



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

Final Conference Documentation

Berlin, 5th November 2013

Foreword

Educational and 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. Adequately trained career guidance practitioners are a prerequisite for a high quality guidance service. The project aim is to enrich the debate on continuous professional development of guidance practitioners through the development of teaching and training material in form of case studies.

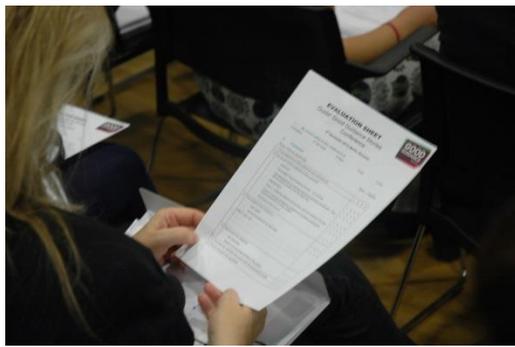
GOOD GUIDANCE STORIES conference presented the approach in developing learning and teaching material for guidance practitioners and considered the views of policy makers and networks dealing with educational vocational guidance.

In the following we would like to present to you some impressions and results of the GOOD GUIDANCE STORIES conference.

Sincerely,

GOOD GUIDANCE STORIES Team

Impressions in pictures



Greetings

Reiner Aster, MetropolisNet EEIG, Berlin



Reiner Aster welcomed all conference participants not only as director of the MetropolisNet EEIG, but also as director of gsub-Projektgesellschaft mbH, where the conference took place. He emphasizes the importance of lifelong learning and introduced the participants of the different countries (Austria, Finland, Germany, Ireland, Italy and Spain) and also the persons involved in the projects (supporters, stakeholder and project staff) in a very lively and entertaining way.

Margrit Zauner, Senate Administration for Labour, Integration and Women's Issues, Berlin



In her welcome speech Margrit Zauner emphasizes the importance of the exchange of experience in the field of educational and vocational guidance. Transnational exchange is becoming more and more important for the education and learning sector and it is an important tool to develop progress within this field. She thinks that GOOD GUIDANCE stories is very inspiring for the work practice in terms of: Where do we stand? What are we already doing? What else could we do?

And she mentions the strong focus on the practical work of the case studies as very positive. She wished the project team good motivation for further collaboration.

The project “Good Guidance Stories” – an overview

Jasmin Zouzi, MetropolisNet EEIG, Berlin

Katharina Handler, ZSI, Vienna

In this session the conference participants had the chance to get a quick insight of the project design and its methodology

“Good Guidance Stories” is funded by the European Commission, DG Education and Culture and the Senate Department for Labour, Integration and Women’s Issues in Berlin. After a quick presentation of all project partners Jasmin Zouzi demonstrated the training situation for guidance practitioners within Europe. The situation is characterized through a high degree of

diversity in training provisions and also in the working setting, and in how guidance of good quality can only be provided by appropriated educated specialists. **Therefore the project aim was to enrich the debate on continuous professional development of guidance practitioners – from a guidance practitioner’s perspective through the identification of needed skills and through the development of teaching material in form of case studies which are useful for guidance practitioners in different roles and settings across Europe.**



Katharina Handler introduced the evaluation of the project and informed the audience about the importance of evaluation and the resulting added value for the final products. Katharina Handler, as the person responsible, for the evaluation, focuses on the monitoring of the whole project process and the evaluation of the quality of the project results.

The development of training material for guidance practitioners – How did we ensure quality from the beginning?

