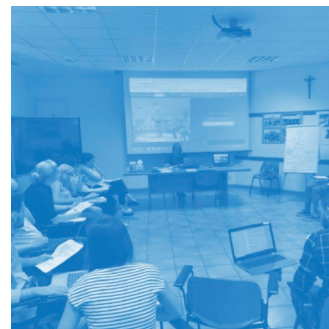


# GOOD GUIDANCE Stories 2.0



## Good Guidance Stories 2.0 Effective Practice Services Guide

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## The Good Guidance Stories 2.0 partnership



Further information about the project and the above partners  
is available at the Project website:

[www.goodguidancestories.org](http://www.goodguidancestories.org)

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## 1. INTRODUCTION

Good Guidance Stories 2.0, funded through the Erasmus+ fund of the European Union, aims to improve educational and job-related Information Advice and Guidance (IAG) services for young adults by developing learning material and training opportunities for IAG professionals. Guide 2.0 is the third project of the Guide series and places special attention on the target group of young adults (18 – 35 years), particularly those experiencing complex barriers to employment.

The project is implemented by a consortium of partners from six European countries, generating five foundational outputs comprising a **Methodological Concept**, a series of innovative online training courses hosted on a comprehensive e-learning **Moodle Platform (the Blended Learning Curriculum)**, the **Facilitator Resource Pack** and the **Case Study Learning Resource**), and this Effective Practice Services Guide which constitutes a sort of project's "logbook" accounting for its objectives, activities and results and insight for effective practice.

All Guide projects work in a transnational perspective with the approach of real-life case studies-based learning material to continuously update IAG practitioners' skills and mindsets to better meet the needs of their client base. Guide case-studies themes are developed in accordance with the European Centre for the Development of Vocational Training (Cedefop) framework of competences for professionalizing careers guidance, which provides a working reference to support guidance practitioners' professional standards at the European level.

In Guide 2.0, seven new case studies (which complement a portfolio of eight case studies already produced in the two preceding projects Guide and Guide Plus), focusing on employability skills and on the challenges of today's labour market, have been developed by a cross-national virtual community of practice, learning and working interactively through Action Learning Sets with a co-production approach.

Throughout the project, we experimented an innovative training approach which focused on peer-led and social learning, and highly participatory methods, enhancing CoP members professional networks at a European level and exposing them to a constructive knowledge exchange with colleagues facing similar issues in their national context.

The participation in Action Learning Sets fostered members self-reflection, active listening/questioning and problem-solving capabilities which are highly valuable in today's guidance work. They understood, through direct involvement, the value of a co-production approach applied to real-life case-studies production, appreciating the relevance and sustainability of this bottom-up approach which enables to re-think roles, relationships and mindsets. They did so mostly online, through a self-paced learning experience which allowed them to self-manage their training in a flexible way, with the constant support and feedback of peers.

The Guide 2.0 learning experience, which involved a group of engaged IAG professionals from six European cities, sharing practices and ideas on possible routes for a creative overhaul of guidance services, has highlighted that **effective guidance is:**

- 1) **Practitioner-led and training-based:** practitioners are in the front line of IAG provision and they “hold the key” to efficient service delivery. Their views, concerns and perspectives should be highly valued, as these are based on their every-day interaction with clients. Providing practitioners with engaging and accessible training opportunities to constantly update their skills and attitudes is crucial for delivering high quality IAG services. Training should enhance those competences and mindsets which practitioners see as crucial to build constructive relationships with their younger clients, including self-reflection and problem-solving abilities and interpersonal and listening skills. Training approaches with a greater impact are those which promote peer-led, participative and action learning, grounding the learning experience into reality and authentic contexts and building on the sharing of experiences among professionals facing similar challenges. The case-study method and the development of a community a practice which is trained to work with inclusive and horizontal methods, proved to be an effective training approach to foster up-to-date service delivery.
- 2) **Co-designed and co-produced:** evidence suggest that services improve when all families of stakeholders are involved in its design and delivery, shifting from a service-supply focus to a service-demand focus (Bezanson, 2005). Consulting with young people and IAG practitioners to gather their ideas about how effective guidance should look like and what the enabling factors are, can improve service provision and provide direction for pertinent policy making. Guide 2.0 works with a highly participatory and empowering approach, whereby all stakeholders are involved in project activities as experts of their own needs and perceptions and as active agents of their personal development.
- 3) **Holistic and person-centred:** effective guidance deals with people, not cases. Peoples’ lives are complex and guidance interventions need to somehow deal with such complexity. A holistic model of guidance means that each client is approached as a “whole person” with unique career wishes, needs, emotional issue, values, cultural backgrounds and talents which deserve to be carefully assessed and valued when trying to determine his or her best career fit. Sometimes, concurrent issues (e.g. mental health, housing, addiction issues), hindering from stepping directly into career advice, are brought in IAG sessions by clients, and effective services should be prepared to address such issues by referring clients to appropriate support networks (see next point).

While finding job or training opportunities remains the most obvious outcome of any guidance process, holistic guidance moves one step further: it works towards clients’ empowerment and engagement in society, supporting them in realizing what their capabilities, strengths and weaknesses are, and in exploring realistic, long term development opportunities through a genuinely reflective and critical process, which is co-constructed with the facilitation of the practitioner, but is owned by the client. Guidance needs to be an active process, which fosters a culture of participation and a growth towards independence.

- 4) **Systemic:** guidance services perform better when they operate within a strong institutional network through interagency collaboration and employers' engagement, which enable a systemic, joined-up approach to service delivery, while increasing the visibility of guidance services availability. The complex and interconnected needs of young clients should be dealt with in a multidisciplinary perspective, assuring that careers guidance is not performed in "isolation" from other types of support (e.g. mental health care or housing services) and that young clients are referred to other adequate services in a less fragmented way.

The main objective of this paper is to present the different stages of Guide 2.0 project implementation, capturing key highlights and elements of its methodological and training approach and introducing its innovative elements (also with respect to other Guide projects), while providing experience-led insight into effective IAG/careers practice and provision.



providing experience-led insight into effective IAG/careers practice and provision.

The first part is dedicated to an overview of the changing context of IAG provision for young adults, reflecting on those competences which practitioners need the most in order to respond to the requirements of their younger client base and highlighting how the case studies approach can be integrated as a valid methodology in more traditional guidance provision. Also, we summarize the main findings of a participatory enquiry process carried out at the onset of the

project, involving around 180 IAG practitioners, managers and young service users to extract their understanding of effective IAG practice and their ideas on the direction IAG services and practitioners need to develop in order to remain relevant.

The core of the publication focuses on the overall training experience and the collaborative work of the project's Community of Practice leading to the co-production of a set of "next generation" case studies, showing the potentials of CoPs as a sustainable means for training, sharing and producing knowledge in IAG and the relevance of Action Learning Sets as innovative model for peer-led continuous professional development of IAG professionals. In the final part, besides presenting the new case studies produced and summarizing the pillars of good guidance, we provide methodological and effective practice guidelines (based on lessons learned by project partners and on solid evaluation measures), accounting for the strengths and weakness of the Guide 2.0 approach and highlighting those best practice elements, tested and validated throughout the project, to inspire further experimentation in IAG training provision.



## 2. Context: Changing Working Environments and the Need for Creative Solutions in IAG

Global labour markets and workplace are moving at an unprecedented pace, calling not only for new skills but new attitudes and behaviours towards “the world of work”. In a changing world, career guidance needs new understandings and approaches in order to meet the changing needs of the clients it seeks to serve. Across Europe, particularly in urban areas, labour markets are rapidly transforming through globalization, migrations, and the impact of new technologies (e.g. automation, teleworking). As we write this publication, new elements of insecurity are brought into the picture by a global health crisis that is shaking economic and social systems of many countries, with forecasted enormous impacts in the job market in the coming months or years. In such a mutable, challenging and precarious working context, **young people**, and especially those with lower levels of educational attainment, are a potentially vulnerable group that deserves specific actions, measures and policies.

Even in the best of times, young people face a tough situation in the labour market: at the global level, those aged 15-24 are around three times more likely to be unemployed compared with adults aged 25 and above (ILO, 2020). During crisis, such as the Global Financial Crisis of 2008 and the current Covid-19 pandemic which has evolved into



the worst economic and labour market downturn since at least the Second World War (ibid), young people are disproportionately affected in terms of employment prospects, as employers commonly respond to falling demand by pausing recruitment, decreasing involvement in training programmes such as apprenticeships and reducing staffing through a last-in/first-out policy (OECD, 2020). High youth unemployment rates have been a problem across the world since the global financial crisis. One region that has been hit particularly hard by this trend is Europe, where youth unemployment for those aged 15-24 remains high at an average of 19,32% (Eurostat).

More flexible and less protected forms of employment, such as temporary or part-time work or gig employment, which were used as an adjustment mechanism during the crisis, increased proportionately much more among young people than adults, as Europe emerged from the 2009 recession. One consequence is that by 2019, one in two young workers was in temporary employment in the European Union, compared with less than one in eight workers aged 25 and over (ibid). Today, the multidimensional COVID-19 crisis pandemic is threatening to severely affect young people (especially labour market entrants and those already unemployed, underemployed and marginally attached to the labour force) across three dimensions: (1) disruptions to education, training and work-based learning; (2) increased difficulties for young jobseekers

and new labour market entrants; and (3) job and income losses, along with deteriorating quality of employment (ILO, 2020).

Within this challenging context, transitions points, e.g. from school/education to vocational training or employment, are a particularly sensitive phase of one's professional development. While in the past these transitions were more likely to be a one-off event at an early stage of an individual's lifetime, they now tend to happen several times throughout one's professional lifespan and become more unpredictable and increasingly complex, often accompanied by insecurities such as unemployment or precarious employment conditions, resulting in very low life satisfaction and perceived social exclusion. Today, young people negotiating their transitions to adulthood and economic independence are faced with unprecedented choice and opportunity on one hand, but also far greater levels of uncertainty and risk on the other.

Along-side with youth-targeted economic, employment and social protection policies, providing well-focused career guidance and information is critical to the smooth transitions of young people as they make important choices about their education and training, which have the potential of influencing their future career paths. **Educational and vocational Guidance can play a decisive role** in mitigating the risks associated with non-linear transitions, in making them successful and **in supporting young people in the major decisions they have to make throughout their professional lives**. During a recession or difficult labour market circumstances, the importance of guidance grows even more, especially for those young adults from more disadvantaged backgrounds with weak access to family or community-based informed guidance.

*Career guidance describes the services which help people of any age to manage their careers and to make the educational, training and occupational choices that are right for them. It helps people to reflect on their ambitions, interests, qualifications, skills and talents - and to relate this knowledge about who they are to who they might become within the labour market (CEDEFOP).*

Today, young people are making more decisions than before as they stay in education longer, but the increasing dynamism of the labour market, the rapidly changing demand for skills and the growing diversification and fragmentation of education and training provision is making decision-making more difficult (ibid). Accessible and well-informed guidance services are therefore extremely valuable for them: the way they are able to reflect about their skills, potential and career wishes can make a difference to what happens to them in adulthood. Guidance and counselling are undergoing gradual change, resulting from the complex demands placed by the society on career guidance practitioners, their working environments, and client groups becoming more diverse (Cedefop). IAG systems are sometimes perceived to lack the flexibility to adapt to the increasing complexity of the labour market and tend to be experienced as prescriptive and rigid by young adults, who can feel disempowered and experience aspirations, certain pathways or future options being closed down at early stages of the IAG process. **One way of improving IAG services and make them more effective in meeting younger clients' needs, is to invest in training of its practitioners**. Adequately and continuously trained career guidance practitioners can support young adults and all citizens in making meaningful and informed steps towards education, training and employment opportunities whilst becoming



aware of own capabilities, interests and competences. The current training provision in Europe is, however, still very diverse: it may be mandatory or optional and can range from short uncertified courses to years-long master's degrees. A similarly diverse picture emerges if one regards teaching methods and course content. The challenge is therefore to:

- **identify and develop** those **skills and competences** which guidance practitioners need in their everyday practice in order to serve target groups with a great distance from the labour market: evidence suggests that self-management and personal employability skills are becoming increasingly important in the current job market;
- **experiment engaging training options which can be implemented in diverse cultural settings** and which promote international networking, peer-learning and participation of stakeholders involved in the IAG process. In particular, cost-effective and easily accessible online training opportunities for IAG practitioners who may experience workload and mobility constraints (also linked to the recent Covid-19 pandemic) should be strengthened;
- **move beyond rigid, formal, lecture-style training approaches** through the experimentation of innovative and flexible learning environments, which enhance critical thinking and problem-solving abilities of guidance practitioners and enable a self-reflection process on the learning outcomes.

Essentially, IAG needs to be made more accessible and responsive, especially for young adults growing up in families, households and communities where there is no or limited knowledge of education, training and employment options, through constant and smart updating of its practitioners' skills and attitudes. In order to achieve systemic change, evidence suggests that there is need for a long-term, joined up approach wherein learning, skills development and careers IAG are understood as an on-going, life-long and life-wide processes that are **best designed and produced in partnership with young people**. Designing and testing consistent and creative training proposals for client-oriented IAG services has been and continues to be the main objective of Guide projects.

