

National Centre for Guidance in Education (NCGE)

ETB AEGS CPD Webinar

Remote Adult Education Guidance & Information Provision

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



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

NCGE FET Guidance Programme Coordinator Introduction, Updates

- **NCGE has been working continuously with DES on the development of any resources, amendments, or guidelines regarding the provision of Guidance in Post Primary and in FET during this period, and we will continue to do so as we move toward a limited ‘reopening’ of systems.**
- **NCGE engaging with DES, SOLAS & ETBI in consideration of myriad issues impacting the effective delivery of Guidance & Information coming ‘out’ of the emergency**
- **NCGE with the approval of DES Inspectorate expect to deliver training on the provision of remote Guidance during September next for Post Primary and FET Guidance provision.**
- **Update Sent – comments/ queries will be noted in generation of NCGE FET ‘FAQ’ page & to consider for next webinar discussion.**

GDPR issues, Data Collection and data gathering

All ETBs have returned their signed GDPR Agreement to NCGE
Processes that have been the practice in AEGS AGMS Record Keeping
are **GDPR compliant.**

- No other Guidance Service/context has the Adult Guidance Management System, with the **implicit understanding of personal data protection from its outset and design.**
- Texting Facility developed within the AGMS confirmed as GDPR Compliant
- SalesPulse have provided NCGE with a report of the number texts sent by service for the period 28th March to 30th April 2020.



Informing Progress & Evolving Service challenges:

- **2 interactive webinars, intended to provide ETB AEGS Guidance Coordinators, Guidance Counsellors & Guidance Information Officers opportunity to consider international, national & local challenges and to participate in sharing practice in 'remote' Guidance Delivery**
- **As with the NCGE Post Primary Webinar series, the key element is engagement with attendees, with questions welcome & where possible answered 'live', or noted for further consideration.**
 - *Outcome: Generation of 'FAQ' for NCGE FET GH Supports*
 - *Generate a 'Checklist' to consider 'have I done 1, 2, 3, 4,' etc.*
 - *Issues: Ethics, Contract, GDPR, Confidentiality, Online safety, Building trust, Management, Communications, time management, availability, staffing... others?*

Development of remote Guidance Tools and expertise

Acknowledge and address challenges, conditions implicit in the ‘getting back’ to any ‘normal’ from where we are now.

Resources available:

- <https://www.ncge.ie/fet-guidance-handbook/recorded-webinar-telephone-and-remote-platform-approaches-career-development>
- <https://www.ncge.ie/covid-19/support/fet/resources/youthreach/doc>
- <https://www.education.ie/covid19/wellbeing/>
- <https://www.education.ie/en/Press-Events/Press-Releases/2020-press-releases/PR20-06-17.html>

Other updates/resources/info

- **AONTAS**

- Online AGM 29/06/20 <https://www.aontas.com/events/aontas-annual-general-meeting-2020>
- Updates to One Step Up FAQ: <https://www.onestepup.ie/faqs/>
- **An Cosán** Online Information Sessions for Higher Education Programmes <https://www.eventbrite.ie/e/an-cosan-online-information-sessions-for-higher-education-programmes-tickets-106395429594>
- **1916 Bursary** Application deadline 31/07/20 <https://www.tudublin.ie/1916bursary/>
- **NALA** Student Development Fund Report 2019 <https://www.nala.ie/publications/nala-student-development-fund-report-2019/>
- **AHEAD / UDL**
 - A Conceptual Framework of Universal Design for Learning (UDL) for the Irish Further Education and Training Sector <https://www.solas.ie/f/70398/x/948bcabcc4/udl-for-fet-framework.pdf>
 - AHEAD FET Summer School - 13th, 16th, 20th and 23rd July <https://www.ahead.ie/FET-Summer-School>
- **PES** *The 'High Road' Back to Work: Developing a Public Employment Eco System* (LINK Available?)

International practice; Skills Development Scotland, UK, EU, Focus on Canada...