Mick Creedon, Ballymun Jobcentre, Dublin

Sabine Mirkovic, case study expert, Berlin

Carolina Pañeda, Documenta – Santander, Spain

Diana Peitel, gsub-Projektgesellschaft mbH, Berlin

Tiziana Piacentini, Ciofs-FP – Rome, Italy

Jasmin Zouizi, MetropolisNet EEIG – Berlin, Germany

The following sequence was moderated by Mick Creedon. He emphasizes the big challenge of the project: to make sure, that the case studies would be applicable and useful in all countries even with their differences in terms of culture, education and teaching systems and traditions. First he asked Diana Peitel who was responsible for the identification of the needed skills to describe what was developed. She explained to the audience that after a survey in all partner countries, 6 of 19 competencies (CEDEFOP) were chosen which were seen as very important from the guidance practitioners themselves. She mentioned that the importance of the single

competencies was seen different from country to country, for example, ethical understanding is seen as a very important competence in Ireland, while finding the right and important information was seen as an essential skill in Germany.



In a next step Mick introduced Sabine Mirkovic. Sabine was responsible for teaching the project staff how to write the case studies. He asked her about the case study method in general and why the case study method is an appropriate learning method for guidance practitioners. Sabine Mirkovic sees case studies as a perfect learning tool for complex situations. Traditionally the method has been used in other scientific fields for a very long time, e.g.

medical science and law studies. Case studies are perfect learning tools for complex situations and are therefore well suited learning material for guidance practitioners. She pointed out that in general quite simple stories are told, but it isn't simple to write such a story which is thrilling and one that stimulates the learner to think and reflect. She emphasizes that the case studies and teaching notes of "Good guidance stories" are excellent results.

Concerning the question of the quality of the case studies and teaching notes Tiziana Piacentini, who was responsible for the testing of the case studies under real conditions, informed about the testing procedure and the results. The testing was done by each partner in order to find out whether the case studies are internally applicable. 75% of the feedback after the testing was positive. It can be clearly said that cultural differences do not make a big different when using the case study and the case studies are therefore applicable in all partner countries.

Carolina Pañeda informed the audience of the implementation of the testing. She reports that the transferability of the case studies in all partner countries was guaranteed by a method of working in tandems, e.g.: the Spanish case study was tested by Hungary and the other way around. All testing training courses were carried out by external teachers and had the character of a workshop. Carolina Paneda saw the testing workshops as a possibility to exchange experience between the guidance practitioners which helped greatly when working on the key competences. She sees that the advantage of case studies is that they are very close to the actual practice which ensures successful learning.



Finally Mick Creedon asked Jasmin Zouizi about her experiences from her role as the project coordinator. Was it difficult to bring all the project pieces together? She underlined the fact that the actual work already happens on a local level. Therefore the most important thing is to work



in a way which allows all partners to do their work independently within their individual organizational structures and systems. This is why the importance of meetings and written documents is extremely high. After the meeting everybody has to be absolutely sure about what to do until the group meets next.

Market Place



Forum 1: Lifelong guidance approaches, tools and methods in Europe

Moderator: Julie Mc Cafferty & Jennifer Hughes Ballymun Job Centre, Dublin

Mick Creedon, Ballymun Jobcentre., Dublin

Ene Härkönen, City of Tampere, Employment Services Unit, Tampere

Ilona Kalliomäki, City of Tampere, Employment Services Unit, Tampere

Tea Erdélyi, Budapest Chance, Budapest,

Amparo Coterillo, Documenta, Santander

Nicole Vlach, learning Shop Neukölln, Berlin

This forum gave audience participants a chance to hear about the differences and also the similarities of Guidance Services from the countries involved in Guide! Each speaker was given time to discuss the specific tools and methods used in their countries, with time given after each speaker for questions and answers from the audience.



The first speaker was Mr. Mick Creedon from Ireland who's topic was community based guidance in Ireland. With this Mick gave an interesting account of the local employment services network in Ireland explaining it's history and specialized service which provides both one to one and group guidance for its clients. He highlighted how the services are highly dependant on the skills and approaches that are used by the

guidance practitioners and in how a good guidance approach can help to keep those who are unemployed, close to the labour market, by providing opportunities to help clients identify their potential, gain self awareness and in building self confidence, motivation and a specific relevant skill set.

