

Careers Guidance provision in the general education sector in Sri Lanka: a review and recommendations

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Careers Guidance provision in the general education sector in Sri Lanka: a review and recommendations.

Background and Context

The World Bank reports that Sri Lanka is transitioning to a more competitive, inclusive and resilient country; recently graduating to an upper middle-income country with a GDP per capita of USD 4,102 (2018) and a total population of 21.7 million. (<https://www.worldbank.org/en/country/srilanka>).

The Sri Lankan government has set an ambitious target to create one million jobs in its Vision 2025¹. The economy is transitioning from being predominantly rural based towards being a more urbanized economy orientated around manufacturing and services.

‘Mobilising and aligning everyone who has a stake in learning is crucial to making the whole system work.’

(Ref: World Development Report 2018, Main Messages: Learning to Meet Education’s Promise).

Putting Sri Lanka at the forefront of global competitiveness includes the development and implementation of a robust and sustainable Careers Guidance System that will provide young people with access to learning opportunities, enable them to make informed choices about their future education and work, gain employment and job satisfaction and allow them to contribute to Sri Lanka’s fast-tracked economic growth.

This systems review assesses and makes recommendations for the establishment and promotion of an effective and sustainable Careers Guidance System that supports the transition from education to employment.

Working with Education in the state school sector, the project aims to enhance teacher and student performance and understanding by adopting better quality and integrated frameworks and professional standards systems.

Deliverables include:

1. Professionalizing the education cadre through building the capacity of individuals and strengthening institutions.
2. Supporting quality assurance of the education system through engaging on policy design and implementation.
3. Helping young people develop employability skills and make informed career choices.
4. Building on a strong research base to encourage the adoption of relevant and fit for purpose approaches.
5. Positively shaping public and industry perceptions of and engagement in education.

¹ <https://www.worldbank.org/en/news/feature/2017/10/17/vision-2025-sri-lankas-path-to-prosperity>

Career development is a lifelong process which enables individuals to manage their learning, work, and successful transitions from education to employment and between employment opportunities. Successful career development is important for individuals' personal and economic well-being and social mobility and for both economic productivity and social justice.

To undertake the process of lifelong career development, individuals need to acquire skills that support their employability, career management and resilience in the face of career change.

Career management skills help individuals to:

- Develop a positive and resilient mind-set
- Learn about themselves and the opportunities available
- Make informed, realistic and justified decisions and have the confidence to act on these
- Identify and network with the people who can support them

For lifelong career development people need access throughout their lives to career learning (education) and personal career guidance/coaching.

In developing, agreeing and implementing the Careers Guidance System, it is important to recognise:

- It **must** be mandatory irrespective of the exit point from education
- It **must** be professionalised
- It **must** link to and engage employers irrespective of the exit point
- From the perspective of excellence, it needs to be benchmarked against international standards.

Key Lines of Enquiry:

To ensure that this research was conducted in a focused way, several key lines of enquiry were established during inception:

- Studying and evaluating existing Careers Guidance provision in Sri Lanka through consultation with identified stakeholders to understand the case for change
- Recommending appropriate and relevant models to establish a national Careers Guidance system in Sri Lanka
- Identifying and agreeing priorities in Careers Education in the short to medium term including: main challenges, teacher recruitment and retention, including plans for the delivery of high-quality teacher training to strengthen the link between education and industry; strengthening of TVET; school to work transition; coverage and capacity, quality and standardization, including the introduction of a National Qualifications Framework
- Introducing a quality framework for Careers Education, Information and Guidance Services aligned to school/college improvement, communication and sustainable strategies.

Observations from an inward visit to Sri Lanka

An inward visit to Sri Lanka in 2018 focused on Careers Guidance provision and policy and resulted in the findings/reflections presented below.

There was recognition and agreement that there is a need for coordination across the various educational institutions. Government plans and targets should also be included in this coordination. The need for further, targeted employer engagement with education and a clear understanding of the future demands and opportunities within the labour market was also identified.

Discussion took place concerning the transition from education to employment, including the importance of matching qualifications to learning and work opportunities and making them relevant to such opportunities. It was a matter of concern that, whilst Sri Lankan education policy continues to offer free education for all young people and the focus is very much on keeping young people in education, there are increasing numbers of young people dropping out of education. **There was a consistent view that coordination was lacking in Careers Guidance activities and that the provision of such services was limited.**

At the same time, it was acknowledged that there is a need for quality assurance processes and for the introduction of professional standards to develop Careers Leaders/Guidance Counsellors. A lack of consistency in teacher training and standards around careers development and guidance was identified. Also, challenges facing the quality and delivery of careers education and guidance were observed and reported. These challenges include ensuring that teachers are appropriately qualified and have an up to date working knowledge of the labour market and future workforce requirements.

Further research has been carried out by Career Connect using research reports and government documents provided by the stakeholder visits and using further recommended resources/research publications. Throughout this project, Career Connect has utilised published international research in order to form and put forward recommendations. The research paper, *Skills Development in South Asia: Trends in Afghanistan, Bangladesh, India, Pakistan and Sri Lanka: A custom research report for British Council* (Ref: The Economist Intelligence Unit, September 2013)² was particularly helpful in setting the context.

Reflections upon the current provision of Careers Education and Guidance in Sri Lanka

Terminology

Career Connect consultants observed that on several of the visits there was some confusion over the terms **Careers Guidance** and **Careers Education**. The description provided by the UK sector lead, the **Careers Development Institute**, as well as the following definitions may help clarify the terms:

Career management skills help individuals to develop a positive and resilient mind-set; learn about themselves and the opportunities available; make informed and justified decisions and act on these, networking with people who can support them. For lifelong career development people

² https://www.britishcouncil.in/sites/default/files/eiu-bc_s_asia_skills_report_17_sep.pdf

need access throughout their lives to career learning (education) and personal career guidance/coaching.

There are two facets of career development³:

1. **Career learning (education)** consisting of planned and progressive learning experiences throughout an individual's life. Often delivered in group settings, these help to develop the lifelong career management capabilities and competences individuals need for:

- Making informed decisions about learning and work options and participating effectively in work and society
- Learning how to present themselves for employment and learning opportunities, which includes the use of digital media.

2. **Personal career guidance/career coaching** provides individualized interventions which help individuals to build on their career education/learning and to decide on their career goal/s.

This is best understood as a process which enables individuals to consider their circumstances, values and aspirations; confront any challenges; resolve any conflicts; build resilience and confidence; develop new perspectives; justify their thinking and reach a decision in the light of relevant career and labour market information.

Technical and Vocational Education in Sri Lanka

The introduction of Technology Labs could make improvements to the 'brand equity' of TVET as a recognized pathway in career development. The TVET visit revealed a great deal of good practice, including a draft publication of the TVET Guide and a regular LMI Bulletin⁴. There is still a great deal of work to be done to raise awareness of TVET and promote this pathway among young people and their parents as a route to further or higher education.

