

# **Guiding From School to Job**

Professionalism in the Work with Young  
People at Risk of Social Exclusion

## **Quality Control and Quality Development in Guidance**

Some contributions to a discussion on quality

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Berlin August 2007

*guiding* 

# Guiding From School to Job

## Professionalism in the Work With Young People at Risk of Social Exclusion

"Leonardo Guiding" is a pilot project of 10 organisations from 8 different European countries. The project focuses on filling the need for education and training of pedagogical staff in vocational education programmes for young people at risk of social exclusion. The project responds to the specific need of vocational training staff for professional guidance and counselling skills.

Throughout Europe, guidance and counselling systems have evolved and, with them, the quality standards which counsellors must fulfil. Guidance and counselling staff need professional skills to meet rising demands. The traditional roles of vocational education staff are changing, regardless of their individual function within their particular national support system – teacher, trainer, social worker, tutor.

Pedagogy in the vocational training sector requires a range of guidance skills – counselling, identifying strengths and weaknesses, information management, etc. This is especially true in the work with young people who are between school and job and at risk of social exclusion. Their primary contact person remains the teacher or trainer. The basic and continuing education of vocational education staff does not sufficiently consider the teachers', trainers' and other support staff's need for guidance skills to meet the individual needs of the young people they serve.

The project began in October 2005 and will run until September 2007.

### The project "Guiding" shall result in:

1. A comparative survey of counselling, guidance and orientation systems in the partner countries represented in the project
2. A compilation of good practice examples in guidance and training in guidance from the different partner countries
3. The definition of competencies needed for good practice in guidance training and guidance for young people on their way from school to work
4. A model of variables to aid the effective transfer of practices from one country to another

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein



# Partner Organisations:

- Bildungsmarkt vulkan gGmbH – Berlin / D  
*Non-profit training company*
- Fachhochschule Potsdam (FHP), Fachbereich Sozialwesen – Potsdam / D  
*University of Applied Sciences, Department of Social Work*
- Gesellschaft für berufsbildende Maßnahmen (GFBM) e.V. – Berlin / D  
*Non-profit training company*
- Jyväskylän ammattikorkeakoulu Sosiaali- ja terveystieteiden tiedekunta, Sosiaalialan koulutusohjelma  
*Jyväskylä University of Applied Sciences, School of Health and Social Studies*
- École Supérieure de Travail Social (ETSUP) – Paris / F  
*Superior School of Social Work*
- Ass For Seo srl. – Roma / I  
*Non-profit training company*
- Hogeschool van Amsterdam (HvA), Instituut Hoger Juridisch Onderwijs / NL  
*University of Amsterdam, School of Law*
- Europejskie Centrum Edukacyjne w Opolu sp. z.o o. (ECEO) – Opole / PL  
*European Centre for Education; Non-profit training company*
- Farkom Ltd. – Istanbul / TR  
*Training company*
- University of London, Institute of Education (IoE) – London / GB

