



Is Gatsby great for careers education? A vision for the future of career learning in schools

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Recent relevant publications

Ambrose, J., Wilkinson, M., Andrews, D. and Moore, N. (2016) #Digitisemycareer: Resources to support the development of digital career literacy skills. Derby. International Centre for Guidance Studies, University of Derby.

Andrews, D. (2019). Careers Education in Schools. Second edition. Steeple Morden. David Andrews.

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Hanson, J., Vigurs, V., Moore, N., Everitt, J. and Clark, L. (2019) '[Gatsby careers benchmark north east implementation pilot: interim evaluation \(2015-2017\)](#)'. Derby: University of Derby

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Introduction

This paper provides a written record of the 2019 iCeGS Annual Lecture which I delivered in December 2019. I was very pleased to have been invited to give the lecture and, looking at the list of previous presenters of the annual lecture, regarded it as an honour and a privilege.

The Centre has done, and continues to do, great work in the field of career education and guidance, through both research and teaching, not all of which is always properly acknowledged. For example, in this paper I make several references to the Gatsby Benchmarks which have their origin in a research report published by the Gatsby Charitable Foundation¹. What is not so widely known is that much of the work on that study was undertaken by a team of researchers from iCeGS.

I have been working on careers education and guidance in schools for the past 40 years. I started teaching in secondary schools in the year in which Bill Law and Tony Watts published the DOTS framework². Over my career in careers I have seen the position of careers education in the curriculum grow and develop, reaching its peak at the turn of the century, when it was part of the statutory curriculum with a national programme of support and training provided at a local level across the country. Here in England this was all undermined in 2012 when the statutory duties on schools to provide careers education and work-related learning were removed. Eight years on the quantity and quality of career learning in schools remains patchy, varying from very good to severely lacking. Evidence is emerging that the Gatsby Benchmarks are beginning to drive an improvement in careers programmes in schools but there is a risk that the absence of an explicit reference to having a planned programme of careers education in the curriculum could lead to this key element of career guidance being overlooked.

In this paper I delve briefly into the early history of careers education in English schools, then examine in more detail what has happened in the past decade and offer an analysis of the present position. I conclude with a set of practical proposals for addressing the gap in the current careers strategy, and with a call for a greater degree of collaboration within the sector, to ensure that young people are provided with the learning both for and about career that will equip them to navigate and shape their futures on a lifelong basis.

Why the focus on careers education?

In my professional career there have been three aspects of careers work in schools where I have taken a particular interest: careers education; leadership and

¹ Gatsby Charitable Foundation (2014). *Good Career Guidance*. London: Gatsby

² Law, B. and Watts, A.G. (1977). *Schools, Careers and Community*. London: Church Information Office

management; and training and continuing professional development (CPD). The current careers strategy in England includes a focus on careers leadership and training for the role of careers leader although, as I point out later, this does not extend to CPD for other staff involved in delivering careers education and guidance. Careers education, however, is neglected and it is for this reason that I have focussed the lecture on the place of career learning in the curriculum. Young people in schools today have a future where they will have several different jobs and probably more than one change of occupational sector in their careers. A range of encounters with employers and learning provides, however meaningful, and access to personal guidance interviews will not be enough. A careers programme comprising only those elements will support pupils in making the first move on from leaving school but will not equip them for lifelong career development. Young people will also need a set of career management skills, and they can only be delivered through careers education.

Terminology

Before I go any further it may be useful to clarify my use of terms to describe the different aspects of careers work. Over time the language has changed, often several times, and this has not always helped when people working in the careers sector have been seeking support from policy-makers and managers responsible for allocating resources. The one-to-one or small group interactions to help pupils resolve issues and make choices have been termed: vocational guidance; careers advice; careers guidance; IAG [information, advice and guidance]; CIAG [careers IAG]; career guidance; and career counselling. The work in the curriculum to help pupils develop the knowledge and skills to understand themselves, research opportunities, make decisions and manage transitions has been called: careers education (commonly in secondary schools); career learning (in the FE sector); career-related learning (in primary schools); career education. Finally, the terms used to describe the overall provision have evolved from careers education and guidance (CEG), through CEIAG (careers education, information, advice and guidance) and career development to career guidance.