Employer engagement with Education:

Developing work readiness via a **Career Development Framework** will enable students to work on their preparation for work, including how to carry out research into careers/sectors and prepare and present themselves for interviews. Areas of concern are the lack of written English and comprehension skills, lack of preparation for interviews, and lack of ability in answering competency-based questions and demonstrating problem solving skills. Further desk top research at Career Connect recognizes these areas as common issues.

³ http://www.thecdin.net/write/CDI_Definitions_FINAL.pdf Careers Development Institute, 2017

⁴ http://220.247.221.28/lmi/labour_market_unemployment.php

Social considerations:

There was clearly a strong desire to effect change but also recognition that there would need to be certain forms of societal shift and a process of (re)education for groups of the population.

There was notional recognition of the range of key influencers (e.g. parents, extended family, peers). However, it was also accepted that the views of these influencers would reflect their own experiences and preferences. As such, there needs to be consideration of how an approach to 'educate' the influencers could be woven into the strategy.

There was also a lack of consideration for the transferrable nature of skills. As such, it was generally assumed that a direct pathway, (particularly to degree level), existed singly between a qualification subject area and a sector/area of work. How certain skills and knowledge can be applied to other sectors needs to be addressed. This would include recognising that vocational career routes, primarily (but not exclusively) in the services sector, have a status equal to recognised academic routes.

Overall, there was a clear desire to develop the careers eco-system in such a way as to address both current workforce challenges and equip the future Sri Lankan workforce with home-grown skills and talents. However, the status of the career's profession needs to be strengthened and the data and intelligence available need to be optimised in order to drive this change. Using 'Ambassadors' or 'Career Champions' to promote positive personal experiences may be a way of highlighting alternatives to the well-known and commonly understood professions, thus allowing people to consider a wider range of options. This would be in terms of education and learning pathways as well as actual career outcomes.

Finally, although Sri Lanka has made significant progress in social and economic developments over the past decade, the northern and eastern provinces that experienced the brunt of the Civil War remain disproportionately poor which can then directly influence aspirations and opportunity .

International Approaches to Quality Assuring Careers Guidance: Comparative Analysis

As part of this research, Career Connect looked at research carried out around the global issue of quality and quality assurance in Career Guidance. In this report we focus on how six different countries quality assure their career guidance provision. The aim is to use these international examples to inform the further development of a quality system for career guidance in Sri Lanka.

Quality in Careers Guidance must consider: Policy, People, Organizations, Process, Outcomes and the Customer (User). **International Careers Guidance Systems⁵**

⁵ Hooley, T. (2019). International approaches to quality in career guidance. Oslo: Skills Norway.

Country	Careers Guidance System	Quality	Issues and Considerations
England	A well-established Careers Guidance System. Quality Assurance is complex and is managed by a range of overlapping mechanisms.	A comprehensive range of quality assurance tools covering: Policy, People, Organisations, Process, Outcomes and the Customer (User)	Has been complex and fragmented in the past but is now becoming more aligned (refer to the further information below: the UK Journey)
Germany	A well-established Careers Guidance System largely devolved to the country's 16 Federal States. There is currently a major initiative to develop a national approach to quality assurance in Careers Guidance but in practice most quality assurance is done at a local level.	A range of Quality Assurance tools exist at a local and national level. The Be – Qu Concept provides a clear Roadmap to a national quality system.	A decentralised system makes it difficult to establish a consistent national approach to quality in Careers Guidance.
The Netherlands	A well- established Careers Guidance System with a wide range of comprehensive quality assurance tools available.	There is clear regulation and quality support across the education system. There is development of new approaches to quality assurance as a result of key professional associations coming together.	There is fragmentation between education and Labour Market elements of the Careers guidance System. Much of the quality assurance on the Labour Market side of the system is voluntary in nature leading to challenges in adoption and consistency.
Scotland	A strong careers guidance system and quality assurance approach focused around Skills Development Scotland as the main delivery agent.	Skills Development Scotland acts as a guarantor of quality in the country and is in turn overseen by an independent inspectorate.	The elements of the Guidance System which are outside of Skills Development Scotland remit are weakly quality assured.
South Korea	Emergent Careers Guidance System: Quality assurance is widely focused around government legislation.	The rapid development of a coherent quality assurance system in the education system with on-going initiatives to improve quality assurance in the Labour Market.	A largely top-down system which may limit sustainability in the case of policy changes.
Australia	A well-established Careers Guidance System which is quality assured and focused on the development and implementation of professional Standards.	Quality System is driven by consultation with the Careers profession and has endured across different policy regimes.	Much of the Careers Guidance System is voluntary; there are therefore challenges in ensuring its adoption and consistency across the country.

Further research conducted by the British Council focusing on Higher Education in South Asia⁶ makes the following observations:

- Higher Education in South Asia is seen as a matter of global competitiveness; there is an aspiration in both Pakistan and Sri Lanka for Higher Education Institutions to become regional knowledge hubs.
- South Asia’s Higher Education participation rates remain low by global standards; this is a concern for government, in a time of economic growth, the region will need to further accelerate its education systems in order to satisfy the market demand for educated workers.
- The establishment of accreditation and quality assurance mechanisms to build confidence in the quality of education is essential. The report states that ‘...the region lags at the bottom of international rankings on quality, except for a handful of well rated universities in India’.
- A factor in this is the increase in private Higher Education Institution.

‘In parts of Asia and the Pacific, a large number of young people find themselves [looking for jobs for more than a year \(link is external\)](#). In Bangladesh, they account for 45.3% of young job seekers and in Nepal, they account for 31.2%. The long wait opens them to the risk of their skills becoming obsolete, financial loss, and developing low self-esteem. And the longer the wait, the lower the chances of finding stable jobs’⁷

Unemployed youth by job search duration (%)

Duration	Bangladesh	Cambodia	Nepal	Samoa	Viet Nam
Less than 1 week		12.1	2.5		6.7
1 week to less than 1 month	14.3 ¹	16.4	24.6	46.3 ³	15.5
1 month to less than 3 months		32.6	20.7		38.9
3 months to less than 6 months	25.2 ²	7.7	10	27.4	26.9
6 months to less than 1 year	15.2	14.5	11	9.4	4.7
1 year or more	45.3	16.8	31.2	16.9	7.2

Less than 1 month; ² 1 month to less than 6 months; ³ Less than 3 months

Note: Duration of the job search relates to the strict definition of unemployed (those who engaged in an active job search).