### 3. Building up from Guide and Guide Plus: relevance and validity of the case study methodology in IAG/ career guidance

**Guide 2.0 emerges from and builds upon the preceding and highly successful Good Guidance Stories (Guide) and Good Guidance Stories Plus (Guide+) projects**, which aimed at enriching the discourse on continuous professional development of IAG practitioners focusing on the use of "real life" case studies as peer learning tools to enhance practitioner performance. In the first GUIDE (2011 - 2013), six case studies and related teaching notes that provided additional information such as learning objectives, possible teaching approaches and reflective questions, were developed and successfully tested. This was done using an "insiders' perspective", allowing full participation of guidance practitioners in the identification of the most needed

skills within the Cedefop framework (see paragraph 5) and through the development of open training material which can be used in and adapted to different settings from practitioners in different roles. A case study method was developed, as well as Methodological Guidelines featuring detailed instructions on how to work with case studies and a Recommendation Handbook. The focus of the follow-up project GUIDE+ (2013- 2016) was to design and test, in seven European cities, case study-based training modules (four to eight integrated yet independent curricula, each targeting one key competence) for guidance practitioners who work mainly with low skilled people, e.g. long-term unemployed, labour-market returners, those from migrant and refugee backgrounds. The modules were based on the case studies developed in the previous Guide project, enriched with two further brand new case studies and teaching notes from a French and British perspective. These modules were then integrated into the training systems of the participating countries in order to prepare local guidance practitioners for the specific challenges associated with guiding low-skilled people.

What clearly emerged from the experiences and feedback gained from Guide and Guide+, is the **validity of the case-study approach for training of IAG practitioners**. Case studies, stories or

“All three Guide projects aim at enriching the discourse on continuous professional development of IAG practitioners through the development of case study-based teaching and learning material, which can be applied in complex situations with uncertain solutions (as is very often the case in the work of IAG practitioners).”

scenarios which are based on actual events and are therefore determined by reality, are examples of practice-based and experiential learning originating from pragmatic learning philosophies (“learning by doing”). They allow the distillation of real-world experiences into training modules for the further practical training of guidance practitioners and can be applied in complex situation with uncertain solutions, as is very often the case in the work of IAG professionals. The use of case studies in training situations engages guidance professionals in research and reflective discussions, facilitates their creative problem-solving and creates the opportunity to learn from each other. Moreover, it was also clear that **case studies allow for a transnational reflection over possible training strategies to improve IAG**

**provision**, as many challenges are shared across all project cities: it is not just the approach, but also the themes of the case studies which proved to be effectively transferred to the European context, enabling their use in a variety of working environments.

Another major point from the feedback during the piloting of the curricula developed in Guide+ was that training programmes and **case studies should also address the managers of IAG services**, and that practitioners and managers should work on cases together. Also, the dynamics of today’s labour market with quickly changing job profiles, the impact of digitalisation and automatization suggest that while certain subjects addressed in Guide and Guide+ remain important, new case studies are required to address, in particular, the increased importance of **employability skills of young adults** and all job seekers.

What is needed is therefore a **creative overhaul of IAG** through a clear understanding of how the skillset of IAG practitioners and managers can be further updated, both in terms of contents (e.g. case studies themes) and approaches (co-production experience), to best serve their end users’ needs. The way things are understood, shared, produced and delivered constitutes

a learning experience in itself and can bring much in terms of efficiency and sustainability of IAG service delivery.

Given the interactive and interpersonal nature of IAG practice, **innovative and people-centred approaches** should be experimented which foster ownership and inclusion of all key stakeholders, including practitioners and clients, in training, conception and management for IAG services. It is with such challenges in mind that Guide 2.0 intends to develop and test a possible training framework for a **new generation of IAG practitioners**.

The use of Case Studies in training situations...

- Engages guidance practitioners in research and reflective discussions
- Facilitates their creative problem-solving
- Allows them to develop realistic solutions to complex problems
- Develops the guidance practitioners ability to distinguish between critical and extraneous factors
- Enables guidance practitioners to apply previously acquired skills
- Creates the opportunity to learn from each other.

(Piacentini et Zouizi, 2013)

## 4. Contributing to the improvement and innovation of IAG practice for young adults with Guide 2.0: project objectives and outputs

The **Guide 2.0** project **aims to improve IAG practice for young adults**, especially those facing multiple and complex barriers to progression, by creatively developing key competences as identified by Cedefop, **through the further evolution, validation, adaptation, digitisation and extension of teaching and learning material based on the case study method**, successfully tested in the predecessor projects Good Guidance Stories (Guide) and Good Guidance Stories Plus (Guide+). The primary target group for Guide 2.0 are those tutors, trainers, educators, IAG and careers guidance practitioners and managers involved in the design and provision of adult education and guidance for young adults failed by the current system, and for whom there is presently little or no contemporary, imaginative and peer-to-peer continuing professional development provision.

“Guide 2.0 follows the participatory approach of co-design and co-production, according to which all groups effected by the work of our projects become the experts of their own needs. Special importance is given to the perspective of the young adults as users of IAG services.”

In addressing the Horizontal Priority of Social Inclusion, Guide 2.0 facilitates innovative, challenging and thought-provoking learning exchanges that contribute not only to **competency development** of IAG practitioners but also to improvement of IAG service provision by facilitating a deep rethinking of roles, relationships and mindsets of the practice. This is achieved by:

- 1. Forming and animating a virtual and international community of practice** (CoP) of 12 IAG Practitioners and Service Managers from six European countries to extend and develop IAG practitioner competence drawing upon existing good practice; to facilitate personal and professional development through engaging peer-to-peer learning exchanges resulting in i) the production of seven new case studies that focus on the four dimensions of employability and on the challenges of today's labour market; ii) the set-up of a multi-stakeholder network and reflection team on effective IAG practice, with the potential of operating beyond the project's lifespan.
- 2. Experimenting the use of Action Learning Sets** in IAG training provision as an innovative and thought-provoking methodology for increased innovation capability and learning innovation.
- 3. Setting out the value of a co-production agenda:** taking one step further the practitioners' perspective which already inspired previous Guide projects, the idea of co-production is at the heart of the Guide 2.0 project. Using a Participatory Appraisal approach, this translates into active, equitable participation and empowerment of all project's stakeholders (practitioners and their organisations, educators, managers and those young adults intended as "young experts" of their own needs and aspirations) in most project activities, from the co-design of effective practice IAG models to the co-production of seven new case studies (three of which specifically address competencies needed by service managers).
- 4. Exploiting the potentials of an online, flexible, distance learning environment**, which allows for multi-national contributions from each partner organisations, maximising knowledge sharing and co-production by also taking into account possible time and mobility constraints of learners.

Guide 2.0 implementation is carried out by a group of partner organisations, most of which were already involved in previous Guide projects, and which bring specific and complementary skills and expertise to the learning journey:

**Rinova Ltd (United Kingdom)** is proficient in EU project development, in forming and managing small-scale and large-scale partnerships and, thanks to its participation in ESFA and London's Talent Match project, has enabled strong links with London's youth agenda.

**The City of Tampere Employment and Growth Services (Finland)** is one of Finland's largest public employment services located as a specific unit in Growth, Innovation and Competitiveness Services. In terms of Guide2, TCEGS bring expertise in piloting innovation, co-design, co-production and co-delivery of employability services.

**Eurocircle (France)** is European Grouping of professionals actively involved in the social sectors of education and employment. As an NGO it develops, carries out and promotes transnational projects in the field of inter-cultural dialogue, social inclusion, citizenship and diversity.

**Metropolisnet (Germany)** is a European Network (EEIG), an experienced partner on EU-projects and brings to Guide 2.0 extensive expertise in building networks around key topical themes. Due to its network nature MetNet has expertise dissemination.

**Ballymun Job Centre (Ireland)** has developed a reputation in provision of client-centred career-guidance IAG and employability skills development of those facing multiple and complex barriers to social inclusion. It has extensive experience of developing innovative responses to 'market failure', including Internet (web-based) guidance tools.

**CIOFS-FP (Italy)** is a non-profit organisation with strategic priorities and a holistic approach to education focused on young adults and social inclusion. CIOFS-FP's credentials in QMS standards and compliance in Adult Education brings key capabilities to the project's high-quality production of learning resources and a quality assured approach to the CoP and ALS approach.

Guide 2.0 partners consortium work on the testing and production of high-quality products/outputs which include, in addition to this publication, the following:

**A Methodological Concept:** the first step within Guide 2.0, which builds the ground for its pedagogical vision. It is based on a qualitative enquiry process carried out in the six project countries with the aim of extracting their understanding of effective IAG practice, their ideas on the direction IAG services need to develop in order to remain relevant and good examples of how young adults are best engaged as active participants in the process of transforming IAG practice and provision. The findings of this enquiry process (see chapter 7 for a description of enquiry results) shape the design of case studies responding to current challenges and learning wishes of IAG professionals in all project countries.

**The Blended Learning Curriculum:** a Moodle platform-based blended learning curriculum, aimed to equip IAG professionals and Managers in the use of case study materials and to inform learners of the relevant competences within career guidance, comprising the review and digitisation of existing Methodological and Recommendation Guides produced by Guide predecessor projects, along with the existing eight Case Studies, Teaching Notes and Curricula, adapted as an online learning resource.

**The Facilitator Resource Pack:** a more "in-depth" training curriculum specifically designed for those IAG/careers guidance practitioners and managers who take active part in the Guide 2.0 CoP, comprising a suite of interlinking, flexible and inter-active online modules, Teaching Notes and Materials focusing on the Co-production Model, the Action Learning Sets and the Community of Practice methodologies.

**The Case Study Learning Resource:** an online dynamic learning and working environment to guide and support CoP members in peer-led co-production of seven brand-new Case Studies, through the actualisation of Action Learning Sets.

## 5. The CEDEFOP competences framework and the new Case Studies in Guide 2.0

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”, in which existing frameworks within the EU and beyond were reviewed and all significant items were brought into a new comprehensive structure to serve as a ‘common core elements of training’ (Cedefop 2009, p. 11) for practitioners at the European level.

“Guidance practitioners have to handle a lot of different activities. They enable citizens to identify their capabilities and competencies and make meaningful educational, and occupational decisions.

Guidance practitioners not only must know things. They also must be able to act effectively in their respective settings.”

The final competency framework comprises of three different categories of competences: **six foundation competences** that “encompass an ability or understanding that cuts across all the specific activities through which clients might be supported in developing and learning to manage their careers” (Cedefop 2009, p. 69); **six client-interaction competences**, which define the required competences for direct contact with clients; and **seven supporting competences**, containing “a number of subsidiary activities frequently undertaken by career guidance practitioners to support and strengthen the resources and contexts for their work with clients” (ibid).

Cedefop’s framework was utilized as the basis for the development of the case study learning material in the two previous Good Guidance Stories (Guide) and Good Guidance Stories+ (Guide+). Practitioners in all project countries were shown the competency framework and asked to indicate the competences they considered most important: those ranked most relevant served as a groundwork for the development of the six case studies in Guide and the two additional case studies in Guide+.

**The existing eight case studies address four foundation competences:**

- Ethical Practice
- Recognise and respond to client’s diverse needs
- Develop one’s own capabilities and understand any limitations
- Communication and facilitation skills;

**Two client-interaction competences:**

- Enable access to information
- Facilitate entry into learning and work

**And two supporting competences:**

- Operate within networks and build partnerships
- Update own skills and knowledge.



The digitisation and providing easy access to this case studies portfolio and related learning material from Guide and Guide+ has been a major training focus of Guide 2.0, which developed an online comprehensive **e-learning platform** hosting **The Blended Learning Curriculum** on-line course to capitalise this extensive and validated knowledge about the use of case studies for training in IAG. Guide 2.0 enriches this knowledge portfolio by producing a set of seven brand new case studies which focus on some of the most needed skills and attitudes in current IAG provision, including self-management and personal employability skills. Based on the feedback from practitioners involved in the preceding projects and on recent academic and work-based research, the following case study topics, three of which are specifically suited for IAG managers, have been selected for Guide 2.0:

CASE STUDY TOPIC	CEDEFOP COMPETENCE ADDRESSED	DEVELOPED BY
Re-thinking roles, relationships and mindsets	Integrate theory and research into practice	CIOFS-FP
Creativity, enterprise and innovation	Undertake career development activities	City of Tampere
Personal employability skills	Conduct and enable assessment	Rinova
Working together and communication	Develop and deliver career learning programmes	Eurocircle
Self-Management	Manage own caseload and maintain user records	Ballymun Job Centre
Flexible frameworks for learning and IAG	Design strategies for career development	Metropolisnet
Long term joined-up approach	Engage with stakeholders	Rinova

## 6. Innovation in Guide 2.0

Guide 2.0 brings innovation in the discourse on continuous professional development of guidance practitioners by blending a set of engaging and thought-provoking learning approaches and methodologies which, as a whole, represent an original way of imagining new training routes for IAG professionals for more responsive and people-centred guidance provision. The “fil rouge” that connects the four interrelated areas of innovation experimented in the project and listed below is the value of participation and interaction as key enabling factors of a successful training experience, which “spills over” into a more proximal and empowering guidance experience. By fostering a culture of participation in guidance, clients will learn how to actively co-construct their own career in empowering interactions with others, while practitioners, through the experimentation of online collaborative learning opportunities, have the chance to review, question and update their daily practice in the light of a constructive and critical interaction with peers.