This latest term has led to some degree of confusion. Since the Gatsby report was published in 2014, in England the term career guidance has become used increasingly to describe the overall programme. This is consistent with the international definition used by the OECD and many countries. The problem in England is that we have used the same term to describe one particular element of careers work, the individual guidance interviews. Attempts are being made to use the term 'personal guidance' for the one-to-one work, but it might have been better to have adopted the term used in most other countries, namely 'career counselling', or at least 'personal career guidance'.

For the remainder of this paper I use the terms 'career guidance' to describe the overall provision, and 'careers education' to describe the curriculum element.

A brief history of careers education in the 20th Century

It is alleged that the reason why Lord Sainsbury chose to name his charitable foundation the Gatsby foundation is because his favourite novel is F. Scott Fitzgerald's 1925 book, *The Great Gatsby*. The last line of the book is:

“So we beat on, boats against the current, borne back ceaselessly into the past.”

In this section, by reviewing the history of the development of careers education in the school curriculum, I am not suggesting that we should go back to the past. Rather, I look back to learn the lessons of the past in order to build on what works but in a contemporary context.

We can trace the origins of careers work in schools to 100 years ago. It was in 1920 that the first careers teacher was appointed, Mr Stephen Foot, a teacher at Eastbourne College who combined his role of careers master with teaching maths and other responsibilities including house master, rugby and rowing coach and bursar. In those early days, however, the responsibilities of the careers teacher did not extend to teaching careers lessons: the role was to provide careers information and vocational guidance to pupils in their final year. It was another 40 years before careers education was introduced.

Initially careers education consisted mainly of providing careers information in group settings, either in classes or assemblies, and preparing pupils for careers guidance. Bill Law, in his chapter on careers work in schools in *Rethinking Careers Education and Guidance* (1996), describes this as a 'supplementary service', separate from the curriculum. Subsequent developments led to careers education moving on to become, firstly, an optional part of the curriculum, and then later, a requirement³.

The first careers lessons started to appear on the timetable in secondary schools in the 1960s, at least for some pupils (often those not continuing into the sixth form) and mainly in the later years. This development was influenced by the work of Ginzberg and Super in the USA and introduced in the UK by Peter Daws at the Vocational Guidance Unit at the University of Leeds. The key feature of their work was that occupational choice was no longer viewed as a one-off event, but as a developmental process over time. This meant that there was a place in the curriculum for learning that would support pupils through this process by helping them to develop a sense of themselves, to know and understand more about different opportunities and to test themselves in different occupational settings.

³ Watts, A.G., Law, B., Killeen, J., Kidd, J.M. and Hawthorn, R. (1996). *Rethinking Careers Education and Guidance. Theory, Policy and Practice*. London: Routledge

In the 1970s these ideas were developed further. The Department of Education and Science (DES), in its report of the first national survey of careers education in schools, defined careers education as:

“ ... that element in the programme of a secondary school explicitly concerned with preparation for adult life.”⁴

The report went on to say:

“Between the ages of 13 and 17, young people pass through a zone of critical decisions, a period when they must learn to know themselves, to come to terms with their strengths and weaknesses, to make choices, reach decisions and accept the implications of those decisions.”

Her Majesty's Inspectorate (HMI) observed at the time that career choice involves two stages: exploration (a divergent process) and decision (a convergent process). Careers education can support pupils through both stages and one can see here the beginning of the notion of progression in careers education, an idea that Bill Law developed further in his career learning theory.

From 1971 to 1977 the Schools Council in England funded a national project to develop and disseminate materials for careers education for pupils. The Careers Education and Guidance Project led to a shift of emphasis in careers education, away from simply giving careers information and advice to providing activities to prepare pupils for working life. Careers education was now viewed as helping pupils to understand themselves and explore different occupational roles. Some members of the project team wanted to go further and proposed that careers education should not only help pupils to understand the opportunity structures but also equip them to assess critically society and the occupational roles available and encourage them to act as agents of social change. Throughout its brief history there has been a debate about the nature and scope of careers education. The different perspectives can be summarised as:

- assisting young people to make choices from what is available;
- equipping young people for lifelong career development;
- empowering young people to influence opportunity structures.