Source: International Labour Organization. 2012-13. [School-to-Work Transition Surveys \(link is external\)](#)

⁶ Skills Development in South Asia: Trends in Afghanistan, Bangladesh, India, Pakistan and Sri Lanka: A custom research report for British Council (Ref: The Economist Intelligence Unit, September 2013)

⁷ <https://development.asia/explainer/how-career-guidance-can-improve-job-prospects-young-people>

The key themes from the Careers Guidance project and resulting recommendations are listed below:

Recommendations

- 1. Recommendation: Introduction of a Theory of Change model:** This can be developed retrospectively, following on from analysis of programme documents, consultation with identified key stakeholders and analysis of both destination and LMI data. This analysis will aim to identify, evaluate and reflect on what works and what does not work, helping us to understand the past and plan for the future. Success in achieving the impact identified within the Theory of Change will require investment and commitment towards systems change from relevant stakeholders. This will initially involve looking at research and identifying who is involved (such as TVET institutions, schools and colleges, government ministries and departments, employers/sector skills councils/public private partnerships/social impact bonds). The collaborators will then identify and agree on interventions. Tools such as audits and surveys can be utilized.
- 2. Recommendation: Carry out an employer survey to identify skill gaps, knowledge gaps and labour market needs**

Questions involving the links between education and industry, which may be relevant when considering careers guidance in relation to the needs of employers, include (but are not limited to):

- What linkages with education and industry have already been made to communicate LMI opportunities within the identified growth sectors?
- What are the arrangements regarding Corporate Social Responsibility relating to work with schools/colleges/TVET/Universities?

There is a need to develop broader pathways through collaboration, including the Accreditation and Qualification Framework and the development of teaching staff and careers staff working in the broader guidance community.

- 3. Recommendation: The development of an Employability and Skills Strategy**

The development and publication of an Employability and Skills Strategy, which gives a high-level vision of how an effective skills system can drive aspiration and attainment, is recommended. The strategy will set out how to reform the skills system in order to give Sri Lanka a truly global and competitive advantage. The strategy requires a collaborative partnership approach from a wide range of stakeholders and with the backing of government. It will take shape by using the evidence and analysis of employer surveys, skills audits and one-to-one interviews, as well as consultation with employers, business groups, universities, schools, colleges and training providers.

The Employment and Skills Strategy will help to ensure that individuals and businesses have the right skills to compete and succeed in the 21st century. This is vital to achieve the aim of becoming

globally competitive. The Employability and Skills Strategy requires an associated Skills Action Plan to highlight how stakeholders can help to achieve the strategy's vision and objectives.

Sri Lankan stakeholders need to build upon their collaborative work to date and agree on how to work together to achieve this vision. Building on such strong relationships and effective practice will enable stakeholders to deliver the skills that businesses need to be part of a more inclusive economy.

Furthermore, it is also important to consider what the main challenges are and how much focus and consideration has already taken place regarding the skills gaps. In a context where there is major investment, it is important to understand what industry sectors the investment will benefit and the extent to which the government carries out workforce planning to support its sector plans and reflect that investment. In the event of such workforce planning, it is important for the relevant ministries to be informed, so that consideration can be given to the level of expertise required in each of the target sectors in terms of whether they require high level (graduate) or lower level skills and whether there is sufficient time to develop the talent pool (e.g. with financial services). It is equally important to assess the expectations of potential investors/end users about the extent to which they have access to a qualified labour market, as this could affect their decision to buy/invest/set up business in Sri Lanka.

Longer Term Key Outcomes for the strategy include:

- Increased attainment in English, Mathematics and Information Technology
- An awareness of all pathways, including converting TVET to a mainstream pathway and a route to sustained employment. (This includes changing people's mindsets so that TVET is seen with parity of esteem alongside HEI routes.)
- A focus on work readiness in schools and colleges, leading to increased employability. This includes adapting curriculum learning to opportunities in the labor market and industry as well as soft skills development, for example, communication, problem solving, etc.
- A more effective workforce and fewer local recruitment difficulties across all sectors
- Employers investing more in the quality and quantity of the skills of their workforce and linking to PPP (Public Private Partnerships) and BOO (Build-Own-Operate), making use of higher productivity and lower incidence of skills shortages across growth sectors
- A more linear, comprehensive and simpler pathway and more joined-up support processes, driven by strategic use of funding. This involves collaboration between industry and education. It also includes examining how the HEI curriculum can reform to reflect the labor market.

The strategy should include a performance framework which details the measures against which the success of these outcomes will be monitored. **A large part of this will be the introduction and commitment to the development of a Standardized Qualifications Framework linked to a Framework for Skills.**

4. Recommendation: Development of a Standardized Qualifications Framework

A robust accreditation framework that has clarity and linear progression pathways is required. This needs to develop from a consultation and research exercise with all relevant stakeholders, including employers, skills councils/government agencies, schools/colleges and training providers.

5. Recommendation: Introduction of Quality Frameworks

In schools/colleges and training providers, there is a need to focus on the development of:

Leadership, Management and Governance to include policy statements, clarity of structures and lines of accountability, identification of training needs and skills gaps. This will help to strengthen teaching and ensure effective use of resources (a whole school approach). Also, there is a need for high quality and comprehensive programme development, using the intelligence from employer surveys, industry knowledge of opportunities and identified skills gaps/pathways, as well as 'soft skills' like communication, confidence, resilience, agility, accepting challenges, flexibility and life control.

Focus the curriculum to embed labour market messages throughout towards an understanding of the tangible opportunities for and career prospects of students

Monitoring and evaluation from all relevant stakeholders, including analysis of outcomes, destination data and labour market intelligence in relation to matching skills with opportunities. Questions to consider include: What is the analysis of trends in the destination data? Where are students typically transitioning to? Why is this? Is there a clear correlation with curriculum delivery and destinations? Where are the gaps? What are the strengths?

Carry out an audit across curriculum areas to identify links to the LMI.

Introducing a Quality Award Framework to TVET to improve the 'brand equity' of TVET and give it 'parity of esteem' with alternative pathways (like, for example, the apprenticeship route in the UK compared with HEI degree routes).

Appendix One: The UK's Careers Education and Guidance Journey

In considering the recommendations of this report, it is useful to further reflect on the UK Careers Education and Guidance journey:

Careers provision in England has changed significantly during the past 10 years. In 2012 careers funding for secondary education was decentralised by government and the statutory responsibility to deliver a robust programme of Careers Education placed on Schools and Colleges. The Careers Service for Adults (19+) remains centrally funded with the responsibility for the quality of the provision remaining with the Government's Department for Education. It is worth pointing out that funding in this area has also significantly decreased with adult provision now focusing primarily on supporting priority groups only; i.e., longer term unemployed, those aged 50+, people with criminal record. This is largely due to austerity.

For the purpose of this report we will focus on a careers service for those still in education as we recognise that this is where positive change will have the greatest impact for Sri Lanka to achieve its goal.

The Government's adoption of the Gatsby Careers Benchmarks in 2017. The benchmarks define world class careers guidance and were developed by Sir John Holman as part of an international study full details of which can be found [here](#)

The UK Journey Summary

2017:

- ▶ Launch of the Department for Education's Careers Strategy - providing a vision for creating a stronger fairer society in which people from all backgrounds can realise their potential.