## 1) Applying the co-production approach to careers guidance delivery

In Guide 2.0 we follow the participatory approach of co-design and co-production, according to which all groups effected by the work of our projects come together, as experts of their own needs and capabilities, to understand problems and find shared solutions, resulting in services being developed in a reciprocal relationship between professionals, organisations and people using services.

This bottom up, highly participatory perspective is increasingly applied to change processes in public services, in which service users are recognised as agents of change and play an important role in the design and production processes. Guide 2.0 target group is made up of different stakeholders: first and foremost, it includes the

“*Altogether, the four identified areas of innovation constitute a flexible and motivating environment where all the IAG system stakeholders can work together, each one from its own side, using peer-led learning sets and supporting methods, to improve IAG practice for young adults, especially those facing multiple and complex barriers to progression.*”

young adults who use IAG services and whose guidance experience can be improved as they co-construct their guidance experience and interact with upskilled professionals; secondly, the IAG practitioners and managers themselves, addressed as active learners who are able to extract, through facilitation and self-reflection, effective practice elements from their training experience and constructive peer exchanges; thirdly, the structures and organisations of IAG services which benefit from a more competent and responsive staff.

Co-production is put into practice throughout Guide 2.0 project activities, starting with a comprehensive enquiry process (see chapter 7), performed with Participatory Appraisal techniques, which allowed to extract what's perceived as effective youth-led IAG practice by all groups of project stakeholders. Co-production is also at the heart of the work of Guide 2.0 online Community of Practice which, through the implementation of Action Learning Set for case-studies production, recognized learning as a practitioners-led, participative and interactive process.

## 2) Using a Participatory Appraisal approach for improving project's relevance and guidance experience.

The term Participatory Appraisal (PA) describes a family of approaches, developed in the context of international development interventions, that enable local people to identify their own priorities and make their own decisions about the future. By using a series of engaging, interactive and inclusive consultation tools and techniques, PA extracts local people's views and understandings of a situation and builds on their resources to co-construct empowering development paths. Strongly connected with the co-production perspective to service delivery, Participatory Appraisal has mainly been used in Guide 2.0 as a reference framework for a multi-stakeholder enquiry process to assess the perception of 'current situation' in guidance provision as experienced by young people and professionals themselves. By activating a process of ownership and participation through consultation, young clients have been put at the centre of a constructive active-reflection process with the potentials of fostering motivation and a sense of agency in determining their professional future. Participative approaches permeated all

projects activities and they have also been used to assess practitioners' feedbacks on learning activities and to inspire the ground rules for CoP and ALS participation.

### 3) Guide 2.0 practitioners as an online, cross-national Community of Practice

A community of practice is a self-directed group of professionals who share a common interest or concern and learn how to do work on it better as they interact regularly (Wenger-Trayner); they are a mean for fostering "collective intelligence" and an excellent vehicle for innovation, as professional learning and knowledge are developed through participation and interaction with skilled peers, in an open, flexible and inclusive environment. Guide 2.0 CoP is a European-wide, virtual learning space and knowledge network which brings together 12 experienced IAG practitioners and managers (two participants from each partner country) who meet and interact through an on-line platform and forum, with the main objective of deepening the reflection over effective guidance in partner countries through the joint co-production of "real life" case studies, addressing key themes and competences most needed in current professional practice. By forming and participating in this community, Guide 2.0 practitioners took advantage of ICTs to experiment innovative peer-led approaches to training, to update their professional practice.

“The CoP engages in a process of collective learning and facilitates regular inter-action on a common interest by sharing ideas, strategies, determining solutions and building innovation.”

### 4) Using Action Learning Sets (ALS) to facilitate CoP work and case studies co-production

Action Learning Sets are a structured method to foster learning and development at professional levels, enabling small groups of peers to address complicated issues by providing time and space for reflective learning and allowing participants to learn from other professionals facing similar challenges.

Action learning builds on the relationship between reflection and action (McGill et al., 2004) and is a powerful approach for working on real-life, practice-led problems, especially those which are open-ended in nature and do not have a right or wrong answer, like most issues in the guidance field. In Guide 2.0, ALS have been used as a framework to facilitate learning sessions, in which groups of four CoP members met and worked remotely to co-produce and peer-review a new set of case studies. Differently from the previous Guide projects in which partners worked on their cases independently, a strong innovative feature of Guide 2.0 is such co-production environment, where practitioners and managers collaborated at all stages of case-studies writing, from the definition of topics and related competences to be addressed, to the development and validation of their stories.

## 7. Where we started from: the methodological framework and the participatory stakeholders' enquiry

**Co-design and co-production**, together with the **use of case studies** as a particularly effective learning tool for IAG professionals, **are the core of Good Guidance Stories 2.0 methodological approach**.

As mentioned, co-production acknowledges that people with 'lived experience' of a particular condition are often best placed to advise on what support and services will make a positive difference to their lives. Done well, co-production helps to **ground discussions in reality**, and to maintain a person-centred perspective of service provision. Co-production requires transforming the perception of people from passive recipients of services into one where they are equal, competent partners: so, the usual line or barrier between those people who design and deliver services and those who use them is blurred with more people involved in **getting things done together**, each one using their own knowledge, skills and lived experience to foster positive change on specific issues.

In line with this approach, a participatory enquiry process has been carried out in Guide 2.0 six participating countries (UK, Ireland, Italy, France, Finland and Germany) at the very first stage of the project.

The main objective of this research has been to understand, from the "voices" of those directly involved as providers and users of IAG services, what is seen as effective IAG practice and how IAG services and practitioners need to "evolve" to best meet the actual needs of their target group - young adults. In order to coherently **apply a co-production perspective within the enquiry itself**, the partnership decided to organise, alongside one-to-one interviews, group discussions based upon the participatory appraisal (PA) approach, which is highly interactive and facilitates an easy-to-speak atmosphere, one in which individuals are seen as the experts of their own lives and environments, fostering full participation of all stakeholders, with an emphasis on young clients. Given the diversity of IAG systems, national legislations and labour markets across Europe, the enquiry has been complemented with academic and multinational professional research in order to find a **common definition of effective guidance** to be agreed upon among project partners. The findings of this enquiry influenced and inspired the development of all learning materials, including the selection of case studies topics and competences to be addressed, for a next generation of IAG professionals.

### 7.1 The Enquiry Sample

Between January and March 2019, **184 young adults, IAG practitioners and services managers** from the Guide 2.0 consortium participated in focus groups and interviews, in which they exchanged good IAG practice experiences, identified IAG effectiveness factors and outlined current challenges and gaps.

The **young adults** were the largest group (**81 participants**) within our sample: they are aged 18 – 29, have different educational levels (university degree – no high school diploma) and employment status (some unemployed at the time of participation, some recently found employment) – but all have used IAG services in recent months. The **65** interviewed **practitioners work in organisations that offer IAG services for a wide range of target groups** in terms of educational background and career expectations. A variety of IAG services are represented in this sample (municipal employment units, private organisations, practitioners offering IAG services in schools and training centres). The managers were the hardest group to reach in this context, due to a high workload and time concerns: **38 managers took part in the enquiry** who come from different types of organisations and fulfil different tasks (from service coordinators to supervisors within the employment unit of the city administration).

## 7.2 The Enquiry Structure

To ensure a comparability among the enquiry results of the various local contexts, all partners have been provided with a guideline document which includes templates such as a consent form for all participants, a sample set of questions for the focus groups and interviews and a reporting form for the partners to fill the results of their local research. The interview questions for managers and practitioners are divided into three fields. The first set of questions regards participants current working situation, background and their use of professional continuing education. The second set of questions aims to develop a definition of effective practice, including indicators and factors determining it. The third part relates to the gaps, challenges and needs for practice improvement. For young adults, questions first focus on the reasons and timespan for using IAG services, their experiences with IAG sessions (whether they feel satisfied or disappointed) and expectations from IAG services in general.

## 7.3 Enquiry results and perspectives: what is effective IAG Practice?

In the following sections we present a summary of the main enquiry findings, starting with those emerged from the desk-research component and then moving to the highlighted strengths and weaknesses of IAG systems as perceived by our target groups. A full description of results, including specific elements highlighted in some countries, can be found in the comprehensive [Methodological Concept](#) document.

### The academic research perspective

In each national country of Guide 2.0 consortium a desk research was carried out looking on the academic view on effective IAG practice.

- 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 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).

All national perspectives see the purpose of IAG as offering a **structure for supporting individuals in making decisions regarding their own professional development**, which may include further training or a direct route towards employment. Another aspect most definitions have in common is **reflection**. IAG should facilitate an individual process to become aware of one's own resources, competences and professional wishes, with the aim to reach one's full potential. Four of the six country perspectives emphasise the importance of working with clients of an IAG setting in an **empowering manner** by making information available, explaining the system and by supporting reflective processes and clients' self-management skills.

## The Stakeholders' perspective

In this section we summarize the most important elements shared in most local contexts.

### Effective practice: how can we measure it?

With respect to the indicators upon which stakeholders judge IAG effectiveness, **whether the client finds a job or a placement in a training measure and gains new and measurable skills as a consequence of IAG** is considered as the main indicator. However, in subsequent discussions it became clear that many practitioners see also smaller steps on the clients' path towards employment or training as indicators for effective practice, such as: setting up the client's CV; when a client who didn't believe in the usefulness of IAG or felt obliged to go to an IAG service opens up and builds a relationship with the practitioner; when clients who lacked orientation or motivation develop their own ideas and a positive vision of employment; when a client recognize the talents and skills he/she possesses.

### Effective practice: the enabling factors

What are the essential or contributing factors to IAG effectiveness from the perspective of all three stakeholder groups? The following represents an overview of most salient aspects, grouped into five distinct categories: service design, practitioner's attitude and skills, setting of an IAG session; client's circumstances; (local) IAG system.

## Service design

With respect to the way an organisation is designed and what kind of service or support it offers, an effective IAG service should:

- offer long-term accompaniment for clients not only during the orientation phase, but also in the process of applications or even the first period in employment, making sessions available accordingly to the client's needs rather than on the basis of a standardized schedule.



- be prepared to recognise and react to possible clients' additional personal issues that may impede the success of an IAG process (such as mental problems, addiction or housing needs) by referring them to adequate support structures.
- build, at organisational and managerial levels, institutional and stable relationships with employers of different sectors, not dependant on the practitioner's personal network.
- be ready to offer explanation on the specifics of the world of work and the labour market system (especially for clients with recent migration history), fostering young client's empowerment.

### The Practitioner

Which skills, competences and attitudes should practitioners possess in order to reach out for their young adult clients during an IAG session?

- it is crucial that the practitioner is perceived as friendly and open, able to build a genuine and trusting relationship with the young client and to use appropriate communication channels.
- practitioners should see every young adult as an individual rather than "a case" and be aware of their own prejudices or generalizations during the IAG process.
- practitioners need an in-depth knowledge regarding the changes in the world of work and the local labour markets.
- practitioner need to be able to use different methods that encourage the young adults to begin a reflective process and make their strengths and accomplishments visible to themselves and others.

### The setting of an IAG session

Which factors concerning the concrete organisation of an IAG session could improve the overall consultancy experience?

- The session should be easily accessible, allowing for geographical reachability and minimizing bureaucracy to obtain an appointment. In some contexts, for example when working with young refugees, outreach services in which practitioners go to community centres or shelters should be considered.
- The IAG session should be a one-to-one conversation and offer a discrete and trustful environment for the young adult, although some accompanying group interventions can be of high value.
- It should be outlined in the beginning what the IAG service and the practitioner can offer, and expectations from both sides should be clarified.

### The circumstances of Young Clients

Some factors considered important for effective IAG depend on the clients, the young people that make use of IAG. It was considered important that the clients:

- make use of IAG services on a voluntary basis and approach the IAG sessions with a collaborative attitude, willing to reflect on their past and current wishes and to start a learning process.
- be aware that IAG is a process that cannot solve all issues in a very short time: clients should be willing to go step by step towards entering the labour market and building a career.

### (Local) Guidance System

With respect to factors concerning the IAG service as actor within the labour market and local networks, the following are considered important to deliver effective practice:

- the capacity of IAG structures to act in a perspective of network building, also known as interagency cooperation, in order to foster IAG visibility and relevance and build an adequate referral system.
- the development of common quality standards which minimize the risk of possible contradictory advice or misinformation and helps build client trust in the IAG concept
- the provision of guidance for companies on how to integrate young adults who experienced difficulties in entering into the labour market.

## 7.4 Gaps and criticalities in IAG practice

After examining what practitioners, managers and young adults describe as effective practice of IAG and which factors may contribute to its delivery, we now take a look at some of the conditions that currently hinder offering it, as well as the current challenges and needs for development as identified by the three groups.

### • Guidance Practitioners' perspective

*"I have had no training since I started in my current position and my young clients are very complex"*  
Practitioner in London

**Insufficient training:** most practitioners expressed their wish for increased continuing professional development (CPD) and were critical of the lack of available training, or not having had the chance to be involved in CPD for several years. Areas on which they would like to receive training include up to date CV design; writing profiles for websites such as LinkedIn; interview skills; current market trends and projections of future employment sectors; marketing and campaigning skills and tools; intercultural communication.