By 1977 a consensus had been reached around the first two of these views and Bill Law and Tony Watts published what has become known as the DOTS analysis of careers education, a simple framework to help schools plan and review their programmes of careers education in the curriculum but one that has stood the test of time. The four

⁴ Department of Education and Science (1973). *Survey 18 Careers Education in Secondary Schools*. London: HMSO

elements – self-awareness, opportunity awareness, decision learning and transition learning – can be recognised in most of the curriculum frameworks that exist today.

The DOTS framework came out of a project undertaken by NICEC (the National Institute for Career Education and Counselling), a research and development organisation of which Tony Watts was founding director and Bill Law founding senior fellow. A lesser known outcome of the project was another framework, showing the stages of development of careers work in schools and listing four components that typically were introduced progressively over time as a school developed its careers programme. For each stage two sub-stages were identified: a basic level of provision and a more advanced or developed level.

1. Information

- (a) a collection of careers literature randomly arranged
- (b) an organised careers library

2. Interview

- (a) careers advice to help pupils narrow down choices
- (b) careers counselling to help pupils analyse their situation and come to a decision

3. Curriculum

- (a) a series of timetabled talks to present occupational information
- (b) careers education lessons in the curriculum

4. Integrated

- (a) linking the careers programme to other curriculum areas
- (b) making use of community resources to enhance the careers programme, e.g. work experience.

It is fascinating to note the similarities between these four elements (or eight sub-stages) of a careers programme, set out in the late 1970s, and the eight Gatsby Benchmarks published four decades later. The only Benchmark for which there is no obvious equivalent element in the Law & Watts framework is Benchmark 7 which is concerned with helping pupils to learn more about future study options in colleges and universities and on apprenticeships. This difference can be explained by changes in the progression routes for school leavers. In 1977 a large majority of pupils left school at 16

and went into jobs, whereas today all pupils are required to continue in learning to age 18 and almost 50% continue on into higher education.

The other noticeable difference between the two frameworks is that the Gatsby Benchmarks do not include an explicit reference to careers education in the curriculum. The overarching Benchmark 1 refers to a 'stable and embedded programme of career education and guidance' and Benchmark 4 is concerned with linking subject teaching to careers, but there is no reference to complementing such integrated or cross-curricular provision with a discrete provision of careers education. I view this as a major omission and will return to this point later when I examine the current position.

If the 1970s were about developing frameworks and curriculum materials for careers education in secondary schools, the 1980s were about providing schools with funding and support to develop their careers programmes. The principal mechanism for this was the Technical and Vocational Education Initiative (TVEI), a nation-wide programme of curriculum development which ran from 1983 through to the mid-1990s. The overall aim of the initiative was to develop the curriculum for 14-18 year old pupils to better prepare them for an increasingly technological society. More technical and vocational courses and qualifications were introduced, and greater emphasis was placed on preparation for adult and working life, including careers education and guidance. Schools and colleges were organised into consortia to work on these developments collaboratively, with funding and support provided by national, regional and local authority advisers.

The development of careers education in schools received a further boost in the 1980s by the publication of a joint policy statement from the DES and the Employment Department in 1987, *Working Together For A Better Future*. This short booklet stressed the importance of careers education and guidance and the need for all partners to work together to improve the support for young people to make sound choices as they progressed through school and beyond. The principal partners were the schools and careers service but working together also with colleges, universities, training providers, employers and parents.

These developments continued into the early 1990s but by that time the government had introduced a national curriculum and careers education had been consigned to the position of a non-statutory, cross-curricular theme, competing for curriculum time with ten statutory core and foundation subjects. It was not until the end of the decade that careers education was made part of the statutory curriculum, for pupils aged 13 to 16.