January 2018:

- ▶ Statutory Guidance for governing bodies, school leaders and school staff- Every pupil aged 12 to 19 are provided with independent careers guidance. Every pupil aged 16 to 18 should have at least 1 further interview (Careers guidance interviews should be delivered with someone appropriately qualified to give guidance to level 6).
- ▶ The Baker Clause was published – An amendment to the Technical and Further Education Act. It means that every school must give colleges and further education providers access to all pupils aged 13-18 to allow them to understand the education and careers options available to them.
- ▶ Every schools should be using the Gatsby Benchmarks to develop their Careers programme.

February 2018

- ▶ Guidance for Further Education and 6th Form Colleges is introduced.

April 2018

- ▶ The launch of the Careers and Enterprise Company Implementation Plan including the Compass tool. An on-line centralised tool that captures and measures the implementation of Gatsby Benchmarks in schools and colleges. This is a Self-Evaluation Framework.

September 2018

- ▶ An amendment to School Information Regulations: schools are required to put details of careers programme on website.

Throughout this journey key themes are:

- The role of employers is central to a modern-careers offer – The skills and qualifications they need and labour market demand
- Careers Leaders in a schools or colleges – A senior member of the school has responsibility for the quality and delivery of the Career’s Strategy (Investment of £4 million from the Careers and Enterprise Company was made to provide training and support to Careers Leaders in those schools most at need)
- The Careers and Enterprise Company is established and coordinates support nationally.
- The National Careers Service provides information, advice and guidance for adults who are out of work. And a telephone/online service that young people can access for information.
- Independent and impartial Careers Guidance and support is provided by specialist Careers Guidance Advisers qualified to the recognised industry standard (level 6).
- Technical education and access to advice for pupils; a drive to improve technical level qualification in the UK.

Appendix Two: An Example Quality Framework (UK)

Good Practice Benchmarks for Careers Provision:

The Gatsby Benchmarks (seen in Appendix A) are based on national and international best practice and define elements of an excellent careers programme. They provide a framework on which schools and colleges can focus. By delivering all 8 benchmarks Institutions are offering a careers provision that will raise the aspirations of young people and promote access to all career pathways, enabling young people to develop the skills needed to achieve careers wellbeing. However, achieving the Benchmarks does not necessarily guarantee a quality careers provision is being delivered. To ensure quality of provision schools and college can work towards the **Quality in Careers Standard**.

Quality in Careers Standard

A National quality award for careers education, information, advice and guidance. Awarding bodies work with schools to support and prove the quality of careers provision in a school or college. Whilst this is not compulsory the Department for Education recognise that education establishments that have achieved the Quality in Careers Standard have improved qualification grades and have reduced the number of young people at risk of NEET (Not in Education, Employment or Training). The Department of Education have recently provided funding to promote and encourage schools and colleges to undertake the Quality in Careers Standard.

Matrix Standard

A quality award for careers delivery organisation. Each organisation is externally assessed to ensure they provide independent and impartial careers information and guidance. It is a measurement of excellence in Leadership and management, resources, service delivery and continuous quality improvement. Whilst schools and college have the responsibility to deliver a robust programme of careers many do not employ a qualified careers professional. Organisations such as Career Connect have qualified careers professionals that work with schools and support them to deliver a quality, careers programme. They all hold the Matrix Quality Standard.

Ofsted's Common Inspection Framework.

Ofsted is the Office for Standards in Education, Children's Services and Skills. They inspect services providing education and skills for learners of all ages. As part of a school or college audit an Ofsted inspector will consider the quality of the careers provision. Inspectors will assess the school's/college's 'stable careers program' and look for evidence of quality control and an understanding of the CEIAG by the senior leadership team. Schools and colleges who have the **Quality in Careers Standard** generally receive favourable feedback about their program of careers.

Gatsby Benchmark	Description
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.
2. Learning from career and labour market information	Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school’s careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a career’s adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual need.

Appendix Three: The Career Connect Quality Standard for Careers Education, Information, Advice and Guidance

The Career Connect Quality Standard for Careers Education, Information, Advice and Guidance (CEIAG) provides a quality standard for the management of CEIAG in learning providers, a solid framework within which to work with clear objectives and outcomes.

Assessment is based on the UK's national Quality in Careers Standard validation, legislation from the Education Act (DfE, November 2011) and the DfE Statutory Guidance, (DfE, September 2018) and Ofsted Common Inspection Framework themes (September 2019).

The Award has been written and revised by careers education and guidance professionals, teachers and senior managers in schools and colleges. It takes account of arrangements introduced by the Careers and Enterprise Company (CEC) and the National Careers Strategy. Our robust quality assurance processes ensure the Award goes through continuous improvements and continues to meet national and local requirements; this includes QiCS Continuous Improvement Reviews, scheduled consultations with our stakeholders including schools and colleges as part of the on-going development of the Award. Assessors also meet bi-monthly to review award criteria ensuring relevant legislation and developments are considered. These monitoring and review processes have resulted in improvements/updated to the Award. Examples of this are:

- The Award playing a pivotal role in developing schools/colleges strategy around CEIAG, Enterprise and Employability, aligning identified local labour market need/skills gaps with the curriculum directly.
- Mapping the Award criteria against the (Gatsby) benchmarks/ CEIAG Framework.

A dedicated team of qualified assessors are allocated to work with schools and colleges (this can be arranged via mixed media; webinar, Skype, e-portfolio) to provide support and expert advice so applicants may work through the Award criteria. Assessors follow a set of Quality Award Assessor Standards and all receive regular relevant Continuous Personal Development (CPD).

Schools and Colleges register for the Award and their allocated assessor to provide an overview of the Award principles; describe the moderation process and explains that there is always room for continuous improvement. This helps the school/college understand the level of commitment required and introduces them to the Award's self-evaluation audit tool which is measured against each criterion of the Award and uses Ofsted grading's as a guide. They are required to complete the Self Evaluation Framework prior to the first assessment and send it directly back to the assessor; from this the Assessor can quickly identify gaps in provision/service delivery and support the school/college on effectively focusing on priorities. Principle 3 requires the applicant to complete a Resource Base Audit tool; this considers web-based resources but also considers student learning styles. This process helps the school/college and assessor agree and develop an effective, circular action planning process. Part of the final Assessment Report focuses on further recommendations, for example: changes in policy or legislation, advice on how to deliver effective and timely CEIAG, or sharing good practice.

The Award comprises six principles:

- Principle 1: Management and Organisation
- Principle 2: The Careers Education, Information, Advice and Guidance, Work Related Learning and Enterprise Education Programme
- Principle 3: Provision of Information Resources
- Principle 4: Partnership Working
- Principle 5: Monitoring, Reviewing, Evaluating, Developing and Improving
- Principle 6: Outcomes for Young People (Students)

There are 31 criteria within these principles which serve as evidence of learning providers' commitment to delivering and achieving high quality CEIAG. They are numbered within their principles e.g. 1.6. Each of the principles provides a detailed description of each criterion and provides examples of suggested evidence. The school/college is required to provide relevant documentation which is validated by the assessor who provides written feedback via the 'live' action plan.