- <https://www.thecdi.net/Covid-19-Research-and-Reports>
- <https://www.skillsdevelopmentscotland.co.uk/coronavirus-covid-19/>
- <https://luminare.prospects.ac.uk/navigating-the-storm-the-role-of-careers-services-during-a-pandemic> (Tristram Hooley & Gabie Binney, May 2020)
- <https://ccdf.ca/news-articles/ccdf-and-covid-19/>



ccdf

Canadian
Career Development
Foundation

'We want to acknowledge that this is a complex and difficult time for many of you, for our field, and those who we serve. COVID-19 is unprecedented, and continues to present new challenges every day. It is our hope that you, your families and your communities are supporting each other.'

We know that as our communities face and overcome these new challenges that the role of career development will be integral. Over the coming weeks and months, CCDF will continue to offer resources, training, and supports. While working remotely, we may not be accessible via our office phone lines. With this in mind, if you are looking to reach out for a conversation with a member of our staff, please do not hesitate to contact us at information@ccdf.ca.

Canadian Career Development Foundation Standards and Guidelines: 'A living Document'

- The practice of career development is a discipline that is constantly evolving in response to changes in the economy, the labour market and shifting work attitudes and values. It also changes as insights emerge in theory and research. Commitment to insure (Canadian S&Gs) **remain vital and reflect our ever-evolving practice.**
- Ultimately, **stewardship of the S&Gs belongs to the entire career development community.** If you have recommendations - *share*

April, 2020: Canadian Career Development Foundation (CCDF) put out a call to career development professionals across Canada. Generated report document 'consolidates evidence-based Canadian and international research'...

- Input from professionals working in a 'wide range of delivery settings/communities with equally wide range of individuals with diverse needs'.
- ... overarching observation: **'The career development sector has robust theories and models, evidence-based strategies and tools, and deep experience in helping individuals to successfully navigate difficult and complex transitions in their lives.'**
- <https://career-dev-guidelines.org/a-living-document/>
- Online Training resources: <https://voco.myabsorb.ca/#/catalog>

So, how are other Guidance Service Professionals Managing?

‘Overall, career development professionals reported that among their students and clients, **83.9% see this time period as a stressor and only 16.1% as an opportunity.** They indicate that **clients with mental health challenges are among the groups most negatively affected**, followed by unemployed and low-income individuals. Among respondents, **44.1% say their clients are only somewhat or poorly equipped to handle the mental health impact** of the situation.

With the goal of this survey to gather vital intelligence around the changing state of the career development field (in Canada) during the recovery, there are plans to repeat the Pulse Survey again at the end of the summer and during the fall to track changes...

Results will continue to show shifts in how career services are being reimaged and tell the story of the public good that career and employment professionals offer in this period of massive workforce upheaval.’

<https://ceric.ca/2020/06/ceric-recovery-pulse-survey-spotlights-resilience-and-innovation-in-canadas-career-services/>

CANADIAN 'STANDARDS & GUIDELINES FOR CAREER DEVELOPMENT PRACTITIONERS

RECOMMENDATIONS & IDEAS

COVID-19 & THE CAREER DEVELOPMENT SECTOR: IMPACTS AND RECOMMENDATIONS

April 2020 ...

<https://ccdf.ca/wp-content/uploads/2020/04/COVID-19-Career-Development-Sector.pdf>

- Actively support the significant adjustment involved in shifting from face-to-face to online/remote services IT/technical support, new reporting protocols/funding models to reflect labour market realities, support to protect the transmission of sensitive data and the creation of safe hubs for clients requiring face-to-face services and access to computers/internet.
- Make targeted training available to frontline professionals so that they are equipped to deliver evidence based career services that reflect new labour market realities created by COVID-19.

What can we ADD to these 'recommendations & Ideas? From Practice...

- Walk through Model
- Intentionality
- Be aware & document

Recognise your professional Capacity, Guidance Training & Competencies:

<https://www.education.ie/en/Publications/Education-Reports/Programme-Recognition-Framework-Guidance-Counselling.pdf>

‘Activities relating to the work of the guidance counsellor in all service settings include the following:

Table 2.9 Employ ICT tools and online resources to enhance service delivery’

Reflect on the ‘Core Practice Delivery methods’

Lianne Hambly 2015 FET GH <https://creativecareercoaching.org/>

- ✓ Deep listening, Maximize the ‘senses’ – where ‘body language’ is gone, listening for vocal ‘cues’
- ✓ Offers ‘anonymity – can be an asset’
- ✓ Using the Metaphor - ‘stickiness’
- ✓ Reflecting Back
- ✓ Summarise
- ✓ Check in

What we can do now...