## Introduction

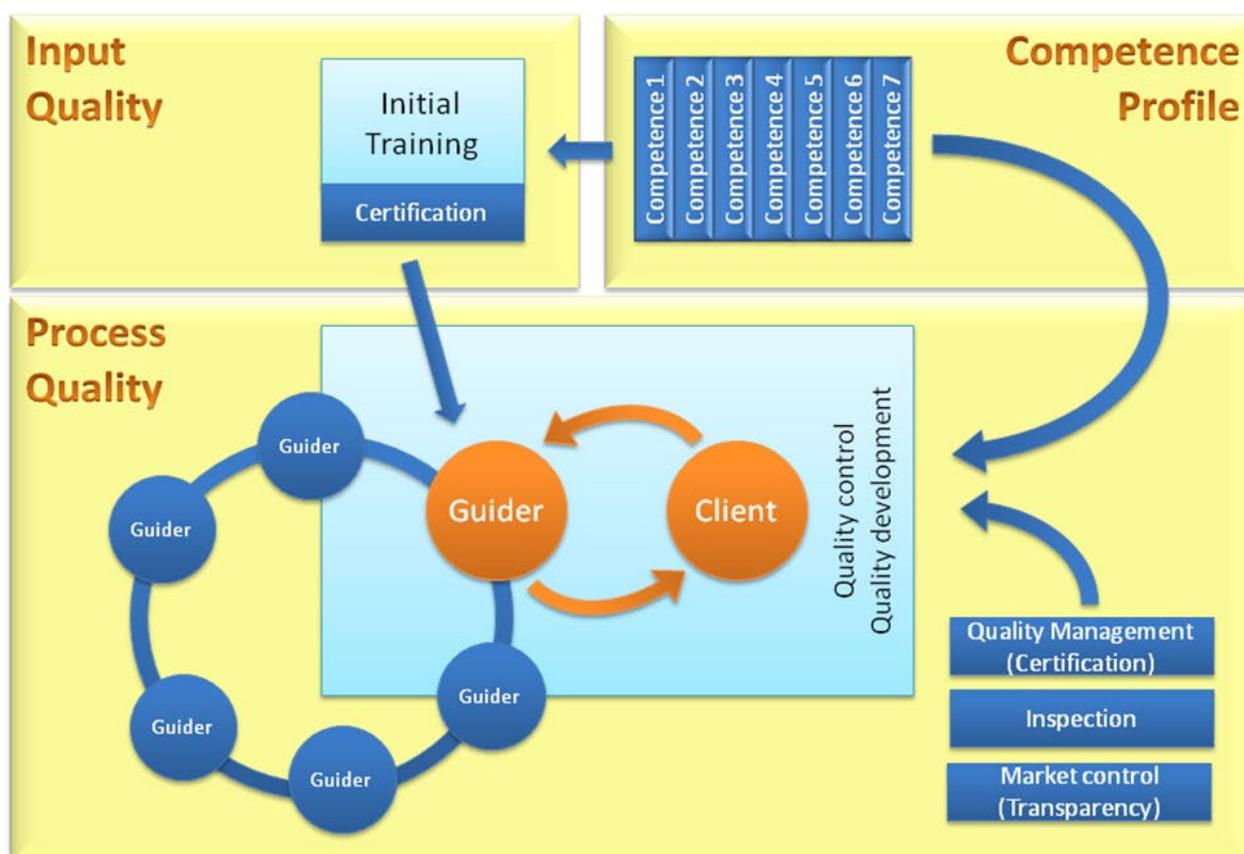
The overall objective of the project “Guiding from School to Job” is to contribute to the quality of guidance offered in the different guidance systems of the European partner countries.

After analysing and comparing the different guidance systems as well as good practice examples of guidance the project describes seven core competences being necessary to guarantee the quality of the guidance offered to the clients.

The competence profile sets standards for the following three dimensions of quality of guidance:

1. **Input quality** – do the “guiders” have the competences necessary to guarantee the process quality
2. **Process quality** – is the process of guidance effectively and efficiently attending the needs and demands of the clients?
3. **Structural quality** – is the guidance system (institutions, laws and regulations) able to establish the standards, to allocate the resources being necessary to guarantee the quality of guidance (attending the needs of the clients and the needs of the society) and to establish effective and efficient mechanisms of quality control.

The centres of attention of the project are the quality of guidance practice (process quality) and the quality of training for guidance (input quality). But the definition of process and input quality of guidance should aim to contribute to national discussions of how to guarantee the structural quality of the guidance system.



As shown in the figure above the competence profile is setting standards for the initial training for guidance as well as for the practice of guidance. “Practice” is defined here as the interaction between guider and client, their organisational and institutional context and the reflection, control and development of efficiency and effectiveness of the process.

Summarizing the results of the workshops of the Leonardo project in Rome, Jyväskylä and Paris the competence profile contributes to control and development of quality in training and practice as shown in the list below: This paper is a first step for an ongoing discussion about ways to establish quality standards for guidance of young people on their way from school to work.

The quality issues mentioned here are a selection of some of the core elements of the competence profile defining quality of guidance and quality of training for guidance. The competence profile set gives more details in terms of contents of training for guidance, possibilities for certification of the competences at the end of the initial training, goals, professional roles, products, knowledge and skills needed for quality guidance.

## Standards for the development and the control of quality in guidance training and guidance practice

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Competence	Setting standards for development and control of quality	
	Guidance Training	Guidance Practice
<b>Competence 1</b> (Profiling)	<u>Contents of training:</u> <ul style="list-style-type: none"> <li>assessment of the needs and possibilities of the clients (made by the guiders themselves and with the help of specialists)</li> <li>knowledge about history and present situation, needs and wishes of the young people (social and cultural environment)</li> <li>knowledge about case management</li> <li>communication techniques to find out the wishes and needs of a person</li> </ul> <u>Aims of training:</u> <ul style="list-style-type: none"> <li>Ability to be coordinator and interpreter of the assessments</li> </ul>	<u>Standards for guidance practice</u> Guiders demonstrate the ability to understand knowledge, skills, values, attitudes and aspirations of the clients and so enable them to shape their actions to achieve future goals Clients show a realistic self-image based on their own resources. <u>Proof</u> <ul style="list-style-type: none"> <li>Observation of the practice of the guider by peers and/or local or national inspectors with relevant expertise</li> <li>Interviews with guider and clients</li> <li>Study of documents such as the guiders aim and objectives of a consultation and the guidance plans of the clients</li> </ul>

