



GOOD GUIDANCE STORIES – case studies as innovative cross-cultural training material for guidance practitioners

Progress Report

Public Part

Project information

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Beneficiary organisation:	MetropolisNet EEIG
Project coordinator:	Jasmin Zouizi
Project coordinator organisation:	Metropolisnet EEIG
Project coordinator telephone number:	+49 – (0)30 – 28409-223
Project coordinator email address:	jasmin.zouizi@metropolisnet.eu

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Executive Summary

Educational & vocational guidance is becoming an increasingly important element of lifelong learning. Individuals have to handle multiple transitions within their lifetime, e.g. from school to training or employment; these transitions are connected with numerous insecurities such as unemployment & precarious employment. Guidance can play a decisive role in the major decisions that individuals are confronted with throughout their lives. The current training provision in Europe, however, is still very unstandardized. Training for guidance practitioners may be mandatory or optional, and ranges from short uncertified courses to master's degrees. A similarly nonstandardized picture emerges if one focuses on teaching methods and course content.

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 develop the skills needed by guidance practitioners to handle a target group that is not included in the labour market. Training methods are needed which can be adapted to different guidance practitioner roles and cultural/national settings.

GUIDE! wants to answer the following questions:

“What makes a guidance process successful from a guidance practitioner perspective and

What are the skills which have to be developed and/or strengthened for answering these needs?”

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. the development of teaching materials useful for guidance practitioners in different roles and settings throughout Europe.

The most important results are:

- A recommendation guideline (targeting policy makers & professionals in the field of vocational & educational training for guidance practitioners)
- a methodological guideline (teaching material)
- 6 case studies + teaching notes (teaching material)

GUIDE! has been running since December 2011. This report reflects on the last 12 months and gives an outlook for the next 12 project months.

If you want to learn more about **GUIDE!** please check our website and/or register for our mailing list.

www.guide.metropolisnet.eu

.Table of Contents

1. PROJECT OBJECTIVES.....	5
2. PROJECT APPROACH.....	6
3. PROJECT OUTCOMES & RESULTS.....	7
4. PARTNERSHIPS	9
5. PLANS FOR THE FUTURE	12
6. CONTRIBUTION TO EU POLICIES	14

1. Project Objectives

GUIDE! aims to contribute to the 2008 EU Council resolution for better integration of lifelong guidance into lifelong learning strategies. Our contribution addresses just one small part of this huge topic. **GUIDE!** focuses on the guidance practitioners themselves. In the project we try to answer the questions:

“What makes a guidance process successful from a guidance practitioner perspective and what are the skills which have to be developed and/or strengthened for answering these needs?”

GUIDE! enriches the debate on continuous professional development of guidance practitioners - from the perspective of the guidance practitioners themselves.

In order to achieve these goals, the project identified the following two objectives:

- (1) The identification of the most important needs for a successful guidance process from a guidance practitioner’s perspective, and the development and strengthening of the respective skills and competences.

Guidance practitioners are experts in their field; an adequate supply of practitioners is prerequisite for making high quality guidance service provision a reality for every European citizen. Practitioners have long-term work experience from which trainees can benefit greatly. The logical jump here is obvious; we can ask the practitioners about the most important needs for a successful guidance process, since they have specific knowledge of the reality of the world of work. In fulfilling this objective, we can give recommendations not only to different fields and stakeholders, for example about the quality in vocational & further training programmes for guidance practitioners, but also to policy makers on different levels of government. In the end this objective will also provide valuable information about the professional identity of guidance practitioners themselves.

- (2) The development of training material in the form of case studies, which will develop and strengthen the needed skills mentioned above, and which can be used by guidance practitioners in different roles and different settings.

This objective addresses the diverse, non-standardized landscape of vocational & educational guidance, e.g. vocational & further training programmes, specific working situations, and teaching methods and course content for guidance practitioners. This huge variation is found not only in Europe but also in the countries of the project partners. Case studies are appropriate for considering this specific situation as they can be used in different guidance settings and with different guidance approaches.