The Award is valid for 3 years during which time the provider is expected to maintain the Quality Award standard and provide evidence of continuous improvement, through a formal annual review process. There are also arrangements for reaccreditation; it is recommended that participants address this at least 3 months prior to expiry of the individuals Award.

Benefits of achieving a Quality Award are:

- Raising the profile of CEIAG
- Improving the service offered to students; achieving better results and outcomes/progression
- Increasing knowledge of CEIAG to staff; particularly giving new staff a clear picture of CEIAG
- Supporting the learning provider in acting on current legislation
- Mapping the Award against the Quality in Careers Standard, Inspection frameworks, Principles of Impartial Careers Education, Statutory Guidance on Careers Guidance for Young People and CEIAG Framework
- Preparing for inspection
- Develop existing programmes, sharing good practice and aiding effective partnership working

Appendix Four: Careers Structures in the UK: Schools and Colleges

Our recommendations take account of Sri Lanka's changing economic landscape, the current lack of a structured careers education and guidance provision.

The following recommendations provide a framework for further exploration and discussion.

Consider the suggested Careers Structures in Schools/Colleges

Tutorial roles

- Career informant
- Pastoral support

Teaching roles

- Subject teacher
- Careers teacher

Leadership roles

- Middle leader (*careers leader*)
- Senior leader (*e.g. assistant head i/c careers*)

(Ref: *The Careers Leaders Handbook*, David Andrews and Tristram Hoolley, Trotman, 2018)

A Suggested Model of Careers Leadership Structure in Schools/Colleges

Link Governor	Advocate for careers Support and challenge	
Senior Leader	Overall responsibility for careers and line manager for Careers Leader	assistant head or deputy head
Careers Leader	Day-to-day leadership and management for careers Middle leader	teacher, other professional
Careers Adviser	Provision of personal career guidance to young people	internal or external: professionally qualified at level 6 or above
Careers Administrator	More routine organisation and administration	support staff

(Ref: The Careers Leaders Handbook, David Andrews and Tristram Hoolley, Trotman, 2018)

Evidence Base for Life Long Careers Guidance

Focus on the individual

- Lifelong and progressive.
- Connected to wider experience.
- Recognising the diversity of individuals and their needs.

Support learning and progression

- Involving employers and working people, and providing active experiences of workplaces.
- Not one intervention, but many.
- Developing career management skills.
- Holistic and well-integrated into other services.

Ensure quality

- Ensuring professionalism.
- Making use of career information.
- Assuring quality and evaluating provision.

Appendix Five: TRANSFORM Sri Lanka: Training Needs Analysis

Name:	Role(s):		
Please consider the areas of knowledge and information required in your role and the areas where you need to update your knowledge or require additional information	Required	Need updated or additional information	Factsheet / information on School Website / Intranet or Webinar
Statutory Requirements for Careers Education, Information, Advice and Guidance (including updates on Standards and Ministry of Education)			
Progression Pathways for Young People (16+ and 18+) including Apprenticeship Information			
Effective Partnership working and sharing of best practice regarding CEIAG, TVET and Enterprise Education			
The role of the external impartial and independent Careers guidance providers and contract arrangements			
Staffing and staff responsibilities regarding delivery and management of CEIAG, WRL and Enterprise Education			
Local progression opportunities within the Labour Market			
Resources and other materials available to support careers education, information, advice and guidance activities			
SLT responsibilities of CEIAG: Leading and Managing			
Social Media and CEIAG:			
Other (please specify)			

<p>Please indicate, by ticking the boxes, the skills and techniques that you use in your work and then identify those which represent a training need for you?</p> <p style="text-align: center;">Skills and Techniques</p>	Use this	Training need
Making effective use of ICT to support young people’s career planning – in careers education, information, advice and guidance activities (Portals/websites, STEM resources and CEIAG on line programmes)		
Teaching careers education – introduction to Careers Education programmes		
Evaluating, monitoring and improving Careers Education Programs		
Working with colleagues and external partners who contribute to careers work		
Writing a ‘Stand out from the Crowd’ Personal Statement		
Supporting progression in career-related learning (e.g. using assessment strategies, analysing and using performance data).		
Tackling stereotyped and traditional expectations and thinking in relation to career aspirations, career planning etc.		
Supporting work experience and the use of vocational taster activities		
Preparing young people to make choices		
Supporting individual learning and planning – helping young people to record and review their achievements, set targets, make and work on action plans and track progress		
Supporting transition planning for young people with special educational needs and learning difficulties and/or disabilities		
Involving young people, parents, carers, employers and others in delivering, evaluating and improving provision and practice		
Resilience training and coaching		
Taking a Year Out		
Navigating application processes		
Other (please specify)		

Training Needs: Organisation and Management: Please indicate, by ticking the boxes, the aspects of organisation and management in which you are involved and then identify those which represent training need for you.

<p style="text-align: center;">Organisation and Management</p>	Involved in this	Training need
Leading, managing and developing careers information, advice and guidance		
Leading and managing work experience programmes and vocational taster activities for young people and/or staff		
Establishing, managing and maintaining a careers information resource area		
Building and maintaining local networks to support careers education and IAG		
Designing and managing induction programmes for staff, external contributors and young people		
Quality assuring careers education, information, advice and guidance		
Other (please specify)		

Priorities & Action

What are your top three careers education and information, advice and guidance training needs and why?

- 1.
- 2.
- 3.

Outline the action you plan to take to meet your training needs.

Signature _____ Date: _____

Appendix Six: Qualifications Framework (Careers Education, Advice and Guidance)

To achieve this qualification, candidates must achieve a total of 24 credits made up as follows:

- 9 credits achieved through two mandatory units (Mandatory Group A) and 15 credits achieved through optional units (Generic Optional Unit Group B)

The following table shows the groups of mandatory and optional units:

Unit Name	Overview	Credit value	Level	GLH
Mandatory Group A				
Information, Advice or Guidance – Principles and Practice	This unit will enable the learner to understand the relationship between information, advice or guidance, recognise role boundaries and understand supporting quality processes	3	3	21
Interaction Skills for Information, Advice or Guidance	This unit will enable the learner to develop and apply a range of interviewing skills in order to identify, explore and meet clients' IAG needs	6	3	42
Generic Optional Units Group B				
Working with Employers in Job Brokerage	This unit will support the learner to work effectively with employers to source and facilitate a range of work-based opportunities for individuals	3	3	21
Organising and Administering Job Brokerage	This unit will enable the learner to develop and apply the organisational and interpersonal skills to facilitate and promote a job brokerage service	3	3	21
Developing Interview Skills for Advice Work – Employment	This unit will enable the learner to develop the skills and knowledge to advise individuals on employment issues	1	3	7
Information, Advice or Guidance Work with Groups	This unit will support the learner to recognise the role of group work in IAG and develop and apply the skills to facilitate group activity	3	3	21
Managing Statistical Information to Support Information, Advice or Guidance Practice	This unit will enable learners to understand the purpose, process and systems around managing statistical information to support, deliver and evaluate IAG services	3	3	21