The next two speakers from the City Tampere Employment Services Unit, Ms Ene Härkönen and Ms Ilona Kalliomäki discussed the background of education of their guidance practitioners, the type guidance methods that are used and in how they also provide both personal and group guidance, long and short term guidance and how they network with employers to support their client into the labour market. Ilona went through the process of 'how' they perform guidance and provided some interesting information regarding their services for young people.

Tea Erdélyi from Budapest Chance described the interesting background of career guidance counsellors in Budapest and in how many their practitioners have social-related educational backgrounds. Budapest Chance provide a holistic approach in their projects, the main aim of their services is to find jobs for their client group while firstly involving many of their clients in vocational training and work experience in the profession of their choice.

The next speaker was Ms. Amparo Coterillo from Documenta in Santander. Amparo explained how the services are aimed at enabling clients to become self managing in their own lifelong learning and career management. She went on to tell how this is done in a coordinated approach involving a network of stakeholders that work with their particular target group and is a method that was transferred from the framework of the DLM (Distance to Labour Market) methodology that provides a more client centred approach to guidance that is measurable and altered accordingly. Amparo also provided a valuable explanation of the IGMA approach used in Santander.

The final speaker for this forum was Ms Nicole Vlach from The Learning Shop in Neukölln, Berlin. Nicole explained the background of the Learning Shops and how they were initially established. She also went on to explain the 'anonymous' nature of the guidance that takes place and some of the advantages and disadvantages of not always having structured appointments. On one hand this method works well in capturing client who might not otherwise access this type of service while on the other hand it can be slightly difficult to co-ordinate because practitioners are never sure when people are coming in for information and/or a deeper level of guidance. Nicole highlighted well how invaluable it is to have highly trained practitioners who can cope in this environment while still providing good quality guidance in this type of situation.



Overall the discussion was lively with many comments and questions from both the moderators and the audience. There was a good exchange of information on the types of guidance provided in these countries and an opportunity was provided to discuss this further after all presentations were finished.

Forum 2: Learning & teaching conditions for guidance practitioners: recommendations to policy makers

Moderator: Anja Lietzman, k.o.s GmbH, Berlin

Dr. Diana Peitel, gsub-Projektegesellschaft mbH, Berlin

István Kakuszi, Municipality Budapest, Budapest

Barbara Lampe, nfb, Germany

Olli -Poika Parviainen, City of Tampere, Tampere

Margrit Zauner, SenAIF, Berlin

Katrin Reiter, Netzwerk Bildungsberatung Salzburg, Salzburg

Linda Darbey, National Centre for Guidance in Education, Ireland

What do guidance practitioners need for high quality guidance and how a political support in terms of training conditions could look like? This was the leading question of Forum 2 moderated by Anja Lietzmann. Ms Lietzmann asked Diana Peitel first to present the practical recommendations. After this presentation every panel member was asked for his/her reflections on 2- 3 recommendations, their ideas how to implement them in their country and for challenges and opportunities while implementing.



In general the recommendations are seen as helpful and useful. The implementation of some of the recommendations already began in some of the countries. In light of the situation of the presented countries, different recommendations are assessed as important:

- In general *recommendation 1 (Listen to guidance practitioners)* and *recommendation 2 (Invest in the continuous professional development of guidance practitioners)* can be seen as basic conditions.

- *Recommendation 3 (Get an overview about the services for the clients in your region)* is implemented in different stages (e.g. Berlin platform for guidance providers and for providers further training).
- *Recommendation 6 (Provide services for lifelong guidance especially at known transition points)*: The transition point from school to work is already covered quite well, a need to catch up is noted for the group 55+
- *Recommendation 4 (Provide independent guidance)*: Is considered very important, but also difficult to implement and often dependent on funding. Quality standards and quality assurance have to be implemented.

One comment from the audience was that it seems necessary to combine (some) recommendations with figures, e.g. percentage of funding that should be used for continuous training or percentage of time to be used for collegial advice.





literature and links

All GOOD GUIDANCE STORIES material can be found here in all Partner languages:

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

The European Lifelong Guidance Policy Network ELGPN

<https://ktl.jyu.fi/ktl/elgpn>