The 1990s also saw the introduction of local quality awards for careers education and guidance. Careers services worked with schools in their area to develop quality standards for careers programmes. Schools could use the standards to review and develop their provision of careers education and guidance and they could also apply for an external assessment to achieve recognition of meeting the standards.

By the early 2000s careers education had secured a strong position in the school curriculum. The statutory duty on secondary schools to provide careers education was extended to include all pupils from Year 7 to Year 11, and this was supported by a national framework which offered recommended learning outcomes and illustrative content. The government funded a national support programme and the Connexions service was given a responsibility and funding to provide support at a local level, including access to training and CPD. If there ever was a 'golden age' for careers education, it was the first decade of the 21st Century.

Lessons learned from the past

If we review the history up to the first decade of the current century, we can identify a number of factors that contribute to securing a place for careers education in the school curriculum:

- an acknowledgement that careers education is a key component of a fully comprehensive careers programme, alongside other elements such as careers information, advice and guidance and links with the world of work;
- a clear and agreed framework of aims, objectives and learning outcomes;
- an acceptance that careers education should be delivered through a combination of separately timetabled provision and work integrated into other subjects;
- careers education being part of the statutory core curriculum;
- a national programme of support and training, delivered locally;
- collaboration between schools, and with other partners such as guidance services, employers, learning providers;
- a quality assurance framework, with agreed standards and the option of external accreditation.

Over the period from the 1960s to 2012 each of these conditions for effective careers education had been in place but not necessarily all at the same time.

The second decade of the 21st Century

The first half of the second decade of the present century witnessed the dismantling of much of the support summarised above and, as a result, a weakening of the position of careers education in schools. The Conservative-Liberal Democrat Coalition government that came into power in 2010 closed the national careers guidance service (still branded

Connexions in many areas of the country) and devolved responsibility for securing access to independent careers guidance to individual schools with effect from 2012. Unfortunately, the schools were not given any of the funding that local authorities had previously spent on providing the careers guidance service and as a result the level of advice and guidance in schools fell significantly. This is a situation from which schools and young people are still suffering eight years later despite the emphasis on access to personal guidance for all in Gatsby Benchmark 8. It is a serious concern and one that deserves proper attention, but it falls outside the scope of this particular lecture and paper. For careers education specifically the closure of the Connexions service meant that the primary source of support and training for school staff involved in planning, co-ordinating and delivering careers education disappeared overnight.

But closing down the Connexions service was not the only action to impact negatively on careers education. At the same time the government removed from schools the statutory duty to provide careers education and they closed the national support programme. The overall result of these actions was a reduction in the amount of curriculum time allocated to careers education in many schools. Research commissioned by the Department for Education (DfE) in 2015 found that one in six schools had dropped careers education all together.

Recognising that the level and quality of careers work in schools had decreased the government established, in 2015, The Careers & Enterprise Company to improve the provision. However, the initial focus was solely on engaging with employers. While links with business form an important part of careers programmes, particularly with respect to increasing pupils' occupational knowledge, understanding of the world of work and employability skills, this does not constitute a full careers programme.

In the latter half of the decade we saw a number of initiatives to restore the position of careers education, the first examples of which all came from within the profession itself. As early as 2012 the professional association for careers teachers, the Association for Careers Education and Guidance (ACEG), had produced a framework for careers and work-related education to support schools to plan and review their programmes of careers education. The statutory duty to provide careers education had been removed, and consequently the government's recommended *National Framework for Careers Education and Guidance* no longer applied. Over subsequent years the ACEG framework has been revised and updated and ACEG has since merged with three other professional bodies in the careers sector to form the Career Development Institute (CDI). The current version of the framework is the CDI's *Framework of Careers, Employability and Enterprise Education 7-19*.

Another development within the sector has been the bringing together of the different local quality awards into the single standard, *Quality in Careers*. We now have a national standard for careers education and guidance in schools, in which the assessment criteria have been fully aligned to the Gatsby Benchmarks but, importantly in the context of the theme of this lecture, the criteria extend beyond the Benchmarks to

include explicit references to a planned programme of careers education in the curriculum.