**Congested workload:** in all local contexts, practitioners brought up the high volume of cases to be followed as challenging. The shortage of time for individual consultation with each client is further intensified by high requirements on bureaucracy. Particularly when working with young adults with complex barriers to employment, practitioners highlighted the need for stronger networks with trusted partner organisations.

*“Sometimes the required set objectives impair the opportunities to perform guidance work of high-quality”*  
Practitioner in Finland

**Conflict between holistic guidance and work-first approach:** institutional objectives or funding requirements, such as a certain number of job/training placements, can become an ethical conflict for practitioners when they feel a young client needs additional support or time but they lack the resources to see them more often. Some practitioners had received feedback by clients who felt they were pushed into a training or job. The conflict between “finding any job”, rather than finding “the right job” was also perceived by some IAG service managers.

**Highly competitive job markets:** For practitioners in some countries it seemed that finding jobs, especially “decent” jobs, became increasingly difficult in recent years. They experience employer expectations for low skilled positions as too high, which therefore does not allow young people to gain necessary employment experience.

#### • Managers’ perspective

**Funding of services:** one major concern of managers was the question of funding of their services. They see that practitioners must deal with a high caseload but, on the other hand, sources of funding are limited and to apply for different types of funding always bares bureaucracy and administrative effort for the organisation.

**Outreach:** managers are also concerned that their services are not known to the target group of young adults. They identify a gap in target group-specific public relations and effective communications, as well as a need to bring the concept of IAG further into public discourse.

**Closer relationships with employers:** along with network building with other services or organisations, managers also saw a major need to increase engagement with employers, in order to offer clients more varied job opportunities or internships. They also recognised a need to work directly with employers and explain the different options employers have to offer a job (experience) to young adults and support them with eventual administrative tasks.

#### • Young clients’ perspective

**Individual recognition:** in many focus group participants described experiences of IAG sessions where they didn’t feel seen as an individual by the practitioner, rather as a ‘problem’, or just a ‘number’. This feeling sometimes led to an inner resistance towards the whole process of IAG. For them, the most important factor of an effective guidance process was a genuine, unbiased encounter with the practitioner.

*“If I’m seen as a problem... that is bad!”*  
Young Client in Finland

**Clients’ needs vs quota fulfilment:** participants were very aware of the pressure faced by many IAG organisations that these need to fulfil quotas and justify the success of their work to the funding authorities. Some also experienced being pushed into the direction of the labour market needs or to participate in trainings that do not correspond to their career wishes. Most young people agreed that IAG should encourage autonomy and not be quota based.

**Lack of inclusive feedback structure:** young clients didn't identify satisfactory possibilities for offering feedback to the IAG services. A structure for anonymised feedback or an external quality assessment was considered important.

**Practical support beyond information:** participants highlighted feeling discouraged when they went to a counselling session and received only information without offers for concrete support, including searching for job and internships offers and assistance in writing CVs and applications.

*"I read a lot of words but in the end, I don't understand what I read: what rights do I have, what can I ask for?"*  
Young Client in Italy

**Communication gaps:** young clients reported that information regarding the existing IAG services remains often unknown to them. More suitable communication channels, such as social media, appealing and well-structured websites and information campaigns in all schools should be used in order to connect with young people. Organisations should also ensure that they use easy and clear language, refraining from turning to a formal "guidance jargon" also during IAG sessions.

## 7.5 Enquiry results implications for Guide projects

This enquiry process has allowed for a participatory identification of what works well and what should be improved in current IAG systems, according to an informed group of 182 managers, practitioners and clients proving and using guidance services in six European cities (London, Tampere, Berlin, Trieste, Marseille, Dublin). Although IAG frameworks and structures are different due to national legislation, funding structures and traditions, views on effective administering of IAG practice are related in many ways and can be summarised in the following Guide 2.0 definition of effective practice:

*Effective **IAG services are independent and easily accessible**, provide a safe environment for the young adult and the practitioner. During an IAG encounter the client and the practitioner build a **genuine and constructive relationship** to work on the young adult's needs and to encourage him/her to gain self-confidence, take control and engage in society. Depending on the young **client's needs and own wishes**, this can be a **long-term orientation** and development process or assistance in finding employment or work experiences immediately including support during the first working phase. The practitioners act professionally and are able **to update their skills and knowledge constantly**, especially regarding changes in the labour market and the world of work. In an effective IAG system with **good interagency cooperation**, other issues of the young person, such as housing or mental health, can be adequately addressed and a lively **network** with employers facilitates smooth transitions.*

The section on the gaps and criticalities gives us the clearest indications on how Guide 2.0 can further enrich the debate on continuous professional development of IAG practitioners and contribute to facilitate a progression towards more client-oriented and holistic guidance systems.

For example, the lack of continuous professional education for practitioners was one of the most commonly identified gaps by participants, whereas the provision of high quality, case-study based training material for the IAG sector is one of the main aims of Guide project series.

Practitioners also specified that the barriers to participation in training activities were mostly a lack of time and no support by their organisation. It is precisely at this point that Guide 2.0 hopes to bridge the gap by offering **free, openly accessible online learning materials that are applicable in various contexts**. With respect to the eight case studies already developed for Guide and Guide+ projects, the enquiry tells us that the competences and topics they addressed are still highly relevant in IAG practice.

For example, the 'Ethical Practice' competence is closely related to the conflict experienced by practitioners and managers between a holistic guidance process and a work-first approach; and the 'Operate Within Networks and Build Partnerships' competence corresponds to one of the most mentioned needs for a closer interagency cooperation and network building with employers.

But it is also clear that **the development of new case studies is necessary to offer materials for updating IAG practitioners' skills that respond to current IAG work challenges**. The quickly changing labour market requires a versatile set of employability skills for both young people and practitioners, as well as well-informed decisions of IAG managers.

### **Applying a Participatory Appraisal approach for multi stakeholders' consultation: Guide 2.0 experience**

In Guide 2.0, participatory methods have been used to make sure that diverse, yet interconnected interests and expectations of different IAG stakeholders were taken into proper consideration since the first stages of the project, in order to shape actions with a greater chance of pertinence and efficiency. Especially when working in service delivery where the "human" factor is key, a clear understanding of stakeholders' needs, logics and communication styles may be essential to make informed decisions. Based on the experience of conducting a participatory enquiry with 180 interviewees from six partner countries, leading to this project methodological concept and a shared definition of effective practice, the following considerations can be shared:

- **Getting acquainted with the PA methodology:** Participatory Appraisal emerged from a set of ideas originally conceived in the 1970s by people working on rural development in developing countries, in response to concerns using inappropriate methods of consultation (mostly written and "formal" questionnaires, surveys, and so on) which failed to capture the real views, concerns and perceptions of those community members they were meant to assess. Communities were seen as "beneficiaries" of development actions conceived elsewhere by others, rather than active partners in their own development process. On the contrary, P.A. assumed that members of communities should be empowered to take control of the development of their lives and that the "wealth of knowledge and skills" found in these people was to be respected and used (Tock 2001). From these assumptions, interactive tools and techniques were developed in order to provide more flexible alternatives to the traditional tools for community consultation. In Guide 2.0, all partners agreed on the value of this approach so that young adults were to be invited at the "discussions table" as experts of their own needs

and interests in terms of IAG service provision. All project partners, who have undertaken enquiry activities in their respective countries, were provided with a Guideline Document to ensure comparability among results in the different local contexts, including reading references to deepen their knowledge about P.A. methods; a series of templates such as a sample set of questions (to be adapted to local contexts) for focus groups and interviews and a reporting form for the partners to fill the results of their local research.

- **Adapting tools to your target groups:** P.A. provides a wide range of flexible, adaptable consultation tools and techniques that can be chosen and reworked to suit whichever group is taking part in the process. It is not a “package” to be rigidly applied, but rather an open approach to foster engagement and participation. In the Guide 2.0 enquiry process, structured questionnaires and face-to-face interviews were found to be appropriate for managers and practitioners. However, in some countries it was particularly difficult to reach them, due to a high workload and consequent lack of time to participate in the survey, so telephone interviews and e-mail questionnaires were used to make it easier for the interviewees to get involved. As for the young adults, it was clear that an informal, easy to speak atmosphere based on the interaction with peers facing similar challenges and sharing similar aspirations was the best setting to trigger participation. Focus groups, prepared following the principles of the participatory appraisal approach, have been used to successfully survey this target group.
- **Applying P.A. to Guide 2.0 Community of Practice:** to keep the idea of the Guide 2.0 partnership as a community of practice and that P.A. is a process that constitutes a knowledge experience in itself, the qualitative enquiry process, while conducted separately in each project country, has been harmonized and shared among all partners. This has been done by promoting e-mail exchanges at the end of each enquiry session or interview to inform the rest of the working group about the local sessions’ outcomes, including possible issues which each local team might have come across, in order inspire each other and benefit from the expertise and the experiences made by other partners. Also, by having common reporting templates, results of the enquiry have been made comparable among different countries and contexts, which in turn allowed for better understanding of commonalities and differences among the enquired stakeholders.
- **Taking into account strengths and weaknesses of P.A.:** Participatory appraisal can be extremely inclusive, flexible and empowering if run well. By fostering participants’ engagement and ownership of the process, it has the potential of producing reliable and “genuine” knowledge about a specific context or situation, identify and tackle underlying issues to problems, rather than just the “symptoms”. However, it should be acknowledged that adopting a participatory approach is generally more complex than delivering top-down, unilateral approaches and requires training and experience among those running the process. To be truly effective, a P.A. exercise will need more time than a one-off event and appropriate funding and time should be allocated to organize sessions and de-briefings and to properly train facilitators.

(based on *North East Social Enterprise Partnership, Participatory Appraisal Handbook* and [involve.co.uk](http://involve.co.uk))



## 8. Distance learning for guidance practitioners: Guide 2.0 training proposal

The use of distance and e-learning approaches to deliver training for career guidance practitioners is becoming increasingly relevant and has been accelerated by the Covid-19 crisis. Guidance professionals and systems have been under pressure to adapt to the sudden change by providing guidance and support at a distance and practitioners' mindsets appear to be changing to rapidly fit into a new way of working.

Where online training options are made available, practitioners seem to seize the opportunity to upskill (Cedefop, 2020). Guide 2.0 contributes to support continuous professional development of guidance practitioners by setting-up a comprehensive e-learning Moodle platform, comprising a suite of interlinked online courses (described in detail in the next sessions), each addressing a specific aspect of the Guide approach:

- 1) the **Blended Learning Curriculum**, focusing on competencies profiling and the use of case studies in guidance training;
- 2) the **Facilitator Resource Pack, focusing on the practical implementation of Communities of Practice, the Co-Production** approach and the Action Learning Sets;
- 3) The **Case Studies Learning Resource**, focusing on the collaborative writing of a set of new case studies. This platform is a knowledge gateway which not only gives access to high-quality learning material and assessment tools, but also to the guided experimentation of contemporary approaches to training, grounded in peer-led and practice-based knowledge development.

By participating to Guide 2.0 online courses, guidance practitioners have the opportunity to:

- access cost and time-effective training options: the scarcity of time and funds devoted to practitioners' training has been highlighted as an issue by several project's participants. All Guide 2.0 training resources are available for free after registration on the platform. Being mostly self-directed, modules can be accessed "on demand", giving practitioners the opportunity to organize their training schedule to best fit with their workload.
- overcome mobility barriers: online training offers the evident advantage of remote access, which is increasingly becoming an added value in times of restricted mobility.



- improve their digital skills relevant to guidance delivery: practitioners get acquainted with a series of web-based social learning and communications tools, such as discussion forum, thematic live chats, webinars, collaboration platforms such as Microsoft Teams and GMeet whose mastery can also be exploited in guidance service delivery (especially with respect to the foreseen increase of remote guidance provision).
- learn by participation: by organising Guide 2.0 project community as a Community of Practice and by introducing the use Action Learning Set to facilitate learning exchanges, our training context constitutes a learning experience in itself. Participants explore new ways of producing knowledge, understand the power of collaborative learning and overcome difficulties through the support of peers and sharing of experiences.

## 9. Capitalising Guide projects knowledge and experience: the Blended Learning Curriculum

From 2013 to present, Guide projects have been producing a considerable amount of high-quality case studies- based learning and teaching material aimed at enriching the discourse on continuous professional development of guidance practitioners. This knowledge repository, which constitutes the “legacy” of the work of over 100 practitioners who animated previous Guide partnerships, has been adapted as an online Blended Learning Curriculum (Good Guidance On-line Course), which can be considered as the **entry point of Guide 2.0 learning journey**.



Click on the Moodle logo above to access the e-Learning platform

### The Competence Framework

There is a clear consensus in Europe that high-quality guidance and counselling services play a key role in supporting lifelong learning, career management and achievement of personal goals. The shift to lifelong guidance in the Member States can best be supported through European cooperation and by means of partnerships between national and regional authorities, social partners, guidance practitioners in education and employment, and young, adult and senior citizens as service users. Establishing a coherent and holistic guidance system that is accessible over the whole human lifespan has clear implications for the composition, qualifications and continuous professional development of guidance practitioners. The issues of improving the professional profile and standards of guidance practitioners, and promoting their competences and skills, have been addressed in this report. Appropriate initial and further training of guidance counsellors is crucial as they have a central position in guidance service delivery and development. Guidance and counselling is undergoing gradual change, resulting from the complex demands placed by the society on career guidance practitioners, their working environments, and client groups becoming more diverse.

