed via an existing grants system to a range of organisations. Some of the main organisations who provide such professional development activities are the Further Education Support Service (FESS), Waterford Institute of Technology (WIT)/National Adult Literacy Agency (NALA), National Centre for Guidance in Education (NCGE) and a number of ETB staff associations.'**  
**Based on SOLAS Training Needs Analysis for all Staff in FET, including Guidance**

**For that strategy, SOLAS met with NCGE**

- \* NCGE Required to link with ETBI regarding plan for CPD programmes**
- \* Our plans for CPD must fit with ETBI CPD Plans**
- \* Had to establish clarification re. Directors FET facilitating AREGS Staff attendance at NCGE CPD**
- \* Ultimately, CPD Planning must be part of FET Guidance Strategy**
- \* In Feb. 2017 DES clarified that there was to be no development of FET Guidance Strategy at ETB/NCGE level until publication of Indecon report**

# Updates since AGMS Consultations, Nov. 18

## **National consultations regarding the AEGS AGMS developments / GDPR**

- \* AGMS / FET Guidance Management System Working Group. The establishment of this Working Group will provide the structure to progress data gathering and the reporting of FET Guidance, thereby underpinning quality FET Guidance into the future.**
- \* NCGE briefed the Directors of FET on developments, at their forum in ETBI.**
- \* 2<sup>nd</sup> AGMS/ FET Guidance Management System Working Group Meeting**
- \* ESOL and EAL resources and Guidance supports work (Mary Kenny)**
- \* SOLAS – ETB Strategic Performance Agreement 2018 – 2020 launch**

- \* **The Launch of the Irish Human Rights & Equality Commission Strategy Statement 2019 – 2021, where we engaged with IHREC to build communications regarding that strategy and the IHREC ‘priorities’.**
- \* **Engaging with the Irish Universities Association regarding support to their FE to HE subgroup and meeting with TU Dublin regarding Guidance provision to their developing ‘Access to Apprenticeship Programme’**
- \* **Citizens’ Dialogue on “Young People – The Future of Ireland and Europe” with European Commissioner for Education, Culture, Youth and Sport; Minister for Children and Youth Affairs, Katherine Zappone TD, and TU Dublin President, Professor David FitzPatrick.**
- \* **Collaborative video project with Careers Portal ensuring AEGS services represented along with PLC learners - AEGS supported a number of NCGE engagements**

## Challenge...

- \* **Ongoing challenge to incorporate and integrate priorities and strategic planning that impact FET/ AEGS Guidance provision**
- \* **To know about services/ policies/priorities?? Presentations today...**
- \* **SOLAS recognises that there are over 40 policies that have an impact on the FET Sector in relation to inclusion and seeks to embed these into the development of good practice guidelines and to inform the FET parameters.**
- \* **NCGE engaging with SOLAS Active Inclusion unit maintains documents to assist FET practitioners to locate relevant policy recommendations and actions.**



**We continue to need to be aware of ‘Priority Groups’  
AEGI and Guidance in FET needs to promote cooperative and  
collaborative services, and avoid duplication...**

**Linking with relevant polices, priority target groups emerge within FET –  
working as AEGIs do with:**

- **People with a disability;**
- **Long term unemployed people;**
- **Those with lower skills or qualifications;**
- **Returners to the workforce, including women and lone parents;**
- **Travellers and Roma;**
- **Young People (NEET)s;**
- **Older people;**
- **Migrants;**
- **Refugees;**

SICAP: While measures to combat social exclusion are generally adopted at the EU member country level, the European Social Fund (ESF) has a social inclusion remit by providing financial support to help the transition to employment through investment in education, training and employment support.

These measures can be classified into two categories; individuals, and systems and structures. Interventions under the first heading aim to open up comprehensive pathways to integration for disadvantaged individuals; focussing on activities such as guidance and counselling, providing training and education, and offering employment supports.

Interventions under the second heading aim to create more effective responses to people at risk of exclusion by removing societal barriers, by improving services or by changing attitudes and raising awareness. Among the groups most frequently targeted with ESF support have been migrants and minorities (with a focus on Roma), people with disabilities and older workers. Significantly, most measures targeting specific vulnerable groups customised their intervention to match and fulfil the particular needs and personal characteristics of individuals from disadvantaged backgrounds and discriminated against target groups (European Commission, 2010).



**The programme is managed at a local level by 33 Local Community Development Committees (LCDCs), with support from local authorities, and actions are delivered by Programme Implementers (PIs).**

**The Social Inclusion and Community Activation Programme (SICAP) 2018-2022 is funded by the Irish Government through the Department of Rural and Community Development and co-funded by the European Social Fund under the Programme for Employability, Inclusion and Learning (PEIL) 2014-2020.**

**THE GOALS AND GOVERNANCE OF THE SOCIAL INCLUSION AND COMMUNITY ACTIVATION PROGRAMME (SICAP) 2015-2017**

**A MIXED METHODS STUDY MERIKE DARMODY AND EMER SMYTH July 18**

**‘Complementarity versus duplication: SICAP and other service provision’ ...**

## SOLAS, November '18:

- **Fully integrated learner guidance and support service across FET should be expedited**
- **Break down inconsistencies between different programme provision and ensure learners can avail of the same support regardless of setting**
- **Ensure that learners can avail of impartial guidance and support across all FET settings.**
- **Agree a quality framework or Code of Practice to ensure consistent & quality provision.**
- **Build ongoing performance & impact evaluation and tracking of outcomes & impacts**



**Progress review of the FET Strategy was published in Q2 2018.**

**Commissioned by SOLAS, it was conducted by an independent consultancy. The review assessed the appropriateness, priority and continued relevance of the goals and actions set out in the Strategy Implementation Plan for the FET Strategy, having regard to the significant reform of the sector, Government policy in the area (including the National Skills Strategy (2025), the Action Plan for Education, the Action Plan for Jobs, Pathways to Work 2016-20) and the wider economic and labour market developments since the strategy was first published in 2014.**

**The review produced a number of recommendations that will be taken forward in the development of the next FET strategy, which will cover the period 2019-2023.**

**Goal 3, Objective 3 refers to the need to “Upgrade the guidance services within FET and extend to all who engage with FET, including employees”, which informs Recommendation 6 which refers to the provision of:**

**“effective guidance services accessed during the lifetime of a learner and provision of fundamental information and advice on their education and training options”.**

# Facilitator's Summary - National Consultation Meetings

**'The consultation meetings proved very useful to both help define key characteristics for a new system and also the process by which a new system is developed'**

Key issues highlighted that will need further definition and agreement nationally include:

- \* a **'purpose statement'** for the new system (*acknowledging both that the system will have to meet needs at a variety of levels and that it will need to have the capacity to evolve over time*)
- \* a **policy** in relation to **confidentiality, GDPR and communications** with service users
- \* a **quality assurance policy** that ensures consistency and user-friendliness
- \* **definition (updating) of categories**
- \* **links between AEGI's and to other systems**

# Consultations Report

**In terms of the process of getting from 'here to there', there are key questions requiring attention in relation to:**

- \* archiving
- \* formalising of interim agreements and necessary interim arrangements (including one common GDPR form)
- \* Training
- \* timescales for development (i.e. a project management plan)
- \* ongoing communications / consultations with stakeholders

Thanks!

Thank you for your participation!  
Go raibh maith agaibh go léir

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