Consider the issues and consider the value/ challenges and application in real world of the use of technology, ICT to deliver impartial Guidance and Information according to the principles of the AEGS model, informed by practice, recognising capacity, acknowledging challenges together

- Recognise ongoing need to continue to Collaborate & Communicate

Reflect on NCGE 'Covid 19 Guidance Resources

- Principles include: 'Intentionality' & 'deliberation'
- Planning w ETB Mgt., with/informed by ETB policy (Crisis Mgt. Child Protection, sharing of personal ph. numbers, use 'service email' , have client email the services
- Recognise discrete ETB AEGS processes– e.g. Data Gathering
- Review the 'Texting Facility'

ETB AEGS experience of Texting facility

Intention/ expectation:

- Allow AEGS to contact those hard to reach clients who may not have suitable internet access, to provide information and offer continued and additional guidance supports where appropriate.
- To provide a process whereby the client receiving guidance online can provide their noted consent to their data being entered onto the AGMS following the guidance session (in line with GDPR)

For next week's webinar:

Feedback re. Texting/ Question & Answer:

- Was it of value
- What kind of challenges
- Potential for development of the facility.

Comments/ questions and observations welcome!

Engagement with DEASP / Employment Services: Some questions for you to consider and feedback?

Developments and Context: June 20 Launch of report, The 'High Road' Back to Work: Developing a Public Employment Eco System for a Post-Covid Recovery

- *Dr Nuala Whelan for Department of Sociology and MUSSI Maynooth University, IRC Coalesce funded research project, based in Maynooth University, is led by Dr Mary Murphy (PI), Dr Nuala Whelan (Post Doc) and Dr Philip Finn (Research Assistant).*
- *An advisory committee including ILDN, LESN, and INOU collaborate to support the research. Neither Maynooth University nor the IRC are responsible for any use that may be made of the information in this report. **The views expressed in this report are those of the authors alone***

ETB AEGS Guidance Remote/ Blended Delivery:

Needs to be Inclusive of Career Development or Career Management Skills

- Group Guidance: where/how are ETB AEGS delivering Career management skills sessions / job or education planning
- Are there reciprocal referrals between your service and DEASP – Intreo

Some of the ETB AEGS Practice Examples may give 'ideas' in this regard, here are some examples...

Examples From Practice ETB AEGS

Services missing the face to face meetings with clients and groups, using:

- Microsoft TEAMS and Zoom and Phone
- Workshops (e.g. with VTOS and BTEI on Financial Information for College,
- Networking meetings with external agencies
- One to one guidance – occasional – (Difficulties?)
- PLSS to check things for people who have applied for courses
- Weekly newsletter on Facebook during Covid 19.
- Giving information sessions in small groups of 4 through Microsoft Teams
- Using MyFuture app.

NCGE is very grateful to the services and staff of three ETB AEGS to share presentations

- LCETB – Michael Donnellan & Sarah Noonan
- GRETB – Nuala Kilgannon
- MSLETB – Barbara Ronayne

Final thoughts...

What is imperative that services maintain the AEGI Good Practice Guidelines

- Quantitative Records and Qualitative Reports continue to be required by SOLAS
- We use an online system for planning, scheduling and delivering one to one meetings.
- We are clear on our processes for in provision of online support
- We have made reasonable efforts to verify informed consent for online one-to-one supports
- The Guidance Counsellor refers clients to other suitably qualified professionals when it is appropriate and possible to do so.

Thank you to every ETB AEGS Staff member and especially those who volunteered to share practice. Keep in touch, we will be planning the next ETB AEGS Webinar for July 1st and welcome feedback and suggestions.

Thanks to Luke Dunne for his support and Jennifer McKenzie

Go raibh maith agaibh

Thank you

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