

Methodological Concept: Our Foundation

Across Europe it is widely recognised that young people negotiating their transitions into adulthood are faced with unprecedented choice and opportunity, but also far greater levels of uncertainty and risk. New data suggests a record level of dependency that has sobering social and democratic implications including very low life satisfaction, high levels of deprivation and social exclusion. This is coupled with strong evidence that the shift in labour markets and the workplace now calls for transformative change that results in a more flexible approach to the provision of Information, Advice and Guidance (IAG) – calling for competence review and the continuing professional development of IAG practitioners so that they are able to facilitate the transformative youth-led systemic change.

Utilising Co-Production within the Enquiry

Key:  Young Adults |  Practitioners |  Managers |  Online Participants

United Kingdom



Finland



Republic of Ireland



Germany



France



Italy



Inquiry Results

Guidance Counselling can be considered a multifaceted and ambiguous concept (Finland). Guidance is seen as a tool for developing knowledge and skills, a global action to activate and facilitate choice (Italy). Guidance facilitates people through their lives to manage their own training, occupational, social and life choices so that they reach their full potential (Ireland). Four main principles can lead to successful guidance: (i) adaptation, (ii) use of informal techniques, (iii) use of popular ICT and (iv) participatory and enjoyable competence development aimed at socio and professional integration (France). Guidance should embed an emphasis on critical, reflective abilities with a view to empowering and enhancing the individual (UK). Guidance should be embedded in a wider organisational and societal context (Germany).

Professionalising Career Guidance

All three 'Guide' projects aim at enriching the discourse on continuous professional development of Information, Advice and Guidance (IAG) practitioners through the development of peer-led teaching and learning materials. The form of the case study as a peer-learning tool was chosen because it is particularly effective in "bridging the gap between theory and practice and between the academy and the workplace."

Competency Framework

In 2009 the European Centre for the Development of Vocational Training (Cedefop) published a study titled 'Professionalising Career Guidance: Practitioner Competences and Qualification Routes in Europe'. One core element of this is the competency framework for career guidance professionals. There are six foundation competences; six client-interaction competences, and seven supporting competences.

Existing Good Guidance Case Studies

The competences ranked most relevant served as a groundwork for the development of six existing case studies, four foundation competences: 1. Ethical Practice, 2. Recognise and Respond to client's diverse needs, 3. Develop one's own capabilities and understand any limitations, 4. Communication and Facilitation Skills, two client-interaction competences: (1) Enable access to information and (2) Facilitate entry into learning and work; and two supporting competences: (1) Operate within networks and build partnerships and (2) Update own skills and knowledge.

The need for new Case Study topics

The competency framework and the findings of our enquiry process will be utilised by a newly formed, international Community of Practice comprising 12 practitioners and managers to focus upon competences needed today and in the future. Practitioner Case Study topics: Personal Employability Skills, Self-management, Working together and Communication, Creativity and Enterprise; Manager Case Study Topics: Flexible Frameworks for Learning and IAG, Long-term, Joined-up Approach, Re-thinking, roles, relationships and mindsets.

Find out more at Goodguidancestories.org