2. Project Approach

GUIDE! uses two different approaches which allow collaboration within the diverse educational & vocational guidance field.

(1) **GUIDE! uses the guidance practitioners perspective.**

It is important to point out that we do not want to eschew theory in **GUIDE!**. This is definitely not the intention of **GUIDE!**; however the main position in **GUIDE!** 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 ask them to describe the most important needs for a successful guidance process, since they have specific knowledge about real situations in the work world. Once the needs have been identified, the practical theories/approaches in the specific guidance settings can provide a structure for interactions with clients to ensure that these are purposeful.

(2) **GUIDE! uses the case study methodology.**

Excursus: Definition "Case study method" (based on Wikipedia)

It is a teaching method that is largely used in business schools. A case is a document that illustrates a business or policy situation to be solved & includes information for classroom discussion and other study. The situation does not have an obvious solution. The case provides information to stimulate an educated conversation concerning possible outcomes. Each case has one central decision point, dilemma, or angle.

So a case study is a vehicle for learning. And learning requires the development of knowledge and skills. Guidance practitioners must not only know things – they must also be able to act effectively and within given rules in their field. This makes the case study so interesting for the diverse field of educational & vocational guidance. It is not important to use the case with a specific approach; it is important to find a way to solve the case and thereby develop & strengthen specific skills. Case studies comprise teaching and learning material which can be used in different settings and are therefore useable for a wide range of guidance practitioners.

Example:

A career counsellor would use a different approach to bring an older worker back into the workforce than a mobile educational counsellor would. But regardless of the applied approach, both will strengthen specific skills by solving the case.

3. Project Outcomes & Results

GUIDE! has been running since December 2011. While the first half of the project was mainly used to identify the urgent needs of guidance practitioners, create a common understanding regarding case studies as learning and teaching material, and develop the first case study versions, the second half of the project will be used to develop high quality learning and teaching material and commercialise the case studies in order to establish their sustainable use.

The outcomes we achieved as of 30 November 2012 are as follows:

Contact with the target group during the first 12 project months:

- During every transnational meeting, we included small 2-3 hour-long public sessions in order to get in contact with our target group at a very early stage. The character of the public sessions changed as the project progressed. While the first public session during the kickoff Meeting in Berlin concentrated on the project idea itself and tried to answer the question “Why do we need case studies and what could they look like?”, the public session in Budapest concentrated on the research results, especially on those relevant for Hungary. During the public session in Rome we involved the public in our first feedback round on the case studies with the questions “Are they relevant for the target group? Do they correspond with the chosen competence?” **In total 12 external stakeholders have been involved.**
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- A questionnaire formed a basis to find out about guidance practitioners' real needs. The questionnaire was filled in online by **144 guidance practitioners**. The questionnaire started with a very short project summary.
 - Aside from the questionnaire results, other methods like interviews and focus groups have been used in order to receive enough information to write the case studies. It is assumed that the number of additional involved guidance practitioners during this stage comprised **10 – 15 persons**.

Results as of 30 November 2012 are as follows:

State of the Art

The state of the art is a collection of relevant information on the current state of the art about study programmes, trainings, and further educations for guidance practitioners. The tables contain information on the title, institution, rationale, content, target groups, prerequisites, number of participants, duration, cost, source of funding, learning goals, learning contents, and certification. This exercise was undertaken in all our participating countries – Finland, Germany, Hungary, Ireland, Italy, and Spain

– in order to verify how the needs of guidance practitioners are addressed in the form of educational programmes.

The table can be downloaded here:

<http://www.guide.metropolisnet.eu/guidelines-and-training-material>

Country reports

The country reports are the results of the evaluated and interpreted questionnaires organized by country. The reports contain information on gender, age, work experience, vocational and guidance qualification of guidance practitioners. Furthermore it contains information on tools used during guidance, type of organisations, target groups, transition points, personal specialization on target groups and transition points, and competencies.