Generic Optional Units Group B	Overview	Credit value	Level	GLH
Managing, Accessing and Creating Information Resources in Information, Advice or Guidance	This unit will enable the learner to understand the range of information and media resources available and support them to create and maintain resources to provide impartial and accurate IAG to clients	3	3	21
Operating within Networks	This unit will enable the learner to recognise the benefits of networks in the IAG service, the contribution made by different roles and the need to work within codes of conduct	3	3	21
Providing Information to Clients	This unit will support learners to identify clients' information needs and source, select and provide a range of appropriate information to clients	3	3	21
Providing Information, Advice and Referral to support Learner Progression	This unit will enable the learner to understand the purpose and process for referral of individuals to other services to support progress	1	3	7
Referral in Information, Advice or Guidance Practice	This unit will enable the learner to apply referral practices for the benefit of client support or progression needs and in line with referral procedures	3	3	21
Reflecting in Own Practice in Information, Advice or Guidance	This unit will support the learner to understand their contribution to the service, reflect on how their attitudes and beliefs impact on service delivery and identify and address personal development objectives	3	3	21
Understand How to Develop Career Related Interviewing Skills	This unit will support the learner to understand, apply and evaluate interviewing skills to facilitate client career planning and progression	3	3	21
Understanding Learner Progression Opportunities	This unit will enable the learner to understand the range of progression opportunities open to clients and to be able to use and communicate information on progression opportunities	1	3	7
Working with Job Seekers in Job Brokerage	This unit will enable the learner to identify client readiness for work, support the development and implementation of job search plans and assist clients to successfully apply for work	3	3	21
Working within Information, Advice or Guidance Operational Standards and Frameworks	This unit will support the learner to recognise the importance of quality assurance, monitoring and feedback to ensure the learner and the service meets operational standards	3	3	21
Working with Educational Providers in Information, Advice and Guidance	This unit will support the learner to work effectively within education providers to support and advise on IAG provision	3	3	20
Using Labour Market Intelligence in Careers Guidance	This unit will enable the learner to demonstrate their understanding and application of Labour Market Intelligence with clients	3	3	20

5 Day Accredited Training Programme – Certificate in Information, Advice and Guidance

Please note: This programme is subject to change to meet delegates' training needs

Day 1	Day 2	Day 3	Day 4	Day 5
Induction <i>Introduction to accredited programme</i> <i>Qualification structure</i> <i>Evidence requirements</i> <i>Assessment process</i> <i>E portfolio</i> <i>Assignment deadlines</i> <i>Support</i>	Interviewing Skills <i>Communication skills</i> <i>Questioning</i> <i>Active listening</i> <i>Reflecting</i> <i>What makes a good interview?</i> <i>Structure of an interview</i>	Interviewing Skills continued <i>Action planning</i> <i>SMART targets</i> <i>Recording information</i> <i>Evidence planning</i> <i>Workbook review</i>	Information Giving and LMI Purpose of information giving Sources of information and LMI Changes to LMI	Reflective Practice Purpose of reflection Models of reflection Methods of reflection Understanding own contribution Personal Development Plan Identifying strengths and areas for development
Principles and Practice <i>Definitions</i> <i>Benefits</i> <i>Roles and boundaries</i> <i>Equality and Diversity</i> <i>Quality standards</i> <i>Evidence planning</i> <i>Workbook review</i>	Interviewing Skills continued <i>Structure of an interview continued</i> <i>Contracting interview practice</i> <i>opportunity in session</i> <i>Gathering information</i> <i>Options</i> Models of interviewing	Networking <i>Definition</i> <i>Mapping networks</i> <i>Informal and informal networks</i> <i>Characteristics of networks</i> <i>Codes of Practice</i> <i>Benefits of networking</i> <i>Challenges</i> <i>Evidence planning</i> <i>Workbook review</i>	Information giving and LMI continued Using LMI effectively Research Skill Explorer Workshop Workbook review	Reflective Practice continued Continuing professional development Attitudes, beliefs and experiences Evidence planning Accountabilities Workbook review

Careers and Advice and Guidance Training Accredited Courses: Further Information on Courses Available

Level 4 Diploma in Career Information and Advice

A specialist career guidance qualification, suitable for The National Careers service as well as roles in other organisations that require the provision of career advice, information, employability support and signposting.

Level 6 Diploma in Career Guidance and Development

This diploma is designed for those working in professional roles providing career guidance and development to clients, and who are required to apply career guidance theories and models to support clients in making realistic and informed decisions and plans regarding new learning or training opportunities and career planning.

This is the qualification required by the Gatsby benchmarks for working in schools and colleges

Level 6 Cluster of 3 Guidance Units This will enable candidates who have previously completed the Level 4 in Advice and Guidance to join the Career Development Institute Professional Register and achieve Level 6 Equivalence. A popular option for those qualified up to level 4, who want to practice in schools and colleges.

Level 6 Career Leaders Programme

Currently funded by The Careers & Enterprise Company, the Careers Leaders Program develops middle or senior school managers as specialist careers leaders. The program will equip them to deliver sustainable, whole-school improvements by developing leadership skills and expertise in Careers education, information advice and guidance

Delegates will complete 3 Accredited Units from the Level 6 Diploma in Career Guidance and Development and will have the opportunity to network, develop lasting partnerships and develop practical strategies for improving their school or college's careers program.

Higher Apprenticeship Standard: Career Development Professional The new Higher Apprenticeship: Career Development Professional was approved in May 2019. This two-year (24 months) apprenticeship route is at level 6 and includes *the attainment of a level 6 or higher career-related qualification*, meaning that individuals can train to be either careers advisers or careers leaders through this new higher apprenticeship route.

Employment Related Services apprenticeship at level 3 and level 4

The ERS qualification will provides apprentices with the knowledge and skills to effectively support individuals to find employment and to help them to change their lives.

Information, Advice and Guidance

Level 2 Certificate in Delivering Information, Advice or Guidance

Assessment of a minimum of 15 Credits

Level 3 NVQ Certificate in Advice and Guidance

The qualification is designed for individuals who work directly with people – disseminating information, advice and some level of guidance

Level 4 NVQ Diploma in Advice and Guidance

Aimed at experienced individuals who work directly with people – disseminating information, advice, guidance and formal advocacy

Coaching: Level 3 Certificate in Coaching

Coaches learn about the tools and techniques to empower their coachees overcome barriers, identify solutions and take action for themselves

Higher Education Programmes: Qualification in Career Guidance/Development – QCG/D

This professional vocational qualification is for those who want to make a real difference to improving the quality of people's lives through the design and delivery of effective career guidance and application of guidance theory to identify and address need.