#### Practitioner Skills and Values

##### 1. Foundational Competences

1. Ethical practice
2. Recognise and respond to clients' diverse needs
3. Integrate theory and research into practice
4. Develop one's own capabilities and understand any limitations
5. Communication and facilitation skills
6. Information and computer technologies

#### Working With Clients

##### 2. Client Interaction Competences

1. Undertake career development activities
2. Enable access to information
3. Conduct and enable assessment
4. Develop and deliver career learning programmes
5. Make referrals and provide advocacy
6. Facilitate entry into learning and work

#### System and Networks

##### 3. Supporting Competences

1. Manage opportunity information services
2. Operate within networks and build partnerships
3. Manage own caseload and maintain user records
4. Design strategies for career development
5. Engage with stakeholders
6. Engage in research and evaluation

Learners (around 90 practitioners from project's partner organisations) have been guided through the materials via a variety of curriculum activities which provided an opportunity for peer-learning as well as an individual, flexible self-paced learning experience, aiming at:

- equipping Guide 2.0 guidance professionals and managers in the use, within their own organisations, of case study materials as developed through-out Guide and Guide + projects and in familiarizing with Guide's peer-led approach to learning;
- informing learners of the relevant competencies within career guidance as envisaged by Ce-defop and providing an opportunity to reflect on their own competencies;
- preparing participants for the production of Guide 2.0' s next generation of case studies via the online Community of Practice and Action Learning Sets.

The available resources of the Blended Learning Curriculum, comprising a portfolio of existing eight Case Studies and related Teaching Notes, Methodological and Recommendation Guides and Sample Curricula from the two preceding projects, have been organized into five interconnected and self-directed modules, each featuring a variety of learning tools (audio materials, power-point presentations, charts, reflective exercises, quizzes, forum section, etc.), with an overall commitment for completion of about 4-6 hours:

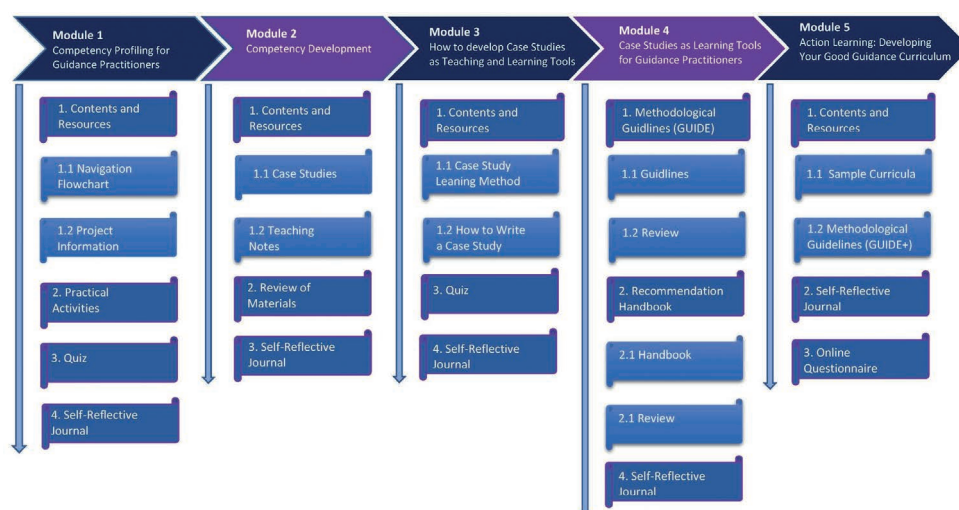
**Module 1** - Competency Profiling for Guidance Practitioners

**Module 2** - Competency Development

**Module 3** - How to develop Case Studies as Teaching and Learning Tools

**Module 4** - Case Studies as Learning Tools for Guidance Practitioners

**Module 5** - Action Learning: Developing Your Good Guidance Curriculum (webinar)



*"Learning curriculum experience can improve IAG practitioners within my organisation"*

*"I will implement a working group in my office to start this new method we could use with young people"*

### Online learning resources for guidance practitioners: 10 steps for improving your training experience

1. The following are some hints for improving usability of online training resources, based on the feedbacks of Guide 2.0 practitioners who actively participated in the training curriculum described above:
2. Make sure that time requirements for the completion of main training activities (e.g. modules), as well as the foreseen learning objectives, are clearly stated upfront, in order to allow learners to plan their training schedule in advance.
3. Balance complexity and richness of content with clarity of presentation, making navigation easier and faster through signposting pages, “skip to” or “go to” functions, effective tags and headlines.
4. Valorise and summarize text content with visual and multimedia material, such as graphs, diagrams, Prezi presentations, infographics and external links to relevant additional resources.
5. Work as much as possible on “clouds” rather than with materials which have to be downloaded.
6. When using audio files in a multicultural context, consider that non-native speakers (with respect to the selected language for training) may require more time to master the content if translations are not available.
7. Forums and chats can be useful supporting training tools, especially when peer-to-peer learning among professionals is envisaged. Such tools are best exploited for learning purposes when animated by a facilitator.
8. Especially when presenting articulated and inter-connected contents, allow enough time for learners to reflect on each step of the training process.
9. Make sure that learning assessment tools and exercises (e.g. quizzes) are stimulating, challenging and articulated.
10. When asking feedbacks on learning activities, make sure that the time commitment for reporting is commensurate with learners’ overall training time availability. Limit assessment to what is necessary.
11. Hierarchize content. For Guide 2.0 BLC, Case Studies and related Teaching Notes were the highlight which should be made easily accessible at any point of the navigation via a short-cut function.

## 10. Building Guide 2.0 Community of Practice

Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly and voluntarily. They are formed by professionals who are engaged in a process of collective and situated learning in a shared domain, allowing for continuous professional development of members, with a direct linkage between learning and performance. Thus, communities of practice share three distinguishing combined characteristics:

**The domain:** they have an identity defined by a common domain of interest. Members are committed to the domain by passion or by (professional) background and have a shared competence that distinguishes them from other people.

**The community:** members interact and cooperate! They help each other, they discuss, they share information and develop joint activities while pursuing in their domain. It is such a mutual and equal relationship that enables members to learn from each other.

**The practice:** members don't only share interest for a domain they are actively engaged in: they are practitioners. They can share their tools, methods, resources to solve or address problems and co-construct new knowledge, based on their practice expertise.

Guide 2.0 online Community of Practice is the innovative "learning engine" of the project and brings together a group of experienced, English-speaking guidance professionals across Europe (2 practitioners/managers from each partner country) pursuing the following objectives:

- determine new skills to acquire to update the IAG practice within national systems and organisations;
- collectively produce a set of new case studies that stay close to the current labour market and develop them in a way that ensures that there is as least as gap as possible between the real world and the material that is developed;
- create smart and innovative online CPD opportunities for members;
- develop best practice for practitioners and ensure sharing within each partner's local context;
- establish an international network which could inform each member about IAG trends, commonalities and differences in other European countries;

In line with the participatory appraisal approach which inspired the overall project's implementation, Guide 2.0 CoP has been run according to the principles of process ownership and participants' empowerment, by giving equal voice and status to every community member and by sharing and developing knowledge collaboratively. Although participation in CoP activities has been voluntary, some norms (e.g. participation, transparency, equity and inclusiveness, accountability) and ground rules, as stated in the Community Charter document, have been agreed upon by all members to ensure its effectiveness and sustainability.

“The main objective of a CoP is to support situated learning for a group of people with a shared interest. Interaction between practitioners is the key to a sustainable CoP.”



By focusing on learning through a Community of Practice, Guide 2.0 guidance professionals have been able to:

- Build strong connections among experienced guidance practitioners across organisational and geographic boundaries: such relationships can constitute a valuable support network (even beyond project completion), especially in those contexts where there is little professional supervision and mentoring opportunities for practitioners dealing with complex clients' needs.
- Access a European-wide "space" for self and active reflection on professional practice which, being online, has also the potential to partially overcome possible funding constraints, time pressures and mobility restrictions associated with "in-presence" learning.
- Enrich their practice with contributions from transnational sources, outside their usual local network, to identify concerted and creative solutions to common problems and collect and evaluate best practices.
- Develop, through conversation, observation and narration of work-related issues, tacit and dynamic knowledge about guidance practice which can be difficult to share in more codified learning environments, along with communication, interaction, facilitation and problem-solving skills which are highly valuable in guidance professional practice.
- Experiment a true collaborative networked learning experience by successfully co-producing contextualized case studies close to the current labour market, creating a direct link between learning and performance and introducing the value of collaborative processes to their organisations.
- Understand how the exposure to facilitated participative processes in learning can improve their daily practice with clients, by fostering collaborative mindsets and the capacity to co-construct new routes of personal development through cooperation and interaction with others.
- Enhance professional identity, self-confidence and a sense of effectiveness by developing together, in a small group of highly committed practitioners, dynamic strategies and solutions to complex issues and by overcoming challenges through peer-support.





## How to build-up your in-house CoP: 10 steps for a community that works

Guide 2.0 experimentation of CoP-based learning has proven to be an efficient approach in building a cooperative and empowering learning environment for continuous professional development of guidance practitioners. Initiating and cultivating a lively CoP, however, can be challenging and active participation of its members, which is a pre-condition for success, should not be given for granted. The following are some hints to increase the chance of building a Community of Practice that works and that can become a true vehicle for learning for its members.

- 1. Define your CoP objectives and purpose.** Determine the goals and objectives that the corporate learning community of practice hopes to achieve through knowledge sharing is the first step for launching a successful CoP. Get a clear idea on the following: the purpose of creating the community; the issues the community wishes to address; how to fine tune the community's training strategy; and ways to improve the CoPs. Group's objectives and outcomes, however, should not be imposed exogenously, but agreed upon by the community members themselves. As a result, they will have a good understanding of how to do their part to reach the desired results in relation to the established objective and purpose of their CoPs. One way to fully exploit the potentials and value of a CoP is to survey a wide range of employees in the organisation to determine the issues or weaknesses that the learning community of practice should focus on.
- 2. Establish a corporate learning community of practice plan or infrastructure.** Every corporate learning community of practice must have a clear plan or infrastructure in place to allow everyone to have an idea of how the Communities of Practice will function and the various expectations of each member. This can be done by creating a charter document that identifies the strategy of the group, how they will communicate, when and how they will hold meetings, etc. Structure does not mean rigidity: CoPs foundation is deeply rooted in its "social" and informal nature and rules should serve as a roadmap for operational purpose.
- 3. Arrange a member's introductory meeting.** Arrange a meeting, whether it's online or offline, wherein all of the members can meet one another, get a clear idea of what each member of the community brings to the table in terms of knowledge and experience and begin discussing the goals and objectives. This will also allow them to get comfortable with sharing knowledge and ideas with the other members of the learning community, which can help to improve the effectiveness of the learning community of practice in the long run.
- 4. Make sure to have the Community supported by the organisation management.** Communities of Practice can develop training strategies and solutions to a variety of organisational issues which can benefit the company as a whole. It is therefore important, for CoPs to run efficiently, to find support and recognition from the organisation's management: they need to have access to the necessary tools, apps, and even monetary funds (if applicable), in order to achieve the primary goals and objectives, especially in the beginning stages. Also, remember that time is needed to build and animate a CoP that works. Thus, it is important that the organisation is ready to put members in the condition of devoting sufficient time to participate in community activities (see point 7).

- 5. Appoint a lively moderator.** No corporate learning community of practice is complete without a moderator in place, a lead member (not a manager on the top) engaged in supporting the process of the shared learning, in bringing in an element for reflection and a sense of progression. Appoint (either directly or by vote) someone who is widely appreciated and knowledgeable about a wide range of topics that will be discussed. This individual will help to guide discussions during meetings, keep the group on-task, and may even serve as a liaison between the organisation and the corporate learning community of practice. A moderator can play 5 main roles: organiser (arrange meeting schedules and agendas and prepare materials for discussion); guide (facilitate dialogue, foster reflection, reinforce community's guiding principles); supporter (encourage group trust and support members' training needs); documenter (record the groups learning achievements and efforts); and historian (link each session's learning outcomes in a coherent path). The leadership of a community moderator is key for its success: many communities fail not because members have lost their interest, but simply because of a lack of energy and time to take care for logistics and cultivate the process.
- 6. Make sure to hold meetings on a regular basis.** A community of practice that works is one that is alive. Regular meetings are therefore a precondition for success, as these gatherings serve as perfect opportunities for sharing and collaboration. It will also help communities to interact in a more effective manner, due to the fact that they will have the chance to speak directly with other members and to receive immediate feedback and input.
- 7. Account for the time factor.** Time is a challenging factor for most communities, whose members have to handle competing priorities. While some communities reach high levels of cooperation in a short time, others begin much more tentatively, but in general one could expect a community to really get going and produce value within months and become mature in less than a year. A key principle of community cultivation is therefore to ensure "high value for time" for all those who invest themselves in community activities. An inspired moderator can help members to see results of their participation and have a sense that they are getting something out of it. What can be done from the management side is to "protect" the CoP processes by making sure that the team has time to participate in meetings and that such participation is recognized as part of each members' working schedule.
- 8. Go social to keep in touch.** Social media sites, such as Facebook, LinkedIn, and Twitter, as well as online forums, can serve as invaluable communication tools. This is true both for the communities who meet in-person and for those that are online-based. Sharing ideas and working together to come up with new and innovative solutions is quick and convenient with these networking platforms, which can even be used to share files, images, and videos. Also, by creating its own page, a community could also share and confront some aspects of its learning experiences with a wider group of interested stakeholders.
- 9. Take advantage of project management software tools that can serve as virtual headquarters.** Project management software tools, such as Asana, Basecamp, and TeamWork, can all serve as a virtual base of operations for a corporate learning community of practice, especially when members are participating remotely from different countries, as in Guide 2.0 project. Through these platforms the members can easily and effectively share documents, assign tasks, keep track of deadlines for projects, and stay up-to-date with a community calendar.

