

Q&A – The role of Guidance Counselling in Supporting Social Inclusion for Young People

Q1. What is the potential of Guidance Counselling in terms of Social Inclusion?

- Priorities in school: mechanisms are not in place to recognise all progression pathways
- Constraint
- Apprenticeships
- Planning/social inclusion of all students
- WHAT IS THE POTENTIAL FOR EFFECTIVE GUIDANCE COACHING IN TERMS OF SOCIAL INCLUSION?
[question changed by table members]
- Good guidance = inclusion (FAS)
- Transferable skills
- Facilitating a decisive process
- Informed career decisions
- Less drop-outs
- More self-esteem and confidence in decision-making
- Life-long learning – potential – transferable skills
- Minimise the negative outcomes of young people who find themselves with regrets because they slipped through the net(s)
- Guidance to support young people while discovering the pathways available to them as they navigate their learning journeys
- Guidance could help more to promote LCA
- Guidance needs to engage students earlier in their schooling
- Guidance needs to promote students aptitudes more
- Guidance counsellors need to promote all career options equally for students
- Guidance could help by promoting mixed ability in schools
- If guidance counselling is operating effectively it facilitates choice and informed decisions which implies social inclusion
- Potential of guidance in social inclusion is enormous, if the guidance provision is appropriate, available, accessible
- Guidance probably needs to be successful point from which ‘users’ of service are referred to appropriate outside resources
- Potential – if guidance is operating effectively it facilitates choice and informed decisions which implies social inclusion
- Taking your learning to contribute to your local community (even if you were unable to get an employment opportunity in the area of your award). Still a return on investment to the community and the adult learner
- School system that respects every single student in their uniqueness, gifts and creativity. The narrow definition of success through CAO is unacceptable (i.e. points in Leaving Certificate)

KEY POINTS NOTED DURING GROUP DISCUSSIONS
NATIONAL FORUM ON GUIDANCE – 8TH MAY 2015

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Q2. What are the core elements required for Guidance Counselling to reach its potential?

- Syllabus
- Developing meaning for students – individual progress plan
- Process rather than exams
- Transition Year (TY) should be compulsory..... / consistency across the board
- Work awareness
- Funding and resources
- Recognition of early stages
- Ability to give options to make informed decisions
- Coaching v guidance
- Funding and resources
- Recognition that guidance needs to start early – (CAO/college – does not suit everyone)
- Ability to give options to make informed decisions – facilitate holistic approach
- Work experience/skill sampling (versus ability/aptitudes)
- Commitment from all areas/services
- Active and purposeful
- Efforts towards the finding of synergies between formal and non-formal education
- Quality guidance counsellors, committed counsellors
- Supportive management
- An effective guidance plan
- A whole school approach
- Effective evaluation of guidance provision
- There should be a ‘touch’ of guidance in all educators
- Young people audit the suggestions from today’s discussion to ensure that their voices are heard
- Could NCGE be the conduit to bring young people and policy decision makers together?
- Funding and resources
- Promotion of ‘what guidance is’ for all public users
- Promotion of holistic approach (whole school/parental/voice of young people)
- Integration and application of variety of models
- Guidance facilitates people to identify their own goals. This requires a public awareness campaign as people are still not all aware of the self-directed aspect of the process. To make this a reality, systematic change is required to support this model within the whole education system

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Q3. Is there a role for young people in the strategic development of Guidance Counselling as it strives to reach its potential? How could that happen? What might that role look like?

- Feedback from students at end of academic year
- Active dialogue between young people and their various stakeholders – establishment of a formal working group
- National consultations should incorporate all socio-economic groups and be responsive to the needs of all users (geographic locations)
- NIP project was a great example of listening to the voice of the learning – more of same, and dissemination of findings, etc..
- LCUP and Ty have greater elements of flexibility in terms of enterprise/guidance, etc. – these students voices should be heard and compared to ascertain outcomes
- By engaging in the discussions – developing policy and being part of developments on guidance provision
- Engaging with development of models of service provision (e.g. use of gaming/IT/social media)
- More formal arrangement to include young people needs to be at the core of the system in the strategic development of guidance counselling
- If education has become an industry young people need to become members of the board.

OVERALL KEY POINTS FROM EACH PLENARY DISCUSSION

Q1. What is the potential of Guidance Counselling in terms of Social Inclusion?

- Guidance facilitates choices if delivered effectively - - effective guidance facilitates social inclusion
- Return in investment – development of ‘holistic’ skills. Transferable skills into other contexts – social inclusion met. Not necessarily in terms of economic ‘measures’.
- Implication of transferable skills – developing these. Awareness of one’s own transferable skills and how they can be used

Q2. What are the core elements required for Guidance Counselling to reach its potential?

- Funding and resources. Define and clarify and promote engagement with guidance. What is guidance – communicate this and promoting it to stakeholders. What it is/is not. Influence expectations and clear communication.
- Public awareness of what guidance is and what can be expected from it. Education system needs to be holistic. Root and branch change at systematic level. Meet diverse needs (narrowly paused).
- Ok at a curriculum for guidance – 2nd level.
- Young people have a role in ‘auditing’ guidance services. NCGE and NFG link up with ‘Young Voices’ group.
- Key transitional from 2nd level – world of work, HE and FE. Guidance and counselling support for young people leaving school absent. In schools but not necessarily after school.

Q3. Is there a role for young people in the strategic development of Guidance Counselling as it strives to reach its potential? How could that happen? What might that role look like?

[Forum members were asked to email their comments on this question]