A third initiative was instigated by the educational charity Teach First, which commissioned iCeGS to research the role of teachers in careers education. This led to a taxonomy of six different roles teachers fulfil in relation to leading or delivering careers education and pilots of different forms of CPD, including a training programme for careers leaders organised as a series of face-to-face sessions over several months.

As these various developments got underway the professional bodies, in particular the CDI and Careers England, continued to lobby the government for support not just for careers education but for careers work in schools as a whole. After several drafts, changes in ministerial teams and provisional launch dates, the government eventually published a strategy for careers, in December 2017. The key features of the strategy in relation to improving career guidance in schools were as follows:

- schools were expected to use the Gatsby Benchmarks to review and develop their careers programmes;
- schools were required to publish details of their careers programme and to have a named careers leader;
- schools were strongly recommended to work towards the *Quality in Careers* standard;
- The Careers & Enterprise Company was to have a wider remit, to support all eight Benchmarks, not just the two that relate to employer engagement;
- a fully-funded training course was to be available for careers leaders;
- careers hubs were to be established, supporting groups of schools to work together on developing their provision of career guidance.

Regrettably, the DfE did not take the opportunity to reinstate the statutory duty to provide careers education but the features of the careers strategy highlighted above have several similarities with the conditions for effective careers education identified from the review of the history of the development of this area of the school curriculum. They provide welcome support for improving career guidance in schools, but do not, in my view, go far enough, particularly with respect to strengthening the provision of careers education in the curriculum.

The current position

While writing up this lecture I rediscovered an iCeGS paper written by Tristram Hooley and Tony Watts, in 2011, commenting on the changes in careers education and guidance for young people in England that had been recently announced⁵. They forewarned that the removal of the statutory duty on schools to provide careers education could result in a focus on activities, requiring administrative skills, rather than a developmental curriculum, requiring pedagogical skills. Almost a decade later such a shift in approach can be recognised in the way in which careers programmes are described in the Gatsby Benchmarks. The problem we face is that the amount of curriculum time devoted to careers education and the quality of provision remain too varied. Furthermore, we know that 16% of schools have dropped it from the curriculum completely. If we are to do anything to tackle this reversal we will need to build on current strengths and supportive developments but also address the weaknesses that are holding us back.

Features to build on include:

- a national focus on improving career guidance (which has been described by some as the 'Gatsby revolution')
- the Gatsby Benchmarks are widely known and are beginning to have an impact on the improvement of career guidance in schools
- the crucial role of careers leader is recognised and training for the role is nationally available and at no cost to the school
- careers hubs, based on the model established in the Gatsby pilot in the North East, are beginning to provide support in 25% of the country
- the CDI has made available a framework of learning outcomes and a series of associated documents to support planning and auditing
- the Quality in Careers Consortium has brought together the various local awards into a single, national standard fully aligned to the Benchmarks but also with an added emphasis on careers education in the curriculum.

At the same time, however, there are a number of gaps in the current arrangements:

⁵ Hooley, T. and Watts, A.G. (2011). *Careers Work with Young People: Collapse or Transition?* Derby: International Centre for Guidance Studies, University of Derby

- careers education is not part of the statutory curriculum. In the history of the school curriculum in England this is the only example of a subject that was previously mandatory having its status changed to non-statutory.
- the Gatsby Benchmarks promote the delivery of careers education through other subjects (ref. Benchmark 4) but fail to recognise the need for discrete provision alongside, both to deliver elements of careers education that cannot easily be located in a subject area and to pull together for pupils the different elements delivered through a cross-curricular approach.
- there is no government-endorsed national framework of intended outcomes for career guidance in schools. The Benchmarks describe the provision that should be put in place but they are not complemented by a framework of aims and objectives setting out what young people should know, understand and be able to do as a result of the careers programme.
- the *Quality in Careers* standard is not actively promoted by The Careers & Enterprise Company nor Gatsby.
- the careers hubs cover only one quarter of the country.
- very limited funding is available direct to schools to support them to develop their careers programmes in line with the Benchmarks. A few hubs have made money available to their schools for specific projects and schools where the careers leader has completed the careers leader training course receive a bursary of £1,000. Access to funding to support development work was a key feature of the Gatsby pilot.
- the key strategic players are not working together enough. Bilateral meetings take place between, for example, The Careers & Enterprise Company, Gatsby and the CDI, but there are no regular meetings of all the key players to oversee a coordinated approach to implementing the careers strategy and pooling their respective expertise and resources.
- there is no programme of evaluation in place to examine the impact of career guidance on the outcomes for young people, in terms of both learning outcomes and other metrics such as destinations over time.