**10. Make your CoP a truly participatory learning environment.** Another key for CoP success and is the full participation of all of its members. This means that everyone (and especially those who would normally not take part in more conventional meetings) feels free and safe to share, intervene and constructively question the learning process. No voice is left unheard and no member is forced to fit their knowledge into a framework, as learning inside a CoP is developed together. Some Participatory Appraisal tools and techniques can be used to foster this inclusive environment, such as Community Inventory which can help understand members' unique assets and perspectives (who knows what, and what are we missing? What other groups should we connect with?) and focus group discussions, which give the opportunity to work separately with different groups that may find it difficult at first to work together.

## 11. Guide 2.0 CoP members training: the Facilitator Resource Pack online course

The Facilitator Resource Pack online Course (the second training course hosted on the **Guide 2.0 e-learning platform**) provided the restricted group of 12 practitioners and managers who agreed to become members of Guide 2.0 Community of Practice and who completed the Blended Learning Curriculum, with further, in depth, operational knowledge on CoP principles, application of the Action Learning Sets methodology and the Co-production approach to enhance collaborative working. The main objective of this course, which moved step by step from guided to experiential learning activities, has been to prepare learners to actively participate in the next “core” case studies co-production experience.

This training package has been structured around three modules of approximately 1.5 hour of online workshop each, composed of theory about the key topics and concepts, along with methods and tools to implement them. Some practical activities have been provided, along with interesting and reflective self-assessment activities, links to further independent studies and readings and a bibliography at the end of the pack.

### Module 1: Community of Practice

The module aimed to develop and enhance the “CoP” as innovative learning environment for guidance practitioners. By reflecting on their practices (good practices, needs, improvements, limits) and possibly developing their own CoPs, IAG managers and practitioners will be able to work more effectively with young clients in their respective contexts. At completion of this module, learners know the characteristic of a CoP and the basic rules to run it, including methods to foster active participation of members.



*"This Guide CoP could provide especially innovation, new ideas, personal development and synergies across units".*

*"I think it would be great to establish a community of practice within my organisation particularly as the interagency piece seems to be really lacking".*

*"Each member learns to interact and together they create something completely new. This makes CoP a very interesting way to learn and to see things in a new way".*

## Module 2: Action Learning Sets

This module aimed to enhance the Action Learning Sets "ALS" methodology which has been used to effectively engage CoP members in the co-production body of work in the final phase of the project. By completing the module and going through its practical guidelines, learners understood the characteristic and principles of ALS, the differences between CoP and ALS and the basic rules to facilitate an ALS in their professional context.

*"ALS is where I can present a problem and the rest of the group will ask open questions to help me to find the solution, no participant should offer me a ready-made solution".*

*"Being a part of an ALS will allow to feel very totally equal with the other participants involved".*

*"When I first read the guiding principles of ALS, I thought they were obvious. They can be summarised as empathy, assertive communication and a non-judgemental attitude. Later on, however, when those principles had to be put into practice and we had to perform ALS, I was surprised to realise that we were all paying close attention to the guidelines and that it was this, actually, that made our meetings so enjoyable and effective".*

## Module 3: The Co-production Model

Module 3 aimed to enhance the co-production model and its pedagogical and operational relevance in IAG. Learners have been introduced to employability skills and to the seven topics that became the core subjects of case study writing. At the end of this module, learners understood the value of working with a co-production and co-design approach and were able to work in CoP and produce material in ALS.

*"I know that imposing the model often results in nothing. If you use a non-participative approach, where the boundary between user and service provider is very clear and where it is not possible to enhance the active role of the person, you fail. I have seen many projects fail because the target person had not been involved in the planning; and some changes he/she did not want had simply been imposed on him/her. So, co-production is the key!"*

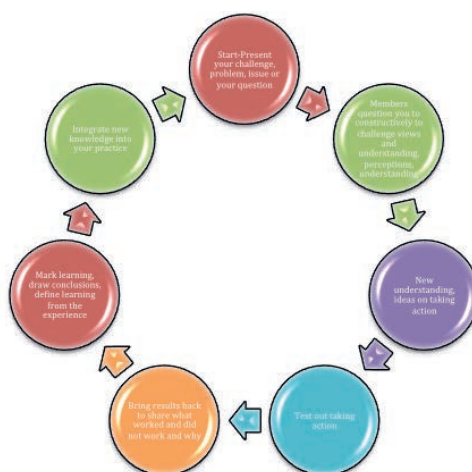
*"The community works together on its aims: we plan, we learn, and we achieve together".*

*"What I liked about all the three modules in the Facilitator Resource Pack, is that each module is about development and growth on an individually basis, as well as on a wider level including organisational and sector development across Europe".*

## 12. Using Action Learning Sets in guidance training

Action Learning is a powerful and popular approach for working on difficult problems in professional practice and helps set standards for good practice in organisational learning. It is a continued process of learning and reflection for working on real issues, using the knowledge and skills of a small group of peers (colleagues) combined with skilled questioning, to produce fresh ideas and reinterpret familiar concepts.

- An Action Learning Set is a group of 4-8 people, usually with the same level of experience, who meet regularly to help each other to learn from their experiences.
- Each set is ideally composed by a Facilitator (who 'holds the process' and ensures that the focus remains on learning about real issues); a Presenter (who brings the issue or project to the rest of the group) and the Members (who actively listen and ask probing questions). It is a co-constructed, social and circular learning and change process which can be synthesized in the following steps:
  - **Start:** present your challenge, problem, issue or your question
  - **CoP/ALS Members** question you constructively to challenge understanding
  - **Further Insight:** seek further insight, establish new understanding, ideas or actions
  - **Take action:** test out action in the workplace
  - **Bring results back to CoP/ALS:** share what worked and did not work and explore why
  - **Reflect on learning:** define learning from your experience, draw conclusions
  - **Integrate** new learning, knowledge into your practice



- An ALS operates according to the ground rules of Only One at a Time (only one person at a time in the set presents an issue while the others give attention and help); Counselling Style (members refrain from giving advice or taking over the problem and continue listening and asking questions to clarify the presenter's understanding); Safe to Admit Need (in the set, it is safe to disclose doubt, admit weakness and ask for help to allow for the problem-presenter to learn at sufficient depth to develop as an individual).

*"Members of an ALS will refrain from giving advice or taking over the problem. Instead they will continue listening, quite often allowing silence and asking questions to clarify the presenter's understanding, rather than their own".*

### Guide 2.0 online training module on ALS

In Guide 2.0 ALS have been used as a dynamic method to structure the case-studies related work of the Community of Practice. Groups of four practitioners (two from each partner organisation, organised in pairs as follows: Rinova and CIOFS-FP; Eurocircle and Ballymun Job Centre; Tampere and MetropolisNet) came together through five Action Learning Sets of about 2 hours each, and worked with international peers on the entire case-studies conception, production and validation process. By working on case studies development through ALS, Guide 2.0 practitioners had the opportunity to:

- Foster their active listening and interaction skills by paying attention, understanding and relating with colleagues' logics and narration styles. High level listening and communication skills are pivotal in careers guidance: they are the core of the ability to establish genuine and empathic relationships with people and to see issues from the client's point of view.
- Enhance their capacity to ask the right question and the right time in order to find shared solutions to complex issues and glimpse development opportunities: being able to question clients in a constructive (rather than inquisitive) way is key to trigger an empowering narration of self.
- Learn the value of patience and flexibility, by facilitating a process where the solution is not provided, but crafted through interaction and cooperation, allowing others the time and space to build on their own capabilities. Such attitude translates in an empowering guidance experience where the client is encouraged to activate his or her reflection on possible development paths, which can be explored with an informed, unbiased and safe support of the practitioner.
- Learn to extract meaning, learning opportunities and personal development hints from real-life stories. Writing case studies and review them with insightful contributions from peers can be a very effective way to enhance reporting, narrative, analytical and record keeping skills of practitioners.
- Enhance their problem-solving skills by working together and tackling unfamiliar challenges (e.g. writing high quality case studies, which was a first-time exercise for the majority of



participants), building on the experience and cooperation of trusted peers, stressing the fact that practice-led knowledge creation can benefit from participative and inclusive approaches. This attitude is reflected in the idea that effective guidance should operate in an organic and multidisciplinary network, connecting guidance services to the rest of society through interagency collaboration and a joined-up approach.

## 13. The CoP at work: co-producing stories to inspire in the Case Studies Learning Resource

Guide 2.0 CoP members, after completing their training curricula (the Blended Learning Curriculum and the Facilitator Resource Pack), moved to the final stage of the project for the actual co-production of seven brand new case studies, specifically designed to tackle the dynamics of today's labour market and the multidimensional needs of younger clients.

Through the Case Studies Learning Resource, a sort of virtual “creative factory” with both process and product learning outcomes, participants worked on a parallel and interlinking “double track”, through a series of Webinars (held on line, in plenary) and Action Learning Sets for case studies peer-review (always online, in groups of 4 practitioners, two from each partner country). The CoP Forum provided an additional sharing and discussion virtual space throughout the process.

During the Webinars, organised between October 2019 and May 2020, the CoP initially worked on the set-up of members' profiles, enabling the community to get to know each other member's professional background, interests, roles and client base within each organisation. The CoP also produced a shared Community Charter document where the group's training strategy, needs, mission, goals and justification were clearly stated, for the community to run smoothly. During these virtual meetings, which were highly participatory and interactive, the twelve community members also participated in some wrap up practical sessions on Action Learning Set methodology, the competence framework to be used as reference for case studies writing and agreed on a common template for framing and formatting all the case studies. They also had the opportunity to reflect and further develop their story-telling capabilities by sharing ideas, thoughts and concerns with the rest of group. In the final stages of the virtual meetings, each country team identified its case study topic (and related Cedefop competence to address) and ALS couples for peer-review of materials were confirmed. Teams started to write their stories (except for Rinova which produced two case studies), meeting regularly, on a bi-monthly basis, in ALS sessions with their assigned peers.

Guide 2.0 ALS couples:
Rinova and CIOFS-FP
Eurocircle and Ballymun Job Centre
Tampere and MetropolisNet

This process of co-production allowed each team to get constant feedback on the stories, fine-tuning the content, style, length, clarity and relevance of draft case studies with respect to the specific competence addressed.

1. While the first ALS sessions were used to clarify initial thoughts, concepts and a broad structure for the case studies, the second sessions were more focused on clarifying the actual

CASE STUDY TITLE	COMPETENCE ADDRESSED	DEVELOPED BY
<i>Ahmed and Autonomy - Re-thinking Roles, Relationships and Mindsets</i>	Integrate theory and research into practice	Ciofs-FP
<i>Mila's Story - Creativity, Enterprise and Innovation</i>	Undertake career development activities	City of Tampere
<i>Granger's Story - Personal Employability Skills</i>	Conduct and enable assessment	Rinova
<i>The Young Fish - Working Together and Communication</i>	Develop and deliver career learning programmes	Eurocircle
<i>Self Management For Guidance Practitioners - A Fine Balancing Act</i>	Manage own caseload and maintain user records	Ballymun Job Centre
<i>The Story of Tareq and Zaim - Flexible Frameworks for Learning and IAG</i>	Design and implement strategies for career development	Metropolisnet
<i>Copenhagen Youth Project - Long-term Joined-up Approach</i>	Engage with Stakeholders	Rinova

- Reflections by a COP Member
- Case studies production, ALS and Virtual Meetings updates

content of the stories. After the first session, participants had the opportunity to address and sort various issues at a local context – for example through local interviews.

2. The 3<sup>rd</sup> sessions were arranged at a point in which the Case Studies were almost ready. The main aim of these sessions was to get feedback on whether the story structures were well balanced. Also, some CoP members were concerned with the learning aspects of the story and wanted to get feedback on whether national systems' backgrounds were clear enough to the readers as they are a crucial part to understand the stories.
3. The 4<sup>th</sup> sessions were arranged when the Case Studies were at a final draft stage. The main concerns were again about learning aspects and how much the specific competences were addressed in the case studies. Concrete issues were related to getting feedback on final details of the Case Studies and on whether the stories were complete and comprehensible.