<p><b>Competence 2</b> (Facilitating empowerment)</p>	<p><u>Contents of training:</u></p> <ul style="list-style-type: none"> <li>• knowledge about <b>empowerment strategies and theoretical</b> background for interactive education</li> <li>• catalytic consultancy skills</li> </ul> <p><u>Aims of training:</u></p> <ul style="list-style-type: none"> <li>• ability to help the clients to be aware of their human value, of their ownership of their life (possibilities, future...) and to follow on choices, on a diachronic perspective, in a long term process</li> </ul>	<p><u>Standards for guidance practice</u></p> <p>Guiders demonstrate ability to enable clients to actively shape their future plans and believe they can shape their future by their actions</p> <p><u>Proof</u></p> <ul style="list-style-type: none"> <li>• observation of the practice of the guider by peers and/or local or national inspectors with relevant expertise</li> <li>• interviews with guider and clients / use of feedback forms for clients as an evaluation tool</li> <li>• study of documents such as the guiders aim and objectives of a consultation and the guidance plans of the clients</li> </ul>
<p><b>Competence 3</b> (Accompanying clients)</p>	<p><u>Contents of training:</u></p> <ul style="list-style-type: none"> <li>• intercultural competences</li> <li>• Conflict management</li> <li>• Time management</li> </ul> <p><u>Aims of training:</u></p> <ul style="list-style-type: none"> <li>• ability to understand the rhythm of the guided, taking into account and explaining the constraints (e.g. time, money...) and requirements of the environment to the client</li> <li>• ability to analyse the context of the guidance process (guidance as a free choice of the client?)</li> <li>• ability to deal with emotionally challenging situations</li> </ul>	<p><u>Standards for guidance practice</u></p> <p>Guiders demonstrate both consistence and a sense of direction in support of a client and at the same time flexibility and adaptability in their work with clients to be able to be responsive to changes of orientation and mood.</p> <p><u>Proof</u></p> <ul style="list-style-type: none"> <li>• Observation of the practice of the guider by peers and/or local or national inspectors with relevant expertise</li> <li>• Interviews with guider and clients / use of feedback forms for clients as an evaluation tool</li> <li>• Study of documents such as the guiders aim and objectives of a consultation and the guidance plans of the clients</li> <li>• Longitudinal studies and case studies of individuals</li> </ul>
<p><b>Competence 4</b> (Social intervention)</p>	<p><u>Contents of training:</u></p> <ul style="list-style-type: none"> <li>• knowledge about the target groups and the social environment of young people</li> <li>• knowledge about the relevant political and institutional context</li> <li>• knowledge about research methods</li> </ul> <p><u>Aims of training:</u></p> <ul style="list-style-type: none"> <li>• Awareness of inequity, poverty and important conditions which block the clients from designing their own lives.</li> </ul>	<p><u>Standards for guidance practice</u></p> <p>Guiders and organizations employing them show ability to intervene in the social environment and to be promoters of social justice.</p> <p>Guiders are able to change from the predominant catalytic style of consultation to other styles.</p> <p><u>Proof</u></p> <ul style="list-style-type: none"> <li>• Observation of the practice of the guider by peers and/or local or national inspectors with relevant expertise</li> <li>• Interviews with guider and clients / use of feedback forms for clients as an</li> </ul>

	<ul style="list-style-type: none"> <li>• Ability for strategic interventions in the socio-political context of the clients</li> </ul>	<p>evaluation tool</p> <ul style="list-style-type: none"> <li>• Study of documents such as the guiders aim and objectives of a consultation and the guidance plans of the clients</li> <li>• Evidence documenting proactive involvement with other groups such as Housing Association ( meetings, phone call logs, letters, mails etc)</li> <li>• Documentation of the process explaining the reasons for intervention and the contribution to the empowerment of the client</li> </ul>
<p><b>Competence 5</b> (Working as an intermediary)</p>	<p><u>Contents of training:</u></p> <ul style="list-style-type: none"> <li>• economical, sociological and juridical approach of employment and unemployment</li> <li>• knowledge about enterprise structure and functioning</li> <li>• Tools and knowledge for network building</li> <li>•</li> </ul> <p><u>Aims of training:</u></p> <ul style="list-style-type: none"> <li>• Ability to admit the employer's point of view.</li> <li>• To be more precise with the definition of intermediary: what parts are the most important.</li> <li>• Setting priorities for the partners / stakeholders / actors involved.</li> <li>• Mediating, networking, dealing, negotiating, with chain partners to reach balance in action.</li> </ul>	<p><u>Standards for guidance practice</u></p> <p>Guiders demonstrate ability to work effectively with education and training institutions, employers, trade unions and the third sector so that clients can be connected to and interact with the range of social institutions a client needs to achieve employment or further training.</p> <p><u>Proof</u></p> <ul style="list-style-type: none"> <li>• Observation of the practice of the guider by peers and/or local or national inspectors with relevant expertise</li> <li>• Interviews with guider and clients / use of feedback forms for clients as an evaluation tool</li> <li>• Study of documents such as the guiders aim and objectives of a consultation and the guidance plans of the clients</li> <li>• Claiming evidence of cooperation with education and training institutions, employers, trade unions and the third sector</li> </ul>
<p><b>Competence 6</b> (Sharing knowledge)</p>	<p><u>Contents of training:</u></p> <ul style="list-style-type: none"> <li>• knowledge of the peak – umbrella and professional organisations</li> <li>• didactical methods (competence based learning, enterprise learning, 'learning to learn')</li> </ul> <p><u>Aims of training:</u></p> <ul style="list-style-type: none"> <li>• Ability to communicate best practices and to share knowledge with others</li> </ul>	<p><u>Standards for guidance practice</u></p> <p>Guiders as part of their personal and professional development reflect on their practice including undertaking action research and share their learning with fellow professionals involved in the guiding process and the wider institutions connected to it such as schools, colleges and employers. They promote and facilitate seminars and workshops. They are publishing papers about the field.</p> <p><u>Proof</u></p> <ul style="list-style-type: none"> <li>• Number of seminars and workshops attended/facilitated.</li> </ul>