The reports can be downloaded here:

<http://www.guide.metropolisnet.eu/guidelines-and-training-material>

Practical recommendation guideline

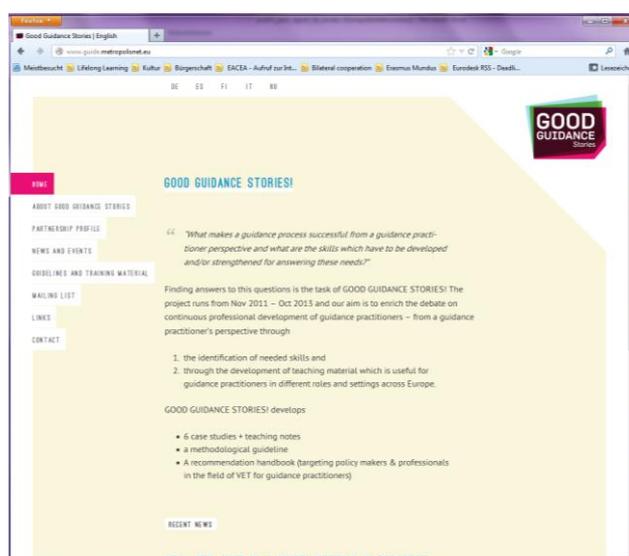
The practical recommendation guideline is a handbook which summarizes our findings and gives recommendations to practitioners and policymakers.

It can be downloaded here starting in February 2013:

<http://www.guide.metropolisnet.eu/guidelines-and-training-material>

GUIDE! Project website

On the **GUIDE!** website www.guide.metropolisnet.eu, you can find up to date information about the project status. The site will be continuously updated. It is possible to register for our mailing list (<http://www.guide.metropolisnet.eu/mailling-list>), where we will inform you about new uploads, news and events on a regular basis.



Please visit our website to get up-to-date information!

4. Partnerships

GUIDE! is carried out in a consortium of 8 partners from 7 countries. Most partners are members or associated partners of MetropolisNet EEIG. MetropolisNet is a grouping of urban organisations and partnerships involved in social inclusion and labour market strategies in large European cities at a local level. It combines private organisations, non-profit organisations, public authorities, and public service providers.

Six organisations (Budapest Chance, CIOFS-FP, Ballymun Job Centre, Documenta, Gsub-PG and the City of Tampere) bring their expertise in educational & vocational guidance with people not included in the labour market to this project. They use different counselling settings and approaches such as career counselling in local employment services, mobile lifelong learning counselling, empirical counselling, guidance aimed at job tutoring, and job insertion support, to name a few. This diversity also represents the diversity within this field in Europe.

The project partner ZSI guides the quality and evaluation process of the project and will support the project with technical and methodological advice regarding analysis and testing methods.

The project will be led by the MetropolisNet coordinating office, which is located in Berlin and mainly responsible for coordinating the network and the linked project activities. This includes dissemination and commercialisation of the results. Furthermore, MetropolisNet is responsible for leading the development of the case studies.



The partners

MetropolisNet

MetropolisNet evolved from a transnational network created to support EU local employment initiatives, including Employment Pacts. Since March 2009 it is registered as an official EEIG (European Economic Interest Group) in Berlin. The organisations involved in the network have much in common, especially their strong commitment to tackling issues of unemployment and social exclusion in the context of evolving local development policy and ethnic and cultural diversity.

www.metropolisnet.eu

Budapest Chance in Budapest, Hungary

Budapest Chance was founded by the municipality of Budapest in order to assist the unemployed in Hungary's capital. The headquarters and three branch offices of the

organization are visited by 3,000-4,000 job-seekers annually for job opportunities and advice. On an annual basis, 800-1,000 job-seekers are engaged in public employment by the Budapest Chance.