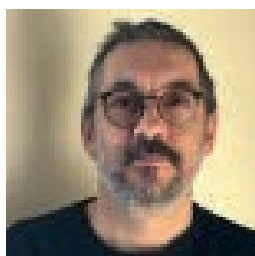
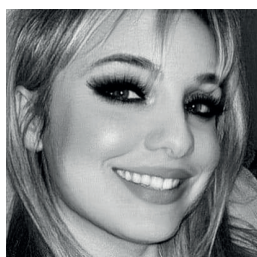
By April 2020, all teams have met online about 20 times between single ALS sessions and broader virtual meetings, reaching the goal of producing seven high-standard **Guide 2.0 “next generation” Case Studies** (available in English, French, German, Finnish and Italian), providing further up-to-date, engaging and inspiring learning tools for guidance professionals whilst reinforcing the validity of Guide approach to training.

*“During the first ALS participants tended to be quite reserved despite having a facilitator to provide the overview, structure and process of the ALS. Initially, the ALS took the format of a ‘getting to know you’ session, which was good for building relationships between ALS members. By the second and third ALS meetings, these were more productive in terms of a mutual support structure/format/process – exploring issues or challenges that were being faced either within a wider work context or directly in relation to the production of the case study story”.*

Lead project manager at Rinova

*“After the experience of participating in the Action Learning Sets, I realised it is not obvious or trivial. It is one of the cornerstones of effective interpersonal communication and it is not something you have, rather it is an attitude you cultivate over time through attention and training. I think it is reassuring that professionals from different European countries are called to work together according to these principles and I hope this becomes a widespread habit at all levels from citizens to institutions”.*

CoP Member from Italy



THE CITY OF TAMPERE  
EMPLOYMENT SERVICES UNIT



PEGASUS  
GMBH

## Evaluating Guide 2.0: Quality Assurance and Evaluation Manual Plan

*All Guide 2.0 learning activities and training outputs have been carefully evaluated through a variety of survey tools, organised in solid Quality Assurance and Evaluation Plan draft and implemented by the project Italian partner [CIOFS-FP](#), with the aim of capturing participants' views and perceptions about the overall Guide learning experience and assessing how participation in project activities has benefited practitioners and their organisations in terms of improved working methods and skills development.*

*Evaluation tools (learning journals, pre and post questionnaires, focus group discussions) encouraged a critical reflection process of learners about the quality of training (both in terms of acquisition and exchange of knowledge and methodological approaches used), its relevance to the work practice and the activation of professional networks. Impacts have been assessed against a variety of indicators, such as i) Level of satisfaction of participants with respect to the knowledge shared and its relevance; ii) Level of satisfaction with respect to e-learning modules and e-learning platform quality and usability; iii) Level of involvement in CoP and ALS activities; iv) Level of improvement of relationship and methods/tool in daily practice; v) Level of networks enlargement.*

*The evaluation system has been complemented with monitoring activities which have been carried out through the project (mainly via online questionnaires) to check for efficiency, in terms of project progresses (timeline and workplan), quality of products and quality of partnership and cooperation. Bi-annual reporting aimed at evidencing the progress made and possible criticalities in project workflow; monitoring of partnership meetings aimed at assessing the different parts of the programme and the relevance of meetings outcomes; quality assurance of products aimed at verifying criteria such as editing, quality of translations and contents of the released outputs. A synthesis of evaluation results is shared in the Conclusions paragraph of this paper, while output-specific results can be accessed on the project website [www.goodguidancestories.org](http://www.goodguidancestories.org)*

## 14. Conclusions

In the next paragraphs, we share some final consideration about Guide 2.0 project. We summarise some reflections about our training proposal as experienced by learners, synthesise what emerged as the main enabling conditions for good guidance and effective practice across all partner countries, and highlight some good practices in guidance provision shared by project partners and young clients during the initial participatory enquiry process.

### 14.1 Reflections on the Guide 2.0 Learning Path

- Project participants have expressed satisfaction with respect to participation in training activities provided through the e-learning Guide 2.0 Moodle platform and fully recognised the pertinence of the Guide approach, especially for those who work in a multicultural environment. They appreciated the usefulness of the Case Studies and related Teaching Notes as learning tools, which have stimulated the sharing of difficulties and solutions among learners. The different modules of the curricula provided an opportunity to reflect on own competences and those required to work professionally as guidance practitioner (e.g. employability and self-management skills), to access good practices shared by colleagues and to activate self-reflection on a meta level about guidance practice through participative learning, triggering self and organisational awareness which translates into more responsive guidance provision.

**Guidance practitioners can upskill and improve their work performances and attitudes by accessing online, self-paced CPD trainings, focused on collaborative and practice-led learning in a multicultural setting. E-learning experience is enhanced by making material easy to read and follow through the use visual and multimedia content (such as graphs, diagrams, Prezi presentations, infographics), by animating discussions and interactive learning exchanges on social platforms (forums, chats) and by designing challenging assessment tools.**

- Case studies methodology has been confirmed as a helpful and stimulating training tool, providing immediate linkages between learning and professional practice. Exposure to this methodology has been considered as an effective way in enhancing problem solving attitudes, developing a client-centred point of view in guidance provision and in sharing knowledge, competency and fresh ideas among colleagues. It has been regarded as a way for new IAG practitioners to gain a real understanding of their new role and as an opportunity for experienced practitioners to reflect on their professional practice. Participants felt that the exposure to this methodology has increased their creative and critical thinking and confirmed their willingness to further experiment the method within their organisations, also for other activities independent from Guide 2.0

The use of case-studies in professional training engages practitioners in a dynamic learning process fostering their narrative and active listening skills and their capacity to develop realistic and creative solutions to complex problems. The relevance of such methodology for guidance training could further be enhanced by involving young clients in group sessions to discuss, with the support of participatory appraisal methods, some of the Guide case studies. Through this interaction, IAG practitioners would have the chance to explore differences and common points between their own perception of the guidance services and that of the young user, accessing crucial information on how to adapt service design to respond to clients' needs.

- Community of Practice has been recognised as an innovative and very relevant means for supporting practitioners' professional development. Among the strengths of this approach, Guide 2.0 CoP members appreciated the sharing of good practices in an international and informal environment which stimulated a constructive comparison among different guidance systems across Europe. CoP participation has been seen as a way to expand own's professional network and to access a peer-to-peer support system, where practical knowledge was created and shared, and cases examples were discussed in an inclusive group. The fact that the Community was operating online has been perceived as a good opportunity for experimenting new working and training environments and to access cross-national know-how, beyond the usual working context. Members acknowledged that CoP building and cultivation is a time-consuming task which should also be approved and supported by the organisation's management.

Guidance managers can be inspired by Guide 2.0 CoP experience to further experiment the set-up of peer-led support networks which represent, alongside with in-house coaching and supervising activities, an efficient option for continuous professional development of guidance practitioners. Such knowledge networks enhance professional identity and provide a space for active reflection on professional practice. To run well, communities of practice entail members commitment and participation as well as experienced facilitation, especially in the first stages of community development and organisations should support and endorse employers' participation in such knowledge networks by freeing up time and resources.

- The testing, blending and validation of innovative training and working methodologies has been a major focus of Guide 2.0. In the final collaborative co-production of high-quality case studies, written and reviewed in Action Learning Sets by peers belonging to Guide 2.0 Community of Practice, project's main areas of innovation came to a creative synthesis by matching process innovation (co-production in ALS) with output quality. Writing interesting and representative case studies in a cooperative way has been a challenge for CoP members, and Action learning Sets provided a good framework to improve communication inside and among teams, fostering "counselling style" interactions and open discussions which helped smoothing the writing and revision process. Within an overall positive and curious attitude, participants raised concern about the time commitment required to perform such collaborative working processes and that further training (mostly with respect to communication skills) would be required to master an independent facilitation of ALS in the workplace.



Learning is much more than information transfer and the way new knowledge is constructed constitute a big part of the training experience itself. Guide 2.0 enforced the idea that bringing a participative co-design and co-production perspective to the guidance domain (both in terms of training and service provision) represents a sustainable and dynamic way to rethink current practice and foster a paradigm and mindsets shift. Project outcomes recognised that the entire system can benefit from the activation of collaborative processes i) among practitioners themselves, through the development of valuable soft skills triggered by a vibrant peers-led learning environment; ii) among clients and practitioners/services, through the direct consultation, involvement and empowerment of young people; iii) among agencies, through the promotion of a partnership culture.

## 14.2 Guide 2.0 four pillars of effective practice

### 1) Good guidance is about adequate time and funding

Time has been identified as a key - yet often lacking - asset for good guidance by all target groups of Guide 2.0 project. Young clients stressed that among the things they value the most when they seek professional guidance there is the fact that proper time, attention and consideration is given to the person's peculiar needs and careers wishes, without feeling rushed or pushed to accept any training or job. For practitioners, lack of time due to excessive workload, institutional objectives or funding requirements (such as a certain number of job/training placements) hinders the possibility to work more intensively with each client, especially those with strong barriers to employment who would benefit the most from a long-term and holistic guidance experience. Indeed, it was agreed that adequate time is needed to i) build a trustful relationship between the client and the practitioner/service provider; ii) to assess and valorise young clients' capabilities and competences and find best placement and training options that fit their interests; iii) to address multidimensional issues, such as mental issues, through a well-established referral system; iv) to provide appropriate training and continuous professional development opportunities for IAG practitioners.

- It was widely agreed that a fruitful and successful guidance process cannot happen in a rush and should be flexible, empowering and client-centred, moving beyond rigid results-based logics which impose tight schedules (e.g. limitations to a certain number of sessions or a foreseen timeframe after which the process is terminated) and "stake everything" on quantitative outcomes, possibly pushing practitioners into an ethical dilemma of finding any jobs rather than adequate jobs.
- Managers are well aware of exogen pressures on IAG systems, such as insufficient funding or "strings attached" funding structures (e.g. quota-based funding structures, "work first" approach) which make it difficult to find time and budget to go beyond the day-to-day work routine within the organisation, such as networking with employers or building cooperation with other organisations or investing in staff training - tasks that could have a positive impact on the practitioners workload and on the young adults experience, when performed effectively.

- In order to perform efficiently and contribute to upskilling pathways, IAG services should be put in the condition of tailoring their guidance offer according to the specific needs of each client, ensuring, when needed, a long-term, joined-up approach able to engage all relevant stakeholders, especially when addressing the complex needs of young people facing multiple barriers to employment during critical transition points.
- It is therefore pivotal that policy makers are made aware of the importance of adjusting funding and institutional requirements and objectives to the complexity and multidimensionality of the guidance process, accounting for qualitative indicators that capture the empowering outcomes of the guidance experience, besides job/training placements.

## 2) Good guidance is about continuous professional development of practitioners.

Job markets and the world of work are in a state of constant evolution, calling for a continuous up-dating of the skillset of guidance practitioners and the experimentation of innovative training approaches. As they are in the frontline of IAG service provision, they should feel well equipped in dealing with the complex, diverse and everchanging needs of their younger client base. The type of training needed obviously varies from context to context.

- Some practitioners felt that they need further training in the areas of up to date CV design, writing profiles for websites such as LinkedIn, as well as in up to date interview and communication skills which would improve their outreach to younger clients.
- They also expressed concern over not feeling prepared in dealing with complex situations brought in by some young clients, hindering them from immediately stepping in the direction of employment or training, and clearly expressed the desire of being trained to recognise issues such as addiction or mental health, in order to refer clients to adequate support structures.
- Young people also described the experience of certain practitioners being unable to provide informed career advice because they lack information regarding labour market changes or specific branches, particularly for technical or IT professions, while managers struggle to find resources with in-depth knowledge of specific branches but who are also qualified in guidance work. Practitioners, on their side, confirm that would like to have support in finding adequate information about current local labour markets trends (LMI), and the time to study it.
- Guide projects also highlighted that the dynamics of such market, with quickly changing job profiles, the impact of digitalisation and automatisisation lead to an increased importance of employability skills of young adults and the skillset of IAG practitioners should adjust consequently. Communication and interpersonal skills, self-management abilities, flexible and creative attitudes become more and more important in the work with young adults, calling not only for the updating of training content for IAG practitioners, but as well of the way training is designed.

- All target groups of Guide 2.0 strongly agreed that continuous professional education of practitioners should be seen as an indispensable component of good guidance services and that adequate funding and time should be allocated to innovative training options for IAG professionals.

### 3) Good guidance is about building strong relationships and partnerships.

Everything in a good guidance process is about building strong, reliable and durable relationships and partnerships. First and foremost, establishing a genuine and constructive relationship between the practitioner and the client, aiming at working on the young adult's needs and encouraging him/her to gain self-confidence, take control and engage in society, is the pre-condition for a successful guidance experience. Such a relationship is based on mutual recognition and respect. From the practitioners' side, this means being put in the working conditions allowing him/her to approach empathically each client as an individual (rather than "just another case") and work on his/her personal career wishes, as expressed by the "Recognise and Respond to Clients' Diverse Needs" competence. From the clients' perspective, this translates into a collaborative attitude towards the service and realistic expectations from the consultation (e.g. understanding that the IAG service is not always in the condition of solving all issues in a very short time). However, the guidance process does not end within the four walls of the IAG session.