A strategy for improving careers education in schools

Based on my personal analysis of the recent history and current position, I have set out a strategy for improving the place and quality of careers education in the school curriculum in England. My ten proposals are as follows:

1. The DfE should reinstate the statutory duty on secondary schools to provide careers education and extend the requirement to age 18, in line with the raising of the age of participation in learning and with the duty to secure access to independent careers guidance.
2. The Gatsby Charitable Foundation should amend Benchmark 4 to include an explicit expectation that schools should provide a planned programme of careers education for each and every pupil, including both work in other subjects and a discrete provision.
3. The DfE should support the CDI, the PSHE Association, The Careers & Enterprise Company and Gatsby to work together to prepare a new framework for careers education. The framework should build on the current recommended outcomes in both the CDI's and PSHE Association's guidelines, in particular the familiar themes of self-development, career exploration, career management and employability skills. But a curriculum framework for careers education in the 2020s should extend beyond these traditional core elements to include: career studies (i.e. learning about the nature of career); digital career management skills; and (recognising that the first move after leaving school is on to further study) independent learning skills.
4. The DfE, The Careers Enterprise Company and the local enterprise partnerships (LEPs) should extend the network of careers hubs to cover the whole country and develop an infrastructure to drive developments at a local level.
5. The DfE should continue the careers leader training programme beyond the current period which is due to end in 2020.
6. The DfE should encourage providers of initial teacher education to include an introduction to career guidance in their programmes for trainee teachers.
7. The DfE should encourage all schools to include sessions on career guidance in their programmes of CPD. Also, the role of teachers in career guidance should be featured more explicitly in the Early Career Framework, the DfE's package of structured training and support for teachers in their first years of teaching.

8. The DfE, The Careers & Enterprise Company, Gatsby and the Quality in Careers Consortium should actively promote the *Quality in Careers* standard as an external validation of achieving all eight Benchmarks and having in place a planned programme of careers education in the curriculum.
9. The DfE, working through The Careers & Enterprise Company, should make development funding available to all schools, linked to a commitment to work towards and achievement the *Quality in Careers* standard. The Gatsby pilot demonstrated that a modest investment of only a few thousand pounds can lead to significant improvements. Schools could be allocated the first instalment on receipt of a written commitment from the chair of governors to work towards the standard and the remainder when they later achieve the standard or re-accreditation.
10. The DfE should amend the school information regulations to require schools to publish if they have achieved the *Quality in Careers* standard.

In order to implement this proposed strategy and maximise the contributions of the respective partners I further propose that the key players identified in the ten recommendations above should be brought together into a 'Careers Strategy Group'. This would mean regular meetings between the DfE, The Careers & Enterprise Company, Gatsby and the CDI. The group could be extended to include other stakeholders, such as the headteachers' professional associations, but there are advantages in keeping the core strategic group small. It would be possible to constitute a larger consultative group, with more members and less frequent meetings, which could act as a reference group for the smaller, strategic group.

The proposed strategic group should also develop and implement an evaluation strategy to measure the impact of improved career guidance programmes on young people. This should extend beyond a consideration of initial destinations and be referenced to the proposed new curriculum framework for careers education.

The strategy set out above is designed for immediate action. The DfE's current strategy is due to end in 2020. Everything we know about school improvement shows that developments take a minimum of three years to implement and become embedded into practice. The recent *State of the Nation* reports show that we are making good progress against the Gatsby Benchmarks but that there is still a long way to go. Therefore, it will be imperative that the current strategy is extended for a further period. This would then offer an opportunity to incorporate the 'careers education strategy' within the overall careers strategy. None of the existing elements should be discontinued and my ten proposals could be integrated into Phase 2.