www.pestesely.hu

Ballymun Job Centre (BJC)

The Ballymun Job Centre (BJC) was established in 1986 as a community response to the chronic unemployment situation. The mission of the BJC is to raise the skills and labour market aspirations of individuals in Ballymun and to promote the Ballymun labour force to employers. The BJC provides a comprehensive range of services to create pathways to further training, education, or employment for its registered clients.

www.bmunjob.ie

Centre of social innovation in Vienna, Austria

The Centre for Social Innovation (ZSI) is an independent scientific institution that has assumed a leadership role in Europe for the advancement of social innovation and the fostering of an open and solidly united society. The ZSI performs socio-scientific research, education, consulting, and networking services to reduce the gap between social needs and potentials of the knowledge-based information society.

www.zsi.at

Ciofs-FP in Rome, Italy

CIOFS-FP is a non-profit association. It operates in 15 Italian regions through its local boards with 100 operative centres. Its activities cover many areas: vocational training, counselling, services to local enterprises, and special needs. It provides training, workshops, transnational exchanges, research, and work-oriented services. Young people, women, the unemployed, immigrants, inmates, school dropouts and the disadvantaged are among the beneficiaries of such activities.

www.ciofs-fp.org

Documenta in Santander, Spain

Documenta is an NGO working in the field of “applied social research”, whose main aim is the introduction of a model of sustainable local development in intelligent territories. The design and implementation of a complete itinerary of training/employment has allowed the implementation of a wide range of activities which range from the analysis of training needs to the design and teaching of both classroom and distance learning, both for unemployed and employed.

www.documenta.es

gsub-Projektegesellschaft from Berlin, Germany

The gsub group consists of the parent company, gsub mbH, and its subsidiaries gsub-Projektegesellschaft mbH and gsub-Starterjobs GmbH. It is a private fund and grant management and consulting agency working on behalf of the German federal ministries and the Berlin government. Gsub administers publicly funded projects, predominantly from ESF and national sources. Gsub consultants advise ministries and public bodies in the field of active labour market policies. They support processes, companies, and institutions in creating and sustaining jobs.

www.gsub.de

TYPÄ, Employment Services Unit, City of Tampere

The Employment Services Unit was founded in 2009. The unit offers services for unemployed residents of the city.

The unit has almost 50 employees and the number of clients has been 3.500 a year (2012). The unit works in close collaboration with Employment and Economic Development Office, the Social Insurance Institution of Finland (KELA), municipal social and healthcare services, NGO's, educational institutions, employers and many other organisations. The mutual objective is to produce, arrange and develop tailored and coordinated services for unemployed people and help them to reach open labour market or vocational education.

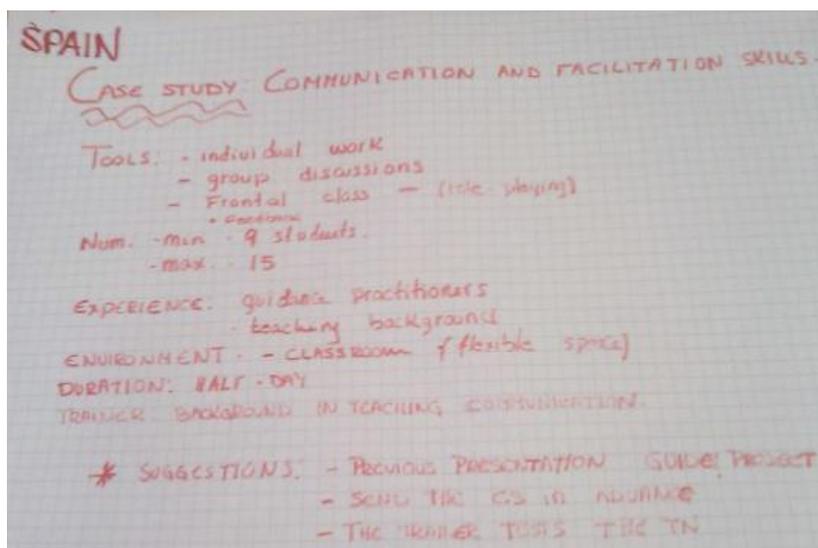
www.tampere.fi

5. Plans for the Future

The main highlights of the second half of the project are definitely the testing of the case studies and the implementation of the commercialisation strategy.