The Qualification in Career Guidance (QCG), or Qualification in Career Guidance and Development (QCGD) in Scotland, is a high-quality, nationally recognised professional qualification for career guidance practitioners. Available at HEIS, such as Nottingham Trent University, University of Derby QCF Level 7 and can be topped up to a full Masters. Study may be full time or part time.

Appendix Seven: Student Entitlement Statement

For Students and their Parents and Carers

All learners in the School/College will:

Take part in a careers programme that helps them to:

- Understand their education, training, employment and other progression opportunities
- Develop the skills they need to plan and manage their own personal development and career progression
- Access relevant information and learning from taster activities and experience of work
- Make and maintain individual progression plans to help them improve their prospects of success
- Offer feedback and ideas on how to improve the careers programme in their School/College

Have access to, and support with using careers information that is:

- Easy to find and available at convenient times and in convenient locations, including on the intranet
- Clearly labelled and referenced
- Comprehensive, giving details of all progression opportunities and associated support arrangements such as financial help
- unbiased and up to date

Have access to careers guidance that is:

- Impartial
- Confidential
- Focused on individual needs and fit for purpose
- Supportive of equal opportunities
- Provided by people with relevant training and expertise

Parents

- All parents and carers can expect to:
- Be able to make an appointment with a member of staff or specialist adviser to discuss their children's progress and prospects
- Have access to tutors, subjects, learning partners and specialist advisers at parents' evenings and Options evenings.
- Be invited to look at schemes of work and careers activities, information and resources, using and contributing to them if they wish
- Receive invitations to take part in careers and information events
- Can comment on the usefulness of the careers programme to their children and how it could be improved.

Appendix Eight: Suggested Action Plan

The following Action Plan outlines the key recommendations: short term, medium term and long term. This is for consultation with The British Council and the National Education Commission and with finalised agreement will form the basis of a flowchart with clarity around specific activity, timelines, key performance indicators and milestones.

Recommendation	Objective	Suggested Actions to Consider		
		Short Term Within 6 months	Medium Term 6mths – 18 months	Long Term 18 months – 36months
1. Sri Lanka uses a standardised Careers Education and Guidance Framework as part of the National Skills Strategy.	To provide a proven model of best practice that raises the aspirations of young people and aligns their career choices with the developing labour market.	<p>The Careers and Guidance Framework is adopted as a model of best practice at Ministerial level.</p> <p>Delivery of workshops and events to embed clear understanding of the Framework, what it is and how it can provide a stable foundation for a robust careers plan. (this work has started).</p> <p>Working with UK experts, a project plan is developed to roll out the Framework to Education institutions.</p>	<p>Secondary and Higher Education Institutions are invited to attend conferences, events and workshops about the importance and impact of good Careers Guidance and why it is important for Sri Lanka.</p> <p>Education institutions adopt the Framework. Each institution develops a Careers Strategy and starts to embed Careers Education, Information and Guidance within the curriculum.</p> <p>A Communication Strategy is implemented to educate key influencers (e.g. parents, extended family, peers and especially friends).</p>	<p>6 monthly self-assessment reports (SARs) are undertaken by schools, colleges and universities to measure progress towards the uptake of the Framework.</p> <p>This could possibly be modelled on the UK's COMPASS SEF.</p>

Recommendation	Objective	Suggested Actions to Consider		
		Short Term Within 6 months	Medium Term 6mths – 18 months	Long Term 18 months – 36months
2. Identify a dedicated Career Leader in each School/College. (please also refer to point 4 and 5 of this suggested Action Plan).	The Career Leader is the ‘lynch-pin’ responsible and accountable for the delivery of the School/College Careers Program.	Develop a Careers Leader network in each province to identify and share best practice.	Train Careers Leaders to an agreed and recognised accredited standard.	Continuously monitor and evaluate the role of the Careers Leader to refine and inform the future training model.
3. Introduction and implementation of the Careers Guidance Roadmap.	Provide a practical, structured Careers Guidance Roadmap resource for all schools and colleges.	Select several schools and colleges to pilot the Careers Guidance programme using monitoring and evaluation to track progress.	Communications strategy using multi-media to raise awareness and introduce the Roadmap across Provinces.	Roll out of the Careers Guidance Roadmap and associated materials.
4. Implement a centralised online tool to collate the performance of education institutions.	To have a centralised self -assessment tool for schools and colleges to assess, collate and reflect on their progress and gaps in implementation: Cross reference with 7. to emphasise the criticality of objective assessment and measurement.	Gain commitment for a centralised online tool to measure performance against the GB’s. Map how a centralised tool will be developed and rolled out to schools.	Roll out tool to all Secondary and Further and Higher Education institutions. Develop a Careers Entitlement Statement for Students (A suggested draft is provided by Career Connect) for Schools and Colleges. Train all institutions to use the tool.	Monitor, review and improve.

Recommendation	Objective	Suggested Actions to Consider		
		Short Term Within 6 months	Medium Term 6mths – 18 months	Long Term 18 months – 36months
5. Education establishments introduce Careers Leaders at a senior level to take responsibility for embedding up to date and accurate Labour Market messages/information into curriculum.	To ensure that the Framework is adopted at a senior level to guarantee responsibility for implementation sits with a person of influence.	The Framework is adopted as a National Strategy: Presented at National Conference, Symposium and Workshop level.	Education Institutions are invited to attend conferences, events and workshops about the importance and impact of good Careers Guidance and why it is important for Sri Lanka. Educational Institutions identify/nominate Careers Leaders. Provide Careers Leaders with appropriate academic qualifications and training. Education institutions adopt quality benchmarks. Each institution develops a Careers Strategy and starts to embed CEIAG within the curriculum.	6 monthly Self-Assessment Reports (SARs) are undertaken by schools, colleges and universities to measure progress towards the uptake of the Framework.
6. Introduce Careers Professionals as a high-level profession in Sri Lanka and train employees to UK standards.	Good quality and well-informed careers guidance is delivered throughout education. Careers Professionals are valued within the Education Sector. The job of a Career’s Professional (Leader) is considered as a ‘high-value’ role.	A training schedule and timetable is agreed for training Careers Professionals/Leaders.	Careers Professionals/Leaders are recruited and trained. Achievement of fully qualified Careers Professional from Level 3 – L6 to reflect the different careers professional roles at technician as well as at professional level.	Establish a central Institute of Careers Professionals to (ICP) govern the quality and ethics of Guidance Professionals. Training is provided to Careers Professionals through the ICP to ensure continuous Professional Development.