- Particularly when working with young adults with complex and multidimensional barriers to employment (e.g. housing, addiction or mental issues), practitioners cannot handle the situation alone and they highlighted a strong network with trusted partner organisations integrating specific professional support as very important. A partnership approach to service provision releases synergies, capitalises on the experiences and expertise of partners, can better identify gaps and solutions, and reduces the risk of duplication of activity (youth.ie). "Operate Within Networks and Build Partnerships" is among the most needed competence within efficient IAG systems and a closer interagency collaboration and multidisciplinary support is key for allowing the IAG process to run smoothly and successfully and to support clients as whole individuals. Critical success factors include the need for clarity around roles and responsibilities of partnership structures and members ('Memorandum of Understanding'), objectives, KPIs, reporting and monitoring framework, and governance (ibid).
- Additionally, to be able to facilitate job placement opportunities for the young adults that match their competences and professional wishes, services should work towards building active and stable relationships with employers of different sectors. Establishing, organising and institutionalising such networks and promoting a collaborative culture should be a major concern of service managers or of a person who cares for this topic specifically, easing practitioners from filling possible gaps through their personal networks.

### 4) Good guidance is about proximity and communication.

To be effective and reach their younger audience, guidance services should be made easily accessible and get close to their clients, at different levels. One major point stressed by

young clients is that, too often, information about IAG services fails to reach them, mostly because communication channels used by service providers tend to be institutional and do not match those (mainly online, social-media based) they normally use. The information that IAG is available for young adults, for example, could be promoted in schools and interagency collaboration could also serve as a multiplier for information hotspots. In some cases, outreach programmes in community centres or shelters could be put in place in order to get to the most “hidden” groups of people (e.g. recently arrived young refugees), which in turn could benefit the most from a holistic guidance support.

- IAG services could, as far as possible, “de-institutionalise” communications style with their younger audience and enhance their online presence, adapting the way information is presented (both content and graphics) to suit their young target group.
- Good communication can be further improved by avoiding the use of technical and distancing jargon during IAG sessions and by promoting a deeper and genuine understanding of the diverse cultural backgrounds of the clients by IAG practitioners, in order to minimise the risk of misconceptions, judgemental environments and possible implicit biases, in order to promote equality of opportunities and social justice.
- High requirements on bureaucracy constitutes another barrier to fluid communication between clients and IAG services and, as far as possible, should be kept minimal especially in the first stages of the IAG process, where the risk of discouraging the client is higher.
- While IAG practitioners are not psychologist nor social workers, they nonetheless can play a decisive mentorship role when working on individuals’ expectations, wishes, self-confidence and self-esteem aspects which can have a great impact on future careers paths. For this reason, especially when dealing with young adults, the establishment of a trustful, attentive and client-centred communication constitutes a major requisite of a successful guidance process and working conditions, including more comprehensive funding requirements, which enable this communication to happen, can improve both clients’ and practitioners’ performances.

### 14.3 Guide 2.0 Good Practices shared by project partners and young clients

#### ➤ WIA-Berlin (DE)

The Willkommen-in-Arbeit-Büros (Welcome-to-Work-Offices) are the first contact point for refugees in regard to questions on education topics and professions. The counselling is multi-lingual and free of charge. The consultants of the WiA-Büro offices identify qualifications and skills, give guidance regarding matters of education or labour market, and advice refugees on suitable educational or employment programmes or services. They also provide mobile educational consultation through their “MoBiBe Offices”.

<https://wia-berlin.com/en/>

<https://mobibe-berlin.com/en/>

### ➤ **Partnership for young London (UK)**

Partnership for Young London, regional youth unit for London, is a network for youth policy & practice which connects, develops & influences services for young people. It includes a network of over 400 organisations, all working to achieve a real impact to young peoples' lives in London.

<https://www.partnershipforyounglondon.org.uk/>

### ➤ **London Youth (UK)**

London Youth is a charity on a mission to improve the lives of young people in London, challenging them to become the best they can, through sports development, employability, youth action and involvement, arts and outdoor education programmes. Their employability programmes, such as Talent Match, Future Talent and HeadStart Action, recognise that getting young people into employment is as much about building self-confidence and personal development, as well as educational attainment.

<https://londonyouth.org/what-we-do/employability/>

### ➤ **EpDemLabs (EU)**

Erasmus+ project, EP-DeM Labs seeks to engage and enable disadvantaged youth (16-24) in transition moments across 4 cities/regions in Europe to express their voices, co-develop and co-delivery projects and measures aimed at improving their education level and employability. The laboratories of dialogue and co-design experimented will have the ground-breaking role of permanent generators of knowledge and incubators of innovation in education, training and employment systems.

<https://www.epdemlabs.metropolisnet.eu/>

### ➤ **Work for Refugees (DE)**

Work For Refugees is a non-profit project of the Berlin Joint Welfare Association and the Stiftung Zukunft Berlin and aims to provide advice and support to refugees to promote their integration into the regular job market. Their office is staffed with consultants who, due to their migration background, have cultural sensitivity and language skills, taking into account the needs of potential employers and refugees when providing advice and placement.

<https://work-for-refugees.de/>

### ➤ **Peer Outreach Workers (UK)**

The Peer Outreach Workers (POWs) are a group of young people from across London that helps influence the Mayor's policies. The POWs are made up of 30 young Londoners aged 15-25yrs old from diverse backgrounds and life experiences. They are commissioned by the Mayor to engage, inspire and gather the opinions of other young people in the capital. Their work helps shape the policies, strategies and services. The team's main emphasis is currently on improving educational achievements and opportunities, much of this work focuses on young people who are not in education, employment or training.

<https://www.london.gov.uk/peer-outreach-workers>

### ➤ **Geva-Test (DE)**

Online based test that makes talents and potentials visible. Different versions are available for different school levels and languages (Arabic). Gives detailed test results, optional career recommendations and advice for writing applications. This test is a very good basis for the beginning of a guidance process and helps to get a broad picture of the person's interests in a relatively short time.

<https://www.geva-institut.de/leistungen/berufsorientierungstests-bildungseinrichtungen/tests-zur-staerken-und-talenterkundung>

### ➤ **Use of Microsoft-Teams for vocational education (FI)**

The Tampere Adult Education Centre in Finland make use of Microsoft Office 365 products (officially GDPR registered) with students, e.g., of Preparatory Training for Vocational Education for migrants. Teams is an excellent tool both for guidance of individual students as well as for communication with a whole group of students. They use chats, voice-calls and video-calls for individual guidance (basically to replace WhatsApp that was used before). Teams Files is a nice way of sharing documents with both individual students and a whole group. They use Teams both on PC and as a mobile client (app). By using Teams, they also aim at strengthening the digital competence of students, and also of teachers and guidance practitioners.

<https://products.office.com/de-de/microsoft-teams/free>

### ➤ **Smartciofs: Matching Platform (IT)**

It is an online platform managed by the national headquarters of Ciofs-fp, in which members can upload their CVs and companies registered on the platform can enter job offers: the system automatically creates a matching between the job offers and the CVs of the registered persons. The Training Centre then acts as an intermediary between the company and the potential candidate selected.

<http://www.smartciofs-fp.it/smartciofs/#/login>

### ➤ **ProfilPass (DE)**

A detailed online and printable test that is available online in German, English, French and Spanish which can be used for a few sessions during the guidance process with a young person to work out talents, interests and achievements in an insightful and empowering way. It is



especially relevant because it plays an important role in the recognition of informal learning, strengthening self-confidence and self-esteem of students and young adults.

<https://www.profilpass-fuer-junge-menschen.de/download>

### ➤ **Formazione Duale - Dual Training (IT)**

The vocational training course in the region Friuli Venezia Giulia in Italy requires that students during the last 2 years of school attend an internship lasting half the school year duration. They spend 40 hours per week at their workplace and have the support of an internal tutor and their school tutor as well. A trainers committee chooses internship destination for each student according to their attitude, goals, skills, and need of improvement. Students apply what they've learned at school, while testing and improving their soft skills as well. Students complete school already having different work experiences listed in their CVs.

<http://www.regione.fvg.it/rafvfg/cms/RAFVG/formazione-lavoro/formazione/FOGLIA6/>

### ➤ **LIC - Ciofs Ideas Lab (IT)**

A 15-hour training course organized as a laboratory in which students bring their business ideas and have the opportunity to share them with peers and to join forces to merge their ideas. Participants have the support of counsellors and trainers who can help them with technical or methodological issues (e.g. Gantt chart or Fund raising). The Lab encourages participants to think about their future in a very active way and to identify interests or particular abilities they were not fully aware of.

### ➤ **Pipol Project: Free Training for unemployed people (IT)**

An unemployed person can enrol in the "Pipol Project" of the Friuli-Venezia Giulia Region in Italy. The candidate can then select the course he/she wishes to follow from the PIPOL COURSES CATALOG website. It allows unemployed people to re-enter the business world (after having conducted an orientation interview at the ICC) following free courses. Moreover, during the course it is possible to carry out a free internship.

<https://www.pipol.fvg.it/PIPOL/Catalogo/>

### ➤ **Envol Europe- Innovative Volunteering programme (FR)**

It is a contract for volunteering 12 months abroad, entailing a pre-departure intensive training (informal skills development), a tailored mentoring follow-up during the volunteering period and, upon return, an intensive training to identify and capitalize skills in order to better integrate the labour market. Carried out in a partnership with Missions Locales to recruit young people, it allows NEETs to have international experience and develop the required soft skills to access labour market.

<https://eurocircle.fr/language/en/introducing-envol>

### ➤ **School of 2<sup>nd</sup> Chance (FR)**

Schools of 2nd chance were born to offer a solution to 100,000 young people who leave the school system each year without a diploma or qualification and find themselves faced with the difficulty of entering the world of work. School that are designed to host and encourage NEETs to “get back” into society through soft and informal education and through practical and theory workshops. Learning takes place in small groups of young people and teachers are called tutors. It aims at promoting citizenship, active participation and skills update to acquire the basic education level.

<http://www.e2c-marseille.net/>

### ➤ **La Garantie Jeune - The Youth Guarantee (EU)**

The Youth Guarantee is a commitment by some Member States to ensure that all young people under the age of 25 years receive a good quality offer of employment, continued education, apprenticeship and traineeship. It is a well-funded programme that allows NEETs to get a monthly allowance, which is very relevant because many of them leave trainings/support periods because they need jobs to subsist. As an integrated programme that involves all kind of stakeholders from EU Commission services to local social workers it can offer intensive programmes that forces NEETs to follow a certain rhythm that will help them integrate school/work culture. Additionally, it gives the opportunities to NEETs to test, re-think and strengthen their professional plans through short VET periods, training, and short job immersion.

<https://travail-emploi.gouv.fr/emploi/mesures-jeunes/garantiejeunes/>

### ➤ **The Ballymun Youth Guarantee Model (IE)**

The BYG model promoted an activation approach tailored to the needs of young people which would lead to a guarantee whereby all young people aged between 18 and 24 living in the Ballymun area would receive a good-quality offer of a job, apprenticeship, traineeship, work-experience, or continued education within 4 months of registration at the Department of Social Protection Intreo Centre. The guidance model adopted by the BYG is a high support model developed by Ballymun Job Centre over many years of service provision which has proven successful for clients with multiple barriers to labour market access. All BYG participants were offered this high support model as a method of identifying their labour market needs, supporting the development of both human and social capital, enabling progression to a quality offer and securing sustainable labour market attachment

The BYG was the first of its kind and included partnerships between all relevant stakeholders. This ensured a truly holistic approach to guidance and support for long term unemployed youths in the area.

<https://www.youth.ie/wp-content/uploads/2019/01/Ballymun-Youth-Guarantee-Pilot-Scheme-Evaluation.pdf>

➤ **Le CIVIS - contrat d'insertion dans la vie sociale (FR)**

Some young people followed at Mission Locale are offered the CIVIS contract. This contract grants to the young people a reinforced follow-up, on issues beyond the job-hunt (support for getting driving license, bus card, help with administrative paperwork, social security, basic health exams) and a financial allocation that can be released as part of their follow-up. Each young person has a unique referent advisor whom he meets regularly to build an individual tailored programme.

<https://www.mission-locale.fr/civis/>

➤ **Research: Enhancing Employability Through Positive Interventions for Increasing Career Potential- Eepic (IE)**

Ballymun Job Centre, and the Mental Health and Social Research Unit at Maynooth University are conducting research on the implementation and effectiveness of Irelands labour activation policy, Pathways to Work. The research focuses on its effectiveness in assisting jobseekers to overcome the negative psychological impact of unemployment, whilst also enhancing their employment opportunities, building career efficacy and improving overall wellbeing. A research piece which compares the results of a 'job first' model as opposed to working with the client's strengths, abilities, needs and interests. The research highlights the importance of working with service users in a client-centred way.

<http://eprints.maynoothuniversity.ie/9569/1/NualaWhelanThesis.pdf>

**Research: The Youth Employment UK Employability Review (UK)**

A review of frameworks, common terms and research currently being used to define and determine employability skills in the UK. To determine how existing frameworks and literature refer to vital employability skills, a review was conducted to source commonalities and consider areas for improvement. Following initial investigation, it was determined that a unified approach would prove effective in supporting young people to better understand the skills they need to develop for their futures.

<https://www.youthemployment.org.uk/dev/wp-content/uploads/2017/07/Youth-Employment-UK-Employability-Review-June-2017.pdf>

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# GOOD GUIDANCE

Stories 2.0