The case study testing phase will take place between January and April 2013. The testing procedure and testing setting was developed during the “case study testing meeting” in November 2012 in Rome, Italy. The testing under real teaching and learning conditions is a form of 'dress rehearsal' and will show if the case studies will withstand a reality check.

The testing setting depends on the specific case study content. The picture shows the conditions for the Spanish case. In order to check if the case study works outside of the original organisation, the cases won't be tested from the case study author organisation, but from another partner organisation. Therefore three matching couples have been formed:



1. Gsub-PG (Germany) – Ciofs-FP (Italy)
2. City of Tampere (Finland) – Ballymun Jobcentre (Ireland)
3. Budapest Chance (Hungary) – Documenta (Spain)

The testing results will be evaluated and interpreted. These will form the basis for the finalization of the case studies. Furthermore, the testing results will be reflected in the teaching notes and in the methodological guideline as well. The final case studies plus teaching notes will be translated into in all partner languages (DE, IT, EN, ES, FI, HU) in July 2013.

One main issue to be discussed during the next **GUIDE!** Meeting (which will take place in April 2013 in Tampere, Finland) is the implementation of the commercialisation strategy. The commercialisation strategy is part of the work package “exploitation of results”. In order to guarantee a sustainable use of the case studies outside of the partner organisation, a professional management of the case studies is needed. It is planned to commercialise not only the case studies themselves, but also to develop a "train the trainer" course for professionals in trainings for guidance practitioners. In order to ensure collaboration after the project period is over, the question of ownership and the level of market development has to be clarified in form of a copyright agreement.

The final conference is planned in Berlin. All project results and outcomes will be officially presented at this time.

6. Contribution to EU policies

Vocational & educational guidance is a European topic which is gaining in importance, despite stark differences in employment situations and management thereof in different member states. Individuals in the EU member states are all confronted with the same problems and challenges caused by ongoing globalisation. Individuals have to deal with multiple transitions, e.g. from school into training or employment, and with a lot of insecurities like unemployment and precarious employment.

In these situations, guidance plays a decisive role in decisionmaking. This topic was considered in the “*Resolution on better integrating lifelong guidance into lifelong learning strategies*” from the Council of the European Union in 2008. This resolution reinforces the mandate that lifelong guidance currently has in European education, training, and employment policies, as well as the key role that high quality guidance and counselling services play in supporting citizens’ lifelong learning, career management, and achievement of personal goals. The agenda for new skills and new jobs emphasizes that career guidance should be available for all employees in order to extend their access to lifelong learning and validation of non-formal and informal learning. (Lifelong guidance across Europe: reviewing policy progress and future prospects, CEDEFOP, 2011).

The CEDEFOP identifies a clear need in Europe for training for guidance practitioners. But despite on-going efforts from CEDEFOP, with its leading institutional role in lifelong guidance, the current training provision in Europe is still very diverse and non-structured. Training may be mandatory or optional, systematic or ad hoc, and at any level from short uncertified courses to master’s degrees. Furthermore, the work setting of these practitioners, such as the education sector, the public employment sector, or other specialised organisations, differ greatly from each other; in addition, other professionals such as social workers also play a significant role in helping individuals with their career plans and choices. A similarly diverse and non-structured picture emerges if one focuses on teaching methods and course contents for guidance practitioners.

With this in mind, it becomes clear why adequately trained career guidance practitioners are a prerequisite for making high quality guidance service provision a reality for every European citizen. 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.

