

WHO STANDS BEHIND GUIDE!?

LEAD PARTNER

MetropolisNet EEIG

Kronenstraße 6
10117 Berlin, Germany
phone. + 49 (0) 30. 284 09 – 223
fax. + 49 (0) 30. 284 09 – 210

Director

Dr. Reiner Aster
reiner.aster@metropolisnet.eu

Project Manager

Jasmin Zouizi
jasmin.zouizi@metropolisnet.eu

www.metropolisnet.eu
www.guide.metropolisnet.eu
www.facebook.com/goodguidancestories

TEAM

Ballymun Job Centre Co-op

Mick Creedon
creedonm@bmunjob.ie

gsub - Projektgesellschaft

Dr. Diana Peitel
diana.peitel@gsub.de

CIOFS-FP

Tiziana Piacentini
tpiacentini@ciofs-fp.org

Zentrum für Soziale

Innovation
Katharina Handler
handler@zsi.at

Budapest Esély

Nonprofit Kft.
Tea Erdélyi
erdelyi@pestesely.hu

Documenta

Carolina Pañeda
carolina.paneda@
documenta.es

Employment Services Unit, City of Tampere

Ene Härkönen
ene.harkonen@tampere.fi

This project has been funded with support from the European Commission and the Senate Department for Labour, Integration and Women's Issues in Berlin. This flyer reflects the views only of the author. The Commission and the Senate cannot be held responsible for any use which may be made of the information contained therein.

GOOD GUIDANCE Stories

Case studies as an innovative
cross-cultural training material for
guidance practitioners

LEARNING & TEACHING

MATERIAL FOR GUIDANCE

PRACTITIONERS, THOSE

WHO BECOME QUALIFIED

AND THEIR TRAINERS!

PROJECT DESCRIPTION

»What makes a guidance process successful from a guidance practitioner perspective? What are the most important needs? And what are the skills which have to be developed and/or strengthened for addressing these needs?«

Finding answers to these questions is the main task of GUIDE! The main position is that guidance practitioners are practical experts. They have ideas about and experiences with relevant work situations which trainees must learn to master. Therefore, we asked them to describe the most important needs for a successful guidance process, since they have specific knowledge about real situations in the work world.

GUIDE! supports continuing professional development and the continuous demonstration of relevant competencies from guidance practitioners through the development of innovative, cross-cultural learning and teaching materials in the form of 6 case studies.

BACKGROUND

Educational & vocational guidance is becoming more and more an important element of lifelong learning. Individuals have to handle multiple transitions. In these situations guidance plays a decisive role in the major decisions that individuals have to take throughout their lives. The current training provision in Europe, however, is still very diverse. A similar picture emerges if one focuses on teaching methods and course contents.

Adequately trained career guidance practitioners are a prerequisite for making high quality guidance service provision a reality for every European citizen. The challenge is therefore to identify and to develop the skills which are needed from guidance practitioners to handle a target group who are a great distance from the labour market. Therefore training methods are needed which can be adopted to the different guidance practitioner roles and cultural/national settings.

PROJECT AIMS

Our aim is to enrich the debate on continuous professional development of guidance practitioners – from a guidance practitioner's perspective through

- (1) the identification of needed skills and
- (2) through the development of case studies and teaching notes

OUR PRODUCTS

- ◆ 6 case studies & 6 corresponding teaching notes with scenarios which focus on the following competences
 - > Update own skills and knowledge
 - > Communication facilitation skills
 - > Ethical practice
 - > Recognise & respond to client's diverse needs
 - > Develop ones' own capabilities and understand any limitations
 - > Enable access to information
- ◆ A *methodological guideline* which describes in depth the chosen case study approach and the case study development procedure.
- ◆ A *recommendation handbook* which summarizes our findings and recommendations of the most important needs and the relevant skills to be developed to practitioners and policy makers.

WHAT IS A CASE STUDY?

A case study is any description of a situation or account of events that can be used to foster learning:

»A case study is presented in a narrative form to encourage student involvement, it provides data (...) to an analysis of a specific situation, for the framing of alternative action programmes and for their implementation, recognizing the complexity and the ambiguity of the practical world.«

(Christensen & Hansen 1987:27)