		<ul style="list-style-type: none"> <li>• Number of articles reflecting on guiding practice written/ read.</li> <li>• Observation of the practice of the guider by peers and/or local or national inspectors with relevant expertise</li> <li>• Specific methods, tools and procedures developed and disseminated amongst peers</li> </ul>
<b>Competence 7 (Professionalism)</b>	<u>Contents of training:</u> <ul style="list-style-type: none"> <li>• common and individual reflection,</li> <li>• professional practice analysis,</li> <li>• intervision and supervision,</li> <li>• tools to test the way of acting</li> </ul> <u>Aims of training:</u> <ul style="list-style-type: none"> <li>• ability to be critical, to adjust and to change the way of acting</li> <li>• ability to be aware of one's own limits</li> </ul>	<u>Standards for guidance practice</u> Guiders prove participation in intervision, supervision, quality circles, seminars and workshops; they are reading papers about the field <u>Proof</u> <ul style="list-style-type: none"> <li>• Number of events of professional learning and reflection attended</li> <li>• Number of articles reflecting on guiding practice read.</li> </ul>

## Systematic Self-Reflection

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The approach of controlling quality in guidance practice shown above has necessarily to be accompanied by **self-reflection instruments**. They are the most important basis for a process of continuing quality development in guidance. This process of reflecting on practice to assure quality and develop further will help managers of guiders become aware of development and help to identify further development needs of their guidance teams and in this sense an "informal system of accreditation" emerges from the process.

Systematic reflection on practice or "action research" is an ingredient or module of formal and accredited professional development in many European Universities and therefore could be part of a formal accredited programme for development of guiders.

There are many possible formats to organise self-reflection: intervision, reflecting teams, supervision, quality circles and so on. The groups can be self-organised or facilitated by experts. It might be useful to supply guiders with easy-to-use tools for self-reflection.

One example is given below: a guideline for self-reflection, presented by Jack Peffers (IoE, University of London). This guideline could be used on a regular basis by all guiders, teams of guiders should meet every for a half-day to share their findings with one another. Ideally, this meeting would be further enriched by colleagues working in "helping pairs" reflecting on their informal and formal observation of their pair in action with clients.

## Example for a Self-Reflection-Tool: Guideline for Self-Reflection

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### 1) What was the best professional experience of the month?

What happened? What did you learn from it? How will you apply that learning next month?  
What other things happened, specifically in your interactions with clients, that you are pleased about?  
What happened? What did you learn? How will you apply that learning next month?

### 2) What was the worst professional experience of the month?

What happened? What did you learn from it? How will you apply that learning next month?  
What other things, specifically in your interactions with clients, disappointed you?  
What happened? What did you learn? How will you apply that learning next month?

### 3) Have you attended any seminars and workshops in this month?

Did you facilitate any? Which?  
How did it go? What went well and what went less well?  
What articles on the field have you read?  
What did you learn from them?  
Have you written and published any articles in the field? If so, what was it about?  
Have you had any feed back about it?

### 4) What do you want to improve in your own guiding?

What is your need for improvement? Why do you have to improve it? How are you going to do that?  
What are you going to try to avoid next month?  
Why do you have to avoid it? How are you going to do that?  
How could observers help you in that? Where do you have a specific need for feedback?  
Which network of professionals do you need to reflect on your guiding and to improve your guiding practice (institutions, persons)?

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