Recommendation	Objective	Suggested Actions to Consider		
		Short Term Within 6 months	Medium Term 6mths – 18 months	Long Term 18 months – 36months
7. Introduce a National Careers Quality Standard to be governed by a centralised body.	Raise the quality and standard of Careers Education, Advice and Guidance across Sri Lanka.	Introduce the national Quality Standard to key stakeholders (Government level).	Identify schools and colleges to sign up to Quality Standard pilot programme. Identify and train (independent and impartial) Quality Standard Assessors.	First pilot schools and colleges achieve the National Careers Quality Standard. Review the Quality Standard experience and considerations to roll out good practice across Sri Lanka – increase numbers of schools and colleges working towards the Standard.
8. Develop National Communications Strategy to promote the importance of both Careers Education Information Advice and Guidance and the Careers Profession and the range of Options available.	Make sure that all educational institutions are ‘on message’ and up to date regarding planned developments and improvements in Careers Education, Information, Advice and Guidance Systems across Sri Lanka.	The British Council have now published their TRANSFORM Communications Strategy.		
9. Establish Task and Finish Groups (TFG) from with specific and measurable outcomes (SMART)	TFG will have specific objectives that they will work on, report on and feed into the Ministry of Education/National Education Committee to further establish the national Careers System.			

To promote positive action, we recommend that Task and Finish Groups are set up (TFGs). Relevant stakeholder will be invited to join a TFG group that is applicable to them. The Ministry will sign off any policies, documents, reports of actions taken by each TFG.

National Human Resources and Employment Policy for Sri Lanka

<http://www.dome.gov.lk/web/images/NationalHumanResourceEmploymentPolicySinhala.pdf>

Careers Guidance Survey in General Education

<http://nec.gov.lk/wp-content/uploads/2016/04/8-Final-2.pdf>

National Policy Framework on Higher Education and Technical & Vocational Education 2009

<http://nec.gov.lk/wp-content/uploads/2014/04/national-policy-on-higher-education-2009.pdf>

TVET Guide

<http://220.247.221.28/institute/index.php>

LMI Bulletin

http://www.tvec.gov.lk/?page_id=3424

Employers Engagement on School Based Career Guidance at the Sri Lanka Foundation:

Reappraisal of National Policy for School Based Career Guidance in Sri Lanka National Education Commission in Collaboration with the British Council.
(January 2019).

http://www.island.lk/index.php?page_cat=article-details&page=article-details&code_title=199441

UK Careers Strategy and Statutory Guidance

Updated Statutory Guidance

Careers Guidance Provision for Young People in Schools

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

Careers Guidance for Colleges

<https://www.gov.uk/government/publications/careers-guidance-for-colleges--2>

Original Statutory Guidance (December 2012)

<https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>

Understanding the Gatsby benchmarks

<https://www.careersandenterprise.co.uk/schools-colleges/understand-gatsby-benchmarks>

COMPASS Benchmark Tool:

<https://compass.careersandenterprise.co.uk/info>

Careers Framework - Framework for careers, employability and enterprise education

<https://www.thecdi.net/write/BP556-CDI-Framework-web.pdf>

Understanding the Role of the Careers Leaders

<https://www.careersandenterprise.co.uk/sites/default/files/uploaded/understanding-careers-leader-role-careers-enterprise.pdf>

Quality assurance of career development interventions

1. [How to Use the Recommendations for Quality Assurance Criteria Career Development Intervention Observation or Self Reflection](#)
2. [QA of career development interventions proforma \(June 2018\)](#)
3. [What Works - Personal Guidance](#) Careers & Enterprise Company (November 2018)

[How schools are developing real employability skills?](#) Collaborative work by Education and Employers; The Edge Foundation and National Education Union - November 2018

Careers and Enterprise Company Research: a wide range of useful research reports published by the Careers and Enterprise Company detailing progression in Careers over the last 3 years.

<https://www.careersandenterprise.co.uk/our-research>

<https://www.careersandenterprise.co.uk/research/state-nation-2019> published by the Careers & Enterprise Company (October 2019)

[Careers Guidance in Schools and Colleges: A Guide to Best Practice in Commissioning Independent Career Guidance Services](#) - published by the CDI (June 2018) [Annex A and Annex B](#)

[Gatsby Benchmark Toolkit](#) - published by the Careers & Enterprise Company, updated March 2018

[SEND Gatsby Benchmark Toolkit](#) - published by the Careers & Enterprise Company, 2018

[Personal Career Guidance - An Explanation](#) - published by the CDI [Equipping the young people of today for the career choices of the future personal career guidance](#) - an explanation of personal career guidance published by the CDI (May 2018).

Glossary of UK Terms:

Apprenticeship: Employment training that involves following and studying a trade on the job. There are a variety of apprenticeship grades, some being the equivalent of A levels or degree qualifications.

CEC: Acronym for the Careers and Enterprise Company.

CEIAG: Acronym for Careers Education Information Advice and Guidance. An effective careers education program will ensure that young people gain the necessary skills and information to make impartial and effective decisions regarding their careers and professional development.

DfE: Department for Education.

Employer Engagement Strategies: Designed to enhance and develop the delivery of careers education through various methods such as work experience, enterprise activities, sector specific information, stimulation challenges from employers, job specific tasks and tutorials.

FE: Acronym for Further Education. The City of Liverpool College offers both Further Education (FE) and Higher Education (HE)

HE: Higher Education offered in universities.

IAG: Acronym for Information, Advice and Guidance. This allows students to make suitable educational and employment decisions and to minimize the potential costs associated with uninformed and unsuccessful choices.

INSET: Acronym for In Service Education and Training. Courses for practicing teachers and other school staff.

Key Sectors Priority: Sectors that are recognized as key to future economic growth and job creation.

Key Stage (KS1 - 5): The five stages of the national curriculum. The Key Stages are KS1 (age 5 - 7), KS2 (age 7 - 11), KS3 (age 11 - 14), KS4 (age 14-16) and KS5 (age 16 - 19). Key Stage 4 The legal term for the two years of school education that incorporate GCSEs and other exams. Normally known as Year 10 and 11 in England and Wales.

Key Stage 5: Used to describe the two years of education for students aged 16-18. Often described as year 12 and 13.

LMI: Acronym for Labour Market Information. Data, statistics and research about the workplace including unemployment rates, salary and demand and supply of Labour.

National Careers Service: A publicly funded careers service for adults and young people aged 13 or over. Services include providing information, advice and guidance on learning, training, career choice, career development, job search and the Labour market.

National Curriculum: This was established by the 1998 Education Reform Act to ensure that all pupils receive a broad and balanced education that is relevant to their needs.

NEET: Acronym for young people Not in Education, Employment and/or Training.

NQT: Acronym for newly qualified teacher.

Ofsted: Office for Standards in Education, Children's services and Skills. Ofsted inspectors assess the quality of independent careers guidance and students' post-school destinations in making their judgement on the leadership and management of a school.

Skills Gap: Specific sectors can experience a skills gap, causing low job density or a lack of a skilled workforce.