In the longer term

While I commend my proposals for immediate action, to restore and improve the position of careers education and so equip our young people to progress successfully through learning and into work, I do think we need to have a deeper debate about the place of careers education in a curriculum for the 21st century and indeed about the school curriculum as a whole. In 1976 the then Prime Minister, James Callaghan, initiated what became known as the 'Great Debate' about education and its role in preparing young people for an increasingly technological society. The discourse was characterised as being between the 'cultural transmission' view of education where one generation hands on to the next its knowledge and understanding, and the 'anticipatory value', whereby education is viewed as preparing the next generation with the knowledge and skills for adult and working life. The two are not, of course, incompatible. It is a question of balance, between subject content and the key competencies to be an economically active and responsible citizen.

The 50th anniversary of Callaghan's Ruskin College speech is fast approaching. We need that fundamental review of the school curriculum. If I were to participate, I would argue for careers education to be part of the central core. At the moment it sits precariously at the margins of the curriculum and that is not helping our young people to prepare properly for lifelong career development.

... and now it's over to you

As I progress further into retirement it is over to the next generation of careers professionals to take this agenda forward. Over the past 40+ years I've played a small part in taking forward the work of others. At times it has felt more like fighting the erosion of careers education, but I think overall the direction has been positive. As I have outlined, more needs to be done. I am confident there are people able to take this on and I hope this lecture and paper will help point you in the right direction.

Postscript

I am writing this paper while the country is in the early stages of lockdown to combat the coronavirus pandemic. These are unprecedented and worrying times. It is absolutely right that the current crisis demands the full attention of government and we can see already that additional resources for education in general, and career guidance in particular, are unlikely in the foreseeable future. The immediate priority is to fund the health and care service, and thereafter the cost of the various temporary financial support packages will need to be recovered. While we must not lose sight of the longer term ambition to improve careers provision for young people, there is much we can do now within our own spheres of influence to ensure they get the support they need.

About the author



David Andrews started his career in careers in 1979, when he was given responsibility for work experience at St. Ivo School in Cambridgeshire, where he taught biology. Three years later he was appointed head of careers, a post he held for five years. From this position David was seconded to Cambridgeshire Careers Service for a year to undertake a series of projects to support careers education and guidance in schools, including introducing a careers profile for young people, piloting the JIIG-CAL computer assisted learning package and establishing one of the early regional courses for careers teachers at the University of Cambridge Institute of Education.

In 1987 David moved to Hertfordshire LEA, initially as County Adviser for Careers, Guidance and PSE. He stayed for eleven years, latterly as Adviser for 14-19 Education, but when it became clear that the role of local authority education adviser was moving firmly in the direction of inspection and data monitoring, David decided to leave and set up as a self-employed consultant and trainer. For the last 20 years he has led training courses, evaluation studies and research projects, provided consultancy and advice to schools, colleges, careers organisations and central and local government and spoken at numerous conferences. Most of his work has been in the UK but he has also worked on projects in East Africa, Kosovo, Pakistan, the Gulf states and, most recently, Norway. One of David's particular areas of interest has been the leadership and management of careers work in schools and in 2018 he co-authored, with Tristram Hooley, *The Careers Leader Handbook* (Trotman).

David is a Fellow of the National Institute for Career Education and Counselling (NICEC) and Emeritus Visiting Fellow at iCeGS, University of Derby. In 2003 he was awarded the OBE for services to careers education and in 2018 the CDI recognised his work with the Rodney Cox Lifetime Achievement Award.

Careers Education in Schools (2nd Edition, 2019)

In 2011 David wrote a history of the development of careers education in schools. In 2019 he self-published a second edition, updating the history and providing a fresh analysis of current policy and practice, and a set of proposals for the future. This paper draws on the book, which was launched on the same day as the Annual Lecture.

Copies can be obtained from the University of Derby's online bookshop or direct from the author davidandrews_ceg@hotmail.com

